



# Valuing Inclusive Teaching and Learning (VITAL) Toolkit

Learning Environment Observation  
and Teacher Reflection

## LEARNING ENVIRONMENT OBSERVATION FORM





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## SCHOOLS2030

# VITAL Primary and Secondary Learning Environment Observation Form

### Overview

*Classroom observation is the formal or informal observation of the teaching and learning activities and interactions occurring during instruction in a classroom or other learning environment (AITSL 2014).*

*Skilfully handled classroom observation can benefit both the observer, and the person observed, serving to inform and enhance the professional skill of both people. Badly handled, however, it becomes counterproductive, at its worst arousing hostility, resistance and suspicion.*

Wragg, E.C. 2012 cited in AITSL (2014)

### PURPOSE

The purpose of the VITAL Primary and Secondary Learning Environment Observation Tool is to enable observers to effectively assess the learning environment in classes and use the evidence from their observation notes to help teachers reflect on lessons to improve their teaching and students' learning.

### OBSERVATION TOOL SECTIONS

The VITAL Primary and Secondary Learning Environment Observation Tool consists of the following two tools:

1. The VITAL Learning Environment Observation Form
2. The VITAL Learning Environment Observation Rubric

These are designed to be used together to help your team observe lessons carefully and assign teacher and student behaviours to a level from 1– 4, ranging from ineffective to very effective teaching and learning practice. **Please ensure that you are familiar with the Observation Rubric for this.** The Rubric is found in part 3 of the full VITAL Toolkit suite. The following sections of this document provide further details on the Learning Environment Observation Form.

### THE VITAL LEARNING ENVIRONMENT OBSERVATION FORM

This Learning Environment Observation Form (pages 9-14) helps your team:

- a. Summarise information about the classroom context and observation.
- b. Write notes while observing the whole lesson.
- c. Subsequently allocate levels 1–4 for each of the behaviours, dimensions, areas, and the whole lesson.



- d. Fill in an optional section to include any other relevant information that your team deems important (pages 15-18).

Parts of the form would be filled in before, during or after the observation. This serves as a record and basis for continuous assessment and improvement of teaching and learning practices. Please refer to *How Might We Observe Lessons?* for further information.

## OBSERVATION FORM STRUCTURE

### Observation Form Page 1: General School Information

At the top of the first page which serves as a summary page (see page 9 of this document), the observer would insert:

- a. General information relating to school, teacher, date, the class/grade (or grades if multi-grade) and lesson, the number of students, (girls and boys), number of other adults if applicable, lesson times, and languages of instruction.
- b. Observer information and observation type (initial, a subsequent or final one of the year), the duration and the focus, e.g., general observation covering all behaviours or specific dimensions such as Critical Thinking & Creativity and/or specific behaviours such as 4.2 and 4.3.

In the middle of the first page:

- a. There is a space for summary notes on what went well and what could be improved.
- b. The observer would then note any mentoring/coaching points and the suggested focus for the next observation to discuss with the teacher.
- c. If this is a second observation the focus may be on the two-three specific behaviours that the teacher has chosen to improve in the light of their micro-solution designed through the HCD process.
- d. The space at the bottom allows the observer to note after the post-observation dialogue, how well the teacher was able to reflect on her/his practice and what goals the teacher had set for improvement and the next observation.

### Observation Form Page 2: Lesson Observation Notes

The second page of the observation provides:

- a. A blank space for the observer to use for writing descriptive notes (see page 10 of this document) during the lesson. These would describe specific teacher and student behaviours, instructions, questions, statements and interactions.

### Observation Form Pages 3-5: Post-Observation Level Allocation Form

- a. These pages are to be used immediately or very soon after the observation to allocate a level for each Behaviour, Dimensions, Areas and for the lesson overall (pages 11-14 of this document).

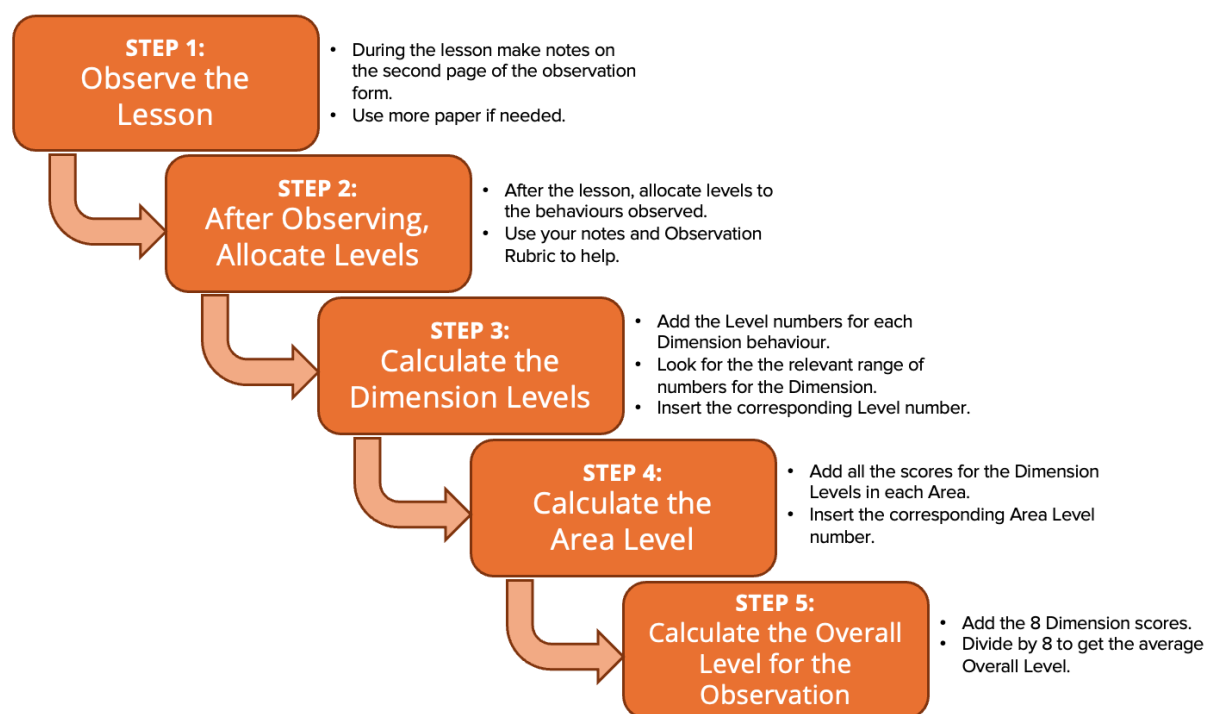


- b. Please see the guidance below on how to allocate levels and calculate totals.

### Observation Form Pages 6-9: Optional Additional Information

- a. Optional additional information (pages 15-18 of this document). This can be adapted for your specific contexts.
- b. The information relates to:
- providing a visual (or photo with permission) of the classroom set up,
  - general information to ask of the teacher about the school and students, including languages, background, additional/special educational needs and disabilities (based on the Washington Group/UNICEF Child Functioning Module), classroom resources and the physical environment.
- c. This optional section would only need to be completed and updated annually.

### STEPS TO CALCULATE DIMENSION, AREA AND OVERALL OBSERVATION LEVELS POST-OBSERVATION LEVEL ALLOCATION



The diagram above provides a summary of the steps to take to calculate the Levels for each Dimension and Area and for the whole lesson.



### STEP 1: Observe the Lesson

- a. During the lesson, **take notes while observing** teacher and student practices and behaviours. Record exactly what you see and hear. Make notes on the second page of the Learning Environment Observation Form.
- b. Use additional paper if required.

### STEP 2: After Observing, Allocate Levels to Behaviours

- a. **After the observation**, use your observation notes and the Observation Rubric to allocate a Level from 1–4 to indicate how effectively the teacher demonstrated each of the 37 behaviours. It is very important for you as the observer to become very familiar with the Rubric, as you will need to select **the most appropriate level behaviour statement from the Observation Rubric that fits the observed classroom interactions**.
- b. Each of the behaviours are allocated levels as follows:
  - Level 1: This indicates teacher and learning behaviours that are ineffective as no good practice was observed.
  - Level 2: Practice that is partly effective or partly satisfactory.
  - Level 3: Practice deemed effective as what is observed is mostly good practice.
  - Level 4: Very effective practice as what is observed is consistently very good or excellent.
- c. Please remember that the **examples in italics in the Observation Rubric are only indicative** to help you determine the type of behaviours you may see, but there may be other examples that apply to your contexts.
- d. Please note: **Level 4 can only be allocated to practice that is very good or excellent and more consistent, integrated, inclusive and exemplary**. The examples could include those from Level 3 BUT these would be more consistent within and across lessons, at a deeper level and may have an additional requirement stated in the Level 4 behaviour statement. Level 4 would serve as a model for other teachers. It is important to remember that the allocation is based on the **level behaviour statement** and not the indicative examples.
- e. Please note: **Only one behaviour can be deemed not applicable (N/A) – namely 6.5: *The teacher provides opportunities for students to set their own goals*** (as seen under Area B: Quality Teaching and Learning Practices). This is because the teacher may not refer to goals in every lesson but at periodic points such as the beginning and end of the year, the start of a new term or unit etc. This behaviour, therefore, may not be observed in a particular lesson. **All other behaviours need to be allocated a Level. If the behaviour is not seen, check if it is a Level 1.**
- f. **Assigning a level for 1.4.:** Please note that you need to allocate levels for each of 1.4. a, b, and c, in the observation form to show whether teacher exhibited bias relating to gender, disability and background/other. You would then need to arrive at an average grade for 1.4. as a whole (see example in the table below).



### STEP 3: Calculate the Level for Each Dimension

- After allocating levels to each behaviour, work out a level for each of the eight Dimensions. To do this, add the level numbers for each dimension.
- Look for the corresponding range of marks aligned with the four levels and insert the Dimension level.
- In the example below the sum of the 6 behaviour statements for Emotional Climate is 15 out of a possible 24. This falls into the third of the four ranges given, meaning that the teacher gained a Level 3 for the dimension of Emotional Climate.
- Please note that if there is a N/A score for 6.5. then the number ranges will need to change as there would be one less behaviour statement used. For example, if 6.5. was graded as N/A then the total score for Dimension 6 would reduce by 4 points to form a possible total of 16 with the range of scores being 1-4, 5-8, 9-12, 13-16 to determine Levels 1-4.

#### EXAMPLE: POST-OBSERVATION: LEVEL ALLOCATION FORM

AREA, DIMENSION & BEHAVIOUR	BEHAVIOUR LEVEL 1-4	
<p><i>Please refer to the guidance- please allocate a Level that fits most with the <b>relevant behaviour statement</b>.</i></p> <p><i>Only 6.5 can be given a 'Not Applicable' (N/A).</i></p>	<p><i>(1: Ineffective, 2: Partly Effective, 3: Effective, 4: Very Effective)</i></p>	
<b>A: SUPPORTIVE LEARNING ENVIRONMENT</b>		
<b>1. EMOTIONAL CLIMATE</b>		
1.1. The teacher treats all students respectfully.	3	
1.2. Teacher and student interactions are positive.	2	
1.3. The teacher responds to students' emotional, physical and material needs.	3	
1.4. The teacher does not exhibit bias <i>relating to gender, disability, colour, ethnicity, linguistic or socio-economic background</i> . [Overall level of 1.4.a, b &c.]	2	
1.4.a Gender		2
1.4.b Disability		2
1.4.c Background/Other		3
1.5. The teacher challenges stereotypes <i>relating to gender, disability, colour, ethnicity, linguistic or socio-economic background</i> .	3	
1.6. Students demonstrate sensitivity, empathy and respect towards each other and are willing to help peers.	2	
EMOTIONAL CLIMATE DIMENSION SCORE (Maximum: 24)	15	
<b>EMOTIONAL CLIMATE DIMENSION LEVEL</b> Allocate a Dimension Level: Score range: <b>Level 1=1-6; Level 2= 7-12; Level 3=13-18; Level 4= 19-24</b>	<b>Level: 3</b>	
<b>2. HIGH EXPECTATIONS</b>		
2.1. The teacher communicates the highest behavioural expectations for learning activities.	3	
2.2. The teacher acknowledges positive student behaviour.	1	
2.3. The teacher redirects misbehaviour by focusing on the expected behaviour.	2	
2.4. The teacher helps students make ethical and socially acceptable choices.	2	



<b>AREA, DIMENSION &amp; BEHAVIOUR</b>  <i>Please refer to the guidance- please allocate a Level that fits most with the <b>relevant behaviour statement</b>.</i>  <i>Only 6.5 can be given a 'Not Applicable' (N/A).</i>	<b>BEHAVIOUR LEVEL</b> <b>1-4</b> <i>(1: Ineffective, 2: Partly Effective, 3: Effective, 4: Very Effective)</i>
2.5. The teacher provides opportunities for students to take on meaningful roles in the classroom.	2
HIGH EXPECTATIONS SCORE (Maximum: 20)	10
<b>HIGH EXPECTATIONS DIMENSION LEVEL</b> Score range: <b>Level 1=1-5; Level 2= 6-10; Level 3=11-15; Level 4= 16-20</b>	<b>Level: 2</b>
<b>AREA A: SUPPORTIVE LEARNING ENVIRONMENT SCORE</b> <i>Add the scores for Dimensions 1 &amp; 2 for a total Area A score out of 44.</i>	<b>25</b>
<b>SUPPORTIVE LEARNING ENVIRONMENT LEVEL</b> <i>Allocate the Area A level. Score range: <b>Level 1: 1-11; Level 2: 12-22; Level 3: 23-33; Level 4: 34-44</b></i>	<b>Area A Level: 3</b>

#### STEP 4: Calculate a Level for the Two Areas

- A Level for Areas A and B can be calculated by adding the Dimension scores and allocating this to the corresponding range of numbers to indicate the Area level.
- In the example above, the area of Supportive Learning Environment with two Dimensions had a cumulative score of 25 out of a possible 44, giving a Level 3 for Area A.

#### STEP 5: Calculating the Overall Level for the Observation

- Work out the overall level for the observation through taking the average for all the Dimensions. Add all the dimensions scores and divide by 8 to get an average level for the whole observation.
- In the below example, the eight Dimension levels total to 22. When divided by 8 this gives an average level of 2.75 for the overall lesson observation.

<b>DIMENSIONS</b>	<b>Levels</b>
1. EMOTIONAL CLIMATE	3
2. HIGH EXPECTATIONS	2
3. FACILITATING LEARNING	2
4. CRITICAL THINKING & CREATIVITY	3
5. SOCIAL AND COLLABORATIVE LEARNING	4
6. LEARNING TO LEARN	2
7. CHECKS FOR UNDERSTANDING	3
8. FEEDBACK	3
<b>VITAL OVERALL OBSERVATION LEVEL</b> <i>Add the level numbers for each dimension and divide by 8 to reach an overall VITAL Observation level.</i>	<b>OVERALL LEVEL: 2.75</b>



## SCHOOLS2030 VITAL LEARNING ENVIRONMENT OBSERVATION FORM

### General School Information

<b>School /ID:</b>		<b>Teacher /ID</b>	<b>Male/Female</b>
<b>Date:</b>		<b>Grade:</b>	
<b>Observation:</b>		<b>Multigrade: Yes/No</b>	
<b>Initial.....2<sup>nd</sup> .....3<sup>rd</sup> .....Other:</b> .....		<b>If yes, grades included:</b>	
<b>No. of students in class:</b>		<b>Subject:</b>	
<b>Girls:</b>	<b>Boys:</b>	<b>No. of adults other than the teacher</b> (e.g. assistant teacher, parent or volunteer):	
<b>Time of lesson scheduled start and end:</b> .....to .....		<b>Actual start and end times:</b>	
<b>Official language of instruction:</b>		<b>Duration:</b>	
<b>Observer Name/ID.....</b>		<b>Actual language/s used:</b>	
<b>Male/Female:</b>		<b>Focus of Observation:</b>	
<b>Designation:</b>		<b>General</b> .....	
		<b>Or Dimension: ..... Behaviour.....</b>	

<b>SUMMARY OBSERVATION NOTES</b>	
<i>What was done well?</i>	<i>What could have been better?</i>

<b>MENTORING/COACHING POINTS TO BE DISCUSSED</b> <b>Dimension/Behaviour</b>  1.  2.  3.	<b>SUGGESTED FOCUS OF NEXT CLASSROOM OBSERVATION</b> <i>(to be discussed and finalised with the teacher).</i> <b>Dimension/Behaviour</b>  1.  2.  3.
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<b>NOTES ON TEACHER REFLECTIONS</b> (from post observation discussion and/ or Teacher Self-reflection)	
<i>How well was the teacher able to reflect on their practice?</i>	<i>What goals did the teacher set?</i>



### Lesson Observation Notes

*Please take descriptive notes as you observe the lesson (see Part 7 of the VITAL Toolkit Suite 'How Might We Observe Lessons'). Note specific teacher and student behaviours, instructions, questions, statements and interactions. These serve as evidence for allocating levels. Use additional pages if needed.*



### Post-Observation: Level Allocation Form

AREA, DIMENSION & BEHAVIOURS	BEHAVIOUR LEVEL
<p>Please refer to the guidance- please allocate a Level that fits most with the <b>relevant behaviour statement</b>.</p> <p>Only 6.5 can be given a 'Not Applicable' (N/A).</p>	<p><b>1-4</b> (1: Ineffective, 2: Partly Effective, 3: Effective, 4: Very Effective)</p>
A: SUPPORTIVE LEARNING ENVIRONMENT	
1. EMOTIONAL CLIMATE	
1.1. The teacher treats all students respectfully.	
1.2. Teacher and student interactions are positive.	
1.3. The teacher responds to students' emotional, physical and material needs.	
1.4. The teacher does not exhibit bias <i>relating to gender, disability, colour, ethnicity, linguistic or socio-economic background</i> . [Overall level of 1.4.a, b & c]	
1.4.a Gender	
1.4.b Disability	
1.4.c Background/Other	
1.5. The teacher challenges stereotypes <i>relating to gender, disability, colour, ethnicity, linguistic or socio-economic background</i> .	
1.6. Students demonstrate sensitivity, empathy and respect towards each other and are willing to help peers.	
EMOTIONAL CLIMATE DIMENSION SCORE (Maximum: 24)	Score:
<b>EMOTIONAL CLIMATE DIMENSION LEVEL</b> Allocate a Dimension Level: Score range: <b>Level 1</b> =1-6; <b>Level 2</b> = 7-12; <b>Level 3</b> =13-18; <b>Level 4</b> = 19-24	<b>Level:</b>
2. HIGH EXPECTATIONS	
2.1. The teacher communicates the highest behavioural expectations for learning activities.	
2.2. The teacher acknowledges positive student behaviour.	
2.3. The teacher redirects misbehaviour by focusing on the expected behaviour.	
2.4. The teacher helps students make ethical and socially acceptable choices.	
2.5. The teacher provides opportunities for students to take on meaningful roles in the classroom.	
HIGH EXPECTATIONS SCORE (Maximum: 20)	Score:
<b>HIGH EXPECTATIONS DIMENSION LEVEL</b> Score range: <b>Level 1</b> =1-5; <b>Level 2</b> = 6-10; <b>Level 3</b> =11-15; <b>Level 4</b> = 16-20	<b>Level:</b>
<b>AREA A: SUPPORTIVE LEARNING ENVIRONMENT SCORE</b> <i>Add the scores for Dimensions 1 &amp; 2 for a total Area A score out of 44.</i>	<b>Score:</b>
<b>SUPPORTIVE LEARNING ENVIRONMENT LEVEL</b> <i>Allocate the Area A level. Score range: <b>Level 1</b>: 1-11; <b>Level 2</b>: 12-22; <b>Level 3</b>: 23-33; <b>Level 4</b>: 34-44</i>	<b>Area A Level:</b>



<b>AREA, DIMENSION &amp; BEHAVIOURS</b>  <i>Please refer to the guidance- please allocate a Level that fits most with the <b>relevant behaviour statement</b>.</i>  <i>Only 6.5 can be given a 'Not Applicable' (N/A).</i>	<b>BEHAVIOUR LEVEL</b>  <b>1-4</b> <i>(1: Ineffective, 2: Partly Effective, 3: Effective, 4: Very Effective)</i>
<b>B. QUALITY TEACHING AND LEARNING PRACTICES</b>	
<b>3. FACILITATING LEARNING</b>	
3.1. The teacher explicitly articulates the expected learning outcomes of the lesson and relates learning activities to these outcomes.	
3.2. The teacher explains concepts and content clearly.	
3.3. The teacher relates the lesson to previous learning, other content and /or students' daily lives.	
3.4. The teacher uses a variety of appropriate learning strategies, tasks and materials <i>e.g. auditory, visual, movement, play, role-play, multisensory, discussion, presentation, digital technologies etc. and objects, low -cost materials and those from the contexts/environment.</i>	
3.5. The teacher provides students with choices.	
3.6. The teacher adjusts teaching and provides activities relevant to the levels of the students.	
3.7. The teacher provides a beginning, middle and end to the lesson with good sequencing and pacing.	
3.8. Students are engaged in learning activities.	
FACILITATING LEARNING SCORE (Maximum: 32)	Score:
<b>FACILITATING LEARNING DIMENSION LEVEL</b> Score range: <b>Level 1</b> =1-8; <b>Level 2</b> = 9-16; <b>Level 3</b> =17-24; <b>Level 4</b> = 25-32	<b>Level:</b>
<b>4. CRITICAL THINKING &amp; CREATIVITY</b>	
4.1. The teacher asks open-ended questions (that require reasoning, explanation, generalisation or have more than one correct answer).	
4.2. Students are happy to ask questions, including open-ended questions.	
4.3. The teacher provides thinking tasks <i>that require students to actively analyse content as opposed to rote learning or building fluency.</i>	
4.4. The teacher provides activities that encourage student initiative, curiosity, imagination, creativity and/or learning through play <i>e.g. use of art, craft &amp; design, mime, movement, drama, music, poetry and playful pedagogies such as experiential learning, games, inquiry, problem-solving and project-based learning; use of outdoor activities.</i>	
CRITICAL THINKING & CREATIVITY SCORE (Maximum: 16)	Score:
<b>CRITICAL THINKING &amp; CREATIVITY DIMENSION LEVEL</b> Score range: <b>Level 1</b> =1-4; <b>Level 2</b> = 5-8; <b>Level 3</b> =9-12; <b>Level 4</b> = 13-16	<b>Level:</b>



AREA, DIMENSION & BEHAVIOURS	BEHAVIOUR LEVEL
<p>Please refer to the guidance- please allocate a Level that fits most with the <b>relevant behaviour statement</b>.</p> <p>Only 6.5 can be given a 'Not Applicable' (N/A).</p>	<p><b>1-4</b> (1: Ineffective, 2: Partly Effective, 3: Effective, 4: Very Effective)</p>
<b>5. SOCIAL &amp; COLLABORATIVE LEARNING</b>	
5.1. The teacher uses collaborative pair and group work effectively.	
5.2. The teacher helps students find ways to resolve conflict and reach agreements.	
5.3. The teacher integrates a respect for diversity into lesson content and delivery e.g. respect for diverse perspectives, opinions, peoples, ethnicities, genders, abilities/'disabilities', neurodiversity, geographies, cultures, contexts, beliefs, languages.	
SOCIAL & COLLABORATIVE LEARNING SCORE (Maximum: 12)	Score:
<p><b>SOCIAL &amp; COLLABORATIVE LEARNING DIMENSION LEVEL</b> Score range: <b>Level 1</b>=1-3; <b>Level 2</b>= 4-6; <b>Level 3</b>=7-9; <b>Level 4</b>= 10-12</p>	<b>Level:</b>
<b>6. LEARNING TO LEARN</b>	
6.1. The teacher models learning to learn and/or offers guided instruction to help students think through how they will approach a task.	
6.2. The teacher responds positively to student challenges.	
6.3. Students seek clarification and support.	
6.4. The teacher provides opportunities for self-assessment and /or peer assessment	
6.5. The teacher provides opportunities for students to set their own goals. (If not observed, please allocate a N/A)	
LEARNING TO LEARN SCORE (Maximum: 20) Note: if 6.5. is N/A the maximum score is 16. Level 1:1-4; Level 2: 5-8, Level 3: 9-12, Level 4: 13-16	Score:
<p><b>LEARNING TO LEARN DIMENSION LEVEL</b> Score range: <b>Level 1</b>=1-5; <b>Level 2</b>= 6-10; <b>Level 3</b>=11-15; <b>Level 4</b>= 16-20</p>	<b>Level:</b>
<b>7. CHECKS FOR UNDERSTANDING</b>	
7.1.The teacher uses questions, prompts, or other strategies to determine students' level of understanding.	
7.2.The teacher monitors students during independent and group work.	
7.3.The teacher acknowledges and focuses on students' efforts and attitudes (rather than focussing only on results, intelligence or perceived 'natural' abilities).	
CHECKS FOR UNDERSTANDING SCORE (Maximum: 12)	Score:
<p><b>CHECKS FOR UNDERSTANDING DIMENSION LEVEL</b> Score range: <b>Level 1</b>=1-3; <b>Level 2</b>= 4-6; <b>Level 3</b>=7-9; <b>Level 4</b>= 10-12</p>	<b>Level:</b>
<b>8. FEEDBACK</b>	
8.1.The teacher provides specific comments that help identify students' successes.	
8.2. The teacher provides specific comments or prompts to clarify students' misunderstandings.	



<b>AREA, DIMENSION &amp; BEHAVIOURS</b>  <i>Please refer to the guidance- please allocate a Level that fits most with the <b>relevant behaviour statement</b>.</i>  <i>Only 6.5 can be given a 'Not Applicable' (N/A).</i>	<b>BEHAVIOUR LEVEL</b>  <b>1-4</b> <i>(1: Ineffective, 2: Partly Effective, 3: Effective, 4: Very Effective)</i>
8.3. The teacher provides opportunities for students to give constructive feedback to one another.	
FEEDBACK SCORE (Maximum: 12)	Score:
<b>FEEDBACK DIMENSION LEVEL</b> Score range: <b>Level 1</b> =1-3; <b>Level 2</b> = 4-6; <b>Level 3</b> =7-9; <b>Level 4</b> = 10-12	<b>Level:</b>
<b>AREA B: QUALITY TEACHING AND LEARNING PRACTICES SCORE</b> <i>Add the scores for Dimensions 3-8 for a total Area B score out of 104.</i>	<b>Score:</b>
<b>QUALITY TEACHING AND LEARNING PRACTICES LEVEL</b> <i>Allocate an Area B level. Score range: <b>Level 1</b>: 1-26; <b>Level 2</b>: 27-52; <b>Level 3</b>: 53-78; <b>Level 4</b>: 79-104</i>	<b>Area B Level:</b>
<b>VITAL OVERALL OBSERVATION LEVEL</b> <i>Add the level numbers for each of the <b>dimensions</b> and divide by 8 to reach an overall VITAL Observation level.</i>	<b>OVERALL LEVEL:</b>



### Optional Additional Information

**Classroom Set Up:** Insert a drawing /photo (attained with permission) e.g. teacher's place, student desks/table, floor seating etc.

#### General Information (Ask the teacher)

Is the school in a rural, peri-urban or urban environment? (tick)	Rural	Peri-urban	Urban		
How long has the school been part of the Schools2030 programme?	1 year	2-5 years	Other		
How many students are enrolled in the school?	Up to 100	100 - 300	300 - 700	700-1000	Other:
Age range	Pre-primary:	Primary:	Secondary:		
No. of students <b>enrolled in class observed.</b>	Total:	Female:	Male:		
Has the school community been recently impacted by climate change- how?					

#### Student Languages and Background - in the classroom (Ask the teacher/head teacher)

Enrolled students who speak the same language at home as the official language of instruction. (Tick one)	All the students speak the language of instruction at home.	
	Half or more than half speak this language.	
	Less than half speak this language.	
	None of the students speak this language.	



The no. and names of languages spoken/used by the students.  <b>No.:</b> .....	<b>Languages, including sign/non spoken language:</b>		
The number of refugees/migrants/immigrants		<b>Female</b>	<b>Male</b>
	Refugees:		
	Immigrants/Migrants:		
No. of children from single families			

<b>Additional/Special Educational Needs and Disabilities (Ask the teacher)</b>		<b>Female</b>	<b>Male</b>
No. of adults assisting in the classroom	Total number of teachers		
	Total number of assistants		
	Other (please specify role)		
How many children enrolled in the class have <b>difficulty</b> doing the following?	Seeing, even if wearing glasses		
	Hearing, even if using hearing aids		
	Walking, moving, or climbing stairs		
	Self-care, such as washing, dressing and feeding oneself.		
	Communicating (in home language), understanding or being understood.		
	Remembering things.		
	Maintaining attention (easily distracted/hyperactive).		
	Managing their behaviour (e.g. hitting, disrespectful).		
	Making friends.		
	Being organised.		
	Staying calm and not be anxious or sad.		
No. of students who are sensitive to noise, light, crowds?			
No. of students with special educational needs with Individual Education Plans/Support?			
Total no. of assistants providing specialised support to a student/select group of students			

<b>Classroom Resources</b>		<b>Female</b>	<b>Male</b>
How many students have access to the	Textbook		
	Pencil/pen		
	Exercise book		



following resources in the class?	Adapted materials, e.g. Braille, large font, visual guides, sign language posters, e-books.		
	Assistive devices		
		<b>Yes</b>	<b>No</b>
Does the class have the following?	Blackboard or whiteboard		
	Chalk or marker for writing		
	Teaching and learning materials other than textbooks, e.g. manipulatives, maths/science equipment, ICT resources, subject resource corners/baskets, visual materials.		
	Students' work displays		
	Posters and charts displayed		
	Reading books/class library		

<b>Physical Environment</b>		<b>Yes</b>	<b>No</b>
Does the classroom have the following?	A weather-proof roof/ceiling		
	Working electricity		
	Windows that open		
	A fan/fans		
	Heating		
	Walls in good condition		
	Blackboard/whiteboard in good condition		
	Sufficient light for reading		
	Sufficient light and contrast to read the blackboard from the back of the room		
	A main entrance wide enough for a wheelchair.		
	Steps leading to the classroom		
	A usable ramp in good condition to the room.		
	Enough room for all the students		
	Enough room for students with specific needs to be seated, e.g. close to the teacher, board and/or door.		
	Furniture in good condition		
	Even floor or covering		
	Desks for all students		
	Movable desks/tables		
	How many students are <b>not</b> at desks?	Fem:	Male:
	How many students are sitting on the floor?	Fem:	Male:
Furniture of the right size			
Variety of furniture/cushions/boxes			
Variety of quiet objects to touch/fiddle with			



	Enough room for the teacher to reach all students		
Do students have access to the following?	Working toilets		
	Accessible toilets for children with disabilities (good accessible toilets would include: braille signage, grab bars, raised seat, space for wheelchair/mobility device, easy to operate flush system, low sink and mirror, emergency call system).		
	Separate toilets for girls and boys		
	Clean water and soap to wash hands		
	Drinking water		
	Boundary wall		
	Safe playground		
	Playground with game areas/equipment		