**Teacher Classroom Organisation Reflection**

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| 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. |  |  |  |
| 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.  |  |  |  |