



Classroom Mastery

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Program outline



knowledge society

Safe, ordered and positive learning environments are a **foundation** for learning

(PISA, 2019)



Australia has some of the most **disruptive classrooms** in the world.

Like any other subject, behaviour should be thought of as a curriculum that needs to be taught explicitly. Teachers must plan how their classrooms will run and teach this explicitly to their students.

Learning is only as successful as the culture, expectations, routines and rules taught to and reinforced with students.



Australia is a poor performer

A recent OECD report highlighted that “the disciplinary climate in schools in Australia was among the least favourable in the OECD”.

Over the past two decades Australia has dropped from the middle of the OECD index of school’s disciplinary climate to 70th out of 77 countries. This is having a dramatic negative impact on the quality of learning in Australian classrooms and schools.



Negative workforce impact

The impact of the current behavioural climate is being felt by teachers all over Australia and is contributing to high levels of teacher attrition.

Teachers tell us, when surveyed, that behaviour is the greatest challenge they face and the most common reason for choosing to leave the profession. One in five teachers do not feel safe at work and when asked which professional learning they most require, early career teachers cite classroom and behaviour management.

Classroom management is an equity issue



The impact of disruptive classrooms is particularly felt by children in schools with a low Index of Community Socio-Educational Advantage (ICSEA).

About half of those in disadvantaged schools have reported a high prevalence of noise and disorder in their classrooms, with students not listening to what the teacher is saying, and students finding it difficult to learn (PISA, 2018). Vulnerable Australian children face a multitude of challenges when it comes to receiving the same educational opportunities as their peers in higher ICSEA schools.

The classroom environment itself should be an enabler, not a barrier, for these children. Children experiencing vulnerability deserve to have classroom environments that enhance their educational experiences and facilitate opportunities to access the education that will allow them to break the cycle of intergenerational disadvantage.



Traditional approaches do not work

School-wide discipline has traditionally focused on reactive, punitive strategies like reprimands, suspensions and expulsions.

But these are inadequate and do not address the root of the problem. In NSW schools, for example, one in 25 students are suspended at least once, and one in eight Indigenous students are suspended (PISA, 2018) yet disruptive, unproductive classroom environments prevail, demonstrating the inadequacy of these types of intervention.

Effective classroom management is **integral** to the development of **positive learning** environments.

Classroom Mastery

Calm and orderly classrooms are a precondition for learning and enable students to focus and pay attention.

Classroom Mastery is a program based on knowledge, leadership, research and practice. We help teachers and schools change behaviour with the Positive Learning Framework (PLF). The PLF incorporates effective instructional strategies that engage students in learning and provides teachers with the skills needed to positively respond to misbehaviour and de-escalate conflict.

Informed by strong evidence bases in neuroscience, humanistic psychology and cognitive science, *Classroom Mastery* will support you to build a behaviour strategy for long-term student success and flourishing that suits your school culture and provide teachers with the knowledge, practice, demonstration and coaching they need to get the outcomes they desire.

By participating in this program, teachers will:

- Practically apply the latest research in neuroscience, cognitive science and psychology
- Create consistently productive, safe, inclusive and calm learning environments
- Improve student wellbeing and create the classrooms they need with belonging, generosity, mastery, and independence
- Increase safety of classrooms and schools by proactively reducing disruptive behaviours
- Dramatically improve student learning outcomes through increased engagement

“Tim was an **engaging** presenter and modelled the information expertly well. It is such an **easy thing to do** and I look forward to our school implementing the routines and seeing the benefits.”

Create engaged, positive and productive classrooms

Classroom Mastery focuses on **positive approaches** and **good classroom culture**.



Instil positive – not punitive – **strategies** to build belonging, generosity, mastery, and independence



Engage students in learning and give them freedom to **focus** without disruption



Build a school culture that enables students to **flourish** and reach their learning potential



How do we work with schools?

A whole-school approach builds momentum for improved behaviour across the school community.

Whole-school engagement is easier to sustain than individual teachers trying to set a new standard that is not reinforced in the classroom next door.

We give schools the support to simplify implementation in every classroom. This can be aligned to existing religious, community or school values to strengthen school culture through modelling the values in every classroom.

The *Classroom Mastery* program includes fourteen hours of professional learning, plus:

- **Two full days of face-to-face training and networking in a group setting**
- **Supplementary online modules**
- **Tailored content for your school and teaching community**
- **One-on-one mentoring and in-classroom coaching from experts.**

We also provide *sustain tools* to enable your leadership team to keep the *Classroom Mastery* standard of practice high across the school.



**x14
HOURS**

OF PROFESSIONAL
LEARNING

Classroom Mastery* was responsive to what is needed** in our school and I'm pleased our school has implemented this with all staff not just teachers. ***Tim has great energy, authenticity and knowledge. He reads the room very well and doesn't allow passive participation which was really important for a whole-school approach.



Dr Tim McDonald
Chief Executive Officer,
The YMCA WA

Expert instruction and coaching

Dr Tim McDonald is a classroom management expert and author of *Classroom Management: Engaging Students in Learning*¹.

Dr McDonald, the former Executive Director, Catholic Education WA and Associate Professor, Edith Cowan University, wrote *Classroom Management* to help teachers and schools change behaviour with his Positive Learning Framework (PLF). The PLF incorporates effective instructional strategies that engage students in learning and provide the skills needed to positively respond to misbehaviour and de-escalate conflict.

Dr McDonald is an education leader who is a recognised innovator with over 20 years of experience leading change in education systems. Dr McDonald helps education systems design, implement and evaluate capacity building initiatives that focus on improving teacher practice as the key lever to improve student outcomes. He has led large-scale projects in areas of leadership, student engagement, wellbeing and innovation in the fields of education, employment and health.

¹(Oxford University Press, 2019).



The Program



Online
delivery



Face-to-face
delivery

Session	Content
 <h2 data-bbox="236 546 619 645">1 Introductory discussion</h2> <p data-bbox="309 667 596 770">Session with leaders to tailor the program to your needs</p>	<ul data-bbox="687 539 1369 786" style="list-style-type: none"> • Your school context • Classroom management and behaviour, the <i>Classroom Mastery</i> model • What the program involves • Tailoring the program to your context and conditions • Dates and logistics for the program
 <h2 data-bbox="229 864 606 1014">2 Classroom Mastery Masterclass</h2> <p data-bbox="309 1037 464 1066">For leaders</p>	<p data-bbox="687 857 1406 999">We teach behaviour as a curriculum like any other subject. This masterclass offers the theory, the ‘why’ of behaviour based on psychology and neuroscience and then demonstrates the practices that work in our classrooms.</p> <p data-bbox="687 1021 1469 1200">The second part of the masterclass is for the school leadership group to agree on the new practices and behavioural standards they will commit their school to and we then work together on design and implementation of the <i>Classroom Mastery</i> model in the school.</p> <p data-bbox="687 1223 1437 1364">The workshop will provide the leadership group with time to work on their school implementation plan including planning, scheduling and supporting the check-in and coaching elements.</p> <p data-bbox="687 1386 1453 1453"><i>Classroom Mastery online unit - Video unit to review content for school use will be provided.</i></p>
 <h2 data-bbox="229 1536 606 1686">3 Classroom Mastery Masterclass</h2> <p data-bbox="309 1709 523 1738">For all teachers</p>	<p data-bbox="687 1525 1465 1704">Theory and practice masterclass. All school staff will understand the why and the how of <i>Classroom Mastery</i>. All teachers will leave with a plan for how they will run their first class on the first day of school and the behavioural standards they will require in their classroom.</p> <p data-bbox="687 1727 1430 1794"><i>Classroom Mastery online unit above will be provided to all teachers.</i></p>

The Classroom Mastery model



A whole-school approach

Our program works with the whole-school to ensure **sustainable strategy, practice and support structures** are embedded and students are **consistently exposed** to the **same reinforcing approach** throughout their school journey.

Teachers are supported by a **robust whole-school approach** uniquely based on their school's culture and values.



Norms, routines and rules

To make a **school culture** stick everything needs to be aligned, starting with school values and beliefs, to norms, routines, habits and practices and then to classroom rules.

We support leaders to **map the school culture** and teachers to **map their classroom** culture. This coherence makes it easier for teachers to embed routines and rules and for students to follow them.

Empowering leaders



We work closely with school leaders to plan and structure **follow-up** and **in-school coaching** that supports all teachers.

Our teacher coaching is **descriptive, instructional** and based on performance of the *Classroom Mastery* skill or routine.

It **empowers and builds** the capacity of your nominated team, created by you (leaders or other staff) as the in-school coaches at your school.

Observing and coaching



Our *Classroom Mastery* Coach will visit the school approximately five weeks after the whole-school teacher masterclass to undertake **in-class observations** and **coaching** of teachers. Additionally, they will train and up-skill the in-school coaching team to provide school-wide coaching and feedback. The in-school coaches will shadow our Coach and commence coaching during the first school visit under the lead's guidance.

Targeted focus



The **focus for the coaching** in the first school visit is negotiated with the school, but will initially target a small number of the teacher routines. Teachers will be observed **implementing the selected routines** in their classroom and the coaching and teacher feedback will focus on the **performance** of the routines and skills. Each classroom coaching visit for observation and feedback takes around 25 minutes.

Ongoing support



Our coaches then provide **mentoring support** to the in-school coaching team. These can be **remote or in-person** sessions, as required and negotiated.



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