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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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

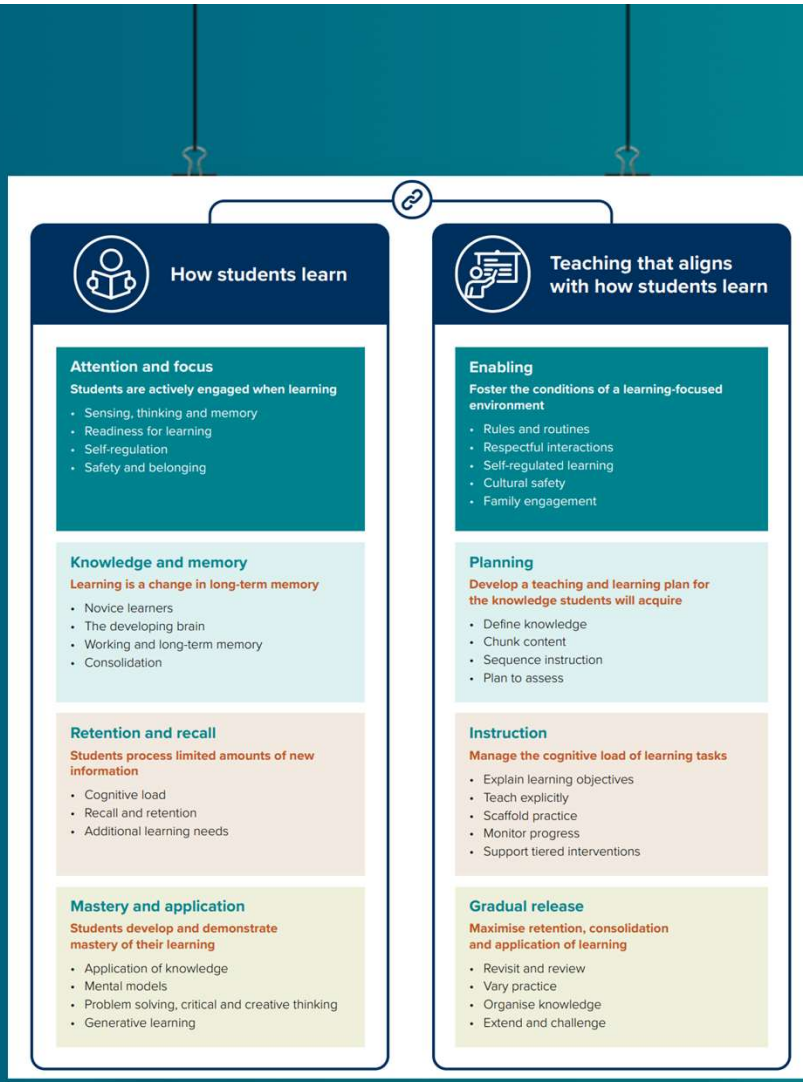
Present high-quality evidence that is **relevant** and **accessible**

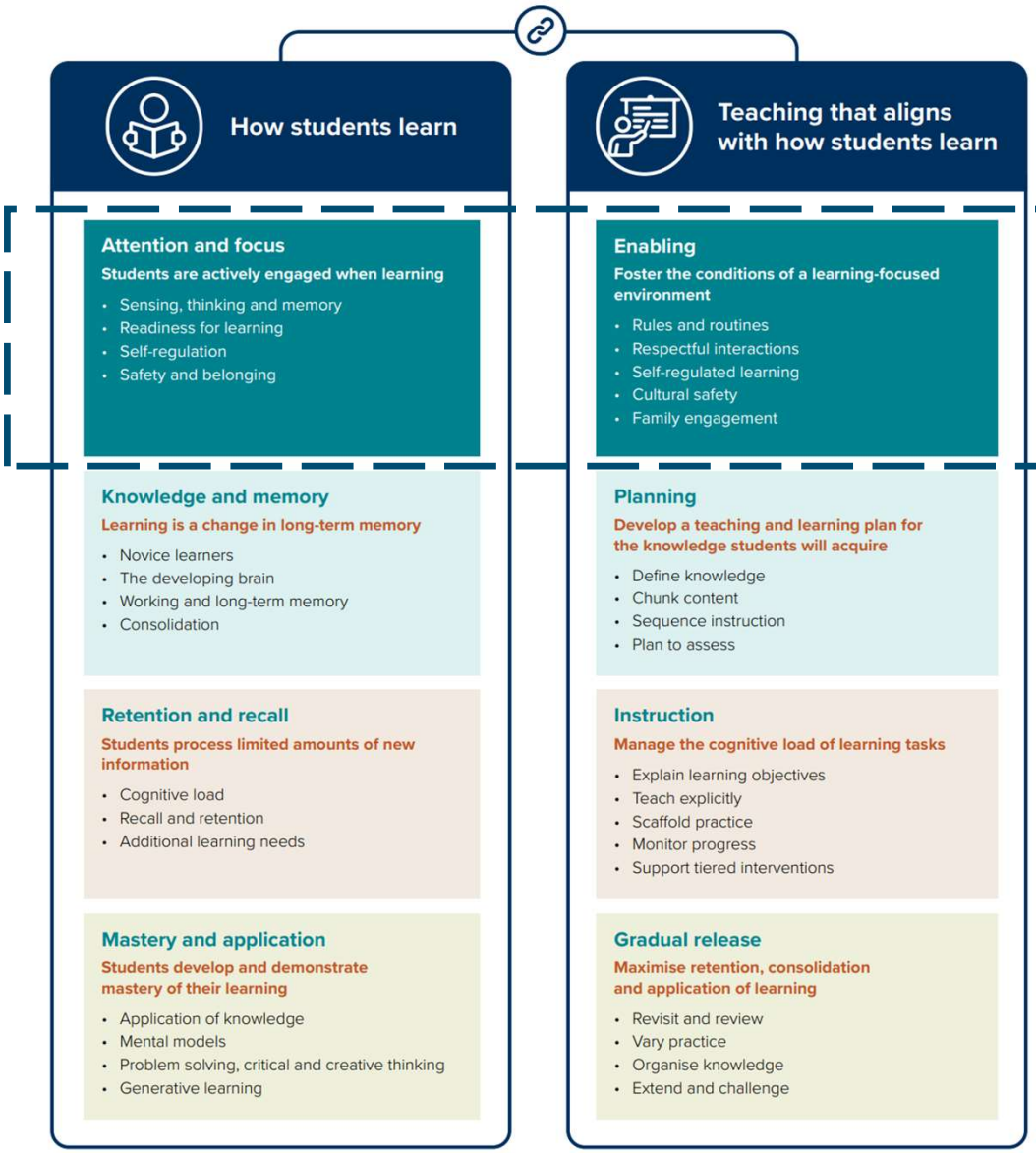
Encourage **adoption** and effective **implementation** of evidence in practice and policy

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

Cate Whiting
Principal Teaching and Learning Specialist
Cate.Whiting@edresearch.edu.au

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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

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

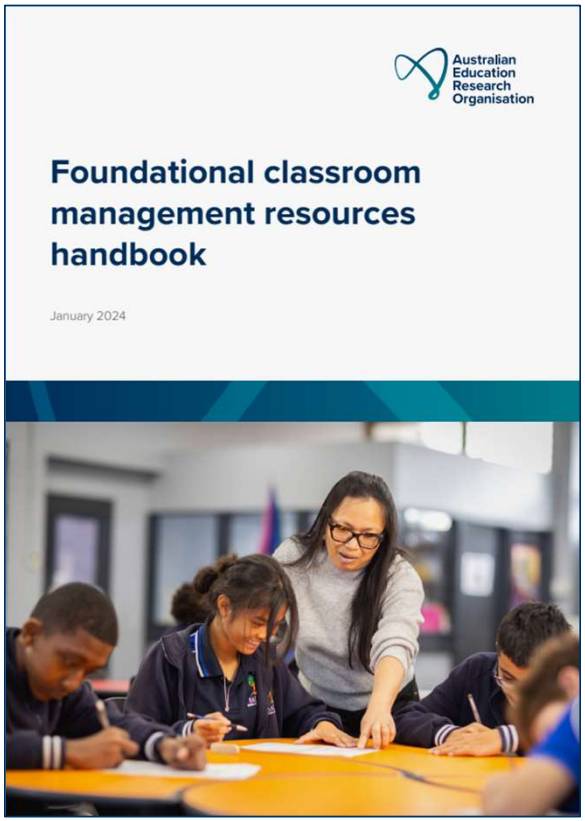
Professional learning resources

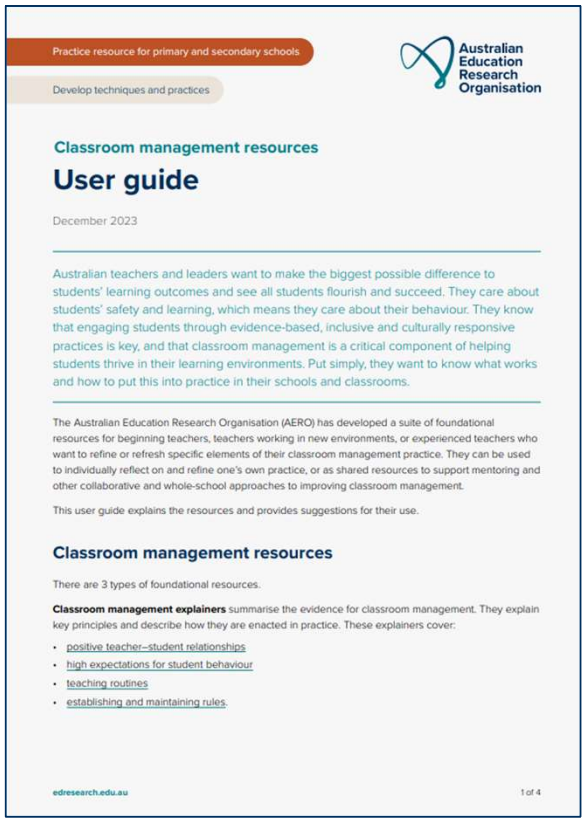
- Facilitation Guide
- Evidence-based approaches
- Our whole school approach
- Practice-based professional learning - early 2025
- Reflection and refinement - late 2025

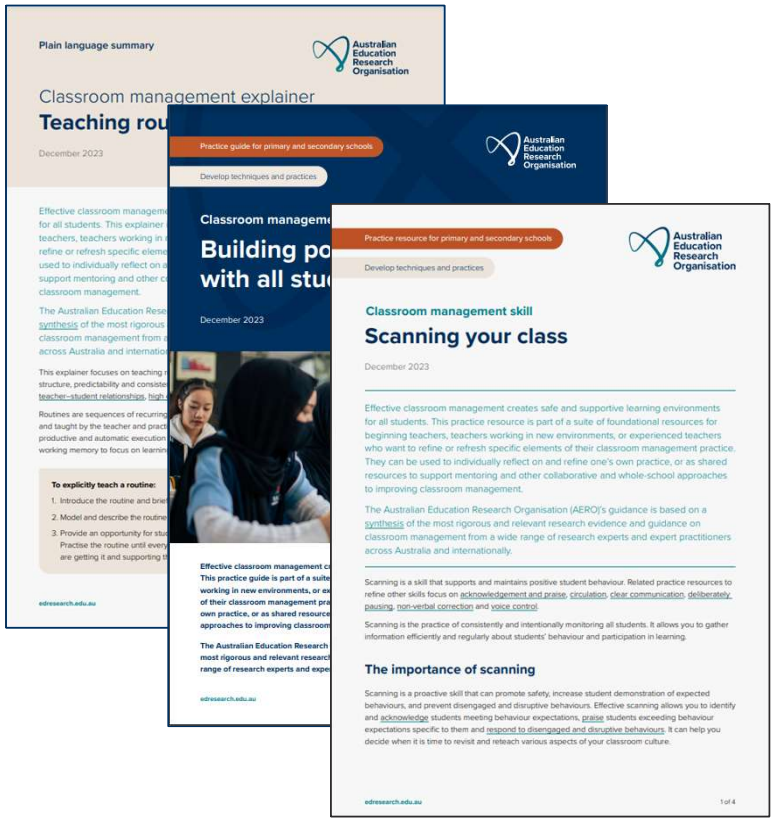
Supporting colleagues with refining their practice

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

Foundational resources

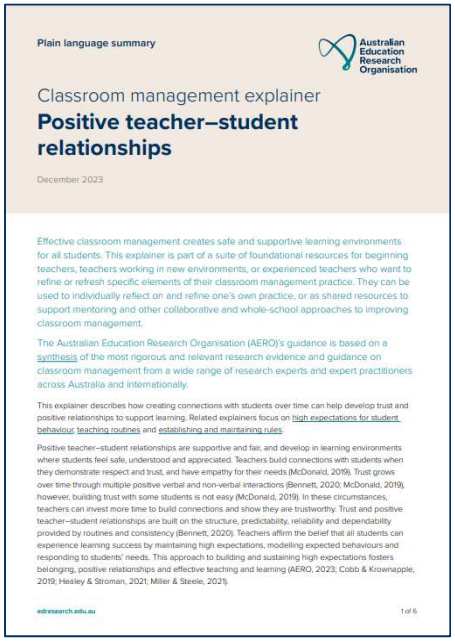






Evidence explainers

Positive relationships



Plain language summary

Australian Education Research Organisation

Classroom management explainer

Positive teacher–student relationships

December 2023

Effective classroom management creates safe and supportive learning environments for all students. This explainer 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.

This explainer describes how creating connections with students over time can help develop trust and positive relationships to support learning. Related explainers focus on high expectations for student behaviour, teaching routines and establishing and maintaining rules.

Positive teacher–student relationships are supportive and fair, and develop in learning environments where students feel safe, understood and appreciated. Teachers build connections with students when they demonstrate respect and trust, and have empathy for their needs (McDonald, 2019). Trust grows over time through multiple positive verbal and non-verbal interactions (Bennett, 2020; McDonald, 2019), however, building trust with some students is not easy (McDonald, 2019). In these circumstances, teachers can invest more time to build connections and show they are trustworthy. Trust and positive teacher–student relationships are built on the structure, predictability, reliability and dependability provided by routines and consistency (Bennett, 2020). Teachers affirm the belief that all students can experience learning success by maintaining high expectations, modelling expected behaviours and responding to students' needs. This approach to building and sustaining high expectations fosters belonging, positive relationships and effective teaching and learning (AERO, 2023; Cobb & Krownapple, 2019; Healey & Stroman, 2021; Miller & Steele, 2021).

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High expectations

Plain language summary

Australian Education Research Organisation

Classroom management explainer

High expectations for student behaviour

December 2023

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This explainer focuses on high expectations for student behaviour, describing how maintaining high expectations for all students can positively impact their behaviour and readiness to learn. Related explainers focus on positive teacher–student relationships, teaching routines and establishing and maintaining rules.

High expectations for behaviour are standards of conduct that promote positive student behaviour, expressed in daily routines, rules and behaviours in the classroom. Examples include: expecting that students be on time, line up quietly outside before entering the classroom, raise their hands when they have a question, quietly put away equipment and follow the teacher's instructions when transitioning between activities. High expectations for behaviour should be consistently demonstrated by all teachers in all classrooms as part of a whole-school approach.

High expectations for student behaviour are best supported by positive teacher–student relationships built on understanding and mutual respect (Stronger Smarter, 2017). These relationships help teachers enact and have high expectations *for* students, rather than *of* them, supporting students to meet the high expectations (Stronger Smarter, 2020). Students will need varying levels of support to meet high expectations, and some may require different point-in-time expectations as they develop their skills.

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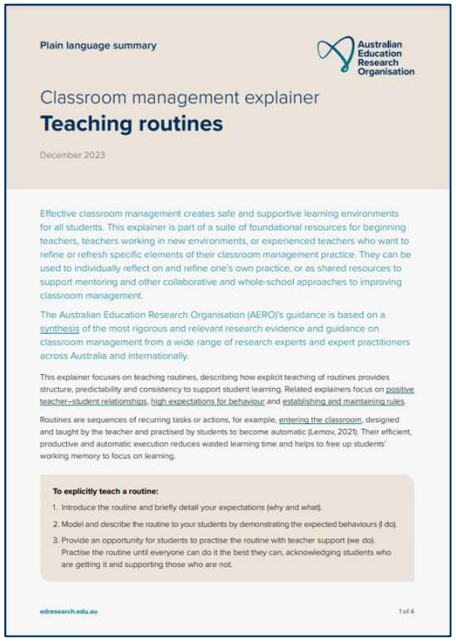
Routines



Plain language summary

Australian Education Research Organisation

Classroom management explainer

Teaching routines

December 2023

Effective classroom management creates safe and supportive learning environments for all students. This explainer 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.

This explainer focuses on teaching routines, describing how explicit teaching of routines provides structure, predictability and consistency to support student learning. Related explainers focus on positive teacher–student relationships, high expectations for behaviour and establishing and maintaining rules.

Routines are sequences of recurring tasks or actions, for example, entering the classroom, designed and taught by the teacher and practised by students to become automatic (Lemov, 2021). Their efficient, productive and automatic execution reduces wasted learning time and helps to free up students' working memory to focus on learning.

To explicitly teach a routine:

1. Introduce the routine and briefly detail your expectations (why and what).
2. Model and describe the routine to your students by demonstrating the expected behaviours (I do).
3. Provide an opportunity for students to practise the routine with teacher support (we do). Practise the routine until everyone can do it the best they can, acknowledging students who are getting it and supporting those who are not.

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Rules

Plain language summary

Australian Education Research Organisation

Classroom management explainer

Establishing and maintaining rules

December 2023

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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.

This explainer focuses on establishing and maintaining classroom rules, describing how rules allow teachers to clearly state the behaviour expectations for all students in the learning environment. Related explainers focus on positive teacher–student relationships, high expectations for student behaviour and teaching routines.

A rule is usually a short instruction for conduct or action that everyone is expected to know, follow and refer to regularly (Bennett, 2020). A list of rules should be as simple and as short as possible (Archer & Hughes, 2011; Bennett, 2020) to avoid students' working memory becoming overloaded, help them to remember what is expected, and limit distraction from their learning (Alter & Haydon, 2017).

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Professional learning resources

Preparing for 2025

Evidence-based approaches for effective classroom management

Proactive and preventative approaches

Positive relationships

High expectations, routines and rules

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?

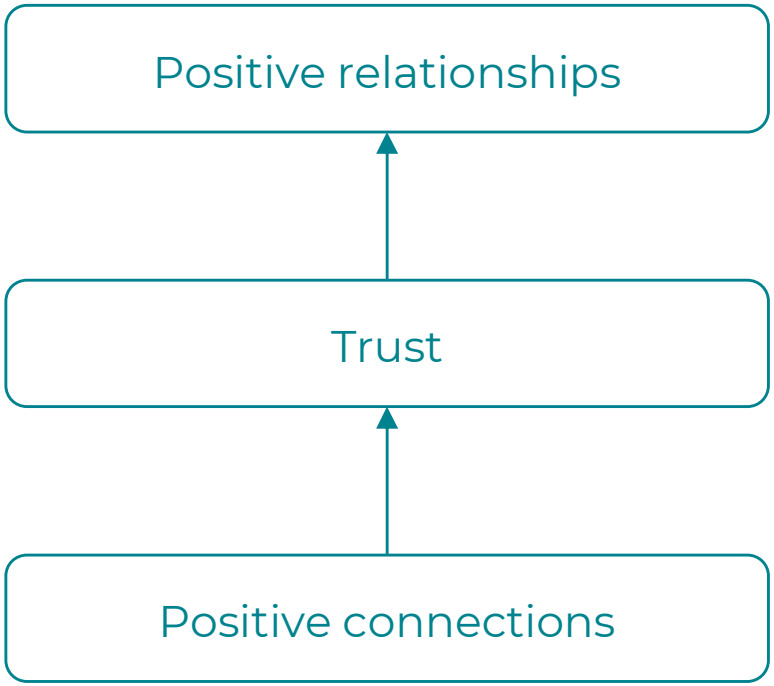
Positive teacher–student relationships

Why?

To create a positive learning environment where students feel:

- safe
- respected
- motivated to learn.

Relationships take time



Building positive connections with all students

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

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.

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

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Macros — Macros

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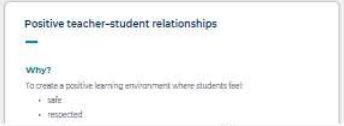


Classroom management

"

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 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.

Classroom management skills

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

Image credit: iStock.com/Caiaimage/Chris Ryan

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

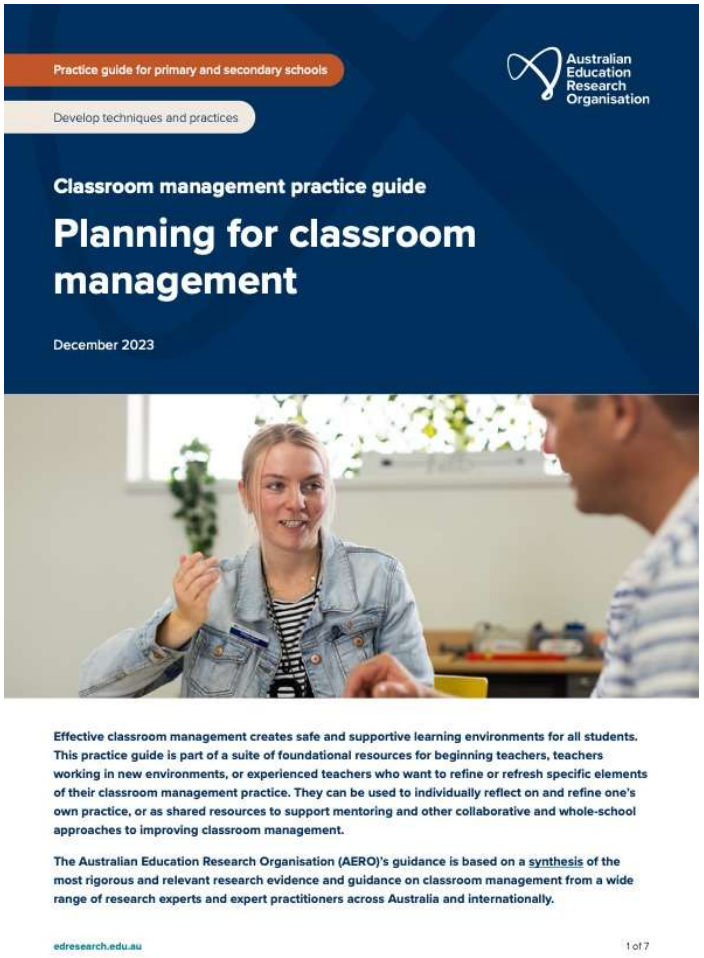


Image credit: iStock.com/Solstock

Responding to disengaged and disruptive behaviour

Our whole-school approach to classroom management

Why a whole-school approach?

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

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:

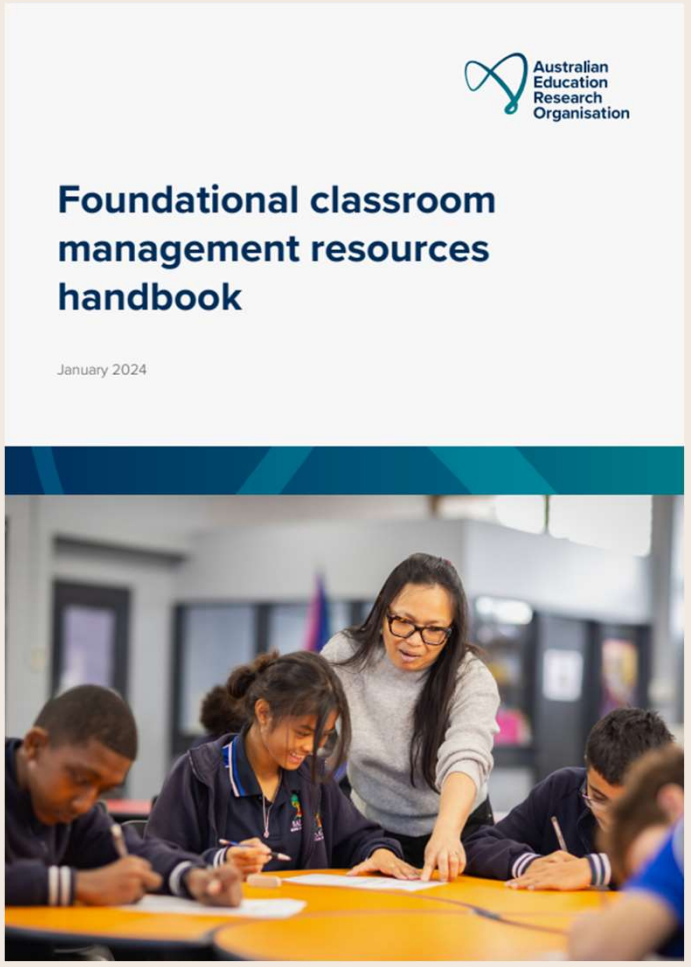
1. Gain all students' attention.
2. Remind all students of the expectations for leaving the classroom, moving through the school and arriving at the destination.
3. Monitor and reinforce behaviour expectations as students move through the school.
4. At the destination, remind students of the behaviour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

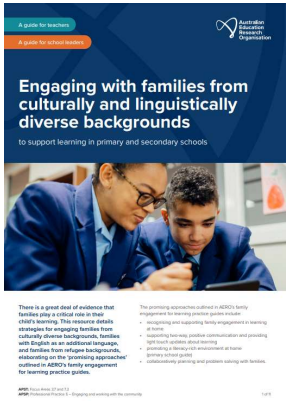
Support for establishing and maintaining high expectations, routines and rules

- 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



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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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.

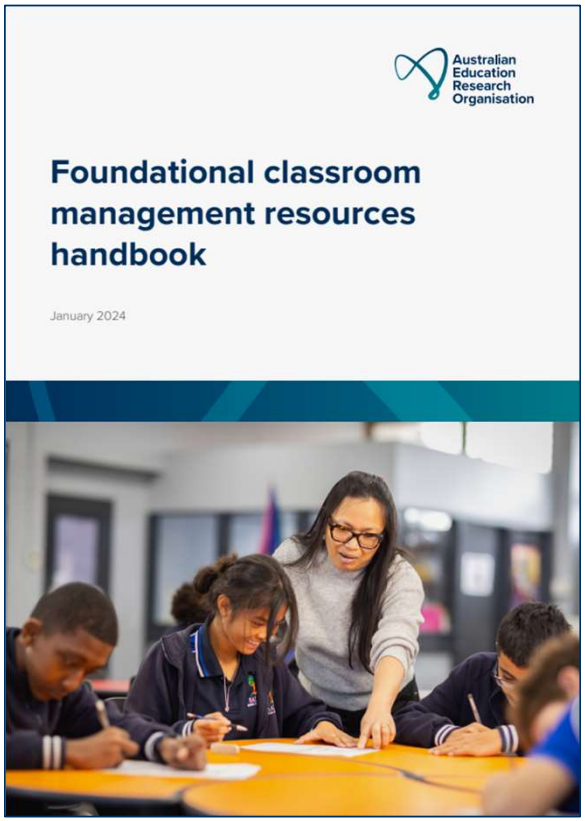
Preparation
- Please edit the slide to reflect your context.
- You may want to read Chapter 5 of AERO's Foundational Classroom Management Resources Handbook.

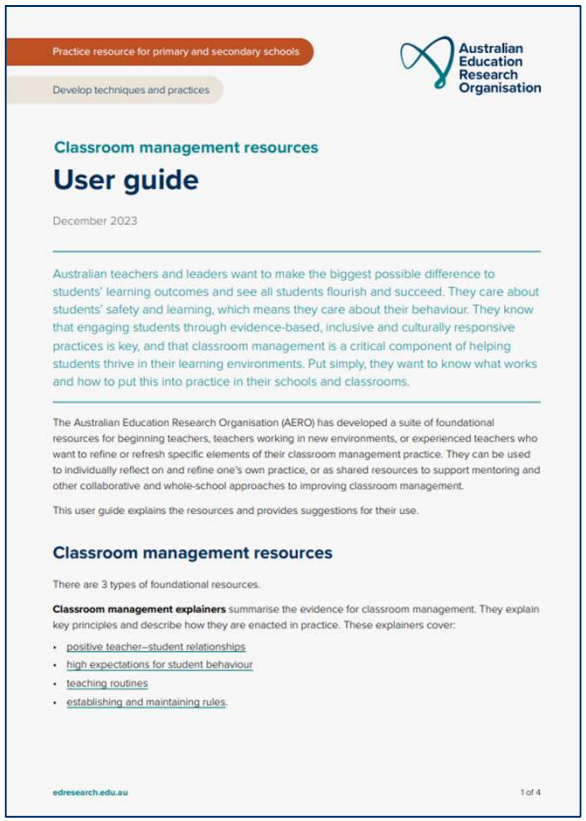
Facilitator notes
Investing time and effort into connecting positively and getting to know students and their families will help you build relationships.

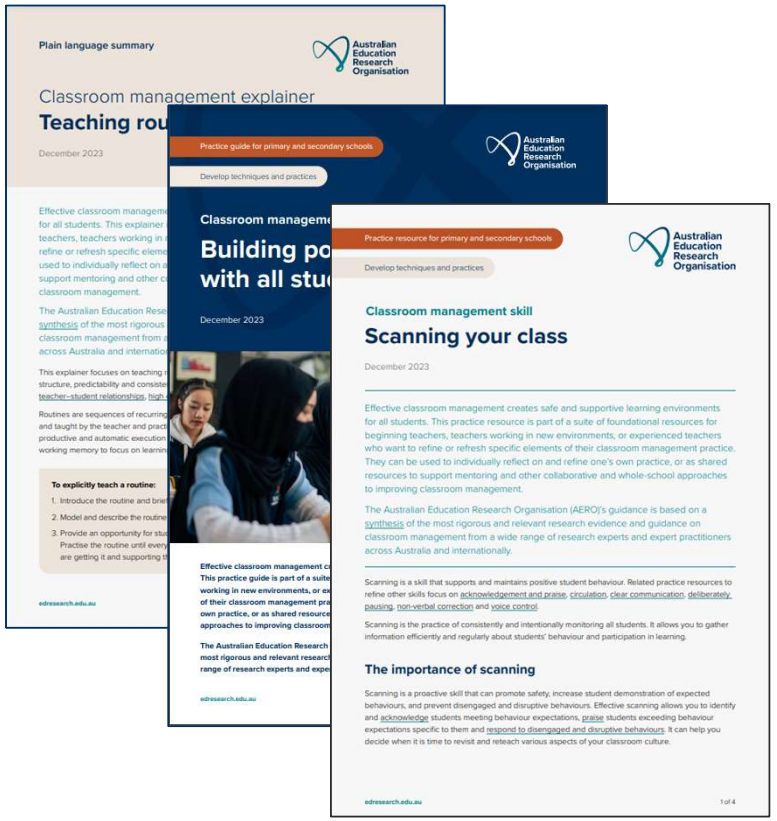
Here are some examples of what we do to achieve this.

Preparing for 2025

Foundational resources







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:

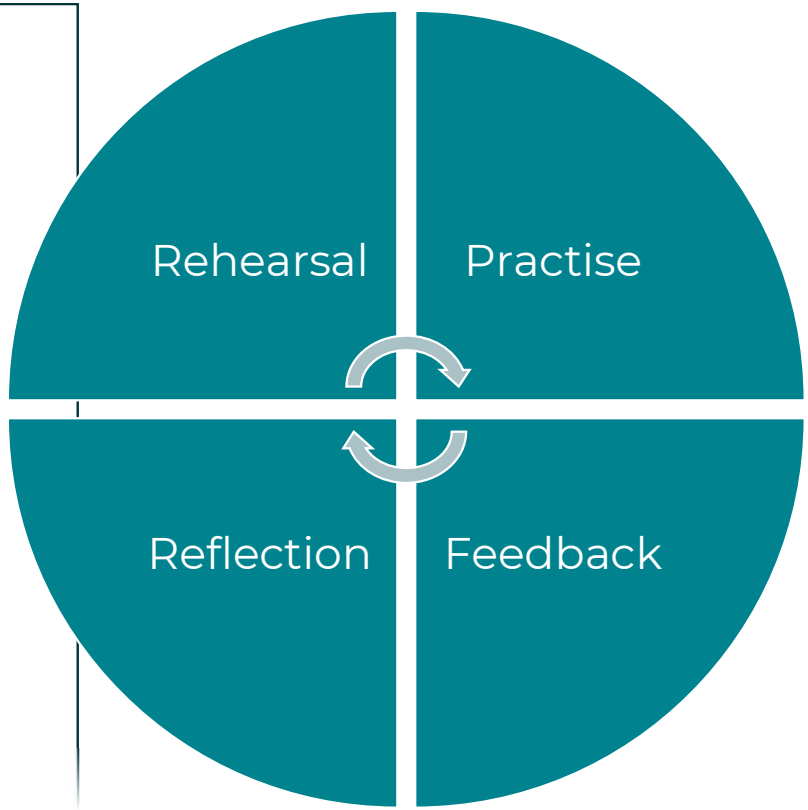
- [ ] ensure you don't have blind spots that need to be regularly monitored?
- [ ] allow you to scan and see all students preparing to enter the room?
- [ ] allow all students to see you ready to gain their attention?

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
- [ ] scanning all students



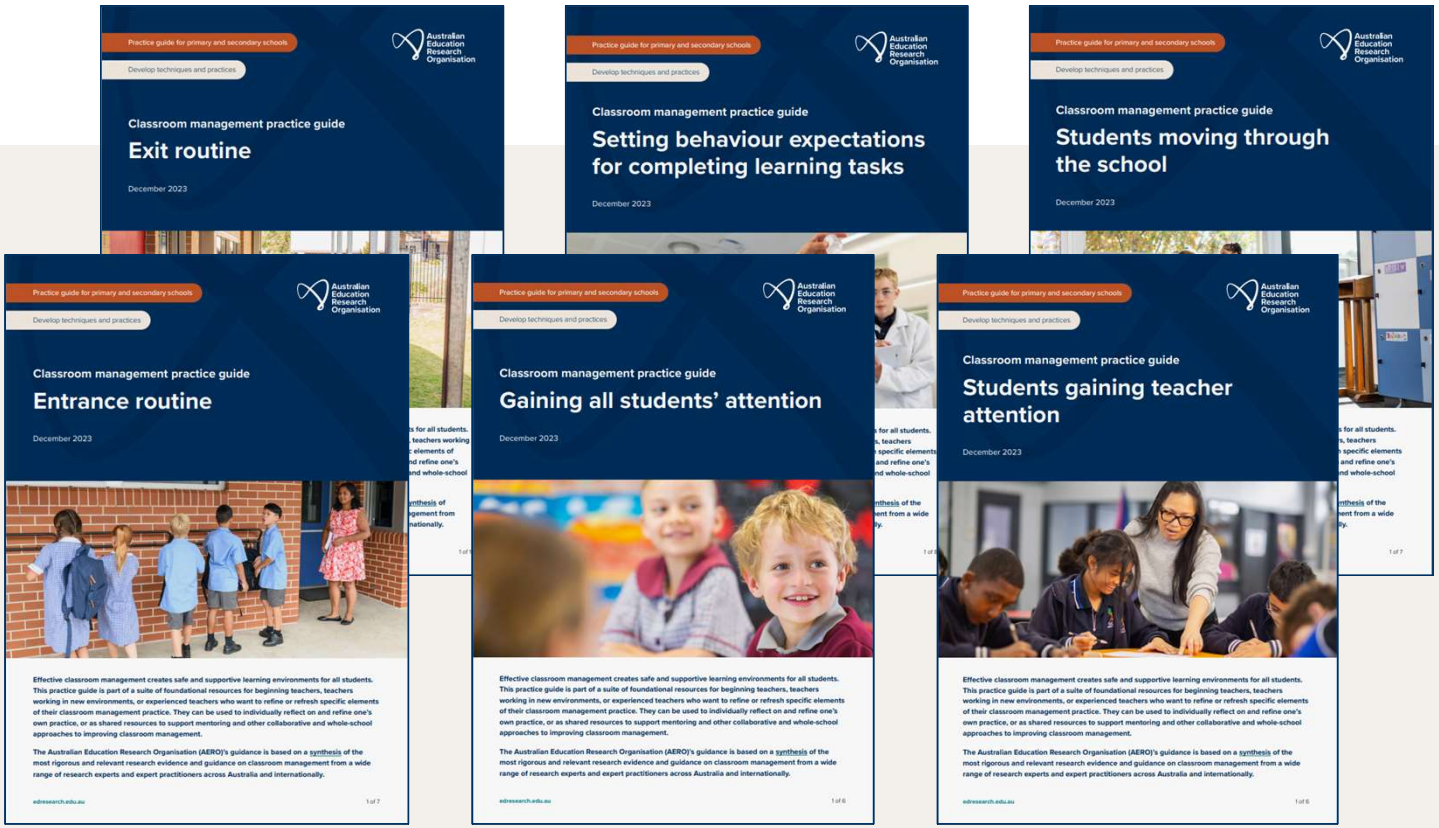
Routines are sequences of recurring tasks or actions that are taught and practised to become automatic.

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?

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

Reflection

Consider your own or others' interactions with students.

What do you do well?

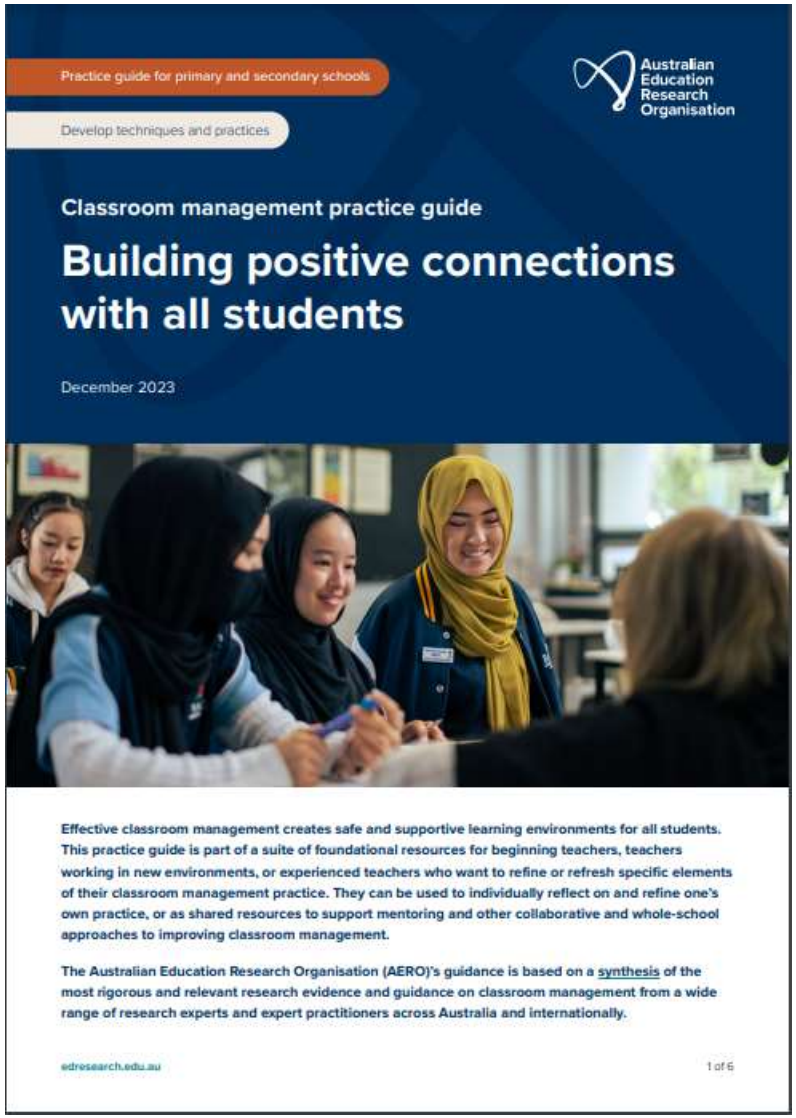
What could you refine?

Who do you interact with well?

To whom could you give more attention?

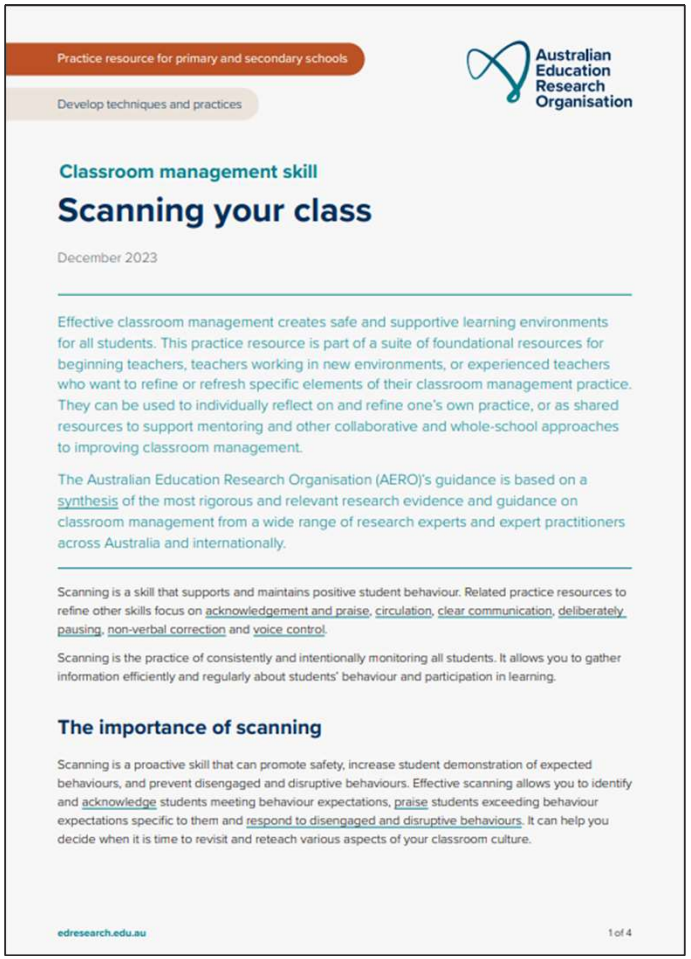
Building positive connections with all students

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



Classroom management skills

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



Practice resource for primary and secondary schools

Develop techniques and practices

Australian Education Research Organisation

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 a skill that supports and maintains positive student behaviour. Related practice resources to refine other skills focus on acknowledgement and praise, circulation, clear communication, deliberately pausing, 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.

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 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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1 of 4

Classroom management skills

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

Classroom management skills

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

Classroom management skills

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Classroom management skills

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Classroom management skills

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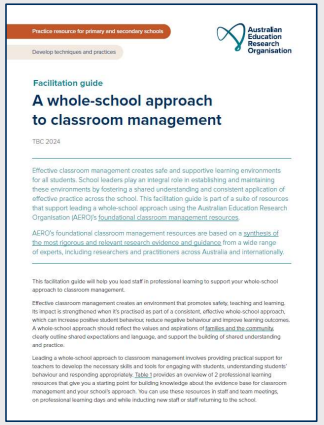
- **Clear communication**
- Deliberate pause
- Non-verbal correction
- Scanning your class
- **Voice control**.

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

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

Questions
More detail