

## PRINCIPLES OF PEDAGOGY 6

*Positive Educational Environments Empower Learning*



### Positive Classroom Environments

ALL THE CHURCH PROCLAIMS, ALL THE WORLD, TO ALL THE PEOPLE, ALL THE TIME.  
The Catechism of the Catholic Church, 2025

# Cities



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*Calming Spaces in Archdiocese Schools guidelines*

## The classroom environment:

1. Is student - centered
2. Is flexible and adaptable
3. Is comfortable
4. Has a carefully selected colour theme
5. Has order and space
6. Is predictable
7. Has a calming space



# Pilot School



St Bede's  
Primary School  
Braidwood

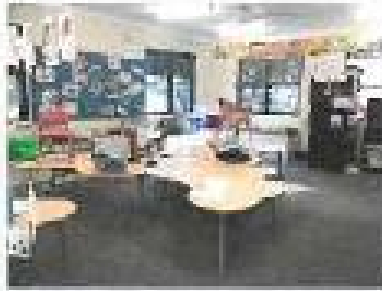


PARISH OF Braidwood  
Catholic Primary School



# De-clutter

BEFORE



AFTER



# De-clutter

BEFORE



AFTER



STATE OF CALIFORNIA  
DEPARTMENT OF EDUCATION



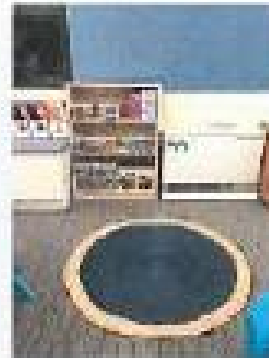
Removal of unnecessary items; i.e. the blue maths counter was not currently being used therefore it was packed away out of sight.

# Designated Learning Areas

**BEFORE**  
Storage area



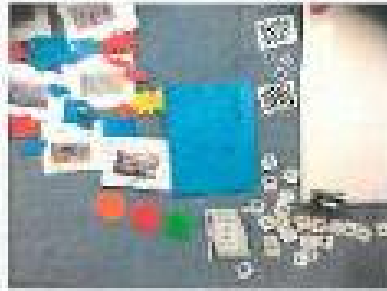
**AFTER**  
Construction Area



- The rug is used as a visual to show which area of the room has been designated as the Construction Area.
- Removal of clutter
- Resources labelled

# Designated Learning Areas

**BEFORE**  
Unused space



**AFTER**  
Reading corner



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The IWB was moved forward to create a reading nook behind the IWB.



## Order and Space

BEFORE



AFTER



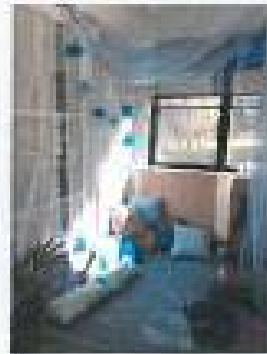
- Student resources were placed where the students could easily access them
- All items were clearly labeled
- By storing items in clear containers allows students to easily locate the resource they need

## Calming space

BEFORE



AFTER



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The class teacher had originally placed her desk in the sunniest spot in the classroom. The teacher decided that this would be the best location for the calming space.

- The beige square on the wall is a piece of corrugated cardboard purchased from a \$2 shop. Students find it soothing to run their fingers along the texture.
- The blue rug creates a sense of space.
- The sheer curtains provides a sense of privacy, yet does not interfere with line of sight for the class teacher.

# Calming space

Shelf with a few calming/soothing items



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Items included were:

- A timer
- Body sock
- Box of fiddlers
- 2 puzzles that were topics of interests for particular students (the Avengers and Superheroes)
- A small box of shells

*The impact on students has been very positive for the identified students. The most important improvement is that they are more likely to remain in the classroom when needing time to process or calm down (these boys would run away daily). As they are still in the room they are engaging with curriculum content and are hearing information relating to what the next task is.*

*The spaces have meant that every child in the classroom has an improved classroom environment and all children responded positively to the spaces. The children with identified needs are feeling more secure to remain in the classroom to re-centre and to take on new learning.*

*Teachers have experienced a reduction in times requiring executive support. Whilst problems still do arise and require careful and considered teacher response, the new spaces have assisted the wellbeing of students and teachers alike.*

Julian Laffon  
Assistant Principal



*The new classroom has worked really well! On the first day back, as a class, we named the different spaces and brainstormed behaviours that were expected in each space. We had there the listening space (floor), work space (desks), Building space, quiet space and the reading space.*

*The class loves the new areas in the room. The 'quiet area' or calm space has been fantastic. Students will go into the space when they need time out of the room, or when they have finished their work and quietly read or complete puzzles.*

*I find that my students with ASD will often go into the space voluntarily in the mornings as a will complete activities in there, while still being present when the roll is called and coming out when they are ready to start the day. When they come out into the classroom, they are more settled and focused. There has been a reduction in undesirable behaviours.*

*The whole classroom dynamic has changed into a calm and focused place. Students take pride in their classrooms.*

Nym Godwin-Dylick  
Classroom Teacher



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# Is age appropriate

## Secondary



# Is age appropriate

## Primary





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SCHOOL OF THE SACRAMENTS





 CANTON EDUCATION  
FOUNDATION  
FOR THE CANTON SCHOOL DISTRICT





 **DAĞLIDİĞİT EĞİTİM ENSTİTÜSÜ**  
MILLÎ EĞİTİM BAKANLIĞI





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