



An effective entrance routine promotes safety, builds positive connections with students and maximises instructional time.

This practice guide will support you to refine an effective entrance routine, which is important for maintaining a safe, supportive and orderly start to the day and classroom environment.

An effective entrance routine requires the following steps:

1.

2. Gain all students' attention

Efficiently gaining all students' attention maximises instructional time and reduces the likelihood of students missing critical instructional information.

Stand where all students can see you and, with an assertive voice, gain all students' attention:

1. Using a countdown, call and response or verbal prompt to indicate to students that they need to stop what they're doing, face you and listen in silence.
2. Pausing and scanning to ensure students are looking and listening.
3. Acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them.
4. Responding to behaviours not meeting expectations with a non-verbal correction such as a look and gesture, or a positively framed verbal correction such as a group reminder of expectations, and acknowledging students when they correct their behaviour.

3.

4. Monitor and reinforce behaviour expectations as students enter

It is important to monitor all students while they are entering the room. This will ensure safety, demonstrate to the students that you are aware of what is happening in the classroom and provide opportunities to assist students and reinforce behaviour expectations.

Prompt students to enter the room and continuously scan all students outside and inside the classroom as they enter and are seated. Assist students when needed.

Greet students by name as they enter the classroom to help build positive connections. This also provides an opportunity to briefly acknowledge any milestones or achievements and give reminders to individual students – for example, needing to leave the class at a certain time for an appointment or extracurricular activity, or needing to hand in something, such as a completed task or consent form.

Acknowledge students for meeting expectations – for example, 'Thank you, outside line, for allowing the inside line to move in first', 'Thank you, students, for waiting quietly while...!', 'Great to see those students who have sat down and started their [name the starter activity]'. Respond to behaviours that do not meet expectations with non-verbal or verbal correction – for example, 'Remember [name], quietly walking straight to our desks'. Acknowledge students when they correct their behaviour.

Once all students are inside, follow them into the room and position yourself to continue to scan all students as they move to their designated areas (for example, their desks or the carpet).

5. Gain all students' attention to be ready for the next instructions

Having a clear end to your entrance routine signals to students that they have all safely entered the classroom and are now ready for the lesson to begin.

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3. Acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them.
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Rehearse and practise your entrance routine

Use the checklist for each step in the following section to identify your strengths and prioritise the step you will focus on first for rehearsal and practice. Focus on one step at a time until you can confidently demonstrate each item on the checklist.

5. Gain all students' attention to be ready for the next instructions

Rehearse then practise:

where you will position yourself so that all students can see you

gaining all students' attention by using your countdown, call and response, or visual cue or gesture.

Combine this with an instruction if required – for example, to be seated or to complete a regular learning task

deliberately pausing

scanning all students

acknowledging students meeting behaviour expectations and praising students exceeding behaviour expectations specific to them

responding to disengaged or disruptive behaviours that might occur and acknowledging students when they correct their behaviour

finishing with politeness by thanking students for meeting expectations for entering the classroom.

Questions for reflection

When you've refined each of the steps of your entrance routine, consider the following questions:

- What impact has this routine had on your students and you? What difference are you noticing to the start of your lessons?
- How consistently are you maintaining the steps of this routine? Are there any adjustments you need to make?
- Is this routine a habit for all your students? What can you do to make it a habit?
- When will you review your entrance routine and reteach it? How will you know that you need to do this?

Regularly revise your entrance routine

Schedule points in the year to revise this practice for yourself and your students.

For more practical guidance

AERO has developed a suite of resources to support teachers and school leaders to refine or refresh their foundational practices in creating safe and supportive learning environments through effective classroom management. You can read the [Classroom Management Resources: User Guide](#) for an overview of these resources and suggestions for their use.