

Classroom Guide

Creating an Inclusive Learning Environment



AGA KHAN FOUNDATION



“Educating effective future leaders is a high responsibility.”

“To do it well, we must look beyond the world, which is passing from sight and turn our eyes to the uncharted world of the future. We must rise above the antiquated approaches of earlier days and instead infuse our students with what I would call three “A’s” of modern learning - the spirit of anticipation, the spirit of adaptation and the spirit of adventure. This will happen best in learning environments which are both serious and focused on the one hand, but which are also joyous and inspiring places, operating on the cutting edge of pedagogy and knowledge.”

HIS HIGHNESS THE AGA KHAN,
FOUNDATION STONE-LAYING CEREMONY OF THE RESIDENTIAL CAMPUS,
AGA KHAN ACADEMY MOMBASA, 2008,



AKF Classroom Guide to Creating an Inclusive Learning Environment

1. Introduction

Over the last decade, the global discussion on learning outcomes in education has increasingly recognised the importance of equipping students with the knowledge, skills, attitudes and values to succeed in their lives and societies beyond their time in the classroom. Ranging across a focus on resilience, the ability to work with difference, the importance of mindset or the value of critical thinking, creativity, communication and collaboration, all of these concepts address the importance of preparing students for success in their life and work in the context of uncertainties, fragilities and rapid environmental, social and technological change that marks this century.

The Aga Khan Foundation (AKF) believes that teachers and school leaders are at the heart of educational change. Drawing on over 100 years of learning experiences in education across 15 countries in Asia and Africa, AKF and the broader agencies of the Aga Khan Development Network (AKDN) work with schools, governments and key partners to develop globally-informed and locally-rooted teaching and learning solutions. Alongside the broader approach of the AKDN in advancing pluralism as an ethic of respect for diversity, the Aga Khan Foundation (AKF) has adopted pluralism and ethics as the lens through which it approaches its work with teachers and educators in equipping young people with the attitudes and values required to become contributing members of society. AKF's education programme focuses on enhancing students' curiosity, imagination, resilience, and the capacity to respect and care about the well-being of themselves, their friends, families, communities and planet.

This classroom guide has been designed to provide a set of guidelines for teachers and educators defining and creating positive classroom experiences for early years, primary, and secondary students. The guide is based on a large body of research suggesting that personal qualities that are also defined as social and emotional skills, can enhance academic achievement and student well-being.¹ This includes the growing evidence that students who experience classrooms that are guided by principles of positive and trusted relationships demonstrate better achievement in the short - and long-term.²

The tool offers examples of each aspect of positive emotional climate and instructional quality, but not all of these will be relevant for each context. Users are strongly encouraged to contextualise and adapt the guide to create a set of relevant examples for each dimension described.

¹Bruns et al., RISE Working Paper: Measures of effective teaching in developing countries, 2016; McKinsey, and Company, How to improve student educational outcomes: new insights from data analytics, 2017; OECD, Learning Framework 2030: The future of education and skills, 2018.

²AKES, Teaching and Learning at the heart of school improvement (Draft), 2018; Teachstone - CLASS, Effective-Teacher Child Interactions and Child Outcomes, 2017.

Why this guide?

Prepared by AKF's global education team in consultation with international and local experts, the guide is proposed for world-wide use by school mentors and inspectors, academic leaders and teachers in promoting best teaching and learning practices in classrooms.

The guide is intended to be used as a professional development tool, along with others, to promote best practices in creating a classroom environment in which students not only gain knowledge and skills required for success in the 21st century, but also develop **pluralistic** and **ethical** attitudes and values necessary for individual and societal well-being and stability. The guide considers **ten** dimensions of an inclusive classroom environment, the first three of which comprise the essentials of a **positive emotional climate**: emotional climate (positive and negative), teacher sensitivity and classroom agreements. The additional seven dimensions are grouped under the category of **instructional quality**: effective facilitation, learning objectives and sequencing, differentiation, individual and collaborative learning, learning to learn strategies, assessment and feedback strategies. Under each dimension, detailed teaching strategies/descriptors and developmental dialogue questions encourage teachers to consider how they can explicitly integrate pluralistic and ethical attitudes and values across the planning, delivering and evaluating phases of their lesson.

The World Bank has also recently published Teach, a teaching measurement toolkit, which uses observation to holistically measure teaching quality – including social-emotional learning – in low- and middle-income countries³. AKF's *Classroom Guide to Creating an Inclusive Learning Environment* complements Teach. The guide is a capacity building tool that focuses on building understanding of what quality and inclusive teaching and learning looks like, using observation as a method. With this aim in mind, the guide elaborates on the dimensions associated with an inclusive learning environment – including the centrality of a positive emotional climate. A second aim of the guide is to introduce a focus on pluralism and ethics as both a lens and vehicle to enhancing teacher-student and student-student relationships.

Dimensions of an inclusive learning environment



Learning objectives & sequencing



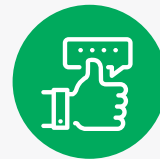
Teacher sensitivity



Classroom agreement



Learning to learn strategies



Feedback strategies



Emotional climate



Effective facilitation



Differentiation



Individual & collaborative learning



Assessment strategies

³Bruns et al., RISE Working Paper: Measures of effective teaching in developing countries, 2016; McKinsey, and Company, How to improve student educational outcomes: new insights from data analytics, 2017; OECD, Learning Framework 2030: The future of education and skills, 2018.

The importance of a positive emotional climate

Essential to this guide is the importance of a positive emotional climate, explicitly highlighted as a unique dimension that should be at the heart of the classroom environment. Positive interactions between students and their teachers as well as among students in the classroom have consistently been found to predict better student learning.⁴ Because these relationships are essential for learner success, the positive emotional climate dimension of this tool focuses on teachers' capacities to create and strengthen positive interactions through the classroom climate, behaviour management, expectation setting and teacher sensitivity. The guide explores how these areas can link to instructional strategies and the development of students' personal competencies across knowledge, skills, values and attitudes.

A focus on pluralism and ethics

Building on the importance of positive relationships in the classroom, this guide also encourages teachers to approach their relationships with students and students' relationships with their peers with a view towards positively engaging with differences and diversity and placing their actions in an ethical framework. In this case, difference can be understood as different ideas, ways of thinking and points of view as well as a respect for diverse backgrounds and awareness of one's biases. Teachers are also encouraged to help students to think critically about the world around them, making informed judgements connected to their ethics and values.


The focus on pluralism and ethics is also connected to several social and emotional skills and personal competencies.



⁴ Hattie, John, Visible Learning, 2009; Hamre, Bridget and Robert Pianta, 2003; Gillispie, Mary, 2002.

Personal qualities and competencies aligned with Pluralism and Ethics

- Self-awareness and resilience
- Empathy and open mindedness
- Respect for diversity
- Taking responsibility
- Relationship building
- Collaboration
- Reconciling tensions
- Critical thinking and problem solving

Descriptions under each dimension that connect to these pluralistic and ethical skills and attitudes have been marked with 

How should this guide be used?

The guide is intended as a professional development tool for building the capacity of teachers, school leaders, teacher mentors and school inspectors, not a classroom observation tool to rank or scale teachers performance. As a professional development tool, the guide should be used in:

1. Training workshops and/or school or cluster level educators' community of practice meetings, ideally focusing on one or two dimensions at a time as relevant to the needs and capacity of the teachers and educators. Trainers/facilitators of the guide are encouraged to use videos and/or encourage trainees to observe teaching strategies before or during the training, relevant to each dimension for the participants to observe, watch and rank what they have seen using the indicators included in this guide and then discuss in pairs and/or groups;
2. Teachers' professional development processes. The mentor and the teacher should mutually agree to focus on one or two dimensions at a time, as relevant to the professional development needs and plans of the teacher. The professional development dialogues presented at the end of each section are suggested starting points to support individual reflection and mentoring. These questions are intended to be explored in an open-ended discussion format, following peer observation with a teacher. The questions can be taken as a whole or used in parts to apply to the entire dimension, rather than specific indicators. The most important aspect of the development dialogues is to promote introspection and reflection on areas to improve teaching practices without 'ranking' teaching performance.

If used, adapted or integrated to complement existing classroom observation methodologies and tools, the observer should be careful to consider:

- the overall purpose of the observation
- not everything can or is meant to be observed in one lesson
- the tool should be used to promote reflection and to improve teachers' performance, rather than be used as a stand-alone ranking
- the value of targeting specific areas for observation in collaboration with a self-assessment by the teacher being observed
- the benefits of peer observation and reviews

How can this guide be contextualised?

One of the most critical steps in contextualizing this guide is generating contextually relevant values, attitudes and practices for the indicators under each of these dimensions. This does not only include assessing current values, attitudes and practices, but also understanding what you would like to see for your classrooms and students in the future – in other words, those behaviours you **want** to see.

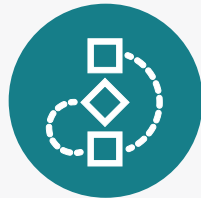
Below are steps we recommend be taken into consideration when adapting this guide. They are based on AKF's own experiences:

- 1. Engage the right stakeholders.** Depending on how the guide will be introduced or rolled out, it is critical to engage the relevant stakeholders, such as teachers, school heads and educators.
- 2. Re-define the dimensions.** Develop a broad definition or description of each dimension, e.g., positive climate, teacher sensitivity, feedback approaches. What might a positive climate look like in your context? Teacher sensitivity?
- 3. Revise the indicators under each dimension.** Review the elements included under each dimension, revise and adapt the existing ones and add to them if there are aspects that are not reflected based on your definitions.
- 4. Think about what this looks like in your context.** Identify contextually relevant behaviours, practices, or markers of each dimension that reflect your new definitions. Working with your stakeholders, brainstorm behavioural markers that will help teachers and mentors/educators anchor the indicators to what they can see in a classroom. This could be thought about in terms of what an “ideal” classroom looks like and what kinds of things you want to avoid. For example, what does “respect” look like between teacher and child or between students?

This process is particularly helpful if the guide is used as a professional development tool. Not all of the ten dimensions need additional contextualized behavioural markers, but expression of positive affect, for example, can be displayed in many different ways. It is important to get these behaviours “right” for the context.



2. Classroom dimensions



**Learning objectives
& sequencing**

An effective lesson structure uses clear objectives, pacing and smooth transitions, communicating the lesson purpose and outcomes. The teacher effectively focuses all students' attention towards learning objectives and the purpose of the lesson. The teacher is fully prepared for activities and lessons and consistently links ideas and activities to one another and to previous learning. The teacher uses different activities to vary the interactions students have with new knowledge and skills.



Emotional climate

A warm and cohesive classroom environment offers all students a chance to feel validated, heard and understood. The teacher and students consistently demonstrate respect for one another through positive communications and interactions. The teacher and students do not display negative emotions. The teacher demonstrates positive energy in walking around, observing activities and engaging with students and effectively deals with disruptions and managerial tasks in a respectful manner.



Teacher sensitivity

A sensitive teacher demonstrates encouragement, attention and an inclusive attitude, and also anticipates and consistently responds to students' needs. The teacher regularly observes students' actions and attitudes and encourages students' efforts to increase involvement and persistence. Students appear comfortable reaching out to the teacher, sharing their ideas and responding to questions. The teacher demonstrates sensitivity by responding to all students equally, irrespective of ethnicity, gender or religion.



Effective facilitation

An effective facilitator engages all students in activities, showing students what the tasks are how to perform them. Students consistently show their interest by asking and responding to questions and working with their peers in lessons. The teacher uses questioning techniques effectively to enhance students' learning. The teacher checks for understanding and at the end of each lesson revisits the content covered and ties the activities together.

2. Classroom dimensions



Classroom agreement

An inclusive classroom environment reinforces clearly defined expectations and procedures through mutual agreement between teachers and students. Both teacher and students positively demonstrate the agreed expectations throughout the class. Everybody knows what is expected of them and how to go about doing it.



Differentiation

Differentiated teaching strategies requires teacher to adjust their teaching practices in order to help and extend the knowledge and skills of every student, regardless of their starting point. The teacher delivers lessons or provides activities that incorporate adjustments for different learning styles, starting points and expectations.



Individual and collaborative learning

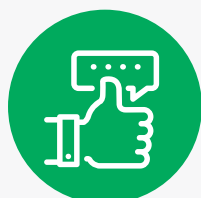
A learning lesson incorporates tasks that encourage students to work on their own or in groups. The teacher balances time for individual and collaborative learning. For individual learning, the teacher explains each step to the student and then engages with the student as they complete the task. For collaborative learning, the teacher provides activities that encourage all students to participate, negotiate roles, responsibilities and outcomes. The teacher encourages working groups to have a diversity of student backgrounds.



Learning to learn strategies

Learning to learn strategies teach students to be aware of how they learn and how to gain control over their learning, helping them move from an attitude that leaves little room for change to an attitude that promotes self-awareness and resilience. Teachers model various strategies to promote learning to learn by asking students questions, encouraging them to be creative and think critically, and providing opportunities to self-reflect.

2. Classroom dimensions



Feedback strategies

Feedback informs a student and teacher about the student's performance relative to learning goals, allowing the student to align efforts, actions and behaviours to achieve the learning goals. The teacher consistently provides feedback that is positive, useful, and timely to complete the task. The teacher models or demonstrates how a task is done or how to solve a problem and frequently provides support for students and answers questions.



Assessment strategies

Student assessment strategies help teachers to measure student's progress and evaluate the effect classroom experiences are having on learning. The teacher regularly applies different assessment strategies including formal and informal, diagnostic, formative and summative, that are relevant to what students learn in the classroom. The teacher also promotes student self-assessment.

3. Observable indicators

How do we observe for these dimensions in a classroom?

The following set of Observable Indicators provide an approach to examining these ten dimensions in the classroom. Included are a set of indicators - or descriptors - for each dimension which can be reasonably demonstrated within a classroom environment and through the course of a given lesson or series of lessons.

While the indicators mainly refer to the actual delivery of the lesson, they also include assessment and evaluation elements. Moreover, they all have underlying planning dimensions. It is recommended that the observer or mentor have the lesson plan before them while observing a lesson to enable effective reflection and dialogue as soon as possible after the completion of the lesson.

Following the indicators are a set of suggested questions to support teachers' professional development through 'development dialogues'. These questions are intended to be a starting point for reflection and self-guided inquiry on one's teaching practices and strategies to better highlight the dimensions included in this guide. The suggested questions should be used if the guide is used as professional development tool between a mentor or observer and a teacher.

During the development dialogues, the mentor is advised to encourage the teacher to analyse the preparation and delivery of the lesson, beginning the conversation first with a self-assessment. Reflecting back the observations in a helpful manner will enable teachers to grow in confidence and develop a dialogue to improve teaching practice. In general, mentors should aim for open-ended questions that encourage reflection. Mentors might also consider meeting with the teacher prior to the lesson to better understand the lesson design and purpose before observation.



Learning objectives and sequencing

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher gives the students a clear sense of the purpose of the lesson in language they understand, including expected learning outcomes and connections to previous learning.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher brings students' attention to learning objectives and/or the purpose of the lesson.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher involves the students in summarizing main points of the lesson objectives.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher follows the developed lesson plans throughout the class.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Lesson has a planned flow, beginning, middle and end with clear pacing and routine.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Lesson activities are well paced & include a range of structured and free tasks learning tasks e.g. play, role-play, games, multi-sensory activities, experiential learning, discussion, presentation, inquiry, problem-solving, project-based research etc. relating to expected student learning outcomes.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	



Learning objectives and sequencing

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher is fully prepared - no time is taken away from the lesson.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Outdoor activity is included to foster awe, imagination and inquiry and helping students to connect the learning objectives with their local context and environment.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher uses opportunities throughout the lesson to connect learning objectives, content and activities to the personal competencies aligned with pluralism and ethics. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
The classroom is clean and well-arranged for effective delivery of the lesson and learning objectives.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	

Suggested questions for development dialogues:

1. How do you know the objectives or expected learning outcomes were achieved?
What helped students understand the purpose of the lesson?
How can you make the purpose more explicit?
2. How do you link your objectives to student's previous learning/experiences?
3. How might you have better prepared for the lesson?
4. Is there a way the activities could have been designed or linked better?
How did your lesson end? Is there a way you can bring students together at the end?
5. Is there a way you could have used the classroom space better?



Emotional climate



Observable indicators

AREA	CHOOSE	COMMENTS
Teacher and students interactions are positive; teacher frequently moves around, listening to and talking with all students in a warm, positive, caring, empathetic and encouraging manner. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher addresses students by their name and provides opportunities to share their personal experiences that relate to the topic.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher voice and body language exudes warmth and confidence and conveys high expectations.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher uses culturally and contextually relevant positive emotions, humour, surprise, praise, encouragement and delight.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher promotes a positive attitude towards learning by recognizing and motivating students' efforts.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher integrates a respect for diversity and ethics into their lesson content and delivery, e.g. by including multiple perspectives. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	



Emotional climate

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher treats all students fairly with respect and value, consistently challenges stereotypes/negative attitudes when they arise and involves students in exploring and questioning them. 	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Students look happy and interested and actively participate by asking questions and engaging in discussion.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Students enjoy answering questions without fear of 'getting it wrong' and actively ask their own questions. 	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher and students do not use a negative verbal tone or body language, sarcastic or dismissive words or have cold and disrespectful interactions.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	

Suggested questions for development dialogues:

1. How do you think you related to your students? What did you do well, and how do you know? What could you have done better? What do you need to be more effective to better enable students' learning?
2. What strategies did you use to foster positive interactions with your students and positive interactions among students? How well do the students relate to each other? How can you better enable this?
3. What do you think makes students enjoy your lesson? What could you have done better?
4. How do you make your classroom more inclusive with regard to students from different backgrounds, cultures, languages, religions/sects, gender, abilities etc? How would you describe the social dynamics of your classroom?



Teacher sensitivity

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher is aware of the social-emotional and academic needs of students and has structured learning activities to meet those needs by providing students with a range of choices, i.e. work alone or with partners, work with the teacher, provide answers in writing, using note cards as prompts etc.	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Teacher is able to recognize anticipated problems or behaviours that distract students from the task and is able to re-engage them effectively.	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Teacher notices distress, isolation, bullying etc. and responds with empathy. P/E	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Teacher creates a collaborative learning ethos and includes students of all genders, faiths, cultural backgrounds, abilities, personalities etc. in sharing, turn-taking and group discussion. P/E	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Teacher finds opportunities to incorporate students' culture and context in the curriculum and encourages students from minority groups to share their culture and contexts with the whole class. P/E	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Teacher provides opportunities for students of all backgrounds to express themselves equally, initiate discussion, contribute ideas and share feelings and viewpoints with the teacher and each other. P/E	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	



Teacher sensitivity Observable indicators

AREA	CHOOSE	COMMENTS
Students demonstrate sensitivity and are willing to help peers who are distressed, show empathy towards one another and interact with respect.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher is sensitive to how children from different backgrounds and gender relate to each other and gently challenges stereotypical thinking and behaviour. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher identifies bias as it comes up and encourages discussion to promote a respect for diversity. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher is proactive in discussing sensitive topics and issues related to ethical responsibilities. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	


Suggested questions for development dialogues:

1. In what ways do you think you were sensitive to students' needs?
How did you meet the learning needs of students who needed more help/were distressed?
2. What differences did you notice in the way you treated different groups of students, (e.g. based on gender, disability and background)? How did you differentiate for your students?
Give an example of when you differentiated for your students.
3. How open and collaborative was your classroom environment?
How might you better encourage students from different backgrounds/genders to relate to one another and respect each other's differences?
4. What can you do to further explore students' thinking about class, gender, faith, ethnicity etc? When planning for all of your students, how do you ensure that you are mindful of gender, faith and ethnicity?
Can you give an example?



Effective facilitation

Observable indicators

AREA	CHOOSE	COMMENTS
Students are engaged and involved in activities and lessons.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher consistently links ideas and activities to one another, to previous learning and to real life and knowledge of the world.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher uses multiple modalities for instruction and repeats instructions as needed - students' understanding is confirmed in both target and other languages where necessary. 	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher uses open-ended questioning techniques effectively to enhance and extend student learning.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher provides collaborative activities that relate to real life, problem-solving opportunities to reflect, brainstorm, analyse, seek and interpret information, find solutions and make decisions.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher provides activities that enable students to use their initiative, imagination and be creative e.g. use of art, drama, music, poetry, varied and low/no cost materials and to work collaboratively with peers.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	



Effective facilitation

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher effectively uses visuals techniques and integration of ICTs and digital technologies where available throughout the lesson.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher effectively uses classroom space, materials and furniture for various activities throughout the lesson.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher gives all students, regardless of gender, equal opportunities to participate and share ideas.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher actively encourages students to engage with others from different backgrounds with a respect for diversity. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	

Suggested questions for development dialogues:

1. What are the top facilitation techniques you applied in your lesson today that were most effective? Why? What could you have done better?
2. How do you tell if all students were engaged and participating equally? What can you do in the future to increase engagement?
3. How did you build on students' previous learning?
4. What other strategies can you use to promote creativity and imagination?
5. What strategies can you use to encourage students to ask more questions? To engage in more collaborative activities?

Classroom agreement

Observable indicators



AREA	CHOOSE	COMMENTS
Teacher communicates the highest expectations.	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Teacher monitors and helps students to monitor their own behaviour.	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Teacher uses positive discipline techniques to encourage responsible behaviour and enable students to find ways to resolve conflict and disagreement, e.g. listen, discuss, acknowledge feelings and apologise. P/E	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Students contribute to the development of their own class/school code of conduct.	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Students uphold the class code of conduct, rarely misbehaving and often suggesting solutions for conflict resolution. P/E	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Students demonstrate personal commitment to the classroom agreements and their own values and choices. P/E	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	



Classroom agreement

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher models agreement through meaningful, mutually respectful, trusting relationships and warmly encourages every child. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher actively watches for behaviours to acknowledge and probe further.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher promotes students' health, hygiene and well-being in classroom agreements and physical environment, e.g. hygiene corners, informative displays, etc.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher provides opportunities for students to demonstrate ethical responsibility, leadership skills and care for the community and environment. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	

Suggested questions for development dialogues:

1. What kind of expectations of students did you demonstrate? What could you do differently?
How do you create classroom expectations for all of your students where they feel they have ownership and voice?
2. What kind of relationships do you model in your interactions with various students?
3. What can you do to help students develop more leadership and responsibility?
4. In what ways can you provide more encouragement to all students, across gender, culture and learning styles?
5. How can you become more aware of what is happening in different parts of the classroom?
6. How do you think your students respond to your strategies for classroom management and beliefs about discipline?



Differentiation

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher provides differentiated and more basic or extended tasks to challenge and engage students of all abilities.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher uses a variety of strategies including auditory, visual, movement, and materials, to effectively interest students of all abilities and encourage their participation.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher is able to identify individual needs, including students with special educational needs, and knows how to refer students if needed. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher uses different types of questioning with students and varies the amount of instructions provided.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Students have opportunities to suggest and pursue activities that both interest them and align with the learning objectives.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
The classroom is flexible, dynamic and differentiated for interactive activities that support all learning styles and abilities, e.g. using stations where students can work on various tasks at their own pace and ability.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	



Differentiation

Observable indicators

AREA	CHOOSE	COMMENTS
Students have opportunities to choose how they wish to display or demonstrate their learning, e.g. models, poems, plays, debates, compare/contrast etc.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher uses flexible grouping to group and regroup students to support and extend students' learning.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
There are a range of safe, relevant, accurate, engaging bias-free materials and resources on display for play, exploration, construction etc., for use across all subjects, including familiar materials from local cultures provided in target languages. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Materials are inclusive to students from diverse backgrounds, genders and of different abilities and the teacher promotes these positively. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	

Suggested questions for development dialogues:

1. What are the learning needs and differing abilities of your students?
How did you incorporate those needs in this lesson?
2. What strategies did you use to support students who had challenges?
3. How did you approach developing questions that extend learning?
4. What can you do for students who are finding the work too difficult?
What could you do for students who can be challenged with a harder level of work?
5. What other materials can you have used? How can you use existing materials in a more innovative way?
6. How might you develop your questioning technique to enable all children to answer questions correctly?



Individual & collaborative learning

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher uses group work activities effectively to promote students' active participation and collaboration.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
All students are engaged in learning activities throughout the lesson.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
There is a wide range of structured individual, pair, group and whole class work, with smooth transitions between them.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher helps students to organise themselves effectively in collaborative learning, e.g. dividing work, team checks, monitoring participation.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher encourages students to work in pairs or groups with students from diverse backgrounds. 	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
During group work students present their work to their peers in a variety of ways.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	



Individual & collaborative learning

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher role models or draws attention to ways in which students can be inclusive of one another and include different ideas in group interactions. P/E	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Students are given opportunities to reflect on their role in the group, their interactions with others, and how they manage disagreement and conflict. P/E	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Students are able to develop a sense of self-efficacy and make decisions after looking at the various viewpoints. P/E	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	
Students are able to take on responsibilities of both leading and participating in a team.	Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always <input type="checkbox"/>	

Suggested questions for development dialogues:

- When is it appropriate or effective to use whole class teaching? Why?
What are the opportunities to replace whole class teaching with individual or collaborative learning?
- What was the purpose of group work that you used in your class? How did you form groups?
How can you create more opportunities for collaborative learning using locally available resources and relevant context?
- How do you think the progression from individual to pair to group work helped students to learn?
- How do you ensure groups work equitably (hold individuals responsible) and that they stay on task?
- How do you ensure that all members of a group are contributing equally?
What can you do differently in cases when:
 - students are in disagreement
 - groups are off task
 - groups have one dominant member (or gender) or students who do not participate at all?
- In what ways could you extend the group work, e.g. group presentations.



Learning to learn strategies

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher models learning to learn, offers guided instruction to improve students' skills, opportunities for peer support and independent reflection or practice.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher extends learning by asking open-ended and increasingly challenging questions to prompt students to elaborate and engage in dialogue, and to help students think through how they will approach a new task.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Students are encouraged to take learning risks and are happy to ask and answer questions, even difficult ones. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Students are encouraged to openly talk about their failure in a positive way and teachers praise their efforts, not only the outcomes. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Students are given opportunities to think aloud or visualize how they will complete a task and report their thoughts while working through a task.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Students seek clarification and support when they encounter barriers to learning.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	



Learning to learn strategies

Observable indicators

AREA	CHOOSE	COMMENTS
Students are given guidance on how to take effective and organised notes in class to help them monitor their learning, questions and materials.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Students are given opportunities to engage in self-questioning and reflection of their thinking patterns. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher provides opportunities for students to work and brainstorm ideas in groups, with mentors, and to discuss and appreciate different approaches amongst one another. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher builds discussion about learning to learn as part of the everyday classroom vocabulary.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	

Suggested questions for development dialogues:

1. How did you provide opportunities for students to set up or think through how they would approach a task? In what ways can you improve in this aspect?
2. What strategies do you use to encourage your students in independent thinking, exploration and a healthy approach to making and learning from mistakes?
3. What strategies do you use to ensure students ask questions to each other, in groups and of themselves?
4. How do you employ mentoring and peer support to help students understand how they learn?
5. How do you determine student success? E.g. Test scores, learning, growth?
How do you encourage students to reflect on their own learning?



Feedback strategies

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher provides specific feedback to students that is useful for completing the task or improving performance.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher delivers feedback in a positive manner and avoids labelling and stereotypes.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher consistently provides feedback to students, individually and in groups.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher provides feedback that focuses on students' effort and attitude and helps to increase confidence, self-efficacy and self-esteem.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher uses skillful questioning as a strategy to build on students' responses to feedback, broaden students' perspective and encourage self-awareness. P/E	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
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 tries to break down the task to reinforce students' understanding.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	



Feedback strategies

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher asks another student to assist or model the task and attempt another strategy to help struggling students.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher provides additional information to expand on students' understanding or actions.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
There are opportunities for students to give constructive feedback to each other.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher provides feedback on homework and in-class assessments that is connected to a student's overall learning objectives.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	

Suggested questions for development dialogues:

1. What strategies did you use in your class to give feedback to students?
What do you notice when you give feedback? What is the effect on students?
2. How might you make your feedback more effective?
3. What are some other ways of giving feedback that may be more helpful to students' learning?
4. When is feedback purposeful and what opportunities do students have to get feedback?
5. In what ways can you engage students in giving meaningful feedback to each other?



Assessment strategies

Observable indicators

AREA	CHOOSE	COMMENTS
Teacher uses a range of different assessment strategies in an effective and consistent manner, e.g. formative, summative, competency-based, self-assessment etc.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Teacher uses informal observation throughout the class to keep track of student strengths and needs.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Assessment strategies are an integral part of the lesson and are used to improve learning, set teaching strategies and set learning targets for students.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
There are opportunities for student self-assessment and peer assessment and for students to set their own goals.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	
Homework is consistently checked, and timely feedback and support strategies are given individually or as a whole class for e.g. common mistakes or points well done.	Never <input type="checkbox"/>	
	Rarely <input type="checkbox"/>	
	Sometimes <input type="checkbox"/>	
	Mostly <input type="checkbox"/>	
	Always <input type="checkbox"/>	

Suggested questions for development dialogues:

1. How do you assess students' learning? Are there other methods you can use?
2. How do you use assessment data to plan instruction?
3. How does your assessment of students assist their learning?
4. What strategies do you use to communicate success criteria to your students?
5. What records do you keep of students' learning? What else can you do?



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