

Facilitation guide

A whole-school approach to classroom management

September 2024

Effective classroom management creates safe and supportive learning environments for all students. School leaders play an integral role in establishing and maintaining these environments by fostering a shared understanding and consistent application of effective practice across the school. This facilitation guide is part of a suite of resources that support leading a whole-school approach using the Australian Education Research Organisation (AERO)'s [foundational classroom management resources](#).

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

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

Effective classroom management creates an environment that promotes safety, teaching and learning. Its impact is strengthened when it's practised as part of a consistent, effective whole-school approach, which can increase positive student behaviour, reduce negative behaviour and improve learning outcomes. A whole-school approach should reflect the values and aspirations of [families and the community](#), clearly outline shared expectations and language, and support the building of shared understanding and practice.

Leading a whole-school approach to classroom management involves providing practical support for teachers to develop the necessary skills and tools for engaging with students, understanding students' behaviour and responding appropriately. [Table 1](#) provides an overview of 2 professional learning resources that give you a starting point for building knowledge about the evidence base for classroom management and your school's approach. You can use these resources in staff and team meetings, on professional learning days and while inducting new staff or staff returning to the school.

To maximise their impact on teachers' practice, we recommend complementing these professional learning resources with:

- ongoing collaborative professional learning opportunities with colleagues
- access to tools and resources
- regular observation and feedback
- coaching and mentoring on classroom management
- additional support from leaders for addressing more persistent and serious disengaged and disruptive behaviour.

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

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

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

Title	Intended audience	Duration	Learning outcomes
Evidence-Based Approaches for Effective Classroom Management	All teachers and teaching assistants	90–120 minutes spread over 3 sessions	Develop a shared understanding of effective classroom management approaches and practice. Consider how our current approaches align with the evidence-based approaches, and identify areas we could strengthen.
Our Whole-School Approach to Classroom Management	All teachers and teaching assistants, then teachers and teaching assistants new or returning to the school.	90 minutes spread over 4 sessions	Understand our school's specific classroom management practices. Understand the support available to apply the evidence-based practices.

About the professional learning resources

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

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

Preparing to deliver a session

- Read Chapters 1–4, 9 and 10 of AERO's [Foundational Classroom Management Resources Handbook](#) to review key principles of classroom management.
- Browse the [handbook](#) for other topics of interest before delivering the session.
- While these slides have been designed in Microsoft PowerPoint, you don't necessarily need to deliver this session by displaying and explaining every slide. Consider opportunities to print some of the slides as prereading, handouts or to use as stimulus for group discussion. The slide notes include suggestions for this.
- For each slide:
 - Read the slide and its notes.
 - If the slide notes include a preparation section, follow its instructions.
 - Delete the preparation section so you can focus on the facilitator notes during the session.
- Optionally:
 - [Add your school crest or logo](#) by inserting it at the top or bottom right corner of the first master slide.
 - [Replace the photos](#) in the slide deck with photos from your school community.
- You may want to rehearse delivering the sessions, possibly asking a colleague to provide feedback.

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

Prior to the session, provide participants with a link to AERO's [Foundational Classroom Management Resources Handbook](#).

