THE UNIVERSITY of ADELAIDE

150 YEARS

Professional and Continuing Education

Classroom Management

Create a quality learning environment with our research-grounded micro-credential.

GROUP OF EIGHT AUSTRALIA

make history.

Elevate your practice.
Build mutual respect.
Improve engagement.

Estimated time commitment 48 hours of learning
Duration Self-paced
Delivery mode Online
Start date 29 July 2024
Cost Free

Program overview

Managing a classroom can be challenging. The good news? We know there are strategies that work. In this micro-credential, you'll discover how to improve your classroom culture using preventative and proactive management strategies that work best for your context. We have engaged with the research and identified a multitude of practices that can help create a safe, predictable, productive and orderly classroom. Throughout the course, you'll add a range of invaluable practices and other resources to your teaching toolkit. With our flexible, self-paced design, you can tailor your learning journey to fit your unique schedule and needs. This micro-credential also provides a supportive space to explore evidence-based classroom management, where you can participate in online forums, connect with other educators across Australia, and leave ready to lead classrooms with high learning expectations.

Key learnings

Our Classroom Management micro-credential is aligned to the Australian Professional Standards for Teachers at the highly accomplished level, with a focus on evidence-based strategies tailored for today's dynamic classrooms. You will investigate strategies for creating safe, consistent and predictable learning environments that enable habit formation, build trust, foster a sense of community, and support more engaged and productive learning. You'll also:

- explore ways to anticipate and reduce disruptive behaviours, identifying the causes and ensuring calm, proportionate responses
- critically reflect on and record the impact of different strategies on your practice
- examine and refine your approach using Action Research
- connect with an active online community for discussion and reflection
- engage with, share and contribute to a repository of teaching resources related to classroom management
- work toward a potential credit pathway for post-graduate study at the University of Adelaide.

Is this course for me?

The micro-credentials are designed for education professionals: school teachers (early years, primary and secondary), school leaders, other education professionals within the school setting, and pre-service teachers.

How will I benefit?

This micro-credential aims to enhance the overall quality and impact of your instruction. By bolstering your capacity to create quality learning environments, you are likely to increase your focused time for teaching and learning, foster mutual respect in your classrooms, and improve student engagement. The strategies in this course will support you to establish positive relationships with your students, create opportunities for them to learn, grow and thrive, and collectively enjoy a greater sense of wellbeing. You will feel prepared and assured to support learning with access to a well-structured repository of resources and a framework for creating quality learning environments. Completing this micro-credential can also count towards the annual 20-hour requirement for maintaining your teaching certificate.

How will my students benefit?

A well-managed, emotionally and physically safe learning environment helps students feel secure, understood, and supported when facing learning challenges. Students who experience positive connections with their teachers are more likely to have a positive attitude toward learning, feel a part of their school community, and have higher school attendance. In this supportive environment they can build confidence, develop a sense of agency and belonging, and engage more deeply in their learning.

How will my organisation benefit?

While Australian schools often have comprehensive behaviour plans in place, their true success depends on consistent and effective implementation by teachers and school leaders. This means educators must be equipped with practical tools and skills to engage with students, understand their behaviour, and respond appropriately—precisely what this micro-credential supports. School leaders can use the micro-credential to support implementation of a whole-school approach to classroom management by encouraging their teachers to undertake the micro-credential together. The readings, tasks and strategies can form the basis for ongoing critical conversations of professional learning teams to share practice.

Background

In 2022, the Quality Initial Teacher Education Review suggested that short courses could help teachers to upskill, particularly in areas where they feel underprepared, such as managing classrooms, using explicit teaching strategies, and teaching phonics. In response, the Australian Government has selected the University of Adelaide to develop evidence-based micro-credentials so that teachers in all stages of their careers can upskill in these areas of need with minimum disruption to their work capacity.

This program is funded by the Australian Government Department of Education.

Enrol today at ua.edu.au/microcredentials-teaching

This micro-credential will take you on a learning journey exploring proactive, preventative classroom management strategies that can be used to support diverse cohorts of students. There is a strong focus on Tier 1 strategies in Modules 1 and 2. As you move into Modules 3 and 4, you will explore strategies that can be used to support students who are engaging in more challenging behaviours – those that sit in Tiers 2 and 3. In each module, you will engage with the theory and evidence that sits behind the strategies and investigate how the strategies could be implemented in the classroom and as part of a whole-school approach to classroom management.

Module 1 - Creating a safe and orderly classroom culture

Key topics:

1. Creating a safe classroom culture
2. Establishing routines, rules and expectations in an orderly classroom
3. Organising the physical environment
4. Building a strong and productive social climate
5. Generating active engagement
6. A whole-school approach to creating safe and orderly classrooms

Module 2 - Addressing frequent interruptions to learning

Key topics:

1. Recognising frequent interruptions to learning
2. Understanding functions of behaviour
3. Building motivation and engagement
4. Using verbal and non-verbal strategies
5. Responding to ongoing frequent interruptions to learning
6. A whole-school approach to addressing frequent interruptions to learning

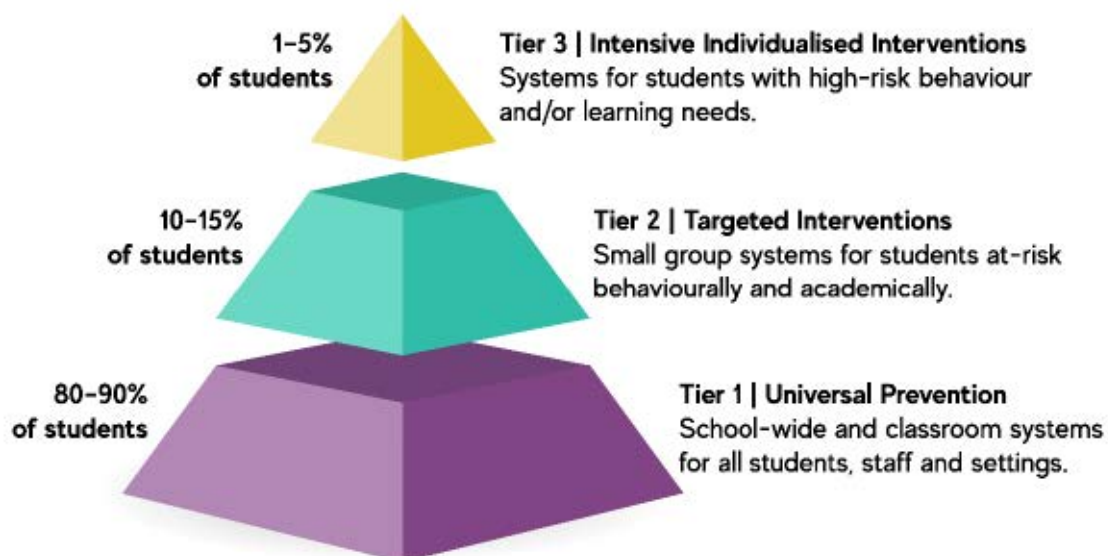## Module 3 - Building positive and inclusive practices

Key topics:

1. Inclusive education
2. Building an inclusive culture
3. Responding to diversity in the classroom
4. Supporting student wellbeing
5. Engaging Tier 2 support strategies
6. A whole-school approach to building positive and inclusive practices

Module 4 - Managing escalations in behaviour

Key topics:

1. Seven phases of behaviour escalation
2. Responding to an escalation in behaviour
3. Disability and behaviour
4. Understanding functions of behaviour
5. Behaviour Support Plans
6. A whole-school approach to managing escalations in behaviour

See the website for further information on course content and learning outcomes.

1–5% of students — **Tier 3 | Intensive Individualised Interventions** Systems for students with high-risk behaviour and/or learning needs.

10–15% of students — **Tier 2 | Targeted Interventions** Small group systems for students at-risk behaviourally and academically.

80–90% of students — **Tier 1 | Universal Prevention** School-wide and classroom systems for all students, staff and settings.

Kaurna acknowledgement
We acknowledge and pay our respects to the
Kaurna people, the original custodians of the
Adelaide Plains and the land on which the
University of Adelaide's campuses at North
Terrace, Waite, and Roseworthy are built. We
acknowledge the deep feelings of attachment
and relationship of the Kaurna people to country
and we respect and value their past, present
and ongoing connection to the land and cultural
beliefs. The University continues to develop
respectful and reciprocal relationships with all
Indigenous peoples in Australia, and with other
Indigenous peoples throughout the world.