



CLASSROOM MANAGEMENT REPERTOIRE

POSITIVE RELATIONSHIPS

- Establish a secure, supportive learning environment that welcomes all students and promotes a strong sense of belonging.
- Build relationships grounded in mutual respect, trust, empathy, and open communication.
- Be engaging, encouraging, and enthusiastic to foster student motivation and participation.
- Use positive reinforcement and specific feedback to recognize effort, growth, cooperation, and achievement.
- Promote collaboration, teamwork, and respectful interactions among students.
- Encourage student voice, autonomy, and choice in learning experiences.
- Be engaging, encouraging, enthusiastic, and responsive to student needs.
- Provide encouragement and constructive feedback that supports student confidence and growth.

SAFE LEARNING ENVIRONMENT

- Establish clear expectations for physical, emotional, and social safety.
- Teach and consistently reinforce safe equipment use, movement, boundaries, and participation.
- Create an environment where students feel comfortable making mistakes, asking questions, and seeking support.
- Monitor student interactions and address unsafe, disrespectful, or exclusionary behaviours promptly.
- Adapt activities, equipment, space, and groupings to support safe and successful participation.
- Continuously monitor student understanding, engagement, safety, and well-being.

STUDENT AUTONOMY & CHOICE

- Provide meaningful opportunities for students to make choices about activities, equipment, partners, challenge levels, and learning goals.
- Encourage students to identify personal strengths, areas for growth, and appropriate levels of challenge.
- Support students in developing self-regulation, independence, and responsibility for their learning.
- Balance teacher-directed instruction with opportunities for student-led and collaborative learning.

SUPPORT DIVERSITY & INCLUSION

- Create an inclusive environment that values and celebrates students' diverse abilities, backgrounds, cultures, identities, and experiences.
- Provide equitable opportunities for all students to participate and experience success.
- Use inclusive language and avoid assumptions, stereotypes, and exclusionary practices.
- Incorporate varied activities, examples, and learning experiences that reflect diverse learners.
- Foster a classroom culture where differences are respected and viewed as strengths.

STRUCTURE & CLEAR EXPECTATIONS

- Use organized and effective planning to create predictable routines and maximize learning time.
- Clearly communicate learning intentions, success criteria, activity expectations, and transitions.
- Establish consistent routines for entering, transitioning, participating, and managing equipment.
- Use demonstrations, visual cues, task cards, and clear verbal instructions to support understanding.
- Organize equipment and learning spaces in advance to promote efficient transitions and student independence.
- Provide consistent cues and signals for starting, stopping, transitioning, and gathering.
- Make in-the-moment adjustments to pacing, grouping, activities, questioning, and instruction when needed.

DIFFERENTIATION & ADAPTATIONS

- Plan for learner variability by providing multiple pathways to access, participate in, and demonstrate learning.
- Use visual supports such as demonstrations, task cards, diagrams, visual schedules, checklists, and anchor charts.
- Use auditory supports such as clear verbal instructions, repetition, key words, sound cues, and verbal check-ins.
- Modify equipment, space, distance, pace, repetitions, duration, or rules to meet individual needs.
- Provide skill progressions and regressions to ensure appropriate levels of challenge.
- Offer alternative ways to participate, including seated, stationary, lower-impact, or modified activities.
- Use strategic grouping, peer support, small-group instruction, and individual check-ins.
- Provide additional processing time, simplified instructions, wait time, and opportunities to demonstrate understanding in different ways.
- Adapt assessment approaches through observation, demonstration, self-assessment, peer feedback, and verbal or written responses.