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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@LearningDifficultiesAustralia

@LD_Australia

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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.

2

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

3

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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Australian Education Research Organisation

A model of learning and teaching

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

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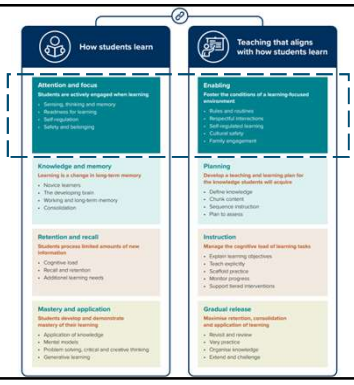

Enabling phase
AERO's classroom management guidance

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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

- 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

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

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Foundational resources

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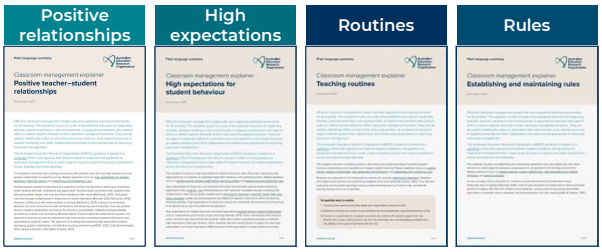
Evidence explainers



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Professional learning resources

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Preparing for 2025

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Evidence-based approaches for effective classroom management

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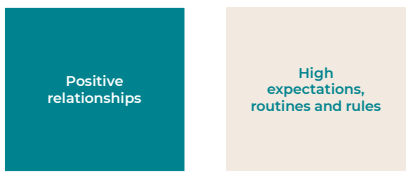
Proactive and preventative approaches



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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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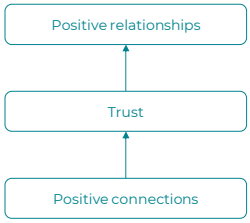
Relationships take time



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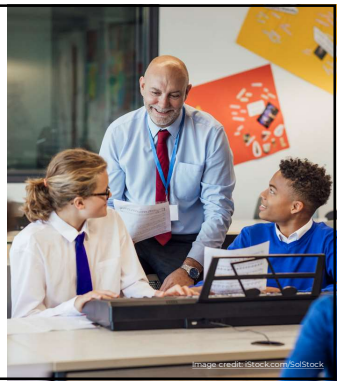
Building positive connections with all students

- 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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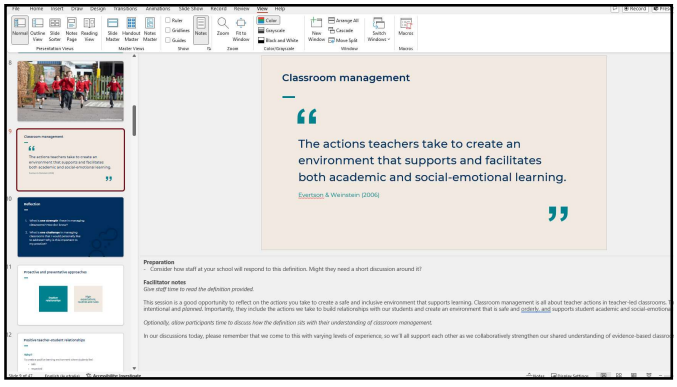

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High expectations, routines and rules

Explicit teaching of high expectations, routines and rules → Revising and reinforcing → Shared understanding and practice

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.

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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 refinement across the school.

Facilitator notes
Give participants time to individually reflect on these 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

Image credit: iStock.com/Caaimage/Chris Ryan

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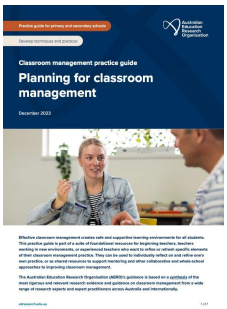
Planning for classroom management

- 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



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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

33

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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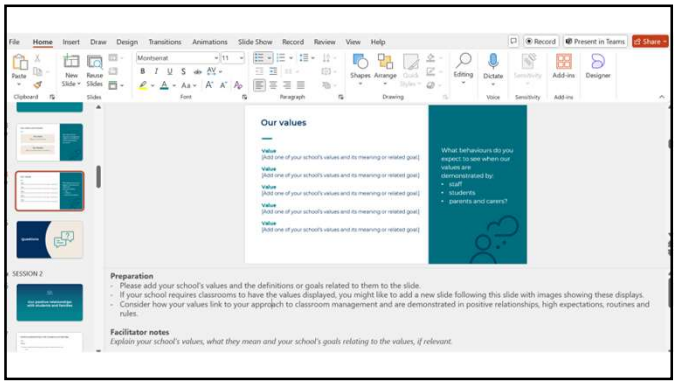

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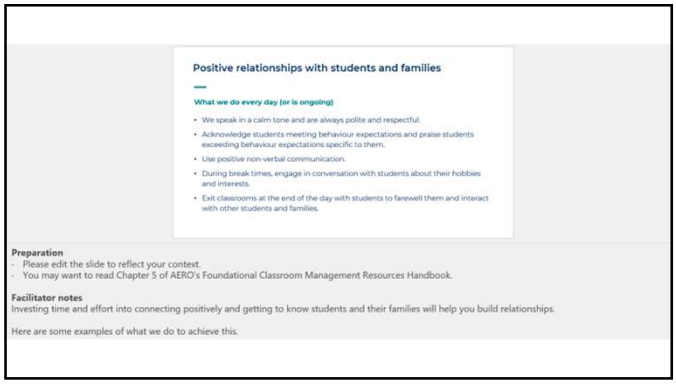

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Preparing for 2025

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Foundational resources

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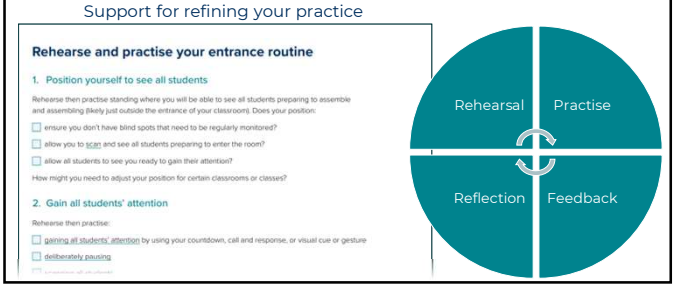
Classroom management practice guides and skill resources

Support for refining your practice



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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
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- Non-verbal correction
- Scanning your class
- Voice control.

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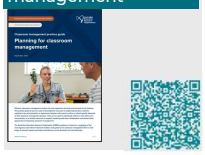
Preparing for 2025

Australian Education Research Organisation

Foundational Handbook

Planning for classroom management



Professional learning resources

edresearch.edu.au Topic: classroom management

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Questions
More detail

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