

Valuing Inclusive Teaching and Learning (VITAL) Toolkit

Learning Environment Observation
and Teacher Reflection

LEARNING OBSERVATION RUBRIC



What is the VITAL Learning Environment Observation Rubric?

The VITAL Learning Environment Observation Rubric is a tool to use with the Observation Form. In the Introduction you saw an example of the content for the first dimension and behaviour. Here is another example for Facilitating Learning Behaviour 3.1. with labels:

DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/ excellent practice	Level Title	
B. QUALITY TEACHING & LEARNING PRACTICES						
3. FACILITATING LEARNING	<i>The teacher facilitates learning to improve student understanding and holistic learning outcomes. The teacher explicitly articulates the expected learning outcome and explains concepts clearly. S/he connects lesson content to classroom activities, and relates it to students' prior learning, other content and/or students' lives. The teacher uses a variety of appropriate strategies and materials, provides students with choices, and differentiates/adjusts learning activities to meet the varied levels of the students while still challenging them. Lessons are well structured and paced. All students are engaged in learning activities.</i>					Dimension/ Summary
3.1. The teacher explicitly articulates the expected learning outcomes of the lesson and relates learning activities to these outcomes.	<p>The teacher does not state/write the objective of the lesson, and this is not clear from the activities.</p> <p><i>Examples:</i></p> <p>The teacher asks student to take turns reading a text about planting and harvesting crops. S/he then lectures on farming techniques. It is difficult to ascertain if the objective of the lesson is to develop oral reading fluency, learn about planting and harvesting, farming techniques or developing vocabulary.</p> <p>Each student is working on their own in their notebooks, but it is not clear what they are working on.</p>	<p>The teacher does not state/write the broad lesson objective, but this can be inferred from the activities. OR the teacher states the broad learning objective, but the activities are not clearly related to these.</p> <p>The teacher says: "Today we're going to learn about multiplication" without further details.</p> <p>Alternatively, the lesson activities show that students are learning how to multiply fractions, but this is not explicitly stated by the teacher as the purpose of the lesson.</p> <p>The children are split into different groups for a competition and have to blow up balloons until they burst, but the lesson seems to be about countries and nationalities. The activity does not link to the learning.</p>	<p>The teacher states/writes the broad lesson objective and links learning activities to these.</p> <p>Near the beginning of the class the teacher states, "Today we're going to learn to multiply fractions." Each lesson activity is related to the outcome of students being able to multiply fractions</p>	<p>The teacher consistently and explicitly states /writes/shows the specific expected learning outcomes of the lesson and clearly links learning activities to these.</p> <p>At the beginning of the class the teacher has stated, written and/or visually shown that by the end of the lesson all students will be able to multiply double digits and checks that students understand the expected outcome. All activities are clearly linked to this outcome.</p> <p>This outcome may also be visually depicted for children with special educational needs.</p> <p>The teacher puts up a double-digit multiplication sum on the board and says that everyone should be able to solve it and one of the students will show how at the end of the lesson.</p> <p>At the end of the lesson one or two students are asked to solve the sum and the teacher asks students to give a thumbs up sign if they think they have achieved the expected learning outcome of the lesson, or a mid-way or down sign to show how well they can now solve a double-digit multiplication sum or if they need more help.</p>	Specific Level Descriptors	
General Behaviour/ Practice	Indicative Examples of Practice					

At the top of the page, you will find four Levels from Level 1 to 4 which relate to: ineffective practice in which no good practice is observed; partly effective practice which is partly satisfactory; effective practice in which good practice is mostly observed and very effective practice which is consistently very good or excellent. Underneath this top row, will be the title of the Area – here it is Quality Teaching and Learning Practices. Underneath this you will find the dimension title and the dimension summary statement and then the following:

- a) the **general statement** on the left for each of the numbered behaviours in the dimension. The example relates to Dimension 3 which is Facilitating Learning and to 3.1. on expected learning outcomes.
- b) the **behaviour statements relating to the relevant level** are within each column, i.e., for ineffective, partly effective, effective and very effective practice and
- c) examples *in italics* of what this could look like in the classroom. Please note **these are examples only**, some adapted from various sources, to indicate the kind of practices that could fit into the level. You will not necessarily see all of these or any of these, but similar teacher and student actions that match the behaviour statement. These examples aim to give you an idea of the kind of behaviour that would fit into a particular level. There may well be more appropriate examples for your contexts.
- d) A note to gain a deeper understanding of the behaviour or level allocation. More detail is provided to explain bias and stereotypes; appropriate strategies and creative activities.

How do I use the VITAL Learning Environment Observation Rubric?

There are three main ways to use the Learning Environment Observation Rubric as follows:

1. As part of the training given to observers/mentors (please refer to the *'How Might We Conduct VITAL training?'* paper). It is crucial that observers become familiar with the Rubric's general and specific level behaviour statements. This will help observers identify /relate these to what they observe happening in classrooms.
2. The Rubric will help in allocating levels immediately after or soon after the lesson observation. Please ensure observers do not allocate levels during the observation but take notes as evidence. Please allocate the most suitable level from 1 to 4 by matching what you see and hear with **the most appropriate Level behaviour statement from the Observation Rubric that fits the observed classroom interactions**. Please remember to use the level behaviour statement and not the examples as the latter are only indicative.
3. The Rubric could also be used as a teacher professional development tool. Please note that during the Schools2030 Human-centred Design process teachers will choose 2-3 behaviours to focus on for improvement while they are designing, testing and implementing their micro-solution. Each dimension could be the theme of a teacher workshop.



SCHOOLS2030 VALUING INCLUSIVE TEACHING AND LEARNING (VITAL) LEARNING ENVIRONMENT OBSERVATION RUBRIC

DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
A. SUPPORTIVE LEARNING ENVIRONMENT				
1. EMOTIONAL CLIMATE	<i>The teacher creates a supportive, warm, positive and inclusive learning environment in which all students feel emotionally safe and are encouraged to take learning risks. Moreover, all students feel they belong and are welcome as the teacher treats all students respectfully regardless of background and abilities; attends to their needs and enables them to feel heard, understood, trusted and validated. Teacher and student interactions are positive, and students demonstrate sensitivity, empathy and respect towards each other.</i>			
1.1. The teacher treats all students respectfully.	<p>The teacher does not treat students respectfully.</p> <p>Examples: <i>The teacher does not use students' names. The teacher exhibits negative verbal and/or physical interactions e.g. uses a negative verbal tone or body language, shouts, scolds, uses sarcastic or dismissive words and cold, humiliating interactions.</i></p> <p><i>S/he might use physical punishment.</i></p>	<p>The teacher treats all students somewhat respectfully OR treats some students respectfully.</p> <p><i>The teacher uses the names of some students, does not shout at or humiliate students.</i></p> <p><i>S/he may show annoyance or frustration.</i></p> <p><i>S/he may be polite with some students but not others.</i></p>	<p>The teacher treats most students respectfully.</p> <p><i>The teachers uses students' names, polite language, "please" and "thank you" or other culturally relevant signs of respect with most students.</i></p>	<p>The teacher treats all students respectfully using a positive, empathetic and encouraging manner.</p> <p><i>The teacher uses students' names and consistently uses polite language, "please" and "thank you", "sorry", "or other culturally relevant signs of respect with all students.</i></p> <p><i>S/he listens to and talks/communicates with all students in a warm, positive, caring, empathetic and encouraging manner.</i></p>
<p>Note: Students thrive when they feel valued, trusted and have a sense of belonging. When contextualising the tool, you will have decided what is considered 'respectful' within your country cultures such as the use of names and using terms of endearment. Remember to refer to government, school and organisational policies about safeguarding and child protection so that you know what to do if you observe children being harmed in class.</p>				
1.2. Teacher and student interactions are positive.	<p>The teacher rarely interacts with students positively.</p> <p>Examples: <i>The teacher stays at the front of the room at her/his desk and does not interact positively with individual students. S/he does not greet the</i></p>	<p>The teacher sometimes interacts positively with students OR interacts positively with some students but not others.</p> <p><i>The teacher says 'Good morning' or 'Good</i></p>	<p>The teacher interacts positively with most students.</p> <p><i>The teacher greets most students at the start of the lesson with suitable greetings, establishing eye contact and smiling.</i></p> <p><i>The teacher often walks around the room. S/he makes good eye contact and</i></p>	<p>Teacher and student interactions are consistently positive and mutually pleasing. The teacher clearly has a warm relationship with all students.</p> <p><i>The teacher greets all students warmly at the door at the start of the lesson, smiling and establishing good eye contact with each one. Students may have a choice of how to greet, e.g. shake hands, bow, wave</i></p>



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	<p><i>class. The students seem fearful to approach her/him and rarely do.</i></p> <p><i>The classroom environment seems harsh, and the students do not seem happy.</i></p> <p><i>Eye contact may be poor.</i></p>	<p><i>afternoon' or other suitable greeting to the class, or to some /particular students, smiling and establishing eye contact sometimes.</i></p> <p><i>Teacher walks around the room sometimes. Her/his response to students when asked is delivered in a perfunctory manner at times.</i></p> <p><i>A few students may approach the teacher to talk.</i></p>	<p><i>sometimes get on the student's level such as sitting on the floor, bending over, kneeling to the same height. S/he responds to most students positively, using a pleasant manner.</i></p> <p><i>Some students approach the teacher to talk.</i></p>	<p><i>hands in the air, say hello in a different language. The teacher speaks to children, asks how they are, praises a role they took or a way they did something.</i></p> <p><i>S/he always uses very good eye contact and gets on the student's level e.g. sitting on the floor, bending over, kneeling down at the same height.</i></p> <p><i>Teacher and students express positive, playful emotions, e.g. humour, surprise, praise, delight and encouragement.</i></p> <p><i>The teacher frequently moves around the room, talking and listening carefully to individual students about how they are, things in their lives, and models meaningful, mutually respectful, trusting relationships.</i></p> <p><i>At the end of the lesson, the teacher sees students off with eye contact, a smile and positive comments.</i></p> <p><i>Most/all students comfortably approach the teacher to talk.</i></p>

Note: The quality of teacher-child interactions significantly impacts students' improvement in learning (World Bank 2025), enabling them to feel heard and validated. Observe the quality of interactions and how well the teacher communicates with students and gets to know them at an individual as well as collective level.

<p>1.3 The teacher responds to students' emotional, physical and material needs.</p>	<p>The teacher does not seem to be aware of students' needs or does not address the problem.</p> <p><i>Examples: A student may not have the required supplies for the lesson, and the teacher does not notice or see it. S/he may ignore it or tell the student off.</i></p> <p><i>A student may be crying or looking upset or angry, but the teacher ignores him/her, or is dismissive of the issue saying e.g. "pull yourself together".</i></p>	<p>The teacher responds to students' needs but may not address the problem.</p> <p><i>A student may be upset because s/ he does not have a pencil, and the teacher asks another student to share her/his pencil, but the student refuses. The teacher carries on with the lesson without solving the problem.</i></p>	<p>The teacher responds to students' needs trying to address the problem.</p> <p><i>A student does not have a pencil, and the teacher asks another student to offer a spare pencil, but s/he refuses. The teacher asks her/him to remind her of the school rule or the importance of sharing, s/he tells her and then shares her/ his spare pencil apologising to the student.</i></p> <p><i>The teacher asks a student "You look upset- has something happened?" and listens to the student.</i></p>	<p>The teacher consistently and promptly responds to students' needs in a way that specifically addresses the problem with empathy, including the use of assistive devices where applicable.</p> <p><i>If a student does not have a pencil, the teacher allows the child to borrow one from his/her spare pencil box. S/he asks the student why so that the problem can be resolved in the future.</i></p> <p><i>The teacher approaches a student looking upset, asks quietly if something has happened and to meet at break/after so that they can have a chat.</i></p>
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	<p><i>A student is late, but the teacher does not say anything or shouts e.g., "late again, huh!".</i></p> <p><i>A student may be upset because of a bad grade; the teacher tells the student that s/he is a lazy student or tells her/him that it is not her/his fault as his parents are not educated.</i></p> <p><i>A student has a stomach-ache, but the teacher does not let her/him go to the toilet.</i></p> <p><i>A student may tell the teacher that s/he is struggling to see the text on the board, but the teacher ignores the student's comment and carries on with the lesson.</i></p>	<p><i>A student is crying but the teacher tells her/him that there is no reason to cry and to get on with her/his work.</i></p> <p><i>A student is often late, and a teacher tells her/him off for being late and helps her/him catch up but does not ask the student to meet her/him later to find out why s/he was late.</i></p> <p><i>A student is upset because of a bad grade, the teacher says that there is no need to be upset, s/he just has to try harder.</i></p> <p><i>A student repeatedly asks to go the toilet; the teacher lets her/him go but does not ask if there is a problem.</i></p> <p><i>A student may tell the teacher that s/he is struggling to see the text on the board, and the teacher tells the student that s/ he needs to remember to sit closer to the front next time.</i></p> <p><i>A student does not have a partner, and the teacher asks someone to pair up with them but does not check if this has happened.</i></p>	<p><i>A student is consistently late, and the teacher asks the student why. S/he listens with empathy but suggests that the student tries harder to come on time.</i></p> <p><i>A student is upset because she has an unusually low grade, the teacher says I can see you are upset, let's see if we can improve on this" but does not explore why she got a low grade (there may be a problem at home).</i></p> <p><i>The teacher tries to ensure that learners have any assistive devices needed.</i></p> <p><i>A student may tell the teacher that s/he is struggling to read the text on the board, and the teacher tells the student to sit closer to the front.</i></p> <p><i>A student does not have a partner, s/he teacher tells another to join them or asks her/him to join a pair to make a group of three and check this happens.</i></p> <p><i>The teacher may respond to address one or two of the needs but not all emotional, physical and material needs.</i></p>	<p><i>The teacher refers to a Feelings Display to help students learn the vocabulary to express various feelings.</i></p> <p><i>A student is consistently late, but the teacher does not scold him/her. The teacher helps the student to catch up and asks to speak to her/him in the break to see if s/he can help.</i></p> <p><i>A student is upset because she has an unusually low grade, the teacher says: "I can see you are upset, let's see if we can work out the problem and improve on this. Why don't we spend some time after school to discuss?" This calms the student.</i></p> <p><i>The teacher ensures that learners have any assistive devices needed and that they are used appropriately and well looked after.</i></p> <p><i>A student may be struggling to see the board, so the teacher moves her to the front of the class, rewrites the numbers in large text or provides the information in alternate ways such as on a separate sheet, tablet, orally etc. Alternatively, the teacher prepared in advance for students who struggle to read the text on the board.</i></p> <p><i>The teacher is teaching rectangles and asks students to close their eyes and feel the shape of their desks and describe it; in doing so s/he include students with partial sight. She uses other methods for children with other specific needs.</i></p> <p><i>The teacher provides quiet time and/or time out, a quiet space, or a not so brightly lit space for children who need it. The teacher allows those with particular needs to e.g. have an allocated seat, sit near a window, near the door, near a heater, move closer to the board, sit at the back to rock his/her chair etc.</i></p>



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				<i>The teacher allows a student with particular sensory needs to come into and leave the class a bit earlier to avoid the rush and noise.</i>
<p>Note: As with other behaviours, the examples are only indicative. Determine how well any observable emotional, physical and material need (academic needs are covered in other behaviours) is met by the teacher. If a teacher responds and addresses one or two needs but not another- for example, an emotional and physical need but not a material need, please allocate a level 3 but point out what has been missed in the post-observation reflection dialogue.</p>				
<p>1.4 The teacher does not exhibit bias (relating to gender, disability, colour, ethnicity, linguistic or socio-economic background etc.)</p>	<p>The teacher exhibits bias relating to, e.g. gender, disability, colour, ethnic, linguistic or socio-economic background etc. <i>Examples:</i> <i>The teacher does not provide all students with equal opportunities to participate or expresses unequal expectations for behaviour and/or capabilities, e.g. S/he seats girls at the back of the room and only asks boys to answer questions or share work; only asks girls to make tea, wipe the blackboard or clean the classroom.</i></p> <p><i>S/he seats students with disabilities separately and has low expectations.</i></p> <p><i>S/he may stigmatise/label some students on the basis of gender, disability, background etc.</i></p> <p><i>S/he may only scold boys and not girls; or only praise girls or only boys.</i></p>	<p>The teacher exhibits some bias in e.g. gender, disability, colour, ethnic, linguistic or socio-economic background etc.</p> <p><i>The teacher is uneven in providing equal opportunities to all students or may have unequal expectations.</i></p> <p><i>The teacher may ask girls and boys to answer difficult questions but not ask those with disabilities or those from lower socio-economic or different ethnic/linguistic backgrounds.</i></p> <p><i>S/he may stigmatise/label some students. S/he may give preference to children from more advantaged/preferred backgrounds.</i></p> <p><i>She may only ask girls to make tea or tidy up/clean the classroom.</i></p>	<p>The teacher does not exhibit bias in e.g. gender, disability, colour, ethnic, linguistic, or socio-economic background, etc.</p> <p><i>The teacher provides equal learning opportunities to students regardless of gender, ability and background and has similar expectations for most students.</i></p> <p><i>S/he often asks students of all genders and backgrounds to answer difficult questions.</i></p> <p><i>S/he does not stigmatise/label students. S/he provides opportunities for students with disabilities to ask and answer questions and participate in whole class activities.</i></p>	<p>The teacher does not exhibit bias in e.g., gender, disability, colour, ethnic, linguistic or socio-economic background, etc. AND enables all students to participate regardless of background.</p> <p><i>The teacher provides equal learning opportunities to all students regardless of gender, ability and background and has high expectations for all students.</i></p> <p><i>S/he calls equally on students of all genders, ability, colour and backgrounds for classroom roles and to answer difficult questions and praises them all after correct answers.</i></p> <p><i>S/he includes students with disabilities in group work and ask/answer questions and praises/disciplines them as s/he does with other students.</i></p> <p><i>S/he ensures that all students regardless of background participate in the lesson. S/he actively encourages participation by saying e.g. 'Let's hear more from the girls or let's now hear from a boy'. 'Who hasn't answered a question?'. 'Let's see if we can get all hands up'. The teacher then follows this up.</i></p>



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<p>Note: Not showing bias helps students feel safe and included. ‘Bias’ is used when a person tends to think about, assume things about people and/or act upon these in a way that is unfair to them. This bias can be based on gender, disability, colour, ethnicity, language, or socio-economic background for example. Bringing bias into the classroom (which is a microcosm of the local community or wider society), <i>consciously or unconsciously</i> means that every child does not have an equal opportunity to learn or receive the additional support needed to achieve equal and high-quality learning outcomes. This can lead to those who are more disadvantaged or marginalised e.g. children of labourers, children with disabilities, children with albinism, migrants, to underachieve and not reach their potential. Some children who are e.g. female, disabled and from a minority background may face multiple barriers in their access to quality education. Those who the teacher may deem more ‘worthy’ e.g. children of doctors, fair-coloured children, those well-dressed, academically able, belonging to the majority ethnic group of the country may receive more teacher attention and therefore achieve more learning.</p> <p>When a teacher, for example, uses clear language that encourages the participation of girls, as well as boys, such as “Let’s hear from a girl now”, it is important to observe whether the teacher <u>actually does</u> ask and listen to a girl. If the teacher is observed asking less questions of boys in a class with many boys, this would be deemed bias as the boys would not have an equal opportunity to participate.</p> <p>Please note that you need to allocate levels for each of 1.4. a, b, and c, in the observation form to show whether the 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.</p>				
<p>1.5 The teacher challenges stereotypes (relating to gender, disability, colour, ethnicity, linguistic or socio-economic background etc.).</p>	<p>The teacher does not challenge stereotypes and may reinforce stereotypes relating to e.g. gender, disability, colour, ethnic, linguistic, or socio-economic background, etc. <i>Examples:</i></p> <p><i>The teacher does not address or challenge bias and may stay silent, when e.g. a student does not want to work with another student who is labelled ‘dirty’, or when students make stereotype-based comments or jokes e.g. ‘Miss, he’s a ‘x’, he can’t answer this!’</i></p> <p><i>S/he may use language or gestures that reinforce stereotypes e.g. laugh at discriminatory remarks, or say ‘naughty boys as usual’, ‘girls aren’t good at maths- this will be too hard</i></p>	<p>The teacher tries to challenge stereotypes nominally and does not point out stereotypes in lesson content or materials.</p> <p><i>The teacher picks up on some negative attitudes and stereotypes but may address these by simple statements such as, “Stop showing bias or don’t be prejudiced!”, “You know we need to treat everyone equally, don’t we?” or “That’s not a nice thing to say, we are all the same”.</i></p> <p><i>A student may be being bullied because of her/his gender, disability, colour or</i></p>	<p>The teacher sometimes challenges stereotypes and points out some stereotypes in lesson content and materials.</p> <p><i>The teacher picks up on some negative attitudes and bias and may comment/ask, e.g. “I think that comment is based on a stereotype – girls can be pilots too.” “Let’s try not to be biased or prejudiced, I believe that everyone can enter these professions, regardless of gender, ability or background”. “Let’s remember our school vision…….”</i></p> <p><i>Or “Let’s make sure that we mix groups so everyone is working in a diverse group so we learn about and from each other- that will help us break down bias”.</i></p> <p><i>Or if a student does not wish to sit next to another child because of colour,</i></p>	<p>The teacher consistently challenges stereotypes, points these out and explores these sensitively in lesson content and materials.</p> <p><i>The teacher picks up on negative attitudes and bias and involves students in questioning, discussion and exploring these, e.g. “Why do we think that only boys can be engineers?”. “Is it true that women from a low class/caste cannot be air pilots or CEOs?” Why do you think so? “Is it right that men cannot show emotions- what do you think?”, “Why do some of us think that people with a disability cannot be successful- what examples do we have of successful women with different abilities?”</i></p> <p><i>A student may be being bullied because of her/his gender, disability, colour or poor clothing etc. and others refuse to sit with her/him. The teacher discusses in the class how it feels to be excluded, why some of us exclude others and what positive actions we could take as someone who sees this happening.</i></p>



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	<p><i>for you, let me ask a boy; 'what can I expect – your parents are illiterate/ refugees!'</i></p> <p><i>S/he may stigmatise certain students from disadvantaged home, different tribes/ethnicity, or abilities, seating them separately and not providing work at the right level, having low expectations.</i></p> <p><i>A student may be being bullied or being teased in class because of gender, disability, colour or poor clothing etc. but the teacher ignores this, and it carries on.</i></p> <p><i>The teacher may reinforce or laugh at stereotypes in materials.</i></p>	<p><i>poor clothing etc. and others refuse to sit with her/him. The teacher tells the bullying student off.</i></p> <p><i>The teacher does not point out any stereotypes in the lesson content or material.</i></p>	<p><i>gender, look, disability etc. the teacher asks how s/he would feel if the same happened to her/him.</i></p> <p><i>A student may be being bullied because of her/his gender, disability, colour or poor clothing and peers refuse to sit with her/him etc. The teacher reminds the class of their rules to be kind and help each other and asks a student to sit next to her/ him and work together.</i></p> <p><i>The teacher points out some stereotypes in content and materials.</i></p>	<p><i>S/he changes the seating, so everyone is with a different partner including the isolated child. The teacher meets or arranges to meet the excluded child to discuss how he feels. She teaches a story on bullying, feeling excluded, being a refugee etc. and assertive communication with activities.</i></p> <p><i>The teacher points out stereotypes in materials and asks students to do the same. The teacher uses a photo to stimulate and contradict stereotypes and ask questions: e.g. a woman fully covered in a burqa (full covering) looking through a microscope.</i></p> <p><i>The teacher uses examples that portray people from all genders, abilities and backgrounds in important positions/ roles such as scientists, doctors, mathematicians and astronauts, a blind mountaineer etc.</i></p> <p><i>S/he uses stories or activities to address prejudice, stereotypes and discrimination.</i></p>
<p>Note: When a teacher challenges stereotypes students know that they are all equally valued regardless of background and learn to respect diversity. A stereotype is when we hold a fixed, simplified, biased, unfair or untrue view about someone, a group of people or thing, e.g. 'Boys are better than girls in maths'; or 'Children of poor parents cannot learn well'. Teachers and students can bring these stereotypes into the classroom and act upon them by discriminating against certain individuals/groups. Observe how a teacher responds to stereotypes that may arise from children – for example, simply saying that a comment is inappropriate would fall into Level 2; pointing it out and offering an alternative view could be deemed Level 3, but involving students in questioning and discussing such views would fall into Level 4. Actively tackling stereotypes in materials, using stories and involving students in discussion would be Level 4.</p>				
<p>1.6 Students demonstrate sensitivity, empathy and respect towards each other and are willing to help peers.</p>	<p>Students rarely demonstrate sensitivity, empathy and respect towards each other. Students do not help each other and/or display negative behaviours.</p> <p><i>Examples: Students do not help or work with each other. Students may exclude one or more peers from a pair or group activity.</i></p>	<p>Students sometimes demonstrate sensitivity, empathy and respect towards each other and help peers. There are some instances of negative behaviours.</p>	<p>Students mostly demonstrate sensitivity, empathy and respect towards each other and are willing to help peers.</p> <p><i>Students mostly work/help each other. Some students comfort a peer who is upset, bullied or excluded or take a child who fell down to the teacher.</i></p>	<p>All students consistently demonstrate sensitivity, show empathy and respect towards each other and are willing to help peers.</p> <p><i>All students are happy to work with each other and do so respectfully.</i></p> <p><i>Students comfort and show empathy for peers who are upset for whatever reason. Students help peers who are finding the work difficult.</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
	<p><i>Students may laugh at a child who gets told off, is upset or falls down or a student who has a low mark in a test and call her/him 'dumb'.</i></p> <p><i>Students may taunt a child who is an orphan or has dirty clothes.</i></p> <p><i>Students may make sarcastic or nasty remarks about other students who are from different backgrounds or have disabilities.</i></p>	<p><i>Students at times work and help each other.</i></p> <p><i>Students may exclude a peer for a while and then change their mind and include him/her in the activity.</i></p> <p><i>Students may sometimes tease, push or bully but it is seen as playful and not taken seriously by students.</i></p> <p><i>If a student is upset another may sit with him/her to console him/her and say they did not mean to upset him/her.</i></p> <p><i>Students may sometimes make sarcastic remarks or laugh when a student gives a wrong answer.</i></p>	<p><i>Students see someone left out and asks her/him to join their group.</i></p> <p><i>Some students offer to help a student who is sick or decide to make a card for a peer whose parent has passed away.</i></p> <p><i>Students communicate with each other respectfully.</i></p> <p><i>Some students help a student who has given a wrong answer to answer it correctly.</i></p>	<p><i>Students appreciate students who have got an answer right e.g. by clapping; and cheer on students who have made a lot of effort in getting their work right.</i></p> <p><i>Students are very sensitive to the needs of students with different abilities, including them in activities, ensuring that they are able to access materials and assisting where needed. They are also aware of when students need to have time out or less noise, stimulation etc.</i></p> <p><i>Students willingly raise issues of how they need to be sensitive and help peers because of how they may feel and are able to empathise with others.</i></p>
<p>Note: If the teacher models positive relationships and enables students to relate to each other well, this contributes to a safe and positive emotional climate in which all students feel supported and can learn together well. The word 'empathy' means students try to put themselves into the shoes of their peers, listen deeply and try to experience what they may feel. This would enable them to support, connect with, appreciate and include all students in activities. At Level 4, students themselves may raise issues of insensitivity and suggest more helpful and empathetic behaviours.</p>				



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3/ Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
2 HIGH EXPECTATIONS	<i>The teacher communicates the highest expectations for learning and behaviour for all students. S/he enables them to make ethical and socially responsible choices and provides opportunities for students to take on meaningful roles in classroom activities. S/he promotes positive behaviour by acknowledging student behaviour that meets or exceeds expectations. Moreover, the teacher sets clear behavioural expectations for different parts of the lesson and focuses on the expected behaviour when re-directing misbehaviour.</i>			
2.1 The teacher communicates the highest behavioural expectations for learning activities.	<p>The teacher does not communicate high behavioural expectations for learning activities.</p> <p><i>Examples:</i></p> <p><i>The teacher may say "Do the reading comprehension on page 3", without stating the expected behaviour for the task.</i></p> <p><i>The instructions are not clear on what or how to do the task and how to behave.</i></p> <p><i>The teacher tells off/scolds students not behaving but does not involve students in discussing classroom rules or their behaviour.</i></p>	<p>The teacher communicates unclear or superficial behavioural expectations for learning activities.</p> <p><i>The teacher introduces an activity, saying, " Please sit in your groups, behave and do the activity on page 20", without explaining the expected behaviour and task.</i></p> <p><i>The teacher may say 'let's discuss this as a group' with no indication of how. The instruction is not clear.</i></p> <p><i>The teacher sometimes refers to the classroom rules when students do not behave but students do not always respond well.</i></p>	<p>The teacher mostly communicates high behavioural expectations for learning activities.</p> <p><i>The teacher often states the expected learning and behaviours e.g. "For this group activity I would like to see everyone using a quiet voice, making sure you take turns to speak, that you listen carefully and that I can see 100% attention. I know that you can all try really hard and do well on this task-do not be afraid to put your hand up if you need my help, thank you!</i></p> <p><i>Most instructions are clear.</i></p> <p><i>If students are working independently, the teacher gives directions on what to do if they complete the activity.</i></p> <p><i>When students misbehave the teacher asks students about the class rules/agreements. A student may remind their peer/s of their classroom rules about enabling others to learn without being disrupted.</i></p>	<p>The teacher communicates the highest behavioural expectations for all students throughout the lesson for learning activities. Instructions are consistently clear and repeated/ rephrased and/or also given with gestures and facial expressions to make them clearer.</p> <p><i>The teacher always starts the lesson on a positive note. The teacher consistently through tone, verbal and body language exudes the highest expectations and confidence for learning and behaviour of all students, stating that they can each behave and do well and that s/he looks forward to each of them showing that they can improve in their learning.</i></p> <p><i>The teacher may provide students a choice of pre-prepared activities to get on with at the beginning of the lesson as students come in to ensure a focused start to the lesson. This would be personalised for students with special educational needs. S/he may use this time to relate to the more vulnerable children.</i></p> <p><i>A child with special educational needs may be given 5 mins calming time to stand outside, walk, sit at the back etc. at the beginning of the lesson.</i></p> <p><i>Instructions are written and visual as well as verbal to aid understanding.</i></p> <p><i>S/he explicitly states the expected behaviour or asks students how they need to behave and work on a particular task. She states that s/he expects each of them to concentrate to answer all the questions improving on their previous work.</i></p> <p><i>If a student is fidgety s/he may provide a job or a small quiet object that can be handled.</i></p> <p><i>A student who is inclined to shout out is given a white board/sheet to record ideas until asked to contribute. S/he may have a list of tasks, also visually portrayed, to complete</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3/ Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
				<p><i>individually and tick off. The teacher or another adult speaks to her/him at the end of the lesson to say something positive.</i></p> <p><i>The teacher may provide a child with a visual/photo of how they are expected to sit well. However, some children are allowed to stand when they need to.</i></p> <p><i>The students are aware of what to do when they have completed an activity or the teacher says, "Please quietly get up, bring your worksheet to me, and read x while you wait for your classmates to finish."</i></p> <p><i>Alternatively, students uphold their classroom rules/agreements and/or consistently behave well throughout the lesson, showing that there is a norm of high expectations in the classroom.</i></p>
<p>Note: Believing in the ability of all students to learn and requiring them to do so sends a strong message to students who will rise to expectations. A culture of high challenge, expectations and trust encourages motivation, engagement and a sense of self-efficacy. To minimise time spent on dealing with misbehaviour that distracts students from learning, the teacher needs to anticipate and plan for this by e.g. setting up routines in the classroom so that the students know exactly what is expected from them and thinking through the kind of instructions to give for the expected behaviour. At level 4 the teacher would give children with disabilities personalised instructions to meet their specific needs. The teacher's whole demeanour would show that s/he expects and believes that all children can learn well and that s/he will help them do so.</p>				
<p>2.2 The teacher acknowledges positive student behaviour.</p>	<p>The teacher does not acknowledge positive student behaviours.</p> <p><i>Examples:</i></p> <p><i>The teacher does not say anything to students to indicate that their behaviour is appropriate or good.</i></p>	<p>The teacher acknowledges some positive student behaviour that meets or exceeds expectations but is not specific about the expected behaviour.</p> <p><i>The teacher says e.g. "This group is working well together" or "This group is doing a good job" without clarifying what, why or how.</i></p>	<p>The teacher sometimes acknowledges positive student behaviour that meets or exceeds expectations specifying what they did well.</p> <p><i>The teacher says "Group A is doing a good job of taking turns to speak..... And two students in Group B are so engaged in collaborating on their presentation planning". Well done!</i></p> <p><i>The teacher says: "I love the way you quietly came into the classroom today, got your book out and sat up to listen!" Thank you!</i></p>	<p>The teacher consistently acknowledges positive student behaviour that meets or exceeds expectations specifying what they did well and encourages others.</p> <p><i>The teacher says: "Wow, I can see that Group C has given each member a role to play and are actively working on their assignment..... AND I can see Group D really concentrating hard on making the visuals meaningful. Fantastic- can't wait to see your presentation! Let's see how well other groups are working..."</i></p> <p><i>The teacher may say e.g. "I like how responsibly you handled the equipment during that experiment Rebecca."</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3/ Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
				<i>The teacher asks students to write about something that another student did well, got better at or tried hard and then share this with the person and the whole class.</i>
<p>Note: It can be easy as a teacher to take good behaviour for granted and not comment upon it. However, it is important to notice and acknowledge positive student behaviour for students to be affirmed and to know what it is they are doing well. Sometimes non-specific generic praise is given – at levels 3 and 4, this would be more specific praise that shows what the student is doing well. This would also show other students what constitutes good behaviour.</p>				
<p>2.3 The teacher re-directs misbehaviour by focusing on the expected behaviour.</p>	<p>The teacher focuses on misbehaviour rather than the expected behaviour and it is not effective.</p> <p><i>Examples:</i></p> <p><i>The teacher notices a distracted student, s/he stops lecturing and shouts out asking, "Why are you not paying attention?" or "oh as usual you are the chatterbox of the class!"</i></p> <p><i>Alternatively, the teacher ignores the distracted student who begins to argue with her/his peer sitting next to him, disrupting the whole class. The class gets distracted.</i></p> <p><i>Much time may be lost due to misbehaviour.</i></p>	<p>The teacher focuses on the misbehaviour rather than the expected behaviour, but this is somewhat effective. Alternatively, the teacher tries to re-direct misbehaviour with minimal or some effect.</p> <p><i>The teacher notices a group of children not working on the activity and says, "You 3 are making too much noise- stop talking" or "Stop drawing on the desk!". The group stops talking or drawing. The statement focuses on the disruptive behaviour rather than what's expected.</i></p> <p><i>Or a teacher re-directs the students by asking them to "focus on the task" but some of the students continue to talk. The teacher may ask them to stop again or ignore it, carrying on with the lesson. Some time is lost due to misbehaviour.</i></p>	<p>The teacher mostly re-directs misbehaviour by focusing on the expected behaviour, tackling the problem to re-engage students in most cases.</p> <p><i>The teacher notices a group of students talking loudly distracting others and walks up to them quietly saying: "Remember to use quiet voices" and the students become quiet.</i></p> <p><i>The teacher walks up to a student trying to pull her peer's hair and looks at her with raised eyebrows, without saying anything, the student stops and turns to her work. The teacher then tells her 'It's great to see you working now, do you need my help with anything?'</i></p> <p><i>The teacher, while giving instructions or commenting, may tap the desk, click her/his fingers or establish eye contact with a student s/he sees off task. The student then gets back to the task.</i></p>	<p>The teacher consistently redirects misbehaviour successfully focusing on the expected behaviour. The teacher may also anticipate problems and gives clear instructions for e.g. how to get into groups, move from a high energy activity to a quiet activity, how to enter or leave the room.</p> <p>Alternatively, the teacher does not need to redirect misbehaviour as the students are well-behaved throughout the lesson.</p> <p><i>The teacher notices a group of students talking loudly but also another group working well and tells the class "I can see Group 3 working very well with quiet voices – lovely to see this! Let me see if there is another group working well." She walks to the noisy group, establishes eye contact and quietly asks them to use quiet voices so that they do not distract others. They have noticed the praise she gave to group 3 and work with quiet voices.</i></p> <p><i>The teacher informs the students that they will have 10 seconds to move into groups quietly.</i></p> <p><i>The teacher may conduct e.g., a visualisation or mime exercise after a high energy activity to quieten students.</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3/ Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p>Note: Sometimes teacher will reprimand students for misbehaving but not tell them how they are expected to behave or show what good behaviour looks like. The same children are often reprimanded or 'punished' repeatedly. Sometimes this behaviour is then ignored. When a teacher 're-directs misbehaviour', s/he focuses on how s/he would like to see the students behave. The teacher may praise other students to show the expected behaviour. If the teacher has established routines such as how to enter the room, what to do immediately, how to get into pairs and discuss for 1 minute, how to get into groups quickly and quietly etc. there would be no need to redirect behaviour as the children know what the behavioural expectations are. This would be a Level 4 when it happens seamlessly.</p>				
<p>2.4 The teacher helps students make ethical and socially acceptable choices.</p>	<p>The teacher does not help students make ethical and socially acceptable choices.</p> <p><i>Examples:</i></p> <p><i>Some students argue among themselves some stating that 'It's not fair' but the teacher overlooks/ dismisses this.</i></p> <p><i>Students may use disrespectful language and the teacher ignores it.</i></p> <p><i>A student complains of a peer taking something that does not belong to her/him, but the teacher does not do anything.</i></p>	<p>The teacher superficially helps students make ethical and socially acceptable choices.</p> <p><i>Some students argue among themselves, stating that 'It's not fair'. The teacher tells students that life is not fair, and we have to accept it.</i></p> <p><i>The teacher may tell students to use more respectful language.</i></p> <p><i>The teacher tells a student to give something back that does not belong to her.</i></p> <p><i>The teacher tells students to share or help one another when in need.</i></p>	<p>The teacher sometimes helps students make ethical and socially acceptable choices.</p> <p><i>The teacher may in teaching fractions state that she is going to take half of the cake for herself, and the best group can have the rest. She asks the class if that is ok to provoke a discussion on fairness and sharing.</i></p> <p><i>The teacher may help students use more respectful language by giving examples.</i></p> <p><i>Some students are arguing among themselves about an ethical dilemma/real life situation the teacher has given to them. The teacher helps them think through the choices they make and the ethical implications.</i></p>	<p>The teacher is proactive in discussing sensitive topics and issues related to making ethical and socially acceptable choices.</p> <p><i>The teacher discusses how the children can help those in need, leading to decisions on action they will undertake.</i></p> <p><i>S/he may read a story and discuss whether the character made the 'right' choice and the consequences of the decision. S/he may present a dilemma and ask what they would do and why.</i></p> <p><i>The teacher may explore with children how it feels when someone is disrespectful or rude to them and how to respond in a constructive way. The teacher may take children through an experiential activity e.g. in which some are favoured over others and discuss responses and implications.</i></p> <p><i>The teacher discusses a recent local or national event (e.g. refugee crisis, climate related disaster) and/or incorporates activities to help students discuss making ethical and socially acceptable choices e.g. In Maths using data on the rich and poor and global poverty; creating a poster to end corruption or planning a campaign to enrol out of school children into school or designing a solution to a local community problem using a human-centred design process involving all the stakeholders.</i></p> <p><i>The teacher gets students involved in an Equal and Equity game in which they compete to throw the most scrap paper into the recycling bin from where they are. They discuss how they feel, how easy/difficult it was, the privileges that some students had because of where they were sitting etc. The teacher may ask each student to decide on one commitment they will make to increase climate resilience.</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3/ Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p>Note: 'Ethical' and 'social' would mean that the choice would be one based on moral and fair principles. In Level 2 the word 'superficial' means for example, that the teacher is making the choice for students, telling them what to do rather than helping them to make decisions. At Level 3 the teacher is trying to get children to ask questions, gives them examples and think through choices. Level 4 can only be allocated if the teacher is discussing ethical and socially acceptable choices. This helps students resolve tensions and make responsible decisions.</p>				
<p>2.5 The teacher provides opportunities for students to take on meaningful roles in the classroom.</p>	<p>The teacher does not provide opportunities for students to take on roles in the classroom.</p> <p><i>Examples:</i></p> <p><i>The teacher primarily lectures and does not ask students to participate e.g. come to the board to do a sum or read some text. The children are mainly copying or completing exercises on their own.</i></p>	<p>The teacher provides students with opportunities to take on limited roles.</p> <p><i>The teacher asks students to take the attendance register to the office, pass out materials, write on the board, wipe the board, fetch water or clean the classroom.</i></p> <p><i>The teacher decides on the class monitor.</i></p>	<p>The teacher sometimes provides students with opportunities to take on meaningful roles.</p> <p><i>The teacher asks students to solve an equation on the board or to tell the story they read last night to the class with expression.</i></p> <p><i>The teacher asks students to create a campaign to clean waste in the neighbourhood and choose a group leader to facilitate.</i></p> <p><i>The teacher may ask students to make a presentation to the group about why caring for the environment is important.</i></p> <p><i>The teacher gives roles to learners with special educational needs such as giving books out at the start of the lesson to help them settle into the class.</i></p> <p><i>The teacher engages children in a game e.g. in which each student 'fishes' for a cardboard fish from a box. They read the right or responsibility written on the fish and place it on either the Right or Responsibility chart. They reflect and research Children's Rights & Responsibilities and discuss how far these are present in their community.</i></p>	<p>The teacher consistently provides all students with opportunities to take on meaningful roles.</p> <p><i>The teacher asks students to solve an equation on the board and explain how they tackled the task. The teacher may ask the class if anyone else used a different method and to show it. The students choose which method they prefer and discuss why.</i></p> <p><i>The teacher may assign a student the role of a peer tutor to help support another student's learning.</i></p> <p><i>The teacher includes giving roles to learners with special educational needs and disabilities. These could include for example: setting up the equipment to enable a smooth start to the lesson or giving a presentation after receiving support.</i></p> <p><i>The teacher asks students to choose a class representative for the student council.</i></p> <p><i>The teacher asks students to decide on roles and to prepare and deliver a TV/radio programme on the right of every child to be safe or how eco-anxiety is affecting mental health and well-being.</i></p> <p><i>The teacher asks the students to prepare a letter, presentation, or posters for the local council to get children back into school after a health pandemic or a climate related disaster e.g. flood or to advocate for environmental justice.</i></p> <p><i>The teacher helps students plan and set up their own kitchen garden; Eco-club for the school, set up a school committee to turn their school into a "Green School" involving all stakeholders.</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3/ Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p>Note: This behaviour develops autonomy and leadership skills in students. The word 'meaningful' may mean different things in different contexts, e.g. in some countries, the joint cleaning of the classroom may be deemed meaningful, rather than 'limited' as it develops responsibility in all children. This behaviour includes giving roles to those with disabilities – these may relate to specific needs e.g. needing a more organised experience; a less traumatic experience as the lesson starts when everyone rushes in; and providing specific help to prepare for a presentation.</p>				



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
C. QUALITY TEACHING & LEARNING PRACTICES				
3 FACILITATING LEARNING	<i>The teacher facilitates learning to improve student understanding and holistic learning outcomes. The teacher explicitly articulates the expected learning outcome and explains concepts clearly. S/he connects lesson content to classroom activities, and relates it to students' prior learning, other content and/or students' lives. The teacher uses a variety of appropriate strategies and materials, provides students with choices, and differentiates/adjusts learning activities to meet the varied levels of the students while still challenging them. Lessons are well structured and paced. All students are engaged in learning activities.</i>			
<p>3.1 The teacher explicitly articulates the expected learning outcomes of the lesson and relates learning activities to these outcomes.</p>	<p>The teacher does not state/write the objective of the lesson, and this is not clear from the activities.</p> <p><i>Examples:</i></p> <p><i>The teacher asks student to take turns reading a text about planting and harvesting crops. S/he then lectures on farming techniques. It is difficult to ascertain if the objective of the lesson is to develop oral reading fluency, learn about planting and harvesting, farming techniques or developing vocabulary.</i></p> <p><i>Each student is working on their own in their notebooks, but it is not clear what they are working on.</i></p>	<p>The teacher does not state/write the broad lesson objective, but this can be inferred from the activities. OR the teacher states the broad learning objective, but the activities are not clearly related to these.</p> <p><i>The teacher says: "Today we're going to learn about multiplication" without further details.</i></p> <p><i>Alternatively, the lesson activities show that students are learning how to multiply fractions, but this is not explicitly stated by the teacher as the purpose of the lesson.</i></p> <p><i>The children are split into different groups for a competition and have to blow up balloons until they burst, but the lesson seems to be about countries and nationalities. The activity does not link to the learning.</i></p>	<p>The teacher states/writes the broad lesson objective and links learning activities to these.</p> <p><i>Near the beginning of the class the teacher states, "Today we're going to learn to multiply fractions." Each lesson activity is related to the outcome of students being able to multiply fractions.</i></p>	<p>The teacher consistently and explicitly states /writes/shows the specific expected learning outcomes of the lesson and clearly links learning activities to these.</p> <p><i>At the beginning of the class the teacher has stated, written and/or visually shown that by the end of the lesson all students will be able to multiply double digits and checks that students understand the expected outcome. All activities are clearly linked to this outcome.</i></p> <p><i>This outcome may also be visually depicted for children with special educational needs.</i></p> <p><i>The teacher puts up a double-digit multiplication sum on the board and says that everyone will be able to solve it and one of the students will show how at the end of the lesson.</i></p> <p><i>At the end of the lesson one or two students are asked to solve the sum and the teacher asks students to give a thumbs up sign if they think they have achieved the expected learning outcome of the lesson, or a mid-way or down sign to show how well they can now solve a double-digit multiplication sum or if they need more help.</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p>Note: Students need to know the intention of the lesson from the start. The term ‘learning outcome’ is used explicitly at Level 4 as the teacher states what the students will be <u>able to achieve</u> by the end of the lesson; in levels 1-3 the term ‘objective’ indicates what the teacher expects the students to learn. The explicitly related activities must provide challenge at the right level.</p>				
<p>3.2 The teacher explains concepts and content clearly.</p>	<p>The teacher does not explain the concept/content, or the explanations are incorrect or confusing.</p> <p><i>Examples:</i></p> <p><i>The teacher does not explain any content.</i></p> <p><i>The teacher may use too many technical terms without explaining what they mean or making connections, e.g. “A fraction is a combination of a numerator and denominator”, without explaining what the terms mean.</i></p> <p><i>The teacher verbally explains the function of a microscope without using any written or other visual form of representation to facilitate students’ understanding.</i></p> <p><i>Or the teacher may be using inconsistent or incorrect explanations confusing the children.</i></p>	<p>The teacher explains the concept/content on occasion, but this may not be clear or superficial.</p> <p><i>The teacher gives the definition of difficult words while reading a story but does not relate them to what is happening in the story.</i></p> <p><i>The teacher may say ‘this is a numerator, and this is a denominator and together they make a fraction’ without explaining what a fraction means and giving examples from real life.</i></p> <p><i>Or in a biology lesson, a teacher verbally explains the function of a microscope and its different parts showing a picture.</i></p>	<p>The teacher sometimes explains concepts/content clearly. Explanations may include examples and figures, graphics or materials.</p> <p><i>Before reading the story, the teacher pulls out difficult words in a story and checks if the students understand them and can give an example of using them. S/he then reads the story with the students and asks them to explain what is meant in the story in sentences that contain the new words e.g. “What do you think it means when the story tells us that Shakira was ‘confused?’”</i></p> <p><i>Alternatively, the teacher asks students to mime or visually portray the new words.</i></p> <p><i>The teacher says that “A fraction is a combination of a numerator and denominator and writes an example of a fraction $\frac{1}{4}$ on the board and uses a visual aide to show a quarter.</i></p> <p><i>Or in a biology lesson, a teacher verbally explains the function of a microscope and its different parts. The teacher then demonstrates how to use a microscope using a real-life instrument. The teacher later points to a diagram showing a microscope cell on the board.</i></p>	<p>The teacher consistently explains concepts/content clearly and in language easy to understand, using various strategies for learners with communication difficulties and home languages where possible and useful. The explanations include examples, graphics, and/or materials and getting students to engage with them.</p> <p><i>The teacher provides a clear and thorough definition of an ecosystem and shows a graphic of two examples and asks students to think of two more ecosystems.</i></p> <p><i>The teacher defines what an ‘instruction’ is and gives two examples of instructions. S/he then goes through a recipe for a national dish and gets the students to identify which sentences are instructions and how they know. They then sequence or write instructions for a favourite dish in groups.</i></p> <p><i>The teacher says that “A fraction is a combination of a numerator and denominator and writes an example of a fraction $\frac{1}{4}$ on the board and uses a visual aide to show a quarter. She asks the students to identify some more examples to see if they are $\frac{1}{4}$ or not.</i></p> <p><i>The teacher uses visuals, rhymes, mnemonics, actions etc. to support the acquisition of new or technical vocabulary to support children to remember.</i></p> <p><i>Or in a biology lesson, using a real microscope, the teacher verbally explains the function of a microscope and its different parts. The teacher then demonstrates how to use the microscope and lets the students try. Later in the lesson, the teacher points to the different parts of a microscope cell on the board and asks students to identify them.</i></p> <p><i>The teacher introduces key concepts in the first language/mother tongue, explains key vocabulary in the second language/medium of instruction, goes on to teach the</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
				<p><i>Lesson in the second language and then reviews and checks children's understanding in the first language.</i></p> <p><i>The teacher encourages the use of home languages in learning, although in foreign language immersion lessons this may be minimised.</i></p>
<p>Note: A teacher with deep knowledge content can anticipate questions and explain content in different ways to ensure students access and connect learning. Level 4 would require the teacher to not only explain concepts/ content clearly but use various strategies e.g. graphics, visual aids, movement, and equipment to enable students to understand and use concepts.</p>				



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p>3.3 The teacher relates the lesson to previous learning, other content and/or students' daily lives.</p>	<p>The teacher does not relate what is being taught to previous learning, other content knowledge or students' daily lives or attempt to connect related examples to the learning activity.</p> <p><i>Examples:</i></p> <p><i>The teacher starts a lesson on fractions but does not make a connection to students' experience with e.g. slicing a cake into quarters or dividing food into equal parts.</i></p> <p><i>Alternatively, the teacher says, "Remember, yesterday we learned about whole numbers? Today, we are going to learn how to add fractions", without making a connection.</i></p> <p><i>The teacher reads out the different causes of air pollution but does not relate these to students' daily lives.</i></p>	<p>The teacher attempts to relate the lesson to previous learning, other content knowledge or students' daily lives, but the connections are superficial, confusing, or unclear.</p> <p><i>When introducing a lesson on fractions, the teacher says, e.g. "When we cut a cake, we use fractions" and goes on to explain fractions. The connection to students' lives is superficial and nonspecific.</i></p> <p><i>Alternatively, the teacher says, "Remember yesterday we learned the rules for adding whole numbers? Now we are going to use those rules and apply them to adding fractions." However, when explaining how to add fractions, the teacher does not link the rules back to the rules for adding whole numbers.</i></p> <p><i>The teacher describes different causes of air pollution. The teacher says, "Exhaust gases from vehicles are one cause of air pollution that can cause many problems." but does not relate this to students' daily lives.</i></p>	<p>The teacher relates the lesson to previous learning, other content or student's daily lives sometimes and this is effective in most cases.</p> <p><i>When teaching fractions, the teacher asks students: Have you ever had a birthday cake? Do you remember how it was cut up to serve everyone? Today we are learning about fractions which will help us serve equal pieces of cake to everyone.</i></p> <p><i>The teacher may say: "Do you remember we learned about how to share a box of sweets between 2 people- we had to make sure they both had the same number of sweets? Now we'll look at dividing equally among four people".</i></p> <p><i>In teaching about air pollution, the teacher says, "What was it like in the street yesterday- didn't we start coughing? Exhaust gases from vehicles cause problems in our environment. In our city diesel smoke pollutes our air, water, and soil."</i></p>	<p>The teacher consistently and meaningfully connects the lesson to previous learning, other content knowledge and/or students' daily lives.</p> <p><i>When teaching fractions, the teacher relates the content to students' experiences by asking, "Who has had to slice a birthday cake? How did you make sure there were enough and equal slices for everyone? How did you feel when you got a smaller slice? Learning about fractions can help us divide a cake equally between people."</i></p> <p><i>The teacher provides revision activities for students to revisit learning from before to build upon this.</i></p> <p><i>The teacher also connects the lesson to a prior lesson on halves by saying, "Remember yesterday we learned about halves? What two things can you remember? Yes, we learned that when we cut a cake in half, we can share it equally between 2 people. Today we will learn how to divide the cake into fourths, so 4 people can share the cake. When we were forming halves, we made sure we had 2 halves of identical size. The same thing is true when we are forming fourths: we have to make sure to have four slices of the same size."</i></p> <p><i>The teacher conducts a brainstorm with the students asking what they know about air pollution and how it affects them. She then expands on this knowledge during the lesson in which students e.g. compare air quality in the summer with the winter, research the causes and effect on communities and children and develop alternative 'eco-firewood'.</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p>Note: The teacher needs to explicitly show how the content relates to students' lives, to make it more meaningful and relevant for learners. Relating to previous content would help students re-activate, connect and build upon existing knowledge and see the relevance.</p>				
<p>3.4 The teacher uses a variety of appropriate learning strategies, tasks and materials. e.g. auditory, visual, movement, play, role-play, multisensory, discussion, presentation, digital technologies etc. and uses objects, low-cost materials and those from the contexts/environment.</p>	<p>The teacher uses only one learning strategy or type of task and may focus on using the textbook only.</p> <p><i>Examples:</i></p> <p>The teacher asks students to open the textbook to the chapter on "different types of homes". S/he asks a student to read a paragraph from the textbook and then another student to read the same paragraph. The lesson carries on like this and the students are asked to copy the text to answer the questions in the textbook/copied from the board.</p> <p>The teacher does not integrate digital technologies where available.</p>	<p>The teacher uses two different appropriate learning strategies, tasks or materials.</p> <p>The teacher asks the students to brainstorm what the differences are between rural and urban environments and to then decide in groups if the pictures they see or sounds they hear belong to rural or urban environments.</p> <p>The teacher reads a story about a child who loves eating fried food/sweets from street vendors. Children predict how these will affect the body.</p> <p>The teacher asks the students to pick leaves, flowers and branches to bring into the classroom for close observation and drawing.</p> <p>The teacher teaches vocabulary by getting the children to move/gesture to express new words such as 'fluffy' or 'bubbly' or concepts such as gas, liquid, solid and to visually depict them.</p>	<p>The teacher sometimes uses three different appropriate learning strategies, tasks or materials.</p> <p>The teacher asks the students to brainstorm what the differences are between rural and urban environments. In groups they decide if the pictures belong to rural or urban environments; then the teacher facilitates a class discussion about the advantages and disadvantages of living in rural or urban environments. Alternatively, the students in groups design a game, quiz, riddles etc. for another group on rural and urban environments.</p> <p>The teacher and students read a story together. Students in groups list the characters and key features. Students prepare and conduct an interview, one playing the character and the other the interviewer. Alternatively, the students role play a part of the story but adding a humorous aspect to one of the characters.</p> <p>Students learn about habitats, plan and create a mini-habitat model recycling waste materials.</p> <p>The teacher occasionally includes digital apps/ play forms in teaching and learning to e.g. create a mind-map, write a blog, create a game.</p>	<p>The teacher consistently uses three or more appropriate learning strategies, tasks or materials.</p> <p>The teacher explains, "A pattern is something that repeats," while drawing an example pattern on the board for children to look at. Later, the teacher teaches children to clap out a pattern with their hands, thighs and/or feet (using body percussion) step by step and then gets them to walk around the room clapping the pattern. She may then ask one person to change the pattern for all to follow.</p> <p>While reading the story the teacher pauses and shows the pictures in the book in order to elaborate on repetitions and patterns. Later the teacher guides the children in a song and dance about the story's main character, building in patterns. The students then have to sort out parts of related sentences into the right order.</p> <p>The teacher asks students to choose two partners and draw a map of the world on a large orange for which they research atlases, maps, globes, Google Earth etc. They then peel the oranges to see the changes when the world is presented two dimensionally. Each group demonstrates one emotion and one learning from the task to the group expressed through a shape or movement.</p> <p>Students walk around the community to note waste, they research to learn about waste and pollution and create useful things that can be used from waste materials, which they present to the class.</p> <p>The teacher uses pictures, visuals and colours to help students find words, grammar parts, and patterns etc. or sets up a simple, colour-coded display on the topic and/or charts with the information for the lesson.</p>



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		<i>The teacher does not integrate digital technologies where available.</i>		<p><i>The teacher uses assistive devices such as magnifier, braille, concrete resources, visual aides etc. to enable students with disability access the same learning as peers.</i></p> <p><i>The teacher includes the use of digital apps and games.</i></p>
<p>Note: This could also be called ‘multiple forms of representation’ from Universal Design for Learning (CAST 2024). Children learn in different ways so varying the strategies we use allows for content to be more accessible to all learners, including those with special educational needs. More than one form of representation can also be used at the same time such as using artefacts to tell a story. Different forms are provided below.</p> <p>Auditory: Activities that involve listening to the teacher explaining, reading or listening to music and using rhythm. It also includes music, singing, chanting, sounds for example in person, from radio, videos, digital technologies etc.</p> <p>Visual: Activities that use visual aids such as pictures/images, posters, drawing, art, videos or other graphics, including texts in books, on the board, worksheets etc. This includes use of sign language.</p> <p>Movement: Activities that use movement of the body, dance, exercise, mime, rhythm, etc.</p> <p>Play: Activities that use learning through play, which is joyful, meaningful, actively engaging, iterative and socially interactive (LEGO 2020). These can overlap with other forms of representation such as movement and auditory e.g. games, quizzes, use of creativity, creative arts, use of the 5 Power Tools of imagination, voice, rhythm, mirroring and movement (Partners for Youth Empowerment undated).</p> <p>Role Play: in which students take on imagined roles that they play out e.g. characters in a story.</p> <p>Multisensory: Activities that use more than one sense, including touch, smell, sight, hearing, taste, movement, light, texture.</p> <p>Discussion: in which students talk about the content, problem, scenario etc, in pairs, groups or as a class.</p> <p>Presentation: Students present or showcase what they have learned to share with others. Could include the production of objects.</p> <p>Digital technologies: Use of apps, computers, mobile phones, white boards, tablets, videos, artificial intelligence etc.</p> <p>Objects: Activities that use actual physical objects e.g. artefacts, natural objects, scientific equipment etc.</p> <p>Low-cost materials from contexts/environments: The use of everyday objects in the home contexts and environment that are cheap, reuseable/recycled e.g. bottles, cardboard containers, seeds and pulses, buttons, twigs, shells, leaves, dried flowers, cloth, feathers, old magazines, paper scrap etc.</p>				
<p>3.5 The teacher provides students with choices.</p>	<p>The teacher does not provide students with choices. S/he decides how learning activities are to be completed.</p> <p><i>Examples:</i></p> <p><i>The teacher asks students to complete a set of maths problems following the</i></p>	<p>The teacher provides students with at least 1 superficial choice but that may not be related to the learning objective.</p> <p><i>The teacher allows students to choose between different coloured pencils or where to sit in the classroom, the order</i></p>	<p>The teacher sometimes provides at least 1 substantive choice that is related to the expected learning outcome.</p> <p><i>The teacher allows students to choose e.g. between writing an essay or making a presentation about the importance of a healthy diet.</i></p>	<p>The teacher consistently/ explicitly provides opportunities for 1-2 substantive choices related to the expected learning outcome.</p> <p><i>The teacher consistently allows students to choose e.g. between writing a story, a newspaper article, making a video, or presentation about caring for the environment. Students may choose activities from a list of tasks set for the unit being taught.</i></p>



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	<p><i>steps that have been taught.</i></p> <p><i>Or the teacher asks students to write sentences following the example exactly and does not give a choice of e.g. exercises/tasks or how to approach them.</i></p>	<p><i>of tasks to do, or to choose the best student presentation.</i></p> <p><i>The teacher asks students to choose their own partner to write an argumentative essay.</i></p>	<p><i>The teacher lets students choose an animal in danger to investigate or a type of mathematical problem to solve from several examples.</i></p>	<p><i>The teacher allows students to use their own methods for solving mathematical equations (e.g., by using concrete materials, diagrams, or written formulas)</i></p> <p><i>The teacher responds positively to students suggesting that they do an activity in a different way e.g. develop a rap song or poem about struggling in the wilderness, becoming displaced after a climate crisis, or entering a competition developing an app to assist illiterate grandparents read with their grandchildren.</i></p>
<p>Note: Providing students with choices helps develop autonomy and motivation. At level 4 students would consistently have an opportunity to choose from options or develop their own option related to the expected learning outcome.</p>				
<p>3.6 The teacher adjusts teaching and provides activities relevant to the levels of the students.</p>	<p>The teacher does not adjust teaching or provide activities relevant to students' levels.</p> <p><i>Examples:</i></p> <p><i>The teacher does not provide or adjusts activities taking the levels of the students into account. Some work may be too easy or some too hard for the majority of students.</i></p> <p><i>The teacher may notice many students getting the wrong answer but does not re-explain the concept or provide additional opportunities to learn.</i></p> <p><i>The teacher asks questions that may be too</i></p>	<p>The teacher slightly adjusts teaching but does not provide activities relevant to students' levels, but this adjustment may be brief and superficial.</p> <p><i>The teacher asks students who find the work hard to do the easier part of the task only. S/he asks students who have completed the worksheet to read something until the rest of the class have completed the activity.</i></p> <p><i>As students complete an alphabet worksheet, the teacher notices they are not dotting their 'i's. In response, s/he briefly reminds the class to dot their 'i's.</i></p> <p><i>In solving a multiplication sum 7x3, a student uses addition and answers '10'. The teacher</i></p>	<p>The teacher often adjusts teaching for students and provides activities relevant to the levels of the students.</p> <p><i>The teacher provides tasks graded from basic to higher level for students and asks them to work through them.</i></p> <p><i>As students complete an alphabet worksheet, the teacher notices they are not dotting their 'i's. In response, s/he briefly stops the activity and reviews the differences between capital and lower case 'i's with the class before continuing with the alphabet activity.</i></p> <p><i>The teacher has another activity that s/he gives to students who have completed the task.</i></p> <p><i>The teacher may adjust her questions to enable students of differing abilities to answer correctly.</i></p>	<p>The teacher substantially adjusts teaching and provides activities relevant to the level of the students while still being challenging.</p> <p><i>The teacher provides more challenging tasks for those who already have an advanced understanding and more structured, adapted and varied tasks for those who need more support. S/he varies the level of support according to the needs of the learners. The teacher sits with those struggling to ensure they can understand, go over learning and complete the task to move onto the next level.</i></p> <p><i>The teacher ensures that students who are struggling are provided achievable but challenging tasks with support. This may include more personalised visual materials, a visual dictionary, adapted teaching and learning materials, adult support and more to enable each child to access learning and become increasingly independent.</i></p> <p><i>The teacher re-explains a concept in different ways to help students understand. S/he may ask a student to explain information to peers in a different way so other students can understand. She may use home languages, materials or objects to assist. The teacher may use larger text, use braille or sign language for students with visual or sight difficulties.</i></p>



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	<i>hard or too easy for students.</i>	<i>reminds the student that they are doing multiplication and not addition.</i>	<i>In realising a student does not understand the multiplication sum, the teacher uses a picture or objects to help the student.</i>	<p><i>The teacher may provide a place in the classroom better for hearing or less distraction. S/he may provide visual prompts for the lesson plan to help students know what's coming.</i></p> <p><i>The teacher uses flexible grouping – changing groups to have students at similar and different levels- to enable students to learn from as well as be challenged by peers.</i></p> <p><i>The teacher consistently adjusts her questions to enable students of differing abilities to answer correctly, move to the next stage and be challenged to think.</i></p> <p><i>The teacher provides different ways in which students may record their learning e.g., using pictures/photos. IT, recording, writing freely and then reading it to another adult who rewrites it so its legible.</i></p>

Note: The word ‘adjusts’ means differentiating or adapting learning activities to the levels of the students to provide more opportunities to learn. For this the teacher needs to have assessed individual students to understand their learning level and needs. Importantly, activities need to be structured or scaffolded in such a way that they still challenge students. The support used would gradually decrease as students become more independent in their learning. ‘Flexible grouping’ could be used to place students who are at the same level to work on specific tasks together at times but changing this so that students experience working in mixed ability groups as a norm so they can learn from each other.

<p>3.7 The teacher provides a beginning, middle and end to the lesson with good sequencing and pacing.</p>	<p>The teacher does not provide a clear start, middle and end to the lesson and there is no evidence of pacing.</p> <p><i>Examples:</i></p> <p><i>The teacher tells the students to open the textbook at page 10 and goes straight into reading the text and then asking students to answer the questions. This carries on until the end of the lesson.</i></p>	<p>The teacher tries to provide a clear start but seems more concerned with getting on with activities. The middle and end of the lesson may be blurred and the sequence and pacing uneven.</p> <p><i>The teacher asks the students to give an example of a ‘describing word’ to start a lesson on adjectives; she then asks them to read pages 10-12 in groups and write a list of adjectives.</i></p>	<p>The teacher often provides a clear start and middle to the lesson but there is no clear end to the lesson. Sequencing and pacing are satisfactory.</p> <p><i>The teacher asks students to brainstorm in groups what they think makes ‘good’ person and a ‘bad’ person. One person from each group offers their responses to the teacher who writes this on the board framing the words as adjectives. She asks the students what kind of words are being used (‘describing’) and that these are ‘adjectives’. She then provides each group with pictures of e.g. street boy, refugee girl, businesswoman, female air pilot, a blind climber, a child crying,</i></p>	<p>The teacher provides a clear and relevant beginning, middle and positive end to the lesson with good sequencing, pacing and flow; the right amount of time is given to activities. The teacher summarises the main points of the lesson with the children. The teacher may change the flow if a very important discussion is happening that the students wish to engage in.</p> <p><i>The teacher asks students to brainstorm in groups what they think makes a ‘good’ person and a ‘bad’ citizen or draw an image with key words and symbols; they know how much time they have. Groups give feedback to the teacher. S/he ask the students what kind of words are being used and points out adjectives. She then provides each group with pictures of different people, actions and emotions and asks them to write a paragraph describing the person. At the end</i></p>
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DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
	<p><i>The teacher asks students to memorise the content in the textbook in a revision lesson.</i></p>		<p><i>etc. and asks them to write a paragraph describing the person. The lesson ends without the class coming together.</i></p> <p><i>In a revision lesson, the teacher asks students what they remember about e.g. climate change; the students create a game in groups and present these to the class, but the lesson ends before they complete, and the teacher says they will finish next time.</i></p>	<p><i>of the lesson s/he asks a few students to offer three sentences they used with adjectives.</i></p> <p><i>Teacher uses energisers where needed in the lesson e.g. clapping a rhythm, wiggling hands, toes and body etc. to keep the pace going.</i></p> <p><i>The teacher provides simple pictures/visuals for children with special educational needs to show the lesson stages, pre-warn of the move to a new activity or change of lesson pace. The teacher provides a balance of both active more noisy activities with quiet activities.</i></p> <p><i>Towards the end of the lesson the teacher asks the students what the learning outcome of the lesson was and for students to give a 'thumbs up' (or another sign) if they have learnt what an adjective is.</i></p> <p><i>Or at the end of the lesson the teacher asks them to tell her two things about adjectives and summarises the points of the lesson. She tells them to be ready to refine their paragraphs the next day. S/her thanks them for their efforts in the lesson; tells them to pack up, stand behind their chairs and be ready to leave quietly.</i></p>
<p>Note: Providing optimal time for learning is essential. A clear start to the lesson can immediately engage, inspire students and get them thinking about the content. The middle would lead into activities that enable them to engage with the concept in a meaningful way, while the end of the lesson would allow them to show and celebrate their learning. The experience would get students quickly settled into the lesson, engaged while they are there and give them a calm end before leaving for the next lesson/part of the day. This requires good lesson planning, thinking through the sequence and timing of activities. Pacing would mean that the right amount of time is given to instructions, questions and answers, and activities to keep students engaged. This could include stating the time for the activity (e.g. 'You have 1 minute to share with your partner next to you') and high energetic activities followed by calming ones.</p>				
<p>3.8 Students are engaged in learning activities. <i>This could include a snapshot at beginning and/or middle of the lesson to determine how many students are on task at a</i></p>	<p>Fewer than a quarter of the students are engaged in the learning activities (on task).</p> <p><i>Examples:</i></p> <p><i>Most students do not look happy or interested and</i></p>	<p>Around half of the students are engaged in the learning activities.</p> <p><i>Around half of the students do not look happy or interested in the activities.</i></p> <p><i>Less than a quarter of students volunteer to</i></p>	<p>Around three quarters of the students are engaged in the learning activities.</p> <p><i>Around three quarters of the students look happy or interested and participate by answering questions, expressing their ideas and taking on roles, e.g. when a teacher asks a question, around half of the students</i></p>	<p>All or almost all students are engaged in the learning activities.</p> <p><i>All or most students look happy or interested and volunteer to participate by answering questions, expressing their ideas and taking on roles, e.g. when the teacher asks a question, many students put their hand up or show desire to share their</i></p>



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<p><i>particular point of the lesson.</i></p>	<p><i>are just completing rote learning activities.</i></p> <p><i>Most students do not volunteer to participate in the classroom e.g. students rarely put their hand up to answer a question or the same few students put their hand up or are chosen to answer.</i></p> <p><i>Students only respond to questions when asked and/or seem fearful to have a go at answering a question.</i></p>	<p><i>participate by putting their hand up to answer questions, expressing their ideas and happily taking on roles.</i></p>	<p><i>put their hand up to share their answers; students are happily working on their groups tasks and seem excited and/or focused.</i></p> <p><i>Sometimes a student volunteers without the teacher asking, such as sharing a related experience when the teacher is explaining a concept or asking a question.</i></p>	<p><i>answers; most students are focused, excited to work on groups tasks or to lead an activity.</i></p> <p><i>Some students also volunteer sharing a related experience when the teacher is explaining a concept, e.g. talk about how it felt when her/his Aunty passed away, how they felt when they saw families affected by recent droughts/floods.</i></p> <p><i>A student states at the end of the lesson that it really made her think. Another student offers a response to the lesson and asks if they could try something next lesson.</i></p>
<p>Note: In this behaviour, the focus is on the students rather than the teacher. Please be aware that while ‘most’ students may be engaged, <u>those who are not may be the same students over time which means they are being excluded from learning.</u> The aim is for the teacher to ensure that <u>every</u> student is engaged in learning.</p>				



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4 CRITICAL THINKING & CREATIVITY	The teacher builds students' critical thinking and creativity skills to help them reflect on and use information in various ways, including actively applying and analysing information. The teacher asks open-ended questions, provides thinking tasks, learning through play and activities to encourage initiative, imagination, curiosity and creativity. Students happily engage in high level questioning and are not afraid to make mistakes.			
<p>4.1 The teacher asks open-ended questions that require reasoning, explanation, generalisation or have more than one correct answer.</p>	<p>The teacher does not ask open-ended questions. The teacher asks closed-ended questions that have a predetermined answer.</p> <p><i>Examples:</i></p> <p>The teacher asks, "Who is the main character in this story?" or "Which is greater, -2 or -6?"</p> <p>Or in a biology lesson, the teacher asks, "Who can tell me the name of the molecule that an enzyme reacts with?"</p> <p>The teacher may ask questions which s/he then answers herself/himself without waiting for responses from students.</p>	<p>The teacher asks 1 open-ended question but does not build on student responses or give enough waiting time for the students to think about the answer.</p> <p><i>The teacher asks, "Why was the character unhappy? What makes you think that?"</i></p> <p>OR "Why is -2 greater than -6?" And then asks, "How do you use the number line to determine if -8 or -4 is greater?"</p>	<p>The teacher asks 2 open-ended questions and 1 of them builds upon student responses asking them to expand on it, clarify their thoughts or think more deeply. The teacher sometimes waits for responses to give time for students to think.</p> <p><i>The teacher asks: "How do you think the people in the story felt about having to leave their homeland?" After a student responds, the teacher follows up with "yes, it would be sad – what would you take with you to remind you of your home?What do you think the rose in this story means? Yes, it could mean growth, that's interesting. Could you explain a bit more? Shall we read on to find out?"</i></p> <p><i>The teacher asks, "You have exams next week. What do you feel most worried about?" After a student responds, the teacher follows up by asking, "OK so you are worried about learning all the content. That's understandable, that's happened before. What are you going to do this week to make sure you are prepared for the exam?"</i></p>	<p>The teacher asks students 3 or more open-ended questions AND at least 2 of them builds upon student responses by asking students to justify their reasoning, further explain, clarify their ideas, or think more deeply and engage in dialogue. S/he gives good time for students to think about their responses.</p> <p><i>The teacher asks, "How do you think the main characters in the story would prepare for moving to a new land? She waits a while or tells students that she will give them two minutes to think about this and jot down some thoughts. After a student responds, the teacher follows up asking, "What facts or ideas make you think that?". The teacher then goes further asking "What do you think Aisha, how would <u>you</u> prepare for moving to a new land?.....that's interesting why do you say that?". The teacher responds, "Great deep thoughts" and then asks another student, "What do you think happens next?"</i></p> <p><i>The teacher asks, "How might we approach setting up this science experiment?" Later in the lesson, the s/he inquires, "What do you think will happen in this experiment?" After the student responds, the teacher follows up by asking, "Why do you think that?"</i></p> <p><i>The teacher and students engage in a discussion/dialogue arising from their responses on e.g. why do you think it is hard to change the way we live to care more for the environment? Students may start discussing among themselves with the teacher probing on occasion e.g. "Great, could you expand on that point please?"</i></p> <p><i>The teacher gives ample time for students with disabilities /special educational needs to answer questions. This could include letting them know beforehand that they will be called upon to answer and helping them prepare.</i></p>
<p>Note: Open-ended questions do not have a pre-defined answer and could have more than one answer- there is no 'right' or 'wrong' answer. They require students to think more and in depth- to reason, explain, generalise, think critically and imagine for example. They help the teacher assess learning and promote dialogue.</p>				



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p>4.2 Students are happy to ask questions, including open-ended questions.</p>	<p>Most students do not seem happy to ask questions; and do not ask open-ended questions.</p> <p><i>Examples:</i></p> <p>Only one to two students ask questions but not open-ended questions.</p>	<p>Around a quarter or less of the students seem happy to ask questions. One to two students, often the same students, may ask open-ended questions.</p> <p><i>Around a quarter or less of the students put their hands up to ask questions.</i></p> <p><i>One to two students ask open-ended question e.g.:</i></p> <ul style="list-style-type: none"> • What kind of fruits do they have in Canada? • Or what would happen if we did not have the numeral 0? How do they work out the number of scores needed to win the cricket game? • Why is the English language the language of social mobility? 	<p>Around half of the students seem happy to ask questions. Three to four students ask open-ended questions.</p> <p><i>About half of the students raise their hands to ask questions.</i></p> <p><i>Three- four students ask open questions such as:</i></p> <ul style="list-style-type: none"> • Why does 6-9 equal a negative number? • Why do languages have different types of alphabets, but some are similar? • Why do we have to learn grammar? • Why does this character in the story not fight back when he is being bullied? • Why is this not balancing? • Why are we told that fizzy drinks are unhealthy when they are being advertised? 	<p>Most or almost all students seem happy to ask questions, including open-ended questions. Students are encouraged to ask any question.</p> <p><i>Almost the whole class raise their hands or indicate their desire to eagerly ask questions. The teacher encourages students to have a go at asking any question, even if they don't know the answer or make a mistake. S/he welcomes open-ended questions and models these in teaching.</i></p> <p><i>The teacher puts up a diagram of a 'question pencil' divided into coloured sections with the questions words of: Why? How? Can? Should? Would? Could? and Will? S/he asks students to pose and stick-up questions on a topic/issue, e.g. Why are water supplies diminishing? How can we ensure that water is equally shared? Can we get people to use less water? Should we set a limit for water use? And so on.</i></p> <p><i>The teacher may ask 'what questions could we ask about this equation, article, video, topic etc.?'</i></p> <p><i>Students ask open-ended questions such as:</i></p> <ul style="list-style-type: none"> • "How can numbers exist and yet be negative"? • 'Why do we have so many violent games?' • 'Why does it seem that religion is the cause of many wars?' • 'What would happen if we banished schools and just had learning on the job?' • Why can't the UN stop bad things happening?
<p>Note: Here the focus is on the students. The extent to which students ask questions throughout the lesson and whether any of these are open-ended ones will show the level of critical thinking and creativity. It is important to teach learners to ask questions and use inquiry.</p>				
<p>4.3 The teacher provides thinking tasks that require students to actively analyse content as opposed to rote learning or building fluency.</p>	<p>The teacher does not provide thinking tasks. Students simply listen to the teacher and/or perform rote learning tasks.</p> <p><i>Examples:</i></p>	<p>The teacher provides lower level thinking tasks, such as matching sets of items, identifying concepts or key pieces of information, and comparing and contrasting characteristics. The students may apply learned information or techniques to tasks similar to those the</p>	<p>The teacher sometimes provides substantial thinking tasks such as making predictions or connections, identifying patterns and explaining thinking. The students may apply learned information or techniques to new tasks that the teacher has not demonstrated.</p>	<p>The teacher consistently provides substantial thinking tasks, such as making predictions, identifying patterns, explaining thinking, making connections, interpreting and evaluating information. Students apply learned information or techniques to new tasks the teacher has not demonstrated.</p> <p><i>The teacher asks children to look at the title and cover page of a story and asks 'What do you think the story is about? What makes you think that?' Or after reading a part of the story the teacher says "Can you predict that happens next in the story? Write down what you think will</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
	<p><i>The teacher reads the alphabet letters, and the students constantly repeat them.</i></p> <p><i>Or students copy what the teacher puts on the board e.g., a paragraph or different triangles. Or the students listen to the teacher read a story and/ or take turns to read the same paragraph from the textbook.</i></p> <p><i>Students have to repeat the definition of an ecosystem to the person sitting next to them.</i></p> <p><i>On the board, the teacher calculates the surface area of a rectangular prism and then students copy the information into their notebooks.</i></p>	<p>teacher has already demonstrated.</p> <p><i>The students match the photos of fruits to the words.</i></p> <p><i>The teacher reads a story, and the students independently answer questions put on the board to identify key aspects of the story.</i></p> <p><i>Students sort out some numbers into two columns labelled odd and even numbers.</i></p> <p><i>After learning about rectangles, the students identify things with a rectangle shape in the classroom and/or community environment.</i></p> <p><i>The teacher shows how to solve a word problem on the board and then gives students a set of similar word problems to solve.</i></p> <p><i>After explaining how to find the surface area of a rectangular prism, the teacher draws a prism on the board, gives measurements, and has students use the formula they know to determine the area.</i></p>	<p><i>The teacher has several words on the board. S/he reads the word "cat" from the board and asks students what it would read if the first letter changed to 'p' or 's'. She asks students to choose a word and see what it sounds/reads like if they change the first letter.</i></p> <p><i>The teacher asks students to analyse 3 different sentences by listing the similarities and differences between the sentence structures and explain why one sentence structure is better than another.</i></p> <p><i>The teacher gives a sequence of numbers on the board and asks students to find the patterns.</i></p> <p><i>After learning to find the area of a rectangle students are asked to compute the area of the rectangle shape of the classroom.</i></p> <p><i>The students have to organise comic visuals to form a plot of the story and then create sentences for them.</i></p> <p><i>After explaining how to find the surface area of a rectangular prism, the teacher draws a prism on the board, gives measurements, and has students use the formula they know to determine the area. They then have to determine the surface area of other rectangular prisms given.</i></p>	<p><i>happen next in the story and share this with your neighbour. In your pairs can you think of another possibility?" Alternatively, the teacher gives the last part of the story for students to think about what may have happened before.</i></p> <p><i>The teacher gives students three different examples of a book review. The teacher then asks students to analyse the common structural features of the reviews (e.g., introduction, body, evaluation, conclusion). Students are then asked to write their own book review following the structure.</i></p> <p><i>The teacher draws the measurements of a rectangular prism on the board and explains that the class will determine the surface area of the shape. The teacher asks students discuss in pairs how the answer might be found. The teacher then asks students to share their ideas and from this discussion, the class derives a formula.</i></p> <p><i>The teacher shows a bar graph of a poll on the top causes of climate change. Students work in pairs to interpret the information, rank the causes and find out how many more people chose the first and highest cause as opposed to the lowest cause.</i></p> <p><i>Students are asked to analyse the major causes of war choosing two countries and explain their thinking.</i></p> <p><i>The students define the 'quality of life' and evaluate the effectiveness of three interventions to improve 'the quality of life' for disadvantaged peoples and create an infographic.</i></p>

Note: Thinking tasks require students to ask questions about the content and become critical thinkers. This enables students to deeply engage with the content, build understanding, application, autonomy and confidence. At Level 4 students would be consistently applying content, concepts and skills.



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p>4.4 The teacher provides activities that encourage student initiative, curiosity, imagination, creativity and/or learning through play. For example: the use of art, craft & design, mime, movement, drama, music, poetry and playful pedagogies, such as experiential learning, games, inquiry, problem-solving, project-based learning; use of outdoor activities.</p>	<p>The teacher does not provide activities that enable students to use their initiative, curiosity, imagination, creativity or learning through play.</p> <p><i>Examples:</i></p> <p><i>Students are not involved in activities in which they use their initiative, curiosity, imagination, creativity or learn through play.</i></p>	<p>The teacher occasionally provides an activity that enables students to use their initiative, curiosity, imagination, creativity or learn through play.</p> <p><i>The teacher provides objects of different shapes, or different models and asks students to explore these before s/he asks questions of them and introduces key concepts.</i></p> <p><i>The teacher asks students to pretend to be an animal, or to create a shape in groups with their bodies.</i></p> <p><i>Students use the art of paper folding to make vehicles/forms of transport or create a collage.</i></p> <p><i>Students draw a picture of their neighbourhood.</i></p> <p><i>Students draw/paint visuals relating to the home of the future.</i></p> <p><i>Students create a maths or language game, or riddles based on body parts.</i></p> <p><i>The teacher starts a lesson on transport with getting children to show how they are feeling by portraying a vehicle on air, ground or sea.</i></p>	<p>The teacher sometimes provides activities to enable students to use their initiative, curiosity, imagination, creativity or learn through play.</p> <p><i>The teacher reads one of his/her favourite stories with expression for 15m daily and asks students "What do you think happens next?.....What else could happen? We'll find out tomorrow!"</i></p> <p><i>Students imagine what the story is about from key objects, e.g. flower, stone, ring, compass and holy book. After reading the story they create a poem based on being one of the objects.</i></p> <p><i>Students make a model of a bridge, windmill, helicopter or musical instrument from low-cost materials. Or students create a chart of a food chain.</i></p> <p><i>Students design a poster using an app to advocate for cleaner communities, reduce transmission of dengue or COVID-19, or eating healthy foods.</i></p> <p><i>Students create a press release on the difference that Schools2030 has made to their school/learning.</i></p> <p><i>After the teacher explains what a metaphor is, the students brainstorm metaphors on a certain theme; in groups they then choose one metaphor to work with. After individual free writing on this for a few minutes, they individually choose their best three sentences to offer to their group. They create a group poem including everyone's sentences.</i></p>	<p>The teacher consistently provides activities to enable students to meaningfully use their initiative, curiosity, imagination, creativity and/or learn through play. Outdoor activities may be included to foster awe, imagination and inquiry.</p> <p><i>Students write a story beginning with 'When I woke up this morning, all the plants had withered away.....'. Students re-tell a story sitting in a circle adding their own individual spin to it as it goes around.</i></p> <p><i>Students sit back-to-back and one gives instructions to the other to replicate a maths drawing of interconnected shapes.</i></p> <p><i>Students design a new vehicle using an assortment of different bicycle part or waste materials.</i></p> <p><i>The students design a toy based on magnetism or an experiment to show how sound travels.</i></p> <p><i>The teacher guides students through a creative visualisation exercise to soft music in which they imagine 'the place that I come from'. Afterwards, they individually create a poem about the place they come from.</i></p> <p><i>Teachers ask groups to develop and perform a skit, presentation, short video, etc. using at least three art/craft forms based on a story/article/topic they have chosen from a selection of current topics or the unit being taught such as photosynthesis, life cycle of a butterfly, famous historical person, illiteracy, pandemics, gender-based violence or cruelty to children, climate change etc. The art forms could include e.g. drama, art, craft, rhythm, song, music etc.</i></p> <p><i>Students are asked to take a walk through nearby grounds in silence and to just listen to all the sounds they can hear. Or to walk with a partner in silence observing nature carefully. When they return, they depict this visually.</i></p> <p><i>Students, depict their understanding of the concept of 'diversity' through taking photos in their community or create a group diversity quilt joining their individual drawings representing diversity.</i></p> <p><i>Students choose an animal whose habitat is diminishing and are taken through a visualisation after which they research and create a comic strip or infographic.</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
		<p><i>After teaching the concept of solid, gas and liquid, the teacher asks students to physically portray being a solid, gas, or liquid.</i></p> <p><i>Two teachers pretend to have an argument in the target language while the students look on wondering what is happening and trying to understand.</i></p>	<p><i>They present this to the class in any way that they wish.</i></p> <p><i>Students design a 21st Century park, or visit a local place of interest e.g. fort, museum, micro-hydro plant, fish farm.</i></p> <p><i>Students design and make a vegetable garden on/near the school grounds.</i></p> <p><i>Students watch a video and think of questions they could ask.</i></p> <p><i>Students use a range of waste materials to recycle/ transform into creative art pieces.</i></p>	<p><i>Students develop a project based on a solving a local problem e.g., after learning about different types of waste materials, students are asked to work in groups to identify waste materials and sources within their school. They then develop strategies and a plan for minimizing waste in their school and present their ideas to the class. The class chooses the best solution to carry out in the community.</i></p> <p><i>The teacher asks students to raise a question in Science on e.g. climate change, to develop an inquiry project involving raising questions, gathering evidence from community stakeholders, analysis, conclusion and presentation. This could involve e.g. micro-forestry, beehives, saving mangroves etc.</i></p> <p><i>The teacher asks students to prepare and deliver arguments for and against e.g. the right <u>not</u> to be vaccinated for COVID-19.</i></p>

Note: This behaviour may include the types of activities explained above in Facilitating Learning, Dimension 3.4., but here we are assessing the use of critical thinking and creativity specifically to engage students and help them enjoy and retain learning. The following activities are examples only:

Art, craft and design: exploring objects or asking questions of them, making an object/model, drawing, creating a collage, taking a photo, creating a game or video, designing a poster, using/designing an app, designing something for the future, designing a eco-friendly school, park, fish farm etc.; recycling waste materials into works of art or useful tools; visually depicting an experience; creating a diversity quilt.

Drama, movement, mirroring and mime: pretending to be an animal, copying or creating a shape or movement, expressing feelings with sound, mime or movement, expressing concepts with the body/as a group; creating a skit on solving a social/ethical problem, creating a visual collage with bodies.

Music: singing, creating a rap/song/jingle, creating a music piece, using rhythm/body rhythm and dance.

Poetry/Story: creating new beginnings and endings to stories, guessing a story from the artefacts, creating a group poem with the use of metaphors, writing a personal poem or one from the viewpoint of another. Create a comic strip from the lens of an animal whose habitat is diminishing.

Playful pedagogies: experiential learning, using creative visualisations, games, inquiry, problem-solving, project-based learning, use of outdoor activities creating a presentation, short video, debate. These are activities that have the five characteristics of being joyful, actively engaging, socially interactive, meaningful, and iterative (LEGO 2020).



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
5 SOCIAL & COLLABORATIVE LEARNING	<i>The teacher fosters a collaborative and inclusive learning environment that incorporates a respect for diversity. The teacher promotes interpersonal skills and peer interaction through effective use of individual, pair and group work. Collaborative activities encourage all students to participate and work with peers from different genders, abilities and backgrounds and with diverse views. The teacher helps students find ways to resolve conflicts and reach agreements to create an environment free from hostility.</i>			
5.1 The teacher uses collaborative pair and group work effectively.	<p>The teacher does not promote collaboration among students through pair and group work.</p> <p><i>Examples:</i></p> <p><i>The teacher does not provide any opportunities for students to work in pairs or groups.</i></p>	<p>The teacher promotes student collaboration in pairs and/or groups at a superficial level such as through sharing opinions, materials, or ideas.</p> <p><i>The teacher asks students to read their neighbour's work and mark it or share materials or the textbook with each other.</i></p> <p><i>Students share materials among themselves in a group, but they complete the activity independently and do not collaborate with one another on problem sets.</i></p> <p><i>Students share ideas but complete the work individually.</i></p>	<p>The teacher sometimes promotes student collaboration, such as asking them to complete a worksheet or solve a problem together in which they reflect, brainstorm, analyse, interpret information and make decisions. S/he gives students roles to play in the group.</p> <p><i>The teacher counts students into pairs or groups or asks them to form groups to complete a task together such as creating a number story or maths problems for each other, a diagram of the water cycle or coming up with skits to illustrate a set of vocabulary words. S/he decides on their roles e.g. leader, the timekeeper, encourager, note-taker etc.</i></p> <p><i>The teacher works with students to identify communications skills needed for group work.</i></p> <p><i>After getting students to work in pairs the teacher asks them to share what their partner said.</i></p> <p><i>The teacher asks students to form pairs or groups to complete a task that requires collaboration such as preparing and conducting an interview with parents on how their life was in the past; design a poster to show how to stay safe in a natural</i></p>	<p>The teacher often promotes substantial student collaboration by asking them to work together to produce a product, solve a problem, or present a new idea together in which they reflect, brainstorm, analyse, interpret information, make decisions and/or solutions. The teacher asks students to play a different role from before and ensure that each group member contributes well.</p> <p><i>The teacher helps students identify and practise important communication skills e.g., non-verbal, active listening, asking questions, building on what is said, expressing disagreement and an opinion.</i></p> <p><i>The teacher uses pair work, getting students to first individually think about a question; Student A shares their views with Student B who listens carefully. Student B then share their views. Each then shares the views of the other with the whole class.</i></p> <p><i>The teacher lets students know in advance that they will be working in groups. And puts students into groups before giving the task (using various methods). Group leaders may be assigned and changed weekly/regularly.</i></p> <p><i>The teacher regularly changes the groups so that students with different abilities and skills are working together. The students are familiar with how to work in groups e.g., take turns, communicate effectively, acknowledge every contribution, make everyone feel they belong, take turns, listen to each person etc.</i></p> <p><i>In Science, groups have to 'Solve the Drought', playing explicit roles and using rules for working together, e.g. politician, villager, environmentalist, activist, journalist. Groups research the problem and reach consensus on a solution. The teacher tells them the time they have.</i></p> <p><i>Or students develop a newspaper/social media article or radio programme.</i></p> <p><i>Or students work in groups to prepare a debate on a topical issue e.g. we should allow more refugees into the country; or it is not possible for poor people to have access to justice; or 'disability' is an attitude not a lack of</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
			<p><i>disaster or design an experiment on seed changes during germination.</i></p> <p><i>Alternatively, each group member, researches an aspect of climate change, a key historical event (e.g. independence), or indigenous wisdom in relation to living with nature. and then come together to share their learning. They then have to present this to the class through e.g a scenario, discussion panel, presentation.</i></p>	<p><i>ability. Group members decide their roles e.g. leader, the timekeeper, encourager, note-taker etc. and have an opportunity to reflect on these.</i></p> <p><i>Each person in a group has a different quote of the same but unstated religious /historical/literary figure- they individually think about what kind of person s/he was individually and then discuss as a group. The teacher then reveals who the religious/historical figure is. They discuss the implications of their thoughts.</i></p> <p><i>In groups students decide on a climate change challenge that they will address. They assign themselves roles, prepare a plan, research the problem, talk to community members, brainstorm possible solutions, prototype and test their assumptions before arriving at one solution upon which to take action.</i></p>

Note: Often learning activities are done individually and learners do not have the opportunity to work in pairs and groups to learn with and from each other. Collaborative group work builds inter-personal communication, team-work and decision-making skills and helps students develop peer friendships and support. Working in pairs involves all students speaking and participating at the same time as opposed to the teacher talking to one child. Teachers need to teach students to work successfully in pairs and groups, enable them to take on different roles and ensure that each group member is participating. A Level 4 can only be achieved if there is often substantial collaboration in which the students for example, produce something together, reach a solution to a problem, adopt different group roles, and regularly work with different students.

<p>5.2 The teacher helps students find ways to resolve conflict and reach agreements.</p>	<p>The teacher does not help students resolve conflict and reach agreement.</p> <p><i>Examples:</i></p> <p><i>The teacher may ignore the conflict or tell students to stop fighting, face the wall or send them out of the classroom (or use other culturally related punishments). S/he does not engage with students on conflict resolution.</i></p>	<p>The teacher may help students briefly or superficially to resolve conflict and reach agreements.</p> <p><i>The teacher tells students to help each other or say they are sorry to each other or respect another's opinion.</i></p> <p><i>If students laugh when a student gets a wrong answer, the teacher may say 'that's enough now' and not explore the behaviour.</i></p>	<p>The teacher sometimes helps students find ways to resolve conflict and reach agreements.</p> <p><i>The teacher asks a student to ask the other student what s/he meant by what he said or asks how s/he thinks the classmate felt or would feel.</i></p> <p><i>When students laugh at an incorrect answer the teacher says "Why do we think we laughed? Don't laugh- we all get answers wrong sometimes and we are here to learn".</i></p> <p><i>A student is upset as her/his classmates excluded her/him from a game. The teacher explains that they may not have known that he wanted</i></p>	<p>The teacher consistently helps students find ways to resolve conflict and reach agreements by helping students to listen, acknowledge feelings, empathise, apologise, learn what to do next time. Students themselves often suggest solutions for resolving conflicts. OR there are no conflicts observed.</p> <p><i>When a student is mocked by other classmates for giving an incorrect answer, the teacher reminds the class that everyone makes mistakes; this is how we learn, and/or to consider how they would feel if they were the ones being laughed at. S/he may ask the class "what's another way we can look at or respond to mistakes?" exploring that a 'mistake-friendly' environment enables them to all learn from mistakes.</i></p> <p><i>The teacher asks a student "How do you think that made your classmate feel?" (</i></p> <p><i>The teacher may use a story to discuss the feelings and roles of the character and their behaviours. She may conduct an exercise using pictures and</i></p>
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DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
	<p><i>The teacher may ignore students when they laugh at another student who gets an answer wrong, and the student gets upset/angry.</i></p>	<p><i>S/he may tell students to take turns but not check that it is happening.</i></p> <p><i>The teacher does not explain why respectful behaviours are important.</i></p>	<p><i>to join in and encourages her/him to ask them if s/he can participate.</i></p> <p><i>The teacher listens to both sides of the conflict and discusses with the students how to calm down, how it may be resolved, making suggestions (take deep breaths, state how you feel, apologise, ask what you would like to see etc.) and getting agreements on how they would behave if such a conflict arose again.</i></p> <p><i>When a student is presenting s/he is obviously nervous and another student points this out. The teacher says that it's ok and that the more we do this, the more we develop confidence. S/he tells her/him to breathe deeply and remember that s/he and the class are there to help, giving strategies and suggestions.</i></p>	<p><i>students stating what emotions they think are involved and talking about if they have ever felt that way and why.</i></p> <p><i>The teacher teaches students to recognise physical reactions to strong emotions and how to calm their emotions down by deep breathing, counting to 10, walking away from the situation, asking for help, thinking calming thoughts, positive affirmations etc.</i></p> <p><i>The teacher gets students to experience a deep/active listening exercise and then engage in a role play to resolve an issue they choose from real life- stating the issue, taking opposite roles, listening to both sides, recognising and accepting feelings, thinking through a solution together etc.</i></p> <p><i>Students offer possible solutions to a conflict and help each other with the language to express themselves.</i></p>

Note: While the teacher role models and develops socio-emotional skills in learners throughout all the behaviours, this behaviour helps students develop self-awareness and regulation, social awareness, empathy, perspective taking, and learn to apologise. Please note this may be achieved through storytelling for example or the teacher teaching students how to resolve tensions within themselves or others at Level 4.

<p>5.3 The teacher integrates a respect for diversity into lesson content and delivery. e.g., respect for diverse perspectives, opinions, peoples, ethnicities,</p>	<p>The teacher does not integrate a respect for diversity into lesson content and delivery.</p> <p><i>Examples:</i></p> <p><i>The teacher does not talk about students' cultures and contexts or encourage them to share their home</i></p>	<p>The teacher tries to integrate some aspects of respect for diversity into lesson content and delivery.</p> <p><i>The teacher may talk about students' culture and contexts e.g. ask the students to count numbers or say 'hello' in their home languages. These may be up on the wall.</i></p>	<p>The teacher sometimes integrates respect for diversity into lesson content and delivery.</p> <p><i>The teacher sometimes incorporates students' cultures and contexts and encourages students to share their cultures/contexts with the class, e.g. creating a collage of the cultural diversity the children represent; learning each other's languages, including sign language, often asking students about their home contexts;</i></p>	<p>The teacher substantively integrates a respect for diversity into lesson content and delivery, creating a truly collaborative ethos that embraces diversity.</p> <p><i>The teacher includes multiple perspectives in the lesson/s, teaching the children to embrace diversity related to e.g. gender, ethnicity, faith, language, social class, abilities, opinions. S/he incorporates students' cultures and contexts and encourages students to share these with the class, e.g. greeting children in different languages, using sign language, creating a brochure on students living in diverse cultures.</i></p> <p><i>Even when the class seems to be ethnically/ linguistically etc. homogenous, the teacher extends learning to look at people with different backgrounds</i></p>
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DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	EVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p><i>genders, abilities or 'disabilities', neurodiversity, geographies, cultures, contexts, beliefs, languages etc.</i></p>	<p><i>cultures/ languages with the class.</i></p> <p><i>Materials do not reflect people from diverse backgrounds e.g. gender, ethnicity, faiths, different abilities etc.</i></p> <p><i>The teacher may discourage the use of home languages.</i></p> <p><i>The teacher does not encourage students to work in pairs/groups with students from diverse backgrounds.</i></p> <p><i>The teacher does not talk about other cultures and different views in the class/community/region /country/world.</i></p>	<p><i>There are a few materials reflecting diverse backgrounds e.g. gender, ethnicity, faiths, different abilities etc.</i></p> <p><i>The teacher may occasionally use a home/local language to help a student understand.</i></p> <p><i>The teacher occasionally asks students to mix with students from diverse backgrounds in pairs and groups.</i></p> <p><i>The teacher gets students to share different views on a topic.</i></p>	<p><i>creating a display of key messages from a range of faiths on e.g. the Golden Rule, compassion.</i></p> <p><i>The teacher gets students to explore a range of cultures, traditions and beliefs.</i></p> <p><i>The teacher asks students to compare the use of possessives in two languages e.g. Ki-Swahili and English.</i></p> <p><i>The teacher asks students to draw an image of e.g. a doctor, nurse, pilot, cleaner, fisher person, etc. and discusses gender, colour, background etc. and perceptions.</i></p> <p><i>Materials used are sometimes inclusive and include materials from local cultures.</i></p> <p><i>The teacher sometimes uses home languages or asks students to do so to help clarify understanding.</i></p> <p><i>Most students generally can express their ideas and share differing/diverse feelings and viewpoints with the teacher.</i></p> <p><i>The teacher encourages students from diverse backgrounds to work in pairs/ groups.</i></p> <p><i>Students design maps of an imaginary world /island and asks questions of each other, appreciating the differences in thinking, desires, imagination, ideas and representation.</i></p>	<p><i>from other parts of the town, region, country, world as well as looking at diverse opinions and cognitive diversity.</i></p> <p><i>Sample activities could include: drawing the model citizen using symbols for qualities and values; project work on different countries or perspectives; exploring how climate change/lack of climate justice impacts countries in the North and the South and the use of natural resources; exploring colonialism and immigration; conducting Fair Trade analysis on clothing; exploring neurodiversity; documenting indigenous knowledge; exploring prejudice and discrimination from e.g. experiences of feeling excluded in stories and discussing personal experiences; drawing pictures or creating a photo essay and exploring the stereotypical basis of initial impressions/ judgements.</i></p> <p><i>Materials are mostly inclusive and gender-responsive depicting diversity of people, abilities, thoughts and ideas, including from local cultures. Where materials are not inclusive the teacher gets students to observe and question what the pictures are depicting and how they could be more inclusive. This could extend to openly discussing how they can be more inclusive of each other and those they or the community may consider to be 'others' or 'outsiders'.</i></p> <p><i>Students explore a theme per month/term exploring and embracing a range of diversity such a neurodiversity, the range of abilities, views on 'disability'; gender stereotypes; personalities who have overcome stigma, gendered beliefs, social class etc.</i></p> <p><i>Teacher and students use home languages to help student understanding, e.g. using mother tongues to explore nutritious foods before working on them in the target language or asking students to give the nearest equivalent in a home language.</i></p> <p><i>The teacher asks learners to complete the journey of their day, relating to their day before, and chart the key activities they did on a horizontal time axis, mapping them using a vertical axis ranging from happy to sad. The students share this in pairs and then volunteer to share their partner's journey with the class.</i></p> <p><i>All/most students participate and share ideas, feelings and viewpoints. The teacher is sensitive to how children from different backgrounds, genders and abilities relate to each other and ensures they work in mixed pairs/groups. She reminds them of the need to include each student, listen to each other taking turns and respecting what is said and different ideas and ensuring each student feels s/he belongs to the group.</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly/satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
			<p><i>Or the teacher creates a Milling game in which students walk around, meet a partner/s and ask and answer personal/imaginative questions, ranging from easy to quite probing/revealing.</i></p>	<p><i>Each student, with support, prepares a short 3-minute presentation about their life in school, important events in their life, hardships, important people and the kind of person they wish to be and why. Each student is heard and validated.</i></p> <p><i>Students read a story at home and in class the teacher explores with them how the character enabled them to feel empathy. S/he asks students to ask open-ended questions about the story and invites them to experience aspects of the character's life – e.g. carrying a gallon of water for a long distance on their head.</i></p>
<p>Note: AKF defines 'pluralism' as 'an ethic of respect for diversity'. It is important to note that diversity within the class does not just refer to the learners coming from different ethnicities, genders, abilities, cultures or geographies etc. When learners seem to come from homogeneous backgrounds, as individuals they have different perspectives, opinions, beliefs and use their brain in different ways (neurodiversity). Students may not be aware of diversity in other communities within their country/other countries. Teachers and students may not be aware of the linguistic diversity in class. At Level 4 the teacher intentionally includes multiple perspectives into the lesson to encourage learners to embrace diversity, enabling students to understand and work together more effectively.</p>				



6 LEARNING TO LEARN	<p><i>The teacher models learning to learn and guides students in thinking through how to approach tasks and how they learn. The teacher responds positively to students' challenges framing failure and frustrations as part of the learning process. S/he provides opportunities for students to self-assess, assess their peers and set short- and long-term learning goals. Students seek clarification whenever they are struggling and learn how to become leaders of their own learning.</i></p>			
<p>6.1 The teacher models learning to learn and /or offers guided instruction to help students think through how they will approach a task.</p>	<p>The teacher does not model learning to learn or offer guided instruction to help students think through how they will approach a task.</p> <p><i>Examples:</i></p> <p><i>The teacher just asks students to complete the exercises on page 9 without showing or explaining how they can do this.</i></p> <p><i>The teacher lectures throughout the lesson and assigns work without modelling anything.</i></p>	<p>The teacher partially models learning to learn and/or offers guided instruction to help students approach the task.</p> <p><i>In an English class where the objective of the activity is to write a paragraph, the teacher only demonstrates how to write a topic sentence.</i></p> <p><i>In a maths class, the teacher shows how to draw a bar graph but does not clarify how s/he extracted the data from the text/table to create the bar graph.</i></p>	<p>The teacher models learning to learn by showing parts of the procedure, explaining her/his thinking or demonstrating steps of the process, and/or offers guided instruction to help students think through how they will approach the task or helps/shows them how to take/organise notes in useful ways.</p> <p><i>The teacher helps students to learn to retrieve information e.g. she asks students to listen to a story. Afterwards they take notes of two things they want to remember- using words, visuals or symbols.</i></p> <p><i>Or the teacher shows how to extract important information from a word problem.</i></p> <p><i>The teacher demonstrates one way to solve a maths problem. While doing so, s/he says what s/he is thinking at each step of the equation.</i></p> <p><i>Groups have to prepare a seminar on a topic for the class, and the teacher helps them think through how to approach the task and how to take organised notes.</i></p>	<p>The teacher completely models learning to learn by showing all parts of the procedure and/or thinking aloud. Students are encouraged to show their thinking in approaching and working through a task.</p> <p><i>The teacher shows how to determine the theme from a text or demonstrates what she does when she does not understand the meaning of a word and tries to use context cues.</i></p> <p><i>The teacher shows how s/he estimates centimetres using the width of her finger.</i></p> <p><i>Or the teacher shows an experiment, and students ask questions they deem important about the process that was followed.</i></p> <p><i>The teacher demonstrates different ways to solve a math problem and while doing so, s/he says what s/he is thinking at each step of the equation (think aloud).</i></p> <p><i>If students are calculating the area of their desk, the teacher demonstrates each step in the process. The teacher may ask students what the next step would be.</i></p> <p><i>The teacher teaches students how to develop a mind map to help them makes notes and learn a topic.</i></p> <p><i>The teacher asks some students to take the class through their thinking or how they took notes in a particular way and why. Discussion on how to learn, think through approaches (highlighting, using colour, making mind maps, using the fish diagram etc.) and taking and organising notes is a norm.</i></p> <p><i>The teacher offers students a variety of ways to record work if they struggle with taking notes e.g. record, depict visually etc.</i></p>
<p>Note: Another word for 'learning to learn' is 'metacognition' – when learners can think, talk about and understand how they best learn and approach a task in different ways. This is more than instructions as the teacher shares their skills with the students by going through the task and working through examples. At Level 4 the teacher encourages students to show their approaches and is explicit about different ways to learn. The teacher may also involve students in thinking through the procedure together.</p>				



<p>6.2 The teacher responds positively to student challenges.</p>	<p>8.2. The teacher has a negative attitude toward students' challenges.</p> <p><i>Examples:</i></p> <p><i>The teacher explicitly scolds students for making mistakes or becomes impatient with a student for taking time to understand a new concept.</i></p>	<p>The teacher has a neutral attitude toward students' challenges and does not make it clear that failure and frustration are normal parts of the learning process.</p> <p><i>When a student is struggling to solve a math problem on the board, the teacher simply gives the student the answer in a neutral manner (i.e., not in an angry or impatient manner)</i></p>	<p>The teacher often has a positive attitude towards students' challenges and may help them understand that failure and frustration are normal parts of the learning process.</p> <p><i>If students are facing difficulties with a task, the teacher asks students to explain what is difficult and then tries to break down the task.</i></p> <p><i>When a student is struggling with a problem set, the teacher says, "Remember, it's okay to feel frustrated when we're trying to do something new! Let's think about how we can go about this."</i></p>	<p>The teacher has a consistent positive attitude toward students' challenges AND helps students understand that failure and frustration are normal parts of the learning process.</p> <p><i>If students are facing difficulties with a task, the teacher finds something positive to comment on; asks students to explain what is difficult and then breaks down the task to reinforce students' understanding. The teacher encourages students to talk about their failures in a positive and exploratory way.</i></p> <p><i>The teacher deliberately makes a common mistake in adding fractions or writing an equation on the board and asks students if it's correct. S/he asks students to spot the mistake. The teacher explains that s/he often used to make that mistake and asks students how many of them have made that kind of mistake? S/he says it is perfectly fine to make mistakes as we can learn from them.</i></p> <p><i>The teacher may ask students 'How many students made a mistake on changing present continuous verbs into past continuous verbs?... 5 students – now we have a wonderful opportunity to learn from these. Musa what mistake did you make – let's put it up, you did this part great; Susan what's yours.... Ok; now can anyone see what the mistake was? Yes, we need to look at the verb 'to be'- let's remind ourselves of this'.</i></p> <p><i>The teacher also encourages students to think through different resources they could turn to for help (e.g., asking a friend, looking for answers in the textbook or resources on the internet).</i></p>
<p>Note: By responding positively, the teacher shows that having challenges and making mistakes is part of learning and that if students persevere and learn from mistakes, they will make progress. The teacher must look out for challenges as this may not be evident by e.g. going around looking at how learners are tackling a task to help them along. At Level 4 the teacher is explicitly showing that frustration and mistakes are natural and can be celebrated by being shared and explored.</p>				
<p>6.3 Students seek clarification and support.</p>	<p>Students do not seek clarification and support from the teacher.</p> <p><i>Examples:</i></p> <p><i>Students do not ask the teacher to explain the task again, clarify the</i></p>	<p>One to three students ask for clarification and support from the teacher.</p> <p><i>A few students may ask the teacher to explain, clarify or help e.g. 'Sir, can you repeat what we have to do?'; 'Miss I</i></p>	<p>Four to five students seek clarification and support from the teacher.</p> <p><i>Some students may ask the teacher to repeat, explain, clarify or help e.g. "Miss, could you please clarify the instruction? I didn't quite understand.</i></p> <p><i>'Sir, if I want to present it this way, how could I best do this?';</i></p>	<p>Six or more students seek clarification and support from the teacher or most students seem clear on the task and are working on it.</p> <p><i>Six or more students ask the teacher to repeat, explain, clarify or help e.g. Sir, the instruction was not clear to me, could you explain it again please?</i></p> <p><i>Miss, I could not find a good article on healthy indigenous foods, where can I look?</i></p>



	<p><i>instruction or ask for help when they are struggling. They may ask the person sitting next to them what they must do.</i></p>	<p><i>didn't understand – what do we have to present?' 'Sir, can you please help me, am I measuring the angle properly?' 'Miss, I can't work this out!'</i></p>	<p><i>'Miss, I can't find the right word to describe this, can you help me please'.</i></p> <p><i>The teacher may ask a student to model how to do the task on the board to help others.</i></p> <p><i>The teacher may in response to queries pair students who have solved the homework questions with those who have not and ask them to work together to look over mistakes and answer the next set of problems.</i></p>	<p><i>Miss, this is really difficult, I just cannot get it'.</i></p> <p><i>'Sir, you asked me to revise this essay, but I don't understand the guidelines- how do I do it?'</i></p> <p><i>The teacher may pair up students or designate some students as peer tutors to help other students to solve the problem. S/he may ask a student to show how s/he solved a problem breaking it into stages.</i></p> <p><i>The teacher provides additional support for children with special educational needs, this may include an assistant, volunteer or parent and specialised resources.</i></p> <p><i>Alternatively, most students are clear on the task and do not need to seek clarification or support.</i></p>
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Note: If students are seeking clarification and support this is a clear indicator that they are thinking about learning, working with the teacher to learn and increasing in confidence. At Level 4 many students would be seeking support, or the teacher would for example, pair up students to explore common mistakes made. However, if all students are clearly working on the task correctly and do not need clarification and support this would also be a Level 4.

<p>6.4 The teacher provides opportunities for self-assessment and/or peer assessment.</p>	<p>The teacher does not provide opportunities for student self-assessment and/or peer assessment.</p> <p><i>Examples:</i></p> <p><i>The teacher does not ask students to look at their work and to correct it using an answer sheet.</i></p> <p><i>S/he does not ask students to assess each other's work to see how many answers are correct.</i></p>	<p>The teacher occasionally provides opportunities for student self-assessment OR peer assessment.</p> <p><i>The teacher asks students to mark their own homework according to an answer sheet given.</i></p> <p><i>Or the teacher may ask students to mark each other's homework using an answer sheet.</i></p>	<p>The teacher sometimes provides opportunities for student self-assessment and peer assessment.</p> <p><i>The teacher asks, 'How are you doing?' individual students state/ write/show/record how they are coping with the concept/learning and share this with each other and the teacher.</i></p> <p><i>Students mark each other's write up of a science experiment according to the criteria rubric provided.</i></p> <p><i>The teacher asks students to assess a role-play conducted by peers saying two things they liked and one thing that could be better.</i></p> <p><i>The teacher asks students to fill in a reflection sheet or self-report questionnaire or talk about their learning and what they think they could do better with support.</i></p>	<p>The teacher often provides opportunities for self-assessment and peer assessment. The teacher may also ask students to give feedback on her/his teaching and the learning environment.</p> <p><i>Students mark their own and each other's written work, video, drama, presentation etc. on a regular basis according to criteria given.</i></p> <p><i>The teacher may ask students to tell her/him how they would know that their work demonstrates e.g. a good paragraph, graph, map, story, presentation, experiment etc. to draw out criteria for assessing.</i></p> <p><i>At the end of a unit, the teacher asks students to assess on a scale of 1-4 how ready they feel to take the test. S/he provides extra practice tasks for those who do not feel ready.</i></p> <p><i>The teacher may ask students to provide feedback on her/his lessons, teaching and the learning environment so that s/he can make improvements.</i></p>
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Note: This behaviour helps the teacher assess learning to help students progress to the next stage. Enabling students to assess and reflect on their own work and that of their peers, helps them understand the criteria for effective work and apply this. At Level 4 the teacher may explicitly ask students for feedback on her/his teaching and how s/he can better help them which would be role modelling learning to learn.

<p>6.5 The teacher provides opportunities for students to set their own goals.</p>	<p>The teacher does not provide opportunities for students to set short- or long-term goals.</p> <p><i>Examples:</i></p> <p><i>The teacher does not ask students what they would like to achieve by the end of e.g. this lesson, day, unit, week, term or year.</i></p>	<p>The teacher occasionally provides opportunities for students to set either short-or long-term goals.</p> <p><i>For short-term goal setting, the teacher says, "How many pages of the book will you read each day this week?"</i></p> <p><i>For long-term goal setting, the teacher says, "I want you to write down or record how much progress you've made on the goals we set at the beginning of the school year."</i></p> <p><i>Alternatively, the teacher may talk about the importance of setting goals in a general way e.g. , "It's important to think about what you want to be when you grow up."</i></p>	<p>The teacher sometimes provides opportunities for students to set short and /or long-term goals.</p> <p><i>Students set their own short-term goals such as improving their understanding of right angles or not being afraid to tackle difficult division sums by the end of the fortnight.</i></p> <p><i>Students note how much progress they have made against the goals they set at the beginning of the year and revise their goals for the end of the year.</i></p> <p><i>The teacher reads a story with the students about e.g. a boy who suffered from arthritis but overcame it by becoming a good swimmer or a girl from a working class, conservative background who became a famous cricketer and looks at the goals they set for themselves and how they went to achieve them and motivating factors.</i></p> <p><i>The teacher provides reflection sheets with questions to help students reflect on their learning and set goals.</i></p>	<p>The teacher consistently provides opportunities for students to set short- and long-term goals.</p> <p><i>Students set their own short-term goals such as being able to improve their marks in algebra by 20% or being able to improve their paragraph writing by the end of the fortnight and track their own progress. The teacher asks them how far they have progressed.</i></p> <p><i>The teacher says, "Let's think about our goals -what is the one thing you will do this week that will get you closer to the goal you set for yourself at the beginning of the year? How will you monitor your progress?"</i></p> <p><i>The teacher helps students set short term goals such as learning to organise their work.</i></p> <p><i>The teacher provides or students research stories of successful sportswomen/men, leaders, people in business, immigrants, women, people with disabilities, people from low socio-economic backgrounds etc. and asks students to pull out what part goal setting played, the motivating factors and challenges that had to overcome and how they were overcome.</i></p> <p><i>The teacher asks students to write a letter to her/him in which they share suggestions of how s/he could help them learn better to achieve their goals.</i></p> <p><i>The teacher asks students how she could improve her teaching and their learning further to help set targets for herself/himself.</i></p>
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Note: Setting goals is a life skill that students can learn to apply to their learning in schools and later life. However, teachers will not refer to goals in every lesson, but at key points in the unit or year. Therefore, this is the **only behaviour/practice that can be allocated a 'Not Applicable' if it is not observed.**



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
7 CHECKS FOR UNDERSTANDING	<i>The teacher checks for understanding and builds upon this to ensure that students comprehend the lesson content and to extend learning. The teacher walks around the classroom to assess understanding, monitor progress and assist. The teacher promotes students' efforts towards acquiring new concepts, skills and attitudes instead of focusing only on results, intelligence and natural abilities, helping students acquire a 'growth mind-set'.</i>			
7.1 The teacher uses questions, prompts, or other strategies to determine students' level of understanding.	<p>The teacher either does not ask questions, prompt students or when s/he does, the class responds in synchrony, which is accepted without further clarifying for understanding.</p> <p><i>Examples:</i> When explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond in unison, "Yes, we have."</p> <p>Or the teacher inquires, "This is a reflex angle, right?" after drawing an angle on the board. The class or an individual student replies, "Yes, it is."</p> <p>The teacher asks a question but then answers it him/herself and the students repeat the answer.</p>	<p>The teacher uses questions, prompts, or other strategies that are effective at determining only a few students' level of understanding.</p> <p><i>The teacher asks, "What is 7+8?". Only a few students respond by raising their hand, from which the teacher calls upon 1 or 2 students to provide an answer.</i></p> <p>Or the teacher asks the question but does not ask students to raise their hands in response and simply allows students to willingly volunteer their answers, often it's the same group of students responding.</p>	<p>The teacher uses questions, prompts, or other strategies to determine the level of understanding of some students. S/he may build on a few students' responses.</p> <p><i>The teacher asks a question and chooses a student who does not have their hand up to answer or who has not answered a question so far. She may ask the same student another question to ensure students know they need to stay alert.</i></p> <p><i>The teacher asks all students to share their answers, e.g., by asking each student to read out the sentence s/he wrote using past tense verbs.</i></p> <p>Or the teacher asks students what method they used for long multiplication and says 'that's interesting -why did you use that method.... what is another way we can do this?.....'</p>	<p>The teacher uses questions, prompts, or other strategies that are effective at determining most students' level of understanding. S/he builds upon some student responses.</p> <p><i>The teacher says, "Please put your thumb up or show if you agree or down if you disagree with this statement "Equilateral triangles have equal angles."</i></p> <p><i>The teacher asks a question and gives everyone time to think about the answer. S/he then calls upon any student to answer and asks a follow-up question. S/he may give children with special educational needs advanced notice of a question that they will be called to answer verbally or in writing so they can be prepared.</i></p> <p><i>The teacher asks each student to write or record three sentences quickly to show what they have understood and walks around the classroom as they do so to see what they are writing. S/he may take notes to help her remember important points for teaching.</i></p> <p><i>The teacher asks students to put some sentences together to form a paragraph, students share their paragraphs with the class. The teacher asks "Where did you put the main sentence- why did you put it last? What would happen if you put it first or second?"</i></p> <p><i>The teacher provides regular quizzes and checks students' responses.</i></p>
Note: 'Prompts' are guiding hints or questions. It is important for the teacher to check that all students understand and can use the learning content in various ways. Asking the class whether they have understood and getting a choral 'yes' response would be Level 1 as it is not clear how many students have actually understood. At Level 4 the teacher would be using questions, prompts or other strategies to figure out how much most students have understood and would build upon some students' responses.				



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p>7.2 The teacher monitors students during independent and group work.</p>	<p>The teacher does not monitor students when they are working independently or in groups.</p> <p><i>Example:</i></p> <p><i>The teacher sits at his/ her desk or remains standing in front of the class when students are working and does not observe or check what they have understood.</i></p>	<p>The teacher monitors a few students when they are working independently or in groups to check their understanding.</p> <p><i>The teacher observes a few students' work for accuracy, pointing to the work, or making a gesture/sound to indicate something needs to be addressed. S/he may only monitor a few students at the front of the room or near her/him.</i></p>	<p>The teacher monitors some students when they are working independently or in groups to check their understanding.</p> <p><i>The teacher walks around the classroom to observe some students' work for accuracy, clarifies concepts and asks questions. S/he listens to the discussion of some groups. S/he may point to the work, ask a question, have a closer look and make a suggestion.</i></p> <p><i>The teacher sometimes looks up to scan the classroom to check that students are on task and those who may have their hand up asking for help.</i></p>	<p>The teacher systematically monitors most students by circulating the classroom and approaching most/all individual students or groups to check their understanding.</p> <p><i>When students are working, the teacher walks around the classroom, making sure to approach individual students or groups in a systematic way. The teacher observes most students' work, praises, clarifies concepts, and asks questions, as well as monitor how well they are working collaboratively.</i></p> <p><i>While doing group work the teacher asks random students to explain what they have just done or will do to ensure every child is participating.</i></p> <p><i>S/he regularly looks up to scan the room to check if anyone has their hand up or look as if they need help and then approaches them.</i></p>
<p>Note: It is important for the teacher to know what is happening around the classroom with all students to maximise learning opportunities for all. At Level 4 the teacher needs to be walking around and interacting with most students e.g. praising, asking questions, clarifying or making notes of their work, rather than just walking and looking around.</p>				
<p>7.3 The teacher acknowledges and focuses on students' efforts and attitudes, rather than focusing only on results, intelligence, or perceived 'natural' abilities.</p>	<p>The teacher does not acknowledge student efforts. S/he may praise students for "being smart" or "intelligent".</p> <p><i>Examples:</i></p> <p><i>The teacher does not focus on students' efforts or work.</i></p> <p><i>The teacher says, "Very good! You're the smartest student in the class" or "Well done! You're so clever!"</i></p>	<p>The teacher occasionally acknowledges student efforts. Most praise may be focused on students for being 'smart', 'intelligent' or 'clever'.</p> <p><i>When a student does well on a test, the teacher says, "I know you put so much hard work into this!"</i></p> <p><i>But most times, the teacher may praise students by saying they are e.g. "smart", "clever" or "intelligent."</i></p>	<p>The teacher sometimes acknowledges student efforts towards mastering new skills or concepts and but may not identify these efforts explicitly.</p> <p><i>When a student does well on a test, the teacher says, "Good effort," or when a student attempts to answer a question but is incorrect, the teacher says, "Well tried" but does not explicitly identify what these efforts involved.</i></p> <p><i>The teacher praises the effort of students struggling to solve a difficult problem, highlighting the effort: "You have progressed so much with really trying hard on the multiplication problems".</i></p>	<p>The teacher frequently acknowledges students' efforts toward mastering new skills or concepts, and identifies these efforts explicitly, encouraging the students further.</p> <p><i>When struggling students solve a difficult problem, the teacher praises and highlights the efforts they made to solve it. When a student has learned to ask questions more easily the teacher praises his/her effort and progress from being hesitant to now being more confident.</i></p> <p><i>When students manage to revise a story, they had been struggling to write well, the teacher praises and highlights the efforts they made developing story writing skills. The teacher says e.g., "You have progressed so much on your story writing – these are now a delight to read! I'm glad you asked me for help. If you keep practising and using the strategies we learned in class, you'll master them all very soon! Your attitude to re-drafting and trying again is really helping! Keep it going!"</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p>Note: In this behaviour the teacher encourages a 'growth mindset' in which both the teacher and the learners believe that they can improve intelligence with persistence, effort and support. This has a positive impact on motivation, perseverance and learning and improves students' sense of self-efficacy.</p>				
8 FEEDBACK	<p>The teacher provides genuine, meaningful and timely feedback that is framed positively and constructively to deepen student understanding. The teacher provides specific comments or prompts that help identify student misunderstandings, understand successes and guide thought processes to promote learning. Students have opportunities to give constructive feedback to one another and to the teacher.</p>			
<p>8.1 The teacher provides specific comments that help identify students' successes.</p>	<p>The teacher either does not provide students with comments about their successes OR the comments provided are simple, evaluative statements.</p> <p><i>Examples:</i></p> <p>When a student answers a teacher's question correctly, the teacher responds by saying, "That is correct," or "Yes, right" and moves on.</p> <p>Alternatively, the teacher does not acknowledge the student's correct answer and moves onto asking another student a question without providing feedback.</p>	<p>The teacher provides students with general or superficial comments about their successes.</p> <p><i>If students are writing stories, the teacher says, "Good job on the third paragraph," without specifying what that particular student did that made it good.</i></p> <p><i>If students are drawing bar graphs, the teacher says, "Good job on your bar graphs," or tells a student "Your bar graph is well organized," without specifying what in particular the student did well.</i></p>	<p>The teacher sometimes provides students with specific comments that contain information that helps identify students' successes.</p> <p><i>If students are writing stories, the teacher says, "You do a good job getting the reader interested in this paragraph when you write 'no one knew what would happen.' This sentence makes me want to read more."</i></p> <p><i>Or the teacher highlights one student's work and says to the class, "Look at the work of your peer, see how s/ he used the number line to solve this subtraction problem?", and then proceeds to explain how the student solved it.</i></p> <p><i>Teacher says, "You did a good job on constructing this bar graph. Your horizontal and vertical axes are clearly marked, equally spaced, and correctly labelled."</i></p>	<p>The teacher consistently provides students with specific comments/prompts that contain substantive information that helps identify students' successes.</p> <p><i>Students have written some stories for homework, and the teacher pulls out the really interesting starting sentences e.g.</i></p> <p><i>"Listen to this opening sentence we have from Arjun: 'His eyes opened up wide like an awakening oyster.... They started to glisten like a pearl; they then well up, and one tear fell like the first dew drop....' That's really nice, the way the sentences gradually built up, the linking of the metaphors. I want to know why the boy is crying now! Thankyou – very well described.</i></p> <p><i>Here's another one by Susan with a faster pace: CRASH, BANG, WOLLAP, OWCH!..." The teacher then expands on what is good about the second example.</i></p>
<p>Note: For this behaviour the teacher needs to provide genuine feedback that is timely and meaningful and phrased positively to enable students to understand what exactly they have done well. This increases confidence, shows what good work entails and enhances learning.</p>				



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
<p>8.2 The teacher provides specific comments or prompts to help clarify students' misunderstandings.</p>	<p>The teacher either does not provide students with comments/prompts about their misunderstandings OR the comments provided are simple, evaluative statements.</p> <p><i>Examples:</i></p> <p>When a student answers a teacher's question incorrectly, the teacher responds by saying, "That is not the correct answer," or "wrong!" or "No!" or "Wrong as expected!"</p> <p>Alternatively, the teacher does not acknowledge the student's incorrect answer and moves on to ask another student, "No, someone else?" without providing feedback.</p>	<p>The teacher provides students with general or superficial comments/prompts about their misunderstandings.</p> <p><i>In a maths class, the teacher says, "You forgot to include the negative sign," without providing further information or prompts.</i></p> <p><i>The teacher may ask: "Would you spell it like that?" without prompting further.</i></p> <p><i>The teacher says, "Remember to use an apostrophe when writing the word 'Let's' in your sentence," without explaining why an apostrophe is needed.</i></p>	<p>The teacher sometimes provides students with specific comments/prompts that help clarify students' misunderstandings.</p> <p><i>The teacher may rephrase the question if the student does not answer well.</i></p> <p><i>The teacher says: "Do you remember how we try to work out what a word means? So, what is the paragraph about? Then what could this sentence be about? So can you glean the meaning from the context?"</i></p> <p><i>The teacher may say "What does 'ascending' mean....so would we start with the biggest or smallest number? What did you do.? Yes, let's start with the smallest. So how will you change this then?"</i></p>	<p>The teacher consistently provides students with specific comments or prompts that contain substantive information that helps clarify students' misunderstandings.</p> <p><i>In response to an incorrect answer, the teacher says, "Do you remember what happens when we multiply a positive and a negative number? Let's look at your notes. Now, let's look at your answer. What do you need to change to find the correct answer?". "That's a great response- let's explore this a bit more.... Superb- you've got it!"</i></p> <p><i>The teacher says, "Look at the word 'lets' in your sentence. What does it mean? Do you remember what we need to do when we use contractions? What should you include?"</i></p> <p><i>The teacher asks students what kind of feedback is more useful for them to help them learn.</i></p>
<p>Note: It is important to help students understand any mistakes and arrive at the solution within a safe space for learning from mistakes. An effective teacher will anticipate common mistakes while planning and use learning strategies to overcome them.</p>				
<p>8.3 The teacher provides opportunities for students to give constructive feedback to one another.</p>	<p>The teacher does not provide opportunities for students to give constructive feedback to one other.</p> <p><i>Examples:</i></p> <p><i>Students are not asked to comment on each other's work, or the teacher may just</i></p>	<p>The teacher occasionally provides opportunities for students to give feedback to one another, but this may not be constructive.</p> <p><i>The student has tried to change a sentence on the board from present to past tense. The teacher asks the class "Is the sentence right?</i></p>	<p>The teacher sometimes provides opportunities for students to give constructive feedback to one another.</p> <p><i>The teacher has marked some homework which shows that some students are able to make fairly good arguments in their writing while others cannot. S/he pairs those who have done well with those needing more</i></p>	<p>The teacher consistently provides opportunities for students to give constructive feedback to one another.</p> <p><i>The teacher asks students to mark each other's homework on division and give constructive feedback to each other- what was done well and what could be done better. The teacher asks each pair to share one feedback point and how it will change what the student does in the future.</i></p>



DIMENSION & BEHAVIOUR	LEVEL 1 Ineffective No good practice observed	LEVEL 2 Partly effective Partly satisfactory practice	LEVEL 3 Effective Good practice mostly observed	LEVEL 4 Very effective Consistent very good/excellent practice
	<p><i>ask "Is she correct?" to the whole class.</i></p> <p><i>Or the teacher may ask "Is he correct – what did he get wrong? ... It's wrong!"</i></p>	<p><i>Shakira what do you think?</i></p> <p><i>Shakira says it's not right and is a silly answer!"</i></p> <p><i>The teacher confirms that it is wrong and goes onto say:</i></p> <p><i>What rule do we need?</i></p>	<p><i>support so they can work support each other by giving helpful feedback.</i></p> <p><i>The teacher gives the criteria for assessing a good argumentative essay. Students reads/listens each other's work and point out what was done well and what could be done better and why. Each student then shares with the class one thing they will target to improve on the next revision/essay.</i></p>	<p><i>The teacher asks groups to give feedback on the presentation of another group using a rubric with descriptions on e.g. 'Becoming a vegetarian is better for the health and environment' or a debate on 'People are not disabled but the way we treat them renders them as having a a disability'</i></p> <p><i>They share this assessment with the class, stating two things that were done well, what could be done better and/or the reason for the scores allocated. The teacher then assesses the quality of their feedback with suggestions of how they could have been more constructive.</i></p>
<p>Note: Role modelling and teaching students to provide constructive feedback to each other develops their interpersonal as well as critical skills and gets them engaging closely with the learning content. At Level 4 this would be a regular part of how the class works.</p>				