Bond University

Research Repository

Effectively managing classrooms to create safe and supportive learning environments: Discussion paper

Richardson, Sarah; Kelly, Megan; Whiting, Catherine ; Peddie, Ben

Licence:
CC BY

Link to output in Bond University research repository.

Recommended citation(APA):
Richardson, S., Kelly, M., Whiting, C., & Peddie, B. (2023, Dec 5). Effectively managing classrooms to create safe and supportive learning environments: Discussion paper. Australian Education Research Organisation. https://www.edresearch.edu.au/research/discussion-papers/effectively-managing-classrooms-create-safe-and-supportive-learning-environments

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

For more information, or if you believe that this document breaches copyright, please contact the Bond University research repository coordinator.

Download date: 11 Sep 2026

Australian Education Research Organisation

Effectively managing classrooms to create safe and supportive learning environments

Discussion paper

December 2023

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.

Acknowledgement

AERO acknowledges that this publication was made possible by funding from the Australian Government Department of Education through the Engaged Classrooms Through Effective Classroom Management Program.

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.

Authors

Sarah Richardson, Megan Kelly, Catherine Whiting and Ben Peddie.

Copyright

All material presented in this publication is licensed under the Creative Commons Attribution 4.0 International Licence, except for:

- photographs
- the organisation's logo, branding and trademarks
- content or material provided by third parties, where CC BY 4.0 permissions have not been granted.

You may copy, distribute and adapt the publication, as long as you attribute the Australian Education Research Organisation Limited ACN 644 853 369, ABN 83 644 853 369 (AERO), and abide by the other licence terms.

How to cite

Richardson, S., Kelly, M., Whiting, C. & Peddie, B. (2023). *Effectively managing classrooms to create safe and supportive learning environments*. Australian Education Research Organisation. https://www.edresearch.edu.au/resources/effectively-managing-classrooms-create-safe-and-supportive-learning-environments

Publication details

ISBN 978-1-923066-22-9 (online)
Cover image: AERO

Contents

Introduction 5

AERO's Engaged Classrooms Through Effective Classroom Management project 6

The purpose of this paper 7

Supporting Australian teachers and leaders to strengthen classroom management: Why now? 7

Teachers' experiences and the impact on teaching 7

Students' experiences and the impact on learning 9

What can we learn from teachers, leaders and other experts? 10

Evidence-based practices: What works? 11

Explicitly teaching and modelling behaviour to support learning: Why does it work? 12

Building teacher–student relationships 13

High expectations, routines and rules 15

Managing disengaged and disruptive behaviours 17

High-quality instruction 21

Whole-school approaches 22

What can teachers and leaders do? 23

Next steps 24

References 25

Appendix A: AERO's Engaged Classrooms Through Effective Classroom Management advisory groups and stakeholder engagement activities 31

Project Advisory Group (PAG) 31

Practitioner Reference Panel 31

First Nations teachers, leaders and experts 31

Other stakeholders 31

Appendix B: System and sector advice and resources 32

Appendix C: Classroom management advice and resources 48

Introduction

The Alice Springs (Mparntwe) Education Declaration (Education Council, 2019) sets out the shared commitment of Australian Governments to improve educational outcomes for all young Australians. This commitment includes working with education systems and sectors across Australia to ensure schools are responsive to the needs of all students through quality teaching, curriculum and assessment; that First Nations students are empowered to reach their potential; and the education community provides equitable opportunities and outcomes for all students at risk of educational disadvantage (Education Council, 2019).

Engaging students in learning is key to achieving these outcomes – when students are engaged in classrooms, they learn more (Goss et al., 2017). Student engagement in learning is multifaceted. It can be viewed as the means and end goal of learning, and it supports students to feel a sense of belonging and purpose as a learner (Herbert, 2019). It encompasses students' behavioural, emotional and cognitive engagement (Fredricks et al., 2004) – essentially, how students behave, feel and think as they undertake learning activities. The influence of teachers is pivotal to students' engagement (Engels et al., 2021). Teachers deserve comprehensive support through high-quality professional learning and resourcing, to help them develop the knowledge and skills to make their classrooms welcoming, safe and productive places to learn.

The Australian Education Research Organisation (AERO) is supporting teachers and school leaders in implementing evidence-based practices to enhance students' engagement in learning. This includes efforts to foster teachers' and school leaders' understanding, skills and confidence to:

- support student belonging and wellbeing, which contributes to emotional engagement.
- align teaching with how students learn, which particularly promotes cognitive engagement, but also addresses behavioural and emotional engagement.
- practice reflexivity to support cultural responsivity and safety which are critical to establishing safe and supportive environments where students can engage in learning.

AERO's Engaged Classrooms Through Effective Classroom Management project complements these efforts and aligns with AERO's model of learning and teaching, which emphasises that students are actively engaged when learning, and that teachers need to lead and manage the conditions required for learning-focused environments. This project seeks to support teachers and school leaders to develop students' *behavioural engagement* by creating and maintaining safe and supportive learning environments through effective classroom management.

AERO's Engaged Classrooms Through Effective Classroom Management project

In addition to complementing AERO's broader work, the Engaged Classrooms Through Effective Classroom Management project is building on AERO's existing Focused Classrooms Practice Guide and resources. It will help teachers establish a positive classroom culture, and safe, supportive learning environments through a suite of evidence-based resources. This suite of resources will support teachers and school leaders to:

- explicitly teach and model behaviour to support learning
- build positive relationships with students
- establish and maintain high expectations, routines and rules
- effectively manage disengaged and disruptive behaviours
- implement a whole-school approach.

To ensure AERO's suite of resources is comprehensive and recognises the diversity of students in Australian classrooms, AERO has begun and will continue to consult with expert teachers, leaders and other stakeholders, including those with knowledge and understanding of supporting diverse learning needs. These conversations are helping AERO better understand current classroom management challenges and opportunities, and work with others to identify and develop solutions.

Education professionals, families and communities agree that all students have the right to:

- be safe, valued and accepted, and treated with respect and dignity
- succeed and flourish in their learning environments
- develop positive relationships with their teachers and peers, working and collaborating well with others.

Classroom management is key to achieving these things – students can't thrive unless they learn and develop in safe and supportive classrooms. This is particularly the case for students from low socio-economic status backgrounds, students with cognitive and/or language processing difficulties or with less developed executive functions, and students with neurodivergence. Caring about students' safety and learning means caring about and understanding their behaviour.

The Australian Professional Standards for Teachers (APST) define the classroom management expectations for all Australian teachers at each career stage, including the requirements for teachers to:

- know their students and how they learn (APST 1)
- employ a range of teaching strategies to meet diverse learning needs (APST 1.1, 1.2, 1.5 & 1.6)
- establish an inclusive classroom culture that enables all students to participate (APST 1.3 & 1.4)
- manage classroom activities (APST 4.1 & 4.2)
- manage challenging behaviour (APST 4.3)
- maintain student wellbeing and safety (APST 4.4).

(Australian Institute for Teaching and School Leadership [AITSL], 2017).

For the purposes of this project, classroom management is defined as:

> The actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2006).

The purpose of this paper

This discussion paper provides a starting point for engaging with AERO's suite of classroom management resources. It begins by briefly describing what we know about Australian teachers' preparation for and experiences of implementing classroom management to establish safe and supportive learning environments, and students' experiences within these classrooms. It then summarises what the evidence tells us about what works to promote engaged classrooms through effective classroom management.

Supporting Australian teachers and leaders to strengthen classroom management: Why now?

Teachers' experiences and the impact on teaching

All students can thrive and learn in environments where they feel safe and supported and experience positive connections with teachers and peers. Teachers and leaders can create this culture in their schools and classrooms by implementing evidence-based, inclusive and culturally responsive teaching practices. It is in these environments that teacher–student relationships, which are so important to students' sustained engagement in learning, can develop and flourish.

Classroom management is one of several important practices that can help establish safe and supportive learning environments. However, doing this effectively is something teachers can find challenging. They report feeling underprepared when they enter the classroom as a graduate teacher (Australian Government Department of Education, 2022), and classroom management remains a challenge for many as they progress in their career (Organisation for Economic Co-operation and Development [OECD], 2019b; McKenzie et al., 2014). Australian teachers who experience disrupted classrooms feel less confident in their teaching ability and spend less time on teaching and learning (AERO, 2022). Balancing classroom management with instruction, along with other demands, can mean teachers don't always have time to address behaviour and engagement issues thoroughly, or plan for and follow up on these when needed (Fox et al., 2021).

The time spent by principals and teachers on managing behaviour can be significant. In one study, 39% of respondents reported spending at least 20% of their school day on managing behaviours, which translates to one day per week (Murphy, 2014).

Most behavioural concerns are minor, and it is the extreme frequency of these that places a substantial strain on teachers (Sullivan et al., 2014; Goss et al., 2017; Wheldall et al., 2020). These behaviours include students talking out of turn, interrupting the lesson flow, using mobile phones inappropriately, not paying attention in class, disrupting other students, being late for class and avoiding schoolwork (Murphy, 2014; Sullivan et al., 2014).

In Australia, the impacts of these types of disruptions are being reported in the following ways:

- About one-quarter of the NSW teachers who took part in the 2018 Teaching and Learning International Survey reported they consistently experience extended delays starting their lessons due to students being disruptive (Centre for Education Statistics and Evaluation [CESE], 2020).
- In a South Australian study, almost one-third of teachers found it 'extremely' or 'very' stressful to engage and re-engage students in class, with teachers reporting disruptive behaviours such as avoiding schoolwork, disrupting the lesson, and talking out of turn (Sullivan et al., 2014).
- The most common behavioural concerns related to a lack of student engagement and respect, with only a small number of teachers discussing more severe violations (Hepburn & Beamish, 2020; Sullivan et al., 2014).

There are well-established evidence-based practices teachers can use to create safe and supportive learning environments by effectively managing classrooms (Goss et al., 2017; Wheldall et al., 2020). However, teachers need to be better supported to understand and implement these practices effectively in all Australian classrooms. In a recent Australian study, most teachers struggled to explain evidence-based classroom management and were unsure which practices were research-informed (Hepburn & Beamish, 2020).

AERO's own research points particularly to the lack of evidence-based classroom management practices being implemented in Australian schools. Classroom management, through the application of routines and rules at classroom and school levels, is the least implemented among the evidence-based practices investigated in AERO's 2022 report on Use of Evidence-Based Practices in Schools:

- Only 60% of Year 4 teachers and 38% of Year 8 teachers agree that their schools' rules are enforced in a fair and consistent manner.
- Only 61% of teachers frequently tell students to follow classroom rules (Ramia et al., 2022).

The issue of increasing disruption in Australian classrooms is significant, with adverse impacts on students and teachers. There are multiple, complex reasons for this, but there are classroom management practices and approaches, supported by strong and consistent evidence, that teachers and school leaders can implement to help reverse this trend. These include a range of practices to manage day-to-day whole-class teaching and learning, as well as function-based thinking and tiered intervention models of support to help understand and address patterns of more persistent behaviour for the small number of students who may need additional help. It is crucial pre-service teachers and teachers at all stages of their careers are supported to develop and implement these practices to help improve classroom environments and student learning outcomes (Oliver et al., 2011).

Students' experiences and the impact on learning

Overall, students in Australia have a positive view of their teachers, reporting high levels of teacher support and enthusiasm, compared to other countries in the OECD (OECD, 2023). Similarly, Australian teachers report having good relationships with their students (97% of teachers) (AITSL, 2023).

Despite this foundation of strong relationships, evidence indicates Australian classroom environments can be further strengthened to better support student learning.

Reports from students and teachers show disruption in Australian classrooms is negatively impacting student learning outcomes:

- The proportion of Australian students reporting that it takes a long time to start work after lessons begin, that they can't work well when they do, and that noise and disorder are frequent occurrences in classes, is above the OECD average and most comparison countries (OECD, 2019a).
- A third of teachers report losing teaching time because of student interruptions, and a quarter report a considerable amount of disruptive noise in classrooms (OECD, 2019b).
- The 2018 Programme for International Student Assessment (PISA) results place Australian classrooms among the least favourable countries in the OECD Index of Disciplinary Climate (OECD, 2019a).

Students cannot learn well in disorderly classrooms, where they don't feel safe and supported, and when they are disengaged. Students recognise classroom management is an essential feature of an effective learning environment and want teachers who are consistent in administering a classroom management system (Cothran et al., 2003). Students experiencing work-related difficulties (for example, boredom, teacher–student misunderstandings, and the work being too hard or too easy) is cited as a major reason for students' disengagement and disruptive behaviour (Goss et al., 2017). Identifying and addressing these work-related difficulties is particularly important for students in schools in low socio-economic areas, who experience even more disruption and disengagement in their classrooms for a variety of reasons (Sullivan et al., 2014).

Australian students' performance on PISA in reading, maths and science has declined over the last 20-plus years (OECD, 2019a) and secondary school student performance on the National Assessment Program – Literacy and Numeracy (NAPLAN) has largely stagnated. While there are multiple factors influencing the deteriorating quality of student outcomes, ensuring teachers are well-equipped to implement evidence-based, inclusive and culturally responsive teaching practices, including effective classroom management, is an important avenue for improvement.

What can we learn from teachers, leaders and other experts?

AERO is engaging widely with teachers, leaders, education systems and sectors, and other experts to inform the scoping and development of its classroom management resources and ensure their effectiveness (see Appendix A). These conversations are helping AERO better understand the key challenges for teachers and leaders in creating safe and supportive learning environments and effectively managing classrooms, as well as identify emerging opportunities to strengthen support.

Through engagement to date, AERO has heard key messages from teachers, leaders and other stakeholders. They are motivated by the increased teaching and learning time gained through effective classroom management, and understand high-quality instruction and evidence-based classroom management practices are essential proactive and preventative measures. They appreciate that whole-school approaches require cohesion between teachers and leaders and a positive school culture to be effective.

Teachers and leaders:

- value and build authentic relationships with students, families and the wider community which are built on trust
- believe that being reflexive to understand how their own culture, values and beliefs impact the students and families they work with, and being willing to learn and engage in different ways of being, knowing and doing, are important for professional growth
- understand it is important to identify the function of a student's persistent disengaged or disruptive behaviour to plan appropriate responses.

In addition, AERO's ongoing work and conversations to build understanding and recognition of the needs and aspirations of First Nations children and young people has identified a broad definition of educational success. Teachers, leaders, students and other experts have told us, educational success for First Nations children and young people should be understood as education that:

- enables students to be strong and happy in their own identities and cultures
- ensures students feel known, understood and supported by their teachers and schools with whom they have built positive relationships
- builds on this foundation to equip students to hold aspirations and to navigate the contemporary global world.

Advice on AERO's development of resources includes that they should:

- reflect the reality and diversity of Australian classrooms and be adaptable to a range of contexts and teacher career stages
- support busy teachers and leaders by being concise and easily accessible
- prompt and support teachers' reflections, collaborations and conversations with colleagues and school leaders
- demonstrate evidence-based practice in action and support teachers to develop the knowledge, skills and understanding to manage classrooms effectively, including through function-based thinking.

Most importantly, so far, we have learned that a wide range of existing advice and resources already exists (see Appendix B and Appendix C), and the greatest value AERO can add is by complementing these through resources that clearly show the practical and detailed 'how to' of effective classroom management.

AERO will continue learning from teachers, leaders and other experts throughout 2023 and 2024 as the resources are identified, scoped, developed, tested and refined. In particular, AERO will draw on the experience and expertise of teachers and leaders in the development and quality assurance of resources. AERO will also engage with expert researchers to ensure resources are based on the strongest available evidence and will help teachers meet the needs of diverse learners in their classrooms.

Evidence-based practices: What works?

All students deserve safe and supportive classrooms where they know and can meet expectations and fully engage in learning. Effective classroom management is one of the keys to achieving this goal. The evidence is clear, effective classroom management:

- helps to establish a positive learning environment
- improves teacher preparation for classroom instruction
- increases instruction time
- fosters positive relationships between teachers and students
- improves student achievement (AITSL, 2021; Freiberg, 2013).

This paper summarises evidence and guidance from peer-reviewed research, national and international education reports, education research organisations, and experts in the field of creating safe and supportive learning environments through effective classroom management. With the support of experts, including teachers and leaders, we have translated and extrapolated from the most rigorous and relevant evidence available, to identify specific classroom management practices and skills that are most effective at creating safe and supportive learning environments.

These are:

- being intentional about developing a positive classroom culture, by explicitly teaching, modelling and revising expected behaviours, routines and rules
- building teacher–student relationships through positive interactions and establishing a safe and predictable learning environment
- developing and maintaining high expectations for students, and providing additional teaching and support to students experiencing difficulties
- providing high-quality instruction to actively engage students in learning
- managing behaviour using a range of evidence-based strategies
- implementing a whole-school approach and providing practical support to teachers.

These evidence-based classroom management practices are highly effective at maximising students' on-task learning time by minimising disengagement and disruptive behaviour. By adopting proactive measures to create a positive, inclusive classroom environment, and using effective responses to disengaged and disruptive behaviours, minor behaviours that may escalate and become more severe over time can be prevented and addressed early (Goss et al., 2017). Fundamentally, these practices recognise that students' behaviour can and should be managed to support learning and ensure safety for all.

Supporting all Australian teachers and leaders to put these proven classroom management approaches into practice is the focus of this discussion paper and the resources produced through AERO's Engaged Classrooms Through Effective Classroom Management project.

Explicitly teaching and modelling behaviour to support learning: Why does it work?

The role of memory in learning

Explicitly teaching and modelling behaviour helps develop a positive, inclusive classroom culture and creates a safe and welcoming environment. This is important because it limits the cognitive and psychological strain students can experience in changeable or unpredictable situations, and it works because it aligns with how students learn.

Students' learning is a function of memory:

- Working memory holds information that students are thinking about at any given time and provides a fast and flexible system to process this material.
- Long-term memory is where students store and connect information that has been processed in working memory.

When information is stored in long-term memory, students can make connections to existing material stored there, and use and apply this increasingly connected information in the future. Put simply, learning is a change in long-term memory (Kirschner et al., 2006).

Automaticity facilitates learning

Working memory is limited, and when it becomes overloaded, students have difficulty learning (CESE, 2017a). Students' working memory can become overloaded if they need to expend effort thinking about the information they are learning, as well as the positive behaviours they need to exhibit while doing so. Working memory can also be overloaded when there are unhelpful distractions, like too much noise and lots of unrelated information on display.

Building automaticity means less burden is placed on working memory and more attention can be given to new learning. This is why we aim to build automaticity in foundational learning, such as reading with fluency and knowing and recalling multiplication facts. Automaticity in behaviours can also be taught and learned. This means students can know and demonstrate appropriate responses and behaviours, without having to think about them, thereby freeing up space in working memory for the new learning.

Explicitly teaching and modelling behaviour to support learning

Explicitly and repeatedly teaching, explaining, discussing and modelling expected behaviour helps to free up students' working memory to focus on learning, by storing behavioural expectations in their long-term memory. Practising expected behaviours helps make them increasingly 'automatic' and become an established habit. This means that students no longer need to use their working memory to focus on the expected behaviour and can, instead, focus on the information they are learning.

Teachers should proactively and explicitly teach expected behaviour at the start of the academic year and revise regularly (Epstein et al., 2008). Teachers should also role-model the behaviours expected of students, including arriving to class on time, being organised, and listening to and speaking with students in a consistent and calm manner to set the standard about how to interact in the classroom (Alter & Haydon, 2017). This provides concrete examples of behaviours that students can better understand and follow (AITSL, 2021).

Explicitly teaching and modelling behaviour to support learning – Examples

- Use a calm tone and active listening, interact respectfully, and be organised and on time (Alter & Haydon, 2017).
- Explicitly teach routines and rules to students. They should be clear and well-defined and can be reinforced through classroom practice and discussion (Chaffee et al., 2017).
- Explain the appropriate behaviour so that students develop a thorough understanding of expectations by breaking down each behavioural skill into concrete, teachable steps (Epstein et al., 2008).
- Model the skill and provide a variety of examples of its appropriate use (Epstein et al., 2008).
- Provide prompts, cues and feedback about the student's skill performance, being sure to praise successful approximations of the skill and to encourage complete mastery (Epstein et al., 2008).

Building teacher–student relationships

Relationships and mutual respect are important elements of effective classroom management (AITSL, 2021). Teacher–student relationships take time to develop and are built on connections, trust and understanding. For students to feel trusted by the teacher and to trust the teacher, they need to feel safe and understood.

Positive connections and interactions between teachers and students help build relationships. These act as a safeguard for some students who may have difficult relationships in their personal lives, enabling them to have better engagement outcomes at school. Students are more likely to feel comfortable and engaged in learning when their teacher is welcoming, interested, encouraging, caring and kind (Commissioner for Children and Young People [CCYP], 2018). Teachers can take practical steps to positively connect with students – for example, by greeting students warmly and consistently using their names in interactions (Evidence for Learning [E4L], 2023). 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 (CESE, 2020). Ultimately, authentic two-way relationships that are both supportive and challenging, facilitated by teachers with the compassion to be fair and the courage to be firm, benefit all students (Stronger Smarter Institute, 2017).

A basis for building trust and relationships is explicitly teaching and modelling established expectations for behaviour, routines and rules; these are the building blocks to developing a safe and predictable classroom for all students. A foundation of safety and predictability enables peer and teacher-student relationships to flourish (McDonald, 2019).

Students who establish positive connections with their teachers are more likely to:

- have a positive attitude towards school
- perceive themselves as part of their school community
- attain higher academic results
- place a high value on regular attendance (CCYP, 2018).

Positive teacher–student relationships are an important part of teachers' and leaders' cultural responsiveness, and their capacity to establish a culturally safe environment (AERO, 2023a). These relationships can increase the likelihood of students and their families seeking help when it is required, and engaging with education and school.

Positive relationships with families, developed through effective family engagement, benefit students in many ways. Students' academic achievement, social behaviours and mental health all benefit from family–school partnerships, with two-way communication between school and home having a positive impact on students' social-behavioural competence (Smith et al., 2020). Building authentic and equal relationships with families and establishing mutual respect between community and school develops positive partnerships through which to support all students (Munns et al., 2013). Getting to know and understand students, their families and the wider community can help teachers be more reflexive – a practice which helps teachers interrogate and understand their personal attitudes, values, culture and biases and how these impact their decision-making, teaching and learning, as well as the impact they have on the students, families and communities with which they work.

Teachers' reactions to inappropriate behaviour are influenced by their own experiences and judgements about how students should behave, as well as the school's established expectations. 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. This helps teachers to carefully consider their role and responsibility in understanding and supporting students who struggle to meet behaviour expectations, and actively develop and manage how they react in these situations.

Ultimately, positive teacher–student relationships enable teachers to more effectively and efficiently intervene when problems arise (Epstein et al., 2008; Marzano et al., 2003; Goss et al., 2017). When teachers address inappropriate behaviour, they should regulate their own emotions, and maintain a calm manner, as students' emotions and behaviours can escalate in line with their teachers' reactions (McGrath & Van Bergen, 2019). If a pattern of inappropriate behaviour is observed with an individual student, teachers and leaders should seek to understand the underlying reason and consider this in determining the best approach to provide specific support (E4L, 2023).

Building teacher–student relationships – Examples

- Quickly learn student names, greet students individually and chat with them at the classroom door every day, interact with students outside the classroom, inquire about students' interests, communicate positively, deliver constructive feedback wisely, communicate positive messages home, and let go of a previous incident and start fresh (AITSL, 2021; Hepburn & Beamish, 2020; Ulmanen et al., 2016).
- Regularly and intentionally 'check in' with every student. For example, ask about their weekend, their activities and interests outside of school, such as how their football team is performing or how their dance performance went; encourage help-seeking behaviour; listen when students raise concerns, assure and uphold confidentiality; and provide support and advice or take direct action as requested and as required (CCYP, 2018; Education Endowment Foundation [EEF], 2021).
- Create opportunities for students to further develop relationships with school staff. For example, finding time to talk during teacher–student morning teas, collaborative activities (sports, competitions or excursions) and extra-curricular activities (clubs, socials or projects) (CCYP, 2018).
- Be ready to be critically reflexive of your own assumptions and identify, and how they influence your values, expectations and actions (Proud & Morgan, 2021).

High expectations, routines and rules

High expectations for positive outcomes and structured environments

Expectations for behaviour and learning are not enough – they need to be high, and they are best supported by teacher–student relationships built on understanding and mutual respect (Stronger Smarter Institute, 2017). High expectations are associated with positive outcomes, such as improvements in behaviour, self-esteem, motivation, attendance, and academic achievement (CESE, 2020). Positive teacher–student relationships help teachers enact and have high expectations for students, rather than of them (Stronger Smarter Institute, 2020). For example, if a student isn't completing a learning task because they say it's too hard, instead of simply demanding its completion and outlining the consequences for non-compliance, the teacher could discuss their concerns with them, affirm the purpose and expectations of the task, and provide the support they need to complete it successfully (Sarra et al., 2018). 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. High expectations are associated with positive outcomes, such as improvements in behaviour, self-esteem, motivation, attendance and academic achievement (CESE, 2020).

When teachers hold high expectations for a student, it can lead to increased effort from the student and the school investing more resources into their education (Goss et al., 2017). Conversely, when expectations are low, it can lead to reduced effort and fewer resources being allocated (Goss et al., 2017). Setting high expectations for students increases the likelihood that they will meet or surpass those expectations, as they are encouraged to learn, assume responsibility for their actions, and understand the outcomes of their conduct (Australian Government Department of Education, 2023).

Teachers and the families of students they work with may have different expectations about what is appropriate behaviour to support learning, and this cultural mismatch can lead to misunderstandings and difficulties (Llewellyn et al., 2018). Through attentive listening and development of meaningful relationships, schools can work in partnership with families and the community, so they are actively involved in shaping and understanding the school's expectations for learning and behaviour (Llewellyn et al., 2018).

Students should have predictability and structure that provides them with certainty about what is expected. Effective classroom management involves establishing structured and predictable environments by holding high expectations, and through explicit teaching and consistent implementation of routines and rules (AITSL, 2021; CESE, 2017b; Simonsen et al., 2008).

Routines and rules for effective classroom management

Together, routines and rules help provide the predictability and structure that gives students certainty about what is expected in their classroom (AERO, 2021). Trauma-assumed, or trauma-informed practices emphasise adopting evidence-based approaches to teaching, learning and classroom management that provide all students with a sense of safety and predictability (CESE, 2020).

Allocating sufficient time to explicitly teach, practise and reinforce routines and rules helps establish a safe learning environment and enables students' working memory to be focused on learning. Investing this time improves the amount and quality of instructional time in the classroom (Alter & Haydon, 2017; Epstein et al., 2008).

Teachers should establish a system of routines from day one (AERO, 2021), and revise and reinforce these throughout the year. Additional time and practise will need to be provided for younger primary students who may be less familiar with school environments and encountering a lot of new experiences at the same time, including interacting with their peers (Epstein et al., 2008). Teachers should provide students with live feedback on their demonstration of the routines, reinforcing their importance and establishing consistency for students.

Teachers 'teaching' instead of 'telling' the classroom rules proactively develops expected behaviours and moves beyond an emphasis on compliance with rules (Hepburn et al., 2021). Explaining why each rule is needed helps students understand how they help keep them safe and able to learn. This 'teaching' can most effectively be achieved through classroom discussion, recitation and modelling of expected and inappropriate behaviour and linking them to positive or negative consequences (Alter & Haydon, 2017). This helps develop a shared understanding of expectations and reinforces a positive, inclusive classroom culture.

Positively worded rules should be established, defined, displayed and explicitly taught from day one to support student learning and effectively manage classrooms (AERO, 2021). To avoid working memory becoming overloaded, a small number of rules will be most effective (Alter & Haydon 2017; AERO, 2023a). They should be made with reference to whole-school expectations and behaviour management policies, and a shared language and understanding of the rules should be developed (AERO, 2021). Rules need to be made clear in various routines and students should be prompted or pre-corrected to support them to successfully follow the rules (Simonsen et al., 2008).

This shared language and understanding should extend to students' families and community. Aligning home and school expectations for behaviour, including routines and rules, helps establish a safe and inclusive environment for all students (Llewellyn, 2018). This requires strong relationships, listening to and carefully considering families' and community members' views, and fostering a learning community mindset (Munns et al., 2013) focused on supporting all students to succeed.

High expectations, routines and rules – Examples

- Practise routines daily for the first few weeks of school, and then revise and regularly practise these as needed, such as when efficiency and accuracy are lost and/or students lapse into inappropriate behaviours (Epstein et al., 2008).
- Implement routines for the beginning or end of a lesson (for example, cueing students' attention at the start of a lesson, 'do now' or lesson reflection/report back), different learning activities (for example, small-group discussions, whole-class, pair work, individual work), and transitions and stopping the class (for example, how to move from one activity to the next, noise level) (AERO, 2021).
- Prepare students before implementing any change in routines to minimise confusion and disruption, including explaining why the change in routine is needed (Epstein et al., 2008).
- Ensure there is a shared, consistent language and understanding of the rules between students and staff (AERO, 2021), and extend this to families and the community through strong and authentic relationships and listening to and carefully considering their views (Munns et al., 2013).
- Phrase rules positively and display school rules clearly in classes and around the school. Staff and students should know what they are (Alter & Haydon, 2017; EEF, 2021).

Managing disengaged and disruptive behaviours

Supporting students with learning behaviour

Academic learning, learning about self and developing the skills for socially appropriate behaviours are all part of students' trajectories of learning. Each student's trajectory will be unique, with different rates of progress and levels of success, as well as different challenges. These challenges may include negative behaviours ranging from minor disruptions to more serious and antisocial behaviours like physical violence and verbal abuse towards peers and teachers (AITSL, 2021), which can have a significant impact on teacher stress and burnout (Oliver et al., 2011). However, student behaviours that most impact teaching and learning are those that are classified as low-level disengaged or disruptive[1] (Hepburn & Beamish, 2020; Sullivan et al., 2014; Wheldall et al., 2020). With comprehensive support from education systems and sectors and school leaders, teachers can work with students to support their behavioural engagement and achieve success.

1 Disengaged behaviour refers to 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.
Disruptive behaviour refers to low-level actions that impact negatively on teaching and other students' learning, such as calling out, interrupting others, being restless, getting out of their seat and not following the teacher's instructions.

It is important that teachers and leaders understand that there are many reasons why students may not yet readily possess the skills to meet school and classroom behaviour expectations (Goss et al., 2017), including that:

- the student has not yet developed the functional everyday skills required to be successful in the school environment, such as self-regulation and deployment of coping skills (E4L, 2023).
- the student is experiencing difficulties in other parts of their life which are affecting how they behave at school (E4L, 2023), potentially leading to cognitive overload.
- the student is experiencing language and/or information processing difficulties or is still developing executive functions which impact their learning (AERO, 2023a).
- the school or classroom culture and expectations are new and unfamiliar, and they are only beginning to learn behaviour in this different context (Monroe, 2009).

Effective responses to inappropriate behaviour

Teachers must have various methods for de-escalating confrontations, solving conflicts and redirecting and responding to inappropriate behaviour in a fair, productive and proportionate manner (Bennett, 2017). Over time, de-escalation techniques can build on relationships with students, enabling authentic, open and honest communication. Teachers should plan to manage emotional and aggressive outbursts from students and follow the agreed school procedure to respond promptly to de-escalate the situation (AITSL, 2021). Planning, rehearsing and practising responses to behaviours help teachers to be more consistent and implement responses to reinforce high expectations for learners (Alter & Haydon, 2017).

Teachers should consider the disengaged and disruptive behaviours they may experience and the factors that may contribute to them occurring. This will support teachers to plan to prevent these behaviours from occurring in the first instance, and effectively address them when they do occur. As teachers' reactions to inappropriate behaviours are influenced by their expectations and experiences, and values and beliefs about learning, their responses should be planned, rehearsed and practised to ensure they are respectful, appropriate, proportionate and focused on helping the student get back on track to success.

Teachers should reinforce expected behaviour, routines and rules using simple prompts or pre-corrections, and refer to these prompts throughout a lesson. For example:

- Question: 'When we get to the library, what are the 3 things we need to remember to be responsible?'
- Answer: 'Walk on the left, be responsible for your books and surroundings, and talk in a quiet voice' (Ennis et al., 2017).

This may be supported with simple reminders for students of the expectations and the sequence to follow in a routine.

Teachers should model the behaviours expected of students. For example, using a calm tone, actively listening and interacting respectfully. Staying calm is crucial to avoid worsening the situation, help de-escalate it and improve the effectiveness of corrective measures (AITSL, 2021).

Providing clear corrective feedback delivered discreetly, calmly and consistently has been shown to improve student behaviour (Simonsen et al., 2008). Proximity or non-verbal cues and taking students aside to discuss their behaviour can de-escalate potential problems (Hepburn & Beamish, 2020). At times, there will be the need to re-teach the routine or the rationale behind the rule.

When deciding how to respond to inappropriate behaviour, teachers should be reflexive of their values and beliefs related to learning and student behaviour, how these impact their own behaviours and reactions and, ultimately, how they impact their students. This will help them recognise their role and responsibility in creating culturally safe and inclusive classrooms. They can also encourage students to reflect on their behaviour and identify strategies to avoid inappropriate behaviours in the future through debriefing conversations after an incident (Roffey, 2011).

Understand students' challenges and provide support

The evidence-based practices outlined in previous sections of this paper will support all students to meet behaviour expectations most of the time. However, when disengaged or disruptive behaviour is persistent, which might be the case for a small number of students, even when these practices are implemented consistently, teachers and leaders should consider what is happening for that student that might be causing their behaviour to help determine how to best respond. Teachers can better address this behaviour when they know their students' contexts, experiences, motivations and needs (AITSL, 2021), and when they are supported to actively reduce the influence of unconscious bias on decision-making so that all students are treated fairly (Benson & Fiarman, 2020). Strategies that are not linked to the cause of misbehaviour may inadvertently reinforce the problem, increasing its occurrence (Epstein et al., 2008).

Function-based thinking is a useful approach that acknowledges that behaviours serve specific purposes for individuals, so responses and interventions should be responsive to this (Hershfeldt et al., 2020). As teachers observe and respond to more persistent patterns of a student's disruptive behaviour, they are encouraged to consider the 'why' behind it. They can do this by examining environmental triggers, and what responses and outcomes will best meet the student's needs, and be most likely to get behaviour and learning back on track (Allday, 2018). This is where teachers can focus on the connection between the behaviour the student is engaging in and, where appropriate, the skills students need support in developing (Allday, 2018). This information can help the teacher select a response or intervention that matches the function of the behaviour and the skills the student needs further support to develop (Allday, 2018). Teachers can support students finding it difficult to demonstrate particular behaviours by discussing, teaching, modelling and providing opportunities to practise expected behaviours (Epstein et al., 2008).

Some students may need more comprehensive provision. For students experiencing language and/or information processing difficulties, less well-developed executive functions, or more complex behaviours, teachers may need the support of school leaders and support staff to make the required reasonable adjustments and provide additional support to help them meet expectations (Australian Government Department of Education, 2005).

For some students, cultural dissonance can create a distraction that affects their behaviour. For example, when a student hears their teacher and peers talking about inclusivity and multiculturalism but doesn't experience their identity or culture being reflected and/or valued in the environment, curriculum, or day-to-day school activities, or in their interactions with others, this can lead to stress for the student. Reflexive and responsive practices can alleviate or minimise this experience for students.

When seeking to understand the 'why' of a particular behaviour, teachers and leaders can also consider how their individual and the school's collective perspectives, cultures and identities have shaped the school's expectations, and whether these should be adapted to better meet students' needs. This can help teachers and leaders become more aware of their preconceptions and their impact on students, as well as their role in, not only setting expectations, but also in helping students meet them (Stronger Smarter Institute, 2017). Engaging families and community members in meaningful conversations to understand and consider their views, and to develop a shared understanding of school and classroom expectations to support learning can help alleviate the potential for misalignment between school, home and community.

Behaviours at the most severe end of the spectrum include those that may put the safety of students and teachers at risk, such as carrying a weapon or attending class under the influence (AITSL, 2021). These behaviours can stem from a combination of health and environmental factors and require specific and comprehensive interventions (AITSL, 2021), which are out of the scope of this discussion paper.

Managing disengaged and disruptive behaviours – Examples

- Provide calm, consistent, clear, proportional responses that draw attention to expected behaviours – for example, provide on-the-spot praise or offer positive or corrective verbal feedback tied to specific behaviours (AERO, 2021; Australian Government Department of Education, 2023; Hepburn et al., 2021; Simonsen et al., 2008).
- Ensure the layout of the classroom prevents common distractions (for example, from other peers), has defined learning spaces and provides good accessibility/access to materials (Guardino & Fullerton, 2010).
- 'Tactical ignoring' of minor issues, in combination with praise for appropriate behaviour, can encourage better behaviour (Simonsen et al., 2008).
- Acknowledge the emotion being expressed; speak quietly and calmly and show sincere concern; show belief in the student's ability to manage their anger/distress (Roffey, 2011).
- Unless unsafe, provide students with time to follow instructions and/or de-escalate (Marzano et al., 2003).
- Assess whether a student has the requisite skills for expected behaviour, observe carefully whether there are any circumstances where the student can perform the behavioural skill at a level of success commensurate with peers, and whether the student knows when and where the behaviour is appropriate (Epstein et al., 2008).
- Reflect on the time of day the misbehaviour occurs, where it occurs in the class, the subject/lesson content and type of learning activity, the task difficulty and the presence/participation of other students to inform planning for classroom management (AITSL, 2021).

Managing disengaged and disruptive behaviours – Examples

- To support expected behaviours in the classroom, use the process of 'reinforcement' by describing the desired behaviour, being knowledgeable of the best way to reinforce behaviours for each student, being able to reinforce target behaviours, and tracking success of strategies based on student behaviours. Reinforcers may be extrinsic (stickers, rewards) or intrinsic (a product of the behaviour itself) (Leif et al., 2023).
- Where helpful, implement changes in instructional groupings, the seating plan, or the order or pace of instruction (AITSL 2021; Epstein et al., 2008).

High-quality instruction

The implementation of evidence-based, inclusive and culturally responsive whole-class teaching practices, along with the provision of additional support or extension for a small number of students, is fundamental to addressing the prevalent low-level disengagement and disruption in Australian schools (AERO, 2023a). In addition to effective classroom management, these practices promote positive behaviour.

Teachers and educators who demonstrate cultural responsiveness are critically reflexive about their own identities, culture, histories and biases, and how they impact the development of relationships with and understanding of the students in their classes, and the communities in which they live and work. Cultural responsiveness maintains high expectations while providing commensurate support, and can provide a solid foundation for learning success (AITSL, 2022; Ladson-Billings et al., 2013; Sarra et al., 2018).

Evidence-based teaching practices provide frequent opportunities for students to actively engage through clear and explicit instruction, so they know where they are at in their learning and what they need to take this learning to the next stage (Rubie-Davies et al., 2014). These practices also reduce cognitive load by presenting students with only one task or direction at a time (Pashler, 1994). They ensure students receive specific, positive feedback that acknowledges student effort and its contribution to learning progress (Rubie-Davies et al., 2014).

AERO has already developed a comprehensive series of practical guides and resources to help more teachers and school leaders apply several of these practices in Australian schools. They include:

- Explicit Instruction
- Formative Assessment
- Mastery Learning
- Spacing and Retrieval.

These practices best support student engagement and achievement in learning because they align strongly with what evidence tells us about how students learn.

For some students, high-quality instruction in learning and behaviour may involve additional support or extension for a small number of students. For students with disabilities, teachers must provide reasonable adjustments and support to enable them to access and participate in education on the same basis as students without a disability (Australian Government Department of Education, 2005). For students with advanced prior knowledge, extended opportunities to connect and apply their current understanding will support continued engagement.

Whole-school approaches

Effective classroom management is crucial for creating an environment that promotes safety, teaching and learning. However, to further enhance classroom-level strategies and processes and support individual teachers, it is beneficial to implement a consistent whole-school approach (AITSL, 2021; E4L, 2023). This approach should aim to develop a culturally safe and inclusive environment for all students; one that is built on a foundation of professional reflexivity and ongoing development of evidence-based culturally responsive practices. Through effective family and community engagement to understand and reflect values and aspirations, it should clearly outline shared expectations, language, and understanding of appropriate classroom behaviour (CESE, 2019; Goss et al., 2017). By adopting a whole-school approach to managing student behaviour, schools can observe positive behaviour increases, a reduction in negative behaviour and improvements in academic performance (CESE, 2017b; E4L, 2023).

Leadership plays a vital role in ensuring that students' conduct aligns with the school's expectations (AITSL, 2021). Effective leadership involves more than creating a behaviour plan or policy. It requires providing practical support for teachers to develop the necessary skills and tools for engaging with students, understanding their behaviour and responding appropriately (Goss et al., 2017). This practical support should be evidence-based and comprehensive, encompassing induction and mentoring programs, collaborative professional development opportunities with colleagues, access to tools and resources, regular observation and feedback, coaching on classroom management, and additional support from leaders for addressing escalated issues (AITSL, 2021; Goss et al., 2017; Hepburn & Beamish, 2019). It needs to help teachers develop the skills to be reflexive and culturally responsive practices. All of this requires investment of time and resources so teachers can receive the explicit instruction they need, and receive ongoing feedback from their students, the community and their colleagues.

Most Australian schools have developed comprehensive student behaviour plans and policies that articulate expectations and their alignment with the school's values, and what the school can do to provide additional support to students when required; as well as how they track student attendance and disciplinary matters. However, it is consistently and effectively implementing these plans, and ensuring teachers are supported, that makes the difference to the safety and learning of all students.

Research supports the use of tiered intervention models, such as a multi-tiered system of supports (MTSS), and Response to Intervention (RTI) models (AERO, 2023b). MTSS models were developed to provide multiple types of support in addition to supporting students to reach learning outcomes, including supports related to behavioural and socio-emotional considerations (Berkeley et al., 2020; Ferrer-Esteban, 2019). They include a school-wide understanding of behavioural expectations, high-quality classroom instruction and evidence-based support for students, provided on a sliding scale of intensity depending on the needs of each student. The RTI framework is an evidence-based and structured, whole-school approach to screening, identifying and supporting students with additional behaviour needs.

What can teachers and leaders do?

Teachers and leaders can develop safe and supportive learning environments through the effective classroom management practices outlined in this discussion paper. For beginning teachers, or for experienced teachers who want to refine specific elements of their classroom management practice, AERO's foundational resources can help. They can be used individually to reflect and develop one's practice, or as shared resources for mentor teachers to use with their mentees to support professional growth.

There are 3 types of foundational resources.

Classroom management explainers 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
- high expectations for student behaviour
- teaching routines
- establishing and maintaining rules.

Classroom management practice guides 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
- establishing and maintaining an entrance routine
- establishing and maintaining an exit routine
- gaining all students' attention
- planning for classroom management
- responding to disengaged and disruptive behaviours
- setting behaviour expectations for completing learning tasks
- students gaining teacher attention
- students moving through the school.

Classroom management skill resources support teachers to implement effective classroom management practices by refining necessary classroom management skills. These are:

- acknowledgement and praise
- circulation
- clear communication
- deliberate pause
- non-verbal correction
- scanning your class
- voice control.

AERO's Classroom Management Resources: User Guide explains these resources in more detail and provides advice on how they can be used.

Next steps

Australian teachers and leaders have told us they want to make the biggest possible difference to students' learning outcomes and see all students flourish and succeed. They care about students' safety and learning, which means they care about their behaviour. They know that engaging students through evidence-based, inclusive and culturally responsive practices is key, and that classroom management is a critical component of helping students thrive in their learning environments. Put simply, they want to know what works and how to put this into practice in their schools and classrooms.

AERO's Engaged Classrooms Through Effective Classroom Management project provides an important opportunity to support Australian teachers and leaders in tackling this challenge. We are translating the strong and established evidence underpinning the effective classroom management practices outlined in this discussion paper into useful and practical resources. By providing access to these resources and supporting their use in ongoing professional learning and practice in the early years of teaching and beyond, we can support the best approaches being implemented systematically across all Australian classrooms.

This project is an important step, but more action is needed. Even the most motivated teachers will struggle to succeed if they are striving to implement evidence-based classroom management approaches in isolation. They need the backing of their school leaders through:

- the implementation of a whole-school approach that reflects the values and aspirations of families and the community
- provision of comprehensive support when challenges arise
- access to professional learning and opportunities to collaborate with colleagues, including through reflexivity and critical feedback.

In turn, school leaders can best establish these conditions when they operate within systems that have evidence-based and coherent policies and procedures in place, and where these are supported by quality, aligned professional learning opportunities and resourcing to support participation.

Creating the best learning environments in which our young people are treated with dignity and respect, feel safe and valued, and, ultimately, succeed is a shared responsibility and requires a national effort. Young Australians deserve nothing less. We encourage you to consider the challenges and opportunities presented in this paper and what they might mean for the context in which you work and the young people you support. Start a conversation with colleagues and identify actions you might take together to help make Australian classrooms welcoming, safe and productive places to learn so all students can thrive and achieve.

References

Alter, P., & Haydon, T. (2017). Characteristics of effective classroom rules: A review of the literature. *Teacher Education and Special Education, 40*(2), 114–127. https://doi.org/10.1177/0888406417700962

Allday, R. A. (2018). Functional thinking for managing challenging behavior. *Intervention in School and Clinic, 53*(4), 245–251. https://journals.sagepub.com/doi/abs/10.1177/1053451217712972

Australian Education Research Organisation. (2021). *Focused classrooms: Managing the classroom to maximise learning*. https://www.edresearch.edu.au/resources/focused-classrooms-practice-guide

Australian Education Research Organisation. (2022). *Use of evidence-based practices in schools: a national snapshot*. https://www.edresearch.edu.au/resources/use-evidence-based-practices-schools-national-snapshot

Australian Education Research Organisation. (2023a). *How students learn best: An overview of evidence from cognitive science and the most effective teaching practices*. https://www.edresearch.edu.au/resources/how-students-learn-best

Australian Education Research Organisation. (2023b). *Tiered interventions*. https://www.edresearch.edu.au/our-work/current-projects/tiered-interventions

Australian Government Department of Education. (2005). *Disability standards for education 2005*. https://www.education.gov.au/disability-standards-education-2005

Australian Government Department of Education. (2022). *The quality initial teacher education review*. https://www.education.gov.au/quality-initial-teacher-education-review

Australian Government Department of Education. (2023). *Teacher education expert panel discussion paper*. https://www.education.gov.au/quality-initial-teacher-education-review/resources/teacher-education-expert-panel-discussion-paper

Australian Institute for Teaching and School Leadership. (2017). *Australian professional standards for teachers*. https://www.aitsl.edu.au/standards

Australian Institute for Teaching and School Leadership. (2021). *Classroom management: Standards-aligned evidence-based approaches*. https://www.aitsl.edu.au/research/spotlights/classroom-management-standards-aligned-evidence-based-approaches

Australian Institute for Teaching and School Leadership. (2022). *Building a culturally responsive Australian teaching workforce*. https://www.aitsl.edu.au/teach/intercultural-development/building-a-culturally-responsive-australian-teaching-workforce

Australian Institute for Teaching and School Leadership. (2023). *Australian teacher workforce data (ATWD): Key metrics dashboard release: Teacher workforce characteristics*. https://www.aitsl.edu.au/docs/default-source/atwd-js/march29-2023/atwd-key-metrics-dashboard---march-2023.pdf?sfvrsn=ebd1b03c_2

Bennett, T. (2017). *Developing behaviour management content for initial teacher training*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536889/Behaviour_Management_report_final__11_July_2016.pdf

Benson, T. A., & Fiarman, S. E. (2020). *Unconscious bias in schools: A developmental approach to exploring race and racism*. Harvard Education Press.

Berkeley, S., Scanlon, D., Bailey, T. R., Sutton, J. C., & Sacco, D. M. (2020). A snapshot of RTI implementation a decade later: New picture, same story. *Journal of Learning Disabilities, 53*(5), 332–342. https://doi.org/10.1177/0022219420915867

Centre for Education Statistics and Evaluation. (2017a). *Cognitive load theory: Research teachers really need to understand*. https://education.nsw.gov.au/about-us/educational-data/cese/publications/literature-reviews/cognitive-load-theory

Centre for Education Statistics and Evaluation. (2017b). *Improving high school engagement, classroom practices and achievement*. https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/improving-high-school-engagement-classroom-practices-and-achieve

Centre for Education Statistics and Evaluation. (2019). *How high expectations and engagement in primary school drive student learning*. https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/how-high-expectations-and-engagement-drive-student-learning

Centre for Education Statistics and Evaluation. (2020). *What works best: 2020 update*. https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update

Chaffee, R. K., Briesch, A. M., Johnson, A. H., & Volpe, R. J. (2017). A meta-analysis of class-wide interventions for supporting student behavior. *School Psychology Review, 46*(2), 149–164. https://doi.org/10.17105/SPR-2017-0015.V46-2

Commissioner for Children and Young People. (2018). *Speaking out about school and learning: The views of WA children and young people on factors that support their engagement in school and learning*. https://www.ccyp.wa.gov.au/media/2763/speaking-out-about-school-and-learning.pdf

Cothran, D. J., Kulinna, P. H., & Garrahy, D. A. (2003). 'This is kind of giving a secret away…': Students' perspectives on effective class management. *Teaching and Teacher Education, 19*(4), 435–444. https://doi.org/10.1016/S0742-051X(03)00027-1

Education Council (2019). *Alice Springs (Mparntwe) education declaration*. https://www.education.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration

Education Endowment Foundation. (2021). *Six recommendations for improving behaviour in schools*. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour

Engels, M., Spilt, J., Denies, K., & Verschueren, K. (2021). The role of affective teacher-student relationships in adolescents' school engagement and achievement trajectories. *Learning and Instruction, 75*, Article 101485. https://doi.org/10.1016/j.learninstruc.2021.101485

Ennis, R., Royer, D., Lane, K., & Griffith, C. (2017). A systematic review of precorrection in PK–12 settings. *Education & Treatment of Children, 40*(4), 465–495. https://www.jstor.org/stable/44684180

Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). *Reducing behavior problems in the elementary school classroom: A practice guide* (NEE #2008-012). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/practiceguide/4

Evertson, C. M., & Weinstein, C. S. (Eds.). (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Lawrence Erlbaum Associates Publishers.

Evidence for Learning (2023). *Effective behaviour supports in schools*. https://evidenceforlearning.org.au/education-evidence/guidance-reports/effective-behaviour-supports-in-schools

Ferrer-Esteban, G. (2019). *Multi-tiered interventions and forms of support for meeting educational needs: What works to improve learning and reduce school dropout levels?* Ivàlua and the Jaume Bofill Foundation. https://fundaciobofill.cat/uploads/docs/3/1/r/9/6/6/i/4/w/multitiredintervententions_qf15.pdf

Fox, R. A., Sharma, U., Leif, E. S., Stocker, K. L., & Moore, D. W. (2021). 'Not enough time': Identifying Victorian teachers' perceptions of the facilitators and barriers to supporting improved student behaviour. *Australasian Journal of Special and Inclusive Education, 45*(2), 205–220. https://doi.org/10.1017/jsi.2021.6

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(1), 59–109. https://doi.org/10.3102/00346543074001059

Freiberg, H. J. (2013). Classroom management and student achievement. In J. Hattie & E. Anderman (Eds.), *International guide to student achievement* (pp. 228–230), Routledge.

Goss, P., Sonnemann, J., & Griffiths, K. (2017). *Engaging students: Creating classrooms that improve learning*. Grattan Institute. https://grattan.edu.au/report/engaging-students-creating-classrooms-that-improve-learning/

Guardino, C. A., & Fullerton, E. (2010). Changing behaviours by changing the classroom environment. *Teaching Exceptional Children, 42*(6), 8–13. https://doi.org/10.1177/004005991004200601

Hepburn, L., & Beamish, W. (2019). Towards implementation of evidence-based practices for classroom management in Australia: A review of research. *Australian Journal of Teacher Education, 44*(2). https://doi.org/10.14221/ajte.2018v44n2.6

Hepburn, L., & Beamish, W. (2020). Influences on proactive classroom management: Views of teachers in government secondary schools, Queensland. *Improving Schools, 23*(1), 33–46. https://doi.org/10.1177/1365480219886148

Hepburn, L., Beamish, W., & Alston-Knox, C. L. (2021). Classroom management practices commonly used by secondary school teachers: Results from a Queensland survey. *Australian Educational Researcher, 48*(1), 485–505. https://doi.org/10.1007/s13384-020-00402-y

Herbert, J. (2019). Delivering the promise: Empowering teachers to empower students. In K. Price & J. Rogers (Eds.), *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession* (3rd ed., pp. 47–70). Cambridge University Press.

Hershfeldt, P. A., Rosenberg, M., & Bradshaw, C. P. (2010). Function-based thinking: A systematic way of thinking about function and its role in changing student behavior problems. *Beyond Behavior*, 19, 12–21.

Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist, 41*(2), 75–86. https://doi.org/10.1207/s15326985ep4102_1

Ladson-Billings, G., Welner, K., & Carter, P. (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. Oxford University Press

Leif, E., McKay-Brown, L., & Whitefield, P. (2023). Perspectives on behaviour supports in Australian schools. In K. Barker, S. Poed & P. Whitefield (Eds.), *School-wide positive behaviour support: The Australian handbook* (pp. 24–44). Routledge.

Llewellyn, L. L., Boon, H. J., & Lewthwaite, B. E. (2018). Effective behaviour management strategies for Australian Aboriginal and Torres Strait Islander Students: A literature review. *Australian Journal of Teacher Education, 43*(1). https://doi.org/10.14221/ajte.2018v43n1.1

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Association for Supervision and Curriculum Development.

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

McGrath, K. F., & Van Bergen, P. (2019). Attributions and emotional competence: Why some teachers experience close relationships with disruptive students (and others don't). *Teachers and Teaching, 25*(3), 334–357. https://doi.org/10.1080/13540602.2019.1569511

McKenzie, P., Weldon, P. R., Rowley, G., Murphy, M., & McMillan, J. (2014). *Staff in Australia's schools 2013: Main report on the survey*. Australian Council for Educational Research. https://research.acer.edu.au/tll_misc/20/

Monroe, C. R. (2009). Teachers closing the discipline gap in an urban middle school. *Urban Education, 44*(3), 322–347. https://doi.org/10.1177/0042085908318716

Munns, G., O'Rourke, V., & Bodkin-Andrews, G. (2013). Seeding success: Schools that work for Aboriginal students. *The Australian Journal of Indigenous Education, 42*(1), 1–11. https://ajie.atsis.uq.edu.au/ajie/article/view/92/33

Murphy, C. (2014). *Behaviour management in schools*. Office of the Auditor General Western Australia. https://audit.wa.gov.au/wp-content/uploads/2014/03/report2014_04-BehaviourMgt-Amendment072015.pdf

Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2011). Teacher classroom management practices: Effects on disruptive or aggressive student behavior. *Campbell Systematic Reviews, 4*, 1–56. https://doi.org/10.4073/csr.2011.4

Organisation for Economic Co-operation and Development. (2019a). *PISA 2018 Results (Volume III): What school life means for students' lives*. OECD Publishing. https://doi.org/10.1787/acd78851-en

Organisation for Economic Co-operation and Development. (2019b). *TALIS 2018 Results (Volume I): Teachers and school leaders as lifelong learners*. OECD Publishing. https://doi.org/10.1787/1d0bc92a-en

Organisation for Economic Co-operation and Development. (2023). *Education policy outlook in Australia*. https://www.oecd-ilibrary.org/education/education-policy-outlook-in-australia_ce7a0965-en;jsessionid=P1BS9wM984EZBzF1BdKjlLRAXpB76nKWu4LXZTMa.ip-10-240-5-109

Pashler, H. (1994). Dual-task interference in simple tasks: Data and theory. *Psychological Bulletin, 116*(2), 220–244, https://doi.org/10.1037/0033-2909.116.2.220

Proud, D., & Morgan, A. (2021). Practising critical self-reflection as a foundational skill. In M. Shay & R. Oliver (Eds.), *Indigenous education in Australia: Learning and teaching for deadly futures* (pp. 38–50). Routledge.

Ramia, I., Parker, B., People, J., Ridgway, K., Kovacs, O., & Mancenido, Z. (2022). *Use of evidence-based practices in schools: A national snapshot*. https://www.edresearch.edu.au/resources/use-evidence-based-practices-schools-national-snapshot

Roffey, S. (2011). *The new teacher's survival guide to behaviour* (2nd ed.). SAGE Publications.

Rubie-Davies, C. M., Weinstein, R. S., Huang, F. L., Gregory, A., Cowan, P. A., & Cowan, C. P. (2014). Successive teacher expectation effects across the early school years. *Journal of Applied Developmental Psychology, 35*(3), 181–191. http://doi.org/10.1016/j.appdev.2014.03.006

Sarra, C., Spillman, D., Jackson, C., Davis, J., & Bray, J. (2018). High-expectations relationships: A foundation for enacting high expectations in all Australian schools. *The Australian Journal of Indigenous Education, 49*(1), 32–45. https://doi.org/10.1017/jie.2018.10

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*(3), 351–380. https://psycnet.apa.org/record/2008-11490-005

Smith, T. E., Sheridan, S. M., Kim, E. M., Park, S., & Beretvas, S. N. (2020). The effects of family-school partnership interventions on academic and social-emotional functioning: A meta-analysis exploring what works for whom. *Educational Psychology Review, 32*(2), 511–544. https://link.springer.com/article/10.1007/s10648-019-09509-w

Stronger Smarter Institute. (2017). *Implementing the Stronger Smarter Approach.* Stronger Smarter Institute position paper. https://strongersmarter.com.au/stronger-smarter-approach/

Stronger Smarter Institute. (2020). *When challenged, how do you respond? Educators taking responsibility for change.* Stronger Smarter Institute Limited position paper. https://strongersmarter.com.au/wp-content/uploads/2020/10/PUB_Resp-for-Change_2020_final.pdf

Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish them or engage them? Teachers' views of unproductive student behaviours in the classroom. *Australian Journal of Teacher Education, 39*(6), 43–56. https://doi.org/10.14221/ajte.2014v39n6.6

Ulmanen, S., Soini, T., Pietarinen, J., & Pyhalto, K. (2016). Students' experiences of the development of emotional engagement. *International Journal of Educational Research, 79*, 86–96. https://doi.org/10.1016/j.ijer.2016.06.003

Wheldall, K., Wheldall, & R. Merrett, F. (2020). *Positive teaching for Australian primary schools: Effective classroom behaviour management*. Multilit Positive Teaching and Learning.

Appendix A: AERO's Engaged Classrooms Through Effective Classroom Management advisory groups and stakeholder engagement activities

Several Engaged Classrooms Through Effective Classroom Management advisory groups are supporting this project to ensure the effectiveness of professional learning resources produced.

Project Advisory Group (PAG)

The Engaged Classrooms Through Effective Classroom Management PAG consists of education representatives from states, territories, systems and sectors, providing strategic advice, support and direction for the project. The PAG offers guidance on research activities, feedback on research findings (and their implications) and input on the development of professional learning resources. PAG members are also invited to meet individually with AERO and share strategic advice, feedback and guidance.

Practitioner Reference Panel

A Practitioner Reference Panel has been established, comprising 2 groups of teachers and leaders from across Australia: a general practitioner group established via AERO's Panel of Educators, Teachers and Leaders (PETL), and a specific expertise group. The general practitioner group supports AERO to best understand the challenges and needs of Australian teachers and leaders, and provides feedback on the development of professional learning resources. The specific expertise group applies their knowledge and experience to help AERO scope, review and develop the professional learning resources within their area of expertise.

First Nations teachers, leaders and experts

AERO is committed to engaging and collaborating with First Nations voices, knowledges and communities to embed and reflect the priorities and expectations of First Nations people in its work. The Engaged Classrooms Through Effective Classroom Management project will consider AERO's learnings from ongoing conversations with First Nations people, including First Nations teachers and leaders, throughout the scoping and development of practical resources.

Other stakeholders

AERO's broader engagement plan recognises the complexities of Australia's education environment and the many individuals, groups and organisations that play a role in helping teachers and leaders implement evidence-based practices. Implementation of this plan is underway and includes engagement with national education organisations, national principal associations, professional associations, teacher unions, disability advocacy groups, researchers, professional learning providers and think tanks.

Appendix B: System and sector advice and resources

Education systems and sectors in each state and territory have developed a variety of guides and resources to assist teachers and leaders in establishing safe and supportive learning environments. AERO recognises that these supports have been carefully crafted or selected over time, taking into account contextual factors and the expertise and judgment of school and system leaders. These resources serve as valuable sources of support and guidance for schools.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Australian Capital Territory	**Safe and Supportive Schools Policy (2016)** This policy provides guidance for Canberra public schools on promoting a safe, respectful and supportive school community. **Safe and Supportive Schools Procedures (Word 162KB)** Implementation document to support Safe and Supportive Schools Policy. **Engaging Schools Framework (PDF 147KB)** This framework serves as a platform for schools to discuss their approach to engaging all of their students. **Positive Behaviour for Learning** Positive Behaviour for Learning is a framework used by schools to foster a safe and supportive learning environment. It brings together students, staff, families and the school community to promote positive behaviour. You can find it on the ACT Education Directorate website under 'Support for Students and Families'.	**Managing Behaviours Safely: A Risk Management Approach*** Implementation document supporting Safe and Supportive Schools Policy. **Positive Behaviour Support Plan (PBSP)*** Implementation document supporting Safe and Supportive Schools Policy. **Essential Skills for Classroom Teachers** A training package for 10 Essential Skills defined and explained as essential for good classroom management. **Building Positive Partnerships: Working together with school staff to understand and support behavioural issues at school (Word 123KB)** Implementation document supporting Safe and Supportive Schools Policy – Parent and Carer Fact Sheet.

*Available internally only.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Australian Government	**The National Teacher Workforce Action Plan** The National Teacher Workforce Action Plan, released December 2022, sets out a pathway for addressing the national issue of teacher workforce shortages. The Action Plan builds on initiatives already underway in jurisdictions, sectors and individual schools and is the first step of an ongoing strategy to attract more people to the profession and retain more teachers in the workforce. The Australian Government is investing $328 million to implement initiatives across the Plan's 5 priority areas: • improving teacher supply • strengthening initial teacher education • keeping the teachers we have • elevating the profession • better understanding future teacher workforce needs. *(Continued on the following page)*	**Nationally Consistent Collection of Data on School Students with Disability (NCCD) Resources and Tools** Professional learning and tools and resources to support teachers and school leaders in implementing the NCCD model to accurately report levels of adjustment and category of disability for students receiving adjustments due to disability. Illustrations of practice (best practice) include videos that demonstrate examples such as whole-school approach to implementing the NCCD model, as well as a wide number of other areas to gain confidence in implementing the NCCD model. NCCD's professional learning resources support teachers and school leaders in developing practices to support the implementation of the NCCD model. Specific examples include Classroom Adjustments: Autism and Classroom Adjustments: ADHD, which provide a podcast and key takeaways to help teachers to support students with disability in their classrooms. Professional learning resources focusing on classroom adjustments are available to support students with a range of disabilities.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Australian Government	A Teacher Education Expert Panel was established and tasked with strengthening initial teacher education. The Panel's report, Strong Beginnings, was released on 6 July 2023 and identified core content teachers should learn to be prepared for the classroom. Classroom management and practices that foster positive learning environments were identified as core content, and initial teacher education providers will be required to design courses that incorporate core content. Additionally, under Action 18 of the Action Plan, the University of Adelaide is delivering free evidence-based micro-credential courses in 2024 and 2025, including in classroom management. The courses will be informed by evidence-based practices and developed by experts with extensive classroom and academic experience. **The Australian Student Wellbeing Framework** A foundational document that provides Australian schools with a vision and a set of guiding principles to support school communities to build positive learning environments, and to consider reviewing their current safety and wellbeing policies and support requirements.	**The Australian Institute for Teaching and School Leadership (AITSL)** AITSL's mission is to promote excellence so that teachers and school leaders have the maximum impact on student learning in all Australian schools. AITSL's focus is the Australian Professional Standards for Teachers, improvements in teaching and school leadership, and supporting high quality professional practice. AITSL delivers a range of resources to support teachers to reflect on their practice and develop and grow their expertise. To support safe and inclusive learning environments this includes: • Manage challenging behaviour • Building a culturally responsive Australian teaching workforce.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
New South Wales	**Student Behaviour Policy** Direction and guidance on reinforcing positive, inclusive, respectful, and safe practices for supporting positive student behaviour in NSW public schools. **Student Behaviour Procedures Kindergarten to Year 12** Implementation document for the Student Behaviour policy. **Positive Behaviour for Learning** Framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. **Values in NSW Public Schools** This policy sets out the NSW approach to values and values education in public schools. **Bullying of Students – Prevention and Response** This policy sets out the department's position on student bullying and the requirements for preventing and responding to student bullying, including online bullying, in NSW public schools and preschools.	**Behaviour Code for Students** Implementation document for Student Behaviour Policy. **Leading PBL** This framework supports the development of a planned whole-school approach to wellbeing and a school culture strongly focused on learning. **PBL resources** Resources that support schools to identify and successfully implement evidence-based whole-school practices that enhance learning outcomes for children and young people. **Detention and Time-Out Guidelines** Implementation document for the Student Behaviour policy. **School Behaviour Support and Management Plan Guide** Implementation document for the Student Behaviour policy. **Behaviour Support Toolkit** Toolkit to support the Student Behaviour Strategy for parents, teachers and leaders to help them understand and promote positive student behaviour. **Behaviour Professional Learning Resources** Advice to NSW Department of Education staff and school leaders to select professional learning courses in the area of student behaviour management and support. **Behaviour Support and Behaviour Specialists** A wide range of support options to schools, staff and students.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Northern Territory	**Student Wellbeing and Positive Behaviour Policy (Word 1.04MB)** In conjunction with The Australian Student Wellbeing Framework the policy sets out the Department's position on ensuring schools are safe and supportive learning environments that provide all children and young people with access to education programs that are appropriate and responsive to their individual needs and abilities. **Indigenous Education Strategy 2015–2024** Strategy to ensure Indigenous students in the Northern Territory are successful and confident in their education journey. **NT Education Engagement Strategy 2022–2031** Identifies 4 goals to increase engagement of children and young people in education programs in the Northern Territory. **Framework for Inclusion 2019–2029** Promotes an environment in the Northern Territory Government schools which is inclusive, fair and focused on delivering learning to meet individual needs.	**eLearn** An interactive website providing high-quality resources to support teaching, learning and school and system improvement. **Respectful Relationships Education Curriculum Support Materials*** Advice and guidance for teachers and leaders regarding the holistic approach of respectful relationships with clear connections with Australian Curriculum learning areas and general capabilities. **NT Social and Emotional Learning** Resilience, Rights and Respectful Relationships learning material produced by the Victorian Department of Education and Training. Supplementary resources that are used in conjunction with the Resilience, Rights and Respectful Relationships learning materials. **Differentiation – Professional Learning Modules*** Designed for schools or individual teachers to develop greater understanding about differentiation strategies that can be used in classrooms. Each module has an accompanying guidebook.

*Available internally only.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Northern Territory	**Quality Standards Framework for Flexible Education Programs** A key resource to drive future performance and continuous improvement. A guiding framework to support system-wide collaboration and improvement. **Family Engagement Charter** Sets out the department's expectations of how together, schools and families partner in a child's education. The resource highlights 4 key areas of this relationship: partnering, sharing and supporting, communicating, and respecting.	**Signature Strategies*** Signature Strategies are a small number of high impact strategies that lay the foundations or preconditions for school improvement and support the development of the Annual School Improvement Plan. They are directly linked to the Australian Council for Educational Research (ACER) School Improvement Tool (SIT) and School Improvement Hierarchy indicators across domains, acknowledging that the volume of time schools might spend focusing within a particular domain will change as their journey continues. Resources for each Signature Strategy include an Improvement Guide outlining the evidence base, key features and effectiveness of each strategy, a Reflection Tool to support a guided inquiry and next steps in implementation and a Continuum to support schools to make judgments about the embeddedness of current practices. **Safe and Supportive De-escalation of Behaviours (SSDB) training*** The SSDB training provides educators with skills, knowledge and practices to enable them to create an inclusive environment for vulnerable students and/or those with additional needs. Training is available in 2 modules: Module 1: An online self-paced course that can be completed as a standalone course by individuals and schools. Module 2: A face-to-face instructor-led course for all school staff where schools wish to develop a whole of school approach.

*Available internally only.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Queensland	**Student Discipline Procedure** Sets out the responsibilities and process to promote safe, supportive and disciplined learning environments in Queensland state schools. **Positive Behaviour for Learning Framework** Whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.	**Principal Guidelines Student Discipline (PDF 2.4MB)** Provides detailed information on processes associated with implementing the following procedures: • Student discipline • Refusal to enrol – Risk to safety or wellbeing • Cancellation of enrolment • Temporary removal of student property by school staff. **Student Code of Conduct** Requirement for all state schools, fact sheet, full exemplar, mandatory exemplar, and prompt to support implementation. **Positive Behaviour for Learning** Positive Behaviour for Learning (PBL) in practice briefs to support with implementation: • High Expectation and Students with Complex Needs (PDF 1.8MB) • Cultural Responsiveness (PDF 2.2MB) • Family Engagement (PDF 1.9MB) • Obtaining Student Voice (PDF 614KB) • PBL in Rural and Remote Schools (PDF 1MB) • High School Implementation (PDF 727KB) • Building and Using your PBL Teaching Matrix (PDF 2.1MB).

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Queensland		**PBL Leadership and Teams** Training and support in getting started with PBL. **PBL in the Classroom** Resources include: • Information on the recommended practice for classroom management used in Queensland state schools. • Effective classroom management: A guide for teachers* • Tier 1 in the classroom*. **Intensive Support** Individualised learning programs to maintain engagement with schools including: • Risk assessment – Behaviour, Safety and Wellbeing • Discipline Improvement Plan Fact Sheet • Functional Behaviour Assessment • Individual Behaviour Support Plans. **Guide to Functional Behaviour Assessment for Schools (PDF 2MB)** **Guide to Individual Behaviour Support Planning for Schools (PDF 1.6MB)** **Beginning Teacher Learning Suite*** Designed to help pre-service, beginning and early-career teachers in Queensland state schools develop their capability, confidence, and classroom readiness.

*Available internally only.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
South Australia	**Behaviour Support Policy** Outlines how department staff support safe and positive behaviour for children and young people in education, early childhood and care settings. **Positive Behaviour for Learning Framework** Being rolled out in 41 schools to improve student engagement and reduce exclusionary responses. The framework supports equity and improved learning and behaviour outcomes for students. **Teaching for Effective Learning Framework (TfEL)** Identifies the characteristics of effective teaching and learning to establish broad domains of teacher action and relevant pedagogy.	**Behaviour Support Educators (as part of Student support services)** Work together with parents, children and school staff to help children thrive at preschool or school. **TfEL Review Tools Handbook (PDF 26MB)** Provides a number of useful tools and processes for reviewing teaching practices against the TfEL Framework, and suggestions for how to use personal reflection and the feedback from others to improve professional practice. **Professional Learning Opportunities for Country Teachers and Leaders** Learning opportunities to help refine skills and learn new ones, as well as expand networks of colleagues and mentors. **Teach Podcast** A South Australian Podcast about teaching and learning. **Behaviour Support Toolkit*** The Behaviour Support Toolkit is designed for staff in education and early childhood and care services and supports them to: • identify behaviours of concern • assess the likely purpose of behaviour • understand the factors that may contribute to behaviour • work collaboratively with others to develop behaviour support plans • provide positive behaviour support • review and monitor interventions.

*Available internally only.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
South Australia		**Positive Behaviour for Learning Classroom Practices*** The positive behaviour for learning (PBL) classroom practices can be used by teachers to support student behaviour and engagement. PBL classroom practices: • teach academic and social behaviours • can be used for all students no matter their age, developmental stage, functional needs or disability • are tier or wave 1 (universal) strategies • can be shared with families and carers so they can use the same practices at home.
Tasmania	**Student Behaviour Management Policy (PDF 250KB)** Applies to all Tasmanian government schools to support the safety and wellbeing of students, staff and families. **Student Behaviour Management Procedure*** **Student Engagement Procedure (PDF 637KB)** Procedures that outline the expected, consistent approach to engagement provisions delivered in educational settings to engage learners. (Contains documents available internally only.) **Respectful Schools Respectful Behaviour (PDF 4.1MB)** Ensures the ongoing provision of an essential, up-to-date resource for school leaders to support all learners in all school communities. Supports the Guide for Inclusive Practice.	**De-escalation Response Plan*** **Approach to Student Engagement*** **Guide for Inclusive Practice*** **Pedagogical Framework (PDF 6.5MB)** Outlines a shared set of beliefs, practices and outcomes for teaching and learning in all Tasmanian government schools.

*Available internally only.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Victoria	**Student Engagement Policy** Assists schools to create an effective local student engagement policy which provides the basis on which schools develop and maintain safe, supportive and inclusive school environments. **Behaviour – Students Policy** Assists schools to create positive climates for learning and to support student behaviour. **Framework for Improving Student Outcomes (FISO 2.0)** Sets out 5 core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every Victorian student.	**Student Engagement – Guidance for Schools** Support and guidance on strategies to enhance student engagement and identify students at risk of disengaging. **Student Wellbeing and Engagement Policy template*** Example template to assist schools with developing local policy that reflects their school community and is relevant to their school setting. **Behaviour – Students** Guidance available on the following student behaviour: • How to increase appropriate behaviour • How to decrease inappropriate behaviour • Challenging behaviour influences and triggers • Responding to challenging behaviour • Behaviour support plans • Functional behaviour assessment • Behaviour incidents and emergencies • Work with families on student behaviour • Managing and responding to behaviour – consequences for students. **School-Wide Positive Behaviour Support Framework (SWPBS)** A framework that brings together school communities to develop positive, safe, supportive learning cultures.

*Available internally only.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Victoria		**Diverse Learners Hub** Information and guidance on supporting diverse learners in the classroom. **Respectful Relationships** Whole-school approach to teaching children to build healthy relationships. **Prevent-Teach-Reinforce*** Professional learning to support school staff to respond to students who exhibit behaviours of concern. **Student Voice Practice Guide (Amplify)** Amplify is a practice guide for school leaders and teachers that explains how to create a learning environment conducive to student voice, agency and leadership. **High Impact Wellbeing Strategies** Evidence informed strategies supporting classroom teachers to promote student wellbeing. **Victorian Academy of Teaching and Leadership: Professional learning** Training and support for teachers at different career stages that lead to change and improve student outcomes. **FISO 2.0 Implementation Guide** Provides a step-by-step approach to the use of data and the improvement cycle to determine priority areas for action to improve student learning and wellbeing.

*Available internally only.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Western Australia	**Student Behaviour in Public Schools Policy and Procedures (PDF 804KB)** Creating safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfill their learning potential. **Requirements related to the Student Behaviour in Public Schools Policy*** Further mandated requirements provided for schools to meet their obligations under the Student Behaviour in Public Schools Policy and Procedures.	**Student Behaviour in Public Schools Procedures** Supporting principals to plan and implement whole-school positive student behaviour support. This document is supported internally by several positive behaviour support resources for teachers and leaders. These include resources on trauma informed practice, supporting escalating behaviour and creating environments for positive behaviour and engagement. It is also supported by the department's Teaching for Impact Overview, which details the department's vision for teacher practice and impact, including supporting engagement and behaviour.

*Available internally only.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Independent Schools Australia	**The Association of Independent Schools of New South Wales (AISNSW)** **Framework of Behaviour Support and Student Engagement** Consists of online learning experiences in 3 key areas: • Individual Student Support • Positive Practices for Classroom Management • Whole school Positive Behaviour Interventions and Support (PBIS). **Independent Schools Victoria** **Student Behaviour Management (Discipline): General*** General advice for schools around the registration requirements that must be in place, such as student behaviour management policies, processes and procedures. **Restrictive Interventions*** Advice for school around the policies, processes and procedures outlining when restrictive interventions may be used to protect the safety of students and staff **Suspensions and Expulsions***	**Association of Independent Schools WA** **High Impact Teaching program*** A professional learning program of a selection of High Impact classroom instructional practices (HIPs) intended to improve teacher impact and student learning. **High Impact Teaching online resources*** A selection of online learning courses to support teachers and school leaders to enhance and develop understandings of evidence-based practices that improve student learning. **The Association of Independent Schools of New South Wales (AISNSW)** **Supporting Students with Challenging Behaviour** Provides context, suggested learning modules and resources, as well as a series of podcasts based on students with challenging behaviour. **Positive Practices for Classroom Management** Video snippets of evidence-based classroom practices and how to respond to behaviours. Spotlights of each practice and resources to assist with implementation. **Positive Behavioural Interventions and Support (PBIS)** An opportunity to join the PBIS initiative. A 3-tiered concept that guides schools in meeting the needs of all students at all tiers through a continuum of interventions.

*Available internally only.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
Independent Schools Australia	**Model Policy: Behaviour Management*** A model policy and related policy implementation documents that set out the principles and framework governing a school's approach to the development of positive student behaviour and engagement. **Model Policy: Restrictive Interventions*** This policy provides students, staff and parents with clarity as to the application of any restrictive intervention within the context of the school's duty of care statement, behaviour policy and other related policies.	**Mental Health Online Learning Experiences** **Promoting and Protecting Student Wellbeing and Mental Health** **Understanding Anxiety: The Anxiety Cycle** **Independent Schools Victoria** **Strategies for Behavioural Management*** This document contains strategies to be used by classroom and other teachers to assist students manage their behaviour. **Restraint and Seclusion*** This document describes strategies for schools to implement in an attempt to reduce the need for physical restraint and seclusion of students with a disability. **Mental Health in Schools*** A document that provides a suggested approach in relation to mental health across the school population **Mental Health Programs Available to Schools*** A document that provides information about Be You, as well as the professional learning, resources, support and assistance available to educators.

*Available internally only.

System/Sector	Policies/Procedures/Frameworks	Resources/Programs
National Catholic Education Commission (NCEC)	**Catholic Education Archdiocese of Canberra and Goulburn (CECG)** **Behaviour Support Policy (PDF 222KB)** Provides direction and guidance on promoting a safe environment conducive to quality teaching and learning. It addresses how to respond to students exhibiting challenging behaviours. **Catholic Education Commission of Victoria** **CECV Positive Behaviour Guidelines (PDF 1.59MB)** **Catholic Education South Australia (CESA)** **Building Respectful Relationships: Behaviour Education and Student Behaviour Support – Policy (PDF 151KB) and Procedure (PDF 332KB)** CESA endorses a tiered system that focuses on universal, targeted and intensive levels of support. **Queensland Catholic Education Commission** **Student Safety & Wellbeing** **Student Wellbeing Position Statement (PDF 261KB)**	**Catholic Education Commission of Victoria** **Your Child's Health, Wellbeing and Safety** **Catholic Education South Australia (CESA)** **Classroom Pulse Check In** The purpose of the Classroom Pulse Check In, conducted every term, is to find out how students are feeling about their experience of school. Students are asked some simple questions about identity, learning, relationships and belonging.

Appendix C: Classroom management advice and resources

In addition to education system and sector supports, teachers and leaders can access a wide variety of other programs and resources to create and maintain safe and supportive learning environments through effective classroom management.

This overview demonstrates that there is a wide range of resources available to teachers and school leaders, from whole-school, evidence-based, multi-tiered support frameworks to illustrations of best practice linked to the Australian Professional Standards for Teachers. The resources are presented in a variety of formats, including guides, models, books, fact sheets, videos and podcasts.

Organisation/Resource	Resource/Summary
Australian Education Research Organisation (AERO)	**Focused classrooms practice guide** Tried and tested evidence-based practices that create focused classrooms to maximise students' on-task learning time by minimising disruptive behaviour and disengagement. This guide outlines key practices for creating focused classrooms: • establishing a system of routines and rules from day one • explicitly teaching and modelling appropriate behaviour • holding all students to high standards • actively engaging students in their learning.
Australian Council for Educational Research (ACER)	**Teacher magazine podcasts – Behaviour Management focused** Invited guests discuss techniques, approaches and strategies for behaviour management in classrooms. As an example, topics include De-escalation techniques (Episode 2), Planning for positive behaviour (Episode 5), Supporting students with challenging behaviour (Episode 9) and Q&A – Trauma-informed practice, strategies for CRTs and more (Episode 12) **National School Improvement Tool** The National School Improvement Tool consists of 9 domains that allow schools to assess their improvement efforts in various areas.

Organisation/Resource	Resource/Summary
The Australian Curriculum	**General Capabilities – Personal and Social Capability** The Personal and Social capability provides a foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, collaborate, develop empathy, set goals and resolve conflict. They feel positive about themselves and the world around them.
Australian Institute for Teaching and School Leadership (AITSL)	**In the Classroom** Watch the Teacher Standards come to life in lesson footage, commentary and interviews with primary and secondary teachers. Illustrations of practice support classroom management, including The First Few Weeks, Positive Learning Environments, Establishing Classroom Expectations and Classroom Management Techniques. Each video is supported by discussion questions to engage teachers in thinking about their practice.
Berry Street	**Berry Street Education Model** Educator-designed and evidence-led, the Berry Street Education Model helps educators gain new perspectives, strategies and skills to build safer, healthier and more engaging classrooms for all students. The education model equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. Berry Street delivers training courses to support implementation, and produces a range of fact sheets about sensitive topics concerning children and young people to inform carers, practitioners, policymakers and the public. Creating Trauma-Informed Strengths Based Classrooms is written by Berry Street Educational Model co-authors Dr Tom Brunzell and Dr Jacolyn Norrish.

Organisation/Resource	Resource/Summary
Center on PBIS (Positive Behavioral Interventions and Supports)	An evidence-based, tiered framework for supporting students' behavioural, academic, social, emotional and mental health. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. School-wide PBIS is a multi-tiered framework to make schools more effective places. Three critical features – systems, practices, and data – work together to promote positive, predictable, safe environments for everyone in all school settings. Three tiers of behavioural support increase in intensity: Tier 1 Universal (all students), Tier 2 Targeted (some students), Tier 3 Intensive, Individualised (few students). Classroom PBIS includes the critical features of PBIS tailored to create better outcomes in classrooms. Practice briefs and practice guides support PBIS implementation in schools and classrooms.
Centre for Independent Studies (CIS)	Invited guests discuss topics relating to improving education in Australia, including Tom Bennett, a world leading practitioner of classroom management, and Katharine Birbalsingh, an experienced principal and leading figure in education practice and policy.
Classroom Profiling Association Inc.	A supportive, reflective professional practice that allows teachers to reflect on the effectiveness of pedagogical practices they currently use in their classrooms. Classroom profiling involves a 30–40 minute peer observation by a trained profiler who observes teacher–student interactions and behaviours. Followed by a facilitated guided reflection, this allows the teacher to reflect on their actions, inform collaborative discussion and identify direction of further development. Classroom profiling supports the development of the 10 essential skills for classroom management.
Crisis Prevention Institute	Behaviour training programs that provide de-escalation strategies and techniques for all educational professionals. Strategies and techniques aim to: • improve relational approaches • set a positive culture for behaviour • prevent escalating behaviours • intervene and de-escalate risk behaviours • reduce or eliminate use of restraint.

Organisation/Resource	Resource/Summary
Education Research Reading Room (ERRR) podcast	Discussions with inspiring educators and education researchers on topics ranging from education theories to classroom-ready strategies. Topics include behaviour management and Teach Like A Champion, with each podcast supported by resources (books, papers, websites) mentioned throughout.
Knowledge for Teachers podcast	Discussions with researchers, teachers and experts about what evidence-informed education is and the nuances involved with implementing effective and sustainable school-based education. Episode 1 focuses on building relationships, routines and using reinforcers.
Knowledge Society Classroom Mastery	A classroom management program for primary and high schools in Australia, providing teachers, leaders and schools with the professional learning and resources to create engaged, positive and productive classrooms. The Positive Learning Framework (PLF), available via program participation, incorporates effective instructional strategies that engage students in learning and provides teachers with the skills needed to positively respond to misbehaviour and de-escalate conflict. Informed by strong evidence bases in neuroscience, humanistic psychology and cognitive science, Classroom Mastery supports teachers and leaders to build a behaviour strategy for long-term student success and flourishing.
The MacKillop Institute	**Reframing Learning and Teaching Environments (ReLATE) model** A research and trauma-informed education model that provides a blueprint for schools to create supportive environments for teaching and improved student learning and wellbeing. Through implementation of the ReLATE model, schools can expect to see happier, more connected and engaged students, staff and school communities. A shift in culture and attitudes and strengthened responses from teachers and student behaviour will create the pre-conditions for improved learning and wellbeing outcomes. The MacKillop Institute delivers professional learning programs, conducts discovery days to gather data and get to know the school and its strategic objectives, and provides practical tools to implement in the classroom, information and case studies.
MultiLit	**The MultiLit Positive Teaching and Learning Initiative** Support and training on how to facilitate a positive learning environment, and to work effectively with students with behaviours of concern. MultiLit's Positive Teaching and Learning Initiative empowers school leaders and teachers to introduce a highly effective, school-wide positive behaviour management system.

Organisation/Resource	Resource/Summary
Raising Young People in Positive Learning Environments (RYPPLE)	Assist schools, childcare facilities and other organisations who work with young people to provide the very best environment for young people through the implementation of Positive Behavioural Interventions and Supports. Rypple offers free online PD and resources to support student engagement utilising the Positive Behaviour for Learning (PBL) framework (also called MTSS or Multi-Tiered Systems of Support). Resources include teacher fact sheets, links to online resources and peer coaching and observation tools.
Stronger Smarter Institute™	**Stronger Smarter Leadership Program™ (SSLP™)** The SSLP™ recognises that principals, teachers, support workers, parents and the community are all leaders with a significant role to play in a student's education, health and wellbeing. The SSLP™ equips participants with the mindset within schools to actively engage the school community and staff to enact High-Expectations Relationships and to promote positive identities and excellence in schools. The SSLP™ is based on fundamental strategies to support success for all children including: • acknowledging, embracing, and developing a positive sense of Aboriginal and Torres Strait Islander identity in schools • acknowledging and embracing Aboriginal and Torres Strait Islander leadership in schools and school communities • high expectations leadership to ensure high expectations classrooms, with high expectations teacher and student relationships • innovative and dynamic school staffing models • innovative and dynamic school models in complex social and cultural contexts.
Teach Like a Champion (TLAC)	Improves teaching by sharing what is learnt through studying exceptional teachers, helping schools create classrooms that are better for children. TLAC provides educators with a set of techniques, a shared vocabulary and a framework for practice that equips teachers to achieve dramatic results with their students. Implementation of TLAC and its 63 techniques is supported by the Teach Like a Champion 3.0 book, workshops, Plug and Play training modules, blog posts and free resources.
Team Teach Australia and New Zealand	Provides specialised behaviour support training tailored to organisations' needs, developed specifically for education, disability services, aged care and healthcare settings.

For more information visit
edresearch.edu.au

250124.CH.AA.V2