

QUEST

Queensland Education
Support & Training

Live online training program 2021



A QTU initiative providing quality professional development for teachers and school leaders.

QuEST is proud to offer you these high quality online professional development programs. These programs showcase best practice and are delivered by current classroom teachers.

- **Live courses** are available in a live interactive format at the times listed. This is the best way to maximise your learning from the sessions. Alternatively you can choose to view the on-demand recording at a time convenient to you.
- **On-demand** courses are available anytime after they are launched. Prices are available on our website.
- All courses take place after school or in vacation periods to ensure they are accessible to you.
- All participants will receive a certificate of participation which can be used to demonstrate the continuing professional development (CPD) requirements of the Queensland College of Teachers.
- 60 minute Live courses are \$50 incl. GST per session, (including access to recording).
- Prices for On-demand and 3 hour courses are available on our website.
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- To register for a course go to www.qtu.asn.au/quest and follow the links to online training.
- **Please note, payment for online courses is by credit card only.**

	Course Title	Presenter	Audience	Duration	Date / Time	Description	Code
CLASSROOM MANAGEMENT SERIES							
1	Setting routines for primary classrooms	Kristy Elliot	Primary Teachers	60 minutes	Tue 9 March 3:30pm - 4:30pm	Classroom and behaviour management are complex challenges - rarely does a school day unfold the way it was planned. This session will look at classroom and school routines and their role in creating positive, safe and inclusive learning environments and minimising off-task behaviours. Despite disruptions routines can encourage calm and safe learning environments. The presenter will focus on the importance of relationships and encouraging students to take appropriate responsibility for what is happening both in the management of the class and in their own learning.	STLN2109
2	Setting routines for secondary classrooms	Josh Walker	Secondary Teachers	60 minutes	Tue 9 March 5:00pm - 6:00pm	Despite our best intentions students can often choose behaviours that have a negative impact on the classroom environment and those within it. As such educators need a tool kit of things to think, say and do to address these behaviours firmly and fairly, so that relationships are maintained, and expectations reinforced. This session will support teachers in their approach to classroom management including practical tools to create healthy expectations, establish productive learning relationships and focus on the teacher's role in achieving this.	STLN2112
3	Building rapport with students	Josh Walker	Primary OR Secondary Teachers	60 minutes	Tue 18 May 4:30pm - 5:30pm	Teaching is about relationships. When we build strong and effective relationships with students, they feel safer and are enabled to take chances in their own learning. Having a good rapport also creates more connection to the class and can lead to a happier environment that increases engagement. This session will explore techniques that you can use with your students to build rapport and create a safe and engaging learning environment.	STLN2114

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CLASSROOM MANAGEMENT SERIES							
4	Managing disruptions in the classroom	Josh Walker	Primary OR Secondary Teachers	60 minutes	Tue 1 June 4:30pm - 5:30pm	The complexity of creating a safe and supportive learning environment for students is socially and emotionally demanding of teachers. Recognising the triggers that can escalate and create disruptive situations will help lead to the creation of productive environments. The focus of this session is in recognising the warning signs and intervening before behaviour escalates and becomes very disruptive. Gaining an understanding of strategies to de-escalate, manage challenging behaviour, and redirect undesirable behaviour will allow students to remain engaged with their learning.	STLN2113
5	Managing challenging conversations as a classroom teacher	Kristy Elliot	Primary OR Secondary Teachers	60 minutes	Tue 20 July 4:30pm - 5:30pm	This session will support teachers in their approach to working with students. Teachers are faced with complex decision-making processes that have a significant impact on students' lives. They are often required to deal with students, parents and other colleagues in very demanding situations. It is important for teachers to further develop skills and techniques to use when having these difficult or challenging conversations.	STLN2110
6	Creating calm environments	Kristy Elliot	Secondary Teachers	60 minutes	Tue 12 October 5:00pm - 6:00pm	The classroom is a dynamic environment that can range in volume. Creating a calm environment can help ensure that students are able to interact positively and stay focussed on the learning task at hand. In this session the presenter will explore how to use students' strengths to drive learning and engagement and how to work while creating a calm and supportive learning environment. Creating a calm environment enables the teacher to provide a supportive and inclusive environment for all children in the classroom.	STLN2111
7	Extreme Behaviour - Holding conversations	Daniel Cohen	Primary OR Secondary Teachers	30 minutes	On-demand Course Available Term 3	Students who have exhibited extremely disruptive or concerning behaviour can be supported to reflect upon and change their thought processes through a structured approach to the conversation. This session will outline how to organise the structure of a productive reflective conversation, when it's appropriate to engage in this process and why the structured conversation can be so powerful. By focusing on a clear structure and the way to move forward, issues can be resolved in a positive way that allows everyone to remain engaged with the classrooms expectations.	STLNO2141
8	Extreme Behaviours - Emotional Triggers	Daniel Cohen	Primary OR Secondary Teachers	30 minutes	On-demand Course Available Term 3	The challenging behaviours exhibited by students almost always have an emotional centre. Identifying and helping students identify their emotional triggers can be a very productive way of guiding students away from disruptive behaviours. This session will explore how to identify emotionally centred behaviour, help students identify their own emotions, label emotions in a non-confronting way and support students to find ways of expressing emotions constructively.	STLNO2143

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CLASSROOM MANAGEMENT SERIES							
9	Extreme Behaviours - choosing better behaviours	Daniel Cohen	Primary OR Secondary Teachers	30 minutes	On-demand Course Available Term 3	Teachers are often very busy responding to behaviours that are present in everyday interactions with students. It can be frustrating to repeatedly deal with the same issues. For students to make a change they must be able to identify and understand their own behaviours before they can make different choices. This session will outline a framework to develop a common language which enables teachers and students to understand and explore the behaviours which affect their interactions in class and with other people. This will include practical examples of how to encourage reflection which leads to better choices and decisions.	STLNO2144
10	Extreme Behaviours - Dealing with angry students	Daniel Cohen	Primary OR Secondary Teachers	30 minutes	On-demand Course Available Term 3	What happens before and after a student has an angry outburst are the most powerful times for affecting future behaviour change. There are many questions to consider such as; What do you do in the moment? What helps calm down a heated situation in a quick, safe, manageable and teachable way? This session will share strategies for dealing with students angry outbursts, discuss the things to avoid talking about, the things to focus on and outline how to keep everyone safe.	STLNO2145
CLASSROOM PRACTICE SERIES							
11	Improving assessment strategies in the primary classroom	Coby Beatson	Primary Teachers	60 minutes	Tue 4 May 4:30pm - 5:30pm	Assessing students accurately is essential when teaching students in a way that caters for their needs. Incorporating assessment into the routines of the classroom to make them more engaging and less tedious can create a culture of reflection learning. This session explores ways to design formative assessments that allow a teacher to monitor student progress and assess student achievement accurately. Strategies that were effective for remote learning during COVID-19 lockdowns can also be incorporated into the mainstream classroom to make practices more efficient and effective. This means creating assessments that provide rich enough data to allow a teacher to make informed, comparison-based judgements on student progress.	STLN2125
12	Improving assessment strategies in the secondary classroom	David Innes	Secondary Teachers	60 minutes	Tue 4 May 6:00pm - 7:00pm	Formative assessment and continuous assessment of student learning can be perceived as time consuming when it is seen as an added on task. However, when it is done well and with careful planning it will lead to more effective teaching and improved student outcomes. Strategies for remote learning put into place during COVID-19 lockdowns also provide useful adjustments to incorporate into mainstream classroom practices. This session will explore techniques to streamline assessment processes, including student self-assessment, peer assessment and in-class observations which can increase efficiency and time management to ensure assessments are effective and engaging.	STLN2126

	Course Title	Presenter	Audience	Duration	Date / Time	Description	Code
CLASSROOM PRACTICE SERIES							
13	Differentiation for the classroom	Lori Pereira	Primary OR Secondary Teachers	5 hours	Thur 29 July 10:00am - 3:00pm	This program will support teachers to plan and deliver a differentiated program in the classroom utilising explicit teaching practice. This program draws on the research and practice that underpins High Impact Teaching Strategies (HITS) including the work of Jay McTighe on Understanding by Design, Carol Ann Tomlinson's The Differentiated Classroom and John Hattie's Visible Learning. The program will cover the research and examples of classroom practice on differentiation and explicit teaching. Teachers will identify an area of their own teaching program that they want to develop and improve. The program will then move to a practical, activity based module in which teachers will develop their own classroom program that reflects the research on differentiation and explicit instruction. In the final module of the day, teachers will review the work of other participants and reflect on their own planning.	STLNL2140
14	Using PowerPoint to create interactive activities	Daniel Cohen	Primary OR Secondary Teachers	30 minutes	On-demand Course Available Term 3	By engaging students in their learning teachers aim to embed knowledge and give students the tools to guide their learning and focus on the key outcomes. PowerPoint is more than just a slide show and can be used to develop a wide range of learning opportunities from quizzes to interactive games. It can be an effective way to engage and communicate with others and allows students to demonstrate their learning. Participants will explore ideas to develop games and quizzes to make content delivery and assessment more engaging.	STLNO2150
15	Icebreakers for the classroom	Emily Paterson	Primary OR Secondary Teachers	60 minutes	On-demand Course Available Term 2	Student engagement starts when you introduce the teaching and learning tasks for the class. This session will provide you with a variety of icebreakers that you can implement in your classroom to capture attention or develop the engagement of students. These icebreakers will help build a positive learning climate in the classroom.	STLNO2160
16	Using PowerPoint to create instructional videos	Daniel Cohen	Primary OR Secondary Teachers	60 minutes	On-demand Course Available Term 3	PowerPoint can often be overused whilst also being underutilised. It can be an effective way to engage and communicate with others, particularly when communicating remotely. Participants will explore the processes and concepts behind instructions, storyboarding, script writing and most importantly you will be guided through the recording process.	STLNO2163
KNOW YOUR STUDENTS SERIES							
17	Additional Needs – strategies for supporting students with learning disorders	Belinda Webb	Primary OR Secondary Teachers	5 hours	Tue 16 April 10:00am - 3:00pm	In this full day program one of Australia's leading teachers on working with students with additional learning needs will cover the background on the major learning disorders and then work with participants to develop a wide range of teaching strategies to support students with additional needs. Whether you are working with students with learning disorders for the first time or you need a refresher this course will increase your teaching repertoire - it is a practical, classroom focused course. The teaching strategies are tried and tested - used by the presenter in her own classroom.	STLNL2136

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KNOW YOUR STUDENTS SERIES							
18	Encouraging positive Mental Health practices in the classroom	Bernadette Sheedy	Primary OR Secondary Teachers	60 minutes	Tue 4 May 7:30pm - 8:30pm	Positive Mental health is a critical component to developing student's wellbeing. Teachers have been asked to broaden their practice to include student wellbeing as part of the teacher and learning in class. In the current COVID19 normal environment schools need to be aware of the wellbeing not only of students but also ourselves and our colleagues. This session will identify strategies that you can implement in your classroom with students, as well as ideas for looking after yourself and your colleagues. Having ideas ready to implement will help you understand your own wellbeing and the wellbeing of those around you.	STLN2117
19	Encouraging Student Voice in the classroom	Laura Zinghini	Primary OR Secondary Teachers	60 minutes	Tue 18 May 7:30pm - 8:30pm	Students across primary and secondary settings often have strong views on teaching, learning and the day to day school experience. When these perspectives are acknowledged and integrated into the functioning of the classroom students can take ownership with improvements in learning outcomes, engagement and wellbeing. Providing students with the opportunity to guide their learning can also increase a sense of ownership and connection to the classroom. This session will explore the concept of student voice and agency in the classroom, and opportunities for all teachers to connect with student voice and increase student agency.	STLN2118
20	Mental Health First Aid	Bernadette Sheedy	Primary OR Secondary Teachers	60 minutes	Tue 20 July 6:00pm - 7:00pm	With increased awareness of mental health disorders in society it can be tricky to recognise and understand the various issues that people may be facing and how to deal with these issues when they occur. In this session we will unpack and explore different aspects of mental health that may be faced within a school environment and discuss appropriate guidelines around how to be a first responder and to provide effective and helpful support.	STLN2124
21	Combating Toxic Masculinity in Secondary Schools	Brendan Tollit	Primary OR Secondary Teachers	60 minutes	Tue 3 August 4:30pm - 5:30pm	Schools are essential community hubs that bring people together from a wide range of demographics. Interactions often reflect the issues that are occurring in the wider community. There has been an increase in the scrutiny of examples of toxic masculinity throughout society and still remains an issue that underlies some behaviours that teachers have to face. As teachers we have a responsibility to engage in this conversation and then take steps in our schools to respond appropriately. This session will open that conversation and suggest some steps that teachers can take in response to expressions of toxic masculinity.	STLN2120
22	Identifying and supporting students with anxiety	David Vinegrad	Primary OR Secondary Teachers	60 minutes	Tue 3 August 6:00pm - 7:00pm	Over the last few years there has been an increase in numbers of students who are suffering from anxiety and depression in today's classrooms. These issues often create a barrier for students to learn or achieve their full potential. These barriers can be frustrating for the teacher and the student and can often lead to the student further isolating from the school community. In this session we will explore techniques that you can use when you are working with students who suffer from anxiety and depression, helping you to reengage the students while they address their health concerns.	STLN2121

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KNOW YOUR STUDENTS SERIES							
23	Responding to feedback from students	Coby Beatson	Primary OR Secondary Teachers	60 minutes	Tue 3 August 7:30pm - 8:30pm	Classroom practice that encourages and responds to student's feedback creates more opportunities to engage students in their learning. This also creates a sense of ownership and responsibility in the work they engage with. This session will explore techniques for implementing student feedback strategies in the classroom and identify how responding to this feedback can improve professional practice. Incorporating these strategies into classroom practice can help to create a positive climate for learning which encourages all students to engage in and drive their own learning.	STLN2123
24	Working with students who have experienced trauma	Brendan Bailey	Primary OR Secondary Teachers	60 minutes	Tue 26 October 3:30pm - 4:30pm	As students of today regularly interact on the internet on a variety of social The effects of trauma can manifest in different, unexpected ways and show up at surprising and often inconvenient times. Supporting students who have experienced trauma appropriately requires a special approach and attention to the detail of decisions made in how to handle situations. This session will focus on supporting teachers to understand the different types of trauma experienced by students and to identify effective strategies that will help manage the resulting behaviours.	STLN2119
25	Understanding students with ASD	Belinda Webb	Primary OR Secondary Teachers	30 minutes	On-demand Course Available Term 2	Students with ASD or Autism Spectrum Disorder are part of the education community. This session will focus on understanding ASD; what are some typical characteristics of a person with ASD and how do they manage social situations such as in the classroom or the schoolyard? The session will explore terminology and strategies to create productive working and learning relationships with students.	STLNO2151
26	Understanding students with ADHD	Jane Wenlock	Primary OR Secondary Teachers	30 minutes	On-demand Course Available Term 2	Students with Attention Deficit Hyperactivity Disorder (ADHD) are members of our school community. As a teacher it is helpful to understand the characteristics of ADHD inside and outside of the classroom. This session will unpack the attributes of ADHD and explore definitions and understanding that can inform productive working and learning relationships with students with ADHD.	STLNO2152
LEADERSHIP SERIES							
27	Challenging Conversations as a leader	Jane Langley	Primary OR Secondary Teachers	3 hours	Tue 6 July 9:30am - 12:30pm	This session will support new leaders in their approach to managing challenging conversations that occur within the school community. In a formal leadership role, there is pressure to respond to, and resolve conflict situations with parents, students and colleagues with whom we also have a collegial relationship as teachers. It is important for new leaders to develop the social and emotional competencies required to move between their teaching role and their leadership role. The presenter will focus on practical conflict resolution skills to manage these challenging conversations.	STLN2103

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LEADERSHIP SERIES							
28	Instructional Leadership	Jess McKay	Primary OR Secondary Teachers	3 hours	Tue 6 July 1:00pm - 4:00pm	An essential skill for leaders in education settings at the heart of our work as teachers is the ability to lead instructional practice. This involves understanding various approaches to instructional practice; when and why a particular practice is more likely to be effective. It is important to be able to articulate what instructional practice is and to model it effectively. This session will summarise key approaches of instructional practice, enable you to reflect on your own teaching practice and explore skill development with your team.	STLN2104
29	Leading Effective Classrooms – what teachers need to know and do	David Vinegrad	Primary OR Secondary Teachers	5 hours	Thur 26 August 10:00am - 3:00pm	An effective classroom environment does not happen by accident or magic; the skills and knowledge need to be learned and then practiced and refined over many years. Schools place great responsibility and trust in teachers in middle leaders, including Year Level Coordinators, Heads of House and Pastoral Leaders. Teachers in these leadership roles need to work with colleagues to build skills and knowledge, model effective teaching practices and be available to respond when things do not go right. In this session, Australia's leading classroom management specialist will take you through his 'seven steps to success' At the end of this session you will have a clear plan of how you are going to work with your colleagues to build knowledge and skills about being an effective classroom teacher. This session is for middle leaders in schools (YLC, Heads of House, Pastoral Leaders) and for those who aspire to those roles. This is an essential course for those who are on a leadership journey in schools.	STLNL2135
30	Narrative Leadership	Michael Victory	Primary OR Secondary Teachers	3 hours	Tue 28 September 9:30am - 12:30pm	In accepting the idea of leadership as narrative you are asked to think about how your own narrative connects with the narrative of others in your team. Leadership as a narrative assumes that we are dealing with the whole person who has their own story, with all of its detail and complexity. The people we seek to lead are not just teachers and not just employees; they are a whole person with a narrative, and for whom work is only part of that narrative. In this session the presenter will offer participants a series of reflection and practical activities to use in their leadership role.	STLN2106
31	Leading for Wellbeing – your own and your team	Jo Alford	Primary OR Secondary Teachers	3 hours	Tue 28 September 10:00am - 1:00pm	To lead and understand others we must first understand and be able to lead ourselves. This session will focus on how your internal triggers, your thinking habits, your typical reactions and your brain all help or hinder your daily experience. This session will equip you to be more mindful of your thinking habits and tendencies and how these impact your daily experience. You will consider your colleagues and your interactions in a whole new way and better understand the responses, reactions and behaviours of others, through knowing yourself more deeply.	STLN2108

	Course Title	Presenter	Audience	Duration	Date / Time	Description	Code
LEADERSHIP SERIES							
32	From teacher to principal – mapping a pathway	David Tyson	Primary OR Secondary Teachers	3 hours	Tue 28 September 1:00pm - 4:00pm	This session is designed for teachers who are aspiring to a leadership position. There are many different ways to progress in a career in education. In this session the presenter will encourage you to identify your strengths and weaknesses as a leader and to set yourself a professional development plan to build upon your leadership skills and knowledge. That plan should help you build the skills, the knowledge, the networks and the experiences to support you in a successful career in education.	STLN2107
33	Working with EAL/D students	Boney Nathan	Primary OR Secondary Teachers	30 minutes	On-demand Course Available Term 2	Students with English as an Additional Language or Dialect (EAL/D) are present in most classrooms and should be included in regular learning tasks. Using strategies that support students with EAL not only provide more opportunity for inclusion but benefit all students within the class. This session will explore teaching strategies that have been successful with students across all levels in the education community and will further develop the skills of teachers who have no formal training in working with EAL students.	STLNO2154
34	Identifying strategies to provide feedback	Coby Beatson	Primary OR Secondary Teachers	60 minutes	On-demand Course Available Term 3	Feedback is one of the key features that allows teachers to provide strategies for students to work towards achieving their learning outcomes. When teacher to student feedback is working well students are empowered to take control of their learning and are motivated to achieve their learning goals. In this session the presenter will explore feedback techniques that provide effective, strong and valuable feedback to your students.	STLNO2156
35	Differentiation – what is a reasonable adjustment?	Sue Pickett	Primary OR Secondary Teachers	60 minutes	On-demand Course Available Term 3	There is a diverse range of learning needs in any classroom. Teachers need to adjust the content that is being delivered to ensure that all students achieve success in their learning. This course will unpack the meaning of reasonable adjustments for students with additional learning needs and present practical techniques to ensure that teaching and learning caters for all students.	STLNO2157

	Course Title	Presenter	Audience	Duration	Date / Time	Description	Code
STUDENT ENGAGEMENT SERIES							
36	Understanding Indigenous content with the curriculum	Al Fricker	Primary OR Secondary Teachers	60 minutes	Tue 18 May 6:00pm - 7:00pm	Teachers of students at all levels and ages have an obligation to include Aboriginal content and perspectives in the classroom. This session will explore opportunities that are available for teachers to integrate Aboriginal content into daily teaching routines. This will include resources, people, stories and content that can assist teachers to build student awareness. Building the confidence of teachers in using Aboriginal content will lead to more inclusive learning environments for all.	STLN2115
37	Creating an inclusive environment for Indigenous students	Al Fricker	Primary OR Secondary Teachers	60 minutes	Tue 12 October 3:30pm - 4:30pm	Catering for students effectively means providing learning opportunities and support for their current achievement level. When teachers and students understand the subtleties of Indigenous relationships and communication styles then learning becomes a partnership and creates engagement. This session is designed as an introduction to further develop teacher's understanding of protocols that influence curriculum and teaching and learning approaches for indigenous education and inclusion in mainstream schools.	STLN2116
38	Being culturally sensitive in the 21st Century Classroom	Brendan Tollit	Primary OR Secondary Teachers	60 minutes	On-demand Course Available Term 2	While classrooms often bring together people with wide variety of backgrounds there are times where individuals or groups can feel like they are not welcome with the rest of their peers or the school community. There are large impacts that can be caused by actions and words in a variety of situations either said directly to the individuals or implied through other means. As students learn how to interact socially misunderstandings, misconceptions and preconceived ideas can affect how interactions with others develop. Join our presenters as we discuss and seek to understand the underlying factors involved and look for strategies to create understanding and appreciation of the different experiences people bring with them. This will enable everyone to move forward and create a more cohesive and supportive learning environment for everyone involved.	STLNO2148
39	Addressing racism in the classroom	Gina Milgate	Primary OR Secondary Teachers	60 minutes	On-demand Course Available Term 2	There are few places that bring together people with no prior relationships from such a wide variety of backgrounds like classrooms and schools do. As students learn how to interact socially misunderstandings, misconceptions and preconceived ideas can affect how interactions with others develop. Racism is a term that gets used in different ways but always ends up with someone, somewhere, being treated unfairly. Join our presenters as we discuss and seek to understand the underlying factors involved and look for strategies to move forward and create more cohesive and supportive learning environments.	STLNO2149

	Course Title	Presenter	Audience	Duration	Date / Time	Description	Code
TEACHER WELLBEING AND IDENTITY SERIES							
40	Managing complex workloads	Michael Victory	Primary OR Secondary Teachers	60 minutes	Tue 31 August 4:30pm - 5:30pm	"Developing boundaries for your professional workload is essential skill to become an effective teacher whilst still enjoying a social and family life. This session will: 1. Invite you to reflect on how you use your time and to identify areas where you can achieve a better balance. 2. Invite you to examine the practices in your school - e.g. does the available support enable you to manage your workload? 3. Encourage you to be active in managing workload expectations at an industry level by working collectively When workload management is considered at these three levels, you can develop the practices you need to remain an effective teacher, living a balanced life."	STLN2127
41	Using mindfulness and gratitude for yourself and your students	Tanya Whiteside	Primary OR Secondary Teachers	60 minutes	Tue 26 October 5:00pm - 6:00pm	Teachers invest a lot of personal energy into their work. It is important for all teachers look after themselves and realise that self-care isn't selfish. This session will discuss easy ways to build self care practices into daily life such as mindfulness and expressing gratitude which can help increase your ability to regulate emotions, and can decrease stress, anxiety and depression. These techniques can then be introduced into your classroom and support your students to develop mindfulness and gratitude. This session is a must for all teachers following the complex year we experienced with COVID-19 restrictions in 2020.	STLN2128
42	Positive Mental health practices	Lara Schendzielorz	Primary OR Secondary Teachers	60 minutes	On-demand Course Available Term 4	There has been a focus in schools for teachers to build healthy relationships with students, parents and colleagues. While most teachers are not qualified as social workers or support workers there are often times where emotional support and welfare issues become part of the job. In the current COVID19 normal environment of schools we need to be aware of the wellbeing of students, ourselves and our colleagues. Mental health and wellbeing issues are getting more attention than ever before. This session will identify strategies and explore ideas for looking after yourself and look at good practices you can put in place to benefit your work environment and the people you interact with.	STLNO2165

Overview

CLASSROOM MANAGEMENT SERIES – details page 2-4

Course Title	Date	Time
Setting routines for primary classrooms	Tue 9 March	3:30pm - 4:30pm
Setting routines for secondary classrooms	Tue 9 March	5:00pm - 6:00pm
Building rapport with students	Tue 18 May	4:30pm - 5:30pm
Managing disruptions in the classroom	Tue 1 June	4:30pm - 5:30pm
Managing challenging conversations as a classroom teacher	Tue 2 July	4:30pm - 5:30pm
Creating calm environments	Tue 12 October	5:00pm - 6:00pm
Extreme Behaviour - Holding conversations	Term 3	On-demand
Extreme Behaviours - Emotional Triggers	Term 3	On-demand
Extreme Behaviours - choosing better behaviours	Term 3	On-demand
Extreme Behaviours - Dealing with angry students	Term 3	On-demand

CLASSROOM PRACTICE SERIES – details pages 4-5

Improving assessment strategies in the primary classroom	Tue 4 May	4:30pm - 5:30pm
Improving assessment strategies in the secondary classroom	Tue 4 May	6:00pm - 7:00pm
Differentiation for the classroom	Thur 29 July	10:00am - 3:00pm
Using PowerPoint to create interactive activities	Term 3	On-demand
Icebreakers for the classroom	Term 2	On-demand
Using PowerPoint to create instructional videos	Term 3	On-demand

KNOW YOUR STUDENTS SERIES – details pages 5-7

Additional Needs – strategies for supporting students with learning disorders	Tue 16 April	10:00am - 3:00pm
Encouraging positive Mental Health practices in the classroom	Tue 4 May	7:30pm - 8:30pm
Encouraging Student Voice in the classroom	Tue 18 May	7:30pm - 8:30pm
Mental Health First Aid	Tue 20 July	6:00pm - 7:00pm
Combating Toxic Masculinity in Secondary Schools	Tue 3 August	4:30pm - 5:30pm
Identifying and supporting students with anxiety	Tue 3 August	6:00pm - 7:00pm
Responding to feedback from students	Tue 3 August	7:30pm - 8:30pm
Working with students who have experienced trauma	Tue 26 October	3:30pm - 4:30pm
Understanding students with ASD	Term 2	On-demand
Understanding students with ADHD	Term 2	On-demand
Working with EAL/D students	Term 2	On-demand
Identifying strategies to provide feedback	Term 3	On-demand
Differentiation – what is a reasonable adjustment?	Term 3	On-demand

LEADERSHIP SERIES – details pages 8-9

Challenging Conversations as a leader	Tue 6 July	9:30am - 12:30am
Instructional Leadership	Tue 6 July	1:00pm - 4:00pm
Leading Effective Classrooms – what teachers need to know and do	Thur 26 August	10:00am - 3:00pm
Narrative Leadership	Tue 28 September	9:30am - 12:30pm
From teacher to principal – mapping a pathway	Tue 28 September	1:00pm - 4:00pm
Leading for Wellbeing – your own and your team	Tue 28 September	10:00am - 1:00pm

STUDENT ENGAGEMENT SERIES – details page 10

Understanding Indigenous content with the curriculum	Tue 18 May	6:00pm - 7:00pm
Creating an inclusive environment for Indigenous students	Tue 12 October	3:30pm - 4:30pm
Being culturally sensitive in the 21st Century Classroom	Term 2	On-demand
Addressing racism in the classroom	Term 2	On-demand

TEACHER WELLBEING AND IDENTITY SERIES – details page 11

Managing complex workloads	Tue 31 August	4:30pm - 5:30pm
Using mindfulness and gratitude for yourself and your students	Tue 26 October	5:00pm - 6:00pm
Positive Mental health practices	Term 4	On-demand

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