Practice resource for primary and secondary schools

Build professional knowledge | Improve whole-school processes | Develop techniques and practices

Australian Education Research Organisation

Facilitation guide

A whole-school approach to classroom management

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Effective classroom management creates safe, supportive and inclusive learning environments for all students. This can increase positive student behaviours, reduce negative behaviours and improve learning outcomes. School leaders play an integral role in establishing and maintaining these environments by fostering a shared understanding and consistent application of effective practice across the school. This facilitation guide is part of a suite of resources that supports leading a whole-school approach using the Australian Education Research Organisation (AERO)'s classroom management resources.

AERO's classroom management resources are based on a synthesis of the most rigorous and relevant research evidence, and guidance from a wide range of experts, including researchers and practitioners from across Australia and internationally.

This facilitation guide will help you lead staff in professional learning and reflection sessions to support your whole-school approach to classroom management.

The impact of effective classroom management is strengthened when it's practised as part of a consistent, whole-school approach. A whole-school approach should reflect the values and aspirations of families and the community, clearly outline shared expectations and language, and support the building of shared understanding and practice.

Leading a whole-school approach to classroom management involves providing practical support to help teachers develop the practices and skills needed to engage with students, understand their behaviour and respond effectively, while also continually reflecting on and refining the whole-school approach. Table 1 provides an overview of AERO's 2 professional learning resources, 12 reflection resources and 15 practice or skill development resources that can help you provide this practical support and lead staff reflection.

Table 1: Overview of resources supporting a whole-school approach to classroom management

Resource	Intended audience	Suggested duration	Learning outcomes
Professional learning resources			
Evidence-Based Approaches for Effective Classroom Management	All teachers and teaching assistants.	90 to 120 minutes spread over 3 sessions	Develop a shared understanding of effective classroom management approaches and practice. Consider how our current approaches align with the evidence-based approaches and identify areas we could strengthen.
Our Whole-School Approach to Classroom Management	All teachers and teaching assistants, then teachers and teaching assistants new or returning to the school. This resource can also be adapted for use with students, parents and primary caregivers.	90 minutes spread over 4 sessions	Understand our school's specific classroom management practices. Understand the support available to apply the evidence-based practices.
Reflection resources			
Reflecting on Our Whole-School Approach	All teachers and teaching assistants. These tools can also be adapted for use with students, parents and primary caregivers.	Sessions of 30 to 45 minutes, each focused on one element of classroom management, with 10 to 15 minute follow-up sessions	Identify strengths and opportunities for refinement by reflecting on elements of the whole-school approach to classroom management.
Practice development resources			
• Classroom management skills (x 7) • Classroom management practices (x 10)	All teachers and teaching assistants. However, these resources are particularly helpful for supporting beginning teachers in developing their practice.	Short, individual sessions designed for flexible duration to suit needs Each session is focused on developing one practice or skill	Develop individual classroom management practices or skills.

You can use these resources flexibly:



Select and use a single resource to address an identified area for development.



Select and use more than one resource if you've identified multiple areas for development.



Plan and use the complete suite to comprehensively build your whole-school approach.

The resources can be used in staff and team meetings, on professional learning days and while inducting new or returning staff to the school.

Some of these resources are designed to particularly help beginning teachers develop their practice. To maximise the impact on teacher practice, you can complement these professional learning resources with:

- ongoing collaborative professional learning opportunities with colleagues – for example, through communities of practice or critical friends
- access to guidance, resources and tools, including guidance for using foundational classroom management practices and skills, supporting the diverse needs of students and supporting students during times of persistent disengagement and disruption and escalation
- regular observation and feedback
- coaching and mentoring
- additional support from leaders for addressing more persistent and escalated behaviours.

This professional learning aligns with the following standards and focus areas of the Australian Professional Standards for Teachers (APST):

- Know students and how they learn (APST 1)
  - employ a range of teaching strategies to meet diverse learning needs and establish an inclusive classroom culture that enables all students to participate (APST 1.1, 1.2, 1.3, 1.4)
- Create and maintain supportive and safe learning environments (APST 4)
  - support student participation and manage classroom activities (APST 4.1, 4.2)
  - manage challenging behaviour (APST 4.3)
  - maintain student safety (APST 4.4)
- Engage in professional learning (APST 6)
  - engage in professional learning and improve practice (APST 6.2)
  - engage with colleagues and improve practice (APST 6.3)
  - apply professional learning and improve student learning (APST 6.4).



About the professional learning resources

Each resource is a PowerPoint slide deck with preparation and facilitator notes accompanying each slide:

- The **preparation** section provides suggestions for preparing to facilitate that part of the session, including editing some of the slides and facilitator notes for your school context.
- The **facilitator notes** section may be helpful to you while presenting the slide. Any text that is *italicised* in this section is a reminder to the facilitator and shouldn't be read aloud.

The slide decks have been designed so you can adapt them for the specific purpose and context of your session.

Read the slides and notes in each slide deck and follow any preparation instructions. Optionally:

- Add your school crest or logo by inserting it in the top or bottom right corner of the first master slide.
- Replace the photos in the slide deck with photos from your school community.

The slide decks are based on a synthesis of research evidence and expert guidance. If you find yourself deleting or significantly changing the focus of a large number of slides, that might be an indication that your adjustments no longer align with the evidence base. You can refer to Chapters 1 to 4 of AERO's Foundational Classroom Management Resources Handbook to determine whether this is the case. You can also learn more about the evidence underpinning AERO's foundational classroom management resources by reading our discussion paper, Effectively Managing Classrooms to Create Safe and Supporting Learning Environments.



About the reflection resources

Each resource is an editable PDF document with instructions for preparation, facilitation and after the session.



About the practice and skill development resources

Each resource is a short PowerPoint slide deck with preparation and facilitator notes accompanying each slide.

The **preparation** section provides suggestions for preparing to facilitate that part of the session.

The **facilitator notes** section may be helpful to you while presenting the slide. Any text that is *italicised* in this section is a reminder to the facilitator and shouldn't be read aloud.

Read the slides and notes in each slide deck and follow any preparation instructions.

Choosing a place to start

1. Read Chapters 1 to 4, 9 and 10 of AERO's Foundational Classroom Management Resources Handbook to review the key principles of classroom management.
2. Browse the other chapters of the handbook to familiarise yourself with the guidance on classroom management practices and skills.
3. Identify your school's strengths, needs and priorities in relation to the evidence-based approaches to classroom management.
4. Consider the learning outcomes listed in Table 1 to identify the resources that will best meet your school's needs and priorities.
5. Consider the availability of staff and plan when to use the identified professional learning or reflection resources.

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