

**SECTION 3: EVALUATING AND STIMULATING INCLUSIVE PRACTICE IN CLASSROOMS**

**TOOL 5: CLASSROOM OBSERVATION – BROAD BASIC CARE (Flanders)**

**CLASSROOM OBSERVATION (BROAD BASIC CARE)**

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| Date: | Reviewer: |
| School: |
| Class: | Learners on roll: |
| Teacher: | Learners present: |
| Subject: | Learners with SEN: |

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| **TESSIE** | **INDICATOR** | **MARKERS** | **SCORE** |
| SECTION 2: INCLUSIVE SCHOOL CLIMATE  C7. Positive social interactions and relationships  C6. Safe and stimulating classroom climate  C3. High expectations | The teacher supports positive social interactions and relationships between and among groups and peers. | relaxed atmosphere  radiate warmth and empathy  addressing students in a positive way  set high expectations  accept that students make mistakes  honor student contributions  do not make offensive or role-confirming comments  encourage students to listen to each other  let students speak  accept differences  take differences into account  promote mutual solidarity among students | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  DESIGN & DELIVERY  D6. Organise and manage the class | The teacher ensures an orderly climate. | entry and exit classes and transition moments are structured and orderly  clear rules and agreements  student participation  consistently applying rules and agreements  set clear boundaries and watch over agreed manners and rules  timely and appropriate action in the event of order disruptions  use strategies to avoid unwanted behavior | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  TARGET SETTING  T2. Achievable and challenging goals | The teacher clarifies the goals and the assessment criteria. | explain objectives and assessment criteria clearly so that students understand this and become the owner of their learning process | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  DESIGN & DELIVERY  D6. Organise and manage the class | The teacher ensures efficient classroom management. | ensure that students know what to do when they need help with their work and when they can ask for help  ensure that students know what to do when they have finished their work  make clear which materials can be used | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  DESIGN & DELIVERY  D6. Use of teaching period  D1. Plan lessons and activities | The teacher makes efficient use of the teaching period. | timely start and end of activities / lessons  don't waste time at the beginning, during or at the end of the lesson  no dead moments  activities / lessons focus on things that are important  activities / lessons / evaluations are focused on the goals  activities / lessons are planned coherently | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  DESIGN & DELIVERY  D3. Teaching approach  SECTION 3: INCLUSIVE PRACTICE  DESIGN AND DELIVERY  D2. Meaningful | The teacher uses activating work forms. | use forms of conversation and discussion  provide guided exercise  have students work in groups  use a variety of instructional strategies  variation assignments / teaching materials | **1 – 2 – 3 – 4 – NO** |
| The teacher provides a meaningful offer. | authentic, realistic, lifelike, meaningful contexts  alignment with interests and the world of life and experience  reality orientation  utilizing incidental learning | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  DESIGN & DELIVERY  D6. Resources | The learning resources and infrastructure are adapted to the possibilities and needs of the students. | learning resources and infrastructure are adapted to the possibilities and needs of the students  functional use of learning resources and infrastructure | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  SUPPORT  F2. Adjust approaches and provide bespoke support | The teacher groups the students in a well-considered way, with a view to pursuing / achieving the goals. | flexible grouping (heterogeneous, homogeneous) | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  SUPPORT  F2. Adjust approaches and provide bespoke support | The teacher coordinates the activities / the instruction / the processing of the subject matter with the possibilities and needs of the students. | differentiation | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  DESIGN & DELIVERY  D4. Language skills | The teacher stimulates the students' language skills. | language proficiency education is structurally integrated into all activities / lessons  teacher is a model (used language, clear articulation, speaks in full sentences, ...)  checks whether the students understand the instruction / explanation  ask many (open) questions  promote interaction between teacher and student  promote mutual interaction between students  adapt instruction language to (language weaker) students (give additional examples, rewording, repetitions, using gestures, assignments visually / with prints / with material support, ...) | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  DESIGN & DELIVERY  D5. Learning strategies, higher-order thinking and problem solving skills | The teacher encourages the students to think about themselves, the others, the task and the approach to the task. | make students think about answers given / solutions / themselves / the task / the approach to the task | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  DESIGN & DELIVERY  D5. Learning strategies, higher-order thinking and problem solving skills | The teacher encourages students to use strategies when approaching tasks. | stimulate self-management  encourage students to work step by step  check tasks  check solutions | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICE  FEEDBACK  F1. Feedback | The teacher gives the students adequate feedback with a view to the progress in the learning and development process. | embedding in educational learning process  effective feedback (understandable, constructive, motivating, well-timed, dosed, shortly after learning experience, in the sphere of safety and trust)  specific feedback (focused on self-level, task level, process level, self-regulatory level / focused on the goals - feedup, on past steps in learning process - feedback, on following steps in learning process - feed forward) | **1 – 2 – 3 – 4 – NO** |
| **NOTES** | | | |