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| Developing Strengths in children | Objective: An awareness and understanding of the strengths framework and how it can be applied in classrooms. This course will: * Present the theory of strength-based education/ parenting and why it supports academic achievement and mentally healthy and resilient children.
* Decode the research and give participants the tools to spot, support and celebrate strengths in participants and children.

AITSL 6.2: Understand the relevant and appropriate sources of professional learning for teachers. |
| Creating a Language of Strengths | Objective: An awareness of the need for a common language of strengths in the classroom. This course will:* Present a variety of strengths frameworks and give participants an opportunity to identify their strengths
* Give participants the tools to set up and implement a classroom based common language of strengths and expectations.

AITSL 6.2: Understand the relevant and appropriate sources of professional learning for teachers. |
| Dealing with challenging behaviour in your professional life | Objective: To create a growth mindset to support people to deal with challenging behaviour. This course will: * Present a strength-based approach to have win-win outcomes when dealing with challenging behaviours.
* Give the tools to explore challenging behaviour and deal with the root causes and issues.

AITSL: 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers. |
| Unique Collaborations in your professional life | Objective: To challenge and promote collaboration as a critical personal development skill. This course will: * Explore the challenges faced in creating a culture of collaborating.
* Experience the benefits of collaborating on an issue that is important to the participants.
* Provide tools to make collaboration a habit and a part of normal daily life.
* Guide the participants to identify how they will incorporate collaboration in the workplace and establish a collaboration buddy.

AITSL 6.3 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. |
| Towards Better Communication | Objective: People will approach communication with a growth mindset and have the skills to deliver their messages effectively.This course will: * Explore the barriers that get in the way of having good and respectful communication.
* Give the tools to have awkward conversations and give difficult feedback in a way that supports the development of trusting relationships.

AITSL 6.3 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.AITSL: 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers. |
| Mindfulness  | Objective: Participants will incorporate mindfulness habits into everyday to create space for recharging and coping with the demands of busy lives. This course will:* Give participants tools to increase mindfulness.
* Explore the barriers including participants thinking and behaviour and learning to say no.
* Challenge and facilitate participants to create more mindful moments in their day including setting up a system of mindful buddies.

AITSL 6.2: Understand the relevant and appropriate sources of professional learning for teachers. |
| Thinking helpfully for better mental health and personal mastery | Objective: Increase participants awareness of the futility of trying to banish “bad” thoughts and accept thoughts as normal just helpful or unhelpful. The course will: * Present a growth mindset (or cognitive psychology) model of thinking that demonstrates how we think will determine how we will react to situations and ultimately our success.
* Explore the barriers to thinking helpfully and how to examine thoughts.
* Present the different unhelpful thinking patterns and give participants an opportunity to identify their thinking style.
* Give tools to identify helpful ways of thinking and personal mastery.

AITSL 6.2: Understand the relevant and appropriate sources of professional learning for teachers. |
| Personal and Professional Development - leading from where you are | Objective: Participants will gain an understanding of leadership and how to apply to their personal and professional development. In this course participants will:* Learn a model of distributive leadership and how it applies to personal and professional development
* Identify their leadership and personality style, values and strengths.
* Assess their personal effectiveness – strengths and weaknesses.
* Learn strategies for personal influence such as developing relationships and communication and saying no.
* Create a personal development plan with SMART goals which will be ready to implement when they leave the workshop

AITSL 6.3 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. |
| Coaching skills for developing positive peer relationships and supporting prac students | Objective: Participants will learn how to use a coaching model to work collegially to support colleagues and prac students. In this course participants will: * Explore working collegially and the road blocks to staying on track
* Present the concept of enabling others and how to use coaching to assist people take responsibility.
* Present a model of motivation and performance including habits of highly successful people
* Tools and tips for motivating those around you and developing relationships
* Giving and receiving feedback
* Grow model and the 5-minute coaching conversation
* Explore how to Goal setting
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| Mistake Making with a growth mindset | Objectives: In this interactive workshop staff will learn how to assist children through emotions while creating a safe environment for mistake making. Participants will:* Learn about a growth mindset (or cognitive psychology) model of thinking that demonstrates how we think will determine how we will react to situations.
* Explore the barriers to thinking helpfully and how to examine thoughts.
* Present the different unhelpful thinking patterns and give participants an opportunity to identify their thinking style.
* Teachers will learn tools to develop a language of mistake making
* Explore how to create an environment where mistake making is valued and practiced.
* Explore tools and strategies to manage the emotional environment of mistake making.

AITSL: 3.5 Use effective classroom communicationsAITSL: 1.2 Understand how children learnAITSL: 1.5 Differentiate teaching to meet the specific learning needs of students across full range of abilities.  |
| The Brain House - Developing Children’s Emotional Regulation  | Objective: Develop children who can recognise their unhelpful thoughts and come up with helpful thoughts that will enable them to deal with difficult situations and keep things in perspective. This course will: * Present a model of thinking styles and tools to identify thinking styles in participants and children.
* Present the Brain House and talk about the characters that live downstairs (unhelpful) and upstairs (helpful)
* Give practical tools to teach children about the Brain House with the characters in their brain.
* Give tools to assist themselves and children use helpful thinking when faced with unhelpful thinking.

AITSL 3.5 Use effective classroom communication. AISTL 1.2. Understand how children learnAISTL 1.5. Differentiate teaching to meet the specific learning needs of students across full range of abilities.  |