

QUEST

Queensland Education
Support & Training

Online training program 2024

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2024



QUEENSLAND
TEACHERS' UNION
OF EMPLOYEES

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 in 2024. 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. These include self-paced modules and recorded programs. Prices are available on our website.
- All live 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.
- Live courses : 60 and 90 minute courses are \$50 for members, three-hour courses are \$125, and five-hour courses are \$250 (all incl. GST) per session (including access to available recordings).
- Alternatively, individuals may choose to purchase a subscription, which gives you access to the entire program – live, on-demand, and recordings. This is a great option for incorporating literacy activities across the secondary curriculum for temporary teachers, who can sometimes find it hard to complete mandatory professional development requirements.
 - **\$325 incl. GST (members)**
 - **\$400 incl GST (non-members)**
- 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	Duration	Date / Time	Description	Code
SHORT COURSES						
1	Incorporating literacy activities across the secondary curriculum	Laura Zinghini	60 minutes	Thu 16 May 5:00pm-6:00pm	Literacy is the responsibility of all teachers, but not all teachers feel fully prepared to support students' literacy development. Literacy is fundamental to student success at school and in life, so all teachers must be committed to enhancing student literacy. In this session an experienced literacy teacher will outline some high quality literacy activities that you can implement in your teaching. They will have a practical focus and will extend (as far as practicable) across the subject disciplines. The focus will be on reading and writing activities.	STLN2414
2	Primary maths – structuring an effective lesson	Michaela Epstein	60 minutes	Thu 16 May 6:30pm-7:30pm	There is much that we can do to keep our students engaged in maths. One of these is having an effective lesson structure. In this session, an experienced maths teacher will work through some practical steps – techniques for switching on to maths, linking with prior lessons, being clear about purpose and how students might use the content, mixing direct instruction and skills practice, and finally reflecting on learning. These practical techniques will help you build your confidence in your maths teaching across the primary years.	STLN2412
3	Understanding the AI Framework	TBA	60 minutes	Thu 30 May 5:00pm-6:00pm	In October 2023 the government released a framework for AI in schools. The framework is designed to support schools to use generative AI 'in a safe and effective way'. The framework has six guiding principles including teaching and learning, human and social wellbeing, and privacy, security and safety. In this session, the presenter will explore the essential elements of the framework and suggest how it can guide schools in responding to the challenges of AI in the classroom and school.	STLN2418

	Course title	Presenter	Duration	Date / Time	Description	Code
SHORT COURSES						
4	Building partnerships with education support staff	Lara Schendzielorz	60 minutes	Thu 30 May 6.30pm-7.30pm	Most teachers now work in a team context, including with education support staff, in the classroom. Building an effective partnership with these staff can enhance the quality of the teaching program and the learning outcomes for the students. Good partnerships are based on healthy communication, thorough planning, understanding the different roles and establishing clear boundaries. In this session the presenter will share their successes (and challenges) in creating effective partnerships. While aimed at a teaching audience, education support staff may also find the insights helpful.	STLN2417
5	Techniques to reconnect with a disengaged student	Megan Corcoran	60 minutes	Thu 12 Sep 5.30pm-6.30pm	In this session, the presenter will explore some of the common manifestations of disengaged students, an understanding of why a student might disengage, and different approaches to re-engage the students in the learning community. The key, as with so many behavioural issues, is preventative strategies and restorative approaches once things have gone awry. This is a course for teachers who believe that all students not only have a right to learn but want to learn, and that our challenge as teachers is to find ways to connect them to a learning community.	STLN2436
6	Brain breaks to keep students engaged	TBA	60 minutes	Thu 7 Nov 4:00pm-5:00pm	Brain breaks are an important part of learning. They are small mental breaks designed to help students focus and attend. They typically get students moving and allow blood and oxygen to flow to the brain. These breaks allow students a small reset in the day and enhance energy and relaxation. These are techniques that can be used by all teachers at all levels.	STLN2446
7	Planning for an inclusive classroom	Marika Convey	90 minutes	Thu 21 Mar 5.00pm-6.30pm	This session will support teachers to develop practices that promote inclusivity. All teachers need to develop and implement policies in their classroom that promote the inclusion of all students in the learning program. This session will help you to understand the meaning of inclusion, the responsibilities you have as a teacher to promote inclusive practices, and the appropriate goals that can be achieved in your classroom. This is an important foundation course before embarking on courses about learning disability, working with First Nations students, those who have experienced trauma, LGBTQIA+ students, and catering for students from many different cultural and religious backgrounds.	STLN2403
8	Supporting the learning of Aboriginal and Torres Strait Islander students	Al Fricker	90 minutes	Wed 10 Apr 10:00am-11:30am	In this session, the presenter(s) will explore helpful ways to create a sense of belonging and safety for Aboriginal and Torres Strait Islander students and their families. What can you do to make your classroom a safe space and to contribute to your school being both safe and welcoming? It is about recognising the experience of the students and families at your school, their history and current experiences of the world. It is about how and what you teach as part of the curriculum. It is about the pedagogies that you choose. The presenter will include additional organisations and resources available to schools to support Aboriginal and Torres Strait Islander students and families.	STLN2406

	Course title	Presenter	Duration	Date / Time	Description	Code
SHORT COURSES						
9	Differentiation when implementing a primary literacy unit	Lara Schendzielorz	90 minutes	Thu 2 May 5:00pm-6:30pm	How do you differentiate when you move from planning to practice in the classroom? Unit planning at the primary level typically occurs in teams. However, each teacher then moves into their own environment and must adapt that plan for the students in their classroom. How do you differentiate your teaching strategies? How do you differentiate your assessment tasks and how do you modify your approach as you observe the learning outcomes from the diverse range of abilities in your classroom? In this session the presenter will focus on how you can differentiate in your literacy teaching once you have your unit plan.	STLN2410
10	Supporting EAL students	Marika Convey	90 minutes	Thu 2 May 5:00pm-6:30pm	Students with English as an additional language or dialect (EAL) may experience challenges in their learning. The evidence shows that teaching practices that support EALD students also enhance the learning of mainstream students. This session will model successful teaching practices that have worked with students in the middle years (upper primary and lower secondary). The session will also be helpful for education support staff.	STLN2411
11	Supporting students with ADHD	Dr Jane Wenlock	90 minutes	Thu 16 May 5:30pm-7:00pm	Students with Attention Deficit Hyperactivity Disorder (ADHD) can struggle to engage with the learning that is happening in the classroom. This session will provide background knowledge about the condition of ADHD and how it typically manifests in the classroom. The presenter will then explore practical classroom strategies that can be used to promote engagement in the learning environment. While the focus is on teaching strategies, it will also be helpful for Education Support Staff.	STLN2413
12	Supporting students with Dyscalculia	Judi Humberstone	90 minutes	Thu 30 May 5:00pm-6:30pm	Students with Dyscalculia will encounter difficulties with maths and numeracy tasks. It is helpful to understand the condition and identify additional assistance required for the student. This session outlines typical indicators of a student who is experiencing Dyscalculia; some effective strategies for supporting the student in the classroom; and will also highlight specialist organisations and resources that can be accessed for further support. This session will also be helpful for education support staff.	STLN2416
13	Supporting students with Dyslexia	Julia Walker	90 minutes	Thu 13 Jun 5:00pm-6:30pm	Students with Dyslexia will encounter difficulties with reading and spelling, and left unsupported may struggle with reading comprehension and vocabulary development. This will impact across all areas of the curriculum. Teachers can create a learning environment and use instructional practices that maximise the learning outcomes for all students. This session will look at dyslexia through the Response to Intervention Framework and explore strategies at each of the three tiers of support. Suitable for classroom teachers, as well as education support staff.	STLN2420
14	Supporting students who have experienced trauma	Cheree Taylor	90 minutes	Thu 1 Aug 5:00pm-6:30pm	Trauma can manifest in unexpected ways; understanding the principles of trauma aware teaching can lead to healthier engagement with individual students. This session, delivered by staff from Berry Street, focuses on how students who have experienced trauma can be supported, including understanding the different types of trauma experienced by students and strategies that will help manage the behaviours that result. While the focus will be on the classroom, there will also be an exploration of how whole-school approaches can support teachers and students. The session will also be helpful for education support staff.	STLN2428

	Course title	Presenter	Duration	Date / Time	Description	Code
SHORT COURSES						
15	Managing the learning of students with anxiety	Megan Corcoran	90 minutes	Thu 15 Aug 5:00pm-6:30pm	There has been an increase in the numbers of students who are suffering from anxiety in today's classrooms. Feelings of anxiety will prevent students from engaging in learning or achieving their potential. These barriers can be frustrating for the teacher and the student and can often lead to the student removing themselves further from the learning community. This session will explore techniques you can use when working with students who suffer anxiety, and help you re-engage students while they deal with their condition. It will also be helpful for educational support staff supporting these students.	STLN2431
16	Differentiation when implementing a primary numeracy unit	Michaela Epstein	90 minutes	Thu 15 Aug 5:00pm-6:30pm	Unit planning at the primary level typically occurs in teams. However, each teacher then moves into their own environment and must adapt that plan for the students in their classroom. How do you differentiate your teaching strategies? How do you differentiate your assessment tasks and modify your approach as you observe the learning outcomes from the diverse range of abilities in your classroom? In this session the presenter will focus on how you can differentiate your numeracy teaching once you have your unit plan.	STLN2430
17	Supporting students with ASD	Jane Hancock	90 minutes	Thu 29 Aug 5:00pm-6:30pm	TBA	STLN2434
18	Wellbeing leadership – looking after your wellbeing as a leader	Kristy Elliott	90 minutes	Thu 29 Aug 5:00pm-6:30pm	Leaders who promote wellbeing need to model good wellbeing strategies in their own personal and professional life. In this session, the presenter will work with leaders on how to engage in "self-care" that will help them provide effective leadership to their team. This can include identifying purpose, understanding your own strengths and weaknesses, building effective communication approaches, setting and observing boundaries, looking to your physical health, having well developed conflict resolution approaches, and ensuring that you have opportunities to nurture your social, intellectual and creative self.	STLNL2433
19	Working with allied health staff	TBA	90 minutes	Thu 12 Sep 5:00pm-6:30pm	Allied health staff (occupational therapists, speech pathologists etc) play a critical role in supporting students with diverse learning needs. They are also an important source of knowledge and information for teachers. This session will help teachers to understand the key roles and responsibilities of each allied health profession and the boundaries between the allied health roles and the teacher role. It is designed to increase effective communication between teachers and allied health staff, to support better outcomes for students. The session is directed at teachers, but classroom based education support staff may also find it useful.	STLN2435

	Course title	Presenter	Duration	Date / Time	Description	Code
SHORT COURSES						
20	Extending gifted students in the middle years	Bernadette Sheedy	90 minutes	Thu 24 Oct 4:30pm-6:00pm	Teaching a class that contains one or more gifted students creates many exciting opportunities for teachers but also poses some challenges to planning engaging lessons. Differentiating effectively will help ensure gifted students are catered for and presenting lessons that allow multiple entry points will also stimulate thinking. This session will examine effective pedagogy, explain how to ensure the curriculum is relevant, and explore practical strategies that can be implemented in the classroom to support gifted students.	STLN2442
21	Wellbeing leadership – evaluating your impact	Kristy Elliott	90 minutes	Thu 24 Oct 5:00pm-6:30pm	Reflection and evaluation is an important element of leadership practice and personal wellbeing. You will have started the year with goals to achieve in your leadership role. Now is the time to reflect on your work during the year and assess your impact. It is the opportunity to celebrate your successes and to consolidate your own learning for the next school year. In this session the presenter will lead you through a series of reflective questions prompting you to reflect on where your wellbeing leadership made a positive difference and how you might keep building on your success.	STLNL2443
LONG COURSES						
22	Getting it right – setting up the classroom for success	David Vinegrad	2 hours	Thu 7 Mar 5:00pm-7:00pm	Behaviour management is one of the more challenging issues teachers, schools, and teachers face on a day to day basis. National and international researchers agree that students who feel safe, supported, and connected are more likely to be active participants in their learning. In this session the presenter will focus on understanding of the history and context of disciplinary approaches across Australian schools; the tools to develop relationships with students, and how to establish routines, procedures, strategies and approaches that promote a consistent and predictable classroom environment. It will be valuable professional learning to also enrol in Making it Right and Keeping it Right.	STLN2401
23	Wellbeing leadership – planning for success using your strengths	Kristy Elliott	2 hours	Thu 7 Mar 5:00pm-7:00pm	Wellbeing leaders, for staff and students, should know the research and the evidence. In this session, the presenter will outline the foundations of wellbeing science, including the PERMAH Framework of Wellbeing. The focus is on the elements of PERMAH which impact upon positive teaming at work – positive emotion, relationships, engagement (character strengths), and achievement (habits, goal setting). The framework can be applied to staff and students and will enhance your capability to lead a successful wellbeing program in your school.	STLNL2402
24	Keeping it right – maintaining the positive learning environment	David Vinegrad	2 hours	Thu 13 Jun 5:00pm-7:00pm	Behaviour management is a challenging issues in schools. This session focuses on strategies to develop effective classroom relationships that maximise learning; tools to create and maintain supportive and safe learning environments; how to sustain and strengthen relationships with students when acknowledging and correcting classroom behaviours and strategies and approaches which promote a consistent and predictable classroom environment. This session is complemented by “Making it Right”.	STLN2419

	Course title	Presenter	Duration	Date / Time	Description	Code
LONG COURSES						
25	Steps to Reconciliation	Emerson Zerafa-Payne	2 hours	Fri 5 Jul 10:00am-12:00pm	Teachers have a professional responsibility to promote Reconciliation with Aboriginal and Torres Strait Islander people. As teachers, we have a unique opportunity to advance Reconciliation in what we teach and how we teach about Aboriginal and Torres Strait Islander Histories and Cultures. This workshop provides background on the history that led us to the Uluru Statement and explores a range of current and historical issues. Helpful classroom teaching resources will be outlined.	STLN2423
26	Making it right – correcting inappropriate behaviour	David Vinegrad	2 hours	Thu 29 Aug 5:00pm-7:00pm	Behaviour management is one of the more challenging issues in schools. In this session, the presenter will develop an understanding of the need for, and use of, effective consequences when managing student behaviour. This includes how to resolve problems by integrating a range of responsive strategies that educate and support the development of self-regulation and peer group discipline. Strategies and approaches which promote a consistent and predictable classroom environment will be included.	STLN2432
27	Techniques to reconnect with a disengaged class	Megan Corcoran	2 hours	Wed 2 Oct 9:30am-11:30am	We have all experienced a time when we lose a class - they become disengaged from the learning content and from us as their teacher. In this session the presenter will explore some of the common traits of classes that have disengaged, some possible reasons why that might have happened, and different approaches that could be used to re-engage the class. This is a course for teachers who believe that they want all of their classes and all students to be actively engaged in their learning.	STLN2440
28	Introduction to education leadership	Megan Corcoran	3 hours	Thu 4 Apr 9:30am-12:30am	There are many pathways to progress toward a leadership position in schools, and while each comes with unique expectations, there are some common factors to these leadership roles. This program is designed for teachers who are aspiring to, or have just been appointed to, their first leadership role. The program will cover the skills required when moving into a formal leadership position in a school. The presenter will cover the transition from teacher to a formal leadership role, ideas for building a team culture, and setting goals for yourself and the team you are leading.	STLNL2404
29	Middle leadership – building a collaborative team	Neil Barker	3 hours	Thu 4 Apr 1:30pm-4:30pm	Drawing on his published work “Ecosystem leadership: an approach for schools”, Neil Barker sets out some strategies and techniques that middle leaders can use to develop an effective team. Building an effective team that in turn leads to improved student outcomes requires leaders to be intentional in working toward being a collaborative leader and methodically and deliberately develop a collective leadership approach. This involves five key leadership elements for middle leaders to address: context, vision, processes, focuses and impact. The session will move through theory to practical hands-on activities.	STLNL2405
30	Masterclass – choosing the right pedagogy	Steven Kolber	3 hours	Thu 4 Apr 9:30am-12:30pm	A masterclass provides the opportunity to explore in depth a dimension of your teaching practice. It includes a review of your practice, revisiting core principles, understanding developments and innovations, and then reflecting on opportunities for change and improvement. In this masterclass, the focus is on pedagogical choices. The presenter will explore ways to look at old ideas like Socratic circles, inquiry learning and direct instruction and bring them into the modern classroom where they may be combined with technology tools to meet the needs of our students today. There will also be a discussion of ways to involve students in the learning process and begin to move knowledge learned in class into their long term memory.	STLN2409

	Course title	Presenter	Duration	Date / Time	Description	Code
LONG COURSES						
31	Masterclass – using high impact teaching strategies	Coby Beatson	3 hours	Thu 4 Apr 1:30pm-4:30pm	A masterclass provides the opportunity to explore in depth a dimension of your teaching practice. It includes a review of your practice, revisiting core principles, understanding developments and innovations, and then reflecting on opportunities for change and improvement. In this masterclass, the focus is on high impact teaching strategies (HITS). There is good research to show that when teachers draw on HITS students' learning outcomes improve. In this masterclass, the presenter will briefly outline each of the 10 HITS, demonstrate how they incorporated HITS into their own teaching practice, and explore how teachers can continue to adapt their own classroom approach to reflect the improvements that HITS can bring to their pedagogy.	STLNL2408
32	Wellbeing leadership – A whole school approach	Kristy Elliott	3 hours	Wed 3 Jul 9:30am-12:30pm	Schools play an important role in developing the social and emotional competencies in students that contribute to student wellbeing. Leaders in schools also have a responsibility to support the wellbeing and the dignity of all people working in the school. Finding the common ground between wellbeing for staff and students can reduce workload and increase the effectiveness of wellbeing approaches. This full day course will support wellbeing leaders to develop practical, effective and sustainable approaches to wellbeing.	STLNL2421
33	Leadership skills – improving literacy outcomes (secondary focus)	Kate Cash	3 hours	Tue 9 Jul 9:30am-12:30pm	It is the responsibility of all teachers in the secondary years to promote improved literacy outcomes to assist students to succeed in their career and life ambitions. Secondary schools need a consistent approach to literacy improvement across all subject disciplines. In this leadership session, the presenter will work through approaches to promote literacy across the curriculum, including building essential vocabulary, explicit teaching to master complex writing tasks and developing the capacity to read the required texts in any subject.	STLNL2426
34	Middle leadership – creating positive parent relationships	Dr Jane Wenlock	3 hours	Thu 11 Jul 1:30pm-4:30pm	Middle leaders in schools have a responsibility to generate healthy and productive relationships with the parent community. Healthy relationships lead to increased parent involvement in the child's education and supportive relationships with teachers. In this session, the presenter, who has researched extensively in this field, will outline a guiding framework for middle leaders in engaging parents. The session will set out successful practical strategies that the presenter has implemented in their school.	STLNL2425
35	Middle leadership – creating a culture of positive feedback	Claire Gollidge	3 hours	Thu 26 Sep 1:30pm-4:30pm	Teachers are the best people to support other teachers to develop and improve their practice. There is good evidence to show that peer observation is an effective form of teacher professional learning. In this session, the presenter will explore a range of approaches to peer observation in schools, and suggest strategies that you can implement as a middle leader to a culture of positive peer feedback in the team that you lead.	STLNL2438
36	Middle leadership – managing a challenging conversation	Katrina Bourke	3 hours	Thu 26 Sep 9:30am-12:30pm	As middle leaders, we don't always feel confident asking questions or giving feedback to our peers. Sometimes we don't know what questions to ask and sometimes we are worried about creating tension when giving feedback to a colleague. We do not want to create challenging or difficult situations, but must learn to create healthy dialogue for our teams. This session supports participants with a framework for improving the quality of our communication. It is a practical session in which you will be encouraged to trial the framework during the session – so camera and microphones on.	STLNL2437

	Course title	Presenter	Duration	Date / Time	Description	Code
LONG COURSES						
37	Masterclass – feedback to improve student outcomes	Coby Beatson	3 hours	Wed 2 Oct 8:30am-11:30am	This masterclass provides the opportunity to explore in depth your teaching practice relating to feedback. It revisits core principles, understanding developments and innovations, then reflects on opportunities for change and improvement. This masterclass will explore techniques for implementing feedback strategies from teacher to student to improve student outcomes. When students give teachers feedback they are telling teachers how they are going in their learning, what progress they are making, and whether they know where to go next.	STLN2439
38	Masterclass – integrating formative assessment into unit planning	David Innes	3 hours	Wed 2 Oct 12:30pm-3:30pm	This masterclass provides the opportunity to explore in depth your teaching practice relating to formative assessment. It revisits core principles, understanding developments and innovations, then reflects on opportunities for change and improvement. The focus is on formative assessment, often referred to as assessment “for learning” and “as learning”. As with any assessment practice, it is about how you gather, analyse and interpret evidence of student work, to make good judgements about improving student learning and “where to next” for each student.	STLN2441
39	Leadership skills – data informed change	Selena Fisk	3 hours	Thu 21 Nov 4:00pm-7:00pm	Schools need high quality leadership to lead teams through the story of the students represented by the data that they are collecting. This leadership workshop will establish the importance of teams using data to analyse the impact of their work on student learning outcomes. The course will explore how to lead a team to identify helpful data and how that data can be used across a cohort of students, whether that be an age group, e.g. Year 6 or Year 9, or a curriculum area, e.g. mathematics. It is a course designed for leaders but will also benefit classroom teachers who are not yet in leadership roles.	STLNL2445
FULL DAY COURSES						
40	Differentiation for students with a learning disability	Belinda Webb	5 hours	Fri 12 Jul 10:00am-3:00pm	Teachers in 21st century classrooms are challenged to ensure that all students can achieve success. The challenge is increased when students in the classroom have learning disabilities. All teachers need the opportunity to increase their knowledge about major learning disabilities and broaden their teaching strategies to differentiate and meet the needs of all students in the classroom. In this program, one of Australia’s leading teachers on working with students with learning disabilities will outline approaches to self-regulation and sensory processing, behavioural issues, and knowledge acquisition, experienced by students with a learning disability. There will be a focus on ASD and ADHD. It is a practical, classroom focused course.	STLN2427
41	Indigenous pedagogies	Al Fricker	5 hours	Fri 9 Aug 10:00am-3:00pm	Incorporating Indigenous perspectives effectively into the curriculum is beneficial to all students as well as First Nations students. This presentation will support you to engage effectively with First Nations pedagogical approaches. The focus will be on the use of Yarning Circles; the presenter has developed a structured approach to allow for yarning circles as a pedagogical approach in a formal classroom and the 8 ways pedagogy. The 8 ways pedagogy evolved from a research project involving educators, university staff and local Aboriginal communities. It is “a culturally safe point of entry for teachers to begin engaging with Aboriginal knowledge and cross-cultural dialogue in the community”. This course will increase your understanding and knowledge and provide practical examples for the classroom. You will also be given some ideas of where to find additional professional reading and teaching resources to support your practice.	STLN2429

On-Demand			
Course title	Duration	Member Fee	Non-Member Fee
The drug and alcohol talk	30 minutes	\$30.00	\$50.00
The gender based violence talk	30 minutes	\$30.00	\$50.00
The period talk	30 minutes	\$30.00	\$50.00
The sex and consent talk	30 minutes	\$30.00	\$50.00
The sexuality talk	30 minutes	\$30.00	\$50.00
Understanding students with ADHD	30 minutes	\$30.00	\$50.00
Understanding students with ASD	30 minutes	\$30.00	\$50.00
Understanding students with Dyslexia	30 minutes	\$30.00	\$50.00
Using Microsoft Excel	30 minutes	\$30.00	\$50.00
Using Microsoft Word to teach maths	30 minutes	\$30.00	\$50.00
Using PowerPoint to create instructional videos	30 minutes	\$30.00	\$50.00
Using PowerPoint to create interactive activities	30 minutes	\$30.00	\$50.00
Working with EAL/D students	30 minutes	\$30.00	\$50.00
Supporting students' online wellbeing (cyberbullying focus)	60 minutes	FREE	\$20.00
Building rapport with students	60 minutes	\$50.00	\$75.00
Bullying prevention in the learning space	60 minutes	\$50.00	\$75.00
Classroom management – dealing with distracting classroom behaviours	60 minutes	\$50.00	\$75.00
Classroom management – establishing routines and relationships	60 minutes	\$50.00	\$75.00
Combating toxic masculinity in secondary schools	60 minutes	\$50.00	\$75.00
Conversations – what is the teacher's role in the debate about racism in Australia	60 minutes	\$50.00	\$75.00
Creating an inclusive environment for Indigenous students	60 minutes	\$50.00	\$75.00
Creating calm environments	60 minutes	\$50.00	\$75.00
Digital tools to promote feedback	60 minutes	\$50.00	\$75.00
EAL/D in the mainstream – strategies for success	60 minutes	\$50.00	\$75.00
Encouraging positive mental health practices in the classroom	60 minutes	\$50.00	\$75.00
Encouraging student voice in the classroom	60 minutes	\$50.00	\$75.00
Five practical techniques to build rapport with students	60 minutes	\$50.00	\$75.00
Getting a class back on track	60 minutes	\$50.00	\$75.00
Icebreakers for your classroom	60 minutes	\$50.00	\$75.00
Improving assessment strategies in the secondary classroom	60 minutes	\$50.00	\$75.00
Leading a team focussed on inclusive practice	60 minutes	\$50.00	\$75.00
Managing critical incidents in the classroom	60 minutes	\$50.00	\$75.00

On-Demand			
Course title	Duration	Member Fee	Non-Member Fee
Managing disruptions in the classroom	60 minutes	\$50.00	\$75.00
Identifying and supporting students with anxiety	60 minutes	\$50.00	\$75.00
My wellbeing – mindfulness and gratitude	60 minutes	\$50.00	\$75.00
My wellbeing – time management strategies	60 minutes	\$50.00	\$75.00
Promoting feedback from teachers to students	60 minutes	\$50.00	\$75.00
Promoting peer feedback amongst students	60 minutes	\$50.00	\$75.00
Reasonable adjustments for students with additional learning needs	60 minutes	\$50.00	\$75.00
Responding to feedback from students	60 minutes	\$50.00	\$75.00
Setting routines for primary classrooms	60 minutes	\$50.00	\$75.00
Setting routines for secondary classrooms	60 minutes	\$50.00	\$75.00
Students with additional learning needs – engaging students with ADHD	60 minutes	\$50.00	\$75.00
Students with additional learning needs – engaging students with ASD	60 minutes	\$50.00	\$75.00
Students with additional learning needs – engaging students with dyslexia	60 minutes	\$50.00	\$75.00
Students with additional learning needs – understanding ADHD	60 minutes	\$50.00	\$75.00
Students with additional learning needs – understanding ASD	60 minutes	\$50.00	\$75.00
Students with additional learning needs – understanding Dyslexia	60 minutes	\$50.00	\$75.00
Teaching EAL/D students through play-based pedagogy	60 minutes	\$50.00	\$75.00
Technology to support differentiation	60 minutes	\$50.00	\$75.00
Thinking about metacognitive strategies in the classroom	60 minutes	\$50.00	\$75.00
Tools for formative assessment	60 minutes	\$50.00	\$75.00
Understanding Indigenous content within the curriculum	60 minutes	\$50.00	\$75.00
Understanding online bullying and bystander behaviour	60 minutes	\$50.00	\$75.00
Unlocking collaborative learning in the classroom	60 minutes	\$50.00	\$75.00
Using mindfulness and gratitude for yourself and your students	60 minutes	\$50.00	\$75.00
Working with gifted students	60 minutes	\$50.00	\$75.00
Working with students who have experienced trauma	60 minutes	\$50.00	\$75.00
Coaching and mentoring pre-service and graduate teachers in the school environmet	90 minutes	\$50.00	\$75.00
Communicating as a leader – Challenging conversations with parents	90 minutes	\$50.00	\$75.00
Communicating as a leader – Challenging conversations with students	90 minutes	\$50.00	\$75.00
Leadership as narrative – leading change	90 minutes	\$50.00	\$75.00
Leadership as narrative – leading your colleagues	90 minutes	\$50.00	\$75.00

On-Demand			
Course title	Duration	Member Fee	Non-Member Fee
Mental health – supporting students with anxiety and depression	60 minutes	\$50.00	\$75.00
Mental health first aid – Identification and first response	60 minutes	\$50.00	\$75.00
Promoting feedback from students to teachers	60 minutes	\$50.00	\$75.00
My skills – coding skills for teachers	60 minutes	\$50.00	\$75.00
My skills – teacher presence: be seen, be heard, be confident	60 minutes	\$50.00	\$75.00
My wellbeing – learning to say 'No' in a professional manner	60 minutes	\$50.00	\$75.00

On-Demand			
Course title	Duration	Member Fee	Non-Member Fee
Presenting PD to your colleagues – structuring a professional learning session	90 minutes	\$50.00	\$75.00
Your wellbeing as a leader – understanding yourself as a leader	90 minutes	\$50.00	\$75.00
Challenging conversations as a leader	3 hours	\$70.00	\$95.00
Instructional leadership	3 hours	\$70.00	\$95.00
Leading for wellbeing – your own and your team	3 hours	\$70.00	\$95.00
Narrative leadership	3 hours	\$70.00	\$95.00

Overview

SHORT COURSES – details page 2-6		
Course title	Date	Time
Planning for an inclusive classroom	Thu 21 Mar	5:00pm-6:30pm
Supporting the learning of Aboriginal and Torres Strait Islander students	Wed 10 Apr	10.00am-11.30am
Differentiation when implementing a primary literacy unit	Thu 2 May	5.00pm-6.30pm
Supporting EAL students	Thu 2 May	5.00pm-6.30pm
Incorporating literacy activities across the secondary curriculum	Thu 16 May	5.00pm-6.00pm
Supporting students with ADHD	Thu 16 May	5.30pm-7.00pm
Primary maths – structuring an effective lesson	Thu 16 May	6:30pm-7:30pm
Understanding the AI Framework	Thu 30 May	5.00pm-6.00pm
Supporting students with Dyscalculia	Thu 30 May	5.00pm-6.30pm
Building partnerships with education support staff	Thu 30 May	6.30pm-7.30pm
Supporting students with Dyslexia	Thu 13 Jun	5.00pm-6.30pm
Supporting students who have experienced trauma	Thu 1 Aug	5.00pm-6.30pm
Differentiation when implementing a primary numeracy unit	Thu 15 Aug	5.00pm-6.30pm
Managing the learning of students with anxiety	Thu 15 Aug	5.00pm-6.30pm
Supporting students with ASD	Thu 29 Aug	5.00pm-6.30pm
Wellbeing leadership – looking after your wellbeing as a leader	Thu 29 Aug	5.00pm-6.30pm
Working with allied health staff	Thu 12 Sep	5:00pm-6:30pm
Techniques to reconnect with a disengaged student	Thu 12 Sep	5.30pm-6.30pm
Extending gifted students in the middle years	Thu 24 Oct	4:30pm-6:00pm
Wellbeing leadership – evaluating your impact	Thu 24 Oct	5:00pm-6:30pm
Brain breaks to keep students engaged	Thu 7 Nov	4:00pm-5:00pm

LONG COURSES – details pages 6-9		
Course title	Date	Time
Getting it right – setting up the classroom for success	Thu 7 Mar	5:00pm-7:00pm
Wellbeing leadership – planning for success using your strengths	Thu 7 Mar	5:00pm-7:00pm
Introduction to education leadership	Thu 4 Apr	9.30am-12.30pm
Middle Leadership – building a collaborative team	Thu 4 Apr	1.30pm-4.30pm
Keeping it right – maintaining the positive learning environment	Thu 13 Jun	5.00pm-7.00pm
Wellbeing leadership – A whole school approach	Wed 3 Jul	9.30am-12.30pm
Steps to Reconciliation	Fri 5 Jul	10.00am-12.00pm
Leadership skills – improving literacy outcomes (secondary focus)	Tue 9 Jul	9.30am-12.30pm
Middle leadership – creating positive parent relationships	Thu 11 Jul	1.30pm-4.30pm
Differentiation for students with a learning disability	Fri 12 Jul	10.00am-3.00pm
Indigenous pedagogies	Fri 9 Aug	10.00am-3.00pm
Making it right - correcting inappropriate behaviour	Thu 29 Aug	5.00pm-7.00pm
Middle leadership – managing a challenging conversation	Thu 26 Sep	9:30am-12:30pm
Middle leadership – creating a culture of positive feedback	Thu 26 Sep	1.30pm-4.30pm
Techniques to reconnect with a disengaged class	Wed 2 Oct	9:30am-11:30am
Masterclass – feedback to improve student outcomes	Wed 2 Oct	8:30am-11:30am
Masterclass – integrating formative assessment into unit planning	Wed 2 Oct	12:30pm-3:30pm
Leadership skills - data informed change	Thu 21 Nov	4:00pm-7:00pm
FULL DAY COURSES – details page 9		
Differentiation for students with a learning disability	Fri 12 Jul	10:30am-3:00pm
Indigenous pedagogies	Fri 9 Aug	10:30am-3:00pm
ON-DEMAND COURSES – details pages 10-11		
Prices and course information available from www.qtu.asn.au/quest		

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