

RSA – Course Description



Faculty

Establishing

Course Code

RSAE04

Course Title

Professional Teaching Communities

Course Facilitator

Amy Green

Amy is an experienced Teacher and School Leader who has provided training and support for educators throughout her career. Using first-hand experience and current research, Amy will encourage and support Establishing Teachers in this course as they look to further enhance their current practice, guiding them through a series of modules which will have instant impact on how they plan and teach, challenging them to think and reflect along the way.

Course Description

This course aims to provide Establishing Teachers with the opportunity to learn and explore professional learning communities as a framework to use to enhance their practice. Professional Learning Communities, along with the opportunity to connect with colleagues and build professional relationships is a known and commonly used way to build on already existing teaching skills. In this course teachers will learn how a PLC works, and why the focus is predominantly student-centred, using evidence and data to set goals. Teachers will also learn how to set up a PLC should this be something they wish to try. This course is specifically designed to support Establishing Teachers who are looking to enhance their own practice through connecting with other educators.

Course Modules

1. The 5 Components of PLC
2. The PLC Cycle
3. Working Collaboratively
4. Leading a PLC
5. Leading with Learning Walks
6. Starting a Professional Learning Community

AITSL Standards

- 2.3 Curriculum, assessment and reporting
- 3.6 Evaluate and improve teaching programs
- 5.4 Interpret student data
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning
- 7.4 Engage with professional teaching networks and broader communities

Phases of learning

This course is designed to cater for teachers in their first few years (2-5+) of teaching across all phases of learning, including primary, secondary and special contexts.