

RSA – Course Description



Faculty

Graduate

Course Code

RSAG05

Course Title

Classroom Management

Course Facilitator

Adam Voigt

Adam has an extensive history as a Teacher, Principal and Restorative Practices facilitator in a variety of roles across Australia. An engaging and thought-provoking facilitator, Adam will challenge Graduate Teachers in this course to think deeply about their practice, language and choices in the classroom and provide a restorative methodology for solving problems of practice.

Course Description

For many Teachers who are new to the profession, the challenges of adapting to life as a full-time educator are less administrative than they are practical. In essence, these Teachers want to know what to do, know and say when they are left unsupervised in the company of a class full of students. This course will provide key understandings in how to maximise student engagement, how students think, how they learn and how you can create an environment where high expectations are your reality. Classroom Teachers who are well planned, design-oriented and armed with cutting edge knowledge are those with the best chance of measurable success within the walls of the classroom. This course is tailored to provide an experience where Graduate Teachers can absorb and apply critical learning concepts in a way the establishes both short-term wins and long-term shifts.

Course Modules

1. Understanding Student Behaviour
2. The Learning Brain
3. Behavioural Motivation
4. The Punishment Trap
5. Instructional Models
6. Classroom Management Planning

AITSL Standards

- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities.
- 3.3 Use teaching strategies.
- 3.5 Use effective classroom communication.
- 4.1 Support student participation.
- 4.2 Manage classroom activities.
- 4.3 Manage challenging behaviour.
- 7.1 Meet professional ethics and responsibilities.

Phases of learning

This course is designed to cater for teachers in their first year of teaching across all phases of learning, including primary, secondary and special contexts.