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Differentiating the teaching and learning process is often a significant challenge for teachers and schools. Classes are comprised of students with a wide range of learning needs and styles. The Australian Professional Standards for Teachers (AITSL) requires that teachers ensure they:

- ✓ 1.5 differentiate teaching to meet the specific learning needs of students across the full range of abilities
- ✓ 1.6 implement strategies to support full participation of students with disabilities.

Many schools include differentiation as part of their strategic goals. So how can schools manage this challenge and facilitate the process?

This online course will develop participants understanding of differentiation and how to use the MyEd tool to individualise students' learning in order to meet specific learning needs. It uses a Flipped Learning approach allowing teachers to guide students as they apply concepts and engage in content. Teachers can track individual student progress from their marks book, provide feedback and respond to student questions. Individual learning is visible, allowing teachers to see where each student is in real time. This online tool truly empowers students to take responsibility for their learning and could transform the way you differentiate your teaching.

Recommended Attendees

Primary and Secondary Teachers, Deputy Principals, Directors of Teaching and Learning, Heads of Learning.

This workshop will explore

- The concept of differentiation
- Why teachers are required to differentiate the curriculum
- Where to differentiate the curriculum
- The role of the MyEd system in facilitating the differentiation process
- How to construct a MyEd course

Australian Professional Standards for Teachers (AITSL) addressed

1.5, 1.6, 6.2



Teach



Learn



Engage



Level 3 Workshops

These workshops vary in terms of audience. Some are for more experienced educators who want to enhance their professional development portfolios, while others are for all educators – those with and without a great deal of experience. Participants will engage in detailed discussions on a range of topics such as learning theory, pedagogy, leadership and best teaching practice.

Delivery Options

Face-to-face

Each workshop is held across one or two days, offering the opportunity for sustained focus on professional growth and development.

These workshops provide:

- ✓ collaborative learning experiences
- ✓ opportunities to network and share best practice with peers
- ✓ personal interactions with colleagues.

Online

Online workshops provide greater access to teachers across the Level 1 and 2 trainings offered. They are a great alternative for teachers and school administrators who do not want to take time out to attend face-to-face training. Staff can access the online workshops at any time making them a very convenient alternative for many schools.

Workshop key

Face to face



Online

In-school

In-school workshops allow a school to complete professional development on their own premises – bringing the experts to them.

Australian Professional Standards for Teachers (AITSL)

All SEQTA Professional Services courses identify the standards that teachers address on completion of a course. Click to learn more: [AITSL Standards](#)

Recommended Training Pathways

	Teachers	Leadership	Pastoral Care / Student Welfare	Attendance	Technical / Systems
Level 1	QC101 /P QC103 QAD101 QPC101 QSYS101 * QSYS102 * QSYS103 * QT101 * QK101	HOLA / HOD Head of Curriculum Deputy Principal Principal e-Learning staff School Educational Contact (SEC)	Pastoral care officer School Chaplain School Psychologist Dean of Students House Leader Student services manager Nurse	Dean of Students Dean of Administration Student reception / Attendance officer Music Admin / Learning Support Admin	Network / systems administrator School Technical Contact School Educational Contact Director of ICT Timetabler
Level 2	QC200 /P QC201 /P QC202 /P QC203 /P QC204 /P QC205 QW201 & 204 * QC202A QAD201 QPC201 QSYS201	HOLA / HOD Head of Curriculum Deputy Principal Principal e-Learning staff School Educational Contact (SEC)	Pastoral care officer School Chaplain School Psychologist Dean of Students House Leader Student services manager Nurse	Dean of Students Dean of Administration Student reception / Attendance officer Music Admin / Learning Support Admin	Network / systems administrator School Technical Contact School Educational Contact Director of ICT Timetabler
Level 3	Introduction to Curriculum and Marks book Introduction to SEQTA Learn and Engage Introduction to Attendance Administration Introduction to Pastoral Care Introduction to Systems Administration Introduction to SEQTA Analyse Timetabling and non-synchronised databases QT101 SEQTA Tutor QK101 SEQTA Kiosk The SEQTA Programme (online module) Advanced Curriculum Programmes and lesson delivery Advanced Curriculum Marks book and assessments Advanced Curriculum Engaging with Students and Parents Advanced Curriculum Collaboration and pathways Academic Reporting Administration Programmes & Collaboration Marks book & Reporting Marks book for VET courses * QC202A Advanced Attendance Administration Advanced Pastoral Care Advanced Systems Administration Curriculum Mapping and the Unit Planner (online module) Leading SEQTA Strengthening SEQTA Providing Quality Feedback Concept based Curriculum and Instruction for the Thinking Authentic and problem based learning Inquiry Learning Differentiation: Creating an inclusive classroom	HOLA / HOD Head of Curriculum Deputy Principal Principal e-Learning staff School Educational Contact (SEC)	Pastoral care officer School Chaplain School Psychologist Dean of Students House Leader Student services manager Nurse	Dean of Students Dean of Administration Student reception / Attendance officer Music Admin / Learning Support Admin	Network / systems administrator School Technical Contact School Educational Contact Director of ICT Timetabler

Courses marked with an * may not be used by all schools