Classroom Management

Resources for loan

May 2013

Behaviour management pocketbook by Peter Hook and Andy Vass. 2nd ed. Alresford, Hants: Teachers’ Pocketbooks, 2011. 371.1 HOO

“A pocketful of tips, tools and techniques for creating calm classes and focused, co-operative students.” – Front cover.


“Fear and failure pervade many students’ academic lives. Rather than respond in constructive and courageous ways, these students often engage in avoidant, self-defeating and helpless behaviours. This book examines these counterproductive responses and suggests successful practices educators can adopt to help students respond in more positive and productive ways.” – Back cover.

Challenging behaviours pocketbook by Fintan O’Regan. Alresford, Hants: Teachers’ Pocketbooks, 2006. 371.9 ORE

“A good resource, humorous but very helpful and practical advice.” - Roger Hunt, Federation Member, July 2008.


“Taking an holistic approach to working with students, the author provides examples of effective strategies for encouraging pro-social and collaborative behavior in the classroom, the school and the wider community. Chapters look at the importance of the social and emotional aspects of learning, and ways to facilitate change.” – Publisher website.


“New to this edition are sections on: dealing with bullying; teaching students on the autistic spectrum in a mainstream classroom; working with very challenging students.” – Publisher website.


“Grounded in research, yet written in an accessible style, this text offers prospective teachers practical strategies for motivating students, choosing their management plans, working with parents, maintaining appropriate behaviour, and working with special needs students.” – Back cover.


This book “presents several sound frameworks readers can use to evaluate six tried-and-true discipline models. Tauber explores a number of topics … concerning how teachers can prevent, as well as handle, problem behaviors. A chapter describing ‘A through Z’ discipline suggestions can be immediately put into use.” – Back cover.


Cracking the challenging class [DVD] by Bill Rogers. Yarraville, Vic.: Rogers Education Consultancy, 2005. DVD CRA [160 min.]

“This resource is a two part DVD package. I would recommend watching this resource in a school staff or faculty meeting. Rogers is extremely effective and easy to watch, he provides simple, practical strategies for all teachers to implement within the classroom.” - Emilia Gerace, Federation Member, July 2008. Notes at: http://www.sagepub.com/upm-data/45755_Notes_for_the_DVD.pdf

Cracking the hard class: strategies for managing the harder than average class by Bill Rogers. 2nd ed. Lindfield, NSW: Scholastic, 2006. 371.102 ROG


This book “addresses behaviour-leadership and discipline in the crucial years of schooling. It places particular emphasis on the essential nature of the establishment phase of a teacher’s relationship with a new class, both with children and parents. The authors guide teachers to develop in confidence and strong leadership, encouraging students to be aware of and own their behaviour.” – Back cover.

Distressed or deliberately defiant? Managing challenging student behaviour due to trauma and disorganised attachment by Judith A. Howard. Toowong, Qld: Australian Academic Press, 2013. 618.92 HOW

There are some “students who fly into unexplained violent and oppositional outbursts with little warning; who respond poorly to tried-and-true behaviour management processes. … This book explains the basis for such behaviour as the neurological, physiological and behavioural outcomes of ‘disorganised attachment’ due to prolonged exposure to a traumatic home life and provides practical advice to educators on ways that schools can effectively manage these students.” – Back cover.

Effective classroom communication pocketbook by Richard Churches. Alresford, Hants: Teachers’ Pocketbooks, 2010. 371.1 CHU

This book contains “a broad spectrum of tips, tools and techniques to enhance your communication skills. These have been drawn from a wide range of areas, including psychology, language models from hypnosis (particularly how to create suggestions more effectively), NLP (neuro-linguistic programming) and neuroscience.” – p. 4.


This is a “book for school teachers, counsellors and therapists who wish to develop emotional literacy skills in classroom situations. It provides resources for managing the ‘feeling’ life of children and offers a classroom management model that creates opportunities for healing emotions, rather than emotions being denied, repressed, discounted or excluded.” – Back cover.


Although this resource was produced in the early 90’s it is still very relevant to today’s classrooms. A Do’s and Don’ts approach to teaching. Recommended by Debbie Westacott, Federation Organiser, 2008.

Getting the buggers to behave by Sue Cowley. 4th ed. London: Continuum, 2010. 371.102 COW

The fourth edition of this popular book offers practical advice on managing classroom behaviour, focusing mainly on strategies for teachers rather than for students.

“… This resource provides teachers with examples of various scenarios that are realistic and common in most schools.” – Emilia Gerace, Federation Member, July 2008 (a review of the third edition).

Hot tips for classroom management [DVD] Bendigo, Vic.: Video Education Australasia, 2007. DVD HOT [27 min.]

“One of the biggest challenges facing teachers today is classroom management and dealing with difficult students. This program provides practical help, offering some effective, preventative strategies, as well as ways to deal with difficult behaviour when it occurs.” – Back cover. Program support notes available on www.vea.com.au


This Australian resource is comprehensive and provides strategies for creating a positive and productive classroom environment.


The author “presents his three-step positive behaviour management model that includes 1) how to give explicit instructions, 2) how to positively recognize students who follow directions, and 3) how to take corrective actions when students choose not to follow directions.” – Back cover.


This book “will show you how to become an effective classroom manager who can: teach all students to behave from the first day of class by using comprehensive lesson plans in all classroom activities; apply research-based instructional strategies that motivate students to stay engaged in all classroom activities; build trusting relationships with all students and parents using teacher-tested strategies; establish a positive climate in a disruptive classroom using the 2-Week Turnaround Program.” – Back cover.

A series of four videos, a little dated in style but still popular. Practical tips for teachers to use in the classroom. The titles available are: Positive correction (38 min.); Prevention (52 min.); Repair and rebuild (58 min.); Consequences (42 min.).


“This book is an Australian resource and deals with issues that most teachers are dealing with in their classrooms. Griffiths provides practical advice, examples and approaches that teachers can implement within the classroom. Highly recommended.” – Emilia Gerace, Federation Member, July 2008.

Managing very challenging behaviour by Louisa Leaman. 2nd ed. London: Continuum, 2009. 371.5 LEA

“Packed with strategies for managing low and medium level disruption, as well as higher-level aggression. Louisa provides a comprehensive framework for dealing with the full spectrum of challenging behaviour. This edition expands on the popular original, with new sections on topical issues such as dealing with gang culture, understanding group dynamics and useful suggestions for coping with stress.” – Publisher website.

The new teacher’s survival guide to behaviour by Sue Roffey. London: Sage, 2011. 371.1 ROF

“This book will tell you how to start off on the right foot as a new teacher, and how to look after yourself as well as your classes. Chapters will help you to build up your confidence and awareness, develop positive relationships with your students, create supportive bonds with colleagues, and manage disruptive, distressed and defiant students calmly.” – Publisher website.

100 ideas for managing behaviour by Johnnie Young. London: Continuum International Publishing Group, 2005. 371.5 YOU

“Ideas range from gaining the respect of your students to dealing with serious problems such as fights in the classroom and coping with the effects of bullying.” – Back cover.

“This is an excellent resource for teachers to refer to quickly. The book is straight to the point and fast to read. Great for those teachers with limited time but who need some quick ideas to encourage them and stay focused.” – Emilia Gerace, Federation Member, July 2008.

Positive behavior support in secondary schools: a practical guide by Ellie L. Young ... [et al.]. New York; London: Guilford, 2012. 373.11 YOU

“With an emphasis on data-based decision making, the book provides ideas and examples for meeting the behavioural needs of all students, from those with emerging concerns to those with ongoing, chronic problems. It takes practitioners step by step through planning, implementing, evaluating, and sustaining schoolwide, small-group, and individual interventions.” – Back cover.

Practising positivity in the classroom: a teacher’s guide to positive behaviour support by Laura Greaves & Shannon Walker. Albert Park, [Vic.]: Teaching Solutions, 2012. 371.1 GRE

This book “demonstrates valuable, usable strategies that promote student behaviour ownership, responsibility and respect through positive mediation and calm, controlled responses to situations.” – Back cover.


“Student behaviour offers a comprehensive overview of the major theories of behaviour management in primary and secondary schools, illustrated with detailed case studies. Porter outlines how teachers can develop a personal approach to classroom management based on a sound understanding of theory.” – Publisher website.

Succeeding with difficult students: new strategies for reaching your most challenging students by Lee Canter and Marlene Canter. Moorabbin, Vic.: Hawker Brownlow Education, 2009. 371.1 CAN

This book aims to show teachers how to: "develop positive relationships with even the most challenging students; increase student self-esteem by focusing on appropriate behaviour; develop proactive rather than reactive responses to student behaviour; develop an individualised behaviour plan based on the student’s needs; use intervention strategies to limit confrontations and office referrals.” – Back cover.


This completely revised edition offers more than 1,000 brain research-based teaching strategies and ready-to-implement instructional tools for engaging students, boosting learner memory, and meeting the needs of all learners. In this powerful guide, readers will find helpful features such as previews at the beginning of each chapter, reflective questions, affirmations, sidebars, bulleted lists and quotable quotes.
Teach more, manage less: a minimalist approach to behaviour management by Christine Richmond. Sydney: Scholastic, 2007. 371.1024 RIC

This book “will help teachers to develop additional ideas and strategies for: minimising managing times and maximising learning times during lessons, defusing student power plays, responding intelligently to provocative and challenging behaviour, gaining (or regaining) assertive learning leadership in the classroom, recovering rapidly from stressful situations, designing a minimalist management plan and reflecting on their current practices.” – Back cover.

Teaching skills for dummies by Sue Cowley. Chichester, West Sussex: John Wiley, 2009. 371.102 COW

“Whether you’re an experienced teacher or are just starting out, this friendly handbook will help you to: develop a confident teaching style; prepare and present engaging lessons; manage a class effectively; deal with different types of people; succeed beyond the classroom.” – Back cover.

Teaching with Bayley series [DVD] Bendigo, Vic.: Classroom Video, 2009. DVD BAY

The library has six titles available for loan in the Teaching with Bayley series. Each program runs for about 15 minutes. The programs were originally screened on Channel 4 (UK) in 2006.


“This book is a must for all teachers. It’s built on the author’s belief that all problems reflect poor relationships – and must be resolved in a social context.” – Back cover.


The author “argues that teachers’ knowledge of what they do is largely tacit and often misunderstood. In this book, he distils the essence of professional practice for classroom teachers. ... [H]e outlines the crucial principles of teaching and learning, and shows how they are translated into practice using real classroom examples. ... [H]e shows how teachers can engage their students in ways that create a real ‘need to know’, and a desire to become active learners.” – Back cover.

You can create a calm classroom by Sue Cowley. Leamington Spa, Warwickshire, 2005. 371.102 COW [two books (which can be borrowed separately): For ages 4-7 and For ages 7-11]

“These two books show ‘you 50 simple ways to become a calm teacher of a focused and motivated class [and are] full of practical tips and suggestions.” – Back cover.

You can create a thinking classroom by Sue Cowley. Leamington Spa, Warwickshire, 2006. 371.102 COW [two books (which can be borrowed separately): For ages 4-7 and For ages 7-11]

“50 practical activities show how you can raise the pace of learning, levels of achievement and children's self-esteem. Full of practical tips and suggestions.” - Back cover.

You can have a creative classroom by Sue Cowley. Leamington Spa, Warwickshire, 2008. 371.102 COW [two books (which can be borrowed separately): For ages 4-7 and For ages 7-11]

“50 innovative activities that help you to improve children’s confidence and attainment by encouraging creative thinking and learning.” – Back cover.

You know the fair rule: strategies for positive and effective behaviour management and discipline in schools by Bill Rogers. 3rd ed. Camberwell, Vic.: ACER Press, 2011. 371.102 ROG

This book deals with “establishing classes effectively and positive discipline practice in the classroom; working with children with behavioural disorders; developing individual behaviour plans; managing anger and conflict; working with the challenging and hard-to-manage class [and]; effective colleague support.” – Back cover.