Online Course:
An Introduction to Girls' Schools

An online on–demand course teaching practical and essential skills for educators working in girls' schools.

Image courtesy of Ravenswood School for Girls, Sydney.

The program

An introduction to Girls' Schools has been developed to deliver the practical skills and essential understanding that educators of girls truly need. The program is particularly relevant for educators new to girls' schools and those in their first years of teaching in girls' schools.

Consisting of three short, thought-provoking units, each with a research-based, practical application and on-demand online delivery to fit the schedule of busy and committed educators.

Structure and Timeframe

All course work is asynchronous, allowing participants to schedule their own involvement, including start date. Participants will be given 30 days to complete course work. Estimated time commitment to complete the course is 15–20 hours.

Each of the three units consists of short readings and videos, with short practical case studies that directly link the learning material to classroom and school practice.

Learning Objectives:

The primary learning objectives for this course are to help teachers in girls' schools to:

- Understand the practicalities and best practices for teaching and learning in girls' schools
- Determine the best ways to set a tone and get started with girls
- Instill a strong learning disposition and mindset in girls
- Establish and sustain a culture of learning and support in all-girls classrooms

Course Content:

Each unit has three sections:

1. Setting the context for the research and resources through a video presentation and an introduction to the research basis and implications for schools.

2. The primary resources and research material with supplementary resources.

3. An opportunity for participants to apply knowledge through a case study and receive feedback from the course facilitator.

Course Facilitator:
Professor Erica McWilliam

Erica's career has involved four decades as a secondary teacher, teacher educator and researcher, moving from two decades in the schooling sector to a professorial role as an educational leader in the Queensland University of Technology, Australia, and in Singapore at the National Institute of Education, Nanyang University.

Erica is actively involved in linking her current research with professional learning in schools in Australia, New Zealand and globally. Her extensive research and scholarship is well known for its focus on creative capacity building for 21st century living, learning and earning. She has published widely in teaching and learning. Among her many sole-authored monographs are *The Creative Workforce: How to launch young people into high flying futures* (2008, UNSW Press) and *Educating Girls* (2013, QUP and BGGS).

1.

High Expectations, High Support

Unit Theme Building teaching capacity for low threat high challenge learning.

Learning objectives:

- Optimising student engagement from day one
- Broadening a teacher's collaborative repertoire
- Accessing the thinking of effective teachers about classroom practice

Image courtesy of St Michael's Collegiate School, Hobart.

The high expectations, high support classroom is not a 'set and forget' initiative, it needs to be built and sustained through explicit practices that ramp up the learning challenge and ensure that every girl feels included and can experience success.

This unit reveals the strategies and practices of successful teachers and successful classes along with advice from a panel of experienced heads of girls' schools.

2.

Not Yet and What If

Unit Theme Using praise to build girls' learning readiness and learning outcomes.

Learning objectives:

- Differentiating praise effectively in the classroom
- Building 'stickability' in high challenge learning tasks
- Designing better questions

Because giving and receiving praise is so important, teachers, like parents, need to be aware of some of the pitfalls and possibilities of using praise to improve girls' learning readiness and learning outcomes.

This unit aims to optimise awareness of how teachers can work to minimise anxiety and maximise possibility when it comes to girls and their learning both inside and outside the classroom.

3.

Establishing a Positive Culture of Learning

Unit Theme Collaboration in the class-room and staffroom.

Learning Objectives:

- Engaging as an active schoolwide collaborator
- Seeking opportunities for leadership
- Building a collaborative learning community in the classroom

How do we model collaboration for the girls and build collaboration into the learning environment?

This unit assists teachers seeking to build and sustain more collaborative cultures in their schools, staffrooms and classrooms.

Cost

AUD $275 per participant.

Credit

To acknowledge tangible skills and achievement, a Certificate of Program Completion is awarded for completion of the course.

Find out more at
agsa.org.au/resources

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