# Positive Classroom Environment

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Behaviour Specialists – Team Around a School
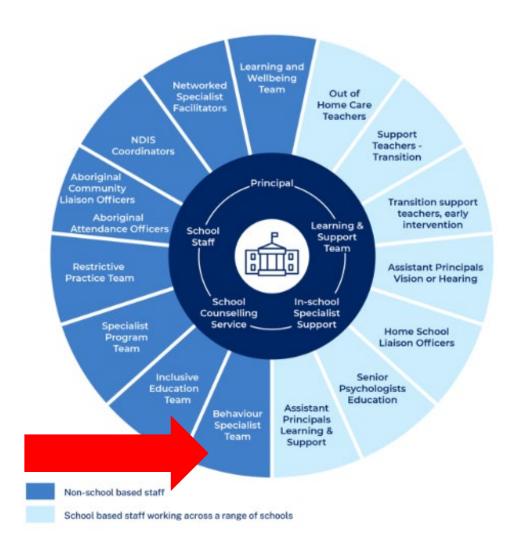
30 May 2023

# Contents

# Acknowledgement of Country

We recognise the ongoing Custodians of the lands and waterways where we work and live. We pay respect to Elders past and present as ongoing teachers of knowledge, songlines and stories.

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW achieves their potential through education.

# Behaviour Specialists – Team Around a School



Nicole Carrabott

Behaviour Specialist Advisor

Jodie Harris

Behaviour Specialist Officer

# Setting up for success 2023

Social classroom environment: modelling positive behaviour, building relationships

Physical classroom environment: classroom layout and planned seating, visual supports

# Setting up for success 2023

Developing expectations and rules for student behaviour

Establishing procedures and predictable routines in your classroom

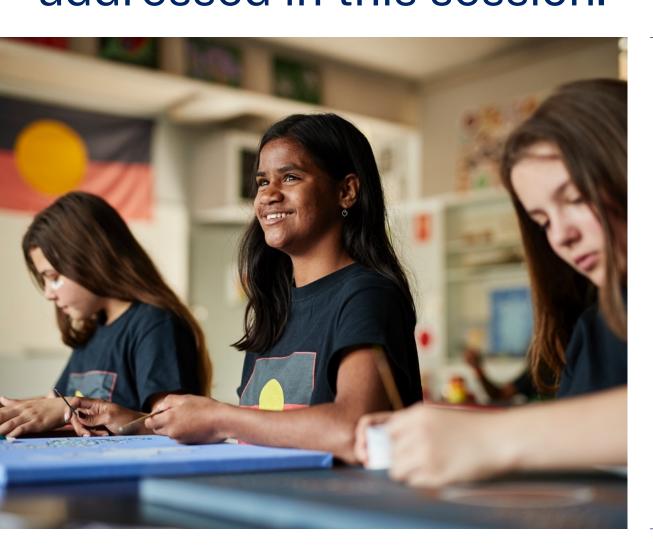Teaching rules and routines

# Setting up for success 2023

Understanding behaviour and its function

Responding to and encouraging expected behaviour

Strategies to respond effectively to inappropriate student behaviour

# Australian Professional Teaching Standards addressed in this session:



4.1.1

Identify strategies to support inclusive student participation and engagement in classroom activities

# Learning intentions

**By the end of this session, participants will:**

Identify practical strategies and approaches to apply in the classroom to create:

- Positive social classroom environments

- Positive physical classroom environments

NSW Department of Education

Positive Classroom Environment

# Before we begin...

Positive Classroom Environment

# A positive classroom environment

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# A positive classroom environment

# Social and physical factors





## Social

Relationships and belonging

Model positive behaviour

Know your students

Context for learning

## Physical

Air, light, ventilation, acoustics

Organised, structured displays

Furniture and seating arrangements

Positive Classroom Environment

# Positive social classroom environment

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# Impact of a positive social environment

# Knowing your students

✓ Voice and agency

✓ Interests

✓ Opportunities

✓ Recognise and value success

# Model positive behaviour

- ✓ Body language
- ✓ Voice
- ✓ Language
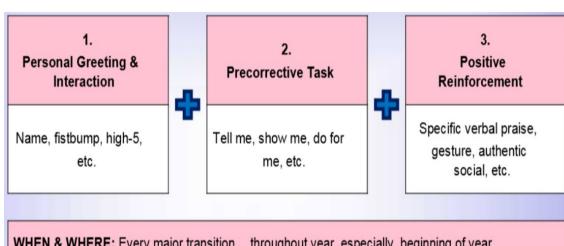
# Building relationships- greetings at the door

# Positive greetings

Studies reveal the Positive Greeting Door strategy produced significant improvements in academic engaged time and reductions in disruptive behaviour.

Results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, and acceptable.



| 1. Personal Greeting & Interaction | | 2. Precorrective Task | | 3. Positive Reinforcement |
|---|---|---|---|---|
| Name, fistbump, high-5, etc. | ➕ | Tell me, show me, do for me, etc. | ➕ | Specific verbal praise, gesture, authentic social, etc. |

**WHEN & WHERE:** Every major transition....throughout year, especially, beginning of year, grading period, return from breaks, Mondays, etc.

**EXAMPLES:** Entering/exiting building, classroom, lunchroom, sporting event, assembly, library, office, bus,

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# 2 x 10 Strategy

A simple strategy:

Spend 2 minutes per day for 10 days in a row talking with an at-risk student about anything she or he wants to talk about.
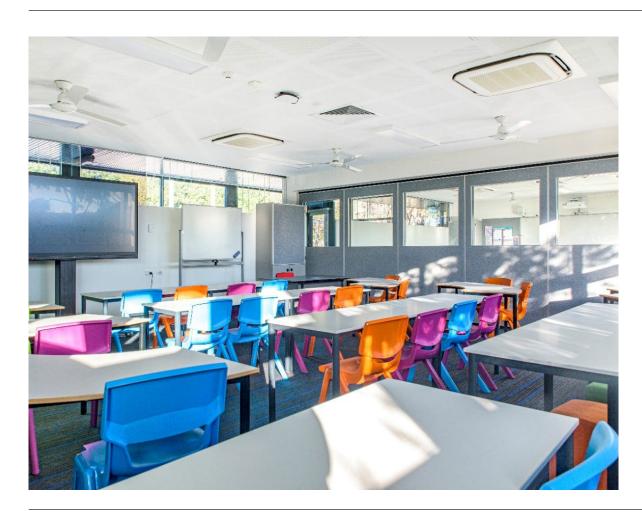
Positive Classroom Environment

# Positive physical classroom environment

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# Positive physical classroom environment



Things to consider:

- ✓ Ventilation
- ✓ Lighting
- ✓ Organisation
- ✓ Visual complexity
- ✓ Sense of belonging
- ✓ Calming colours
- ✓ Furniture size
- ✓ Access

# Classroom layout

Essential features:

✓ Planned seating - desk and floor

✓ Designated areas

✓ Safe space/calm area

✓ Storage

# Planned seating

- ✓ Match seating to learning tasks

- ✓ Allow for teacher supervision

- ✓ Consider traffic flow

- ✓ Allocate student seats

# Planned seating

- ✓ Prevents disruptive behaviour
- ✓ Supportive of students with additional needs
- ✓ Responsive to demands of the learning task
- ✓ Can promote positive student relationships

# Visual supports

Provide students with visual information about activities, rules, routines and skills.

Common visual supports in the classroom include:

- Visual schedules

- Visual labels of materials

- First/then boards

- Social stories

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Behaviour and Active Engagement

# Before our next session...

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# Classroom management checklist for teachers (What Works Best in Practice)

Classroom management is a broad term for a range of practices and strategies used by teachers to build quality relationships with each of their students and foster a safe, positive and stimulating learning environment. Well-managed classrooms maintain a positive classroom climate that maximises effective learning time and encourages on-task positive learning behaviours, where disengagement and disruptions are addresses in a timely and appropriate manner (What works best in practice, April 2020).

| Teaching Practice | Yes | No | Working towards | Examples of practice |
|---|---|---|---|---|
| I invest time in getting to know my students, including knowing their interests, strengths, attitude towards learning and aspirations. | | | | 1:1 student / teacher discussions. Goal setting activities, 'Getting to know you' activities. |
| I look for opportunities to engage positively with students. | | | | Use humour in the classroom. Check-in with at-risk students. Use stories to connect with students. |
| I take time to have positive interactions in non-classroom settings such as in the playground, at sport or co-curricular activities. | | | | I ask students about the activity they're participating in. I teach students a new skill outside the classroom. I show interest in their co-curricular activities. |
| I encourage student voice by asking students for their feedback on lessons and other aspects of school life. | | | | I provide surveys for feedback. I ask students to reflect on what they like about school and/or what could be improved. |
| I act on student suggestions where appropriate and show students that their opinions are valued by their teachers and school. | | | | Set a task to plan for change. Have a sharing session where student ideas are discussed. |
| I reflect on my own behaviour, emotions and thoughts when interacting with students. I minimise behaviours that could be potentially negative, such as sarcasm. | | | | Participate in peer observations and discussions. Reflect on interactions with students and feelings about individual students. |
| I take time at the start of the year to teach rules and routines explicitly in a way that is easy to understand. | | | | Small lists of behaviour expectations. Visual cues such as posters, checklist and signs and refer back to these visual cues regularly. Students participate in the set-up of class rules and expectations. |
| I provide consistent rules and predictable outcomes so students can take responsibility for their learning. | | | | Set up realistic consequences so students know what will happen if they don't follow the expectations. |
| I scaffold and support students to understand task requirements by clearly communicating the content and goals of the lesson. | | | | Display lesson learning intentions. Differentiate according to ability. Set students up for success. |

# Suggested professional learning and reading

Classroom_Management
_Checklist.pdf
(nsw.gov.au)



Classroom management checklist for teachers (What Works Best in Practice)

Classroom
Management
Fundamentals
eLearning

Universal Resources Hub -
Positive Behaviour Support -
Classroom Organisation.pdf
- All
Documents (sharepoint.com)