

RSA – Course Description

Faculty

Graduate

Course Code

RSAG06

Course Title

Working Restoratively

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

This course aims to provide classroom practitioners with an explicit practice framework as a reference point for making decisions about the way Teachers should conduct themselves in learning environments. While many Graduate teachers have a sound existing understanding of what they might be asked to teach, many don't have strong or appropriate defaults for how they should teach. This course provides teachers with specific language and practice advice that will allow them to live out their purpose practically and also to enact their school's values. Restorative Practices has proven to be a highly effective methodology for teachers looking to establish healthy teacher-student relationships and to improve teaching effectiveness. This course is specifically designed to support Graduate teachers to embark upon a career with these aspirations established as priorities.

Course Modules

1. Affective Language in the Classroom.
2. Resolving Conflict between students.
3. The Reflective Teacher
4. An introduction to Classroom Circles
5. Being Fair
6. Healthy Teacher-Student Relationships

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.