Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.

www.ldaustralia.org

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@LD_Australia

Acknowledgement of Country

The Australian Education Research Organisation (AERO) acknowledges the traditional custodians of the lands, waterways, skies, islands and sea country across Australia. We pay our deepest respects to First Nations cultures and Elders past and present. We endeavour to continually value and learn from First Nations knowledges and educational practices.

The Australian Education Research Organisation (AERO) is Australia's independent education evidence body, established and funded by Commonwealth, state and territory governments.

AERO's vision

AERO's vision is for excellence and equity in educational outcomes for all children and young people through **effective use of evidence**.

Generate high-quality evidence

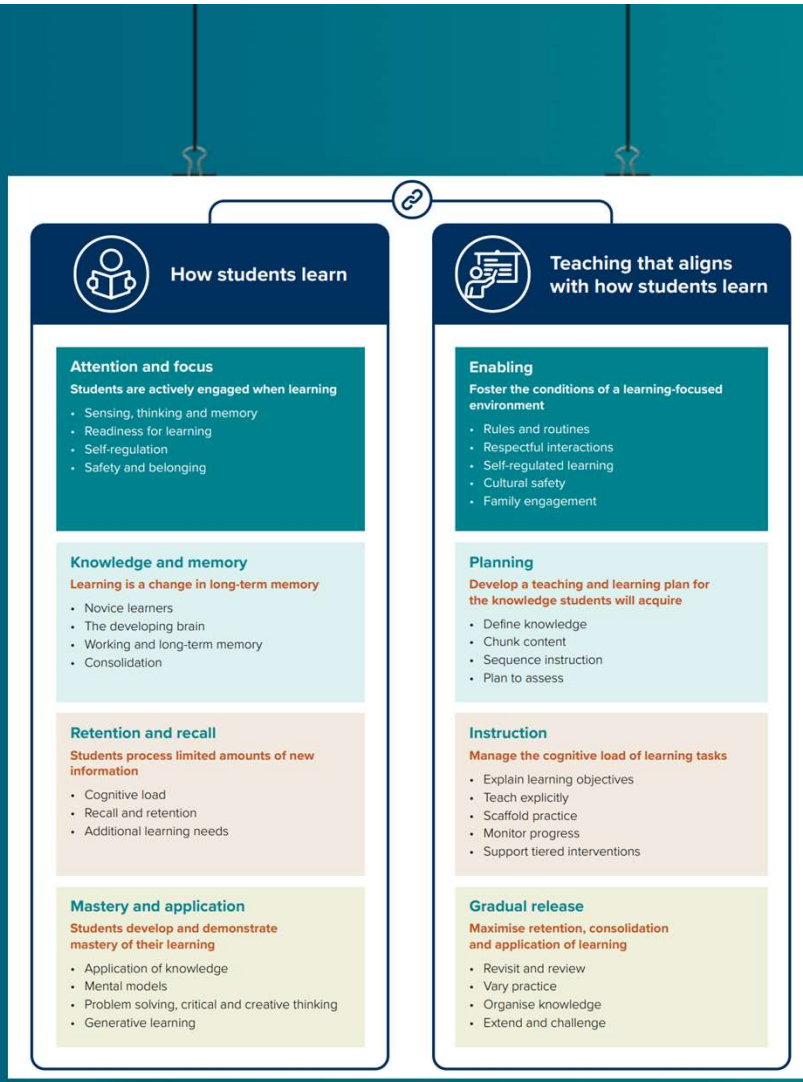
Present high-quality evidence that is **relevant** and **accessible**

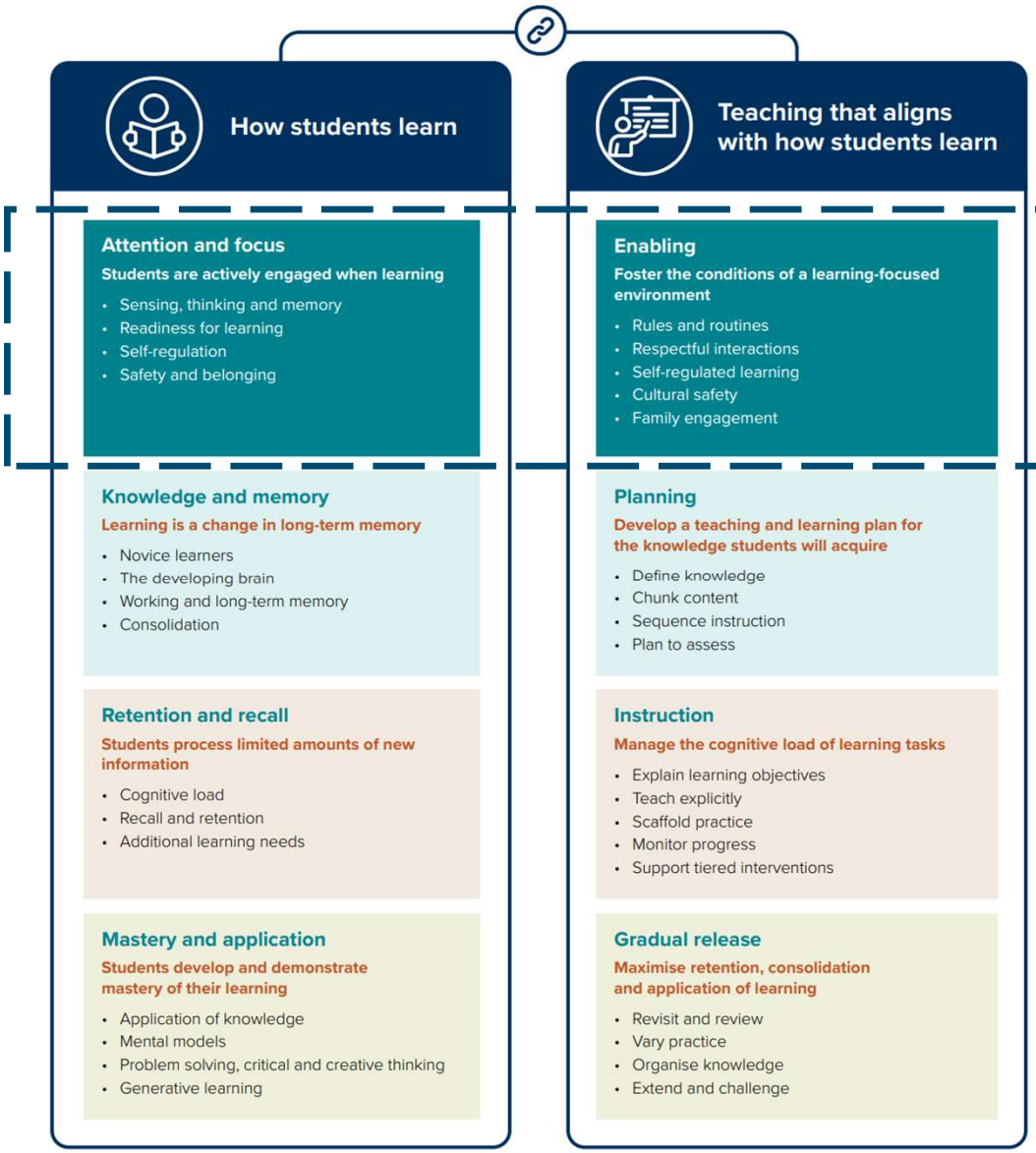
Encourage **adoption** and effective **implementation** of evidence in practice and policy

Australian Education Research Organisation

A model of learning and teaching

Download the full model at
edresearch.edu.au/learning-teaching-model





Enabling phase
AERO's classroom management guidance

Engaged Classrooms Through Effective Classroom Management

Practical guidance and tools to refine evidence-based practices

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edresearch.edu.au

Discussion Paper

Why now?

Evidence-based practices

Existing advice and resources

Classroom management

‘The actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning.’

Evertson & Weinstein (2006)

Whole-school approach

Positive relationships

High expectations, routines, rules

Skills

High-quality instruction

Responding to behaviour errors

Classroom management resources

Australian Education Research Organisation

Foundational resources

- Evidence explainers
- Practice guides
- Skill resources
- Video examples – early 2025

Additional support

- Supporting students' diverse needs – early 2025
- Responding to more persistent and escalated behaviours – late 2025

Professional learning resources

- Facilitation Guide
- Evidence-based approaches
- Our whole school approach
- Practice-based professional learning - early 2025
- Reflection and refinement - late 2025

Supporting colleagues with refining their practice

- Practice guide - early 2025
- Observation tools - early 2025

Professional learning resources

Preparing for 2025

Evidence-based approaches for effective classroom management

Proactive and preventative approaches

Positive relationships

High expectations, routines and rules

Why a whole-school approach?

- Clarity
- Predictability
- Shared understanding and practice
- Supports individual teachers
- Maximise learning time

File Home Insert Draw Design Transitions Animations Slide Show Record Review View Help

Record Presen

Normal Outline View Slide Sorter Notes Page Reading View — Presentation Views

Slide Master Handout Master Notes Master — Master Views

Ruler Gridlines Guides Notes — Show

Zoom Fit to Window — Zoom

Color Grayscale Black and White — Color/Grayscale

New Window Arrange All Cascade Move Split — Window

Switch Windows

Macros — Macros

8

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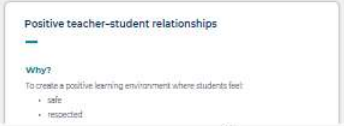
10

11

12



Classroom management

"

The actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning.

Evertson & Weinstein (2006)

"

Preparation

- Consider how staff at your school will respond to this definition. Might they need a short discussion around it?

Facilitator notes

Give staff time to read the definition provided.

This session is a good opportunity to reflect on the *actions* you take to create a safe and inclusive environment that supports learning. Classroom management is all about teacher actions in teacher-led classrooms. Th
intentional and *planned*. Importantly, they include the actions we take to build relationships with our students and create an environment that is safe and orderly, and supports student academic and social-emotional l

Optionally, allow participants time to discuss how the definition sits with their understanding of classroom management.

In our discussions today, please remember that we come to this with varying levels of experience, so we'll all support each other as we collaboratively strengthen our shared understanding of evidence-based classroo

Slide 9 of 47 English (Australia) Accessibility: Investigate

Notes Display Settings

High expectations, routines and rules

Facilitator notes

Explicitly teaching (rather than just telling) then revising and reinforcing the high expectations, routines and rules builds shared understanding and practice in the classroom and across the school by teaching students what to do, what not to do and how to demonstrate the expected behaviours.

Once taught, high expectations, routines and rules can be referenced to support students' safety and learning – for example, if a student isn't completing a learning task because they say it's too hard, instead of demanding its completion and outlining the consequences for non-compliance, we can share our expectations that they will complete the learning task because we believe they have the ability to do so. We allow them to discuss any concerns or difficulties, and provide the support needed so the student can complete it successfully.

Reflection

- What high expectations for my students do I consistently maintain?
- How do I maintain high expectations while maintaining relationships?
- What high expectations could I more consistently maintain?
- What support do I need to do that?

Preparation

- You may want to gather anonymous responses to this reflection – for example, on post-it notes or a Padlet wall (www.padlet.com). Anonymity can encourage frank responses. This data could be used to determine a focus for refinement across the school.

Facilitator notes

Give participants time to individually reflect on these questions. Allow 5 minutes for this reflection.

Our whole-school approach to classroom management

Our whole-school approach

01 Our vision, mission and values

02 Our positive relationships with students and families

03 Our high expectations, routines and rules

04 How we respond to disengaged and disruptive behaviour

High expectations, routines and rules

Why?

- Safety
- Clarity
- Shared understanding and practice
- Predictability
- Maximise learning time

How we communicate our expectations, routines and rules to students and families

- School handbook
- New student and family induction meetings
- Explicit teaching and revising in class
- Reminders and demonstrations on assembly
- Beginning of the year information sessions
- School and class newsletters

Our routine for students moving through the school

What teachers do:

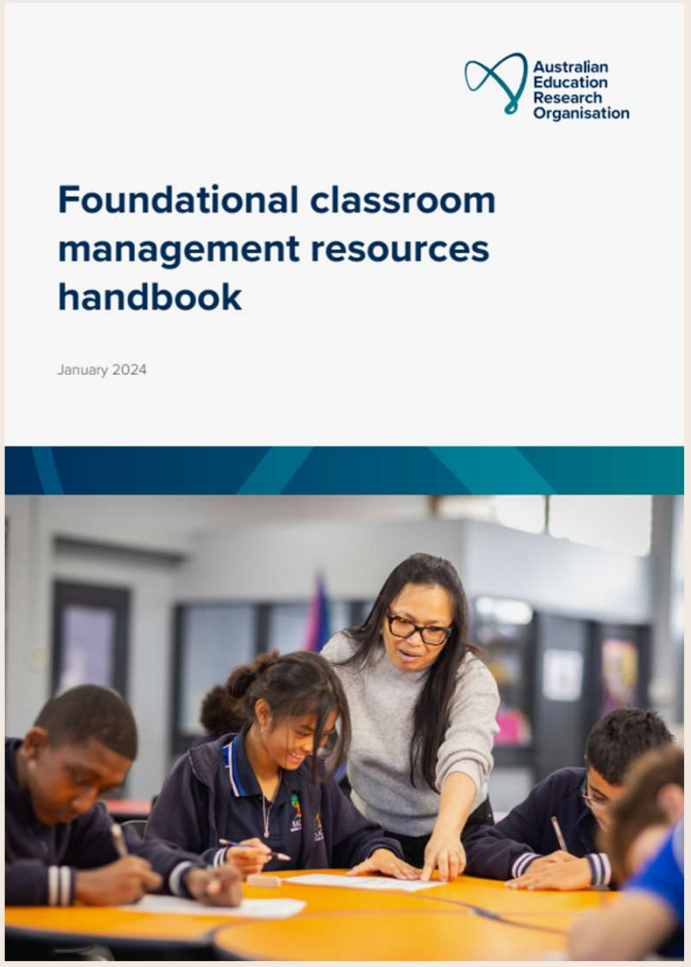
1. Gain all students' attention.
2. Remind all students of the expectations for leaving the classroom, moving through the school and arriving at the destination.
3. Monitor and reinforce behaviour expectations as students move through the school.
4. At the destination, remind students of the behaviour expectations.

What students do:

1. [Enter your school's expectations for students.]
2. [Enter your school's expectations for students.]
3. [Enter your school's expectations for students.]

Support for establishing and maintaining high expectations, routines and rules

- Specific school-based policies and procedures relating to high expectations, routines and rules
- Professional development opportunities
- Staff who can support with this
- Mentor/coach/buddy teacher
- AERO's Foundational Classroom Management Resources Handbook



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5

Questions

SESSION 2

6

Our positive relationships with students and families

7

Our values

Value
[Add one of your school's values and its meaning or related goal.]

Value
[Add one of your school's values and its meaning or related goal.]

Value
[Add one of your school's values and its meaning or related goal.]

Value
[Add one of your school's values and its meaning or related goal.]

Value
[Add one of your school's values and its meaning or related goal.]

What behaviours do you expect to see when our values are demonstrated by:

- staff
- students
- parents and carers?

Preparation

- Please add your school's values and the definitions or goals related to them to the slide.
- If your school requires classrooms to have the values displayed, you might like to add a new slide following this slide with images showing these displays.
- Consider how your values link to your approach to classroom management and are demonstrated in positive relationships, high expectations, routines and rules.

Facilitator notes

Explain your school's values, what they mean and your school's goals relating to the values, if relevant.

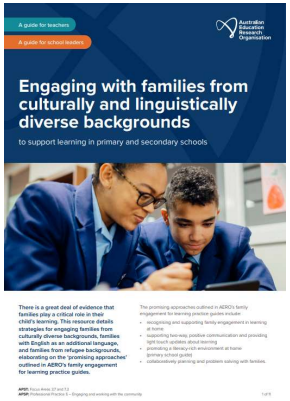
Preparation
- Please edit the slide to reflect your context.
- You may want to read Chapter 5 of AERO's Foundational Classroom Management Resources Handbook.

Facilitator notes
Investing time and effort into connecting positively and getting to know students and their families will help you build relationships.

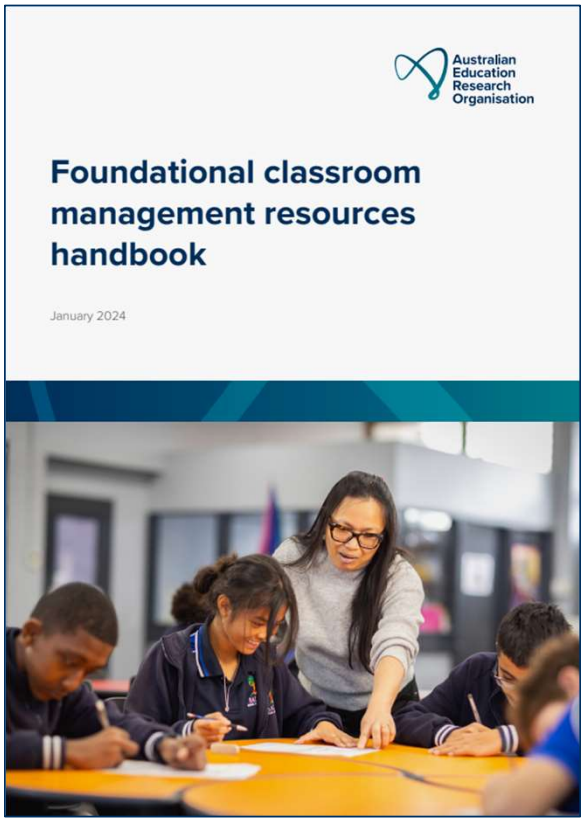
Here are some examples of what we do to achieve this.

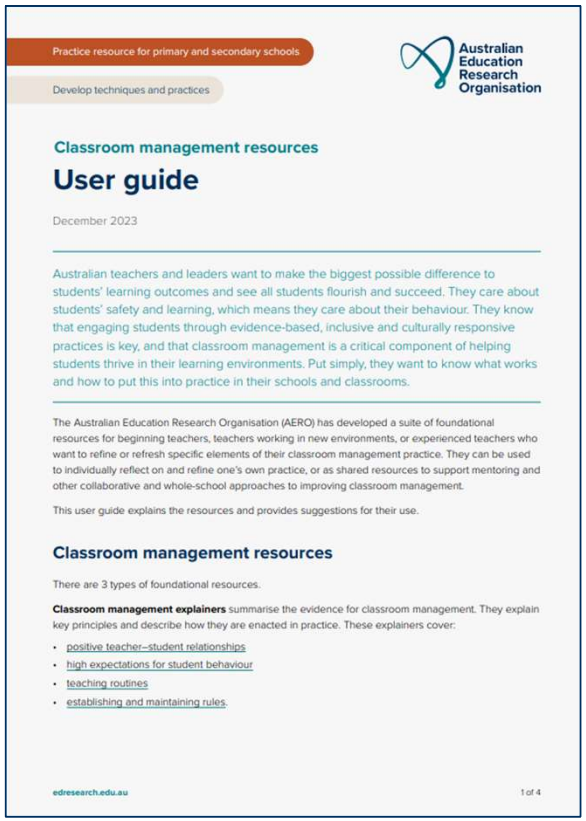
Support for establishing and maintaining positive relationships with students and families

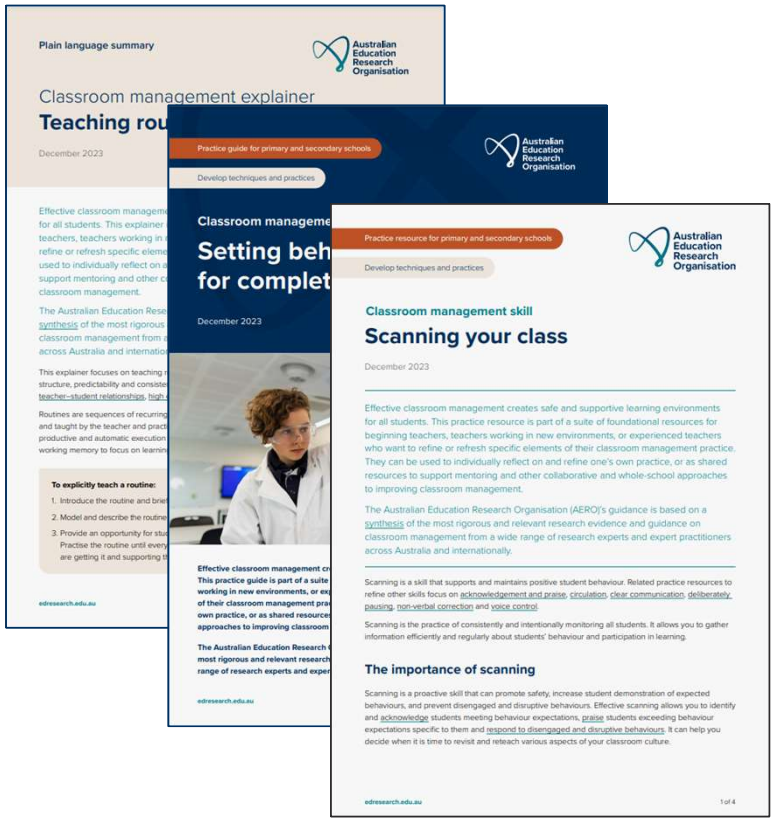
- Specific school-based communication policies and procedures
- Professional development opportunities
- Staff who can support with this
- Mentor/coach/buddy teacher
- Colleagues with established positive relationships
- AERO resources.



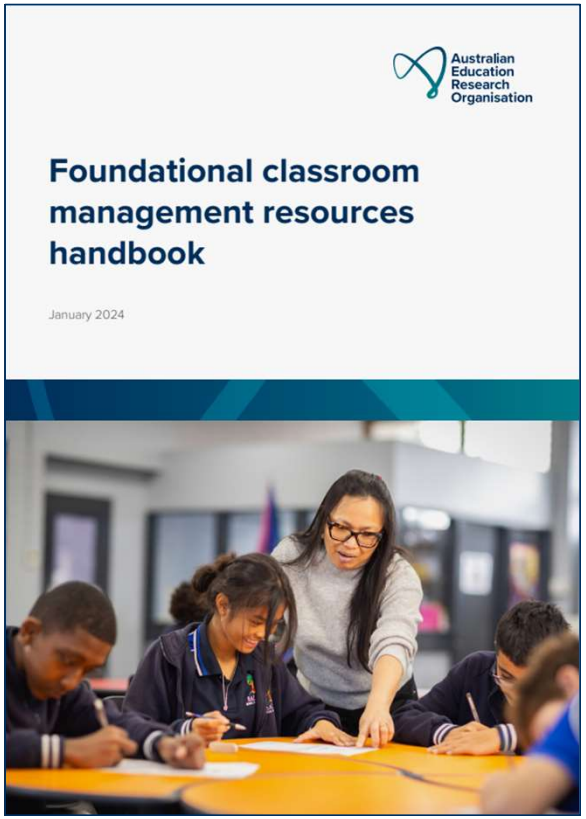
Foundational resources







Preparing for 2025

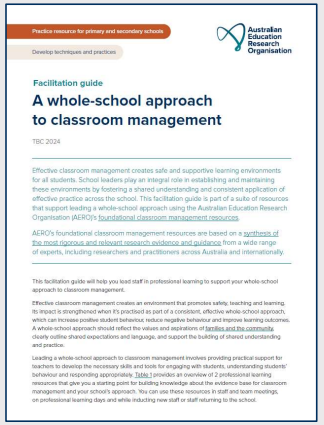


Preparing for 2025

Foundational Handbook

Planning for classroom management

Professional learning resources



Evidence-based approaches for effective classroom management

Our whole-school approach to classroom management

edresearch.edu.au Topic: classroom management

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Questions
More detail