

## Classroom management observation tool

# Non-verbal correction

February 2025

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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](#).

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With your colleague, you can use this tool to identify specific aspects of the skill 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 [Non-Verbal Correction](#) skill resource to familiarise yourself with the elements for success.

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, objectively record what your colleague says and does at key moments, as well as how students respond.

### The teacher uses proximity to prompt expected behaviours and discreetly correct off-task behaviours

The teacher:	Observation notes
moves near the students ensures they're still able to see all other students <u>scans</u> the whole class.	

### The teacher deliberately pauses to prompt expected behaviours and discreetly correct off-task behaviours

The teacher:	Observation notes
sustains a deliberate period of silence ensures the period of silence is long enough to gain the students' attention combines this with <u>scanning</u> for the students' responses.	

### The teacher uses 'the look' to prompt expected behaviours and discreetly correct off-task behaviours

The teacher:	Observation notes
intentionally turns towards the students looks at the students combines this with a gesture, for example, the teacher shakes their head, then nods when the students correct themselves.	

### The teacher uses a gesture to prompt expected behaviours and discreetly correct off-task behaviours

The teacher:	Observation notes
makes a corrective gesture, for example, the teacher puts their finger to their lips to indicate silence, raises their hand to remind the students to raise their hand rather than calling out or gestures with their hand to indicate 'sit down'.	

## 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?