

Classroom management observation tool

Gaining all students' attention

February 2025

Effective classroom management creates safe and supportive learning environments for all students. This practice resource is part of a suite of [observation tools](#) that complement the Australian Education Research Organisation (AERO)'s [foundational classroom management resources](#). These observation tools are designed for experienced teachers and school leaders to use with AERO's practice guide, [Supporting a Colleague with Refining their Classroom Management Practice](#).

With your colleague, you can use this tool to identify specific aspects of the practice they demonstrate, take notes on what you observe and use these to help identify strengths and areas for refinement.

Before the observation

It's important you take time before an observation to prepare well. This is essential to clarify objectives and gather relevant, accurate and useful information to support your colleague in identifying strengths and refining their practice. Preparation will also help you become familiar with this tool's format and content so it's easier to use during the observation.

Before using this tool:

Read AERO's practice guide, [Supporting a Colleague with Refining their Classroom Management Practice](#).

Follow step 1 – Build and maintain a collaborative relationship.

Follow step 2 – Decide on a specific practice or skill to observe and prepare for the observation.

Before observing:

Read AERO's [Gaining all Students' Attention](#) practice guide to familiarise yourself with the steps.

Read the information in this observation tool.

Discuss with your colleague what will be observed, how long the observation will be and how evidence will be collected.

During the observation

Observe your colleague and tick the boxes for any actions observed. To support the feedback discussion, factually record what your colleague says and does at key moments, as well as how students respond.

1. The teacher positions themselves where all students can see them

The teacher:	Observation notes
positions themselves where all students can see them.	

2. The teacher uses an audible prompt to get students to focus on them

The teacher:	Observation notes
uses <u>an assertive voice</u> for a call and response or a countdown, ensuring they: <ul style="list-style-type: none"> countdown from the lowest point possible – usually from 5 or 3 <u>clearly communicate</u> expectations give students enough – but not too much – time to stop what they're doing and pay attention 	
<u>scans</u> throughout the call and response or countdown	
if using visual cues to complement audible prompts, ensures they are: <ul style="list-style-type: none"> clearly visible easily understood by students 	
<u>praises</u> students exceeding behaviour expectations specific to them	
<u>acknowledges</u> students demonstrating the expected behaviours.	

3. The teacher pauses, scans and responds to students' behaviour

The teacher:	Observation notes
<u>deliberately pauses</u>	
<u>scans</u> to monitor all students	
<u>praises</u> students exceeding behaviour expectations specific to them	
<u>acknowledges</u> students demonstrating the expected behaviours	
<p><u>responds to disengaged and disruptive behaviours:</u></p> <ul style="list-style-type: none"> using <u>non-verbal corrections</u> using verbal corrections (if required) giving a choice to correct their behaviour or receive a consequence (if required) implementing the consequence (if required), ensuring it is related to and correcting the behaviour <u>acknowledging</u> students when they correct their behaviour. 	

After the observation

Follow step 3 – Conduct a feedback session in our practice guide, [Supporting a Colleague with Refining their Classroom Management Practice](#).

Before the feedback session, you may want to document:

What did they do well that you can praise? What have they refined since your previous feedback session (if relevant)?

Before or during the feedback session, you may want to document:

What is their next priority to focus on? Is it a single step of a practice, a specific skill or an element of a skill? Within the practice step or skill, what specifically needs refinement? What evidence is there to support this?

During the feedback session:

Model for your colleague, then support them to plan and rehearse the practice step, skill or skill element they will focus on refining. You may want to document:

When will they next use the refined skill or step of a classroom management practice?

What key elements of the refined skill or step will they make sure they include?

How will they know if they've been successful in refining their practice?

When is a suitable time to re-observe the refined step or skill?