

## RSA – Course Description

### Faculty

Leadership

### Course Code

RSAL05

### Course Title

**School Culture in Focus**

### 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

When asked, most Teachers say that they believe that the culture of a school is important and that School Leaders should focus on it. Yet, when asked what exactly we mean by school culture – we struggle and even become vague in our attempts to define this primary responsibility. This course is about making clear to aspiring School Leaders exactly what school culture is and how they can focus, work on and measure effectiveness in that endeavour. With research pointing to the culture of your school as the critical factor in program success and strategic objectives being realised, it's high time that we dove more deeply into this subject in a way that makes tangible change visible. Completion of this course will provide participants with a framework for cultural leadership that can support an entire career.

### Course Modules

1. Defining and Focusing on School Culture
2. Stakeholder Engagement
3. Data and Evidence
4. Reflective Leadership Models
5. Communicative Leadership Metaphors
6. School Culture Focus Points

### AITSL Standards

- 3.6 Evaluate and improve teaching programs.
- 3.7 Engage parents/carers in the educative process.
- 5.3 Make consistent and comparable judgements.
- 6.1 Identify and plan professional learning needs
- 6.3 Engage with colleagues and improve practice.
- 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.