

**QUEST**

Queensland Education  
Support & Training

**IEU** Independent  
Education  
Union  
Queensland and Northern Territory Branch

# *Online training program 2025*

Supplier  
under Education  
Arrangement  
**2025**



QUEENSLAND  
TEACHERS' UNION  
OF EMPLOYEES

A QTU initiative providing quality professional development for teachers and school leaders.

**QuEST is proud to offer you these high quality online professional development programs in 2025. These programs showcase best practice and are delivered by current classroom teachers.**

- **Live courses** are available in a live interactive format at the times listed. This is the best way to maximise your learning from the sessions. Alternatively, you can choose to view the on-demand recording at a time convenient to you.
- **On-demand** courses are available anytime after your registration has been processed. Prices are available on our website.
- Wherever possible, live courses take place after school or in vacation periods to ensure they are accessible to you.
- All participants will receive a certificate of participation which can be used to demonstrate the continuing professional development (CPD) requirements of the Queensland College of Teachers.
- Live courses are 60 and 90 minute in duration at a cost of \$50 (incl. GST) for members per session (including access to available recordings).
- Alternatively, individuals may choose to purchase a subscription, which gives you access to the entire program – live, on-demand, and recordings.
- This is an excellent opportunity for temporary teachers, who can sometimes find it hard to complete mandatory professional development requirements.
  - **\$325 incl. GST (members)**
  - **\$400 incl GST (non-members)**
- To register for a course, go to **www.qtu.asn.au/quest** and follow the links to online training.
- **Please note, payment for online courses is by credit card only.**

	Course title	Presenter	Duration	Date / Time	Description	Code
<b>SHORT COURSES</b>						
1	AI - Your Virtual Assistant	Richard Linton	60 min	Thu 13 Mar 4:00pm-5:00pm	In November 2022, ChatGPT was released to the public. Much of the focus in educational circles was on the negative impact that AI could have on student learning. When used ethically and safely, AI can be a powerful time-saving tool for staff as a virtual assistant. Richard will explore approaches for staff to use AI in their everyday practice; creating summaries, suggesting alternate approaches to assessment tasks, and analysing student creating revision questions. AI can be used as a starting point.	STLN2501
2	High Impact Teaching Strategies (Units 3, 4 and 6)	Coby Beatson	60 min	Thu 13 Mar 5:30pm-6:30pm	High Impact Teaching Strategies (HITS) are part of a repertoire of strategies that teachers can apply in their professional practice. In this session, Coby Beatson will drill down into the strategies of <i>Explicit Teaching</i> , <i>Worked Examples</i> and <i>Multiple Exposures</i> . Applicable in both primary and secondary settings, these strategies provide a great starting point for new teachers to build their craft from, and for experienced teachers to develop alternative approaches, to enhance their classroom practice.	STLN2502
3	Self-Care For School Staff	Lara Schendzielorz	60 min	Thu 20 Mar 4:00pm-5:00pm	As educators we are committed to our craft and students, sometimes forgetting about ourselves. To provide the best for our students, we need to be physically and mentally healthy. Lara will explore a range of simple, but effective techniques that educators of all levels can use to care for themselves.	STLN2503

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<b>SHORT COURSES</b>						
4	Techniques for Analysing Argument in Secondary English	Lisa Bahr	60 min	Thu 20 Mar 5:30pm-6:30pm	This course equips teachers with strategies to help students critically analyse and engage with arguments in text. Lisa will explore methods for breaking down persuasive techniques, identifying biases, and evaluating evidence. Through these techniques, students can strengthen their analytical skills, engage in deeper discussions, and develop their ability to construct well-supported arguments.	STLN2504
5	Classroom Structures That Work	Laura Greaves	60 min	Thu 27 Mar 4:00pm-5:00pm	Behaviour management is one of the more challenging issues teachers and schools face on a day-to-day basis; students who feel safe, supported, and connected are more likely to be active participants in their learning. In this session the presenter will explore how to setup and implement classroom structures that create an environment that is conducive to learning.	STLN2505
6	High Impact Teaching Strategies (Units 7 and 8)	David Innes	60 min	Thu 27 Mar 5:30pm-6:30pm	High Impact Teaching Strategies (HITS) are part of a repertoire of strategies that teachers can apply in their professional practice. In this session, David Innes will explore the strategies of <i>questioning</i> and <i>feedback</i> . When combined with his expertise in formative feedback, this promises to be a valuable session for teachers from all levels.	STLN2506
7	Supporting Students With Dyscalculia	Lisa Watts	60 min	Tue 15 Apr 1:00pm-2:00pm	Students with dyscalculia will encounter difficulties with maths and numeracy tasks. Not every student who experiences difficulty with Maths or numeracy will have dyscalculia, but it is helpful to understand the condition and to make an informed decision about whether additional assistance is needed for the student. In this session, the presenter will outline typical indicators of students who are experiencing dyscalculia; some effective strategies for supporting students in the classroom; and the session will also explore resources that can be accessed for further support. This session will also be helpful for Education Support Staff who may be working one to one or with small groups.	STLN2508
8	Improving Literacy Outcomes in Secondary Schools	Laura Zinghini	60 min	Thu 17 Apr 11:00am-12:00pm	It is the responsibility of all teachers in the secondary years to promote improved literacy outcomes to assist students to succeed in their career and life ambitions. Secondary schools need a consistent approach to literacy improvement across all subject disciplines. In this session, Laura will work through approaches to promote literacy across the curriculum, including building essential vocabulary, explicit teaching to master complex writing tasks, and developing the capacity to read the required texts in any subject.	STLN2509
9	Maths Starters and Brain Breaks	Lisa Tolley	60 min	Thu 17 Apr 1:00pm-2:00pm	Maths starters are a great way to begin a lesson with energy and creativity, whilst brain breaks provide students and teachers with an opportunity to refresh and refocus. Join Lisa as she shares some of the approaches she uses in her lower secondary maths classes.	STLN2510

	Course title	Presenter	Duration	Date / Time	Description	Code
<b>SHORT COURSES</b>						
10	Applying VIA Character Strengths in Professional Teams	Kristy Elliot	90 min	Wed 7 May 5:00pm-6:30pm	When teams are aware of their strengths, they can experience greater engagement, wellbeing and a sense of empowerment. Participants will explore the VIA Character Strengths framework and learn how to apply strengths like creativity, leadership, and teamwork to foster a positive and productive team culture.	STLN2511
11	Using AI for Formative Feedback	Dr Keith Heggart	60 min	Thu 8 May 6:30pm-7:30pm	In November 2022 ChatGPT was released to the public and with that, the world of work and education changed. Using his extensive understanding of AI, TLN Journal contributor Keith Heggart will discuss strategies to harness AI as a learning tool for teachers and students, focusing on formative feedback for learners.	STLN2512
12	APST 2.4 and Cross-Curricular Priorities in Primary	Jeanene Booth	90 min	Thu 22 May 5:00pm-6:30pm	APST 2.4 and Cross-Curricular Priorities are an important pathway towards reconciliation with First Nations people through providing opportunities for young people to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. Jeanene will draw on her experience as a Primary Teacher to work with attendees to embed Aboriginal and Torres Strait Islanders histories and cultures into the curriculum.	STLN2513
13	APST 2.4 and Cross-Curricular Priorities in Science	Natasha Ward	90 min	Thu 22 May 6:00pm-7:30pm	APST 2.4 and Cross-Curricular Priorities are an important pathway towards reconciliation with First Nations people through providing opportunities for young people to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. Natasha will take attendees through a research-based process of embedding Aboriginal and Torres Strait Islander histories and perspectives into the secondary science curriculum.	STLN2514
14	Staff Wellbeing - Debriefing at the End of the Day	Kristy Elliot	90 min	Wed 4 Jun 6:00pm-7:30pm	Many mentally taxing occupations integrate formal debriefing or professional supervision into work structures. In education, we need to find avenues to promote and access debriefing beyond the traditional EAP offerings. Focusing on all levels, from lay staff to leadership, Kristy will guide attendees through formal and informal structures for staff to debrief, ultimately improving staff wellbeing.	STLN2516
15	Teaching Your Students About Artificial Intelligence	BTN High	60 min	Thu 5 Jun 5:00pm-6:00pm	<i>Behind the News</i> has been a staple of primary school classrooms for 30+ years. This new initiative, <i>BTN High</i> , creates content pitched to adolescent learners. This resource breaks down how secondary teachers can work with students to engage with artificial intelligence in an academic and socially responsible, ethical and critical manner.	STLN2515

	Course title	Presenter	Duration	Date / Time	Description	Code
<b>SHORT COURSES</b>						
16	Women in Leadership: The glass ceiling & walls (Part 1)	Karen Terry	90 min	Thu 19 Jun 500pm-6:30pm	The education workforce is highly feminised, yet women are significantly under-represented in leadership positions. In the <i>Glass Ceiling &amp; Walls</i> series, current and former school leaders share their experiences in education; the challenges they faced in attaining leadership positions and strategies they used to overcome them.	STLN2517
17	Managing disruptions in the classroom	Gary Warren	60 min	Thu 19 Jun 6:30pm-7:30pm	Effective classroom management is vital for creating a conducive learning environment where students can thrive academically, socially, and emotionally. This course provides a comprehensive exploration of several approaches to classroom management; equipping staff with the knowledge and strategies needed to foster positive behaviours, engagement, and academic success.	STLN2518
18	The Psychology of Effective Team Management	Megan Corcoran	90 min	Thu 26 Jun 5:00pm-6:30pm	Megan Corcoran will explore the psychology behind successful team dynamics. She will share approaches that foster collaboration and create an open and positive team environment to ultimately improve the effectiveness of teams in the workplace.	STLN2519
19	Beyond NAIDOC - Understanding intergenerational Trauma	Al Fricker	90 min	Wed 9 Jul 10:00am-11:30am	This session will explore the need for understanding intergenerational trauma in First Nations students and families. Participants will be taken through why intergenerational trauma is present in first nations students and families, the importance of addressing this, and strategies to support students and families in a culturally sensitive manner.	STLN2512
20	Approaches to Supporting Learners With Dyslexia	Julia Walker	60 min	Thu 17 Jul 1:00pm-2:00pm	Students with dyslexia will encounter difficulties with reading and spelling, and left unsupported may struggle with reading comprehension and vocabulary development. This will impact on the student's learning capability across all areas of the curriculum. Teachers can create a learning environment and use instructional practices that maximise the learning outcomes for all students, those with and without dyslexia. This session will look at dyslexia through the <i>Response to Intervention</i> framework, and explore strategies at each of the three tiers of support. Suitable for classroom teachers, as well as Education Support staff who may be working one to one or with small groups.	STLN2523
21	Beyond NAIDOC - Creating Meaningful Change	Al Fricker	90 min	Thu 24 Jul 5:00pm-6:30pm	Participants will be challenged to implement changes beyond the celebration of <i>NAIDOC Week</i> in continuing the path to reconciliation. Al Fricker will highlight the importance of change and explore strategies to implement deep, long-lasting change towards reconciliation.	STLN2524

	Course title	Presenter	Duration	Date / Time	Description	Code
<b>SHORT COURSES</b>						
22	Women in Leadership: The glass ceiling & walls (Part 2)	Michelle Rangelov	90 min	Thu 7 Aug 5:00pm-6:30pm	The education workforce is highly feminised, yet women are significantly under-represented in leadership positions. In the <i>Glass Ceiling &amp; Walls</i> series, current and former school leaders share their experiences in education; the challenges they faced in attaining leadership positions, and strategies they used to overcome them.	STLN2525
23	Understanding and responding to challenging student behaviour	Jane Langley	60 min	Thu Aug 6:30pm-7:30pm	There are many reasons students may display challenging behaviour in a classroom, and understanding and effective responses to such behaviour is essential to maintaining a positive learning environment for all. Jane Langley will explore some of the causes of challenging behaviour and strategies to redirect it towards the more positive behaviour.	STLN2526
24	Women in Leadership: The glass ceiling & walls (Part 3)	Katrina Bourke	90 min	Thu 21 Aug 5:00pm-6:30pm	The education workforce is highly feminised, yet women are significantly under-represented in leadership positions. In the <i>Glass Ceiling &amp; Walls</i> series, current and former school leaders share their experiences in education; the challenges they faced in attaining leadership positions, and strategies they used to overcome them.	STLN2527
25	Identifying and Addressing the Early Signs of Burnout	Kristy Elliot	90 min	Thu 21 Aug 6:00pm-7:30pm	Burnout is a state of physical or emotional exhaustion and one of the biggest challenges currently facing the education sector. Kristy Elliot will use her extensive experience and understanding of positive psychology to assist attendees to identify, and more importantly address, the early signs of burnout in themselves, and to support their colleagues.	STLN2528
26	Middle Years Wellbeing Q&A/ Panel discussion	Kristy Elliot, Megan Corcoran, Brendan Tolli	60 min	Thu 4 Sep 5:00pm-6:00pm	Social media, covid impacts, bullying, friendships, peer pressure, social hierarchies, influencers and the media. The challenges facing young people are seemingly endless and all of which can impact their wellbeing and learning. This session will include a panel discussion from three different perspective of wellbeing, as well as Q&A time.	STLN2529
27	Decoding worded questions in middle years maths	David Innes	60 min	Thu 4 Sep 6:30pm-7:30pm	Associating language with mathematical operations is a long-standing challenge for all learners, but a vital skill for learners to develop before progressing to the senior years. Lara will use her experience in both literacy and numeracy to share approaches to assisting learners to decode and associate language with mathematical operations. This session is suitable for upper primary and early secondary maths teachers.	STLN2530

	Course title	Presenter	Duration	Date / Time	Description	Code
<b>SHORT COURSES</b>						
28	Leadership - Building Effective Teams	Michelle Rangelov	90 min	Thu 11 Sep 5:00pm-6:30pm	An essential skill for leaders at all levels is creating and cultivating an effective team. How is that done? Michelle will draw on her experience as a leader in schools and share strategies to build teams that are efficient and effective.	STLN2531
29	Supporting EAL Students in Mainstream Classes	Lisa Bahr	60 min	Thu 11 Sep 6:30pm-7:30pm	Students who are learning English as an additional language (EAL/D) have a complex set of language skills for learning. Their language skills can be integrated into a functional classroom. Teachers play a crucial role in creating an inclusive learning environment that caters to the diverse needs of all students, including those learning English as an additional language.	STLN2532
30	Connecting to Students With ADHD	Dr Jane Wenlock	60 min	Mon 22 Sep 11:00am-12:00pm	Students with Attention Deficit Hyperactivity Disorder (ADHD) can struggle to engage with the learning that is happening in the classroom. This session will provide background knowledge about the condition of ADHD and how it typically manifests in the classroom. The presenter will then explore practical classroom strategies that can be used to promote connection and engagement for those students with ADHD. While the focus is on teaching strategies, it will also be helpful for Education Support Staff working one to one or with small groups.	STLN2534
31	Integrating Formative Assessment and Feedback	David Innes	60 min	Thu 2 Oct 11:00am-12:00pm	In this session the focus is on formative assessment, often referred to as assessment 'for learning' and 'as learning'. As with any assessment practice it is about how you gather, analyse and interpret evidence of student work, to make good judgements about improving student learning; judgements about 'where to next' for each student.	STLN2535
32	Approaches to Improve Essay Writing in Secondary Students	Laura Zinghini	60 min	Thu 2 Oct 1:00pm-2:00pm	Writing proficiency is central to student success during schooling and highly influential in personal and vocational outcomes post-schooling. Laura will draw on her extensive experience as a secondary English teacher, sharing a toolkit of approaches for secondary teachers to support students in improving their essay writing skills.	STLN2536
33	Routines for students in the yard	Gary Warren	60 min	Thu 16 Oct 5:30pm-6:30pm	There are many spaces inside a school where staff will interact with students such as the library, on yard duty, corridors and offices. The interactions in these areas have a different context to a classroom but carry the same expectations for appropriate behaviours. This session will explore strategies to ensure that positive relationships can be maintained with students throughout the different areas and contexts in which staff may be interacting with students.	STLN2538



	Course title	Presenter	Duration	Date / Time	Description	Code
<b>SHORT COURSES</b>						
34	Student Voice and Agency to Maximise Engagement in Learning	Marika Convey	60 min	Thu 30 Oct 4:00pm-5:00pm	Students across primary and secondary settings often have strong views on teaching, learning and the day-to-day school experience. When these perspectives are acknowledged and integrated into the functioning of the classroom students can take ownership with improvements in learning outcomes, engagement and wellbeing. Providing students with the opportunity to guide their learning can also increase a sense of ownership and connection to the classroom. This session will explore the concept of student voice and agency in the classroom, and opportunities for all teachers to connect with student voice and increase student agency.	STLN2540
35	Supporting Students With Sensory Needs	Belinda Webb	60 min	Thu 30 Oct 5:30pm-3:30pm	Students with Autism Spectrum Disorder (ASD) or Attention Deficit and Hyperactivity Disorder (ADHD) may experience difficulty when planning, preparing for, getting started and completing tasks. They may be affected by the sensory input that is occurring around them. Understanding the cognitive processes that enable students to plan, focus attention, remember instructions, and juggle multiple tasks successfully will support students approaching work tasks. In this session the presenter will outline specific teaching strategies that they use in the classroom that benefit not only students with ASD and ADHD but all students in the classroom.	STLN2539
36	Leadership Skills – Data Informed Change	Selena Fisk	120 min	Thu 13 Nov 4:00pm-6:00pm	This course assists educators develop leadership skills for driving data-informed change within their schools. Dr. Fisk guides participants through strategies for collecting and sorting through numbers to tell impactful data stories that lead to positive, data-informed educational change.	STLN2541



## Overview

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On-Demand			
Course title	Duration	Union Member Fee	Non-Member Fee
The drug and alcohol talk	30 minutes	\$30.00	\$50.00
The gender based violence talk	30 minutes	\$30.00	\$50.00
The period talk	30 minutes	\$30.00	\$50.00
The sex and consent talk	30 minutes	\$30.00	\$50.00
The sexuality talk	30 minutes	\$30.00	\$50.00
Understanding students with ADHD	30 minutes	\$30.00	\$50.00
Understanding students with ASD	30 minutes	\$30.00	\$50.00
Understanding students with Dyslexia	30 minutes	\$30.00	\$50.00
Using Microsoft Excel	30 minutes	\$30.00	\$50.00
Using Microsoft Word to teach maths	30 minutes	\$30.00	\$50.00
Using PowerPoint to create instructional videos	30 minutes	\$30.00	\$50.00
Using PowerPoint to create interactive activities	30 minutes	\$30.00	\$50.00
Working with EAL/D students	30 minutes	\$30.00	\$50.00
Supporting students' online wellbeing (cyberbullying focus)	60 minutes	FREE	\$20.00

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### TAILORED PROFESSIONAL DEVELOPMENT COURSES

**QuEST Professional Development Officer, Rebecca Hack has more than 25 years of teaching and school leadership experience and has worked across primary, high school and special education settings, winning several teaching and academic awards during her career.**

QuEST offers a range of tailored PD options for your school including supportive school leadership, school improvement, supporting beginning teachers, trauma aware practices, HAT & Lead training, classroom management, teacher wellbeing, individual coaching and mentoring, and more.

**e: [quest@qtu.asn.au](mailto:quest@qtu.asn.au) p: 07 3512 9000**

PD Recordings - available to course registrants and QuEST Subscribers
<b>Classroom and Behaviour Management</b>
Classroom management – dealing with distracting classroom behaviours
Classroom management – establishing routines and relationships
Classroom routines for the school year (primary)
Creating calm environments
Getting a class back on track
Getting it right - setting up the classroom for success
Keeping it right - maintaining the positive learning environment
Making it Right - correcting inappropriate behaviour
Managing critical incidents in the classroom
Managing disruptions in the classroom
Managing the behaviour of students with anxiety
Planning for an inclusive classroom
Reconnecting with disengaged students
Relationships - responding to low level irritating behaviours (primary)
Relationships - getting a class back on track (secondary)
Relationships and routines for success (primary)
Relationships and routines for success (secondary)
Setting routines for primary classrooms
Setting routines for secondary classrooms
Successfully reconnecting with disengaged students
When there is a behaviour crisis in the classroom
<b>First Nations</b>
Conversations – what is the teacher role in the debate about racism in Australia?
Creating an inclusive environment for Indigenous students
Decolonising the Curriculum
Embedding Aboriginal and Torres Strait Islander content in the curriculum
Indigenous inclusion: Yarning circles
Steps to Reconciliation
Supporting the learning of Aboriginal and Torres Strait Islander students
The Uluru Statement and Recognition for the classroom (Primary)
The Uluru Statement and Recognition for the classroom (secondary)
Understanding Indigenous content within the curriculum
Understanding yarning circles

PD Recordings - available to course registrants and QuEST Subscribers
<b>Classroom Practice and Teaching Strategies</b>
Differentiating teaching - curriculum, instruction and assessment
Differentiation when implementing a primary literacy unit
Digital tools to promote feedback
Embedding Aboriginal and Torres Strait Islander content in the Curriculum
Engaging STEM using Lego (primary)
Five techniques to encourage reluctant writers (secondary)
Five techniques to engage boys in reading (Secondary)
Five techniques to enhance talented writers (secondary)
Five techniques to improve essay writing (secondary)
Icebreakers For Your Classroom
Improving assessment strategies in the secondary classroom
Masterclass – Choosing the right pedagogy (ancient to modern)
Masterclass - feedback to improve student outcomes
Masterclass – Integrating formative assessment into unit planning
Masterclass- Using high impact teaching strategies
Metacognition and neuroscience - classroom practice
My Skills – coding skills for teachers
Partnering with parents for numeracy development in Prep to Year Three
Promoting feedback from students to teachers
Promoting feedback from teachers to students
Promoting peer feedback amongst students
Responding to feedback from students
Responding to students struggling with writing in grades 4-6
Supporting grade 4-6 students struggling with numeracy
Techniques to reconnect with a disengaged student
Techniques to reconnect with a disengaged class
Technology to support differentiation
The Sustainability cross-curriculum priority
Thinking about metacognitive strategies in the classroom
Tools for formative assessment
Unlocking collaborative learning in the classroom
Using assessment data to inform teaching decisions
Using data to improve feedback to students
Using inquiry learning to differentiate your teaching
Writing rubrics for higher order thinking skills

PD Recordings - available to course registrants and QuEST Subscribers
<b>Know Your Students</b>
Building an inclusive classroom culture
Bullying prevention in the learning space
Combating Toxic Masculinity in Secondary Schools
Differentiation for students with a learning disability - Part 1, 2 and 3)
EAL/D in the mainstream – strategies for success
Encouraging Positive Mental Health Practices in the classroom
Encouraging Student Voice in the classroom
Engaging students with ADHD
Engaging students with ASD
Extending gifted students in the middle years
Five approaches to differentiation (secondary)
Five practical techniques to build rapport with students
Identifying and supporting students with anxiety
Managing the learning of students with anxiety
Mental Health - supporting students with anxiety and depression
Mental health first aid
Mental Health First Aid – identification and first response
Reasonable adjustments for students with additional learning needs
Sensory regulation and processing for ASD students
Strategies for teaching students with dyslexia
Students with additional learning needs – engaging students with ADHD
Students with additional learning needs – engaging students with ASD
Students with additional learning needs – engaging students with Dyslexia
Students with additional learning needs – understanding ADHD
Students with additional learning needs – understanding ASD
Students with additional learning needs – understanding dyslexia
Supporting EAL students
Supporting students who have experienced trauma
Supporting students with ADHD
Supporting students with Dyslexia
Supporting the learning of Aboriginal and Torres Strait Islander students
Supporting the learning of EAL students
Supporting the learning of students with Dyslexia
Teaching EAL/D students through play-based pedagogy
Understanding online bullying and bystander behaviour
Understanding the impact of trauma learning
Working with gifted students
Working with students who have experienced trauma

PD Recordings - available to course registrants and QuEST Subscribers
<b>Leadership</b>
Challenging Conversations as a leader
Coaching and mentoring pre-service and graduate teachers in the school environment
Communicating as a leader – challenging conversations with parents
Communicating as a leader – challenging conversations with students
Formative assessment and feedback
Instructional Leadership
Introduction to Education Leadership
Lead professional learning and school improvement
Leadership - building a team focused on high quality instructional practice
Leadership - psychological safety for challenging conversations
Leadership as Narrative – leading change
Leadership as Narrative – leading your colleagues
Leading a data informed team
Leading a team focused on inclusive practice
Leading Effective Classrooms
Leading for Wellbeing – your own and your team
Middle Leadership – building a collaborative team
Middle Leadership – creating a culture of positive feedback
Middle Leadership – managing a challenging conversation
Narrative Leadership
Presenting PD to your colleagues – structuring a professional learning session
Understanding servant leadership
Wellbeing Leadership – evaluating your impact
Wellbeing Leadership – Looking after your wellbeing as a leader
Your wellbeing as a leader – understanding yourself as a leader
<b>Teacher Wellbeing</b>
Leading for Wellbeing – your own and your team
Leading for Wellbeing (staff and students) - Part 1 of 3
Leading for Wellbeing (staff and students) - Part 2 of 3
Leading for Wellbeing (staff and students) - Part 3 of 3
My Skills – teacher Presence: be seen, be heard, be confident
My wellbeing – learning to say ‘No’ in a professional manner
My wellbeing – mindfulness and gratitude
My wellbeing – time management strategies
Using mindfulness and gratitude for yourself and your students
Wellbeing - planning for success
Wellbeing - psychologically safe conversations
Wellbeing - using character strengths in the classroom
Wellbeing Leadership – A whole school approach
Wellbeing Leadership – Looking after your wellbeing as a leader
Wellbeing Leadership – Planning for success using your strengths

ONLINE - SHORT COURSES - details page 2-5		
Course title	Date	Duration
AI - Your Virtual Assistant	Thu 13 Mar	4:00pm-5:00pm
High Impact Teaching Strategies (Units 3, 4 and 6)	Thu 13 Mar	5:30pm-6:30pm
Self-Care For School Staff	Thu 20 Mar	4:00pm-5:00pm
Techniques for Analysing Argument in Secondary English	Thu 20 Mar	5:30pm-6:30pm
Classroom Structures That Work	Thu 27 Mar	4:00pm-5:00pm
High Impact Teaching Strategies (Units 7 and 8)	Thu 27 Mar	5:30pm-6:30pm
Supporting Students With Dyscalculia	Tue 15 Apr	1:00pm-2:00pm
Improving Literacy Outcomes in Secondary Schools	Thu 17 Apr	11:00am-12:00pm
Maths Starters and Brain Breaks	Thu 17 Apr	1:00pm-2:00pm
Applying VIA Character Strengths in Professional Teams	Wed 7 May	5:00pm-6:30pm
Using AI for Formative Feedback	Thu 8 May	6:30pm-7:30pm
APST 2.4 and Cross-Curricular Priorities in Primary	Thu 22 May	5:00pm-6:30pm
APST 2.4 and Cross-Curricular Priorities in Science	Thu 22 May	6:00pm-7:30pm
Staff Wellbeing - Debriefing at the End of the Day	Wed 4 Jun	6:00pm-7:30pm
Teaching Your Students About Artificial Intelligence	Thu 5 Jun	5:00pm-6:00pm
Women in Leadership: The glass ceiling & walls (Part 1)	Thu 19 Jun	5:00pm-6:30pm
Managing disruptions in the classroom	Thu 19 Jun	6:30pm-7:30pm
The Psychology of Effective Team Management	Thu 26 Jun	5:00pm-6:30pm

ONLINE - SHORT COURSES - details page 5-8		
Course title	Date	Duration
Beyond NAIDOC - Understanding intergenerational Trauma	Wed 9 Jul	10:00am-11:30am
Approaches to Supporting Learners With Dyslexia	Thu 17 Jul	1:00pm-2:00pm
Beyond NAIDOC - Creating Meaningful Change	Thu 24 Jul	5:00pm-6:30pm
Women in Leadership: The glass ceiling & walls (Part 2)	Thu 7 Aug	5:00pm-6:30pm
Understanding and responding to challenging student behaviour	Thu 7 Aug	6:30pm-7:30pm
Women in Leadership: The glass ceiling & walls (Part 3)	Thu 21 Aug	5:00pm-6:30pm
Identifying and Addressing the Early Signs of Burnout	Thu 21 Aug	6:00pm-7:30pm
Middle Years Wellbeing Q&A/Panel discussion	Thu 4 Sep	5:00pm-6:00pm
Decoding worded questions in middle years maths	Thu 4 Sep	6:30pm-7:30pm
Leadership - Building Effective Teams	Thu 11 Sep	5:00pm-6:30pm
Supporting EAL Students in Mainstream Classes	Thu 11 Sep	6:30pm-7:30pm
Connecting to Students With ADHD	Mon 22 Sep	11:00am-12:00pm
Integrating Formative Assessment and Feedback	Thu 2 Oct	11:00am-12:00pm
Approaches to Improve Essay Writing in Secondary Students	Thu 2 Oct	1:00pm-2:00pm
Routines for students in the yard	Thu 16 Oct	5:30pm-6:30pm
Student Voice and Agency to Maximise Engagement in Learning	Thu 30 Oct	4:00pm-5:00pm
Supporting Students With Sensory Needs	Thu 30 Oct	5:30pm-6:30pm
Leadership Skills – Data Informed Change	Thu 13 Nov	4:00pm-6:00pm

For more information : E. [quest@qtu.asn.au](mailto:quest@qtu.asn.au) Ph. (07) 3512 9000 W. [www.qtu.asn.au/quest](http://www.qtu.asn.au/quest)



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