

*Measuring Values & Ethics:
How Might We Nurture More
Pluralistic Learning Environments?*



**CLASSROOM LEARNING
ENVIRONMENT OBSERVATION
& TEACHER REFLECTION
TOOLKIT**

Schools2030 Global Forum RT9

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PURPOSE: CLASSROOM LEARNING ENVIRONMENT ASSESSMENT

1. STUDENT HOLISTIC LEARNING OUTCOMES

2. CLASSROOM QUALITY LEARNING ENVIRONMENT

To enable teachers to use evidence from an assessment of their classroom learning environment to improve their teaching and learning practices and the design of classroom-based solutions through the Schools2030 human-centered process.



1. Learning Environment Observation Form



5. Toolkit Manual



2. Observation Rubric



3. Teacher Self-Reflection Form



4. Observer Reflective Dialogue Questions



ASSESS



DESIGN

Informs human-centered design process to create and iterate classroom solutions

Serves as a professional development tool



TRACK



ITERATE



Pluralism & Ethics: Respect for Diversity

- Self-awareness & Resilience
- Empathy & Open-mindedness
- Respect for Diversity
- Communication & Collaboration
- Relationship building
- Reconciling Tensions
- Critical thinking & Problem-solving
- Taking responsibility
- Ethical decision-making

‘Success in education today builds not just cognitive but character fortitude. It is about curiosity – opening minds; it is about compassion – opening hearts; and it is about courage – mobilising our cognitive, social and emotional resources to take action. These qualities, or social and emotional skills as our report calls them, are also weapons against the greatest threats of our time: ignorance – the closed mind; hate – the closed heart; and fear – the enemy of agency’

(OECD 2021:5 *Beyond Academic Learning*)





CLASSROOM OBSERVATION: AREAS & DIMENSIONS



SUPPORTIVE LEARNING ENVIRONMENT

- Emotional Climate
- High Expectations



QUALITY TEACHING & LEARNING PRACTICES

- Facilitating Learning
- Critical Thinking & Creativity
- Social & Collaborative Learning
- Learning to Learn
- Checks for Understanding
- Feedback



FOUR LEVELS OF BEHAVIOURS: EXAMPLES

DIMENSION & BEHAVIOUR	LEVEL 1: Ineffective No good practice observed	LEVEL 2: Partly effective Occasional, part/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				
1.1. The teacher treats all students respectfully	<p>The teacher does not treat all students respectfully.</p> <p><i>The teacher does not use students' names, exhibits negative verbal and/or physical interactions e.g., use a negative verbal tone or body language, shouts, scold, uses sarcastic or dismissive words and cold, humiliating interactions; or use physical punishment. Eye contact may be poor.</i></p>	<p>The teacher treats all students somewhat respectfully</p> <p><i>The teacher uses the names of some students, does not shout at or humiliate students. S/he may show annoyance or frustration and not say "please" or "thank you", or other culturally relevant signs of respect. Eye contact may be satisfactorily used.</i></p>	<p>The teacher treats all students respectfully.</p> <p><i>The teachers uses students' names, polite language, "please" and "thank you" or other culturally relevant signs of respect with students. S/he makes good eye contact and sometimes get on the student's level such as sitting on the floor, bending over, kneeling to the same height. S/he uses an encouraging manner with most students.</i></p>	<p>The teacher treats all students respectfully and clearly values them.</p> <p><i>The teacher uses students' names and consistently uses polite language, "please" and "thank you" or other culturally relevant signs of respect. S/he 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. S/he listens to and talks with all students in a warm, positive, caring, empathetic and encouraging manner.</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
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B) QUALITY TEACHING & LEARNING PRACTICES 5. SOCIAL & COLLABORATIVE LEARNING

<p>5.3. The teacher integrates a respect for diversity into lesson content and delivery.</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 cultures/ languages with the class. Materials do not reflect people from diverse backgrounds e.g. gender, ethnicity, faiths, different abilities etc.</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><i>There are a few materials reflecting diverse backgrounds e.g. gender, ethnicity, faiths, different abilities etc.</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, often asking students about their home contexts. Creating a display of key messages from a range of faiths on e.g. the Golden Rule.....</i></p>	<p>The teacher regularly integrates a respect for diversity into lesson content and delivery, creating a truly collaborative ethos.</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. S/he incorporates students' cultures and contexts and encourages students to share these with the class, e.g. greeting children in different languages, creating a brochure on students living in diverse cultures; drawing the model citizen using symbols of qualities and values; project work on different countries or perspectives; exploring colonialism and immigration; conducting Fair Trade analysis on clothing, exploring prejudice and discrimination from e.g. experiences</i></p>
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“MY CLASSROOM ENVIRONMENT IS LEVEL 2: SO WHAT??”



TEACHER CLASSROOM ENVIRONMENT REFLECTION TOOLSET

- Self-reflection
- Mentoring



Improving the Learning Environment and Quality of Teaching and Learning in my Classroom:

My Overall Strengths and Areas for Improvement.

Overall, what are your greatest strengths as a professional teacher? Which areas would like to prioritise for improvement? Please state your goals below and add any strategies, sources of support and people who could help you.

My greatest strengths include:	My Goals are to focus on improving:	I will use these strategies and/or sources of support:
<p><i>e.g.,</i></p> <ol style="list-style-type: none"> <i>1. Creating a warm emotional climate</i> 	<p><i>Having and communicating higher expectations of all students in relation to learning outcomes as well as behaviour:</i></p> <ol style="list-style-type: none"> <i>1. I will communicate high expectations of all students by the next lesson to be observed next month.</i> 	<ul style="list-style-type: none"> <i>• Stating that I want all students to achieve success and what this looks like.</i> <i>• Stating the expected learning outcomes clearly and show that I expect all students to achieve.</i> <i>• Study my assessment data and differentiate tasks so I can work more closely with struggling students so they can improve.</i> <i>• Asking another teacher whose students all do well to help me.</i> <i>• Read about communicating high expectations and the influence of growth mindset on teachers and children and decide on one thing I will change.</i>

How might we help teachers become more reflective ?

