

Teacher Classroom Organisation Reflection

Teaching Practice	Always	Sometimes	Rarely / Never
I monitor adjust the physical organisation and layout of my classroom to suit changing student needs.			
I regularly review and update my classroom practices.			
I consider the additional learning and support needs, abilities and learning styles of my students when planning and teaching.			
I adjust my lessons to accommodate for all learners in my classroom.			
I maintain active awareness of the physical and emotional state of my students.			
I obtain student attention before giving instructions.			
I ensure students are on task and actively learning.			
I give clear concise and individual instructions.			
I actively monitor and circulate as students work.			
When working with individuals I continue to monitor other students.			
I use a quiet voice in the classroom when responding to disruptive behaviour.			
I provide regular feedback and acknowledge student work.			
I use a variety of cues to remind students of expected behaviour, aiming to be least intrusive as possible.			
My students know and understand the classroom expectations.			
I actively work to encourage participation and motivation in my students.			
I am aware of the effects of my mood, voice and movements on student behaviour.			
I use proximity and non-verbal cues more than verbal strategies to minimise and address distracting behaviour.			
I am aware of students in my class who require additional behaviour support.			
I give my students opportunities to share.			

Teaching Practice	Always	Sometimes	Rarely / Never
I use a variety of teaching strategies to cater for a variety of learning styles.			
I outline lesson objectives and make links to prior learning.			
I make time for individual conferences with students who are struggling with their work or regulating their behaviour.			
I ensure students understand how the topic links to the real world.			
I encourage questioning and provide information that promotes students interests.			
I use desk layout, seating plans and class structure as a behaviour management tool.			
I take time to read and update individual learning plans and/or behaviour plans for those students in my class.			
I record adjustments made to support individual learning.			
I model healthy coping strategies in the classroom.			
I encourage students to de-escalate emotional responses and maintain focus in stressful situations.			
I check-in with my students regularly.			
I encourage students to express any areas of confusion or concern during my lessons.			