**Simple Classroom Observation** 

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| Observer name |  | School |  | | |
| Programme name |  | Course title |  | | |
| Session type (lab/workshop/classroom.) |  | Level |  | Credit value |  |
| Observee Name |  | Date |  | Time |  |

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| Students | | | | | | | | |
| Numbers | Female |  | Male |  | Domestic |  | Inter- national |  |
| Age range |  | | | | Cultural mix |  | | |

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| **Criterion** These are six criteria for effective teaching and learning | **Evidence Observed** Note what you observed the tutor and learners doing and any evidence that meet the criteria |
| 1. The teacher shows evidence of having prepared adequately for the session.  eg lesson plan, lesson outline on board, handouts |  |
| 2. The teacher builds on learners’ prior knowledge and experience  eg at the beginning of a topic or session, the teacher asks what the students already know. The students have a chance to recap or revise and do this with a brainstorm or record ideas on the board. |  |
| 3. The teacher establishes learning relationships with and between learners.  eg does the teacher interact with the students, do the students interact with each other, is there opportunity to do this? |  |
| 4. The learners were active in the session – **they were doing** something with the content  eg working in pairs, working in groups, brainstorming, discussing, presenting findings, creating a task, working on a scenario |  |
| 5. Activities supported ‘making sense’ of the learning  eg the learners have time to think about new content, start to apply what they are learning to a task, use new content in a task, get to practise. |  |
| 6. Literacy and numeracy is embedded in the session  eg specialist vocabulary is visually available and explained, learners are guided through a reading, learners given tasks using new vocabulary and/or numeric concepts |  |

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| **Any other comments and suggestions** |