

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



enquiries@ldaustralia.org



[@LearningDifficultiesAustralia](https://www.facebook.com/LearningDifficultiesAustralia)



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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



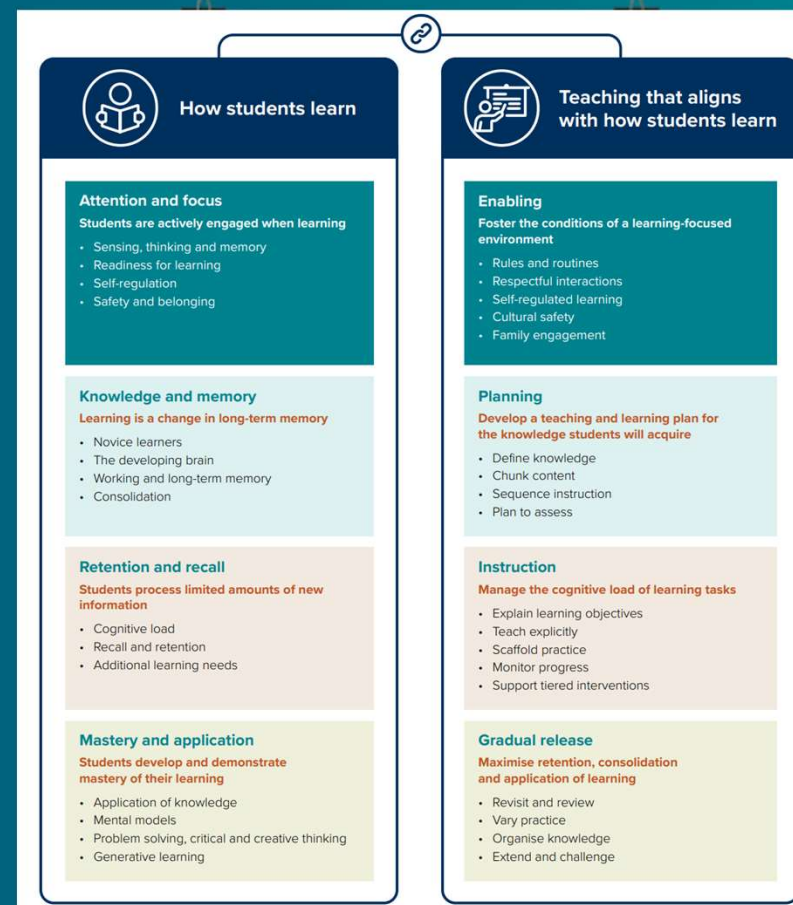
Present high-quality
evidence that is
relevant and
accessible

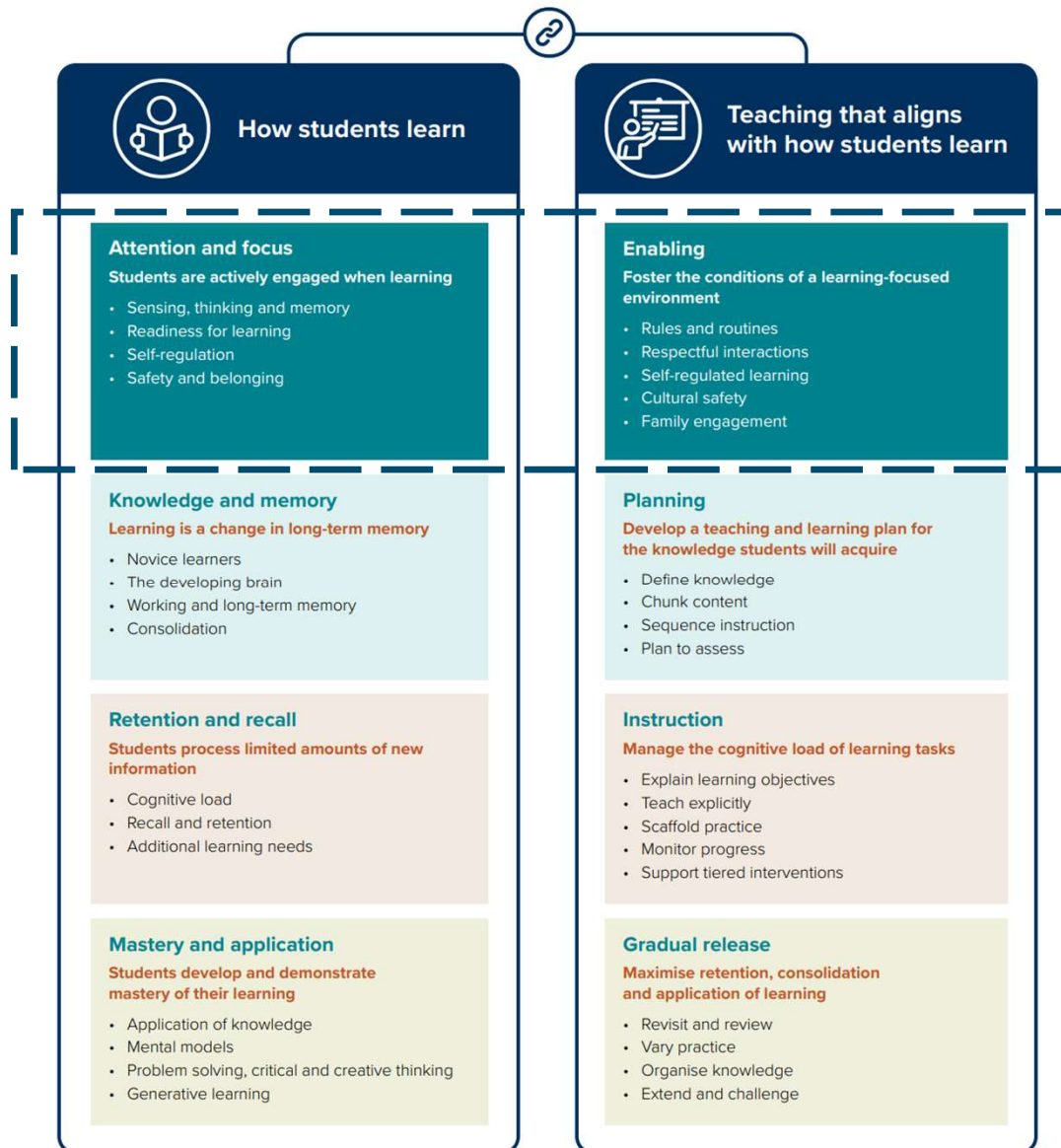


Encourage **adoption** and
effective **implementation**
of evidence in practice
and policy

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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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



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

Facilitation guide

Evidence-based approaches for effective classroom management

Our whole school approach to classroom management

Practice-based professional learning for classroom management

Reflection and refinement for classroom management

2024

2025

Preparing for 2025

Facilitation guide

Evidence-based approaches for effective classroom management

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Reflection and refinement for classroom management

2024

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



Classroom management

“

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

”

Evertson & Weinstein (2006)

Reflection

1. What is **one strength** I have in managing classrooms? How do I know?
2. What is **one challenge** in managing classrooms that I would personally like to address? Why is this important to my practice?

Proactive and preventative approaches

Positive relationships

High expectations, routines and rules

Positive teacher-student relationships

Why?

To create a positive learning environment where students feel:

- safe
- respected

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. They are 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 learning.

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 classroom management.

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



Foundational classroom management resources handbook

January 2024



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

Record Present in Teams Share

Clipboard Slides

Font: Montserrat 11

Paragraph

Drawing: Shapes, Arrange, Quick Styles

Editing

Voice: Dictate

Sensitivity

Add-ins: Add-ins, Designer

3

4

5

SESSION 2

6

7

Our vision and mission

Our values

Questions

Our positive relationships with students and families

Positive relationships with students and families

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.

Positive relationships with students and families

What we do every day (or is ongoing)

- We speak in a calm tone and are always polite and respectful.
- Acknowledge students meeting behaviour expectations and praise students exceeding behaviour expectations specific to them.
- Use positive non-verbal communication.
- During break times, engage in conversation with students about their hobbies and interests.
- Exit classrooms at the end of the day with students to farewell them and interact with other students and families.

Preparation

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

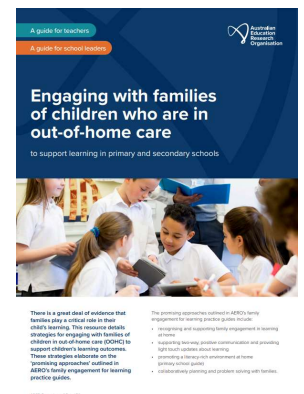
Facilitator notes

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.



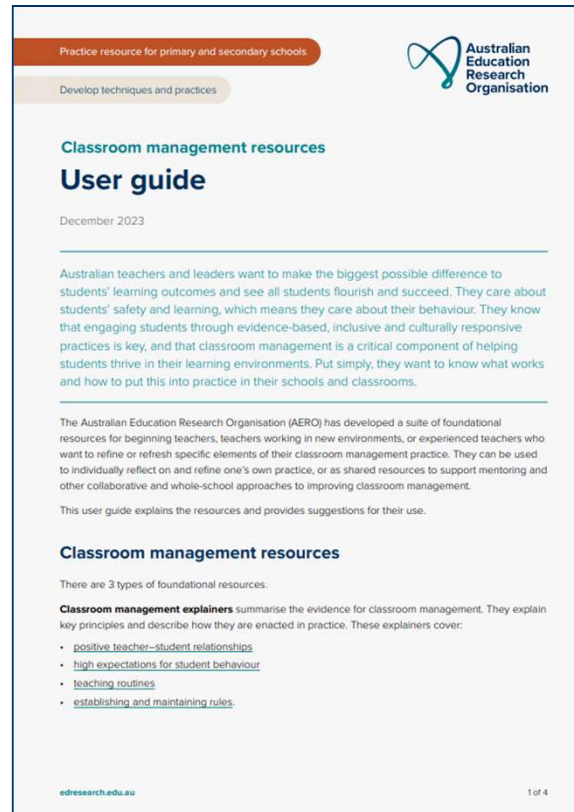
Foundational resources



Australian Education Research Organisation

Foundational classroom management resources handbook

January 2024



Practice resource for primary and secondary schools

Develop techniques and practices

Classroom management resources

User guide

December 2023

Australian teachers and leaders want to make the biggest possible difference to students' learning outcomes and see all students flourish and succeed. They care about students' safety and learning, which means they care about their behaviour. They know that engaging students through evidence-based, inclusive and culturally responsive practices is key, and that classroom management is a critical component of helping students thrive in their learning environments. Put simply, they want to know what works and how to put this into practice in their schools and classrooms.

The Australian Education Research Organisation (AERO) has developed a suite of foundational resources for beginning teachers, teachers working in new environments, or experienced teachers who want to refine or refresh specific elements of their classroom management practice. They can be used to individually reflect on and refine one's own practice, or as shared resources to support mentoring and other collaborative and whole-school approaches to improving classroom management.

This user guide explains the resources and provides suggestions for their use.

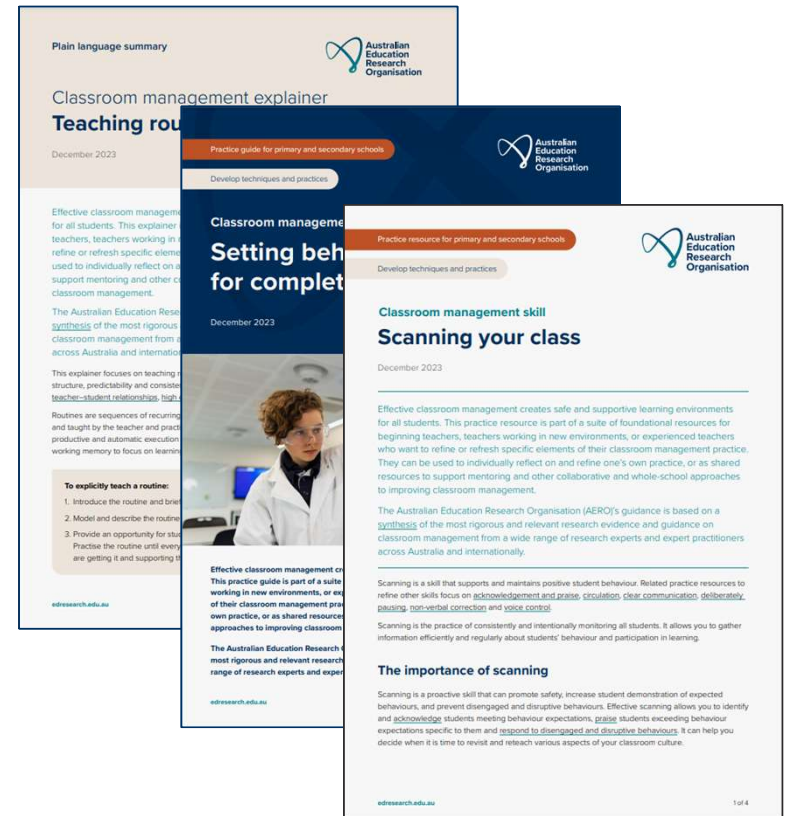
Classroom management resources

There are 3 types of foundational resources.

Classroom management explainers summarise the evidence for classroom management. They explain key principles and describe how they are enacted in practice. These explainers cover:

- [positive teacher-student relationships](#)
- [high expectations for student behaviour](#)
- [teaching routines](#)
- [establishing and maintaining rules](#).

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Plain language summary

Australian Education Research Organisation

Classroom management explainer

Teaching routines

December 2023

Effective classroom management for all students. This explainer teaches, teachers working in new environments, or experienced teachers who want to refine or refresh specific elements of their classroom management practice. They can be used to individually reflect on and refine one's own practice, or as shared resources to support mentoring and other collaborative and whole-school approaches to improving classroom management.

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This explainer focuses on teaching routines, predictability and consistency in **teacher-student relationships**, high expectations, and **teaching routines**.

Routines are sequences of recurring and taught by the teacher and practice productive and automatic, execution working memory to focus on learning.

To explicitly teach a routine:

1. Introduce the routine and brief
2. Model and describe the routine
3. Provide an opportunity for the student to practice the routine until they are getting it and supporting it

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Practice guide for primary and secondary schools

Develop techniques and practices

Classroom management explainer

Setting behaviour for complete learning

December 2023

Effective classroom management for all students. This practice guide is part of a suite of foundational resources for beginning teachers, teachers working in new environments, or experienced teachers who want to refine or refresh specific elements of their classroom management practice. They can be used to individually reflect on and refine one's own practice, or as shared resources to support mentoring and other collaborative and whole-school approaches to improving classroom management.

The Australian Education Research Organisation (AERO)'s guidance is based on a **synthesis** of the most rigorous and relevant research evidence and guidance on classroom management from a wide range of research experts and expert practitioners across Australia and internationally.

Scanning is a skill that supports and maintains positive student behaviour. Related practice resources to refine other skills focus on **acknowledgement and praise**, **circulate**, **clear communication**, **deliberately pause**, **non-verbal correction** and **voice control**.

Scanning is the practice of consistently and intentionally monitoring all students. It allows you to gather information efficiently and regularly about students' behaviour and participation in learning.

Classroom management skill

Scanning your class

December 2023

Effective classroom management creates safe and supportive learning environments for all students. This practice resource is part of a suite of foundational resources for beginning teachers, teachers working in new environments, or experienced teachers who want to refine or refresh specific elements of their classroom management practice. They can be used to individually reflect on and refine one's own practice, or as shared resources to support mentoring and other collaborative and whole-school approaches to improving classroom management.

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Scanning is the practice of consistently and intentionally monitoring all students. It allows you to gather information efficiently and regularly about students' behaviour and participation in learning.

The importance of scanning

Scanning is a proactive skill that can promote safety, increase student demonstration of expected behaviours, and prevent disengaged and disruptive behaviours. Effective scanning allows you to identify behaviours, and prevent disengaged and disruptive behaviours. Effective scanning allows you to identify and **acknowledge** students meeting behaviour expectations, **praise** students exceeding behaviour expectations specific to them and **respond to disengaged and disruptive behaviours**. It can help you decide when it is time to revisit and reteach various aspects of your classroom culture.

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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



Classroom management resources



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Questions
More detail

