



Virtual Reality for Teacher Capability Building

Classroom Management in Virtual Reality Environments

Corinda State High School

AASE Conference - September 2026





Overview

- We have developed and implemented a suite of virtual reality simulations for teachers to build capacity in risk-free environments.
- The simulations involve real students in real classrooms and support development of classroom management as well as strategies for interacting with colleagues and the school community.
- We see possibilities for these outcomes to be shared with educators across the range of experience and contexts to build the capacity to support all learners in our changing classrooms.





Impetus

- Classroom and behaviour management cannot be taught without practice, but practice cannot occur without risk. To move from theory to enacted practice, cause and effect must be explored.
- Pre-Service Teachers only have the chance to develop their behaviour management during short bursts on their placements.
- Early Career Teachers only have the chance to develop their skills once they are already in the classroom and grappling with competing priorities.

Our learners need well-managed classrooms that create the conditions for learning to ensure:

- That challenge is not compounded by weak classroom management (Cartledge & Kourea, 2008)
- That routine and predictability is part of the classroom culture (Myers, Freeman, Simonsen & Sugai, 2017)
- The development of self-regulation (Rowland, Bullard & Harris, 2023)
- Strong student-teacher relationships (Roorda et al., 2011)
- Enhanced classroom safety and psychosocial wellbeing (Wang & Degol, 2016)

The effect of a poorly executed classroom management strategy for a learner with additional learning rights can be monumental.



Impetus

- Data gathered from 65 Pre-Service and Early Career Teachers across 2024 revealed:
 - The biggest obstacle to their self-efficacy and perceived success as practitioners was behaviour management and reported managing lesson beginnings, group work, and escalated students as their most feared occurrences.
- Praxis shock is well-established in the literature and highlights the disconnect between theoretical ideals and the realities of the classroom experienced as teachers emerge in the profession (e.g. Ma, Chutiyami & Nicoll, 2021; Romano, 2006; and Vlcek & Sedova, 2025).
- Praxis shock has been linked to burnout, reduced job-satisfaction, and attrition (e.g. Kelchtermans and Ballet, 2002; Ballantyne, 2005, 2007; Hong, 2010; Skaalvik and Skaalvik, 2010).

PHASES OF FIRST-YEAR TEACHERS' ATTITUDES TOWARD TEACHING



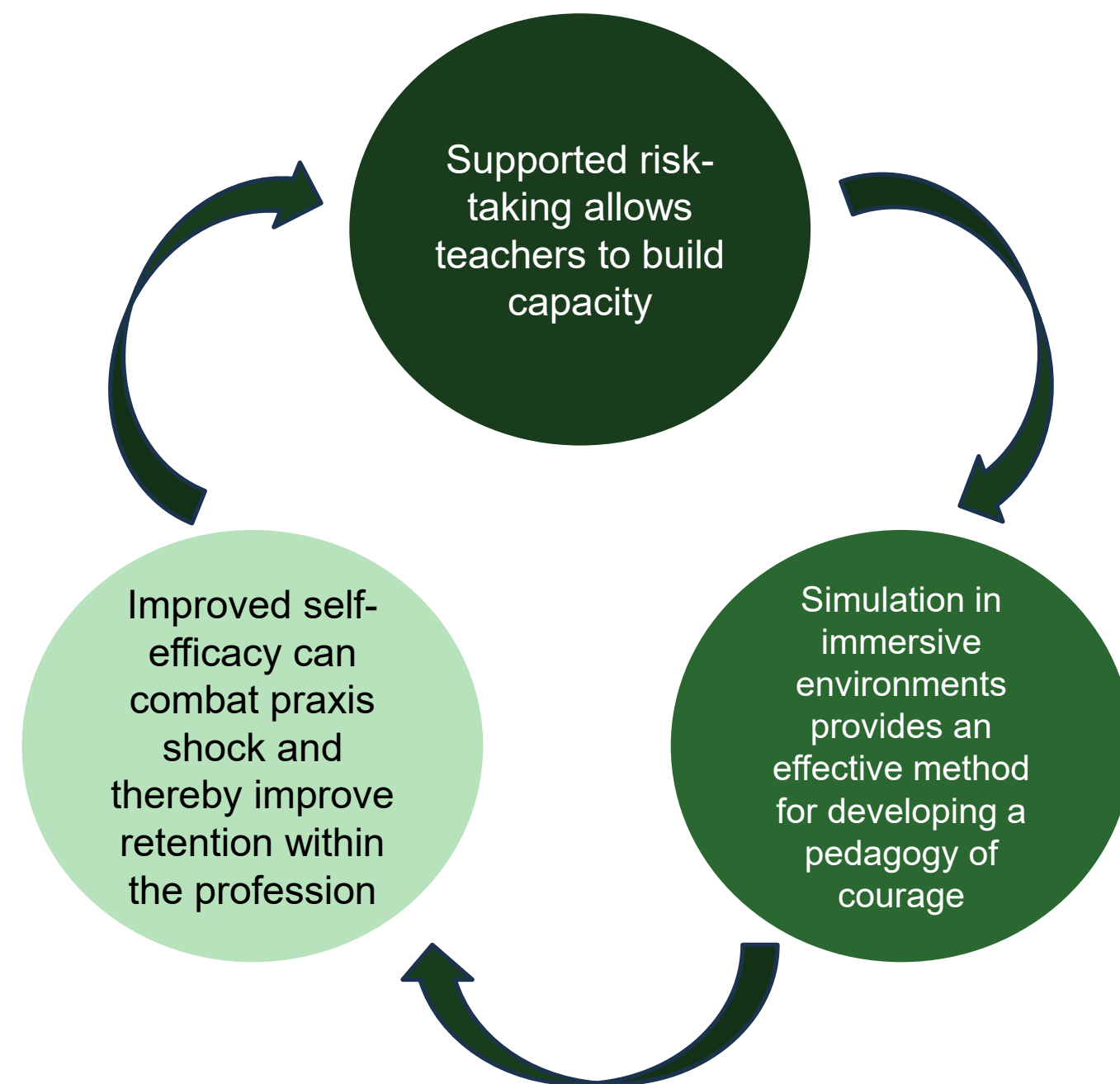
MOIR, E. (1999). THE STAGES OF A TEACHER'S FIRST YEAR. IN S. VILLANI (ED.), MENTORING PROGRAMS FOR NEW TEACHERS: MODELS OF INDUCTION AND SUPPORT (P. 6). THOUSAND OAKS, CA: CORWIN.



Problems of Practice

What is a problem of practice or troubling pattern / trend that is emerging in your context?

Solving the Problem



Evidence Basis	
Phase of Planning /Evidence Consulted	Implementation
Form	Blannin, J. (2025). <i>Virtual reality and inclusive teacher education</i>. Retrieved from https://www.monash.edu/education/research/projects/virtual-reality-and-inclusive-teacher-education Cowan, P. & Farrell, R. (2023). Virtual reality as the catalyst for a novel partnership model in Initial Teacher Education: ITE subject methods tutors' perspectives on the Island of Ireland. <i>Education Sciences</i>, 13(3), 228. https://doi.org/10.3390/educ13030228 Cutri, J. & Devi, A. (2024). Virtual reality: We wanted to future proof our students. Here's what we did. Retrieved from https://info.aare.edu.au/virtual-reality-we-wanted-to-future-proof-our-students-heres-what-we-did/ Ersozlu, Z., et al. (2021). Mixed-Reality learning environments in teacher education: An analysis of TeachLIVE™ research. <i>Sage Open</i>, 11(3). https://doi.org/10.1177/21582440211032155 Farrell, R. et al. (2021). Virtual Reality in Initial Teacher Education (VRITE): a reverse mentoring model of professional learning for learning leaders. <i>Irish Educational Studies</i>, 41(1), 245–256. https://doi.org/10.1080/03323315.2021.2021102 Henebery, B. (2021). VR tech helps pre-service teachers turn theory into practice. Retrieved from https://www.theeducatoronline.com/112/news/vr-tech-helps-preservice-teachers-turn-theory-into-practice/278810 Huang, Y., Richter, E., Kleckmann, T., & Richter, D. (2021). <i>Virtual reality in teacher education from 2010 to 2020: A review of program implementation, intended outcomes, and effectiveness measures</i>. Retrieved from https://www.researchgate.net/publication/356666900_Virtual_Reality_in_Teacher_Education_From_2010_to_2020_A_Review_of_Program_Implementation_Intended_Outcomes_and_Effectiveness_Measures Keane, T. & Chalmers, C. (2023). The role of virtual reality professional experiences in initial teacher education. In Garvis, Susanne & Keane, Therese (Eds.) <i>Technological Innovations in Education: Applications in Education and Teaching</i>. Springer, Singapore, pp. 1-12. Kugurakova, V., et al. (2023). Scenario approach for training classroom management in virtual reality. <i>Online Journal of Communication and Media Technologies</i>, 13(3), e202328. https://doi.org/10.30935/ojcm/13195 Pendergast, D., O'Brian, M., Prestidge, S., & Exley, B. (2022). Self-efficacy in a 3-dimensional virtual reality classroom – Initial teacher education students' experiences. <i>Education Sciences</i>, 12(6), 386. https://doi.org/10.3390/educ12060386 Poutialainen, A. & Krzywacki, H. (2023). <i>Virtual reality in pre-service teacher education: Challenges of realization in music education</i>. Retrieved from https://end-educationconference.org/wp-content/uploads/2023/06/02_OP_458.pdf Rodolico, G. & Hirsu, L. (2025). <i>Virtual reality (VR) in education: A game changer or smoke and mirrors?</i> Retrieved from https://www.bera.ac.uk/blog/virtual-reality-vr-in-education-a-game-changer-or-smoke-and-mirrors Walsh, N., & Driver, P. (2019). Developing reflective trainee teacher practice with 360-degree video. <i>Teaching and Teacher Education</i>, 78, 97-105. https://doi.org/10.1016/j.tate.2018.11.009 Walsh, N., Driver, P., Jakes, T., & Winstanley, J. (2019). Developing trainee teacher understanding of pedagogy and practice using 360 degree video and an interactive digital overlay. Retrieved from https://my.chartered.college/impact_article/developing-trainee-teacher-understanding-of-pedagogy-and-practice-using-360-degree-video-and-an-interactive-digital-overlay/



Substance	
Scenario 1 Entry Routines and Lesson Commence	Junker, R., Gold, B., & Holodyski, M. (2021). Classroom management of pre-service and beginning teachers: From dispositions to performance. <i>International Journal of Modern Education Studies</i>, 5(2), 340-363. https://doi.org/10.51383/ijmes.2021.137 Leek, J., Rojek, M., Dobinska, G., & Koslowski, M. (2024). Navigating the power of time in classroom practices: teachers' and students' perspectives. <i>Educational Review</i>. https://www.tandfonline.com/doi/full/10.1080/00131911.2024.2438878 Nagro, S., Fraser, D., & Hooks, S. (2018). Lesson planning with engagement in mind: Proactive classroom management strategies for curriculum instruction. <i>Intervention in School and Clinic</i>, 54(3), 131-140. https://doi.org/10.1177/1053451218767905 Salovita, T. (2013). Classroom management and loss of time at the lesson start: A preliminary study. <i>European Journal of Educational Research</i>, 2(4), 167-180. Retrieved from https://files.eric.ed.gov/fulltext/EJ1086382.pdf Wilkins, N., Verienden, J., Szucs, L., & Johns, M. (2024). Classroom management and facilitation approaches that promote school connectedness. <i>Journal of School Health</i>, 93(7), 582-593. https://lpmc.ncbi.nlm.nih.gov/articles/PMC10935603
Scenario 2 Productive Group Work and Collaborative Learning	Adi-Amini, K., Vollinger, V., & Eckart, A. (2023). Implementation quality of cooperative learning and teacher beliefs – A mixed methods study. <i>European Journal of Psychology of Education</i>, 38, 2267-2281. https://doi.org/10.1007/s10212-023-00769-3 Gillies, R., & Boyle, M. (2010). Teachers' reflections on cooperative learning: Issues of Implementation. <i>Teaching and Teacher Education</i>, 26(4), 933–940. https://doi.org/10.1016/j.tate.2009.10.034 Lakkala, S., et al. (2021). Teachers supporting students in collaborative ways—An analysis of collaborative work creating supportive learning environments for every student in a school: Cases from Austria, Finland, Lithuania, and Poland. <i>Sustainability</i>, 13(5), 2804. https://doi.org/10.3390/su13052804 Sagr, M., Lopez-Pernas, S., & Murphy, K. (2024). How group structure, members' interactions and teacher facilitation explain the emergency of roles in collaborative learning. <i>Learning and Individual Differences</i>, 113. https://doi.org/10.1016/j.lindif.2024.102463
Scenario 3 Escalated Student	Davidson, F. (2021). Classroom strategies for increasing positive behaviour among secondary school students: A review. <i>New Zealand Journal of Teachers' Work</i>, 18(1–2), 79–95. https://doi.org/10.24135/teacherswork.v18i1-2.316 Goyette, E., Doyon, M., & Moreau, A. (2020). Teachers' views on effective classroom management: A mixed-methods investigation in Western Australian high schools. <i>Social Psychology of Education</i>, 23(6), 1473–1496. https://doi.org/10.1007/s10671-020-09270-w Mahvar, T., Farahani, M. A., & Aryankhesal, A. (2018). Conflict management strategies in coping with students' disruptive behaviors in the classroom: A systematized review. <i>Journal of Education and Health Promotion</i>, 7, 124. https://doi.org/10.4103/jehp.jehp_145_17 Sun, R. C. F., & Shek, D. T. L. (2015). Teachers' experiences of effective strategies for managing classroom misbehavior in Hong Kong. <i>Teaching and Teacher Education</i>, 46, 64–74. https://doi.org/10.1016/j.tate.2014.10.005

The Simulations



Each scenario involves a ‘Master Scenario’ that simulates a situation reaching its zenith. At the conclusion of the Master Scenario, three possible strategies become available for selection. Each strategy has been developed to explore the cause and effect of teacher action and are variably effective in addressing the behaviour.

Recently refilmed in neutralised context and school uniform for implementation with our colleagues in other local, intrastate and interstate schools

Each master scenario and option is research based

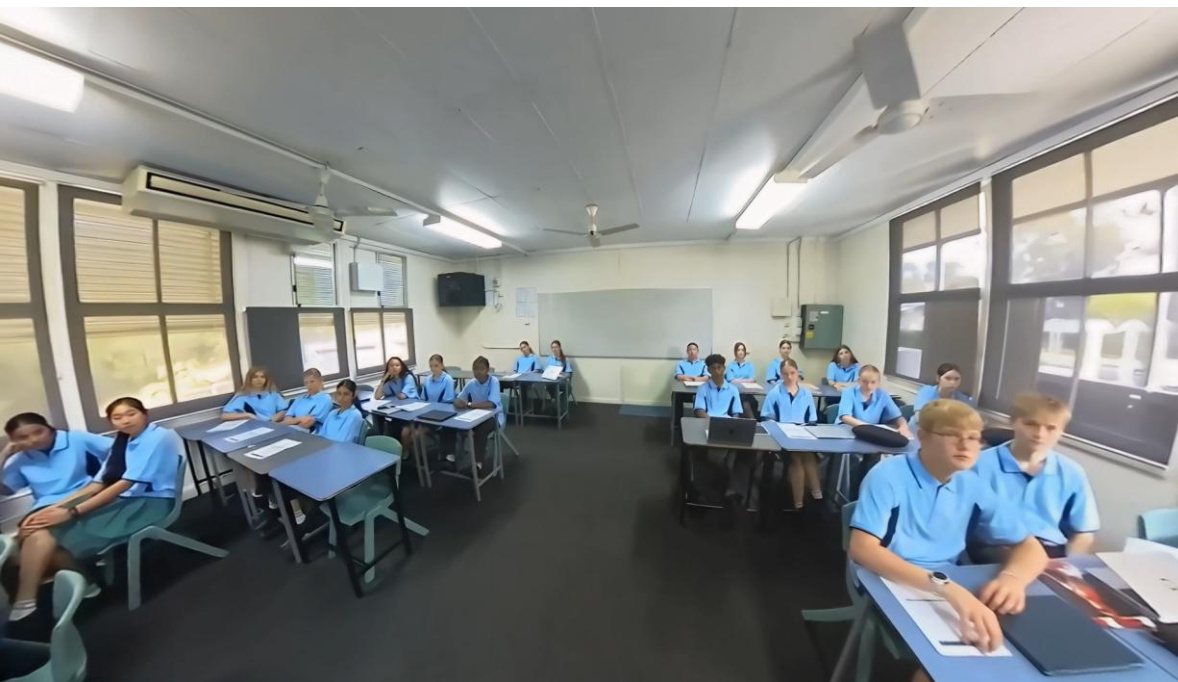
Phase One – Classroom Management			Phase Two – Collegial and Community Engagement		
Entry Routines and Lesson Commencement	Productive Group Work	Escalated Student	Moderation Meeting	Parent / Teacher Interview	Playground Duty Dispute
Strategies to address a disorderly entry to a classroom	Strategies to ensure productive collaboration during group work	Strategies to de-escalate a heightened student engaging in verbal and physical misconduct	Strategies to manage disagreement during teacher moderation meetings	Strategies to manage heightened interactions with families surrounding student outcomes	Strategies to manage collegial tension and duty of care obligations



Development



- These scenarios were filmed in 360-degrees using real students and staff. While thoroughly planned, scenarios are not scripted to ensure authentic student and staff responses to teacher action.
- The 360-degree footage was processed, rendered, and embedded within Class VR – Virtual Reality Headsets.
 - The footage was also adapted with captions and as interactive two-dimensional video to support involvement of those with hearing or visual impairments.
- The 'teacher' was removed from the footage, allowing participants to physically and virtually embody that role and explore the cause and effect of the strategies without the risk of real students.
- The audio and visual were isolated to allow participants to listen to teacher instruction, develop stored responses, and then implement the strategies themselves within the simulated environment.



Group Work



Entry Routines



Parent / Teacher Interview

Pilot Program



Term	2026 Meeting Focus
1	Meeting 1
	Starting lessons productively Simulation 1 - Entry Routines and Lesson Commencement
	Meeting 2
	Sharing progress surrounding starting lessons productively
2	Targeted Meeting – Simulation 5 Parent Teacher Interview
	Meeting 1
	Cooperative and collaborative learning Simulation 2 – Group Work and Collaboration
	Meeting 2
	Sharing progress surrounding collaborative learning activities
3	Targeted Meeting – Simulation 5 Parent Teacher Interview
	Meeting 1
	De-escalation and heightened students Simulation 3 – Escalated Student
	Meeting 2
	Strategies for managing unexpected behaviour incidences
4	Meeting 1
	Collegial interactions and professional dialogue Simulation 4 – Moderation Meeting
	Meeting 2
	Duty of care obligations and collegial interactions Simulation 6 – Playground Duty dispute

- We engaged in focus group testing in 2024 with staff across the range of experience, including HoDs and Deputies.
- 2025 and 2026 implementation programs have involved:
 - Pre-Service Teachers for weekly sessions during placement blocks.
 - Early Career Teachers across their first twelve months of teaching
 - Staff across the full range of experience during one-off support session.
- Participants undergo formal supervision and/or mentoring by experienced teachers throughout their placement and first two years of teaching. The mentoring program is evidence-based and aligned to the AITSL Standards and Early Career Flagship Program.
- The implementation program sits within this support structure as targeted meetings of entire cohorts. Implementation meetings involve:
 - Collegial discussion and support;
 - Engaging with literature and research surrounding successful behaviour management strategies in the context of the scenarios;
 - Engaging in professional dialogue surrounding the efficacy of the strategies observed; and
 - Making targeted changes to classroom practice to reflect the focus of the subject scenario to share back for the next meeting.



Outcome 1: Awareness of Strategies

Pre-Service Teachers

Quantitative Summary of Strategies			
Strategy Category	Pre-Intervention Mentions	Post-Intervention Mentions	% Increase
Clear instructions / redirection	3	5	+67%
De-escalation with calm tone, quiet voice	2	4	+100%
Private discussion / removal from peers	0	6	+600%
Offering choices / student agency	0	5	+500%
Reflective / restorative dialogue	0	4	+400%
Teacher language awareness	0	6	+600%
Empathy / care-based connection	1	4	+300%

Early Career Teachers

Quantitative Comparison			
Strategy Category	Pre-Intervention Mentions	Post-Intervention Mentions	% Increase
Calm tone / de-escalation	3	6	+100%
Private redirection (outside discussion)	1	6	+500%
Reflective questioning / student accountability	0	4	+400%
Relationship repair / care-based approach	1	5	+400%
Offering choices / agency	0	4	+400%
Avoiding public confrontation	0	5	+500%
Procedural warnings / fairness	0	3	+300%
Inclusive / non-threatening language	0	4	+400%





Outcome 2: Shift to Proactive Management

- Prior to intervention, descriptions of behaviour management strategies that could be used to address behaviours seen in the simulations were limited in number and scope, general in nature, and focused on reaction to the event.
- After the intervention, strategies discussed were preventative and relational, specific, and recognised the power of professional authority delivered with empathy and care.

	Pre-Intervention	Post-Intervention
Strategies Articulated	• Separate students • Maintain calm tone / quiet voice • Use attention redirection • Follow school procedures • Have student “sit outside” or “get a drink” • Build rapport	• Offer choices • Provide procedural warnings and identify consequences • Use inclusive language • Express care and accountability • Build and maintain supportive relationships • Avoid public confrontation • Use restorative dialogue • Avoid embarrassment and peer escalation • Recognise student agency and triggers





Outcome 2: Shift to Proactive Management

INCIDENTS PER STAFF MEMBER

Average number of behaviour incidents reported per beginning teacher



↓ 19.7%
REDUCTION
PER STAFF MEMBER



Fewer incidents reported
per beginning teacher
compared to 2024

YEAR-ON-YEAR SUMMARY

Beginning teachers and behaviour incidents reported

MEASURE	2024 (9 STAFF)	2025 (8 STAFF)	CHANGE (2024 vs 2025)	
 Reporting Staff	9	8	 -1	
 Total Incidents Reported	329	235	 94 fewer	28.6% DECREASE
 Incidents per Staff Member	36.6	29.4	 7.2 fewer	19.7% DECREASE



KEY TAKEAWAY: Compared to 2024, beginning teachers reported **94 fewer** incidents in 2025.
On average, incidents per teacher **decreased by 19.7%**, reflecting the impact of program adjustments.





Outcome 3: Improved Self-Efficacy

- Early Career Teachers report feeling a 'false sense' of confidence at the start of their teaching career and describe their self-perception of confidence as being informed by their increasing knowledge of high-quality teaching practice. This decrease in self-efficacy across the first year is well-documented in literature (e.g. Ma, Chutiyami & Nicoll, 2021; Romano, 2006; and Vlcek & Sedova, 2025).
- Across the implementation program, 100% of participants maintained their confidence levels (neutralising praxis shock) and 85% reported an increase in self-efficacy (combatting praxis shock).
- Discourse shifted from fear-based uncertainty to confident and metacognitively reflective dialogue.
- In some interventions, 40% of participants reported two-point increases in confidence across a five-point scale.



Questions and Takeaways

With the preponderance of burnout in the teacher shortage and the need for our educators to have the skills to support all learners, we must innovate and leverage technology to solve problems of practice.

These innovations must remain human-centric in order to meaningfully build capacity.

How could simulation of cause and effect solve a problem of practice you are currently experiencing?

Have a simulation you think would be handy or would like to pilot this professional development program at your school?

Complete the Form below:



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Exceed Your Expectations