

Setting up your classroom for success

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ACKNOWLEDGEMENT OF COUNTRY



What we can do

Supporting ALL students

- Caring relationships
- High expectations
- Provide consistency
- Make necessary adjustments

Educational context

NSW Education & Communities
Public Schools NSW

April 2018

THE WELLBEING FRAMEWORK FOR SCHOOLS

Alice Springs (Mparntwe) Education Declaration
DECEMBER 2019

Education Council

NSW Education & Communities
Office of Education

LITERATURE REVIEW

What is effective classroom management?
Centre for Education Statistics and Evaluation

education.nsw.gov.au

NSW Department of Education

April 2020

What works best: 2020 update
Centre for Education Statistics and Evaluation

education.nsw.gov.au

NSW Department of Education

**Disability Strategy
A living document**
Improving outcomes for children and young people, and their families

education.nsw.gov.au

NSW Education

**Strategic Plan
2018-2022**

Our vision
To be Australia's best education system and one of the finest in the world.

Our purpose
To prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

About us
Children and young people are at the centre of all our decision-making. We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We respect and value Aboriginal people as Australia's First Nation Peoples. We also work closely with the non-government school and higher education sectors.

Our goals

- All children make a strong start in life and learning and make a successful transition to school.
- Every student is known, valued and cared for in our schools.
- Every student, every teacher, every leader and every school improves every year.
- Every student is engaged and challenged to continue to learn.
- All young people have a strong foundation in literacy and numeracy, deep content knowledge, and confidence in their ability to learn, adapt and be responsible citizens.
- All young people finish school well prepared for higher education, training and work.
- Education is a great place to work and our workforce is of the highest calibre.
- Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.
- Community confidence in public education is high.
- Our education system reduces the impact of disadvantage.

NSW Education

**School Excellence Framework
Version 2 | July 2017**

Introduction
NSW public schools are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. We prepare young people for rewarding lives in an increasingly complex world. Our vision is improved performance in every school for every student, every teacher, every leader, every year. The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear descriptor of the key elements of high quality practice across the three domains of learning, teaching and leading.

the framework describes 14 elements across these three domains which define the core business of excellent schools in three stages. Each year, schools will assess their practice against the framework to share their school goals and annual reports. The descriptors of excellence or the framework support schools as they engage their communities in the development of a shared vision, the identification of strategic priorities, and the ongoing tracking of progress towards them.

The focus is on students
In our schools, every child is known, valued and cared for. Parents are the best role for their children. In education, it means teachers and schools with a commitment to nurture, guide, inspire and challenge students to do their very best learning, to build their skills and understanding, and to make sense of their world. In the next years, it means being confident that each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are well supported as individuals and as future citizens - confident and creative individuals, with the general resources for future success and wellbeing.

Excellence in learning
In our schools, every child will develop a sound foundation in literacy and numeracy, deep content knowledge and the ability to learn, adapt and be responsible citizens. The journey to excellence for students in NSW public schools begins during the first important weeks of kindergarten. Every day brings a different set of experiences, knowledge and skills, to school with them, and understanding those is central to clarifying their individual learning profile from the outset, school days and throughout their school. Teachers use information about individual student capabilities and needs to tailor for students' learning as well as to engage them in rich learning experiences, developing the vital skills for learning - now and in the future. By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education. At the other end of the school, teachers and school support leaders to make successful transitions to higher learning and employment, with the skills to make effective contributions in careers and leaders.

Excellence in teaching
In our schools, teachers demonstrate personal responsibility for improving their teaching practice in order to ensure student learning. Student learning is designed in excellent schools by highly qualified teachers. Teaching in these schools is distributed by university high levels of professionalism and commitment. Teachers are evidence-based, individually and collaboratively, teachers evaluate the effectiveness of their teaching practice, including sophisticated analysis of student engagement, learning progress and outcomes, to plan for the ongoing development of each student in their care. Teachers take shared responsibility for student improvement and contribute to a shared learning culture, including through the observation of each other's practice.

Excellence in leading
In our schools, school leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contribution. Strong strategic and effective leadership in the governance of schools and in wider initiatives, with the general resources for future success and wellbeing. School leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's shared and positive engagement with parents and the broader community. Leaders evaluate school practice that excellence status, such as resource allocation and accountability, and ensure the best learning through clear vision of the school community.

In our schools, every child will develop a sound foundation in literacy and numeracy, deep content knowledge and the ability to learn, adapt and be responsible citizens. The journey to excellence for students in NSW public schools begins during the first important weeks of kindergarten. Every day brings

NSW Department of Education

A new Student Behaviour Strategy
Lifting educational outcomes through early intervention and targeted support

education.nsw.gov.au

NSW Department of Education

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

TEACHER ACCREDITATION

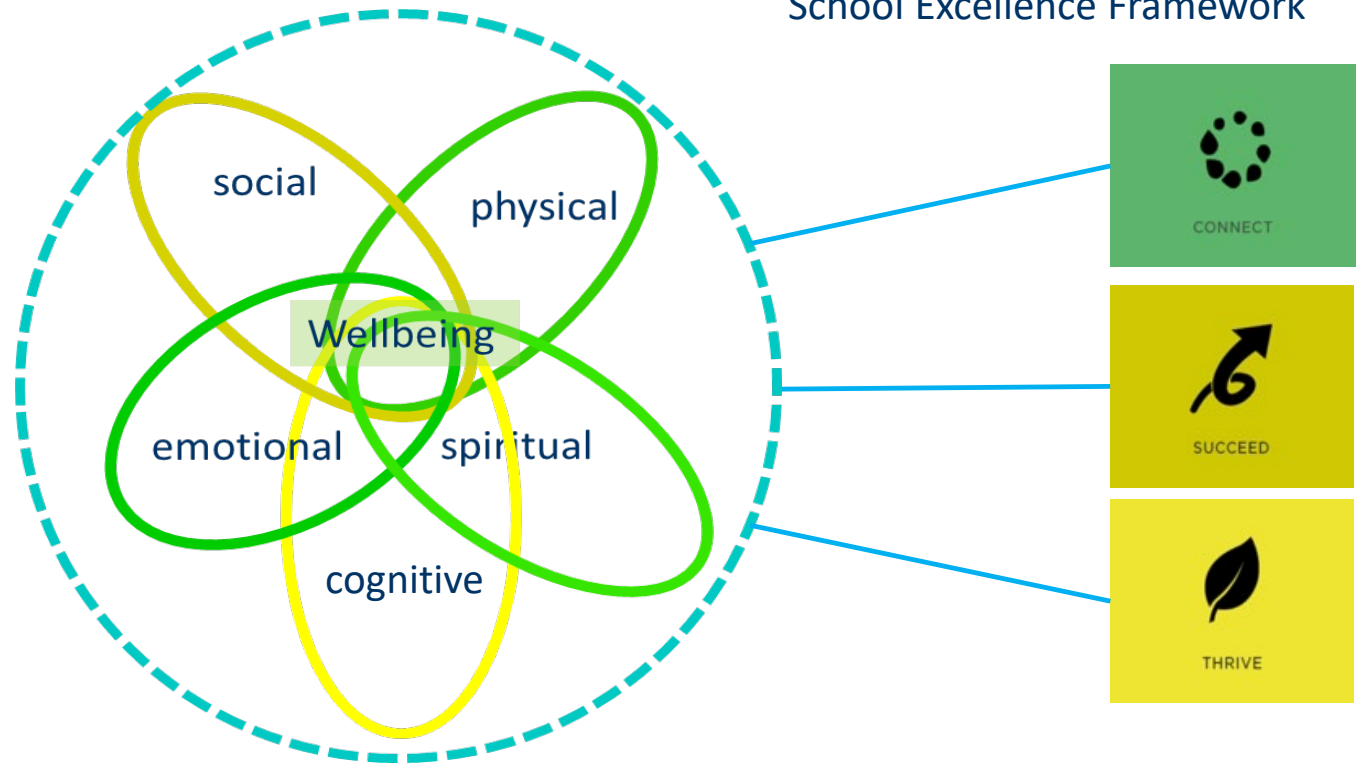
Conditional/Provisional Proficient Maintenance Highly Accomplished/Lead

Celebrating quality teaching and inspirational teachers

Inter-relationship, School Excellence and Wellbeing

“In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.”

School Excellence Framework



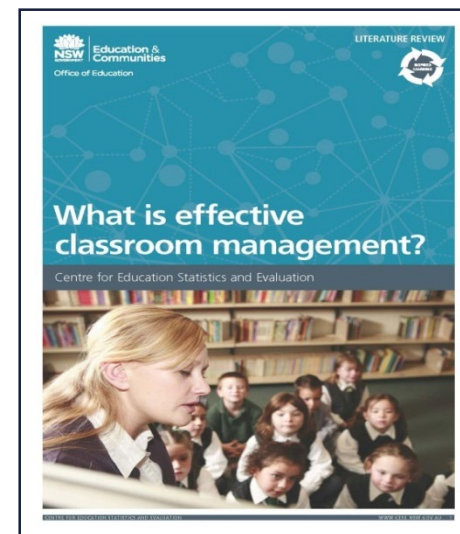
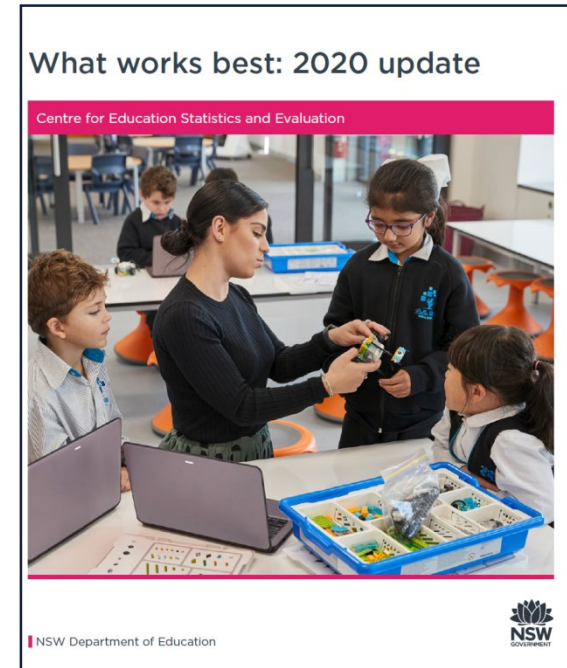
What does the research tell us?

The five most effective classroom strategies are:

- Engagement
- Rules
- Routines
- Praise and feedback
- Consistent consequences for misbehaviour

Research suggests that these are most effective when they are:

- Part of a school-wide consistent approach
- Built on positive teacher-student relationships
- Implemented well across all settings



Relationships

Connection before redirection

- People need to feel heard before they can move into problem solving mode
- Brain function works from the bottom up. By focussing on feelings first, we make way for the logic parts to engage

How do you make connections with your students?

Activity: What do you want the classroom to feel like?

Think about your favourite teacher or a colleague that you admire...

Why were they your favourite? OR...

What are their qualities?

Share your ideas

Every kid needs a champion


They may not remember what you taught them but they will remember how you made them feel.

How do you make connections with your students?

Tips for building relationships:

- Smile!
- Make sure kids know that the learning, and their wellbeing is important to you
- Explicitly teach your expectations and be consistent- say what you mean and mean what you say
- Acknowledge kids when they get it right socially as well as academically
- Share small pieces of information about yourself
- Ask about their weekend and listen. Take an interest in their interests.
- Empathise- 5 elements Wellbeing framework- what is it like in their shoes?
- Chat briefly when on duty- small interactions go a long way!
- Impromptu fun e.g. watching funny clip/ playing game etc.
- Unconditional Positive Regard

"Be kind whenever possible. It is always possible." The Dalai Lama



**The child who is
not embraced by
the village will
burn it down to
feel its warmth.**

– African proverb

8 Effective Classroom Practices

Relationships and Environment

Environmental Management

- Classroom expectations and rules
- Procedures and routines
- Encouraging expected behaviour
- Responding to problem behaviour

Student Engagement

- Active supervision
- Opportunities to respond
- Activity sequencing and choice
- Task difficulty

What the Research Says

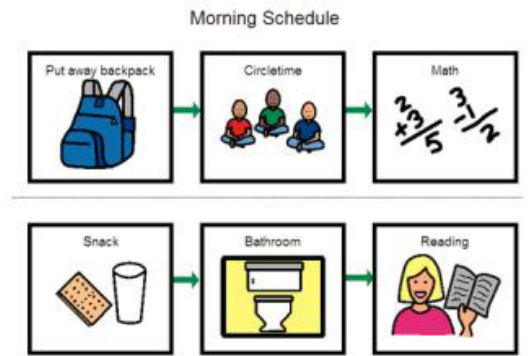
“...without equivocation that the building in which students spend a good deal of time learning does in fact influence how well they learn.”

G. Earthman 2004

“The physical environment has a significant influence on learning. It gives students clear messages about how we value them and how we value learning.”

Primary National Strategy 2004

The physical environment



- Visual supports- Visual Timetable-Change card
- Other visuals e.g. key chain/ social stories
- Seating Plans- carpet and desk
- Transition planning- classroom systems and whole school
- Temperature, light, noise
- Encourage kids to decorate room/space etc.
- Safe spot/ person for playground times

Environmental Management



Creating Positive Learning Environments

Environmental Management

Have a clear vision about :

- What do you want your classroom to **be** like?
- What should it **look** like?
- What should it **feel** like to a class member or visitor?
- What do you want **your students** to accomplish?
- What do **you** want to accomplish?

Essential Features of Environmental Management



Crawford PS

Space to
move safely

Signal
control

Temperature

Lighting

Designated
areas

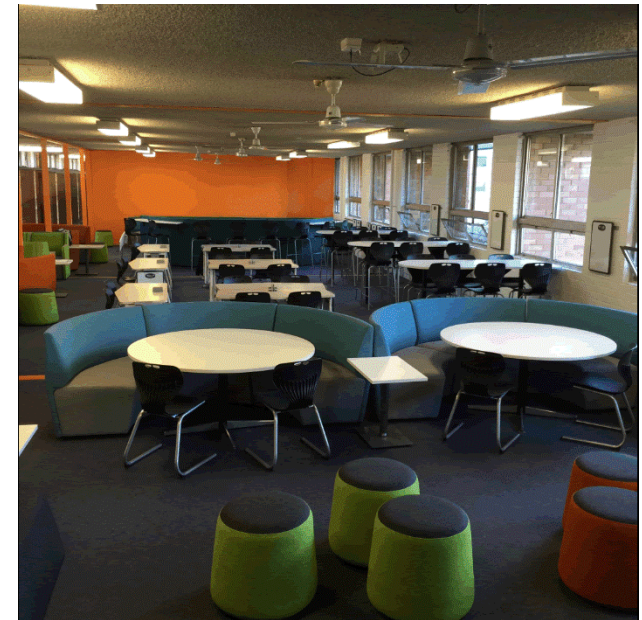
Clutter free

Rewards

Ventilation

Visuals

Seating
plan

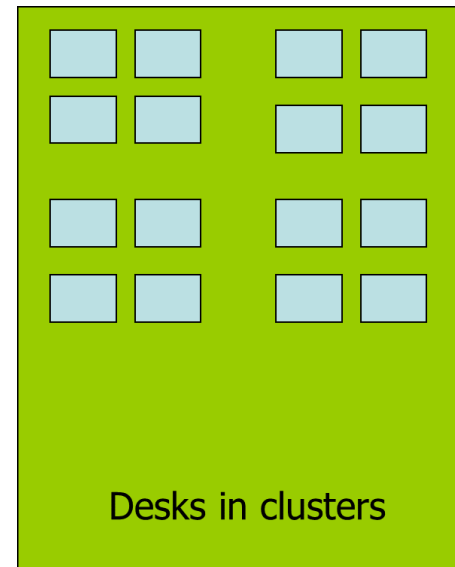
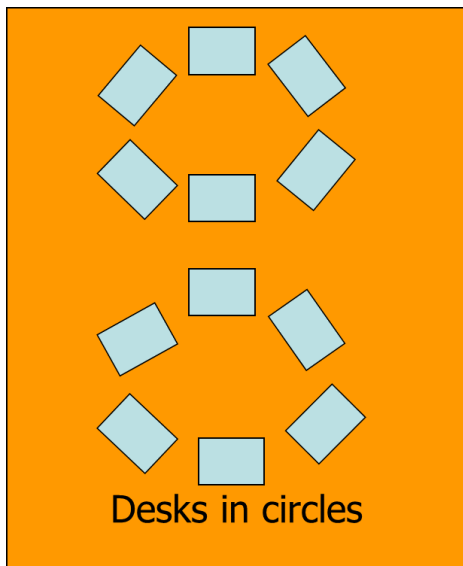
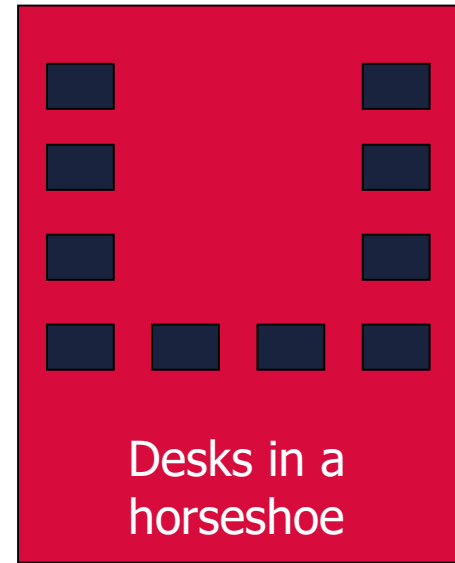


Arthur Phillip HS

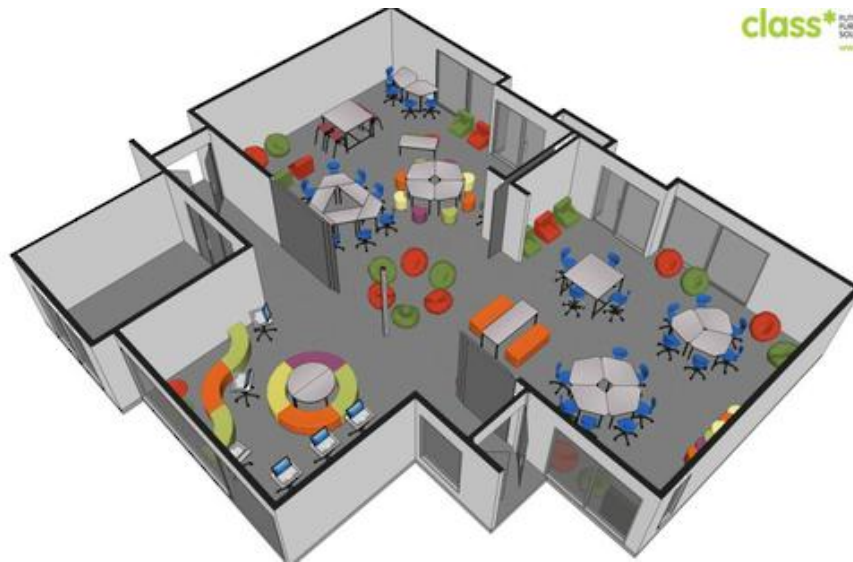


Creating the Right Environment

Classroom Seating Examples



Flexible learning spaces



class+ FUTURE-PROOF FURNITURE SOLUTIONS
www.class.net.au



The physical environment cont.

Calm spaces;

- Stocked with sensory and calming tools.
Limited duration- timer or tokens for set number of uses per day
- Explicitly teach the rules
- Remain in the safety of the classroom while using tools/prompts to calm



The physical environment cont.

What to put in a calm corner:

- Sensory tactile objects (squeeze balls, bubble wrap, putty, playdough, weighted toy)
- Colouring in activities, paper to draw on
- Calming music- ipod/ CD player with headphones
- Visuals and posters of calming strategies/techniques
- Books, comics, magazines
- Blankets, stuffed animals, cushions

Environmental- Classroom expectations

Classroom expectations;

- Link to the school wide rules
- Meet OMPUA guidelines (Observable, Measureable, Positively stated, Understandable and Always applicable)
- Max. of 5. Visually posted on A4 (x1 rule per page- Text and positive visual)
- Explicitly taught individually
- Pre-corrected before each session
- Redirect using the language of the rules
- Acknowledged regularly as students display them-
acknowledgment system whole school/class/individual

Guidelines for Defining Expectations- OMPUA

| Guideline: | This Means: | Example: | Non-Example: |
|---------------------------|---|--------------------------------------|---|
| O bservable | I can see it | Raise hand and wait to be called on. | Be your best. |
| M easurable | I can count it. | Bring materials. | Be ready to learn. |
| P ositively stated | I tell students what TO do. | Hands and feet to self. | No fighting. |
| U nderstandable | The vocabulary is appropriate for the students I teach. | Hands and feet to self. | Maintain personal space. |
| A lways applicable | I am able to consistently enforce. | Stay in assigned area. | Remain seated unless given permission to leave. |

Example: Classroom Expectations

| School-wide Expectations | Ms Jones' Class | Mr Brown's Class |
|--------------------------|--|--|
| Be Safe | Sit on your chair with all 4 legs on the floor | Use sport equipment correctly Store sports equipment in the allocated space |
| Be Responsible | Bring your materials to class each day | Bring your PE kit |
| Be Respectful | Keep your hands and feet to yourself Use appropriate language | Follow the rules of the game Respect privacy in the showers |

Classroom Expectations - Example

| Be Safe | Be Respectful | Be Responsible | Be on Task |
|--|---|---|---|
| <ul style="list-style-type: none">• Walk | <ul style="list-style-type: none">• Listen to the person speaking | <ul style="list-style-type: none">• Bring equipment to school | <ul style="list-style-type: none">• Ask for help |
| <ul style="list-style-type: none">• Keep your hands and feet to yourself | <ul style="list-style-type: none">• Hand up to speak | <ul style="list-style-type: none">• Attend class on time | <ul style="list-style-type: none">• Complete task |



Hand up and
wait to speak



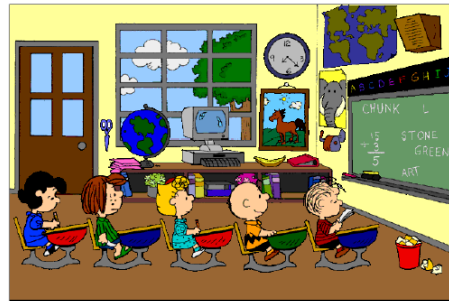
Follow teacher
directions



Keep your
hands and feet to
yourself



Listen and follow
directions

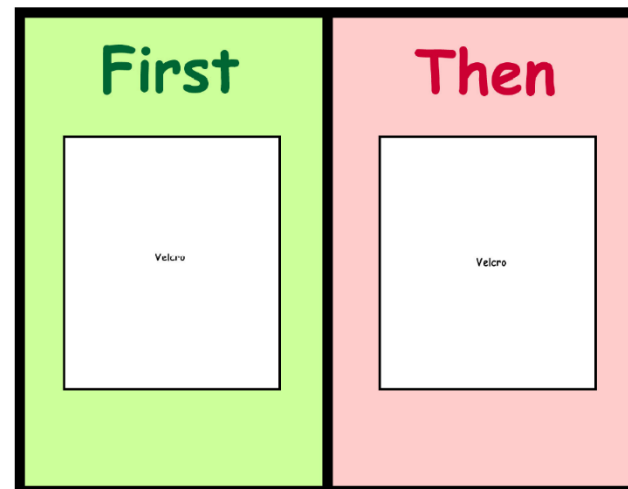
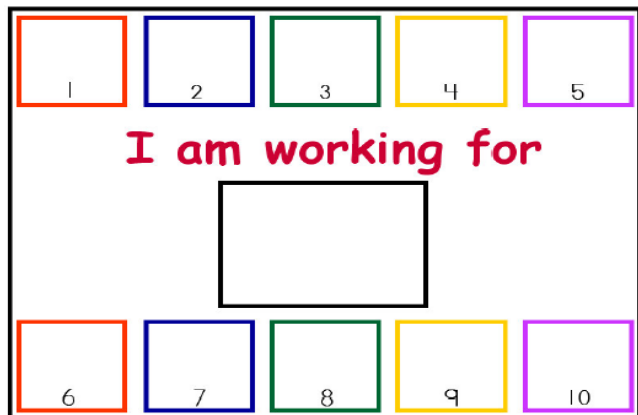


Be in the right
place



Work at your desk

Visual Supports



Have a go at my job.



Stay in my seat.



Put my hand up to ask for help.



Teaching your expectations.....

Procedures & Routines:

- Procedures form routines that help students meet expectations stated in the rules.
- Procedures explain the accepted process for carrying out a specific activity, such as walking in the corridors, attending an assembly.
- Classroom procedures are patterns for accomplishing classroom tasks.

Procedures

What is your attention signal? When do you use it?

What is the procedure/routine for entering/exiting the classroom?

What is the procedure/routine for personal belongings (e.g. hats, coats)?

What is the procedure/routine for obtaining materials/supplies?

What is the procedure/routine for the start of class?

What is the procedure/routine to gain assistance?

What is the procedure/routine for working in groups?

Examples of teaching procedures

- Lining up quietly and exiting the classroom
- Be ready to listen and participate (call to order)
- Enter the class take your seat and begin work
- Setting classroom rules

<https://www.youtube.com/watch?v=qArU7TjSBV0>

<https://www.youtube.com/watch?v=CoJZQ1haRBw>

<https://www.youtube.com/watch?v=2QpuvJ7FUNc>

<https://www.youtube.com/watch?v=cIhdZBIJIPi>

Call to order:

Getting the students attention:

How many different cues or prompts or calls to order do you use during the lesson to get the students attention?

Have the students been taught what to do in response to the call to order?

<https://www.youtube.com/watch?v=9ZdgotEkNLO>

What is effective about the call to order he used?

Routines and Procedures

Consistency for staff and predictability for kids

- Lining up
- Crunch and Sip
- Ordering lunch
- Handing out/ collecting books and other resources
- Movement around classroom
- Group work
- Marking roll
- Assemblies
- Gaining adult attention

Giving instructions

How to give effective verbal instructions:

Give effective instructions by:

- Start with a verb
- keep it short
- five words or less.
- Chain the instruction to a short pause and scan the class.
- Phrase the instruction as a direction rather than a question.
- Use “thanks” rather than “please” at the end of an instruction .

Teaching Methods

- Whole class and mini lectures
- Class discussion
- Question and Answer
- Using technology
- Speakers and performers
- Conducting experiments
- Making models etc.
- Drill learning
- Research
- Small group work
- Work contracts or 1:1



Learning:



Factors to consider:

The ability and attainment levels of each of my students is known with sufficient accuracy

Material is appropriately adjusted for ALL students

Tasks are clearly defined

The purpose of the lesson is explained

Expectations around how the task is to be done are clear

Time limits are set and adhered to

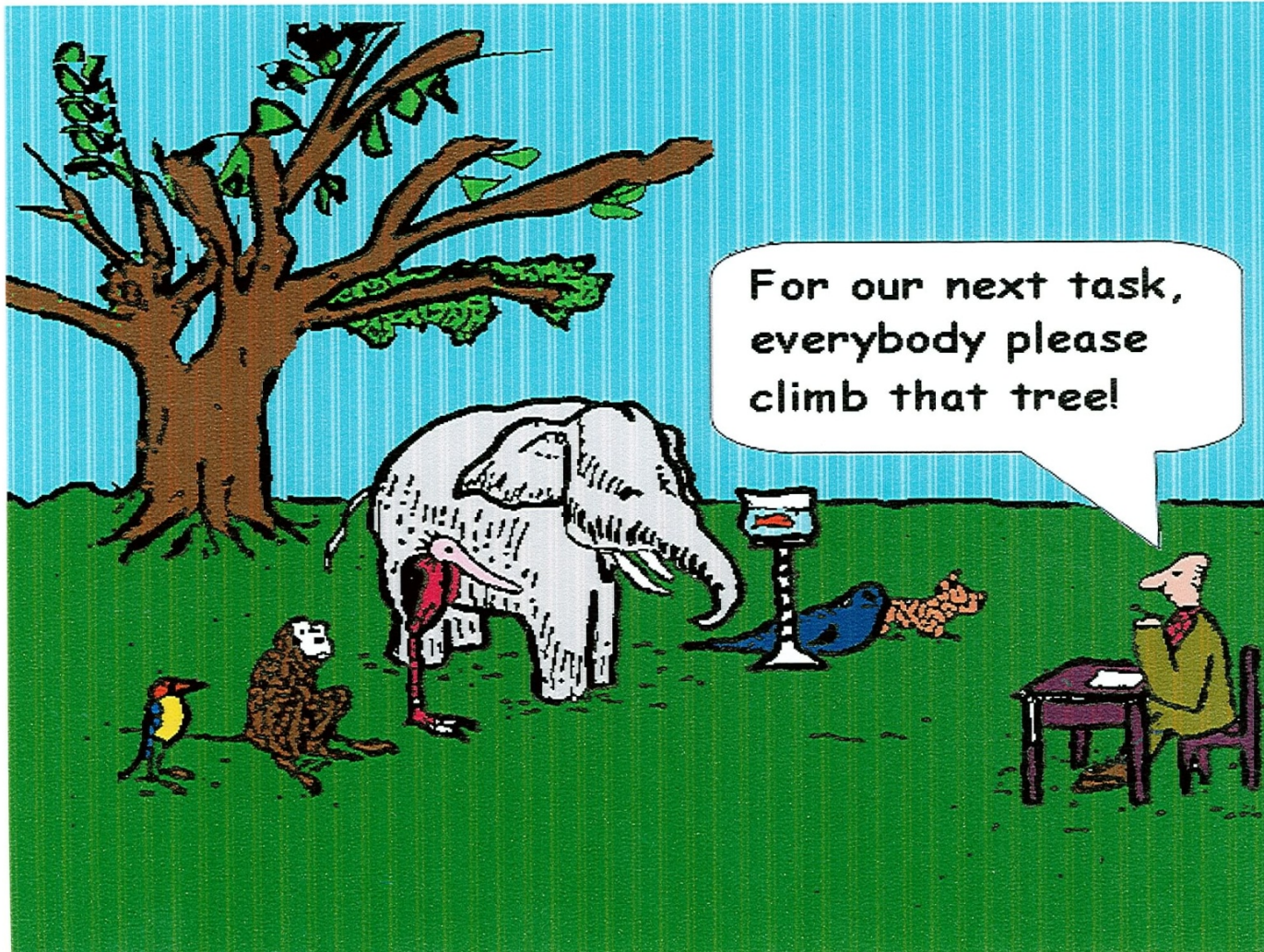
Specific and frequent feedback about student performance is provided

A variety of resources, assessment tools and tasks are used

Attractive activities are provided for students who finish early

Adjustments

Can they do it? Will they do it?



Antecedent Adjustments - Programmatic

Types of adjustments:

- The length of the assignment of the time allotted.
- The mode of task completion.
- The extent of instruction or practice provided.

Antecedent Adjustment- Programmatic

What to adjust:

- classroom organisation
- materials and resources (eg technology, large print, equipment and furniture)
- additional demonstration / modelling
- additional time
- scaffolds
- use of visual images to support learning
- alternative formats for responses (eg multimedia presentation instead of extended response)
- the amount of content covered in a lesson/unit

PROCESS

PRODUCT

CONTENT

What to adjust

Adjustments to assessment:

- adjustments to the **assessment process**, eg additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to the **assessment activities**, eg rephrasing questions or using simplified language, fewer questions or alternative formats for questions
- **alternative formats** for responses, eg written point form or notes, scaffolded structured responses, short objective questions, or multimedia presentations.

A toolkit of strategies

The strategies:

Proactive, preventative, planned approach

Morning circle ideas:

1. Greeting with handshake
2. “Pass the clap”
3. Emotional check in 1-5
4. Pre-correct expectations and rules
5. Visual Time table (VTT)
6. Acknowledgment system

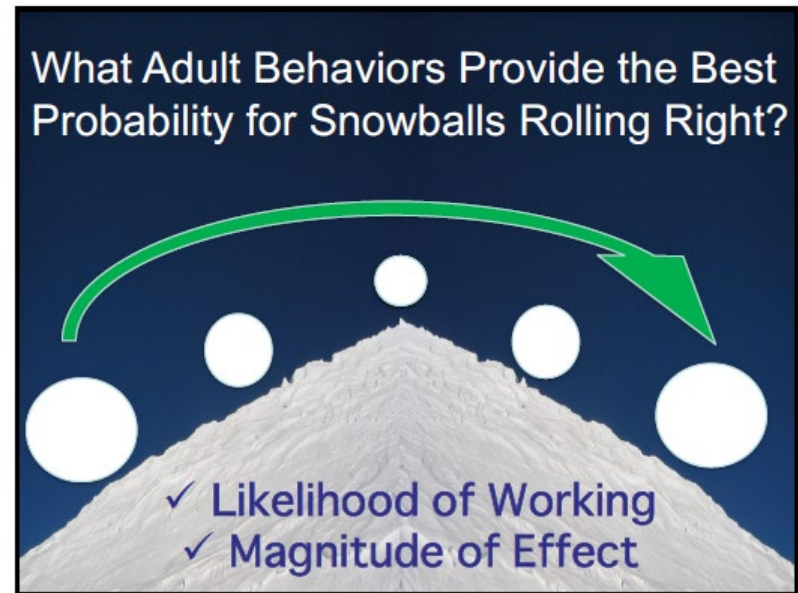
Acknowledgment

Predictable and positive classrooms features include:

- Consistent delivery of specific positive feedback
- Use the words of classroom / school wide expectations. May pair with dojo/ticket/point etc.
- Ratio of 4:1 positive to negative adult attention
- A menu of meaningful reinforcers specific to student and the setting

= POSITIVE TEACHER / STUDENT RELATIONSHIPS

Terry Scott- Snowball Analogy

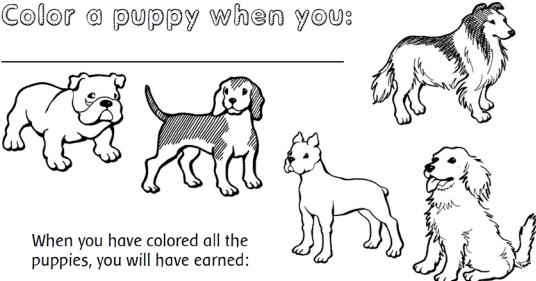


Acknowledgment

Reinforcement Schedules

- Whole Class
- Individual

Color a puppy when you:



When you have colored all the puppies, you will have earned:

Name: _____

© FreeBehaviorCharts.com

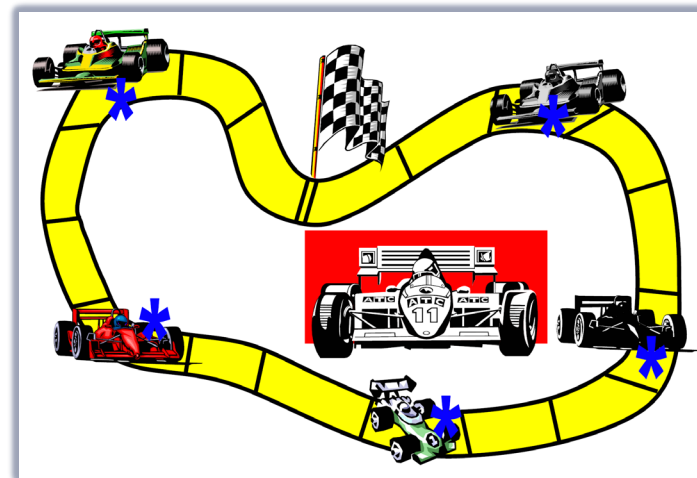

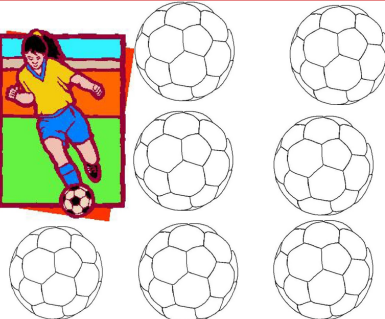



| | |
|---|---|
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ↓ | |
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I'm winner! I will colour in a soccer ball each time I ...

Sit quietly on the floor
Raise my hand to speak and wait
Complete my work

For the whole session



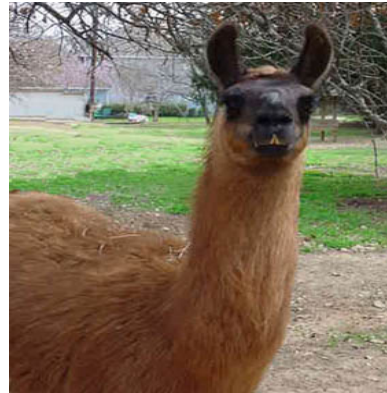
Effective positive feedback

Specific

Positive

ImmEDIATE

TruE



Brain breaks

Regular brain breaks every 30 minutes

- Go Noodle- www.gonoodle.com
- Cosmic Kids- www.cosmickids.com
- Yoga Chair- www.kidsyogastories/chair-yoga-poses/
- Wellbeing fives- <https://schools.au.reachout.com/articles/wellbeing-fives>
- Belly Breathe with Elmo- https://www.youtube.com/watch?v=_mZbzDOpylA
- Geelong Grammar Resources- brain break book- <https://positiveeducation.myshopify.com/>
- Just dance-youtube
- Drum beat
- Music

Teach about brain

- Start with the hand model and work up
- Build it- STEAM
- Kids want to Know- Why do we lose control of our emotions?

<https://www.youtube.com/watch?v=3bKuoH8CkFc>

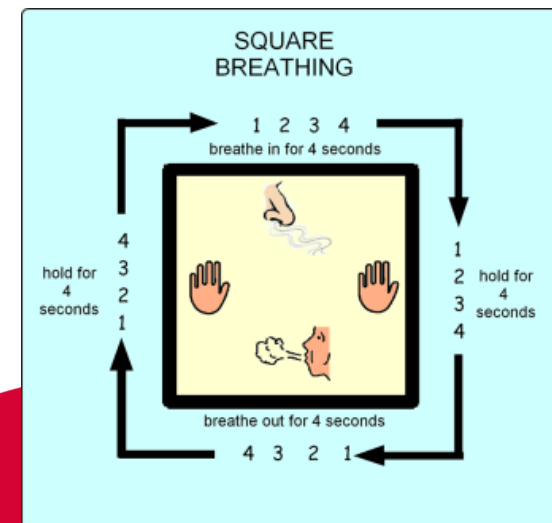


Why do we lose
CONTROL
of our
emotions?



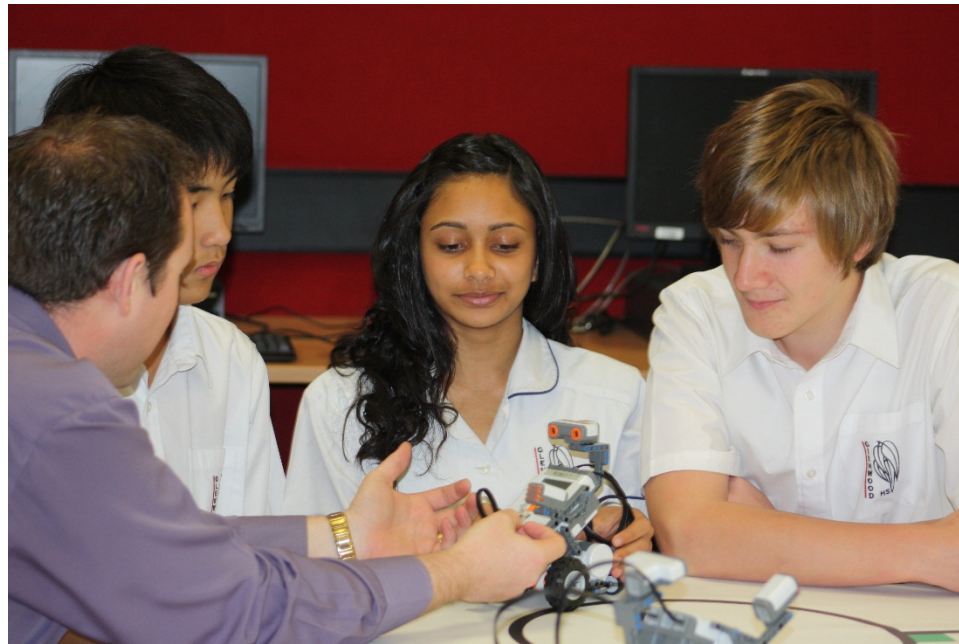
Breathing

Hands on belly and breathe in and out by touch both middle fingers and place the flat hands on lower stomach. As you breath in the 2 middle finger should separate. Teach students to breathe down into the belly to calm them down.



Positive Teacher Behaviours

Effective classroom managers are known, not by what they do when misbehaviour occurs, but by what they do to set their classroom up for academic success and prevent problems from occurring.



Glenwood HS

Why Acknowledge Appropriate Classroom Behaviour?

Effective acknowledgment ...

Can increase

- on-task behaviour,
- correct responses, work productivity and accuracy,
- attention and compliance .

Foster intrinsic motivation to learn which comes from mastering tasks.

Have vicarious effect with benefits that may be long lasting.



CLASSROOM STRATEGIES TO ACKNOWLEDGE APPROPRIATE BEHAVIOUR

**[HTTPS://WWW.YOUTUBE.COM/WATCH?V=EZ
3-QAM5IFO](https://www.youtube.com/watch?v=EZ3-QAM5IFO)**

Acknowledging Appropriate Behaviour

Classroom Continuum:

Level 1 = Free and Frequent

- Use everyday in the classroom

Level 2 = Intermittent

- Awarded occasionally

Level 3 = Strong and Long Term

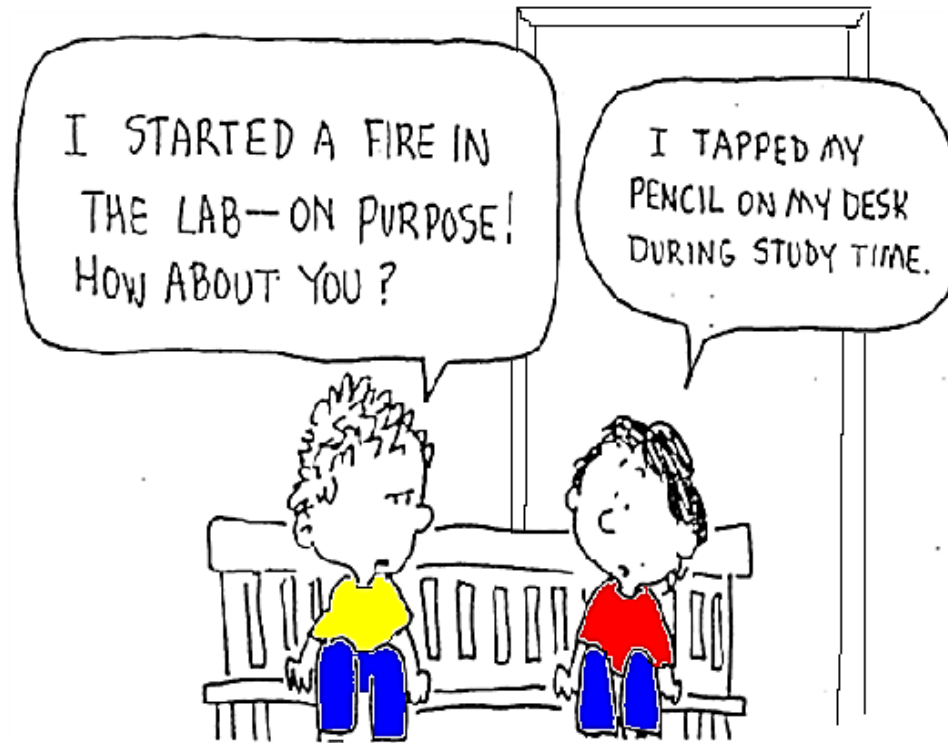
- Quarterly or year long types of recognition

Classroom Continuum of Strategies

| Free & Frequent | Intermittent | Strong & Long Term |
|-----------------------------|--------------------|--------------------|
| Verbal Praise | Token Economy | Group Contingency |
| Smile | Phone Calls | Excursion |
| Thumbs up | Special Privileges | Special Project |
| Notes to student | Computer Time | Recognition |
| Written comments on work | Social/Free Time | Awards |
| | Merit Awards | |
| | Homework Pass | |

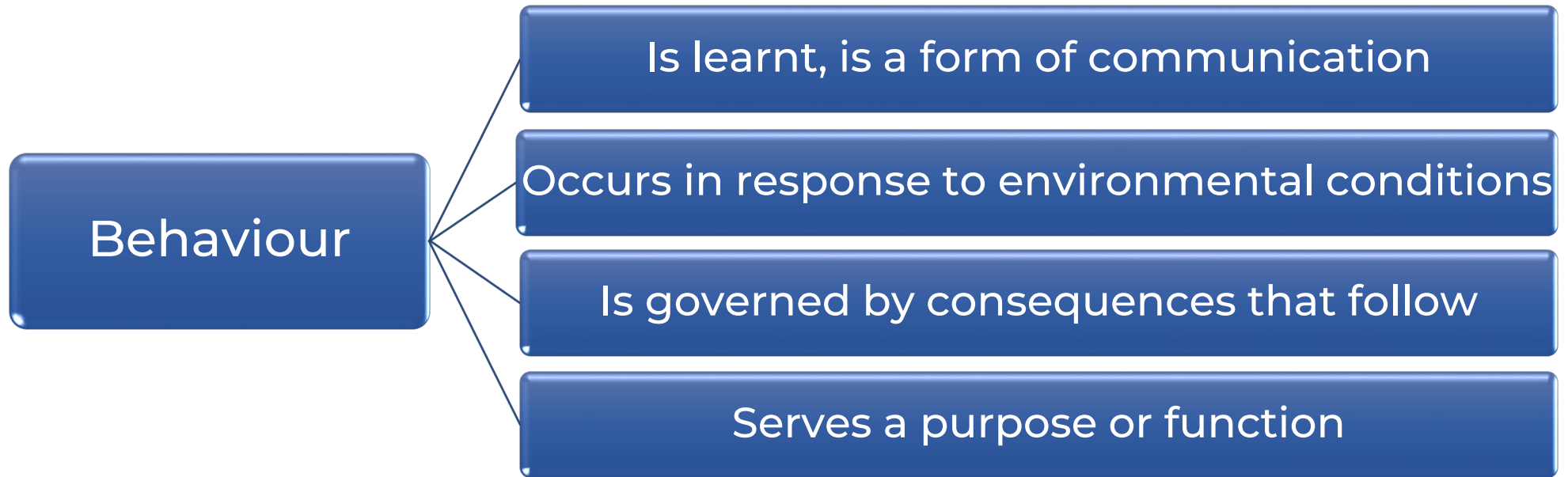
Are your strategies consistent ?

Principals Office MR GOOD . E . 2SHOES



Underlying principles of Functional Behaviour Assessment

FBA



If a behaviour is successful, we continue to do it.
If it is not, we stop.

Teacher behaviour

Interpersonal adjustments

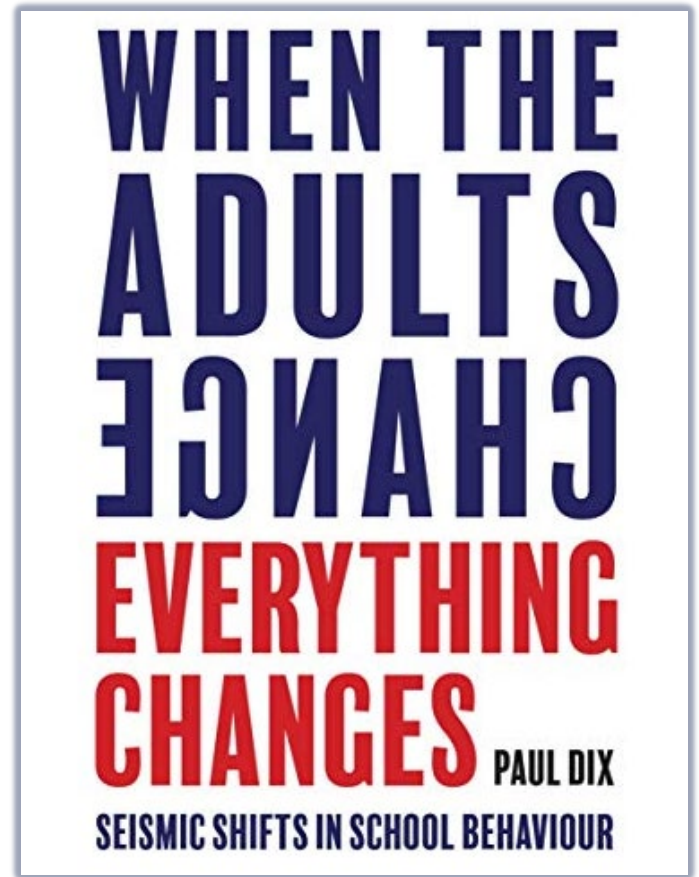
“When the adults change, everything changes”

Paul Dix

The idea that behaviour management is simply about learning a set of techniques that emerge from a teacher’s ‘toolkit’ is a dangerous one. Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with ‘magic’ behaviour systems, bought with data tracking software or instantly achieved by calling a school an academy.

In behaviour management, culture eats strategy for breakfast. Getting the culture right is pivotal.

With the right culture, the strategies that are used, become less important. The culture is set by the way that the adults behave.



Integrated Experience

Behaviour influences behaviour

Behaviour levels and staff attitudes/approaches impact upon each other

Staff reaction can escalate or de-escalate a situation

MAPA- Correctly matching the level of teacher intervention to the level of behaviour

Active supervision is...

Monitoring procedure that uses components;

- 1. Moving** Move continuously- figure 8
- 2. Scanning** Scan continuously & overtly-eyes and ears!
- 3. Interacting** Frequent, positive (rule reinforcement), varied contact (physical, verbal, individual, group, instructional, social)

(DePry & Sugai, 2002)

[Active supervision](#)

Proactive Management Strategies

Strategies to use;

- Proxemics (Proximity)
- Kinesics (Body language, facial expressions)
- Paraverbals (how you say what you say)

Remember...

“Behaviour management is counter intuitive!”

Christine Richmond 2004

Proactive Management Strategies

Communication – Supportive strategies

- **Proxemics** – personal space – an area of space surrounding the body considered an extension of self
- **Kinesics** – body language – non verbal message transmitted by motion and posture of body.
- **Paraverbals** – the vocal part of speech excluding the words used. Tone, Volume and Cadence
- **Haptics**- communication through touch

Proactive Management Strategies

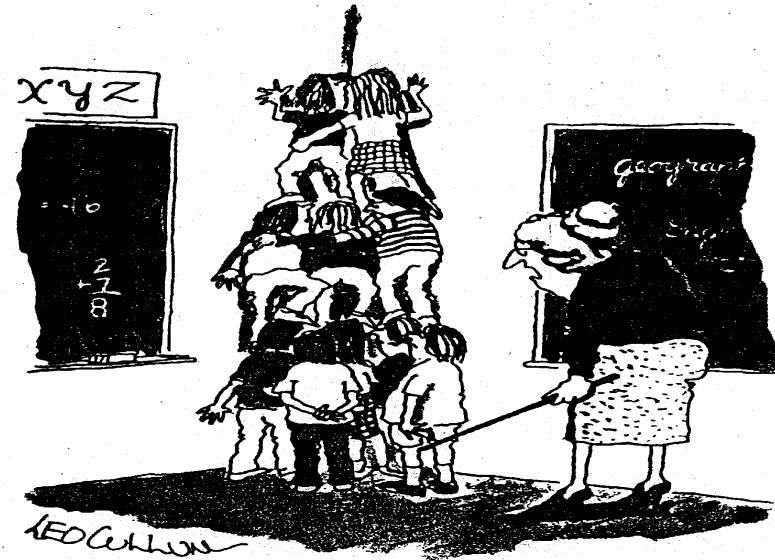
Communication – Directive strategies

- Effective limit setting - giving choices that are:
 - ✓ Clear
 - ✓ Reasonable
 - ✓ Enforceable
- Sanctions – consistent consequences, delivered respectfully to prevent inappropriate behaviours and reteach appropriate behaviours

Discouraging Problem Behaviours

Response and error correction should be:

- ✓ Calm
- ✓ Consistent
- ✓ Brief
- ✓ Immediate
- ✓ Respectful



"This is the worst class I've ever had."

NOVEMBER 1985

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A Continuum of Responses

1. Calm 2. Consistent 3. Brief 4. Immediate 5. Respectful

| | Words/actions an adult can use |
|--|--|
| Prompt | Provide verbal and/or visual cue. Low key responses |
| Redirect | Restate the matrix behaviour. |
| Re-teach | State and demonstrate the matrix behaviour. Have student demonstrate. Provide immediate feedback. |
| Provide choice <i>(re-engage or have a consequence applied)</i> | A statement of two alternatives - the preferred or desired behaviour or a less preferred choice (logical consequence). Pause after providing the choice and when the student chooses wisely, provide positive feedback |
| Apply logical consequence | Consequence is applied (if student does not choose desired behaviour) |

Additional strategies for responding to learning errors

Bill Rogers

| Least to Most Intrusive Language- Strategies for dealing with disruptive behaviour | | |
|--|--|---|
| Strategy | What I can do? | What I can say? |
| Tactically ignore | Ignore secondary behaviour Focus on gaining compliance for primary behaviour | |
| Parallel Acknowledgement | Positively praise another student following rule. | "Peter, thanks for putting your hand up to ask a question" |
| Non-verbal cues | Proximity – but allow personal space Eye contact Facial expressions Non threatening hand and body movements | Privately understood message |
| Casual statement or question? | Non threatening Calm tone | "How's it going, Tania?" "That's a good start, keep going" |
| Distract and/or divert | See frustration/anger developing and try.... May use jobs/responsibilities to divert/calm also | "Colin, try some other books now" "You can work at another desk, if you like?" |
| Describe the behaviour | Calm, confident | "John, you're calling out" "Mary, you've got your ipod on in class." |
| Diffuse and/or deflect | Partially agree Use a sense of humour (not sarcasm) | "I can see that you need to ask me a Q, but you need to raise your hand" |
| Simple choice or direction | Firm confident tone Eye contact Clear and short | "Put it in your bag or on my desk, now" |
| Rule reminder | Use any visual charts to show non verbally or As above | "What the rule? Can you do it?" "What's your job" Can you do it?" |
| Take student aside | tune into feelings private not in front of peers | "I can see your having a bad day, do you need a break to cool off?" |
| Blocking statements | Calm tone repeated | "Sit down, Tim" (argue) "Sit down, Tim" (argue) "Sit down, Tim" Offer choice/consequence |
| Consequences | Describe the behaviour and the consequence if it continues Follow up if necessary | "Jo and Sam if you two keep talking I will have to move one of you" |
| Time out in the room | Cool off area in room Least amount of peer contact | "Tom, you haven't followed my instructions, go to cool off area until you ready to join us again |
| After class chat (may involve further conversations with other staff and or parents/carers) | Always make sure you follow through/ be aware of duties/meetings etc) so you will be available | "Sarah, if you continue to make these choices I will have to see you" |
| Exit procedures As per school policy | Exit Student | "Malcolm, you're disrupting the class and you have refused to follow my instructions. You need to calm down or leave the room." "Class move outside and meet..." |

Dr. Christine Richmond

Least intrusive to most intrusive

Bill Rogers

| Least to Most Intrusive Language Strategies | | |
|---|--|---|
| Strategy | What I can do? | What I can say? |
| Tactical Ignoring | Ignore minor inappropriate behaviour if its not disruptive to others | |
| Parallel acknowledgement | Ignore behaviour + | Positively praise another student doing the acceptable behaviour "Peter, thanks for putting your hand up to ask a question" |
| Non-verbal cues | Proximity, eye contact Non threatening hand and body movements | Privately understood message |
| Casual statement or question? | Non threatening Calm tone | "How's it going, Tania?" "That's a good start, keep going" |
| Distract and/or divert | See frustration/anger developing and try alternate conversation or activity. E.g job | "Colin, try some other books now" "Colin, Can you take this message to the office thanks." |
| Take student aside | tune into feelings private not in front of peers | "I can see your having a bad day, do you need a break to cool off?" |
| Describe the behaviour | Calm, confident, clear | "John, you're calling out" <u>Your job</u> is to "Mary, you've got your <u>ipod</u> on in class. You need to |
| Diffuse and/or deflect | Partially agree Use a sense of humour (not sarcasm) | Student: We've done this before Teacher: You might be right but once we're finished we'll do something really interesting. |
| Simple choice or direction | Firm eye contact Confident tone Clear and short | "Put it in your bag or on my desk, now" |
| Rule reminder | Use any visual charts to show non verbally or As above | "What the rule? Can you do it?" "What's your job? Can you do it?" |
| Blocking statements | Calm tone repeated | "Sit down, Tim" (argue) |

Are your strategies consistent?

Principals Office MR GOOD . E . 2SHOES



Staff emotion regulation

Strategies to remember:

- ✓ Bill Rogers- Least to Most Intrusive
- ✓ Christine Richmond- 10 Essential Skills
- ✓ MAPA strategies;
 - Proxemics
 - Kinesics
 - Paraverbals
 - Haptics



Is your cup full?



Do you have enough resilience that day???

Re-cap- Big Ideas...

1. Teach, practice, feedback
2. ABC- Action and Effect
3. If the environment doesn't change, the behaviour doesn't change

Where to for further help?

Steps to follow at your school

1. CRT Adjustments
2. AP/ HT
3. Learning and Support Team within the school
4. Learning and Support Teacher at your school

References & Resources

Further reading and resources

General Behaviour:

- 10 Essential Skills Christine Richmond
- Least to Most Intrusive- Bill Rogers

Trauma:

- KidsXpress- Understanding adversity- a brain based approach to emotional and behavioural challenges
- Making Space for Learning
- Calmer Classrooms

Research:

- What is Effective Classroom Management? CESE
- What works best 2020- CESE

Mental Health:

- Be You website
- Small Steps- Strategies to support anxious children in the classroom (wayahead.org.au)

Autism:

- Sue Larkey
- Tony Attwood
- ASPECT
- Positive Partnerships

Additional reading & resources

NSW Education & Communities
Public Schools NSW

APRIL 2021

THE WELLBEING FRAMEWORK FOR SCHOOLS

Alice Springs (Mparntwe)
Education Declaration
DECEMBER 2019

NSW Education & Communities
Office of Education

What is effective classroom management?
Centre for Education Statistics and Evaluation

NSW Department of Education

APRIL 2020

What works best: 2020 update
Centre for Education Statistics and Evaluation

NSW Department of Education

NSW Department of Education

**Disability Strategy
A living document**
Improving outcomes for children and young people, and their families

education.nsw.gov.au

NSW

NSW Education

**Strategic Plan
2018-2022**

Our vision
To be Australia's best education system and one of the finest in the world.

Our purpose
To prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

About us
Children and young people are at the centre of all our decision-making. We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We respect and value Aboriginal people as Australia's First Nation Peoples. We also work closely with the non-government school and higher education sectors.

Our goals

1. All children make a strong start in life and learning and make a successful transition to school.
2. Every student is known, valued and cared for in our schools.
3. Every student, every teacher, every leader and every school improves every year.
4. Every student is engaged and challenged to continue to learn.
5. All young people have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, select and be responsible citizens.
6. All young people finish school well prepared for higher education, training and work.
7. Education is a great place to work and our workforce is of the highest calibre.
8. Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.
9. Community confidence in public education is high.
10. Our education system reduces the impact of disadvantage.

NSW Education

School Excellence Framework
Version 2 | July 2017

Introduction
NSW public schools are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. We prepare young people for meaningful lives in an increasingly complex world. Our vision is improved performance in every school, for every student, every teacher, every leader, every year.

The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.

The framework describes 14 elements across three domains which define the core business of successful schools in three stages. Each year, schools will assess their practices against the Framework to inform their strategic plans and annual reports. The description of excellence in the framework supports schools to: they enable their communities in the development of a shared vision, the identification of strategic priorities, and the ongoing tracking of progress towards them.

The focus is on students
In our schools, every child is known, valued and cared for. Parents want the very best for their children. In our schools, teachers, leaders and schools with a commitment to nurture, guide, inspire and challenge students - to keep the pace of learning, to build their skills and understanding, and to make sense of their world. In the early years, it means having confidence that every individual child will be known and understood, and their individual potential developed. As students progress, it means knowing that they are well supported to undertake challenging learning - complex and creative activities, with the personal resources for future success and wellbeing.

Excellence in learning
In our schools, every young person will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. The journey to excellence for students in NSW public schools begins during the first important weeks of Kindergarten. They should bring:

- a different set of experiences, knowledge and skills, to school with them, and understanding their own role in planning their educational learning paths; more than the school spend day and throughout their time at school, teachers use information about individual children's capabilities and needs to plan for students' learning as well as to engage them in rich learning experiences, leveraging the rich skills for learning, now and for future years. By sharing information about learning development, teachers work in partnership with parents as active participants in their children's learning.

Excellence in teaching
In our schools, teachers demonstrate personal responsibility for expanding their teaching practice in order to promote student learning. Student learning is embedded in teacher's schools by high quality teaching. Teaching in these schools is distinguished by university high levels of performance and commitment. Learning and teaching experiences are engaging and learning strategies are evidence-based, individual and collaborative. Teachers include the effectiveness of their teaching practices. Including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student engagement and contribute to a transparent learning culture, including through the development of each other's practice.

Excellence in leading
In our schools, school leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a leading feature of their contributions. Strong, strategic and effective leadership is the cornerstone of school excellence. School leaders take a commitment to fostering a sustainable culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's shared and proactive engagement with parents and the broader community, as well as evidence-based strategies that anticipate risks, such as resource allocation and sustainability requirements, with the overarching strategic vision of the school community.

In our schools, every young person will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. The journey to excellence for students in NSW public schools begins during the first important weeks of Kindergarten. They should bring:

Making SPACE for Learning
Trauma Informed Practice in Schools

childhood.nsw.gov.au

Australian Childhood Foundation

Child Safety Commissioner
Promoting the safety and wellbeing of children

Calmer classrooms
A guide to working with traumatised children

NSW

Another Foundation Belief

Haim Ginot 1972

“I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or de-humanized.”

Quoted in *Fair isn't always equal: assessing & grading in the differentiated classroom* By Rick Wormeli, p.9

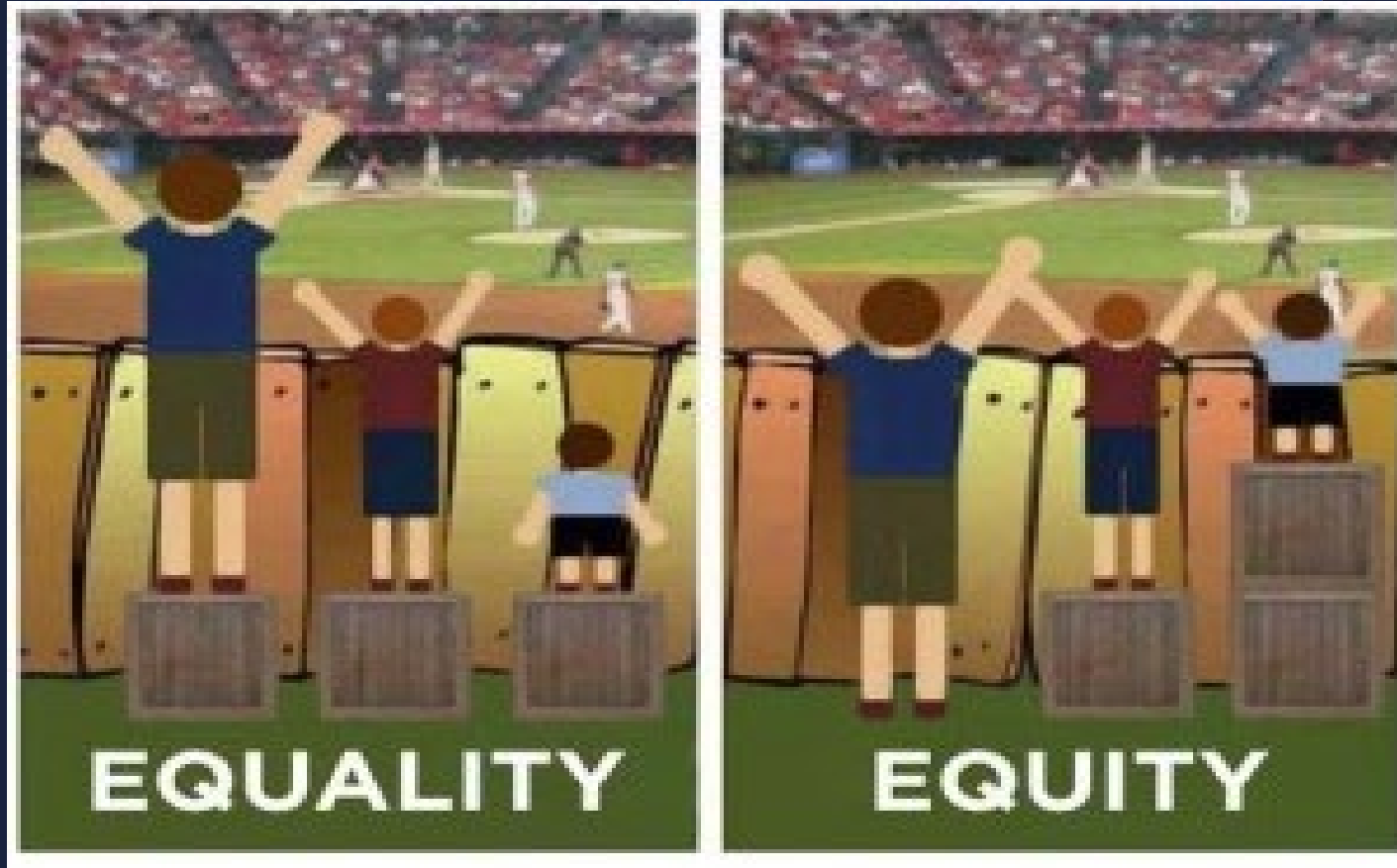
Every kid needs a champion

They may not remember what you taught them but they will remember how you made them feel.

A final thought...

“Every student is known, valued and cared for in our schools.”

NSW Department of Education Strategic Plan 2018-2022





Home time...

