'My Education, My Future' Teacher Development Tool

Before the lesson	Classroom context			
Date (DD/MM/YY):	**Observer name:**			
School name/code:				
Teacher gender:	**Teacher years of experience:**			
Subject(s):	**Lesson Topic:**			
Grade being taught:	**Age range of children being taught (youngest to oldest):**			
Number of girls in lesson:	**Number of boys in lesson:**	**Number of girls absent:**	**Number of boys absent:**	**Total on register:**
Number of girls with disabilities in lesson:		**Number of boys with disabilities in lesson:**		

Type of disabilities or special educational need of children enrolled in the class:

Visual □   Hearing □   Mobility □   Cognitive: name, if known _____   Other: name, if known: _____

Observation duration: Start time _____   End time _____

Before / at the start of the lesson	0	Classroom Environment – Readiness to Learn Goals

For each of the following indicators, put a X in the box that corresponds to the rating you would give to the classroom (3 = Observed completely; 2 = Observed partly; 1 = Not observed; N/A = Not applicable)

#	Indicator	3	2	1	N/A	Comments
0.1	The classroom is clean and well- maintained.					
0.2	The classroom is accessible to children with disabilities.					
0.3	There are sufficient resources (e.g. books, pencils, desks) for all children; there is blackboard and chalk.					
0.4	There is sufficient space for games and active learning.					
0.5	The lesson takes place in a safe environment which is free from hazards.					
0.6	The teacher has a lesson plan - if Yes, complete the lesson plan section in '*After lesson*'). Yes □ No □					

During the lesson: **When observing the following indicators, mark an X for your rating (3 = Observed in the whole lesson; 2 = Observed in some of the lesson; 1 = Not observed at all in the lesson; N/A = Not applicable).**

Positive, Child-Centred and Inclusive Learning Environment Goals				
1. Teacher manages the children's behaviour in the classroom	**3**	**2**	**1**	**N/A**
1.1 The teacher adequately addresses the children's off-task and general behaviour.				
Notes or comments (note the type of behaviour that is punished and any differences in punishment given to boys and girls):				
2. Teacher encourages the children in the classroom	**3**	**2**	**1**	**N/A**
2.1 The teacher uses positive, friendly and caring body language and tone e.g. good eye contact and facial expressions, like smiling.				
2.2 Where children are having challenges, the teacher has a positive attitude towards their challenges.				
2.3 The teacher praises children when they show effort.				
Notes and comments (e.g. on any different treatment of boys and girls):				
3. Teacher communicates to the children in a way that aids their understanding	**3**	**2**	**1**	**N/A**
3.1 The teacher ensures that children can understand the language that is being used (and that the language is age-appropriate).				
3.2 The teacher ensures that children can understand the questions and directions given (instructions are rephrased and/or explained, if necessary).				
Notes and comments (e.g. on any different treatment of boys and girls):				
4. The classroom environment is gender inclusive, and girls and boys have equal opportunities	**3**	**2**	**1**	**N/A**
4.1 The teacher provides opportunities for girls and boys to participate in activities that are not traditionally seen as appropriate for their gender.				
4.2 The teacher uses gender inclusive language and gender-neutral terms.				
4.3 The teacher challenges children when they use gendered language or express gender stereotypes.				
4.4 The teacher places the children in mixed gender groups and provides opportunities for them to equally participate in classroom activities.				
Notes and comments:				

5. Children living with disabilities are included in classroom activities and discussions	3	2	1	N/A
5.1	The teacher ensures that children living with disabilities actively participate in the classroom activities or discussions.				
5.2	The teacher modifies or adapts the lesson to include children living with disabilities, if necessary.				
Notes and comments: (e.g. on any different treatment of children with disabilities)				

Experiential, Play-based learning Methodology Goals				
6. Children are actively participating in the classroom	3	2	1	N/A
6.1	The children assist classmates in solving problems or understanding questions.				
6.2	The children are provided with choices e.g. different ways of approaching a task.				
6.3	The children spontaneously ask the teacher questions related to the learning activities and are unafraid to interact with the teacher.				
Notes and comments:				
7. The teacher engages the children through participatory learning	3	2	1	N/A
7.1	The children have opportunities to discuss, practice and expand on what they learned e.g. in small groups, through open-ended questions.				
7.2	The children have opportunities to take on roles in the classroom.				
7.3	The children are asked questions by the teacher to stimulate critical thinking.				
Notes and comments:				
8. Children are engaged in play-based, experiential learning during lessons	3	2	1	N/A
8.1	The children are given opportunities to describe how they would apply their learning from the lesson to everyday life.				
8.2	The children are engaged in subject-specific games or play-based learning (PBL) activities in the classroom.				
8.3	The children are involved in generalised (not subject-specific) games and play during the lesson e.g. energisers and relays.				
Notes or comments on each type of activity e.g. which games or PBL activities did the teacher deliver?				

Public

Based on your observations during the lesson, give ratings to the following indicators by marking an X in the column that corresponds to your rating (3 = Observed in the whole lesson; 2 = Observed in some of the lesson; 1 = Not observed at all in the lesson; N/A = Not applicable).

	Overall lesson indicator ratings					
#	Indicator	3	2	1	N/A	Comments
a	Boys were relaxed and comfortable during the lesson.					
b	Girls were relaxed and comfortable during the lesson.					
c	Boys had the opportunity to speak, ask questions and do activities.					
d	Girls had the opportunity to speak, ask questions and do activities.					
e	The teacher used a gender-inclusive approach.					
f	The teacher used gender-responsive materials or adapted materials to be gender-responsive.					
g	The teacher modified activities for, and actively included children with disabilities.					
h	The teacher was supportive, respectful and caring towards boys.					
i	The teacher was supportive, respectful and caring towards girls.					
j	The teacher was supportive, respectful and caring towards children with disabilities.					
k	The teacher used positive behaviour management techniques in response to any inappropriate behaviour.					
l	The teacher remained calm and patient throughout the lesson.					
m	The teacher used a variety of teaching methods.					

Lesson planning: Give ratings to the following indicators by marking an X in the column that corresponds to your rating (1 = Yes, consistently; 2 = Yes, for some of the lesson; 3 = No; N/A = Not applicable)

#	Indicator	3	2	1	N/A	Comments
n	The teacher followed the lesson plan.					
o	Play was set out in the lesson plan.					
p	Play was integrated into the lesson.					
q	The key learning outcome was clearly articulated and observed.					
r	The lesson was generally well planned.					Note here what went well and what could be improved in the planning e.g. timing of each activity, how well the planned activities worked; whether the lesson plan detailed any formative assessment; topic, the learning objectives, teaching methods, classroom arrangement, main activities, resources, and assessment methods. The notes here can be used to reflect on the lesson with the teacher in the post-observation coaching session.

Overall summary of lesson

[Outline some key highlights from this observation – these notes can be used to share with other observers]

What went well? Guiding question: Outline which areas of the pedagogy the teacher did well? Give examples.	What can improve? Guiding question: Which area could the teacher improve on? Give examples.