

## 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
<b>I invest time in getting to know my students, including knowing their interests, strengths, attitude towards learning and aspirations.</b>				1:1 student / teacher discussions. Goal setting activities, 'Getting to know you' activities.
<b>I look for opportunities to engage positively with students.</b>				Use humour in the classroom. Check-in with at-risk students. Use stories to connect with students.
<b>I take time to have positive interactions in non-classroom settings such as in the playground, at sport or co-curricular activities.</b>				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.
<b>I encourage student voice by asking students for their feedback on lessons and other aspects of school life.</b>				I provide surveys for feedback. I ask students to reflect on what they like about school and/or what could be improved.
<b>I act on student suggestions where appropriate and show students that their opinions are valued by their teachers and school.</b>				Set a task to plan for change. Have a sharing session where student ideas are discussed.
<b>I reflect on my own behaviour, emotions and thoughts when interacting with students. I minimise behaviours that could be potentially negative, such as sarcasm.</b>				Participate in peer observations and discussions. Reflect on interactions with students and feelings about individual students.
<b>I take time at the start of the year to teach rules and routines explicitly in a way that is easy to understand.</b>				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.
<b>I provide consistent rules and predictable outcomes so students can take responsibility for their learning.</b>				Set up realistic consequences so students know what will happen if they don't follow the expectations.
<b>I scaffold and support students to understand task requirements by clearly communicating the content and goals of the lesson.</b>				Display lesson learning intentions. Differentiate according to ability. Set students up for success.

Teaching Practice	Yes	No	Working towards	Examples of practice
<b>I teach expectations and support smooth transitions between lesson activities</b>				Use prearranged signals such as a bell or a timer. Give warnings when the transition is about to happen and remind students what they need to do.
<b>I give explicit task directions and check students understand.</b>				Break down tasks to manageable chunks. Provide an example for students to refer to when completing a task.
<b>I provide frequent opportunities for students to respond to questions and encourage them to think about what they are learning.</b>				Class discussions. Group reflection activities. Interactive games to check for understanding such as Kahoots.
<b>I move around the classroom, scanning for signs of on-task or off-task behaviour.</b>				Focus on positive behaviours, mention to class when you see a positive behaviour. Remind class expectations if necessary.
<b>I acknowledge appropriate behaviours and let the student know that the behaviour is noticed and appreciated.</b>				Use verbal and non-verbal acknowledgments. Set up a caught you being good system where positive behaviours are celebrated.
<b>I offer assistance or extension that addresses the strengths and needs of students who may otherwise passively disengage or become disruptive.</b>				Create alternate high interest activities to set student up for success. Modify tasks as necessary to ensure engagement and success.
<b>I remain calm and take time to identify why a student is disengaged or being disruptive.</b>				Talk calmly to student, offer help or alternate task. Conduct ABC/FBA if behaviours persist.
<b>I give verbal and non-verbal feedback in a consistent, fair and respectful manner.</b>				Move closer proximity to student. Make eye contact and give quiet gesture such as finger to lip to indicate quiet, or point to rule poster of expected behaviour.
<b>I ensure the corrective feedback is proportionate to the level of disengagement or disruptive behaviour displayed.</b>				Remain calm. Pick your battles e.g. if by asking the student to stop tapping on the desk is going to escalate the behaviour choose to focus on a positive behaviour instead.
<b>I ensure students understand the reason for providing corrective feedback.</b>				Pick an appropriate time after the lesson to speak with the student about why you needed to correct their behaviour. Explain why you needed to intervene.
<b>I have a clear escalation path for persistent misbehaviour and share this with the class. I make sure expectations and consequences are clear.</b>				Ensure students know the consequences. Use of a buddy class. Moving tables away from distraction. Stay back at end of class. Contacting parents.