

**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 CLIMATEC7. Positive social interactions and relationshipsC6. Safe and stimulating classroom climateC3. High expectations | The teacher supports positive social interactions and relationships between and among groups and peers. | relaxed atmosphereradiate warmth and empathyaddressing students in a positive wayset high expectationsaccept that students make mistakeshonor student contributionsdo not make offensive or role-confirming commentsencourage students to listen to each otherlet students speakaccept differencestake differences into accountpromote mutual solidarity among students | **1 – 2 – 3 – 4 – NO**  |
| SECTION 3: INCLUSIVE PRACTICEDESIGN & DELIVERYD6. Organise and manage the class | The teacher ensures an orderly climate. | entry and exit classes and transition moments are structured and orderlyclear rules and agreementsstudent participationconsistently applying rules and agreementsset clear boundaries and watch over agreed manners and rulestimely and appropriate action in the event of order disruptionsuse strategies to avoid unwanted behavior | **1 – 2 – 3 – 4 – NO** |
| SECTION 3: INCLUSIVE PRACTICETARGET SETTINGT2. 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 PRACTICEDESIGN & DELIVERYD6. 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 helpensure that students know what to do when they have finished their workmake clear which materials can be used | **1 – 2 – 3 – 4 – NO**  |
| SECTION 3: INCLUSIVE PRACTICEDESIGN & DELIVERYD6. Use of teaching periodD1. Plan lessons and activities | The teacher makes efficient use of the teaching period. | timely start and end of activities / lessonsdon't waste time at the beginning, during or at the end of the lessonno dead momentsactivities / lessons focus on things that are importantactivities / lessons / evaluations are focused on the goalsactivities / lessons are planned coherently | **1 – 2 – 3 – 4 – NO**  |
| SECTION 3: INCLUSIVE PRACTICEDESIGN & DELIVERYD3. Teaching approachSECTION 3: INCLUSIVE PRACTICEDESIGN AND DELIVERYD2. Meaningful | The teacher uses activating work forms. | use forms of conversation and discussionprovide guided exercisehave students work in groupsuse a variety of instructional strategiesvariation assignments / teaching materials | **1 – 2 – 3 – 4 – NO**  |
| The teacher provides a meaningful offer.  | authentic, realistic, lifelike, meaningful contextsalignment with interests and the world of life and experiencereality orientationutilizing incidental learning  | **1 – 2 – 3 – 4 – NO**  |
| SECTION 3: INCLUSIVE PRACTICEDESIGN & DELIVERYD6. 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 studentsfunctional use of learning resources and infrastructure  | **1 – 2 – 3 – 4 – NO**  |
| SECTION 3: INCLUSIVE PRACTICESUPPORTF2. 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 PRACTICESUPPORTF2. 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 PRACTICEDESIGN & DELIVERYD4. Language skills | The teacher stimulates the students' language skills. | language proficiency education is structurally integrated into all activities / lessonsteacher is a model (used language, clear articulation, speaks in full sentences, ...)checks whether the students understand the instruction / explanationask many (open) questionspromote interaction between teacher and studentpromote mutual interaction between studentsadapt 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 PRACTICEDESIGN & DELIVERYD5. 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 PRACTICEDESIGN & DELIVERYD5. Learning strategies, higher-order thinking and problem solving skills | The teacher encourages students to use strategies when approaching tasks.  | stimulate self-managementencourage students to work step by stepcheck taskscheck solutions | **1 – 2 – 3 – 4 – NO**  |
| SECTION 3: INCLUSIVE PRACTICEFEEDBACKF1. Feedback | The teacher gives the students adequate feedback with a view to the progress in the learning and development process. | embedding in educational learning processeffective 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** |