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

|  |  |  |
| --- | --- | --- |
| 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

|  |  |  |
| --- | --- | --- |
| 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

|  |  |  |
| --- | --- | --- |
| 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

|  |  |  |
| --- | --- | --- |
| 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
* ...
 |  |