

Facilitation guide

A whole-school approach to classroom management

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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 supports 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 from across Australia and internationally.

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

The impact of effective classroom management is strengthened when it is practised as part of a consistent, whole-school approach. Creating a safe and inclusive learning environment using effective classroom management can increase positive student behaviours, reduce negative behaviours 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 practices and skills for engaging with students, understanding students' behaviour and responding appropriately. [Table 1](#) provides an overview of 5 professional learning resources that can help you provide this practical support. 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 the impact on teacher practice, we recommend complementing these professional learning resources with:

- ongoing collaborative professional learning opportunities with colleagues, for example, through [communities of practice](#) or critical friends
- access to [guidance](#), resources and tools
- regular [observation and feedback](#)
- [coaching and mentoring](#)
- additional support from leaders for addressing more persistent and escalated disengaged and disruptive behaviours.

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

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

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 to 120 minutes spread over 3 sessions	Develop a shared understanding of effective classroom management approaches and practice. Consider how our current approaches align with the evidence-based approaches and identify areas we could strengthen.

Title	Intended audience	Duration	Learning outcomes
Our Whole-School Approach to Classroom Management	All teachers and teaching assistants, then teachers and teaching assistants new or returning to the school. This resource can also be adapted for use with students, parents and primary caregivers.	90 minutes spread over 4 sessions	Understand our school's specific classroom management practices. Understand the support available to apply the evidence-based practices.
Practical refinement: <ul style="list-style-type: none"> Classroom Management Skills Classroom Management Routines Responding to Disengaged and Disruptive Behaviours 	All teachers and teaching assistants, with consideration given to who would benefit from this professional learning and who might support other staff members.	Sessions of 60 to 120 minutes, each focused on one practice or skill	Refine classroom management practices and skills by rehearsing them.

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.

Choosing a place to start

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

Preparing to deliver a session

- The slide decks have been designed so you can adapt them for the specific purpose and context of your session. For example, you could print or email some of the slides as prereading, handouts or 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.
- To make it easier for you to prepare for the session and reinforce key ideas, some slides are repeated within the slide deck or in other slide decks.
- 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. Consider asking a colleague to provide feedback.

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