

Foundational classroom management resources handbook

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The Australian Education Research Organisation (AERO) is Australia's national education evidence body, working to achieve excellence and equity in educational outcomes for all children and young people.

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Acknowledgement of Country

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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Foreword

Australian teachers and leaders want to make the biggest possible difference to students' learning outcomes and see all students flourish. As a teacher, you would know that engaging students is key and classroom management is a critical component of helping students thrive. At the same time, you would also know from your own experience that the time spent on managing behaviour can be significant.

To support teachers in the complex task of classroom management, the Australian Education Research Organisation (AERO) has developed a set of foundational classroom management resources. This handbook has been developed as part of the Engaged Classrooms Through Effective Classroom Management project funded by the Australian Government.

AERO's resources are based on the most rigorous and relevant research evidence and guidance available from a wide range of research experts and expert practitioners across Australia and internationally. In this handbook, you will learn about how to implement the most important evidence-based practices to create safe and supportive learning environments.

Our resources can be used by all teachers and school leaders. You might be a beginning teacher developing your classroom management practices, a teacher working in a new environment, or an experienced teacher who wants to refine or refresh specific elements of your classroom management practice. Students come to us from different backgrounds, with different experiences. Explicitly teaching them about the behaviour that is expected in the classroom helps them to be successful learners.

These classroom management resources align with [AERO's model of learning and teaching](#) and will enable you to have maximum impact on student learning.

We would like to thank classroom management expert Dr Tim McDonald as well as teachers, school leaders and stakeholders across Australia who have been consulted throughout this project.

For more evidence-based resources on classroom management and other topics to help you in your work, visit AERO's website: <https://www.edresearch.edu.au/>.

We hope this handbook is a valuable resource in your complex and important daily work with students.

Dr Jenny Donovan
CEO, Australian Education Research Organisation

Introduction: How to use these resources

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. These resources have been compiled into this handbook for ease of use. You can use them to individually reflect on and refine your own practice, or as shared resources to support mentoring and other collaborative and whole-school approaches to improving classroom management.

How this handbook is organised

This handbook is organised into 3 parts. [Part 1](#) is a compilation of **classroom management explainers**. These summarise the evidence for classroom management. They explain key principles and describe how they are enacted in practice.

The explainers cover:

- [positive teacher–student relationships \(Chapter 1\)](#)
- [high expectations for student behaviour \(Chapter 2\)](#)
- [teaching routines \(Chapter 3\)](#)
- [establishing and maintaining rules \(Chapter 4\)](#).

[Part 2](#) is a compilation of **classroom management practice guides**. These provide step-by-step guidance for effectively implementing and refining evidence-based practices and developing responsiveness through reflexive practice.

The guides cover:

- [building positive connections with all students \(Chapter 5\)](#)
- [establishing and maintaining an entrance routine \(Chapter 6\)](#)
- [establishing and maintaining an exit routine \(Chapter 7\)](#)
- [gaining all students' attention \(Chapter 8\)](#)
- [planning for classroom management \(Chapter 9\)](#)
- [responding to disengaged and disruptive behaviours \(Chapter 10\)](#)

- [setting behaviour expectations for completing learning tasks \(Chapter 11\)](#)
- [students gaining teacher attention \(Chapter 12\)](#)
- [students moving through the school \(Chapter 13\)](#).

Part 3 is a compilation of **classroom management skill resources**. These support teachers in implementing effective classroom management practices by refining necessary classroom management skills.

The skills are:

- [acknowledgement and praise \(Chapter 14\)](#)
- [circulation \(Chapter 15\)](#)
- [clear communication \(Chapter 16\)](#)
- [deliberate pause \(Chapter 17\)](#)
- [non-verbal correction \(Chapter 18\)](#)
- [scanning your class \(Chapter 19\)](#)
- [voice control \(Chapter 20\)](#).

How teachers and school leaders can use these resources

The foundational classroom management resources in this handbook support a structured approach to engaging and refining professional practice for teachers and school leaders.

Choosing a starting point

Read and consider the following summary of effective classroom management to select one skill, practice or evidence focus for development. This selection may be guided by a whole-school or individual focus for development.

Effective classroom management

Safe and supportive learning environments are developed through classroom management that:

- **establishes:**
 - [relationships \(Chapter 1\)](#) and [connections with all students \(Chapter 5\)](#)
 - [high expectations for student behaviour \(Chapter 2\)](#) by [clearly communicating \(Chapter 16\)](#), explicitly teaching and regularly revising:
 - » [behaviour expectations for completing learning tasks \(Chapter 11\)](#)
 - » [routines \(Chapter 3\)](#), including routines for:
 - [entering the classroom \(Chapter 6\)](#)
 - [exiting the classroom \(Chapter 7\)](#)
 - [gaining all students' attention \(Chapter 8\)](#)

- [students gaining your attention \(Chapter 12\)](#)
- [moving to other areas of the school \(Chapter 13\)](#).
- [rules \(Chapter 4\)](#) that are [clearly communicated \(Chapter 16\)](#), explicitly taught and regularly revised
- **monitors** students to provide assistance and ensure they meet expectations by:
 - [deliberately pausing \(Chapter 17\)](#)
 - [scanning \(Chapter 19\)](#)
 - [circulating \(Chapter 15\)](#).
- **acknowledges and praises** [\(Chapter 14\)](#) students demonstrating the expected behaviours
- **responds** [\(Chapter 10\)](#) to students not demonstrating the expected behaviours, starting with [non-verbal corrections \(Chapter 18\)](#) where appropriate
- **acknowledges** [\(Chapter 14\)](#) when students correct their behaviour.

Using the resources – Teachers

Effective classroom management involves a complex skill set. AERO's classroom management resources support teachers with focusing on one skill or one step of an effective practice at a time. This involves repeating a cycle involving 4 stages: rehearsal, practise, feedback and reflection.

To support each stage of this cycle, our classroom management skill resources define elements for success, and our classroom management practice guides provide checklists for effective practice.

Rehearsal

Rehearsal is typically included in the early iterations of a cycle. Rehearsing without students present involves repeating and progressively improving aspects of a skill or step before practising with a class. Through repetition, aspects of effective practice can become automatic, requiring less effort when performed in front of a class. For this to occur, rehearsal should be authentic in every respect other than the absence of students. This includes:

- rehearsing in the same environment where the skill or step will be implemented – usually the classroom
- speaking aloud at the same pace and volume as you would during a lesson
- standing or moving as you would if students were present.

Developing a written script detailing what you'll say can help you rehearse more efficiently and increase your confidence. It's a good idea to record and review your rehearsal to help you identify areas for refinement.

Practise

Include practising the skill or step in the classroom with students in every iteration of the cycle. However, your practise should be more than simply executing the skill or step. It should be purposefully planned by selecting specific aspects of the skill or step to focus on refining, and specific student behaviours to attend to. This focused practising helps to efficiently refine classroom management expertise.

Feedback

Include feedback in at least some iterations of the cycle. Communities of practice and critical friends can support you in using reflexive practice to develop responsiveness. Some aspects of your professional practice will be more noticeable to others than to you. By inviting a colleague or school leader to provide feedback on your execution of a skill or step, you'll gain additional insights and an opportunity for focused, professional discussion.

You could ask them to observe your rehearsal or practising, or you could share a recording of yourself rehearsing or practising (making sure to follow school or employer policies regarding recording students). Allow dedicated time to receive and discuss feedback. Feedback should be focused on how well your performance of a skill or step aligns with the elements for success or checklists provided in the resources, and should identify the highest priority area for you to refine. You should then plan further iterations of the cycle to address this priority area.

Reflection

Include reflection in every iteration of the cycle. Structured reflection supports you in observing improvements and helps you to identify both your strengths and the areas where your practice needs further refinement. This should inform further iterations of the cycle.

Using the resources – School leaders

School leaders play an integral role in creating and maintaining safe and supportive learning environments by fostering a shared understanding and consistent application of effective practice across the school.

AERO's classroom management resources will support you to:

- review and refine whole-school evidence-based approaches to classroom management
- support teachers and education support staff in reflecting on and refining their classroom management practices and skills
- facilitate reflective conversations with teachers and education support staff.

Part 1

Classroom management explainers

Chapter 1: Positive teacher–student relationships	10
Chapter 2: High expectations for student behaviour	16
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Chapter 1

Positive teacher–student relationships

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).

Cultural safety within the learning environment is essential to develop positive teacher–student relationships and provides a foundation upon which all learners can succeed. Cultural safety is experienced when an environment is created that is psychologically, spiritually, socially, physically and emotionally safe for students, their families and their communities (Moodie et al., 2019; Williams, 1999). To create culturally safe environments, teachers need to be culturally responsive. Cultural responsiveness maintains high expectations while providing commensurate support, and can provide a solid foundation for learning success (Australian Institute for Teaching and School Leadership [AITSL], 2022; Ladson-Billings, 2014; Sarra et al., 2018).

Fundamental to this is the implementation of critically reflexive practices where teachers examine their own identities, cultures, histories, biases, values and knowledge, and how these impact the development of relationships with the students in their classes and their families. Getting to know and understand their students, families and the wider community can help teachers be more reflexive. Being reflexive enables teachers to understand how the context and situations that influence their thinking impact their decision-making and reactions, and, importantly, how these impact their students.

To build positive relationships with students:

- Model expectations for behaviours and routines to create a safe and predictable learning environment that builds trust.
- Greet students warmly, and consistently use their names in interactions.
- Acknowledge and praise students for their behaviour and efforts.
- Understand and meet students' learning needs.
- Be aware of how your values, beliefs and knowledge about learning and student behaviour impact how you engage with your students.
- Demonstrate that you're trustworthy, consistent and reliable over time.

Adapted from Bennett (2020) & McDonald (2019)

The importance of building positive relationships with students

Relationships are an important element of effective classroom management (AITSL, 2021). Students who have positive connections with their teachers are more likely to have positive attitudes towards school, perceive themselves as part of their school community, attain higher academic results and place a high value on regular attendance (Commissioner for Children and Young People [CCYP], 2018).

The positive interactions between teachers and students, which help build relationships, act as a safeguard for some students who may have difficult relationships in their personal lives (CCYP, 2018). These interactions enable them to have better engagement outcomes at school (CCYP, 2018).

An emotionally safe school environment allows students to feel secure and confident to attend and be assured they will receive support if they face any difficulties (Centre for Education Statistics and Evaluation, 2020).

Students are more likely to feel comfortable and engaged in learning when their teacher is welcoming, interested, encouraging, caring and kind (CCYP, 2018). Positive teacher–student relationships also enable teachers to intervene more effectively and efficiently to meet the learning and behavioural needs of students when problems arise (Epstein et al., 2008; Marzano et al., 2003; Goss et al., 2017).

A foundation of safety and predictability enables peer and teacher–student relationships to flourish (McDonald, 2019). Prioritising relationships allows teachers to demonstrate credibility through growing connections and care for students, which can lead to greater effort and trust from students in return, creating a calmer and more productive classroom (AITSL, 2021).

Developing positive relationships with students

Developing positive relationships with students is facilitated by planning, explicitly teaching and modelling established expectations for behaviour, routines and rules to create a safe and predictable classroom for all students (Bennett, 2020). Teachers should use students' preferred names, and discuss class expectations, rules and responsibilities (De Nobile, 2021). A simple practical strategy to positively connect with students, for example, is by greeting students warmly, and consistently using their names in interactions (Evidence for Learning, 2023).

Teachers can get to know students through informal chats, which help to build trust. This enhances the teacher's approachability and encourages more open communication between students and the teacher (De Nobile, 2021). Teachers can also greet students individually at the classroom door every day, interact with students outside the classroom, inquire about students' interests, communicate positively, deliver constructive feedback wisely, and communicate positive messages home (AITSL, 2021; Hepburn & Beamish, 2020; Ulmanen et al., 2016). Teachers should also regularly and intentionally 'check in' with every student, listen when students raise concerns, and assure and uphold confidentiality (CCYP, 2018; Education Endowment Foundation, 2021).

Teachers also cultivate relationships by noticing student effort and responding supportively when they struggle, helping students see that they can be successful, and thanking them so they feel their effort was worth it (Bennett, 2020; Lemov, 2021). This can include teachers speaking to a student privately and reassuring them of their appreciation of them and their belief in the student's ability to handle any of the classroom expectations (Lemov, 2021).

Praise needs to be thoughtfully given if it is to support a positive teacher–student relationship. Praise that is timely, genuine, informative and specific reinforces positive student behaviours, helps establish a positive and encouraging learning environment, and can strengthen teacher–student relationships (Archer & Hughes, 2011). Frequent acknowledgement of students meeting expectations also helps to build positive teacher–student relationships (Lemov, 2021).

Students are often motivated by status and maintaining their dignity, and, understandably, want to avoid being embarrassed in front of their peers (Bennett, 2020). Whenever practical, teachers should give students a chance to change the direction of their behaviour without embarrassment (Bennett, 2020).

To improve practice, teachers can observe colleagues with effective classroom management, and watch them when they take on a new class to observe their interpersonal skills as they interact with students to build relationships (Bennett, 2020).

Scenario

This scenario provides a practical example of the evidence summarised in this explainer. It provides insight into one teacher’s approach to establish, maintain and continuously develop relationships with a class to create a safe and supportive learning environment.

Mr D. makes a special effort at the beginning of the school year to learn his students’ names as quickly as possible. He creates a seating plan and individual name cards that sit on each student’s desk for the first week of term. He also adopts a new routine of standing at the door and greeting each student by name as they enter the classroom. Students respond positively to his greetings and engage in small talk, helping to build positive student–teacher connections.

Mr D. tries to ensure that he has positive interactions with his students in lessons, on playground and bus duty and moving around the school. He frequently acknowledges students meeting behaviour expectations, individually and as a class. When students are unsure of concepts or tasks, he supports them by checking where they are having trouble and helping them. His positive and predictable approach has seen encouraging results over the course of the year, fostering a sense of trust and openness with most students, and making them feel comfortable seeking help when needed.

Despite the positive connection Mr D. builds with most of his students, there are 2 individuals who have consistently disrupted the class since the beginning of the school year. Expressing his frustration to a colleague at how these 2 students often interrupt learning for themselves and others, his colleague suggests that he try informal one-on-one conversations with each student away from the classroom environment.

While he’s on playground and bus duty, Mr D. was able to talk to each student in a more relaxed way about what the student thought was happening during a lesson, what Mr D. thought was happening, why it was happening and how they could work together to overcome this so the student was able to demonstrate the expected behaviours and focus on their learning.

After their informal conversations, both students have begun to show more effort to follow the classroom routines and rules, even if they sometimes appear reluctant. It was an initial positive interaction for Mr D. to build on. He knows there is a lot more work required but he reminds himself that his goal is to establish a safe and predictable environment for all students where they can all interact positively with their teacher and each other, and learn.

Further reading

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- De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2021). *Positive learning environments: Creating and maintaining productive classrooms*. Cengage. (pp. 280–287)
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Chapter 2

High expectations for student behaviour

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.

To establish and maintain high expectations for behaviour:

1. Observe effective teachers to gauge and align your own expectations with those around you.
2. Clearly articulate your own expectations for behaviour and how you want students to demonstrate them, ensuring they align with the school’s behaviour expectations.
3. Model and explicitly teach these expectations (for example, routines and rules) to students.
4. Address behaviours that do not meet the high expectations set for the class (for example, routines and rules), providing support to students when needed. It can be challenging, but ignoring or overlooking these behaviours can lead to a decline in expectations over time.
5. Regularly reflect on your own behaviour to ensure you are consistently modelling high expectations yourself.

Adapted from Bennett (2020)

The importance of high expectations for student behaviour

Behaviour expectations are important because they provide students with clear guidelines for how to behave in the classroom and create a positive and productive learning environment. When expectations are clear, students feel more secure because they know where they stand (DeNobile, 2021). Having high expectations for students' behaviour offers them hope of success, shows they are cared for, and supports achievement for all (Bennett, 2020; McDonald, 2019).

When teachers hold high expectations for students, it can lead to increased effort from the students (Goss et al., 2017). 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, teachers can discuss these concerns and provide the support needed so the student can complete it successfully (Sarra et al., 2018).

Setting high expectations for students increases the likelihood that students will meet or exceed those expectations as they encourage students to learn, take responsibility for their actions and understand the consequences of their behaviour (Australian Government Department of Education, 2023; Wong & Wong, 2018). High expectations are also associated with positive outcomes, such as improvements in behaviour, self-esteem, motivation, attendance and academic achievement (Centre for Education Statistics and Evaluation [CESE], 2020).

Establishing and maintaining high expectations for behaviour

To establish and maintain high expectations for behaviour and ensure students know what's expected of them, it's important to provide students with predictability, structure and support. Students may be unsure about teacher expectations at the beginning of the school year. Establishing expectations for behaviour early is vital, as it supports students to be cooperative and comfortable as quickly as possible (De Nobile, 2021).

Setting high expectations with students requires similar planning to teaching classroom rules and routines (McDonald, 2019). It's important to teach and reinforce high expectations every day, not only by telling students to do something, but showing them how to do it and allowing them opportunities to practise (Bennett, 2020). 'I believe you can do it' must be used in conjunction with 'And here's how you can do it' (Archer & Hughes, 2011; Bennett, 2020).

Students are quickly able to distinguish between intended boundaries and actual boundaries in the classroom (Bennett, 2020). When monitoring and reinforcing high expectations for behaviour, it's important to recognise student effort, acknowledge and praise specific behaviours, and view mistakes as learning opportunities to teach students how to meet expectations in the future (McDonald, 2019).

Scenario

This scenario provides a practical example of the evidence summarised in this explainer. It provides insight into one teacher's approach to maintaining high expectations for all students to create a predictable, safe and supportive learning environment.

Ms A. notices that her students' behaviour varies from day to day. Some days, students are meeting expectations, while on others, they're less consistent and more prone to disruptive behaviour. She knows her students and their families quite well and isn't aware of anything outside school, or at school, that could be influencing their behaviour this way.

Ms A. decides to ask an experienced colleague to observe a lesson and provide feedback. After the lesson observation, her colleague congratulates Ms A. on establishing clear classroom routines and rules. Her colleague also suggests that what's missing is consistency in the way she maintains the classroom routines and rules.

While initially taken aback, Ms A. asks her colleague to elaborate. Her colleague highlights a few instances where Ms A. was not maintaining high behaviour expectations for all her students, such as when she corrected the behaviour of students near the front of the room, but not those at the back, and when she addressed off-task behaviour the first time it occurred, but not subsequent times. Ms A.'s colleague observes that students seem to perceive it as a matter of chance as to whether they're reminded about specific behaviour expectations in any given lesson.

Her colleague asked about when Ms A. felt her students' behaviour was more likely to 'slide'. On reflection, Ms A. realised it was when she was tired in the afternoons, sometimes near the end of the week, and when she was busy with other tasks. Knowing there would always be times she felt tired or had competing priorities, Ms A. realised she needed to consistently maintain high expectations for her students' behaviour so they were aware of clear boundaries. This was going to be hard work and probably take some time to turn around, but she could see the outcome would make the effort worthwhile.

Further reading

Refer to the following publications to support your implementation of high expectations for behaviour:

Bennett, T. (2020). *Running the room: The teacher's guide to behaviour*. John Catt Educational. (pp. 205–211)

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2021). *Positive learning environments: Creating and maintaining productive classrooms*. Cengage. (pp. 89–93)

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Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher* (5th ed.). Harry K. Wong Publications.

Chapter 3

Teaching routines

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:

6. Introduce the routine and briefly detail your expectations (why and what).
7. Model and describe the routine to your students by demonstrating the expected behaviours (I do).
8. 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.
9. Students complete the routine independently (you do), removing scaffolding from the teacher, as appropriate, and transferring ownership to students.
10. Reinforce and maintain the routine consistently through [acknowledgement, praise](#) and practice.

Adapted from Archer and Hughes (2011), Bennett (2020) and Lemov (2021)

The importance of teaching routines

Routines give students certainty about what is expected in the classroom by providing consistency, predictability and structure (AERO, 2021). Well-established routines enable students to independently follow them with little involvement from the teacher, reducing interruptions and increasing teaching time (Archer & Hughes, 2011). It's easier for students to decide how to behave when they are given clear sequences of the expected modelled behaviour (Bennett, 2020).

Explicitly teaching and modelling the expected behaviours of routines helps to free up students' working memory to focus on learning. To support students, a teacher should establish routines for specific tasks or times of the school day, such as entering the classroom, answering questions or transitioning between activities. Students who have learned the behaviours and routines expected of them, and had sufficient opportunities to practise to the point they become automatic, won't have to think about these things while focused on learning (Chaffee et al., 2017; Simonsen et al., 2008).

Teaching and maintaining routines

Routines should be taught explicitly to students, in the same way as curriculum content and skills. Teachers should identify routines that are necessary for their context, considering their students' needs, ages and the school's expectations.

Introduce specific routines the first time they are required, likely spread out over the first few weeks of school to avoid students feeling overwhelmed (Archer & Hughes, 2011). Explaining why a routine is required and its connection to behaviour expectations is key to establishing shared understanding (Bennett, 2020). Breaking a routine into a small number of discrete steps, and providing opportunities to revisit this and practise it over time, allows students to master the routine and commit it more easily to long-term memory (Lemov, 2021).

Students require support to learn and practise each step of a routine, as routines must be taught, rehearsed and reinforced in order to be learned (Lemov, 2021; Wong & Wong, 2018). Check students' understanding by modelling a routine correctly and incorrectly, and asking students to identify the differences (Archer & Hughes, 2011).

Teachers can support students in understanding and successfully following classroom routines by providing specific praise and constructive feedback about expected behaviours. Routines can be displayed visually on the board or a poster to provide a reminder and a scaffold for students who need more time and ongoing guidance to learn and follow them. Teachers can also discuss what the routine 'looks like' and 'sounds like' with their students (Archer & Hughes, 2011).

Mastering any behaviour takes practice. The more students practise, the better they get at it and the less they need to focus on this in ways that might distract from the content of their learning. Teachers need to allow time for students, and themselves, to become familiar with new routines (or time to relearn a routine that may have slipped).

Routines should be consistently monitored and regularly revised daily, weekly or monthly as needed.

Scenario

This scenario provides a practical example of the evidence summarised in this explainer. It provides insight into one teacher's approach to establishing and maintaining routines with a class to create a predictable, safe and supportive learning environment.

At the beginning of the new school year, Ms K. begins by teaching and practising various routines with her class. The routines include how students should enter and leave the classroom, ask for help, and pack up at the end of the lesson. These routines set the tone for expected behaviours in her classroom. She sets aside time to practise the routines with the class, monitoring and reinforcing how students carry them out and assisting students when needed.

During the year, she finds that her students continue to develop a clearer understanding of how to behave in her classroom, meaning she spends less time correcting disruptive behaviours and there is more time for teaching and learning. Her students even remind each other of the steps of their routines: 'Remember, we have to put our book away first' or 'Remember to put your hand up if you have a question'. Ms K. uses acknowledgement regularly when students follow routines – for example, she acknowledges her students following the lining-up routine by saying, 'Thank you, students, for lining up quietly'. She uses specific praise for students who exceed behaviours expected of them.

While most students master the routines, Ms K. recognises that some need occasional reminders. Recently, she has noticed delays with several students entering the classroom. To address this, she practises the entrance routine with the students again, modelling the steps and clearly communicating behaviour expectations. Re-teaching and practising the entrance routine will happen throughout the year when required. Investment of this time improves the routine, making for a smoother start to lessons and creating more time for learning.

Further reading

For more information on teaching routines, read:

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guildford Press. (pp. 121–129)

Bennett, T. (2020). *Running the room: The teacher's guide to behaviour*. John Catt Educational. (pp. 161–205)

Lemov, D. (2021). *Teach like a champion 3.0: 63 techniques that put students on the path to college*. Jossey-Bass. (pp. 385–417)

McCrea, P. (2020). *Motivated teaching*. Ingram Content Group. (pp. 57–67)

McDonald, T. (2019). *Classroom management: Engaging students in learning*. Oxford University Press. (pp. 122–130)

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Chapter 4

Establishing and maintaining rules

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).

To explicitly teach rules:

11. Introduce and explain each rule clearly (what and why). Display them in the learning environment where students can easily see them.
12. Check – and further develop, where necessary – students' understanding of what the rules should and should not 'look like' and 'sound like' through class discussion, modelling and practise with students.
13. Monitor all students and reinforce the rules consistently and fairly by reminding students of and practising the rules when necessary.
14. Acknowledge or praise the behaviour, rather than the student, when rules are followed to support students' intrinsic motivation to repeat the behaviour.

Adapted from Archer & Hughes (2011) and Bennett (2020)

Rules and routines should be based on the school community's values and perspectives to create effective and appropriate learning environments. For example, while eye contact may be routinely expected by many teachers during learning interactions, avoidance of eye contact is a gesture of respect for many Aboriginal and Torres Strait Islander people. Neurodivergence among students can result in different presentations of what active listening looks like in a classroom setting. It is important that teachers recognise and value diverse student and community perspectives to create classroom conditions that are inclusive, culturally safe and conducive to learning (Australian Institute for Teaching and School Leadership [AITSL], 2022). This means starting by understanding and listening to students and families, and building that into efforts to strengthen [relationships](#).

The importance of establishing and maintaining classroom rules

Well-designed, positively framed and clearly communicated classroom rules help to promote safety and create a learning environment where teachers can teach and students can learn (Archer & Hughes, 2011). The function of a rule is to create a shared understanding and encourage or prevent behaviour by clearly stating the expectations a teacher has for students (Wong & Wong, 2018). Students feel confident and safe in their learning environment when teachers set and maintain boundaries, through clear classroom rules and high expectations (Wong & Wong, 2018).

Teaching and maintaining rules

Rules should be introduced on the first day of school and then explicitly taught in small chunks over the following days and weeks (Archer & Hughes, 2011). *Teaching* the rules, instead of *telling* students the rules, proactively supports students to understand and develop the expected behaviours, and moves beyond an emphasis on compliance (Hepburn et al., 2021).

Rules should clearly communicate expected behaviour and be positively framed. This creates clarity about what students need to do, adds to a positive learning environment, and reduces the likelihood of resistance (Archer & Hughes, 2011). For example, 'Listen to your teacher and classmates' is better than 'Don't talk while others are talking' (Archer & Hughes, 2011).

When deciding which rules to incorporate in your classroom or school, reflect on the expectations and the disengaged or disruptive behaviours the rules need to cover. Develop age appropriate, positively framed, simple rules that best address these, such as:

- Treat everybody with kindness.
- Listen and speak in a respectful way.
- Listen when the teacher is talking.
- Care for others, belongings and the environment.
- Walk quietly through the school.
- Be prepared with required items.

Limit the number of rules – 3 to 6 are adequate (Archer & Hughes, 2011; Wong & Wong, 2018). Having the fewest number of rules possible to maintain order and focus and ensuring they are easy to follow makes it easier for students to demonstrate the expected behaviours (Bennett, 2020).

Once taught, rules should be regularly reviewed. This can be done through classroom discussion, recitation, modelling and practising of expected behaviours (Alter & Haydon, 2017). Visual cues can help students remember the rules, such as a daily review and discussion of rules on a slide, displaying and referring to them on a poster or gluing them into the cover of students' books for quick reference.

Rules need to be made clear in various routines, and students should be prompted or pre-corrected prior to an activity to support them to successfully follow them (Simonsen et al., 2008). Practically, this may include reminders to look and listen when the teacher or another student is speaking, walk quietly when moving around the room or school or keep objects where they belong. Some students, such as those impacted by trauma, may experience difficulty in adhering to rules they don't understand or relate to especially when it comes to regulating emotions, making plans or dealing with changes in the routines. Some students may need additional guidance, support and scaffolds to help them learn and follow rules.

To acknowledge a rule has been followed, use specific [acknowledgement or praise](#) for the action. Specific praise can increase intrinsic motivation because it develops students' awareness of exactly what they are doing that is worthy of praise (Wong & Wong, 2018).

A 'rule reminder' can be used to [correct low-level disengaged or disruptive behaviour](#). A teacher can state the behaviour they are observing, remind the student of the rule, allow time for the student to correct their action, and say 'Thank you' once corrected. For example, '[Student name]. You're talking to the person next to you while I'm talking. The rule is 'Face the front and listen when I am talking to the class'. Do that now, please. [Allow time for the student to respond.] Thank you'. More serious behaviour should be managed using the school's behaviour procedures.

Consistent whole-school approaches can help create safe and supportive learning environments in which all students are able to learn. A shared language and understanding of the rules should be developed (AERO, 2021). If the rules that guide student behaviours are taught and displayed across all classrooms, and all staff members remind students of the rules if they are not followed, students can know and understand what is expected of them.

Scenario

This scenario provides a practical example of the evidence summarised in this explainer. It provides insight into one teacher's approach to creating and implementing effective, positively framed classroom rules to create a predictable, safe and supportive learning environment.

In an effort to create a safe and structured classroom environment, Mr B. creates 10 classroom rules aimed at preventing unwanted classroom behaviours, such as 'No calling out', 'Don't be late', 'Don't be rude' and 'Never leave without permission.'

However, some students are regularly not following them and enforcing them leads to disruptions in the classroom, wasting teaching time. He discusses the situation with a colleague, who advises him to reduce the number of rules and reframe them to be more positive. His colleague also advises Mr B. to make sure the rules are always clearly visible in the classroom.

Mr B. notices his colleague doesn't face the same issues with behaviour in their classroom. Mr B. decides to give the advice a go. He reduces the number of rules to 5, and makes the language of the rules more positive, such as 'Listen when the teacher is talking' instead of a negative command like 'Don't talk when the teacher is talking'. Mr B. checks his new rules with his colleague, makes a poster to display the rules in his classroom, and prints the rules for students to stick inside the front cover of their books.

Mr B. makes time to teach the rules to his students so they all understand what is expected of them. Mr B. also models the rules, demonstrating what they should look like, and explaining why they're important for a safe and supportive learning environment. He regularly revises the rules with his students.

Through this approach, Mr B. and his students develop a shared understanding of the classroom rules and expectations for behaviour. Mr B. makes monitoring and reinforcing the positively framed rules part of his daily teaching practice, acknowledges students' behaviour when they follow the rules, and refers to the rules when responding to disruptive behaviour. With this approach over time, his classroom becomes a more focused, supportive and positive learning environment.

Further reading

Refer to the following to support the establishment of rules in your classroom:

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guildford Press. (pp. 117–121)

Bennett, T. (2020). *Running the room: The teacher's guide to behaviour*. John Catt Educational. (pp. 213–219)

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective Teacher* (5th ed.). Harry K. Wong Publications. (pp. 201–203)

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Part 2

Classroom management practice guides

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Chapter 5

Building positive connections with all students

This practice guide provides practical suggestions to build positive connections with your students leading to [positive teacher–student relationships](#).

Teachers play a significant role in the lives of their students, not just in terms of academic learning but also in their social and emotional development. Connecting with students to build trust and form [positive relationships](#) is instrumental in creating learning environments where students feel safe, respected and motivated to learn. Meaningful interactions and a well-managed classroom are key contributors to creating positive connections with students. Over time, this builds a sense of trust that enables students to have a sense of belonging in class.

From the very first moments students interact with you, they're identifying if you're someone to approach or avoid. Investing time and effort into connecting positively with all students and getting to know them will help you build relationships.

To build positive connections with all students:

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

Connecting with students requires several skills, including [acknowledgement and praise](#), [circulation](#), [clear communication](#), [non-verbal correction](#), [scanning](#) and [voice control](#).

1. Interact positively with all students

From your first interactions with students, verbal and non-verbal communication needs to be authentic, warm, caring and responsive. In addition to the words you say, facial expressions, tone of voice, gestures, eye contact and actions help to build a sense of security, connection and trust with your students. Showing courtesy and respect towards students sends a message that you hold them in positive regard, are approachable and are open to listening and responding to them.

Responding with understanding and empathy shows students that you value their perspective and how they view the world.

To build connections by interacting positively with students:

Always interact with students with a calm tone, respect and politeness – for example, greeting students on first encounter, completing instructions with ‘Thank you’, and saying goodbye to students when they exit the classroom.

Frequently acknowledge students meeting behaviour expectations and praise students exceeding behaviour expectations specific to them.

Use positive non-verbal communication, such as turning to face students when they’re speaking, smiling and maintaining an encouraging facial expression and positive body language.

Positively frame communication, stating, when possible, what students need to do rather than what they shouldn’t (that is, avoid using words like ‘no’ and ‘don’t’).

Make a conscious effort to learn students’ names using a class list (photo lists can be helpful for matching names with faces) and use students’ preferred names. Name tags or desk labels can support this. Ask if you’re unsure how to pronounce a student’s name.

Acknowledge and respond to students gaining teacher attention to seek assistance, ask a question or share information.

When responding to disengaged or disruptive behaviours, provide students with the opportunity to change their behaviour using clear communication and a calm, non-threatening tone, starting with less intrusive responses – for example, a non-verbal correction, such as a finger to the lips, combined with a look. Acknowledge students when they correct their behaviour.

Invite and respond to students’ perspectives of teaching and learning, including how the learning environment and activities support their learning – for example, through a survey or speaking to students about what’s working well and what could be improved.

2. Engage with families

Positive family–school partnerships support students’ engagement in learning. Parents and primary caregivers know their children best and will have important insight and information to share. They’re also able to support your work with their children. Effective two-way communication draws on the knowledge, experience and expertise of both families and teachers to support students’ learning. It’s important that interactions are proactive, positive, calm and respectful.

Creating a culturally safe environment where students and their families are able to participate in and contribute to learning is fundamental to effective family engagement. Truly collaborative and authentic partnerships with students and their families and communities can be supported through reflexive practices and responsiveness. Reflexive practices involve examining your identity, culture, history and biases, and how these impact your relationships with and understanding of your students, their families and the communities they live and work in.

To effectively engage with parents and primary caregivers:

Plan and use reflexive and culturally responsive practices to create a culturally safe learning environment where students and families can engage.

If possible, introduce yourself to parents and primary caregivers before the first day or soon after through methods such as a welcome letter, video or email, parent portal message or the preferred contact process of the school. It's a good idea to keep this brief and provide more detailed information in follow-up communication or a meet-the-teacher session – for example:

- Introduce and share a little about yourself. Consider including a photo.
- Convey your excitement and passion for teaching your year group or subject and their child.
- Share how you'll communicate with them and how they can communicate with you.
Set reasonable expectations – for example about response times, meeting frequencies and methods of communication, such as phone calls, emails or parent portals for brief, simple communication, and meetings for more complex, detailed communication.
- Briefly explain the school and class's expectations, relevant routines, and rules, and how you'll respond to disengaged and disruptive behaviours, including seeking parent and primary caregiver support when needed.
- Share important information for the first day of school if communicating prior to school commencing.

Individually contact the parents or primary caregivers of students with additional learning needs to:

- Introduce yourself.
- Convey your excitement and passion for teaching your year group or subject and their child.
- Ask for any early information and suggestions to support their child.
- Provide an opportunity for them to ask questions.
- Establish regular communication if needed.

Seek advice and support from school support staff, such as guidance counsellors, community liaison staff or learning support staff to support communication with families, including culturally responsive communication.

Balance interactions to focus on strengths, opportunities, goals and needs.

Invite parents and primary caregivers to ask questions and share relevant information to support their child's learning.

Approach conversations about students' challenges in a collaborative, solutions-focused manner and identify opportunities to work together to support their child's learning.

Inform parents and primary caregivers of opportunities to engage – for example, supporting and attending class and school events and activities.

Follow school policies and procedures, and seek clarification and advice from support staff and school leaders when needed.

To prepare for communication with parents and primary caregivers:

Draft written communication and have a colleague, support staff member or school leader review it. Reflecting on these drafts with a critical friend or colleague who knows and understands families will help you refine your communication.

Before verbally communicating with parents and primary caregivers, script and rehearse what you'll say, providing opportunities for parent and primary caregiver input and questions. Preparation will help you to communicate clearly, positively and confidently. Practise with a colleague playing the role of the parent or primary caregiver.

Plan when you'll provide updates to and seek feedback from parents and primary caregivers about students' progress (academic, behavioural, social or emotional).

3. Get to know your students

Making active efforts to know your students demonstrates that you care about them and helps you to connect and build positive relationships that enable you to provide support.

It's important to understand students' cultural contexts, and individual strengths and needs. This will support you to engage students and promote a sense of belonging and identity within the class and school – for example, asking families and students how they want their cultures to be recognised, and drawing on and celebrating the cultural diversity within the class.

Students want you to be genuinely interested in them. Try to spend time getting to know your new students before the previous school year finishes and then continue to prioritise this from the first day of the new school year. This will help you build positive connections with all students.

To get to know your students over time:

Read student profiles and speak with previous teachers to learn students' names and begin to identify:

- family arrangements
- cultural contexts
- relevant medical needs
- academic, behavioural, social and emotional strengths, needs and plans
- reasonable adjustments required.

Prepare a short, introductory 'getting to know you' activity. This will allow you to learn about students' hobbies, interests, cultural contexts, spoken languages, achievements, likes and dislikes. It may also provide an opportunity to share your own. This information can support further interactions with students and may help you identify students' expectations of you. Students may need time to build enough trust to share this information. Model reflective and genuine behaviours to help build this trust.

Provide opportunities for students to identify challenges they may face and inform you of how they can be successful.

Create opportunities for students to ‘check-in’ at the beginning of a lesson or day – for example, to identify how students are feeling, have them complete an entrance ticket activity, such as selecting different emojis that reflect their mood, placing a token in different labelled boxes on their desk, or sticking a sticky note on a chart. You can then use this information to discreetly check-in with students or provide additional encouragement or support.

Regularly speak to students individually, and reinforce that you’re interested in them, value them being a part of the class and appreciate their efforts and contributions.

During break or lunch times, talk to students about their hobbies and interests. How did their team go on the weekend? How was their camping trip? How are their pets?

Show interest in students’ extracurricular activities – for example, asking about, attending or participating in school extracurricular activities, if possible, such as sports, clubs, performances or competitions.

Share a little about yourself when appropriate – for example, student-appropriate stories of life outside the classroom, interests and hobbies, when it’s your birthday or what you did on the weekend or school holidays.

Interact with students you don’t teach to build positive connections beyond the classroom – for example, while on playground duty. Get to know their names and ask how their day is going to show that you’re interested in them and that you care.

Questions for reflection

Once you’ve applied the advice in this guide to build positive connections with all students, consider:

- How are the positive connections you’ve built with students inside and outside the classroom supporting the creation of a safe and supportive learning environment and effectively managed classroom? What other approaches could support you in building positive connections with students?
- How is interacting positively with students and knowing your students supporting your classroom management? Are you identifying specific students you need to get to know better and increase positive interactions with? When and how will you do this?
- How is engaging with families supporting positive connections with students?
- How do you establish positive connections with new students and families, including those who join the class throughout the year?
- How will you continue to build positive connections with students over the term or year?

Chapter 6

Entrance routine

An effective entrance routine promotes safety, [builds positive connections](#) with students and maximises instructional time.

This practice guide will support you to refine an effective entrance routine, which is important for maintaining a safe, supportive and orderly start to the day and classroom environment.

An effective entrance routine requires the following steps:

1. Position yourself to see all students.
2. Gain all students' attention.
3. Remind all students of the expectations for entering the classroom.
4. Monitor and reinforce behaviour expectations as students enter.
5. Gain all students' attention to be ready for the next instructions.

This routine requires several skills: [acknowledgement and praise](#), [clear communication](#), [deliberately pausing](#), [non-verbal correction](#), [scanning](#) and [voice control](#).

Always interact with students with a calm tone, respect and politeness – for example, greeting students on first encounter and completing instructions with 'Thank you'. Positively frame communication, stating what students need to do rather than what they don't (that is, avoid using words like 'no' and 'don't'). This models respectful and polite interactions for students and creates a positive and supportive learning environment.

1. An effective entrance routine

1.1. Position yourself to see all students

Being able to see all students allows you to ensure student safety, acknowledge students meeting behaviour expectations, and identify and promptly respond to any student behaviour that doesn't meet expectations.

Position yourself where you can see all students, and deliberately scan and monitor all students as they assemble. For example, stand in a place that allows you to monitor all students lining up, putting bags on the bag racks, or retrieving any equipment to take into class. Make blind spots out of bounds or, if this isn't possible, regularly monitor them.

1.2. Gain all students' attention

Efficiently gaining all students' attention maximises instructional time and reduces the likelihood of students missing critical instructional information.

Stand where all students can see you and, with an assertive voice, gain all students' attention:

1. Using a countdown, call and response or verbal prompt to indicate to students that they need to stop what they're doing, face you and listen in silence.
2. Pausing and scanning to ensure students are looking and listening.
3. Acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them.
4. Responding to behaviours not meeting expectations with a non-verbal correction such as a look and gesture, or a positively framed verbal correction such as a group reminder of expectations, and acknowledging students when they correct their behaviour.

1.3. Remind all students of the expectations for entering the classroom

It's important that you plan and teach the behaviour expectations for entering the classroom so students understand what's required of them. By keeping the same expectations each time, students will become familiar with your expectations for them, meaning behaviour that does not meet these expectations will be displayed less frequently.

With an assertive voice and stance, greet all students and clearly communicate the expectations for assembling, if necessary, and entering the classroom and preparing for learning.

Communicate:

- what they need
- what they should do
- where they should sit.

Check understanding of behaviour expectations by asking 2 or 3 students to repeat back the instructions with the whole class listening. Clarify and demonstrate until all students understand what is expected.

Deliberately pause and scan to allow time for students to meet expectations for assembling and preparing to enter the classroom, before instructing students to enter the classroom.

1.4. Monitor and reinforce behaviour expectations as students enter

It is important to monitor all students while they are entering the room. This will ensure safety, demonstrate to the students that you are aware of what is happening in the classroom and provide opportunities to assist students and reinforce behaviour expectations.

Prompt students to enter the room and continuously scan all students outside and inside the classroom as they enter and are seated. Assist students when needed.

Greet students by name as they enter the classroom to help build positive connections. This also provides an opportunity to briefly acknowledge any milestones or achievements and give reminders to individual students – for example, needing to leave the class at a certain time for an appointment or extracurricular activity, or needing to hand in something, such as a completed task or consent form.

Acknowledge students for meeting expectations – for example, ‘Thank you, outside line, for allowing the inside line to move in first’, ‘Thank you, students, for waiting quietly while...’, ‘Great to see those students who have sat down and started their [name the starter activity]’. Respond to behaviours that do not meet expectations with non-verbal or verbal correction – for example, ‘Remember [name], quietly walking straight to our desks’. Acknowledge students when they correct their behaviour.

Once all students are inside, follow them into the room and position yourself to continue to scan all students as they move to their designated areas (for example, their desks or the carpet).

1.5. Gain all students’ attention to be ready for the next instructions

Having a clear end to your entrance routine signals to students that they have all safely entered the classroom and are now ready for the lesson to begin.

Stand where all students can see you and, with an assertive voice, gain all students’ attention:

1. Using a countdown, call and response or verbal prompt to indicate to students that they need to stop what they’re doing, face you and listen in silence.
2. Pausing and scanning to ensure students are looking and listening.
3. Acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them.
4. Responding to behaviours not meeting expectations with a non-verbal correction such as a look and gesture, or a positively framed verbal correction such as a group reminder of expectations, and acknowledging students when they correct their behaviour.

2. Rehearse and practise your entrance routine

Use the checklist for each step in the following section to identify your strengths and prioritise the step you will focus on first for rehearsal and practice. Focus on one step at a time until you can confidently demonstrate each item on the checklist.

Begin by scripting and rehearsing without students present. Consider filming your rehearsal and using the relevant checklist to review the recording yourself or with a colleague.

Then practise with students present. Record and review your practice alone or with a colleague using the relevant checklist, making sure to follow school or employer policies regarding recording students.

Invite a colleague to observe your entrance routine in action. Ask them to use the checklists to provide feedback on what went well and to suggest one area for further improvement.

2.1. 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?

2.2. 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

acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them

responding to disengaged or disruptive behaviours that might occur and acknowledging students when they correct their behaviour.

2.3. Remind all students of the expectations for entering the classroom

Identify the school's and your expectations for:

- **Students *preparing to enter the room***. For example, should students be positioned in lines, sitting or standing? What equipment do students need to have ready before entering?
- **Students *entering the room***. For example, should students quietly walk in single file? Do they unpack equipment or have it ready? Do they sit in seats or on spots on the carpet? Are they talking quietly to their neighbour? Do they complete an independent activity?

Think about the behaviours you want to see and problem behaviours you want to address.

Script, rehearse, then practise clearly communicating these expectations:

Use as few words as possible while maintaining clarity.

Break instructions down:

- into a small number of manageable steps
- in a sequential order
- so they're actionable for students.

Deliberately pause and scan to ensure students understand and are following the instructions.

Rehearsal will improve the clarity, conciseness and consistency of your language.

2.4. Monitor and reinforce behaviour expectations as students enter

Rehearse then practise:

prompting students to enter the classroom in the expected manner

scanning students inside and outside of the classroom

assisting students when needed

acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them

responding to disengaged or disruptive behaviours that might occur while students enter the room, and acknowledging students when they correct their behaviour.

moving to a position where you can continue to scan once all students have entered the room, ensuring your back is not facing students and blind spots are monitored.

2.5. Gain all students' attention to be ready for the next instructions

Rehearse then practise:

where you will position yourself so that all students can see you

gaining all students' attention by using your countdown, call and response, or visual cue or gesture. Combine this with an instruction if required – for example, to be seated or to complete a regular learning task

deliberately pausing

scanning all students

acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them

responding to disengaged or disruptive behaviours that might occur and acknowledging students when they correct their behaviour

finishing with politeness by thanking students for meeting expectations for entering the classroom.

Questions for reflection

When you've refined each of the steps of your entrance routine, consider the following questions:

- What impact has this routine had on your students and you? What difference are you noticing to the start of your lessons?
- How consistently are you maintaining the steps of this routine? Are there any adjustments you need to make?
- Is this routine a habit for all your students? What can you do to make it a habit?
- When will you review your entrance routine and reteach it? How will you know that you need to do this?

Regularly revise your entrance routine

Schedule points in the year to revise this practice for yourself and your students.

Chapter 7

Exit routine

This practice guide will support you to refine an effective exit routine, which is important for maintaining a safe and orderly classroom environment.

An exit routine at the end of a lesson provides a safe, predictable and organised end to learning. It's important to plan dedicated time at the end of a lesson to ensure a consistent exit routine can take place every time students leave the classroom.

An effective exit routine requires the following steps:

End the lesson:

1. Wrap up the final learning task.
2. Gain all students' attention.
3. Remind all students of the expectations for finishing the lesson.
4. Monitor and reinforce the behaviour expectations while students finish the lesson.

Have students leave the classroom:

5. Position yourself to be able to see all students as they leave the classroom.
6. Gain all students' attention.
7. Remind all students of the expectations for leaving the classroom.
8. Dismiss students and monitor and reinforce behaviour expectations as they leave, including outside the classroom.

This routine requires several skills, including acknowledgement and praise, circulation, clear communication, deliberately pausing, non-verbal correction, scanning and voice control.

Always interact with students with a calm tone, respect and politeness – for example, greeting students on first encounter and completing instructions with 'Thank you'. Positively frame communication, stating what students need to do rather than what they don't (that is, avoid using words like 'no' and 'don't'). This models respectful and polite interactions for students and creates a positive and supportive learning environment.

1. An effective exit routine

1.1. Wrap up the final learning task

Having a clear end to a learning task provides students with an obvious point at which to stop working. Providing reminders and prompts for how long students have left and what they need to do before they finish allows students to use the remaining time to complete the task, and reduces possible frustration from having to end a learning task immediately.

Near the end of the learning task, using an assertive voice, clearly communicate how long students have before they need to stop. For example, 'Five minutes left to complete the [learning task] you're working on'. Provide regular, incremental reminders for how long students have left – for example, 'Five minutes to finish. Two minutes. Thirty seconds'. This can be supported by a visual display such as a timer. Between each reminder, provide students with prompts or set targets for them to achieve – for example, 'You have 2 minutes left. Try to complete one more sentence'.

1.2. Gain all students' attention

Efficiently gaining all students' attention maximises instructional time and reduces the likelihood of students missing critical information.

After the set time, stand where all students can see you and, with an assertive voice, gain all students' attention:

5. Using a countdown, call and response or verbal prompt to indicate to students that they need to stop what they're doing, face you and listen in silence.
6. Pausing and scanning to ensure students are looking and listening.
7. Acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them.
8. Responding to behaviours not meeting expectations with a non-verbal correction such as a look and gesture, or a positively framed verbal correction such as a group reminder of expectations, and acknowledging students when they correct their behaviour.

1.3. Remind all students of the expectations for finishing the lesson

It's helpful to plan and teach the behaviour expectations for students finishing the lesson so students understand what's required of them. By keeping the same expectations each time, students will become familiar with them and be more likely to meet them.

With an assertive voice and stance, clearly communicate to all students the expectations for preparing to leave the classroom, including:

- what they should do to finish the lesson, including putting items where they belong and rubbish in the bin
- what they need to prepare to take with them, if necessary
- how long they have
- where they should be when they've finished.

For example: 'You have one minute to put things where they belong, put rubbish in the bin and sit back at your desks. Thank you. Ready? Go.'

Check for student understanding of behaviour expectations by asking a student to repeat back the instructions with the whole class listening. Clarify or demonstrate until all students understand what's expected of them.

1.4. Monitor and reinforce the behaviour expectations while students finish the lesson

It's important to monitor all students while they're finishing the lesson. This will ensure safety and that students are adequately packing away, tidying up and preparing to leave the classroom.

Prompt students to prepare to leave the classroom.

Scan and circulate the room to ensure all students are following directions. Assist students when needed.

Specifically acknowledge students meeting behaviour expectations – for example, 'Thank you [Name] for putting that paper in the recycling', 'Thank you, students, for caring for the classroom and our cleaners' or 'Great to see those students who are putting things back where they belong'. Praise students exceeding behaviour expectations specific to them.

Respond to behaviour that doesn't meet expectations with non-verbal or verbal corrections – for example, 'Remember, [Name], quietly putting your sheet in your folder'. Acknowledge students when they correct their behaviour.

1.5. Position yourself where you can see all students as they leave the classroom

Being able to see all students allows you to ensure student safety, acknowledge students meeting behaviour expectations, and identify and promptly address any behaviour not meeting expectations.

Move to a position close to the exit that allows you to see all students inside and outside the classroom.

1.6. Gain all students' attention

Gaining all students' attention after they've finished preparing to leave allows you to remind them of the expectations for leaving the classroom and reduces the likelihood of students missing critical information.

In the position identified in the previous step, with an assertive voice, gain all students' attention:

1. Using a countdown, call and response or verbal prompt to indicate to students that they need to stop what they're doing, face you and listen in silence.
2. Pausing and scanning to ensure students are looking and listening.
3. Acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them.
4. Responding to behaviours not meeting expectations with a non-verbal correction such as a look and gesture, or a positively framed verbal correction such as a group reminder of expectations, and acknowledging students when they correct their behaviour.

1.7. Remind all students of the expectations for leaving the classroom

It's helpful to plan and teach behaviour expectations for students leaving the classroom.

Ensure students have met the expectations for finishing the lesson and thank them.

With an assertive voice and stance, acknowledge students for their attention and effort in the lesson, session or day, and clearly communicate to all students the expectations for leaving the classroom. This includes:

- what they need to take with them, if necessary
- what they need to complete or bring for next time
- how they should leave the classroom.

For example: 'Thank you for your focus and effort today. I've read some excellent paragraphs. Please remember to bring your homework tomorrow. When I say your row, I would like you to quietly and calmly walk out of the room. Thank you.'

Check for student understanding of behaviour expectations by asking a student to repeat the instructions with the whole class listening. Provide clarification, modelling and reminders until all students know, remember and can demonstrate the routine. Some students will take more time to learn than others and may need additional guidance. These students may have adjusted expectations specific to them.

1.8. Dismiss students and monitor and reinforce behaviour expectations as they leave, including outside the classroom

It's important to monitor all students while they're leaving the room and outside the classroom. This will demonstrate to the students that you're aware of what's happening in your classroom and will reinforce behaviour expectations to keep students safe in a supportive environment.

Prompt students to leave the room in a safe, orderly manner – for example, table one first.

Continuously scan all students inside and outside as they leave. Assist students when needed.

Say goodbye to students by name as they leave the classroom to help build positive connections.

This also provides an opportunity to acknowledge and praise individual students' efforts in that lesson, session or day and give brief individual reminders – for example, needing to complete a homework activity or needing to bring something next time.

Acknowledge students meeting behaviour expectations for leaving – for example, 'Thank you, back row, for exiting calmly and quietly', 'Thank you, students, for waiting quietly while...' or 'Great to see those students who have their [object] with them ready to take'. Praise students who exceed behaviour expectations specific to them.

Address behaviours that don't meet expectations with a non-verbal correction such as a look or a gesture, or a verbal correction such as 'Remember, [Name], quietly moving out' or '[Name], go back to your desk and try walking out again, giving space to others who are also leaving'. Acknowledge students when they correct their behaviour.

When all students have left the room, position yourself outside the classroom to continue to scan all students as they leave the area.

2. Rehearse and practise your exit routine

Use the checklist for each step in the following section to identify your strengths and prioritise the step you will focus on first for rehearsal and practice. Focus on one step at a time until you can confidently demonstrate each item on the checklist.

Begin by scripting and rehearsing without students present. Consider filming your rehearsal and using the relevant checklist to review the recording yourself or with a colleague.

Then practise with students present. Record and review your practice alone or with a colleague using the relevant checklist, making sure to follow school or employer policies regarding recording students.

Invite a colleague to observe your exit routine in action. Ask them to use the checklists to provide feedback on what went well and to suggest one area for further improvement.

2.1. Wrap up the final learning task

Explicitly plan time to be able to effectively conduct your end of day routine. This time may get shorter the more the procedure becomes a habit for students.

Script, rehearse, then practise:

clearly communicating behaviour expectations for students finishing the learning task, including regular incremental reminders of what they need to complete.

2.2. 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

acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them

responding to disengaged or disruptive behaviours that might occur and acknowledging students when they correct their behaviour.

2.3. Remind all students of the expectations for finishing the lesson

Script, rehearse, then practise clearly communicating your expectations for finishing the lesson:

- what they should do to pack away and tidy up
- what they need to prepare to take with them
- how long they have
- where they should be when they've finished preparing to leave.

Use as few words as possible while maintaining clarity.

Break instructions down:

- into a small number of manageable steps
- in a sequential order
- so they're actionable for students.

Deliberately pause and scan to ensure students understand and are following the instructions.

2.4. Monitor and reinforce the behaviour expectations while students prepare to leave the classroom

Rehearse, then practise:

a strategic position where you can see all students

deliberately pausing in your strategic position

scanning combined with deliberately pausing

circulating the classroom to:

- support students requiring clarification of an instruction or extra assistance
- acknowledge students meeting behaviour expectations
- praise students exceeding expectations specific to them
- respond to disengaged and disruptive behaviours, acknowledging students when they correct their behaviour.

Script, rehearse, then practise gaining all students' attention and re-setting behaviour expectations when needed.

2.5. Position yourself to see all students as they leave the classroom

Rehearse, then practise:

standing where you'll be able to see all students leaving the classroom (likely just inside the entrance of your classroom). Your position should:

- ensure you don't have blind spots that need to be monitored
- allow you to scan and see all students inside and outside the classroom as they leave
- change for certain classrooms or classes if necessary.

2.6. 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

acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them

responding to disengaged or disruptive behaviours that might occur and acknowledging students when they correct their behaviour.

2.7. Remind all students of the expectations for leaving the classroom

Identify the school expectations and your class expectations (aligned with the school expectations) for students leaving the classroom:

- What behaviours do you want to see?
- What problem behaviours do you want to understand and address?

Script, rehearse, then practise:

acknowledging students' attention and effort during the lesson, session or day

clearly communicating the expectations for students leaving the classroom:

- what they need to take with them
- what they need to complete or bring for next time
- how they should leave the classroom.

Rehearsal will improve the clarity, conciseness and consistency of the language you use to communicate expectations.

2.8. Dismiss students and monitor and reinforce the behaviour expectations as they leave, including outside the classroom

Rehearse, then practise:

dismissing your students, identifying what will work best for your context – for example, row-by-row or table-by-table

scanning as students leave

saying goodbye to students by name

acknowledging and praising individual students' efforts for the lesson, session or day and giving reminders to individual students for homework or the next lesson

acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them

positively framed verbal corrections – for example, a whole-class reminder of expectations or a quick correction

non-verbal corrections – for example, gesturing for students to put their books in their bags or their bags on their backs

acknowledging students when they correct their behaviour.

Questions for reflection

When you've refined and combined each of the steps in your exit routine, consider the following questions:

- Are you planning adequate time to effectively end your lesson and implement your exit routine?
If not, how can you address this?
- How confident do you feel now in implementing all steps of an exit routine?
- What impact is a well-established end of lesson and exit routine having on your students' finishing lessons and leaving at the end of the lesson, session or day?

Regularly revise your exit routine

Schedule points in the year to revise this practice for yourself and your students.

Chapter 8

Gaining all students' attention

This practice guide will help you to refine methods for gaining all students' attention to create a learning environment that supports student engagement and minimises disruptive behaviours.

Efficiently gaining all students' attention supports student safety, maximises instructional time and reduces the likelihood of students missing critical information. Teachers use scanning, non-verbal gestures, and audible or visual prompts to gain student attention, to ensure students are focused and ready to receive instructions.

Gaining all students' attention requires the following steps:

1. Position yourself where all students can see you.
2. Use a verbal or audible prompt to get students to focus on you.
3. Pause, scan and respond to students' behaviour.

Gaining all students' attention requires several skills, including acknowledgement and praise, clear communication, deliberately pausing, non-verbal correction, scanning and voice control.

Always interact with students with a calm tone, respect and politeness – for example, greeting students on first encounter and completing instructions with 'Thank you'. Positively frame communication, stating what students need to do rather than what they don't (that is, avoid using words like 'no' and 'don't'). This models respectful and polite interactions for students and creates a positive and supportive learning environment.

1. Effectively gaining all students' attention

1.1. Position yourself where all students can see you

Standing in a position where all students can see you allows students to look at you, listen to your instructions and see your non-verbal prompts. It helps students focus and be ready to receive critical information, reducing the risk of misunderstanding.

Your position should also allow you to see all students – for example, stand at the front of the room or where the number of students who need to turn around to see you is kept to a minimum.

1.2. Use a verbal or audible prompt to get students to focus on you

Effectively implementing prompts to get students to focus on you maximises instructional time and reduces the likelihood of students missing critical information because they were not looking and listening.

Different situations and settings – for example, when students are working at their desks, around the classroom, or in noisy environments such as a multipurpose hall – may require different techniques.

If most students are focused elsewhere, techniques to gain all students' attention will need to be audible so they know you need them to look and listen. They can be spoken, sung, clapped or produced, such as with a bell. They should be kept as simple as possible. Common and effective techniques include a countdown, call and response, or a visual cue or gesture, such as raising a hand in the air with a verbal prompt for students.

These techniques need to be taught so students know what to listen or look for, and how to respond – usually to stop what they are doing, look and listen.

Count down

Instruct students in what to do and then count down from a low number such as three or five, deliberately pausing between each number and scanning student behaviour. Remind students of expected behaviours as necessary to focus their attention. If the noise level is high, give the instruction in a loud voice that gains all students' attention, then reduce the volume with each number as the noise in the classroom reduces. 'One' can be in a whisper as students are silent and looking at you.

For example:

- 'Looking at me in 5 (pause), 4 (pause), 3 (pause), 2 (pause) and 1.'
- 'Finish the sentence you are writing in 5 pens down and eyes facing towards me. Four, thank you [student], pen down facing this way. Three, I can see most eyes facing this way. Two (pause) and one.'

Call and response

Use a verbal or audible prompt for students to reply in unison. For example:

Teacher call		Student response
'1, 2, 3, eyes on me.'	→	'1, 2 eyes on you.'
'Ready to listen.'	→	'Ready to learn.'
A short clapping pattern.	→	Students copy the clapping pattern.

Use visual cues to complement verbal prompts

Visual cues usually support a verbal prompt to gain student attention – for example, raising one hand in the air, or holding up 5 fingers and lowering them one at a time as you verbally count down.

In noisy situations, visual cues may be more appropriate. Examples include standing in front of students and putting your finger to your lips to signal silence, holding your hand up to indicate students should copy the gesture and be silent, acknowledging students looking with a thumbs up, and motioning for students to encourage students around them to focus on you.

1.3. Pause, scan and respond to students' behaviour

Pausing and scanning allows you to ensure that students are following your instructions to stop, look and listen, as well as acknowledge those who are meeting behaviour expectations and correct those who are not.

Once you have used a technique to gain all students' attention:

- Deliberately pause and scan all students.
- Acknowledge students giving you their attention – for example, by saying 'Thank you' or giving a thumbs up, and praise students exceeding behaviour expectations specific to them.
- Use a correction for students that will redirect their focus to you – for example, moving closer to them, within their line of sight (proximity), or giving a quick correction.
- Acknowledge students when they correct their behaviour.

2. Rehearse and practise gaining all students' attention

Use the checklist for each step in the following section to identify your strengths and prioritise the step you will focus on first for rehearsal and practice. Focus on one step at a time until you can confidently demonstrate each item on the checklist.

Begin by scripting and rehearsing without students present. Consider filming your rehearsal and using the relevant checklist to review the recording yourself or with a colleague.

Then practise with students present. Record and review your practice alone or with a colleague using the relevant checklist, making sure to follow school or employer policies regarding recording students.

Invite a colleague to observe you gaining all students' attention in action. Ask them to use the checklists to provide feedback on what went well and to suggest one area for further improvement.

2.1. Position yourself where all students can see you

Consider when and where you'll need to gain students' attention throughout the day and week – for example, outside your classroom when students are preparing to enter, during group work, and in other locations of the school such as at the end of assembly. For each of these scenarios:

Deliberately plan – and rehearse, if possible – where you will stand so you can see all students and all students can see you.

Imagine where students will be and what they will be doing. Will all students be able to see you? Are you in the best position to gain all students' attention?

2.2. Use a verbal or audible prompt to get students to focus on you

Script, rehearse then practise suitable techniques to gain all students' attention. These may vary depending on the situation and could include:

a call and response – Create your own or use student input as they may be able to identify their favourites from past teachers.

a countdown – ensuring you:

use the lowest countdown possible – usually from 5 or 3

clearly communicate expectations, acknowledge expected behaviours, and correct behaviour that does not meet expectations between each number

use good timing by not rushing or taking too long

finish with a deliberate pause and scan.

visual cues – to complement verbal prompts for noisy situations such as group work or assembly. What visual cues will you use? Are your visual cues clearly visible, and easily understood by students?

2.3. Pause, scan and respond to students' behaviour

Rehearse, then practise:

scanning left to right and front to back with obvious head and eye movements

combining deliberate pausing and scanning to monitor all students, acknowledging a range of students who demonstrate expected behaviours, such as looking and listening, and praising students exceeding behaviour expectations specific to them

using a positively framed verbal or non-verbal correction to address student behaviour that does not meet expectations, acknowledging students when they correct their behaviour.

Questions for reflection

When you have refined and combined each of the steps in this guide, consider:

- How has refining your techniques to gain all students' attention increased instructional time in your lessons?
- What impact has refining your techniques for gaining all students' attention had on students' focus when you deliver instructions?
- Does your ability to encourage students to give you their attention develop throughout the term or year or dissipate? Why? Does your classroom culture play a role? And if so, how?
- What other skills and practices do you need to refine to support your practice in gaining all students' attention?

Regularly revise gaining all students' attention

Schedule points in the year to revise this practice for yourself and your students.

Chapter 9

Planning for classroom management

This practice guide will provide practical guidance on planning for classroom management and the creation of safe and supportive learning environments.

Planning for classroom management is important preparation for building positive connections and modelling, teaching, revising and reinforcing the expectations, routines and rules of the classroom. Effective planning will support you in promoting positive learning behaviours, reducing disengaged and disruptive behaviours, and effectively responding when they do occur.

To effectively plan for classroom management and the development of safe and supportive learning environments, it is important to:

- Reflect on your classroom management practices and skills to focus your initial planning.
- 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 school year.

1. Reflect on your classroom management practices and skills

Every teacher, no matter how experienced, can reflect on and refine their classroom management practices and skills. Reflection during the initial planning phase and over time can provide insights to enhance your practices and focus your planning.

Some questions to ask yourself when reflecting on the effectiveness of your classroom management:

- To what extent is the learning environment you develop safe and supportive for all students?
- How do you impact the students and learning environment in which you teach?
- How does your thinking about how students should behave in class impact the way you manage your classroom? Why do you think that way? Do you take into consideration views and perspectives that are different from your own when understanding why students are behaving in particular ways? And do you reflect on these views and perspectives to grow and adapt your approach and expectations, and/or evolve the support you provide?

- How do your beliefs and knowledge about teaching, learning, curriculum and classroom management influence how you form relationships with your students and set expectations?
- How do you [build positive connections](#) and [establish positive relationships with all students](#)?
- How do you maximise learning time through high expectations, routines and rules?
- To what extent are [expectations](#), [routines](#) and [rules](#) consistently demonstrated by students? How frequently are you required to prompt them? What does this mean for teaching and revising the expectations, routines and rules?
- How does your approach to classroom management support your students to meet behaviour expectations? Are there any areas that you need to prioritise for refinement?

The following table lists classroom management skills and practices that create safe and supportive learning environments and maximise learning time.

Skills	Practices
• Acknowledgement and praise • Circulation • Clear communication • Deliberate pause • Non-verbal correction • Scanning • Voice control.	• High expectations for student behaviour, including: – Setting behaviour expectations for completing learning tasks. • Routines, including: – Entrance routine – Exit routine – Gaining all students' attention – Students gaining the teachers' attention – Moving to other areas of the school. • Relationships, including: – Building positive connections with all students. • Establishing and maintaining rules. • Responding to disengaged and disruptive behaviours.

Using the skills and practices table in this section, consider the following questions:

- Are there any skills or practices you need to refine to support your classroom management?
- Which skill or practice would be most beneficial as an immediate focus for refining your classroom management?
- How do you plan for daily and long-term reflection on the effectiveness of your classroom management?
- How will you review and refine your skills and practice over the term or year?

2. Plan for the first day and the first few weeks

The better prepared you are for your first interactions with students, the greater the impact on the connections you build, the learning environment you create, and students' focus on learning.

Using the checklists in each section, plan how you'll make a positive start to managing your classroom. It's important to self-assess and identify the highest priority focus for creating and maintaining a safe and supportive learning environment. Consider what's achievable and how you can work towards completing these actions over time.

2.1. Develop reflexive practice to enhance responsiveness

Reflexive practice supports teachers to consider how their individual perspectives impact the way they teach. Consider:

What are my perspectives of what is happening in my classroom? Why do I think that way?

Where did I get that knowledge from?

How do my perspectives impact how I respond to the students in my classroom?

How do my perspectives impact the way I teach my students?

Reflecting on these questions on your own or with a critical friend or colleague will help you be responsive in creating a classroom environment where all students feel safe and are able to learn.

2.2. Get to know your students and their families

Read the [Positive Teacher–Student Relationships explainer \(Chapter 1\)](#) to re-familiarise yourself with the importance of relationships with students.

Read the [Building Positive Connections with All Students guide \(Chapter 5\)](#) for more detailed guidance on getting to know your students and their families.

If you know your future students before the end of the year, arrange opportunities to meet and observe them in their current classes, starting to build positive connections and knowledge of your students where possible.

Meet with your students' previous teachers and support staff to discuss students' strengths and needs. Read through student profiles to learn names and family arrangements, and identify academic, behavioural, social and emotional strengths, needs and plans, required reasonable adjustments, and medical conditions and treatments.

Plan how you'll introduce yourself to parents and primary caregivers before the first day or soon after, and how you'll contact the parents or primary caregivers of students with additional learning needs.

Prepare a short 'getting to know you' activity for the first day to start to learn about and build positive connections with your students.

Plan how you'll engage with students and their families to support classroom management and students' focus on learning.

Continue to build positive connections with your students beyond initial interactions and the first day. Aim to set time aside so you can prioritise this to support learning, behaviour and relationships in your classroom. Are there previous teachers you can talk to? Are there teaching assistants who can help you? Can you review an [expectation](#), [routine](#) or [rule](#) that isn't quite working?

2.3. Teach the expectations, routines and rules

Read the [High Expectations for Student Behaviour explainer \(Chapter 2\)](#) and familiarise yourself with the school expectations for behaviour, including the [behaviour expectations for completing learning tasks](#). In the absence of clear school expectations, draft your own behaviour expectations for your students.

Use the [Clear Communication \(Chapter 16\)](#) and [Voice Control \(Chapter 20\)](#) practice resources to script and rehearse how you'll articulate your expectations. Plan for how you want students to demonstrate them.

Read the [Teaching Routines explainer \(Chapter 3\)](#). Identify your school's [entrance routine](#), [exit routine](#), routine for [students moving through the school](#), and methods for [gaining all students' attention](#) and [students gaining your attention](#). In the absence of whole-school routines, plan your own using these resources. Identify any other regular routines you need to establish and plan the steps of these.

Use the [Clear Communication \(Chapter 16\)](#) and [Voice Control \(Chapter 20\)](#) practice resources to script and rehearse how you'll introduce and teach:

- [entrance](#) and [exit routines](#), and methods for [gaining all students' attention](#) and students [gaining your attention](#) on the first day.
- other important routines such as [setting behaviour expectations for completing learning tasks](#) and [moving to other areas of the school](#) prior to them being needed.

Read the [Establishing and Maintaining Rules explainer \(Chapter 4\)](#). Identify your school's rules for classroom behaviour. In the absence of whole-school rules, draft your own.

Use the [Clear Communication \(Chapter 16\)](#) and [Voice Control \(Chapter 20\)](#) practice resources to script and rehearse how you'll teach the rules to your students.

2.4. Prepare your classroom

Make sure the classroom is welcoming and organised, ensuring a safe and functional learning environment. Consider visual prompts that will be used daily – for example, a visual timetable, expectations, routines and rules, and display them so they're easily seen and referenced by students.

Plan where students will put their bags, books and equipment, and how you'll manage this on the first day, then every day following this – for example, identify bag racks or hooks, label storage places around the room, and identify what items students will keep at their desks and elsewhere. Plan to go through this together as a class on the first day and how you'll reinforce this with students after.

Classroom arrangement, such as desk layout, is important for gaining all students' attention, scanning, teaching, circulating, interacting with students, and students working in various ways, including with partners or in groups. Plan an age-appropriate seating arrangement that will support focused learning behaviours in the classroom. Rows and other forward-facing arrangements ensure that students can see you.

- Which students with specific needs need to be considered?
- Which students work well together?
- Which students would benefit from sitting closer to the exit or near the front, back or side of the room?
- Can students easily move to the various parts of the classroom they need to access?

Plan to regularly review student seating arrangements. Are modifications or changes needed from your knowledge of students' needs or focus on learning in the classroom?

Decide the resources and displays you'll have available to support student learning. These should be accessible to students and away from the area where you mainly teach to avoid distractions.

Decide where you will display student learning and achievements.

Consider how you can acknowledge or physically represent the diverse cultures of the students.

Ensure that all teaching materials are prepared for the first day.

2.5. Respond to student behaviour

Read the Acknowledgement and Praise practice resource (Chapter 14) and complete the 'rehearsing on your own' section. By scripting and rehearsing, you'll have pre-prepared phrases to use to acknowledge, praise and encourage students to demonstrate the expected behaviours from the first day.

Read the school behaviour policy to identify the school's processes for responding to behaviour, including disengaged and disruptive behaviours.

Read the Responding to Disengaged and Disruptive Behaviours practice guide (Chapter 10). Work through the 'Rehearse and practise' section to prepare responses to disengaged and disruptive behaviours that you may encounter.

Use the Clear Communication (Chapter 16) and Voice Control (Chapter 20) practice resources to script and rehearse how you'll teach students your responses to disengaged and disruptive behaviours so they're aware of your expectations and responses.

Building positive connections with students and establishing classroom expectations, routines and rules through explicit teaching and practise takes time. Spend the first few weeks teaching, rehearsing, reinforcing, correcting and re-teaching the expectations, routines and rules that will build the foundation of your safe and supportive classroom for the remainder of the year.

3. Reflect and plan throughout the school year

When planning for teaching and learning, include prompts or reminders to use specific skills or practices that support positive behaviour – for example, cues to use [acknowledgement and praise](#), when to [circulate](#), or students you need to check in with.

Planning for positive behaviour may be something you do individually or with a colleague. Considering how to support positive behaviour during classroom activities, transitions, students' interactions with you and their peers, and daily routines is crucial for creating a safe and supportive learning environment for all students.

To effectively support positive student behaviour each day:

Plan how you'll [build positive connections](#) with students over time.

Plan for how students will:

- [complete learning tasks](#) (individually, in pairs, in groups or as a whole class)
- access and use the resources required for learning tasks
- be seated to support their focus on learning
- transition between tasks
- move around the room.

Ensure all learning materials are ready before students arrive.

Ensure the classroom is organised, safe and functional.

Regular reflection can help you identify what's effective in your classroom management and what you can focus on refining. When reflecting, consider:

- When and how is your classroom management supporting students to be safe and focus on learning? What classroom management skills or practices are you using in those moments?
- What skill or practice could you refine to manage your classroom even more effectively? How do you know? What feedback have you received from students or colleagues that has helped you identify this skill or practice?
- What's one thing you'll focus on improving in your use of this skill or practice in your next lesson?
- Schedule a short period of time in the near future to focus on refining this skill or practice using one of the skill or practice resources within the suite of resources.

Questions for reflection

Once you've applied the advice in this guide to plan for classroom management, consider:

- How regularly do you now reflect on your classroom management skills and practices? What impact does this have on you and your students?
- What differences do you notice when you proactively plan for classroom management?
- How can you further refine your planning to create safe and supportive learning environments through effective classroom management?

Chapter 10

Responding to disengaged and disruptive behaviours

This practice guide will support you to respond to behaviours associated with disengagement and disruption to maintain a safe and supportive learning environment for all students, and support students to focus on their learning.

Positive learning environments are created when teachers establish and maintain positive teacher–student relationships and proactively teach, model, revise and reinforce the expected behaviours, routines and rules with their students. In a positive learning environment, expected behaviours are recognised, encouraged and reinforced using acknowledgement and praise.

While proactive classroom management is a preventative strategy, at times, for a range of reasons, students will demonstrate disengaged and disruptive behaviours. The aim of any intervention is to support student safety and focus on learning. Any response to disengaged or disruptive behaviour needs to focus on reminding students of the behaviour expectations or teaching students the skills needed to achieve these.

Goss et al. (2017) define **disengaged behaviour** as passive compliance, including passive disengagement, with little or sporadic engagement in learning, such as sitting quietly but not listening to the teacher, half-completion of tasks and requiring reminders to get work done.

They define **disruptive behaviour** as low-level actions that impact negatively on teaching and other students' learning, such as calling out, interrupting others, being restless, getting out of seats and not following the teacher's instructions.

To manage disengaged and disruptive behaviours:

1. Monitor all students.
2. Use a non-verbal correction.
3. Use a verbal correction.
4. Give a choice.
5. Implement the consequence.

Responding to disengaged and disruptive behaviours requires several skills: acknowledgement and praise, circulation, clear communication, deliberately pausing, non-verbal correction, scanning and voice control.

Always interact with students with a calm tone, respect and politeness – for example, greeting students on first encounter and completing instructions with ‘Thank you’. Positively frame communication, stating what students need to do rather than what they don’t (that is, avoid using words like ‘no’ and ‘don’t’). This models respectful and polite interactions for students and creates a positive and supportive learning environment.

It’s important to use responses that support students to correct the behaviour not meeting expectations and re-focus on their learning. Students will often respond to a non-verbal or verbal correction, but sometimes it will take a combination or escalation of responses to correct behaviour and support students to re-engage in their learning.

Knowing your students and how they react in different contexts, and having planned and prepared responses will support you to intervene effectively. While student behaviour may be directed at you or feel personal and emotionally challenging, the most effective responses are enacted in calm and respectful ways, with prepared and rehearsed responses aimed at minimising disruptions to learning.

It’s important to consider how your individual and the school’s collective perspectives, cultures and identities have shaped your expectations, and whether there’s alignment between school, home and community. This can help you consider why behaviours might be occurring, prompt meaningful conversations to understand and consider families’ and the community’s views to develop a shared understanding of school and classroom expectations, and provide the additional support students may need to be successful.

1. Effectively responding to disengaged and disruptive behaviours

1.1. Monitor all students

Consistently monitoring all students demonstrates that you’re aware of what’s happening in your classroom, will provide support to students when needed and will reinforce behaviour expectations.

Monitor all students by regularly using a combination of pausing, scanning and circulating. Assist students when needed. Acknowledge students meeting behaviour expectations and praise students exceeding behaviour expectations specific to them.

1.2. Use a non-verbal correction

Effective non-verbal corrections allow you to address disengaged and disruptive behaviours when they first arise without interrupting the flow of the lesson. They’re quick and often less intrusive than other responses.

If students' behaviour is not meeting expectations, redirect their behaviour with a non-verbal correction:

- **Proximity** – positioning yourself near the students.
- **Deliberately pausing** – stopping what you're doing to draw the students' attention to you and what they should be doing.
- **'The look'** – turning and looking at the students combined with a gesture – for example, shaking your head, then nodding when they correct themselves, or pointing to your eye and then pointing and looking at where they should be looking.
- **A gesture** to communicate the expected behaviour – for example, putting your finger to your lips or pretending to write.

Combining a deliberate pause with proximity, 'the look' or a gesture is powerful in helping to address disengaged and disruptive behaviours. Students will notice you're aware of their behaviour and will likely respond with a positive change.

Give the students time and space to respond to the non-verbal correction and acknowledge them correcting their behaviour (for example, thumbs up, 'Thank you' or a smile). This positive interaction helps maintain connections with the students while correcting their behaviour.

It's important to note that some students may not understand or respond positively to some subtle non-verbal corrections and will need clearer verbal corrections. Taking the time to teach students expected responses to non-verbal corrections may reduce the need for more intrusive responses over time.

1.3. Use a verbal correction

Verbal corrections aim to address students' disengaged or disruptive behaviour by reminding them of expectations and allowing them time and space to respond positively and re-engage with their learning.

Verbal correction should be done with minimal disruption to the flow and pace of a lesson.

First, acknowledge students demonstrating the expected behaviour and deliberately pause to allow students not demonstrating the expected behaviour to correct their behaviour. If the behaviour is not corrected, use a verbal correction:

- **Private correction** at an appropriate time that doesn't interrupt the flow of the lesson – for example, when students are engaging in independent tasks or pair or group discussions. Crouch down beside the student and, using clear communication, a calm, non-threatening tone and a quiet voice, check if they misunderstand something about what they need to do. If the disengagement or disruption is due to misunderstanding, remind them to gain your attention next time they don't understand so you can give them the support they need. Address the misunderstanding.

If the behaviour is not related to a misunderstanding, remind them of the expectations or instructions. Identify the behaviour they were demonstrating, what they need to do to correct it and why. Acknowledge when they correct their behaviour.

- | | |
|------------------------------------|---|
| 1. State the expected behaviour | '[Student name], it's important that you are looking at me and listening so that you understand what you need to do...' |
| 2. State what they were doing | '...You were trying to get [Name]'s attention when I was explaining the task...' |
| 3. Re-state the expected behaviour | '...Look at me and listen so that you know what you need to do. Thank you.' |

It's important that quiet, positive interactions with individual students regularly occur in your classroom, such as helping them and privately acknowledging or praising their behaviour. This helps to build connections with students and enables you to give a private correction to disengaged or disruptive behaviour without highlighting it to others. Be mindful of your position when interacting with students, ensuring you can still scan the whole class.

- **Quick group or whole-class reminder of expectations** using clear communication and an assertive voice. Provide students with a short reminder of the expected behaviour. Allow time and space for students to action the correction and acknowledge when the behaviour expectation is met.
'Can we all make sure we're using the equipment to complete the maths activity only.' *[Pause, scan and acknowledge those who've followed the direction.]* 'Thank you.'
- **Anonymous correction** using clear communication and voice control to state the expected behaviour and identify that there are students not meeting it. Allow the students time and space to action the correction and acknowledge when the behaviour expectation is met.
'Thank you to those students who are facing the front, looking and listening.' *[Pause and scan.]* 'I can see 2 people whose attention is not with us yet.' *[Pause and acknowledge those who have followed the direction.]* 'Thank you.'
- **Quick correction**, using clear communication and voice control to provide the students with a short identification of the expected behaviour. Allow the students time and space to correct their behaviour and acknowledge when the behaviour expectation is met.
'[Student name], focusing on your own work.' *[Pause and acknowledge the student making the correction.]* 'Thank you [Student].'

In some instances, you may need to provide a prompt for the students to engage in the positive learning behaviour – for example, 'Show me [state expected behaviour]. Thank you'.

After using a verbal correction, allow the students time and space to demonstrate the positive expected behaviours. Acknowledge when the behaviour expectation is met to reinforce the expected behaviours and support the learning of that behaviour while also maintaining a positive relationship with the students.

1.4. Give a choice

Some students may not respond positively to non-verbal and verbal corrections and continue to engage in disengaged or disruptive behaviour. A choice can function as a prompt for both the positive alternative behaviour the student should be engaging in and the help you can offer. It's also a signal of the consequence if the prompt is not followed.

When disengaged or disruptive behaviour continues following non-verbal and verbal correction, it's important to briefly consider why the student is behaving in this way and what might be contributing to their behaviour:

- Is the student moving away from something (for example, work, peers, staff, etc.) or towards something (for example, preferred items, the attention of peers and staff, etc.)?
- Is there is a skill gap that needs supporting (for example, task-related, class expectation or social skill, etc.)?
- Is there something you've brought to the situation to contribute to their disengaged or disruptive behaviour (for example, Did you get straight into teaching without checking in with the student after break? Did you correct their behaviour and not another student's similar behaviour?)?

Briefly considering the cause of the behaviour will help you select supports and identify consequences that better match the student's needs, do not reinforce the behaviour, and reduce the likelihood of escalating the situation and making the problem worse.

The student should be given the choice to:

5. correct their behaviour themselves
6. receive support
7. receive a consequence.

Choices should be given, not as an ultimatum or threat, but to correct and discourage the disengaged or disruptive behaviour, and support re-engagement and participation.

Consequences are a necessary component of teaching and reinforcing the expected behaviours for learning. They act as a deterrent and support in managing disengaged and disruptive behaviours. They can serve as reminders of the expectations, allow for more specific instruction away from sources of distraction or influence, as well as support more targeted skill building. Consequences may include:

- moving desks and seats away from the distraction or those being disrupted
- having the student put a distracting or disruptive item on your desk
- completing unfinished work at another time
- speaking with you at break, practising the expected behaviours, such as gaining your attention to ask for help, and planning support for future lessons, such as using a break card to take a quick break or using a visual to indicate help is needed.

Unreasonable consequences that aren't related to the behaviour, explained to the student or applied consistently may lead to disengaged or disruptive behaviour escalating and damage to the relationship with the student due to a sense of unfairness. These might include consequences that are excessive in duration, excessive in the amount of additional work required or explained in an impolite, disrespectful way.

Avoiding disruption to the lesson flow and as privately as possible, clearly communicate the choice to the student in a calm, respectful tone (that is, not sarcastic or intimidating) and with non-threatening body language (that is, not standing over the student but instead moving to their level, side-on and not invading their personal space).

1. **Try to identify the cause of the behaviour and offer support if required** – ‘What is it that you need to talk with [Name] about?’, ‘What is this question asking you to do?’ or ‘What are you going to write here?’

Support the student as required if the cause is identifiable.

2. **State the expected behaviour and the impact on others and themselves of the disengaged or disruptive behaviour** – ‘[Student name], focus on completing your learning task, please. Talking to the person next to you interrupts both of your learning.’
3. **State the consequence should they not correct their behaviour** – ‘If you continue to talk, you’ll need to move to the empty desk. Anything not completed will need to be done at break time and for homework.’

Once the options are given, allow the student time and space to make their choice.

If the student decides to make the positive choice, acknowledge this – for example, ‘Thank you for moving to a place where you are able to focus.’

1.5. Implement the consequence

Part of developing trusting relationships is students knowing that you’ll follow through on what you say. Consequences are only effective if consistently applied to disengaged or disruptive behaviour. If you say a consequence will happen if a student continues their disengaged or disruptive behaviour, it’s important that you implement it.

Consequences to common disengaged and disruptive behaviours should be explained to students when establishing expectations, routines and rules, giving examples for certain behaviours. Ideally, consequences are part of a consistent school-wide approach and aligned with the values and desired outcomes of the school community.

A consequence should be implemented respectfully and as privately as possible to support and maintain the student’s dignity and the teacher–student relationship. It should also avoid unnecessary attention being drawn to the situation to minimise disruption to the rest of the class.

1. **State the behaviour** – ‘[Student name], you’ve continued to talk to [Name] rather than complete your task.’
2. **Implement the consequence** – ‘Move to the empty desk, please.’

Allow the student time and space to follow your instruction. Move away to avoid escalation through physical presence and use a combination of circulation and scanning to monitor the student, while also monitoring the rest of the class. After a short period, check that the student has responded, or understands when they’re required to complete the consequence.

3. **Acknowledge the decision they've made to re-engage in learning and positively reaffirm the appropriate behaviour** – ‘Thank you for moving and focusing on your learning. What question do you now need to answer?’

If the student refuses to follow your directions at this point, follow your school's behaviour procedure to seek additional support.

2. Rehearse and practise responding to disengaged and disruptive behaviours

Use the checklist for each step in the following section to identify your strengths and to prioritise the step you'll focus on first for rehearsal and practice. Focus on one step at a time until you can confidently demonstrate each item on the checklist.

Script and rehearse without students present. Consider filming your rehearsal and using the relevant checklist to review the recording yourself or with a colleague.

Then practise with students present. Record and review your practice alone or with a colleague using the relevant checklist, making sure to follow school or employer policies regarding recording students.

Invite a colleague to observe your responses to disengaged and disruptive behaviours in action. Ask them to use the checklists to provide feedback on what went well and to suggest one area for further improvement.

2.1. Monitor all students

Rehearse, then practise:

a strategic position where you can see all students

deliberately pausing in your strategic position

scanning combined with deliberately pausing

circulating the classroom to:

- support students requiring clarification of an instruction or extra assistance
- acknowledge students meeting behaviour expectations
- praise students exceeding expectations specific to them.

2.2. Use a non-verbal correction

Identify the disengaged and disruptive behaviours you experience in the classroom – for example, students calling out instead of putting their hand up, moving out of their seats to do something they shouldn't be doing, talking during independent work or using a loud voice during group work.

Rehearse, then practise non-verbal responses to the disengaged and disruptive behaviours:

using proximity, moving near the students to gain their attention to correct their behaviour

deliberately pausing, stopping what you're doing to gain the students' attention to correct their behaviour

using 'the look' to demonstrate your awareness of the behaviour and the need to correct it

using a gesture to communicate the expected behaviour.

When rehearsing with a colleague, ask them to play the role of the student.

When practising in a lesson, start with the non-verbal correction that is least intrusive to the flow of the lesson.

2.3. Use a verbal correction

Working through the checklist in this section will support you in planning calm responses to disengaged and disruptive behaviours, reducing the risk of not knowing what to say and potentially losing your composure.

Using voice control and clear communication, rehearse, then practise responding to the disengaged and disruptive behaviours you identified previously by:

acknowledging students meeting behaviour expectations

setting up the class to engage in independent tasks or paired or group discussion so that you can have a private conversation

privately checking if a student misunderstands something and telling them what they need to do next time they don't understand

privately correcting behaviour that is not related to a misunderstanding:

- reminding the student of the expectations or instructions
- identifying the behaviour they are demonstrating, what they need to do to correct it and why
- prompting for demonstration where appropriate.

reminding the group or whole class of the expectations or instructions and checking for misunderstandings about what they need to do

using an anonymous correction to identify that there are students not meeting the expectations for behaviour

quickly correcting students' behaviour by gaining their attention and stating the desired behaviour

pausing and acknowledging the students correcting their behaviour.

When rehearsing with a colleague, ask them to play the role of the student.

2.4. Give a choice

Using the list of disengaged and disruptive behaviours you made earlier, identify appropriate consequences aligned with school policy, making sure they're:

- related to and correcting the disengaged or disruptive behaviour – for example, moving away from those they're disrupting
- not a punishment but a disincentive – for example, having to complete the learning task at another, less desirable time.

Script, rehearse then practise:

asking questions to identify the cause of the behaviour, identifying:

- if the student is moving away from something (work, peers, staff, etc.) or towards something (an object or attention from the teacher or peers, etc.)
- if there is an academic or social skill that needs supporting.

offering support to address identified causes for the behaviour

if the student doesn't identify a cause or accept support, clearly communicating a choice using non-threatening body language and a calm tone, stating:

- the expected behaviour and the impact on others and themselves of the disengaged or disruptive behaviour
- support you're able to provide
- the consequence should they choose not to correct their behaviour.

giving the student time and space to make their choice

acknowledging their positive choice, should they make that choice.

When rehearsing with a colleague, ask them to play the role of the student.

2.5. Implement the consequence

Ensure you've practised the 'Give a choice' step before this step.

Script, rehearse then practise:

when setting expectations early in the year, explaining to students the consequences of common disengaged and disruptive behaviours, giving examples of what each behaviour and associated consequence may look and sound like

using non-threatening body language, clear communication and voice control to respectfully and privately:

- state the disengaged or disruptive behaviour the student is demonstrating
- implement the consequence identified in the 'give a choice' step.

giving the student time and space to follow your instruction, using a combination of [circulation](#) and [scanning](#) to monitor the student, while also monitoring the rest of the class

after a short period of time, checking that the student has completed the consequence and:

- [acknowledging](#) the decision they have made to re-engage in learning and positively reaffirming the appropriate behaviour
- or
- following your school's behaviour procedure to seek additional support.

Questions for reflection

When you've refined and combined each of the steps for responding to disengaged and disruptive behaviours, consider the following questions:

- To what extent are you using preventative behaviour support practices in the classroom?
Could implementation of these practices be improved to reduce the need for reactive approaches?
- Are you staying calm when responding to disengaged and disruptive behaviours? Is there anything you can do to further support your composure? Is your body language reflective of a supportive approach to disengaged and disruptive behaviours?
- To what extent is using non-verbal corrections addressing disengaged and disruptive behaviours in your classroom?
- How effectively are you selecting verbal corrections that are appropriate to the behaviour and context? What are you observing in your students' responses to these corrections? What does that tell you about the impact of these corrections?
- How effectively are you addressing disengaged or disruptive behaviour by identifying the possible cause of the behaviour and supporting students to address that cause? What impact is this having on refocusing students on learning?
- How effectively are you presenting choices to students to correct their behaviour, receive support or receive a consequence?
- What changes in disengaged and disruptive behaviours are you observing after giving support or consequences in your classroom?

Regularly revise responding to disengaged and disruptive behaviours

Schedule points in the year to revise this practice.

Chapter 11

Setting behaviour expectations for completing learning tasks

This practice guide will support you in setting behaviour expectations for your students when completing learning tasks, to create a safe learning environment and minimise disruption.

Students undertake learning tasks individually, in pairs, in small groups and as a whole class. It's important to set clear behaviour expectations for learning in each of these ways so all students know what is required of them and are better able to take responsibility for their behaviour.

Effectively setting behaviour expectations for completing learning tasks requires the following steps:

1. Gain all students' attention.
2. Clearly communicate the behaviour expectations for the learning task.
3. Model and practise the behaviour expectations.
4. Start the learning task.
5. Monitor and reinforce the behaviour expectations.

Effectively setting behaviour expectations for completing learning tasks requires several skills including acknowledgement and praise, circulation, clear communication, deliberately pausing, non-verbal correction, scanning and voice control.

Always interact with students with a calm tone, respect and politeness – for example, greeting students on first encounter and completing instructions with 'Thank you'. Positively frame communication, stating what students need to do rather than what they don't (that is, avoid using words like 'no' and 'don't'). This models respectful and polite interactions for students and creates a positive and supportive learning environment.

1. Effectively setting behaviour expectations for completing learning tasks

1.1. Gain all students' attention

Efficiently gaining all students' attention maximises instructional time and reduces the likelihood of students missing critical information.

Stand where all students can see you and, with an assertive voice, gain all students' attention:

4. Using a countdown, call and response or verbal prompt to indicate to students that they need to stop what they're doing, face you and listen in silence.
5. Pausing and scanning to ensure students are looking and listening.
6. Acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them.
7. Responding to behaviours not meeting expectations with a non-verbal correction such as a look and gesture, or a positively framed verbal correction such as a group reminder of expectations, and acknowledging students when they correct their behaviour.

1.2. Clearly communicate the behaviour expectations for the learning task

It's important that you plan and teach the behaviour expectations for learning tasks so students understand what's required of them. By having the same expectations each time, students will become familiar with your expectations and be better able to meet them.

Clearly communicate to all students the expectations for completing the learning task. This will include important instructions for the learning task, such as the volume at which you expect the students to be talking, how they are to interact with each other, how they are to move around the classroom if required, how long they have to complete the learning task and what they are to do if they need help. It's also important to communicate why these behaviour expectations are important – ultimately, so all students can focus on their learning in a safe and supportive environment.

Examples of different ways of learning and how you could communicate behaviour expectations include:

- **Independently** – 'For this activity, stay in your own seats, write in your own books and focus in silence so we can all really concentrate. Thank you.'
- **Pairs** – 'In pairs, talk to the person next to you and decide which picture matches each sentence. Use your quiet voice so only your partner can hear you. This will help everyone hear their partners. Thank you.'
- **Group** – 'In your groups, follow the instructions on the sheet. Listen when each person talks so that everyone has a chance to respond, and use a voice only your table can hear so that other groups can hear each other. Thank you.'

- **Whole class** – ‘When I say your name, answer the question using a loud enough voice so that the whole class can hear. The rest of us are going to listen to you and think about what you’re saying. If you have a question or something to add, please raise your hand so that we can all have our turn and hear each other. Thank you.’

1.3. Model and practise the behaviour expectations

Modelling and providing an opportunity for students to practise the behaviour expectations for learning tasks helps them to enact them and increases instructional time.

Demonstrate what the behaviour expectations look and sound like, such as using the appropriate volume for different learning tasks, listening and responding to other students, and moving around the classroom safely and quietly.

Check students understand the behaviour expectations – for example, ‘[Name], can you please remind everyone how we’re going to do this activity so that we can all concentrate while we’re working.’

Have students briefly practise the behaviour expectations – for example, ‘Show me what working in pairs looks like and sounds like by discussing your favourite food’. Scan or circulate and acknowledge students demonstrating the expected behaviours to reinforce these. Respond to students not meeting the behaviour expectations with a non-verbal prompt or quick correction, such as ‘Remember, [Name], we’re listening to our group members and thinking about what they’re saying’. Acknowledge students when they correct their behaviour.

Gain all students’ attention and provide feedback on how they went meeting the behaviour expectations – for example, ‘Thank you for demonstrating the expectations for working in pairs. Everyone used partner voices, took turns and listened to and thought about what their partner was saying before they responded’.

Continue to model and practise the behaviour expectations until all students can meet them.

Acknowledge students meeting behaviour expectations and praise students exceeding behaviour expectations specific to them. Respond to disengaged and disruptive behaviours, acknowledging students when they correct their behaviour.

1.4. Start the learning task

Having a distinct start to a learning task provides students with a clear moment for them to demonstrate the expected behaviours. This helps establish a clear sense of purpose and prevents disengagement that may occur during slow, unmonitored transitions.

From a position where all students can see you, deliberately pause and scan, provide a final reminder of the expectations, then prompt students to start the learning task – for example, ‘Red group, please stand with your clipboard and pencil. Calmly and quietly move to your work area to begin, being aware of other group members moving too. [Pause.] Blue group, you may calmly and quietly move to your work area to begin’.

1.5. Monitor and reinforce the behaviour expectations

Consistently monitoring all students' behaviour demonstrates that you are aware of what is happening in your classroom, will provide support to students when needed and will reinforce behaviour expectations.

It's important to monitor all students while they're moving (if moving) and as soon as they start a learning task. Monitor all students while they're completing the learning task by regularly using a combination of pausing, scanning and circulating. Assist students when needed. Acknowledge students meeting behaviour expectations and praise students exceeding behaviour expectations specific to them. Respond to disengaged and disruptive behaviours, acknowledging students when they correct their behaviour.

If many students aren't demonstrating the expected behaviours, gain all students' attention and provide a whole class reminder, modelling and practising as required – for example, 'Three, pens down, two, facing this way, one, everyone listening. [Pause.] Thank you. I can hear some excellent conversations, but we are starting to move into group work noise level rather than partner noise level, making it difficult for others to hear. Please let me hear your partner voices again. [Pause to allow students to practise]. Thank you. Now continue at that noise level.'

Continue to scan and circulate throughout the learning task. Be mindful of your position when circulating, making sure you can always see the majority of students.

2. Rehearse then practise setting behaviour expectations for completing learning

Use the checklist for each step in the following section to identify your strengths and prioritise the step you will focus on first for rehearsal and practice. Focus on one step at a time until you can confidently demonstrate each item on the checklist.

Begin by scripting and rehearsing without students present. Consider filming your rehearsal and using the relevant checklist to review the recording yourself or with a colleague.

Then practise with students present. Record and review your practice alone or with a colleague using the relevant checklist, making sure to follow school or employer policies regarding recording students.

Invite a colleague to observe you setting behaviour expectations for completing learning tasks in action. Ask them to use the checklists to provide feedback on what went well and to suggest one area for further improvement.

2.1. 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

acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them

responding to disengaged or disruptive behaviours that might occur and acknowledging students when they correct their behaviour.

2.2. Clearly communicate the behaviour expectations for the learning task

Consider the different ways of completing learning tasks:

- individually
- pairs
- group
- whole class.

List your behaviour expectations for each of these ways of completing learning tasks:

- Where should students be?
- How should they move to get there?
- Who should they be working with?
- What should they be doing?
- How should they be listening to and considering what others are saying?
- How should they be speaking, including their volume, and how are they to interact with each other?
- How long do they have?

Script, rehearse, then practise clearly communicating these expectations:

Use as few words as possible while maintaining clarity.

Break instructions down:

- into a small number of manageable steps
- in a sequential order
- so they're actionable for students.

Deliberately pause and scan to ensure students understand and are following the instructions.

2.3. Model and practise the behaviour expectations

Script, rehearse, then practise:

demonstrating what the expected behaviours look and sound like

checking for understanding

correcting misunderstandings

providing opportunities for students to practise demonstrating the expected behaviours

acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them

responding to disengaged or disruptive behaviours, acknowledging students when they correct their behaviour.

2.4. Start the learning task

Script and rehearse how you'll prompt students to start learning tasks, keeping instructions simple and brief. Use the same prompt every time students start a learning task, such as a verbal cue or countdown.

2.5. Monitor and reinforce the behaviour expectations

Rehearse, then practise:

a strategic position where you can see all students

deliberately pausing in your strategic position

scanning combined with deliberately pausing

circulating the classroom to:

- support students requiring clarification of an instruction or extra assistance
- acknowledge students meeting behaviour expectations
- praise students exceeding expectations specific to them
- respond to disengaged and disruptive behaviours, acknowledging students when they correct their behaviour.

Script, rehearse, then practise gaining all students' attention and re-setting behaviour expectations when needed.

Questions for reflection

When you've refined and combined each of the steps for setting behaviour expectations for completing learning tasks, consider the following questions:

- What impact is clearly communicating your expectations for completing learning tasks having on students during activities? How can you tell?
- What impact does modelling and practising behaviour expectations for completing learning tasks have on your students? Can you improve this further to support students in demonstrating the expected behaviours?
- What other skills and practices might you need to refine to support setting behaviour expectations for completing learning tasks?

Regularly revise setting behaviour expectations for completing learning tasks

Schedule points in the year to revise this practice for yourself and your students.

Chapter 12

Students gaining teacher attention

This practice resource will support you in establishing methods for students to gain your attention to request assistance, ask a question or share information. This is important for creating a safe and supportive learning environment and minimising disruptions.

The number of students in a classroom means that a signal is needed to gain the teacher's attention rather than students calling out and moving around the room. Teaching, rehearsing, and reinforcing the signal students use to gain your attention will help to meet students' needs, manage interruptions to teaching and learning, and create a positive and supportive learning environment for all students.

Supporting students to gain your attention includes the following steps:

1. Monitor all students.
2. Have students use an agreed signal to gain your attention.
3. Acknowledge students.
4. Respond to students.

Supporting students to gain your attention and ask questions in class requires several skills, including acknowledgement and praise, circulation, clear communication, non-verbal correction and scanning.

Always interact with students with a calm tone, respect and politeness – for example, greeting students on first encounter and completing instructions with 'Thank you'. Positively frame communication, stating what students need to do rather than what they don't (that is, avoid using words like 'no' and 'don't'). This models respectful and polite interactions for students and creates a positive and supportive learning environment.

1. Effectively supporting students to gain your attention

1.1. Monitor all students

Consistently monitoring all students' behaviour demonstrates that you are aware of what is happening in your classroom, will provide support to students when needed and will reinforce behaviour expectations.

Monitor all students by regularly using a combination of pausing, scanning and circulating. Assist students when needed. Acknowledge students meeting behaviour expectations and praise students exceeding behaviour expectations specific to them. Respond to disengaged and disruptive behaviours, acknowledging students when they correct their behaviour.

1.2. Have students use an agreed signal to gain your attention

Having an effective signal for students to gain your attention enables them to request assistance, ask a question or share information in a manner that is least disruptive to other students' learning. It's important to teach students a suitable signal for gaining your attention – for example:

- a hand signal, such as:
 - raising their hand
 - using fingers on their raised hand to indicate their need (that is, 1 finger in the air – 'I need to use the toilet', 2 fingers – 'I need to ask a question', 3 fingers – 'I am stuck').
- a physical object, such as:
 - paddle pop sticks or coloured cards on their desk (green – 'I'm ok', red – 'I'm stuck and need assistance', amber – 'I need assistance but can continue with other tasks')
 - holding up equipment such as a pencil to indicate the need to sharpen their pencil.

The signal needs to be taught and practised with students so they have the confidence to use it independently. Prior to starting a learning task, check for understanding by asking students to demonstrate the signal.

You may choose to teach your students to seek assistance from a neighbouring peer before seeking your assistance, enabling you to support other students. You can teach your students that this is suitable when they're not sure about something or need an item, such as an eraser.

1.3. Acknowledge students

Promptly and positively acknowledging a student's request for help lets them know you're aware they need assistance and will support them when you're able.

The expected acknowledgement should be taught to students at the same time as the signal to gain your attention. If the signal is students raising their hand, you might verbally acknowledge them – for example, 'I've seen your hand, [Name]. I'll come to you after I finish helping [Name]'. The student can continue their work doing what they can or wait quietly. To maintain the flow of instruction, you might use a non-verbal acknowledgement, such as making eye contact and nodding your head.

If students are using coloured cards or paddle pop sticks on their desks to indicate they need assistance, teach them that you will come to help them when you can and they must continue working on something they can do themselves or seek support from a neighbouring peer until then. It's important to be circulating and scanning to see the coloured cards early.

If students gain your attention using a signal for a request that doesn't require your assistance, such as going to the toilet or sharpening a pencil, you should be able to affirm or deny the request with a nod or shake of your head or a thumbs up or thumbs down without disturbing other students' learning.

1.4. Respond to students

It's important that when students ask for assistance or share something with you, the response is supportive and respectful. This helps build trust and connection.

When students require assistance, need to ask a question or share information and have used the signal to gain your attention, move to them as soon as possible. This may be after helping students who requested help first, in which case, it's important that students have been taught to continue their learning task as best they can, seek support from a neighbouring peer or wait quietly.

If many students require similar support, you may choose to gain whole-class attention or bring a small group of students together for further instruction.

2. Rehearse and practise students gaining your attention

Use the checklist for each step in the following section to identify your strengths and prioritise the step you will focus on first for rehearsal and practice. Focus on one step at a time until you can confidently demonstrate each item on the checklist.

Begin by scripting and rehearsing without students present. Consider filming your rehearsal and using the relevant checklist to review the recording yourself or with a colleague.

Then practise with students present. Record and review your practice alone or with a colleague using the relevant checklist, making sure to follow school or employer policies regarding recording students.

Invite a colleague to observe students gaining your attention in action. Ask them to use the checklists to provide feedback on what went well and to suggest one area for further improvement.

2.1. Monitor all students

Rehearse, then practise:

- strategic positions around your classroom where you can see all students

- deliberately pausing in those positions

- scanning combined with deliberately pausing

circulating the classroom to:

- support students requiring clarification of an instruction or extra assistance
- acknowledge students meeting behaviour expectations
- praise students exceeding expectations specific to them
- respond to disengaged and disruptive behaviours, acknowledging students when they correct their behaviour.

2.2. Have students use an agreed signal to gain your attention

Script, rehearse then practise teaching students:

to use a signal to gain your attention – for example, raising their hand, using fingers on their raised hand to indicate their need or using a physical object

what to do while they wait – for example, seek assistance from a neighbouring peer or work on something they can do

how to seek assistance from other students – for example, checking an instruction or borrowing equipment.

If students are to use physical objects such as coloured cards or paddle pop sticks on their desks, ensure these are prepared and available to the students.

2.3. Acknowledge students

Rehearse, then practice:

promptly and positively acknowledging students' requests for help:

- verbally – for example, 'I've seen your hand, [Name], and I'll come to you next'
- non-verbally – for example, nodding your head or giving a thumbs up.

2.4. Respond to students

Rehearse, then practise:

positioning yourself to see all students while providing assistance to one student

gaining whole-class attention for further instruction

temporarily grouping students with similar needs to provide assistance.

Questions for reflection

When you've refined and combined each of the steps for students gaining your attention, consider the following questions:

- What impact is having a clear signal for students to gain your attention having on students?
How can you tell?
- How effectively have you modelled and practised the signal with students? Can you improve this further to support students in demonstrating the expected behaviour?
- What other skills and practices can you refine to further support students in gaining your attention in class?

Regularly revise students gaining teacher attention

Schedule points in the year to revise this practice for yourself and your students.

Chapter 13

Students moving through the school

This practice guide will support you in refining an effective routine for students moving through the school. This is important for maintaining a safe and orderly school environment in which learning time is maximised.

Establishing a clear routine before students move between their classroom and other areas of the school ensures they're aware of what is expected of them. Using clear communication, teachers explain, model, monitor and reinforce expectations for behaviour to support safe and organised movement to other areas of the school, such as to assembly or a specialist lesson.

Supporting safe student movement to other areas of the school includes the following steps:

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.

Implementing a routine for student movement through the school requires several skills, including acknowledgement and praise, clear communication, deliberately pausing, non-verbal correction, scanning and voice control.

Always interact with students with a calm tone, respect and politeness – for example, greeting students on first encounter and completing instructions with 'Thank you'. Positively frame communication, stating what students need to do rather than what they don't (that is, avoid using words like 'no' and 'don't'). This models respectful and polite interactions for students and creates a positive and supportive learning environment.

1. Effective student movement to other areas of the school

1.1. Gain all students' attention

Efficiently gaining all students' attention maximises instructional time and reduces the likelihood of students missing important information.

Stand where all students can see you and, with an assertive voice, gain all students' attention:

8. Using a countdown, call and response or verbal prompt to indicate to students that they need to stop what they're doing, face you and listen in silence.
9. Pausing and scanning to ensure students are looking and listening.
10. Acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them.
11. Responding to behaviours not meeting expectations with a non-verbal correction such as a look and gesture, or a positively framed verbal correction such as a group reminder of expectations, and acknowledging students when they correct their behaviour.

1.2. Remind all students of the expectations for leaving the classroom, moving through the school and arriving at the destination

It's important that you have pre-planned behaviour expectations for students when leaving the classroom, moving through the school and arriving at the destination. By keeping the same expectations each time, students will become familiar with your expectations for them and develop more automatic habits so that behaviour that doesn't meet your expectations will be displayed less frequently.

Clearly communicate to all students the expectations for leaving the classroom, moving through the school and arriving at the destination. Instructions should include:

- how students should leave the classroom – for example, if they need to assemble outside the classroom
- how students should behave when moving through the school – for example, walk calmly and quietly in 2 lines, keep to the left, knowing where they should stop
- what they need to take with them
- what they need to do when they reach the destination – for example, wait outside to the left in 2 lines.

Check for student understanding of the behaviour expectations by asking 2 or 3 students to repeat instructions. Clarify and demonstrate until all students understand what's expected of them.

1.3. Monitor and reinforce behaviour expectations as students move through the school

It's important to monitor all students when they're leaving the classroom, moving through the school and arriving at the destination. This will ensure safety, demonstrate to students that you're aware of what's happening and provide opportunities to reinforce behaviour expectations.

Position yourself at the door and prompt students to leave as expected, including lining up if required.

Continuously scan all students as they prepare and move through the school. Maintain a position that allows you to observe all students during this transition. Assist students when needed.

Acknowledge students meeting behaviour expectations – for example, 'Thank you, students, for waiting quietly while ...' or 'Great to see those students who stopped walking as soon as I asked'.

Praise students exceeding behaviour expectations specific to them.

Address behaviours that don't meet expectations with a non-verbal or positively framed verbal correction – for example, 'Remember, [Name], walking quietly to the library', acknowledging students when they correct their behaviour.

1.4. At the destination, remind students of the behaviour expectations

Reminding your students of the behaviour expectations when you arrive at your destination ensures they know how to behave and creates and maintains a safe and supportive learning environment. It's important to have pre-planned behaviour expectations for students at various locations throughout the school, such as at assembly, the library, specialist classrooms or outdoor lessons. Having the same expectations every time enables students to become familiar with and meet your expectations for them.

Position yourself where you can see all students and all students can see you – for example, at the entrance to assembly or the library. Remind students of the behaviour expectations for the destination:

- With an assertive voice, gain all students' attention:
 - Using a countdown, call and response or verbal prompt to indicate to students that they need to stop what they're doing, face you and listen in silence.
 - Pausing and scanning to ensure students are looking and listening.
 - Acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them.
 - Responding to behaviours not meeting expectations with a non-verbal correction such as a look and gesture, or a positively framed verbal correction such as a group reminder of expectations, acknowledging students when they correct their behaviour.
- Clearly communicate to remind students of the expectations for them at that location.

Deliberately pause and scan to allow time for students to think about and prepare to meet the expectations.

Scan and circulate. Acknowledge students meeting behaviour expectations and praise students exceeding behaviour expectations specific to them. Respond to disengaged and disruptive behaviours, acknowledging students when they correct their behaviour.

2. Rehearse and practise student movement to other areas of the school

Use the checklist for each step in the following section to identify your strengths and prioritise the step you will focus on first for rehearsal and practice. Focus on one step at a time until you can confidently demonstrate each item on the checklist.

Begin by scripting and rehearsing without students present, then practise with students present. Invite a colleague to observe you moving through the school with students. Ask them to use the checklists to provide feedback on what went well and to suggest one area for further improvement.

2.1. Gain all students' attention

Rehearse, then practise:

positioning yourself where all students can see you

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

deliberately pausing

scanning all students

acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them

responding to disengaged or disruptive behaviours that might occur and acknowledging students when they correct their behaviour.

2.2. Remind students of the expectations for leaving the classroom, moving through the school and arriving at the destination

Identify the school's and your expectations for the 3 stages below. What behaviours do you want to see? Are there particular problem behaviours you want to understand and address?

Students leaving the classroom

How will students leave the classroom? Will they stand behind their chairs? Will they line up? Will they move out a few at a time?

What do they need to take with them? What do they need to leave behind?

Students moving through the school

Should students walk silently, or can they quietly talk to the person beside them?

Do they walk in lines with a partner, or can older students walk to the destination themselves and meet you at the door?

Can they walk directly to the destination, or do they need to stop along the way to regroup?
How will they know where to stop?

Students arriving at the destination (for example, assembly, the library, the computer lab, the oval or an outdoor learning area)

Do they line up outside the entrance and wait for you? Do they need to keep to the left for others trying to move into the space? Do they need to have equipment ready before they enter?

Do they sit in a certain place? Is there a task for them to complete when they arrive?

Can they speak quietly to each other, or do they need to be silent ready for the teacher?

Script, rehearse, then practise clearly communicating these expectations:

Use as few words as possible while maintaining clarity.

Break instructions down:

- into a small number of manageable steps
- in a sequential order
- so they're actionable for students.

Deliberately pause and scan to ensure students understand and are following the instructions.

2.3. Monitor and reinforce behaviour expectations as students move through the school

Rehearse then practise:

the route you will take students, with the least disruption to other classes and distraction to your students

where you will stand when students are leaving the classroom to scan all students for behaviour. Ensure your back is not facing students and blind spots are monitored.

where you will walk in relation to your students when moving through the school so that you are able to scan them all

supporting students requiring clarification of an instruction or extra assistance

acknowledging students who meet behaviour expectations and praising students who exceed behaviour expectations specific to them

responding to disruptive behaviours that might occur as students move through the school, acknowledging students when they correct their behaviour.

Script, rehearse, then practise gaining all students' attention and re-setting behaviour expectations when needed.

2.4. At the destination, remind students of the behaviour expectations

Script, rehearse then practise:

Identify the behaviour expectations at the destination (for example, assembly, library, computer lab, oval):

- what they need to do
- where they should sit
- what they need to get or have out
- if they're allowed to talk and at what volume.

Script, rehearse, then practise clearly communicating these expectations:

Use as few words as possible while maintaining clarity.

Break instructions down:

- into a small number of manageable steps
- in a sequential order
- so they're actionable for students.

Deliberately pause and scan to ensure students understand and are following the instructions.

Questions for reflection

When you've refined and combined each of the steps for setting behaviour expectations for moving through the school, consider the following questions:

- What differences are you noticing as your students move through the school?
- How consistently are you maintaining the steps of this routine? Are there any adjustments you need to make to ensure you can consistently maintain this routine?
- Is this routine a habit for all of your students? What else can you do to make it a habit?
- When will you review the routine for moving through the school and reteach it? How will you know that you need to do this?

Regularly revise moving throughout the school

Schedule points in the year to revise this practice for yourself and your students.

Part 3

Classroom management skill resources

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Chapter 14

Acknowledgement and praise

Acknowledging and praising is a skill that supports and maintains positive student behaviour. Related practice resources to refine other skills focus on [circulation](#), [clear communication](#), [deliberately pausing](#), [non-verbal correction](#), [scanning](#) and [voice control](#).

Verbal or non-verbal acknowledgement should be used frequently to recognise students demonstrating expected behaviours.

Praise emphasises the effort students have made to exceed behaviour expectations specific to them. It's important to note that some students prefer praise to be delivered privately.

Acknowledgement	Praise
Used when individual or class expectations have been met	Used when individual or class expectations have been exceeded
'Thank you, [Name], for lining up quietly with your books ready.'	'Great job, [Name]. You have really made an effort today to focus on your own work. You asked some excellent questions.'
'Thank you, class. You raised your hands when you had an answer and you waited for me to ask someone.'	'Brilliant job, class. I am very pleased with how you worked together. You all used group voices well.'

1. The importance of acknowledgement and praise

Acknowledgement and praise help [build positive connections with students](#), create a positive classroom environment, and highlight and reinforce expected student behaviours. This helps students to know which behaviours are appropriate in the classroom environment.

Students appreciate frequent recognition of their efforts. Acknowledging and praising behaviour demonstrates to students that you care about them and validates their positive behaviour.

2. Rehearsing acknowledgement and praise

It's important to rehearse without students present. The elements for success in this section provide a clear picture of effectively implementing this skill. They also provide a focus for feedback and reflection to improve your use of this skill.

Further guidance on effective rehearsal can be found in the [introduction](#).

2.1. Elements for success

Acknowledgement

Regular tone

Focus on expected behaviours

General or specific

Frequent

Praise

Enthusiastic tone

Focus on behavioural effort

Specific

When expectations have been exceeded (individual, group or class)

2.2. Rehearsing on your own

Script and rehearse how you would acknowledge or praise students in these scenarios, or in common scenarios in your school:

- A student consistently uses a voice louder than outlined in expectations for a learning task, which often disturbs their peers' learning. You have recently seen them making a noticeable effort to talk at the expected volume.
- Students lining up outside the classroom as expected, safely, quietly and with the required equipment.
- A student held the door open for other students entering the library.

Read your scripts aloud. Record your rehearsal and self-assess using the elements for success.

Repeat your rehearsal or rescript as necessary, until all elements for success have been demonstrated smoothly and with confidence.

2.3. Rehearsing with a colleague

Use the scenarios from the [Rehearsing on your own](#) section to rehearse with a colleague, asking them to play the role of the student. Alternatively, review your recording with a colleague. Ask your colleague to provide feedback using the elements for success and identify:

- What went well?
- Which elements require refinement?

Rehearse again, incorporating feedback until all elements for success have been demonstrated smoothly and with confidence.

3. Practising acknowledgement and praise

Practise when students are present. Use acknowledgement and praise:

- from the first moment you engage with students each day – for example, at the school gate, in the corridor and as students [assemble and enter the classroom](#)
- when you [pause](#) and [scan](#) to monitor all students
- when [circulating](#) during learning tasks, with a focus on students' behaviour and effort
- before [responding to disengaged and disruptive behaviours](#), unless the behaviour is unsafe, in which case, it needs to be addressed immediately.

Ask a colleague to observe 10 to 15 minutes of a lesson, using the elements for success to identify the effectiveness of your use of acknowledgement and praise and any areas for refinement.

Questions for reflection

- How are your students responding immediately after you use acknowledgment or praise?
- How consistent are you in using acknowledgement and praise to reinforce behaviour?
- How is your use of acknowledgement and praise impacting your students' behaviour?
- How might you use acknowledgement and praise to improve the motivation of individual students to meet behaviour expectations?

Chapter 15

Circulation

Circulation is a skill that supports and maintains positive student behaviour. Related practice resources to refine other skills focus on [acknowledgement and praise](#), [clear communication](#), [deliberately pausing](#), [non-verbal correction](#), [scanning](#) and [voice control](#).

Intentional circulation is systematically moving around the classroom and standing in key places to observe and actively interact with students.

1. The importance of circulation

Circulation helps establish and maintain a positive classroom culture by intentionally monitoring, connecting with, encouraging, guiding and supporting all students to demonstrate expected behaviours and engage in learning tasks. Whilst circulating you can focus on [acknowledging](#) students demonstrating expected behaviours, [praising](#) students exceeding behaviour expectations specific to them, moving closer to students to encourage expected behaviours, assisting students, and [responding to disengaged or disruptive behaviours](#) in a more discreet, personal and less distracting manner, maintaining positive relationships. This supports students to engage in expected behaviours, reducing learning time lost due to misunderstanding, disengagement or disruption.

2. Rehearsing circulation prior to a lesson

It's important to rehearse circulating your classroom without students present. The elements for success in this section provide a clear picture of how to effectively implement this skill. They also provide a focus for feedback and reflection to improve your use of this skill.

Further guidance on effective rehearsal can be found in the [introduction](#).

2.1. Elements for success

Ensure your circulation has a specific focus.

Pause and scan before circulating the classroom.

Ensure you can see the majority of the class as you move around the room.

Scan while you circulate to monitor all students.

Finish where you started, pause and scan.

As your practice improves, consider combining more than one focus for circulation.

2.2. Rehearsing on your own

- Know where your students sit. Print off or draw a seating plan to map your route for circulating the classroom.
- Plan your first route around the classroom to focus on students who frequently need support to start work.
- Establish a focus for your second circulation around the classroom and plot your route accordingly. This could be:
 - acknowledging students demonstrating the behaviour expected of them and praising students exceeding expectations specific to them
 - encouraging appropriate and respectful peer questioning, feedback, respect and kindness
 - providing additional guidance and support
 - helping solve problems hindering students' active participation in the learning task.
- Rehearse each of these planned routes one at a time, pausing and scanning the classroom.

Record your rehearsal and self-assess using the elements for success. Repeat the rehearsal as necessary until all elements for success have been demonstrated smoothly and with confidence.

2.3. Rehearsing with a colleague

Use the points from the Rehearsing on your own section to rehearse with a colleague, asking them to play the role of a student. Ask your colleague to sit in different seats to check your body position when you address individual students, especially those that may need more attention. Alternatively, review your recording with a colleague.

Ask your colleague to provide feedback using the elements for success and identify the following:

- What went well?
- Which elements require refinement?

Rehearse again, incorporating feedback, until all elements for success have been demonstrated smoothly and with confidence.

3. Practising circulation during a lesson

To practise when students are present:

- Explicitly plan when you will use your rehearsed routes during each activity in a lesson. Allow enough time to complete the planned route without rushing.
- Write down the focus for each circulation on a sticky note and refer to this information as a reminder prior to circulating.
- Move or remove any physical obstacles (such as bags or chairs) so you can move freely around the classroom.
- Pause and scan after giving an instruction before walking your first planned route. Scan as you circulate, avoiding having your back to the class as much as possible.
- Acknowledge students meeting behaviour expectations and praise students exceeding behaviour expectations specific to them.
- Respond to behaviours that do not meet expectations using a non-verbal or verbal correction, for example, moving closer to the student, within their line of sight (proximity), or giving a positively framed quick correction.
- As you refine this skill, combine different focuses during each circulation so that all students are attended to throughout a lesson, for example acknowledging students demonstrating effort expected of them and praising students exceeding expectations for effort specific to them or providing additional guidance.

Ask a colleague to observe 10 to 15 minutes of a lesson, using the elements for success to identify the effectiveness of your circulation and any areas for refinement.

Questions for reflection

- What information about your students and their behaviour are you gaining from each circulation? How could this information be improved or used more productively?
- Are there areas in the classroom, or aspects of your own practice that you need to focus on next lesson? Why? What is the goal?
- Does your classroom layout support effective circulation? What changes could be made to better support circulation?
- How efficiently are you able to identify and correct disengaged and disruptive behaviours as you circulate? Are there ways you can be even more efficient in doing this? Have you spoken to a colleague about how they do this?

Chapter 16

Clear communication

Clear communication is a skill that supports and maintains positive student behaviour. Related practice resources to refine other skills focus on [acknowledgement and praise](#), [circulation](#), [deliberately pausing](#), [non-verbal correction](#), [scanning](#) and [voice control](#).

Clear communication is the use of clear and concise language to set expectations, give instructions and address and correct behaviour. It models positive classroom talk that supports students to understand and do what is expected of them, whilst also supporting a positive classroom culture.

1. The importance of clear communication

Instructions and directions are given to students throughout each lesson. Students will develop a clearer understanding of classroom expectations when a small amount of information is presented at a time. Presenting too much information, too quickly, can lead to students experiencing [cognitive overload](#). This increases the likelihood of students feeling confused because they have misunderstood what is expected of them or forgotten information.

Presenting instructions or directions using consistent language and regularly revisiting expectations supports students to understand what is expected of them and helps them to adopt positive behaviours.

Table 1: Examples of clear and less clear communication

Clear communication to support behaviour	Less clear communication
‘Pens down, eyes facing the front. Thank you.’	‘If you could put your pens down, make sure that you are facing this way and that your eyes are facing the front.’
‘[Student name], equipment out, facing forward silently, ready to enter the room. Thank you.’	‘[Student name], can you get your books and pencils out, turn around and face forward and stop talking while you’re doing it. You need to be ready to go into the classroom in a moment.’
‘Start with question one. Hand up if you need help. Thank you.’	‘I’d like to see you all getting started on the worksheet, please. Let me know if you are stuck or need any help.’

Always interact with students with a calm tone, respect and politeness – for example, greeting students on first encounter and completing instructions with ‘Thank you’. Positively frame communication, stating what students need to do rather than what they don’t (that is, avoid using words like ‘no’ and ‘don’t’). This models respectful and polite interactions for students and creates a positive and supportive learning environment.

2. Rehearsing clear communication

It’s helpful to rehearse communicating clearly without students present. The elements for success in this section provide a clear picture of effectively implementing this skill. They also provide a focus for feedback and reflection to improve your use of this skill.

Further guidance on effective rehearsal can be found in the [introduction](#).

2.1. Elements for success

Use as few words as possible while maintaining clarity

Break instructions down:

- into a small number of manageable steps
- in a sequential order
- so they are actionable for students

[Deliberately pause](#) and [scan](#) to ensure students understand and are following the instructions.

2.2. Rehearsing on your own

Write a script to clearly communicate behavioural instructions that are common in your classroom, for an individual student, a group of students or the whole class. Some examples of the situations you may like to script include:

- reminding students of your expectations for behaviour as they [enter the classroom](#)
- publicly or privately [acknowledging](#) students meeting behaviour expectations and [praising](#) students exceeding behaviour expectations specific to them, as you circulate the classroom
- [addressing](#) a group of students who are off-task and talking very loudly during collaborative work.

Read your script aloud. Record your rehearsal and self-assess using the elements for success.

Repeat the rehearsal or rescript as necessary, until all elements for success have been demonstrated smoothly and with confidence.

2.3. Rehearsing with a colleague

Use the points from the [Rehearsing on your own](#) section to rehearse with a colleague, asking them to play the role of a student. Alternatively, review your recording with a colleague. Ask your colleague to provide feedback using the elements for success and identify:

- What went well?
- Which elements require refinement?

Rescript if necessary and rehearse again, incorporating feedback until all elements for success have been demonstrated smoothly and with confidence. Rehearsal will improve the clarity, conciseness and consistency of your language.

3. Practising clear communication during a lesson

To practise when students are present:

- [Gain all students' attention](#) before giving an instruction.
- Provide manageable, actionable steps in a sequential order to prevent adding unnecessary [cognitive load](#) while students are focused on their learning. For example, saying 'Pens down. Thank you' followed by 'Attention with me. Thank you'. Only combine instructions when they become habitual for students.
- [Pause](#) and [scan](#) to check that students understand and are following the instruction.
- Be consistent with your language when giving instructions to support students to become familiar with your expectations.

Ask a colleague to observe 10 to 15 minutes of a lesson, using the elements for success to identify the effectiveness of your use of clear communication and any areas for refinement.

Questions for reflection

- Do you provide instructions to students in manageable steps? Are the steps sequential?
- Are all students hearing and understanding your instructions? What could strengthen the students' responses?
- What impact is focusing on clear communication having on how your students respond to instruction?
- What aspect of your communication will you now focus on for further refinement?

Chapter 17

Deliberate pause

Deliberately pausing is a skill that supports and maintains positive student behaviour. Related practice resources to refine other skills focus on [acknowledgement and praise](#), [clear communication](#), [non-verbal correction](#), [scanning](#) and [voice control](#).

A deliberate pause breaks the flow of verbal communication to gain students' attention, emphasise a point, or give students' time to process information, follow a direction or correct disengaged or disruptive behaviours.

It's often used in conjunction with other practices – for example, deliberately pausing after [gaining all students' attention](#), deliberately pausing after [clearly communicating](#) expectations, or deliberately pausing when [responding to disengaged or disruptive behaviour](#).

1. The importance of the deliberate pause

Deliberately pausing is important for both teachers and students. It provides both with time to think. It's an opportunity for teachers to check what's happening, demonstrate to students that they're aware of what's happening and decide on the best response if necessary. It provides students with the opportunity to follow a direction, ask a question or correct their behaviour with minimal intervention from the teacher. Due to its various potential meanings, it's more effective in classrooms with an established classroom culture and students may need to be told what they should do during the pause.

2. Rehearsing the deliberate pause

It's helpful to rehearse without students present. The elements for success in this section provide a clear picture of how to effectively implement this skill. They also provide a focus for feedback and reflection to improve your use of this skill.

Further guidance on effective rehearsal can be found in the [introduction](#).

2.1. Elements for success

Sustain a deliberate period of silence, long enough to:

- gain all students' attention
- emphasise a point
- allow time for students to:
 - » process information
 - » follow a direction
 - » correct disengaged or disruptive behaviours.

Combine this with scanning for students' responses.

Follow this with another strategy if the deliberate pause did not achieve the desired outcome.

2.2. Rehearsing on your own

In an empty classroom, rehearse the following with deliberate pauses:

- gaining all students' attention – for example, a countdown with a deliberate pause between each number and at zero
- using non-verbal correction – for example, look at a student(s) and put a finger to your lips to indicate silence and deliberately pause, waiting for silence before you continue speaking
- setting behaviour expectations for completing learning tasks – for example, clearly communicating expectations for working in groups, deliberately pausing and then checking for understanding
- addressing disengagement or disruption – for example, using a deliberate pause after acknowledging students demonstrating the expected behaviour or providing a group reminder of expectations, to allow time for all students to demonstrate the expected behaviour.

Plan and rehearse follow-up responses for use if your deliberate pause doesn't have the desired effect – for example, acknowledging students demonstrating the expected behaviour, telling students why you're pausing, or using a different non-verbal or positively framed verbal correction for behaviours not meeting expectations.

Record your rehearsal and self-assess using the elements for success. Repeat the rehearsal as necessary until all elements for success have been demonstrated smoothly and with confidence.

2.3. Rehearsing with a colleague

Use the points from the Rehearsing on your own section to rehearse with a colleague, asking them to play the role of a student. Alternatively, review your recording with a colleague. Ask your colleague to provide feedback by referring to the elements for success and identifying strengths and areas for refinement. Ask them to include feedback on the length of your deliberate pause and the predicted outcome from students.

Now ask your colleague to play a student not responding to your deliberate pause and provide feedback on the following:

- How well did you acknowledge students demonstrating the expected behaviours?
- How well did you implement a different response after an appropriate amount of time?
Did you wait too long or escalate your response too quickly?
- Is your plan sufficient to address students who did not respond to the deliberate pause?

Rehearse again, incorporating feedback until all elements for success have been demonstrated smoothly and with confidence.

3. Practising the deliberate pause during a lesson

To practise when students are present:

- Leave cues to remind yourself to deliberately pause, such as a sticky note on your desk or around your computer screen.
- Deliberately pause when gaining all students' attention, emphasising a point, or giving students time to process information, follow directions, or correct disengaged or disruptive behaviours.
- After giving an instruction, deliberately pause and scan to monitor all students as they follow it.

Ask a colleague to observe 10 to 15 minutes of a lesson, using the elements for success to identify the effectiveness of your deliberate pause and any areas for refinement.

Questions for reflection

- How comfortable do you feel when deliberate pausing? If you feel uncomfortable, how might you overcome this?
- Is the length of your pause effective? For example, did students respond as desired?
- How well is deliberately pausing working for:
 - gaining students' attention?
 - emphasising a point?
 - giving students time to:
 - » process information?
 - » follow directions?
 - » correct their behaviour?
- If its effectiveness has differed, why do you think that is?
- How well are you able to implement another planned response when deliberate pausing is not achieving the desired outcome?

Chapter 18

Non-verbal correction

Non-verbal correction 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](#), [scanning](#) and [voice control](#).

Non-verbal corrections provide students with a clear, visible corrective gesture that acts as a behavioural prompt without the use of words.

Non-verbal technique	What is it?
Proximity	Moving within the general area of a student not demonstrating expected behaviours.
Deliberately pausing	Stopping what you're doing to draw the student's attention to you and what they should be doing.
'The look'	Turning and looking at a student to demonstrate that you're aware of their behaviour and it needs to change so learning can continue.
A gesture	A hand or facial gesture to communicate the expected behaviours.

It's important to note that some students may not understand or respond positively to subtle non-verbal corrections and will need clearer verbal corrections. Taking the time to teach students expected responses to non-verbal corrections may reduce the need for more intrusive responses over time.

1. The importance of non-verbal correction

The use of non-verbal corrections prompts expected behaviours and ensures students know that you're aware of what's happening in your classroom and will discreetly correct off-task behaviours when they first appear, without disrupting the flow of the lesson.

2. Rehearsing non-verbal correction

It's helpful to rehearse without students present. The elements for success in this section provide a clear picture of effectively implementing this skill. They also provide a focus for feedback and reflection to improve your use of this skill.

Further guidance on effective rehearsal can be found in the [introduction](#).

2.1. Elements for success

Non-verbal technique	Elements for success
Proximity	Move near the student. Ensure you're still able to see all other students. <u>Scan</u> the whole class.
Deliberately pausing	Sustain a <u>deliberate period of silence</u>. Ensure it's long enough to <u>gain the student's attention</u>. Combine with <u>scanning</u> for students' responses.
'The look'	Intentionally turn towards the student. Look at the student. Combine with a gesture – for example, shake your head, then nod when they correct themselves, point to your eye and then point and look where they should be looking.
A gesture	Make a corrective gesture – for example: - putting your finger to your lips to indicate silence - raising your hand to remind a student to raise their hand rather than calling out - gesturing with your hand to indicate 'sit down'.

2.2. Rehearsing on your own

Rehearse the non-verbal technique you would use to correct the behaviours in the following scenarios:

- A student is talking to another student while you're giving the whole class an instruction.
- A student calls out when you're asking specific students to answer.
- You instruct all students to open their books and begin their work and one student doesn't open their book.

Record your rehearsal and self-assess using the elements for success. Repeat the rehearsal until all elements for success have been demonstrated smoothly and with confidence.

2.3. Rehearsing with a colleague

Use the points from the [Rehearsing on your own](#) section to rehearse with a colleague, asking them to play the role of a student. Alternatively, review your recording with a colleague. Ask your colleague to provide feedback using the elements for success and identify:

- What went well?
- Which elements require refinement?

Rehearse again, incorporating feedback until all elements for success have been demonstrated smoothly and with confidence.

To refine further, plan and rehearse how you can combine non-verbal techniques with other corrections using the [Responding to Disengaged and Disruptive Behaviours practice guide \(Chapter 10\)](#). Gain feedback on what went well and any areas in need of further refinement.

3. Practising non-verbal correction during a lesson

To practise when students are present:

- Explicitly demonstrate each non-verbal correction to students and explain what it means. Check for understanding after demonstrating.
- Purposefully use non-verbal corrections to address behaviours that don't meet expectations.
- Intentionally combine non-verbal corrective techniques with other corrections for behaviours that don't meet expectations.
- [Acknowledge](#) students when they correct their behaviour.

Ask a colleague to observe 10 to 15 minutes of a lesson, using the elements for success to identify the effectiveness of your use of non-verbal corrections and any areas for refinement.

Questions for reflection

- How consistently are you using non-verbal corrections to address disengaged and disruptive behaviours?
- How effectively are you using non-verbal corrections? What is one thing you can change to use them even more effectively?
- Are you aware of the impact that your use of non-verbal corrections has on the students in your class, aside from their role in managing behaviour?
- Are there any adjustments or additions you would like to make to the non-verbal corrections you use? What would they be?

Chapter 19

Scanning your class

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.

1. 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.

2. Rehearsing scanning

It's important to rehearse scanning your classroom without students present. The elements for success in this section provide a clear picture of effectively implementing this skill. They also provide a focus for feedback and reflection to improve your use of this skill.

Further guidance on effective rehearsal can be found in the [introduction](#).

2.1. Elements for success

Position yourself in the classroom to see all students.

Use intentional and obvious head movements so students are aware that you are scanning the room.

Ensure all students and areas of the learning environment are monitored.

2.2. Rehearsing on your own

Visualise your class and where students would usually sit. Identify the positions in your classroom that will allow you to see every student.

Systematically and intentionally scan the learning environment, such as by scanning from left to right and from front to back.

Record your rehearsal and self-assess using the elements for success. Repeat the rehearsal until all elements for success have been demonstrated smoothly and with confidence.

2.3. Rehearsing with a colleague

Use the points from the Rehearsing on your own section to rehearse with a colleague, asking them to play the role of a student. Alternatively, review your recording with a colleague. Ask your colleague to provide feedback using the elements for success and identify:

- What went well?
- Which elements require refinement?

Rehearse again, incorporating feedback until all elements for success have been demonstrated smoothly and with confidence.

3. Practising scanning during a lesson

To practise when students are present:

- Scan the room regularly during activities and transitions.
- When talking to an individual student or group, position your body so you are still able to scan the whole classroom while avoiding having your back to the class (see Circulation).
- After giving an instruction, pause and scan to check that all students are meeting expectations. Acknowledge students meeting behaviour expectations and praise students exceeding behaviour expectations specific to them. Respond to behaviours that are not meeting expectations using a correction. For example, a look and gesture (for example, finger to lips to communicate 'silence').

Ask a colleague to observe 10 to 15 minutes of a lesson, using the elements for success to identify the effectiveness of your use of scanning and any areas for refinement.

Questions for reflection

- How often do you pause and scan the room to ensure all students are on-task?
- Is the act of scanning the room becoming habitual for you?
- What is scanning revealing to you about your students' participation and behaviour?
- Do you focus more on select students when scanning your classroom? Why?
- When you scan, are you looking for students demonstrating expected behaviours or only those demonstrating disengaged or disruptive behaviours?
- How is acknowledging students who are meeting expectations while scanning improving the classroom culture?

Chapter 20

Voice control

Voice control 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 [scanning](#).

Voice control includes the tone, pitch, volume and pace you use to deliver instruction. Tone is the mood of your voice, pitch is how high or low your voice is, volume is how loud or quiet your voice is, and pace is the speed of your speech. Controlling your voice means moving between 2 registers – regular voice and assertive voice – for different purposes and to different effect. Effective voice control, along with body language, models and maintains a calm and measured approach to behaviour and contributes to a positive and inviting classroom culture.

1. The importance of voice control

Teachers use not only words, but their tone, pitch, volume and pace to [build positive connections and relationships](#) with students, improve student responses to instruction and help prevent the escalation of disruptive behaviours. Being excessively loud, shouting, or rushing instructions, using a confrontational or disrespectful tone, raising the pitch of your voice, or exaggerating specific words to highlight a behaviour can demonstrate a lack of respect for students or a loss of composure. This can then be mirrored by students, escalate students' disruptive behaviours and negatively impact the classroom culture.

2. Rehearsing voice control

It's important to rehearse your voice control without students present. The elements for success in this section provide a clear picture of effectively implementing this skill. They also provide a focus for feedback and reflection to improve your use of this skill.

Further guidance on effective rehearsal can be found in the [introduction](#).

In your rehearsal, note the differences in your tone, pitch, volume and pace when speaking in your regular voice and when using an assertive voice to give directions, set expectations and [respond to disengaged and disruptive behaviours](#). Also note the accompanying change to your stance.

2.1. Elements for success

Regular voice and stance	Assertive voice and stance
More relaxed tone Wide range of pitch (low to high) Loud enough volume for individual students, a group, or a whole class Regular pace Less serious, more relaxed body language that mirrors the voice.	More certain tone Lower pitch Strategic use of volume – for example, slightly louder to draw whole-class attention to an instruction, or slightly quieter to address an individual student or group Slightly slower pace when necessary to emphasise the instruction More upright posture Facing the student(s) Clear communication.

Always interact with students with a calm tone, respect and politeness – for example, greeting students on first encounter and completing instructions with ‘Thank you’. Positively frame communication, stating what students need to do rather than what they don’t (that is, avoid using words like ‘no’ and ‘don’t’). This models respectful and polite interactions for students and creates a positive and supportive learning environment.

2.2. Rehearsing on your own

Using examples from your own experience, or the observation of others’ practice from your own experience, script 2 short sentences using:

- a relaxed voice and stance (for example, an acknowledgement – ‘Thank you, [Student name], for waiting quietly’)
- an assertive voice and stance (for example, an instruction – ‘Pens down, attention on me. Thank you’).

Rehearse and then record yourself saying the sentences you scripted in a regular voice and then an assertive voice. Use the elements for success to guide you in identifying and rehearsing the differences. Repeat the rehearsal if necessary until the difference between your regular voice and assertive voice is clear, and all elements for success have been demonstrated smoothly and with confidence.

2.3. Rehearsing with a colleague

Use the points from the Rehearsing on your own section to rehearse with a colleague, asking them to play the role of a student. Alternatively, review your recording with a colleague. Ask your colleague to provide feedback using the elements for success and identify:

- What went well?
- Which elements require refinement?

Rehearse again, incorporating feedback, until the difference between your regular voice and assertive voice is clear, and all elements for success have been demonstrated smoothly and with confidence.

3. Practising voice control during a lesson

To practise when students are present, use [voice control](#) and [clear communication](#) in different situations, remembering to match your stance and your body language to your voice:

- greeting individual students while they are lining up and then as a whole class
- giving instructions to [move into](#), [out of](#) and [around the classroom](#)
- [setting expectations](#) prior to an activity
- [acknowledging](#) students meeting behaviour expectations
- [praising](#) students exceeding behaviour expectations
- reminding students of expectations
- [responding to disengaged and disruptive behaviours](#).

Ask a colleague to observe 10 to 15 minutes of a lesson, using the elements for success to identify the effectiveness of your voice control and any areas for refinement.

Questions for reflection

- How do your students respond to the changes in your voice and stance?
- How do you know if you are using the right tone with students?
- How does your tone support your engagement with students' families and communities?
Is it encouraging them to share their knowledge and perspectives?
- Are you using pitch effectively? For example, are you keeping it low when using a more assertive voice?
- Are you using a suitable volume? Is it loud enough for students to hear? Are you being excessively loud? How do you know?
- How do you ensure you suitably pace instructions for all students?
- What impact is deliberately controlling your voice having on interactions with your students?
Is it different for different students? Why do you think that is?
- Have you ever worked with or observed a teacher who did not use voice control and body language effectively? How did it make you feel? How do you think it made the students feel?
Would that encourage students to learn effectively?



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