Observation key: a safe and positive classroom climate

# Wellbeing

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| The teacher increases the competence of the children | The teacher gives positive feedback |  |
| The teacher is paying attention to what the children tell |  |
| The teacher encourages the children |  |
| The teacher gives confirmation to the children |  |
| The teacher let the children experience moments of success |  |
| Children may make mistakes |  |
| The teacher does not stigmatize weak students | The teacher does not give any harmful remarks about a student for the whole class |  |
| The teacher does not speak in the presence of the pupils against third parties about the weaknesses of the students |  |
| The teacher provides a sense of well-being and security | Verbal |  |
| Physical   * The teacher is at the same heigth of the children. * The teacher winks to the children * The teacher makes encouraging expressions * ... |  |

# Motivation and involvement

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| The teacher motivates the students | The teacher uses didactic material   * Alternately * Captivating texts * Well-chosen prints or books * … |  |
| The teacher pursues relevant goals |  |
| The teacher uses interesting contexts |  |
| The students are learning by doing | The teacher lets the students experiment with materials to acquire new skills |  |
| The teacher ensures that all children are motivated and remain motivated | The teacher creates a pleasant atmosphere |  |
| The teacher challenges the students |  |
| The teacher is enthusiastic |  |
| The teacher motivates the students when students experience difficulties |  |
| The teacher introduces enough new learning elements |  |
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# Didactische werkvormen

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| The teacher uses interactive teaching methods so that the children learn to work together | The students must work together in groups |  |
| The teacher promotes collaborative learning   * The children have to play a game together * The teacher provides assignments with shared information * … |  |
| The teacher stimulates interaction among each other during the group work | The teacher interacts with at least half the children |  |
| The teacher encourages interaction between the students |  |
| The teacher consciously groups the groups heterogeneously | * different origins * different gender * mix of weaker and stronger students |  |

# TArgeted support

## Mediation

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| The teacher actively tracks the problems | The teacher addresses the problems that the students themselves indicate |  |
| The way the teacher asks if it is going |  |
| The way the teacher is looking for problems |  |
| The way the teacher deals with it |  |
| The teacher gives each student the opportunity to find a solution to his problems | The teacher supports the self-esteem of the students   * by asking questions * by giving hints * by making the learner understand the learning process * by reflecting out loud * … |  |

## meaning negotiation

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| The teacher controls the understanding of the students | The teacher rephrases when the students do not understand |  |
| The teacher makes himself clear with his hands and feet |  |
| The teacher supports the students in expressing their own opinion | The teacher asks the children to express themselves |  |
| The students get the opportunity to speak |  |
| The teacher encourages the students to express non-verbal messages |  |

## Differentiation

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| The teacher supports and motivates the weaker students | * by using additional images * by using a pre-structured schedule * by making the questions easier * by offering easier assignments * by providing additional explanations * by providing additional positive feedback * ... |  |
| The teacher pays attention to the stronger children |  |  |
| The teacher captures the differences between the pupils | * by offering follow-up assignments * by offering different quantities to be processed * ... |  |