

Enhancing Classroom Management Skills for Early Career Teachers

Event Overview:

Dates:

- **Thursday 6 June: Ararat**
- **Thursday 15 August: Ararat**

Enhancing Classroom Management Skills for Graduate Teachers with Dan Petro (2 days)

Teachers early in their careers often have high energy, a range of recently acquired skills, the desire to do well for their students and school. They too often believe that managing problem behaviours will be solved with a conversation, social response (e.g., putting a child's name on the board), or an administrative intervention. They can easily invest time in behaviour management systems that are not needed for the vast majority of the class, and ultimately ineffective for the children who do require additional behavioural support.

During this two-day workshop, participants will be provided with evidence based practices that will support their new roles as educators. Desirable outcomes include the expansion of teachers' behavioural repertoires beyond what are often described as tricks or tools. This includes learning how the outcome of engaged instruction and effective teaching supports their classroom management practices.

Dan Petro is a Behaviour Analyst and director of Behavioural Resources Australia. He has worked in over 160 Australian schools and in CEO Ballarat, Sandhurst and Melbourne and with the Department of Education. Dan Petro has an academic background including degrees in both Behavioural Science and Counselling Psychology along with professional work at Universities in California. Dan has worked with both typical and special needs children. His workshops will help you to discover straightforward and effective teaching techniques that can make a significant difference for everyone.

Who can participate?

Enhancing Classroom Management Skills for Graduate is designed to help support graduate teachers to develop specific behaviour management strategies/ skills that can be used easily and effectively within the classroom.

How will the program be structured?

Early career teachers will be expected to attend both Professional Learnings within a few weeks of each other. Some hands on follow up work may be required.

What is expected of participants?

- Participants need to have a willingness to collaborate with colleagues and work with teams to bring about change
- Participants are most likely to gain maximum benefit from the strategy if they bring these attitudes and behaviours to the process:
 - Be willing to reflect objectively on their current processes and behaviour management practices

- Demonstrate respect and empathy for others' views and feelings around issues shared during both small group discussions and in the wider forum, maintaining confidentiality at all times.

What is required of the Principal?

An essential requirement for participation is that Principals are able to:

- Provide time for participants to attend Professional Learning activities for 2 days.

What you can expect from the CEOB:

- The CEOB will ensure that all facilitators will deliver a process and content that is in alignment with the overview and goals provided.
- The CEOB will manage the costs associated with the provision of this strategy however schools will be asked to contribute the regular professional learning fee that is used to cover venue costs and catering as deemed necessary.

Registration:

Registration will be available [online](#) early in the 2019 school year. Registration implies that participants have the full support, as outlined, of their school principal.

Endorsement:

Leigh Mitchell