

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.



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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.

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

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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

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A model of learning and teaching

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

How students learn

Attention and focus
Students are actively engaged when learning.

- Setting learning and memory
- Readiness for learning
- Self-regulation
- Welfare and belonging

Knowledge and memory
Learning is a change in long-term memory.

- Basic learners
- The forgetting curve
- Working and long-term memory
- Consolidation

Retention and recall
Students process limited amounts of new information.

- Cognitive load
- Spaced and retrieval
- Additional learning events

Mastery and application
Students develop and demonstrate mastery of their learning.

- Application of knowledge
- Modeling, practice, critique and creative thinking
- Deliberate practice, retrieval and transfer learning

Teaching that aligns with how students learn

Enabling
Create the conditions of a learning focused environment.

- Rules and routines
- Relevant resources
- Collaborative learning
- Formal engagement

Planning
Develop a teaching and learning plan for the knowledge students will acquire.

- Define knowledge
- Check content
- Sequence instruction
- Plan to assess


Instruction
Manage the cognitive load of learning tasks.

- Explicit learning objectives
- Task sequencing
- Scaffold practice
- Monitor progress
- Support varied interventions

Gradual release
Move from direct instruction to independent application of learning.

- Model and review
- Try practice
- Guided independent practice
- Extend and challenge

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Enabling phase
AERO's classroom management guidance

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Engaged Classrooms Through Effective Classroom Management

Practical guidance and tools to refine evidence-based practices

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Discussion Paper

Effectively managing classrooms to create safe and supportive learning environments

Discussion paper

Why now?
Evidence-based practices
Existing advice and resources

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Classroom management

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

Evertson & Weinstein (2006)



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Whole-school approach

Positive relationships High expectations, routines, rules

Skills

High-quality instruction

Responding to behaviour errors



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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

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Foundational resources

The screenshot displays several documents from the Australian Education Research Organisation. On the left is the 'Foundational classroom management resources handbook' dated January 2024, featuring a photo of students. To its right are 'Classroom management resources User guide' and 'Classroom management resources Teaching resources'. Further right are 'Classroom management resources Building partnerships with all students' and 'Classroom management resources Scanning your class'.

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Evidence explainers

The screenshot shows four evidence explainer cards. Each card has a title in a teal header: 'Positive relationships', 'High expectations', 'Routines', and 'Rules'. Below each title is a brief summary of the evidence and a list of key findings or recommendations.

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Professional learning resources

The screenshot features a 'Facilitation guide' at the top. Below it are four teal boxes representing professional learning resources: 'Evidence-based approaches for effective classroom management', 'Our whole school approach to classroom management', 'Practice-based professional learning for classroom management', and 'Reflection and refinement for classroom management'. Brackets at the bottom indicate that the first two resources are for 2024 and the last two are for 2025.

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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?



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Positive teacher–student relationships

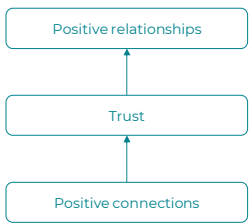
Why?

To create a positive learning environment where students feel:

- safe
- respected
- motivated to learn.

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Relationships take time




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graph BT; A[Positive connections] --> B[Trust]; B --> C[Positive relationships]
```

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Building positive connections with all students

- Interact positively with all students
- Engage with families
- Get to know your students

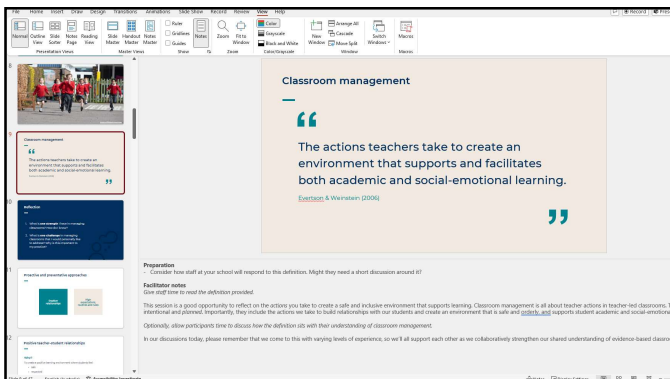


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Explicitly teaching an expectation, routine or rule

1. Introduce the expectation, routine or rule, including why it's important.
2. Model, explain and discuss it.
3. Support students to practise it.
4. Ask students to demonstrate it independently. Provide feedback. Practise again.
5. Remind, monitor, acknowledge and praise.
6. Respond to students if they don't demonstrate it, practising again when needed.

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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 behavior. 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. Intentional and planned. Reporting. They include the actions we take to build relationships with our students and create an environment that is safe and supports all learners. It supports student academic and social-emotional learning.
Optionally, allow participants time to discuss how the definition fits 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 practices.

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High expectations, routines and rules

Facilitation 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.

Key insight High expectations, routines and rules can be reinforced 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 setting 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.

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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 reflection across the school.

Facilitator notes
 Give participants time to individually reflect on their questions. Allow 5 minutes for this reflection.

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Classroom management skills

- Acknowledgement and praise
- Circulation
- Clear communication
- Deliberate pause
- Non-verbal correction
- Scanning your class
- Voice control

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Planning for classroom management

- Reflect on your classroom management practices and skills
- Plan for the first day and the first few weeks
- Continue to reflect on the impact of your practices and skills to plan for classroom management throughout the year



Effective classroom management is critical to the development of positive learning environments for all students. This practice guide is part of a series of development resources for beginning teachers, focusing on key aspects of classroom management. It is designed to help new teachers understand the importance of classroom management and provide them with practical strategies to implement in their classrooms. The guide is based on research and best practices in the field of classroom management. The Australian Curriculum Framework for English Language Learning is based on a synthesis of the most current and relevant research evidence and practice in classroom management from a wide range of sources and expert practitioners across Australia and internationally.

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Responding to disengaged and disruptive behaviour

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Our whole-school approach to classroom management

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Why a whole-school approach?

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

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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

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High expectations, routines and rules

Why?

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

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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

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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.]

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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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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.

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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.

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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.

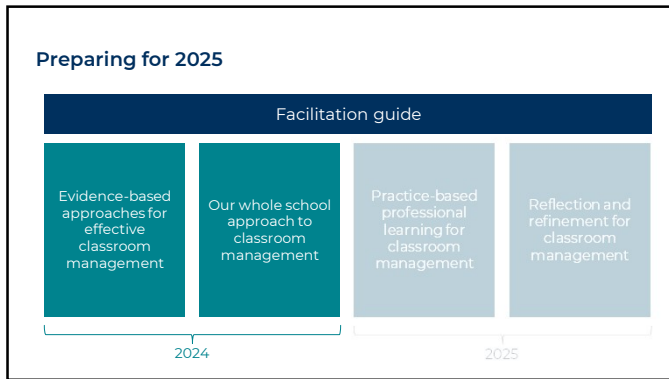
Preparation

- 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.

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Foundational resources

Foundational classroom management handbook

Classroom management resource User guide

Classroom management resource Teaching room

Classroom management resource Building positive relationships with all students

Classroom management resource Scanning your class

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Classroom management practice guides and skill resources

Support for refining your practice

Rehearse and practise your entrance routine

1. **Position yourself to see all students**

Rehearse then practise standing where you will be able to see all students preparing to assemble and assembling (likely just outside the entrance of your classroom). Does your position:

- ensure you don't have blind spots that need to be regularly monitored?
- allow you to *scan* and see all students preparing to enter the room?
- allow all students to see you ready to gain their attention?

How might you need to adjust your position for certain classrooms or classes?

2. **Gain all students' attention**

Rehearse then practise:


- gaining all students' attention* by using your countdown, call and response, or visual cue or gesture
- deliberately pausing*

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Routines are sequences of recurring tasks or actions that are taught and practised to become automatic.


Reflection

- What repeatedly happens in our classrooms daily or weekly that should be taught and practised as routines?
- What difference does it make (or would it make) to have these procedures become consistent and automatic? What makes me say that?



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Routines



Teaching and learning

- Daily, weekly and monthly review
- Starter activity
- Random selection for student response
- Self-review

Whole school

- Entering the school grounds
- Moving through the school
- Leaving mobile phones in bags or at the office
- Entering and leaving various locations
- Eating time
- Break time
- School assembly
- Leaving the school grounds

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Reflection


Consider your own or others' interactions with students.

What do you do well?

What could you refine?

Who do you interact with well?

To whom could you give more attention?



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Building positive connections with all students

- Interact positively with all students
- Engage with families
- Get to know your students.

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Classroom management skills

- Acknowledgement and praise
- Circulation
- Clear communication
- Deliberate pause
- Non-verbal correction
- Scanning your class
- Voice control.

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Classroom management skills

- Acknowledgement and praise
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- Scanning your class
- **Voice control.**

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Classroom management skills

- **Acknowledgement and praise**
- **Circulation**
- Clear communication
- **Deliberate pause**
- Non-verbal correction
- **Scanning your class**
- Voice control.

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Classroom management skills

- Acknowledgement and praise
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Classroom management skills

- **Acknowledgement and praise**
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Classroom management skills

- Acknowledgement and praise
- Circulation
- **Clear communication**
- Deliberate pause
- Non-verbal correction
- Scanning your class
- **Voice control.**

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Preparing for 2025



Foundational Handbook



Planning for classroom management



Professional learning resources



edresearch.edu.au Topic: classroom management

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Classroom management resources



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Questions
More detail