

Programme 7

Teaching and learning



Programme 7: Teaching and learning

Key points to cover during this session

Whether you run a full-day training session or just a very short discussion, try to include these key points:

- Education becomes more inclusive when children are present, participating and achieving – it is about more than just being enrolled in school.
- At the heart of inclusive education are good quality, learner-centred approaches to teaching and learning.
- Even if you think you have not yet been told how to implement inclusive education, you will already have ideas for more learner-centred teaching approaches, which means you are already on the path to being more inclusive.
- One of the best ways to learn how to become more learner-centred is to watch other teachers. They may not have all the ideas and skills you need, but you can get inspired and borrow or adapt the ideas you have watched. You can also help them to improve by giving feedback on what you observed.

Watch the video and then facilitate your preferred selection from the following activities.

A Basic workshop activities

Activity 7.1 – Presence, participation and achievement

🕒 70 minutes

Main purpose of this activity

To encourage teachers to think about whether children are present in class, participating (actively joining in lesson) and achieving (learning something and/or gaining other social benefits).

Present the following:

In the 7 videos so far, we have seen lots of ideas for how to ensure children attend or access school, and then how to help them join in lessons when they are at school.

For every child we need to ask:

- Are they **present** in school? This does not just mean are they enrolled, but do they regularly attend, or are they often absent? Do they attend all school activities and classes, or just some?
- Are they **participating** in lessons and activities? This means are they actively joining in, and being given opportunities to join in?
- Are they **achieving**? This does not just mean are they getting good marks or passing exams. It also means are they making progress with their learning, with social skills, with their confidence, and so on.

Give participants the following instructions:

- Work on your own for 20 minutes.
- Think about the children in your class and make notes about the following questions (see Handout 7a):
- Are there some children who do not attend school all the time?
 - Do you know why they are sometimes absent? What is the cause?
 - How do you know?
 - What impact is their absence having on their education?
 - Have you taken any action to try to make sure they attend school more often? If so, what did you do?

- Are there some children who attend school but do not participate much in lessons?
 - What happens? For instance, do they just sit quietly and not join in? Or do they disrupt lessons?
 - Why do you think they are not participating in the lessons?
 - Have you ever asked them, and if so, what did they say?
 - What have you done to try to encourage them to participate? What worked best?
- Are there some children who do not achieve in your class?
 - What is the evidence – how do you know they are not achieving? Think about other forms of achievement, not just test results.
 - Why do you think they are not achieving?
 - Have you ever asked them, and if so, what did they say?
 - What have you done to try to improve their levels of achievement? What worked best at improving achievement, both academic and other types of achievements?

Once everyone has had time to think individually, ask them to come together in small groups. Give the following instructions:

- Share your answers with your colleagues in the group.
- Do you have any similar experiences?
- Have you tried any similar solutions?
- Have you learned any new ideas from your colleagues?

Allow 30 minutes for this discussion.

Then hold a whole-group discussion. Invite a few volunteers to share examples of children they identified as not attending, participating and/or achieving, and some examples of actions they have taken to improve the children's presence, participation and achievement.

Activity 7.2 – Learner-centred approaches

⌚ 60 minutes

Main purpose of this activity

To encourage teachers to relate what they have seen in the film to their own experiences as teachers.

Give participants the following instructions:

- Think about the video for Programme 7 which showed ideas for how to make lessons more learner-centred and interactive. You can read the transcript to remind you of the content of this video [or you can watch it again, if there is time].
- In your groups, make a list of all the ideas you saw in the video for helping children to participate and achieve.
- Fill in the following table on a flipchart. Add as many rows as you need:

Teaching and learning approaches we saw in Programme 7	Our experience with using this approach (have we tried it, what worked well, what problems did we experience?)	If we haven't tried it yet, will we try it? If so, when, in which lessons?	What problems might we experience? What advice can we give each other to overcome such problems?

Possible answers to expect from participants

Here is the full list of approaches seen in the video:

- Activities that involve looking/watching
- Activities that involve listening and comprehension
- Activities that involve talking
- Activities that involve touching things
- Activities that involve moving
- Using games
- Using toys
- Making lessons relevant to real life experiences
- Using real like and recycled objects
- Using project-based learning
- Using role play, drama and performance
- Using outside spaces
- Using group work
- Using pair work
- Use peer learning and buddy systems
- Use text books in a creative way

Continue with the following instructions:

- Next form 'super groups' – i.e. 2 groups merge to form a bigger group.
- The merged group should share their experiences of the various teaching and learning approaches.
- Each person should choose one approach that they feel most confident with, perhaps because they have used it a lot or because it worked well when they used it. For instance, Teacher A may feel she is particularly good at using peer learning, and teacher B may feel he has a lot of experience of using toys to make lessons more interactive and fun.
- If the participants are all working in the same school, could a few people from the groups become 'teaching and learning / pedagogy guides'? Does anyone feel confident enough to offer advice to their colleagues on how to use, or improve the use of, certain types of activities?
- If so, how could you do this?

Possible answers to expect from participants

How could teachers help each other with learning new approaches or improving their existing approaches to teaching and learning?

- Observe each other's lessons and give constructive feedback [see Activity 7.5 for more information on lesson observations].
- Run demonstration lessons and then discuss what was done and share ideas for alternatives.
- If the equipment is available, lessons could be videoed and then colleagues can observe and discuss at a later date. This might be particularly useful when new teachers join the school – there could be a collection of examples of high quality, learner-centred lessons for them to watch and be inspired by.
- Schedule a short discussion about ideas for different teaching and learning activities during each staff meeting.
- Set up a noticeboard, poster or folder where teachers can write notes about new approaches they have tried – what worked well, what did not work well, what they will change next time. If possible, they could even pin up photos of the activities and materials. Their colleagues can read and learn, and also write up other ideas for how to change/improve the activity.

Optional extension activity – testing different approaches

🕒 120 minutes minimum for the initial activity

Main purpose of this activity

To encourage teachers to enjoy experimenting with different ways of teaching lessons, even using approaches they may never have considered before for a certain subject.

This activity could be started during the workshop if you have time, or it could be done as a follow-up activity.

Preparations of this activity.

Make several sets of cards. Each set will contain at least 16 cards. On each card, write a teaching/learning approach. Use the list above, taken from the video, to help you, but you can add your own ideas too.

Give participants the following instructions:

- Work in pairs. You may want to pair with someone who teaches the same subject or grade as you, but you don't have to.
- Think of a lesson that you each need to teach soon. Tell each other the details of what information or skills you need to cover during the lesson.
- Each person then needs to choose, at random, a card from this pile. [Make sure the cards are face down so no one can see what is written on them.]

- Once you have picked a card, turn it over and see what it says. Whatever activity is mentioned on the card, you now must design your upcoming lesson to include this approach. Your partner can help you to design the lesson.
- Here's an example. Maybe you have decided your language lesson is about adjectives and adverbs. Then you pick the card that says: "use outside spaces". So, you need to think about how you will plan a lesson so that you teach your class to understand and use adjectives and adverbs, and to do this you need to use outside spaces and materials that can be found outside the classroom.

When the pairs have designed their lessons, there are several options for what to do next:

- You can invite the teachers to demonstrate the lessons to their colleagues. Maybe some colleagues will need to pretend to be children.
- You can ask the teacher to teach the lesson for real with their class. Their partner and maybe one other colleague observes and takes notes to share with everyone later.
- You could ask the teacher to teach the lesson for real and video them to share and discuss with colleagues.

Once the lessons have been demonstrated or delivered, try to bring everyone together again for a further discussion about which activities worked and which didn't. For instance, maybe role play was really challenging to use in a maths lesson and didn't feel like a very 'natural' activity in that lesson, but using toys was much more successful in maths lessons.

You can further extend this activity by asking the groups to advise each other on how to make their lessons more accessible to children who cannot see or hear well, or who have difficulty moving, or who have difficulty concentrating, understanding or remembering.

Optional extension activity – ask the learners to design a lesson

 **60–120 minutes**

Main purpose for this activity:

To encourage teachers to listen to children's views on what makes a lesson more enjoyable, accessible and useful.

Present the following:

Now that you have experimented with different approaches, let's ask the children for their ideas. The learners in class often have good ideas for how to teach them, and how to make lessons easier to understand or more enjoyable. But how often do we listen to their ideas? Most of the time we assume we are the only expert in the room.

We need to remember that children are experts in their own experience of learning.

Give participants the following instructions:

- Thinking on your own, choose a lesson that you have recently taught.
- Return to your class and remind the children briefly of the main content of the lesson.
- Then explain to them that they will now become the teacher and they need to design a different way of teaching this lesson.
- Ask them to work in small groups of about 5–6 children per group. Try to ensure each group contains a mix of girls and boys, and children with different learning abilities and needs.
- Ask each group to pick a card from the list of 16, as you did previously.
- Each group of children then needs to recall the lesson and design a different way of teaching it, using the approach shown on the card.
- You can then ask each group to deliver or demonstrate their idea for the lesson. You may need to do this on a different day.
- In this activity, you are more interested in their ideas for how to teach the lesson. Don't tell children off if they get the facts of the lesson wrong. You can gently remind them of the facts or encourage other children to give constructive feedback, both on the approach used and the accuracy of the lesson.
- This task can be an interesting way for you to learn more about the children's ideas for how to teach them, and it can give them a fun way to revise what they have learned.
- You can add another layer to this activity, by asking the children to think about how to make the lesson they designed more accessible to children with disabilities. Each group could be asked to think about a different disability (e.g. group 1 needs to think how to make their lesson more accessible for children who cannot see well; group 2 thinks about children who cannot hear well; group 3 thinks about children who cannot move easily; group 4 thinks about children who have difficulty concentrating, understanding or remembering).

B Important theoretical issues to discuss

Activity 7.3 – The difference between teacher-centred and learner-centred

🕒 30–60 minutes

Main purpose of this activity

To encourage teachers to think in more detail about the differences between learner-centred and teacher-centred approaches.

Give the following instructions:

- Work in small groups.
- Brainstorm and write some notes about what a teacher-centred lesson is like. Then brainstorm what a learner-centred lesson is like.
- Next, think about the pros and cons of each approach. Divide a sheet of flipchart paper into 4 boxes and write your thoughts into the appropriate box:

Pros of teacher-centred approaches	Pros of learner-centred approaches
Cons of teacher-centred approaches	Cons of learner-centred approaches

Ask the groups to share their answers with the whole group.

Possible answers to expect from participants

A teacher-centred lesson is when the teacher leads the lesson, does most of the talking, conveys facts to children, ask questions for children to answer. Children are dependent on the teacher for all of the learning.

A learner-centred lesson is when children are more active, engaging in tasks where they investigate and learn for themselves in addition to learning some of the content from the teacher. Children ask questions for the teacher or other children to answer. Children are more independent learners, with guidance from the teacher.

<p>Pros of teacher-centred approaches</p> <ul style="list-style-type: none"> – Class is quieter and feels more orderly – Teacher controls all content directly – can ensure nothing is missed from the curriculum 	<p>Pros of learner centred approaches</p> <ul style="list-style-type: none"> – Children learn communication, collaboration and critical thinking skills – It's more interesting – It's more fun – Students are more actively involved in learning and directing what they learn and how – Lessons can be adjusted to suit different learning style preferences of different children – Tend to be more real-life focused and relevant and/or motivating – Learning and the assessment of learning are more closely connected – Teachers learn
<p>Cons of teacher-centred approaches</p> <ul style="list-style-type: none"> – Can be very boring (for children and teacher) – Children do not get much opportunity to express themselves or to learn independent or critical thinking – Children who are struggling cannot benefit from peer support 	<p>Cons of learner centred approaches</p> <ul style="list-style-type: none"> – Classes may be noisier or appear more disorganised – Not all children enjoy group activities – Teacher needs to be better prepared to differentiate activities for different learners

Activity 7.4 – Moving towards learner-centred approaches

🕒 60–90 minutes

Main purpose of this activity

To encourage teachers to reflect on their own teaching practice and think how they can move towards more learner-centred approaches.

Give participants the following instructions:

- Discuss the following questions in pairs:
 - What parts of your lessons are teacher-centred?
 - What do you do that is teacher-centred?

- Why do you use teacher-centred approaches?
- Write some notes on a piece of paper or flipchart. Write clearly as other participants need to be able to read it.
- After about 20 minutes, swap your piece of paper with the pair sitting nearest to you.
- Read the other pair's notes, and on their piece of paper write your own notes.
 - Respond to their reasons why they use teacher-centred approaches. Try to present an alternative point of view. For instance, if they have said they use teacher-centred approaches because they have a big class, you could respond that learner-centred approaches can be used to help you manage a large class.
 - Write some advice for how they could change the parts of their lessons that they have said are teacher-centred.

Give the pairs about 20 minutes to do this. Then ask both pairs to come together. They should read the notes written on each other's papers and then discuss. They can discuss for about 20 minutes.

Note for trainer: You may need to remind participants that all the notes they write on their colleagues' pieces of paper should be polite, non-judgmental and constructive.

If you have time, hold a whole-group discussion focused on the following questions:

- How can you encourage other people (such as parents or school managers) to support a move towards learner-centred approaches?
- What benefits of learner-centred approaches will you explain to them?

Possible answers to expect from participants

Answers will vary depending on the group of teachers and their context.

Why do we use teacher-centred approaches still?

The table below includes some of the reasons teachers may give, and some possible responses that their colleagues may provide, or that you could provide as the trainer:

We still use teacher-centred approaches because...	Possible responses....
This is how we were taught in training college.	The world keeps changing. The lives of children – our future generation – keep changing. Teaching practice is therefore constantly changing to keep up. As teachers, we need to keep changing and improving – we cannot keep everything how it was 10 or 20 years ago when we went to college
This is what the head	It is important for everyone in school to attend

<p>teacher expects.</p>	<p>ongoing training and engage in professional development. We can encourage head teachers to join in trainings or even invite them just to observe, so that they are more aware of the developments among their teachers.</p>
<p>This is what parents expect.</p>	<p>Parents often expect education for their children to be the same as it was years ago when they were at school. They may not be aware that alternatives exist or are possible. Schools and teachers can spend time talking to parents about the approaches used in class. You can run demonstration lessons or let parents observe lessons so they can see what is happening. You can do exhibitions of children's work, so parents can see the positive results of different teaching and learning methods.</p>
<p>We do not know how to do other approaches.</p> <p>We know about ideas for learner-centred approaches, but we lack confidence to use them.</p>	<p>If you have done Activity 7.2, and especially the extension activities, then you do know something about learner-centred approaches. You also have colleagues who have different experiences. You do not need all of your teaching methods to be formally taught to you by a trainer. Instead you can share ideas and learn from each other, and you can experiment with ideas to see what works well. You can support and encourage each other.</p> <p>The worst that can happen when you experiment with a new teaching and learning approach is that some children may not understand the lesson and you have to try again. But probably with your existing teacher-centred approaches, some children are not understanding or learning anyway. Trying new ideas in class will not hurt the children. You will not endanger the world! Just try again, with a different idea.</p>
<p>Our classes are big, it is easier to use traditional methods.</p>	<p>It may initially feel easier to prepare a 'chalk and talk' lesson, but with practice, interactive lessons become easier. Some of the methods, like group work or peer learning, or using outside spaces, can help you manage a large class better. Also, as a teacher, your responsibility is to ensure children have the best quality education possible – this means considering what is best for the children not just what is best for the teacher.</p>
<p>We do not have enough materials, so all I can do is stand and talk to the class</p>	<p>Many of the ideas discussed and shown in the videos involve finding or making low-cost or no-cost materials. Learner-centred teaching requires imagination and creativity, not expensive equipment and materials.</p>

Optional extension activity – agree/disagree game

You could use this game as a warm-up before holding the discussions in Activity 7.4.

Stick a sign on one side of the room that says 'Agree' and a sign on the other side that says 'Disagree'. If you have a very small room you may want to find an outside space. If you have teachers with disabilities in the group, who may not be able to move easily, you could adapt this activity by giving participants green, square 'agree' signs and red, round 'disagree' signs to hold up.

Give participants the following instructions:

- I will read out some statements.
- You must decide if you agree or disagree with each statement.
- Move to the relevant side of the room, or stand in the middle if you are not sure [or hold up the relevant sign].
- You can discuss with your colleagues to encourage them to change sides if you want.

Do not tell participants their opinions are wrong. However, you can use the 'possible responses' provided in the previous box to ask participants questions so that they think more deeply and challenge each other.

Possible agree/disagree statements to read out:

- I have to teach exactly as I was shown in college.
- Parents get angry if we change the way we teach.
- You will not hurt children if you experiment with different teaching and learning approaches.
- Interactive, learner-centred methods only work in small classes.

C Digging deeper into specific issues

You may want to focus on some of the specific issues raised in Programme 7. A key issue is:

- Classroom observation

Activity 7.5 – Classroom observation

 **60 minutes**

Main purpose of this activity

To provide teachers with some guidance on how to effectively observe each other's teaching practice and provide constructive feedback.

Present the following:

Most of the skills that teachers learn – to help them become good quality, inclusive, learner-centred teachers – are not formally taught in college. They are acquired through years of trial and error. If teachers share their trials and errors with each other, the process of learning new ideas is faster and more comprehensive. And you feel more supported and more confident.

One of the best ways to learn about teaching is to watch other teachers in action. You may see good ideas that you want to adapt and try in your class. Or you may see things that are not working well, and you know you could come up with a better solution.

In this session, we will look at how to use classroom observations to help you and your colleagues become more inclusive, learner-centred teachers.

Give participants the following instructions:

- Work in small groups.
- Brainstorm a list of things we need to look for when observing a lesson. As well as observing teaching and learning approaches, you can list things that we have seen and discussed in earlier sessions, such as how the room is arranged, or the materials that have been prepared.
- Try to group these ideas in your brainstorm into logical categories.

Give participants up to 30 minutes for this brainstorm.

Then give them these instructions:

- Look at Handout 7b.
- Compare your observation checklist with the list in the handout.
- Make one comprehensive list by combining ideas from the handout with your list.
- If this is now a very long list, highlight what you would look for as a priority.

How to observe

Present the following:

Classroom observation is not always as simple as it seems. There are some very important things we need to bear in mind.

Give the following instructions:

- In your groups, brainstorm a list of rules that you will follow when you observe, and that you want the observer to follow when they are watching your lesson. Think about rules so that the lesson is not disrupted, so that you notice the important things, so that you don't discourage your colleague, and so that you respect everyone in the room.
- Think also about rules for giving feedback.

Possible answers to expect from participants

The following list can be used to prompt participants or fill gaps if needed. Rules for successful classroom observation and feedback might include:

Do:

- Stay very quiet.
- Be subtle when taking notes.
- Ask permission from everyone before audio or video recording the lesson.
- Concentrate throughout the lesson, as sometimes really important things happen when you least expect them, or from people you least expect.
- Stay calm and do not panic if you cannot take notes fast enough or feel you are not seeing everything. It is impossible to observe everything they everyone is doing or saying in a class, but you can perhaps observe again another day.
- Find time to give constructive feedback to the teacher as soon as possible after the lesson.
- Ensure that feedback starts by highlighting the positive aspects of the lesson or classroom arrangements.
- Ensure that any negative feedback is accompanied with practical suggestions for how to improve. An observer must never just give lots of negative comments as this is demotivating and stops teachers from wanting to use observation methods to improve their practice.

Do not:

- Move around too much
- Talk to the teacher or learners
- Enter or leave the classroom when the lesson has started, unless absolutely necessary
- Criticise or give feedback to the teacher during the lesson
- Help the learners, even if they are struggling – it's difficult sometimes but this is an observation to see how well the teacher handles the challenges in the class.

Present the following if it has not been covered by the discussions:

When we are observing lessons, it is very important to record separately the facts of what we saw, and then the reflections or analysis we are making or our assumptions about what we saw. Here's an example:

I saw....	I thought...
Girls did not speak at all during the lesson.	Maybe the teacher is gender biased and girls have learned they should stay quiet because their views are not wanted? Maybe the teaching method is boring for these girls? Maybe something else has happened today in school that has distracted the girls?

When we are looking at our notes later, and giving feedback to the teacher, we need to be clear which feedback is a simple observation, and which feedback is our interpretation of what we saw.

See Handout 7c for an example of an observation checklist table that helps us record what we saw and what we thought.

Optional extension activity – practicing our observation skills

This activity could be started during the workshop if there is time, and if the workshop is in or near a school where lessons are taking place. Otherwise it can be arranged as a follow-up activity. This activity will work best if teachers are all working in the same school.

Give participants the following instructions:

- Work in threes.
- Decide when you will observe each other.
- Develop a finalised checklist for each lesson observation. You may want to change the list a bit if each person is teaching a different subject and you think this may affect the things you need to look for.
- Two of you then observe a lesson run by the third person. This means you will be able to compare your observations to see if you missed things or interpreted

things differently.

- You can then prepare a combined feedback to the teacher, making sure it is constructive. Think also about why the two observers might have observed things differently.
- Then swap roles; someone else teaches and the other two observe and give feedback.
- Hold a meeting where you share your observations with each other. You should focus on:
 - Giving constructive feedback to the teacher about what they did well, what they could improve on, and how you suggest they could improve.
 - Sharing what you have learned. What did you see that has given you ideas for improving your own teaching or for organising your lessons or classroom differently?
 - Each person should find one thing that they liked about the lessons they observed that they will try in their own lessons.

Programme 7 transcript

Teaching and learning

At the heart of inclusive education is good-quality, learner-centred teaching.

Inclusive education ensures that children are **present** in school.

It also ensures they **participate** in a range of activities in school; and **achieve**, academically and socially.

Inclusive education involves ensuring that children are not just **in** class, but are interested, interacting, and thinking.

“When I was studying to be a teacher and when the lecturers were teaching, sometimes I thought if they taught me in another way it would be more interesting. So, when I came here to teach I started doing it in this interactive way.”

“It is very beneficial as I personally know. The children gain from learner-centred education because they have the chance to create critical thinking so they are not doing everything with books. The students are no longer afraid of the teacher, so they can remember the facts in detail because they can think freely. In the future they will have critical thinking skills and it will benefit their learning step by step.”

One of the biggest barriers to making education more inclusive is the use of teacher-centred approaches and rote learning. Not many children can learn effectively this way.

What can you do?

“Any person who is successful in life they always will remember the one teacher that motivated them, that believed in them.”

In each lesson, you can use a variety of different activities.

Plan to use activities that involve looking..... listening.... talking... touching... and moving.

This variety of activities means you can adapt each lesson to suit different children’s interests and abilities.

Make lessons fun. Start by being a happy, smiling teacher.

“If teachers have a smiling face and good will to us, we feel good.”

“When we are in class, the teacher plays with us, we are happy, our brains are clear, so it makes our learning more effective.”

“Sometimes a good teacher tells us some stories from outside and tells us jokes and we feel good.”

“They play games with us and these energise our minds and we understand more.”

Children are more likely to feel included if the subjects they learn seem relevant to their lives.

There are lots of ways to bring real life into the classroom.

You can use objects that are found at home.

You can use objects found in the environment.

Project-based learning helps to link lessons with real life.

“Today’s activity is about the environment and the children are going to learn in different ways by doing activities about the environment and how things happen in their daily lives. It will include measurements. They will combine this together into a topic: what happens in daily life, natural cycles, and what happens around us.”

“We learned and we now understand about how time works. We understand how trees and vegetation grow. By learning this way, we know more about time, different plant types and cleanliness, and all in the same lesson.”

“We have had a combined lesson today which has included the elements of handicrafts, art and nature. Three lessons in one. Since it is autumn now, the items we crafted now relate to the topic of autumn. Children made pictures out of fabric, cartons and natural materials, such as leaves and sunflower seeds.”

You can also use role play to bring a lesson to life.

You can use spaces outside the classroom to make lessons feel more connected to the community or environment.

“If they go outside they have the chance to refresh their minds. If they stay in class and the teacher talks all the time, they will be sleepy.”

Some children learn better when they work together in groups or in pairs.

During the day, give children opportunities to work together, as well as on their own.

“Group work means children will work together to share their ideas to create something good. The group work will also allow the children to accept one another. Because there are disabled children in the group, they can better understand each other. The group work will also allow the weaker children to do better. The group work provides pleasure for the children, and I, to be

honest, find pleasure in watching the children develop and achieve something.”

“I’ve adopted the system which allows a child to develop, to accept the others, to integrate socially speaking, and hence to communicate. So, this really helps the children. The children need to be active and to be their own teacher. Our role is to guide them in their work. They are the main actor in their education.”

Children learn a lot from discussing with each other.

You can use peer learning methods to bring variety into lessons.

“One of the biggest resources in a school setting are the other children. There is a lot of value in promoting peer learning because children are such a super resource.”

Peer learning can be particularly useful in large classes.

Use text books creatively.

You can encourage children to read together from books and discuss what is in the book.

You can pair a child who reads and understands well with one who need more support.

Provide individual support to children who need it. Spend time observing the class to see who may need extra help.

Giving children feedback that is positive and encouraging, even if they have got something wrong, can help them feel included and motivated to learn.

Handout 7a

Presence, participation and achievement

- **Are there some children who do not attend school all the time?**
 - Do you know why they are sometimes absent? What is the cause?
 - How do you know?
 - What impact is their absence having on their education?
 - Have you taken any action to try to make sure they attend school more often? If so, what did you do?

- **Are there some children who attend school but do not participate much in lessons?**
 - What happens? For instance, do they just sit quietly and not join in? Or do they disrupt lessons?
 - Why do you think they are not participating in the lessons?
 - Have you ever asked them, and if so, what did they say?
 - What have you done to try to encourage them to participate? What worked best?

- **Are there some children who do not achieve in your class?**
 - What is the evidence – how do you know they are not achieving? Think about other forms of achievement, not just test results.
 - Why do you think they are not achieving?
 - Have you ever asked them, and if so, what did they say?
 - What have you done to try to improve their levels of achievement? What worked best at improving achievement, both academic and other types of achievements?

Handout 7b

School observation checklist ideas

Teaching

- What teaching methods are used?
- Is there differentiation of lesson/methods for different learners?
- Is there enthusiasm and energy in the teaching and learning approaches?
- Does the teacher have empathy with / listen to pupils?
- Does the teacher's show awareness of pupils' needs?
- What teaching and learning materials are used?
- How are they used?
- Is there a range of methods used during the lesson?
- Does the teacher vary the pace of activities during the lesson?
- What gender is the teacher?
- Is there evidence of gender-equal teaching? What is the evidence?
- How does the teacher respond to children with disabilities in class?
- How does the teacher respond to children from other minority groups, such as children who speak a different language at home?
- Are there any classroom assistants?
- If so, what do they do? How does the teacher work with them?
- What discipline methods are used?

Pupils

- Are they engaging with the lesson? What is the evidence?
- Are they interacting with other pupils? What is the evidence?
- What learning materials are they using and how?
- What is their behaviour like?
- What is their approach/attitude towards the teacher?
- Is there a gender balance in class?
- Are the interactions between pupils gender-equal?
- Do children with and without disabilities interact? If so, how?
- Do children from other majority/minority groups interact? If so, how?
- Do children have freedom of expression? What is the evidence?

Decoration and resources

- Are walls decorated?
- What sort of materials are on the walls?
- Were materials made by teachers, by pupils, by others?
- Are there other materials in the room?
- Are the materials static or interactive?
- What are the themes of the materials?

Layout and environment

- Are desks in rows, in groups or other layouts?
- Is the layout flexible, is it easy to change the layout for different activities?
- Are different areas in room used for different activities?
- Are there any adapted seating arrangements? What adaptations have been made and for whom?
- How much space is there per pupil?
- What is the lighting and temperature like?
- How accessible is the classroom?

Handout 7c – Observation checklist

School: _____ Class/teacher: _____
 Date: _____ Observer: _____

What to look for	I saw ...	I thought ...
<p>Teaching</p> <ul style="list-style-type: none"> • What teaching methods are used? • Is there differentiation of lesson/methods for different learners? • Is there enthusiasm and energy in the teaching and learning approaches? • Does the teacher have empathy with / listen to pupils? • Does the teacher's show awareness of pupils' needs? • What teaching and learning materials are used? • How are they used? • Is there a range of methods used during the lesson? • Does the teacher vary the pace of activities during the lesson? • What gender is the teacher? • Is there evidence of gender-equal teaching? What is the evidence? • How does the teacher respond to children with disabilities in class? • How does the teacher respond to children from other minority groups, such as 		

<p>children who speak a different language at home?</p> <ul style="list-style-type: none"> • Are there any classroom assistants? • If so, what do they do? How does the teacher work with them? • What discipline methods are used? 		
<p><i>Pupils</i></p> <ul style="list-style-type: none"> • Are they engaging with the lesson? What is the evidence? • Are they interacting with other pupils? What is the evidence? • What learning materials are they using and how? • What is their behaviour like? • What is their approach/attitude towards the teacher? • Is there a gender balance in class? • Are the interactions between pupils gender-equal? • Do children with and without disabilities interact? If so, how? • Do children from other majority/minority groups interact? If so, how? • Do children have freedom of expression? What is the evidence? 		
<p><i>Decoration and resources</i></p> <ul style="list-style-type: none"> • Are walls decorated? • What sort of materials are on the walls? • Where materials made by teachers, by 		

<p>pupils, by others?</p> <ul style="list-style-type: none"> • Are there other materials in the room? • Are the materials static or interactive? • What are the themes of the materials? 		
<p><i>Layout and environment</i></p> <ul style="list-style-type: none"> • Are desks in rows, in groups or other layouts? • Is the layout flexible, is it easy to change the layout for different activities? • Are different areas in room used for different activities? • Are there any adapted seating arrangements? What adaptations have been made and for whom? • How much space is there per pupil? • What is the lighting and temperature like? • How accessible is the classroom? 		