



<p>Does the teacher welcome each learner? How?</p> <p>Does the teacher seem happy to be in the classroom?</p> <p>How does the teacher react to the following:</p> <ul style="list-style-type: none"> <li>• lateness</li> <li>• forgotten homework/books/pencil case</li> </ul>	<p>What impact did the teacher's attitude to being in the classroom have on the learners and their behaviour?</p> <p>Is there anything you can take away from this, to use in your lessons?</p>
<b><i>Routines</i></b>	
<p>What class routines can you see? What exactly is the teacher doing, and what are the students doing?</p>	<p>How effective were the routines that you saw? If they were not very effective, consider why.</p> <p>Were the routines appropriate to the age group?</p>

<p>How do the learners respond to the routines?</p> <p>Do the routines provide structure to the lesson?</p> <p>Do the routines provide an opportunity for learners to use more English in the lesson?</p>	<p>Did you see evidence of a class routine that you think you would like to use? If so, can you simply copy what you saw in this lesson, or do you need to adapt it? What kind of adaptations will be necessary?</p>
<b><i>Transitions</i></b>	
<p>How does the teacher move from one activity to the next? How does the teacher signal to the students that they are going to move on?</p> <p>Notice the language the teacher uses to transition.</p>	<p>Consider how smooth the transitions between activities were. Did the learners understand that the lesson was moving on, or did some seem confused?</p> <p>Did some learners seem to lose focus or start to chat (or misbehave), during the transition between one activity and the next? If so, why was this?</p>

<p>Does the teacher give any visual cues to demonstrate that the class is moving on to something else?</p>	
<b><i>Task set-up</i></b>	
<p>Write down how one task is being set up. Think about the language the teacher is using, how they are modelling the task, and how they are checking understanding.</p> <p>Look around the classroom. How many learners seem to be following as the teacher is setting up this task? And how many learners seem considerably distracted?</p>	<p>If all learners did not seem to be following as the teacher was setting up the task, consider why this was. Did the learners 'realise' the information the teacher was giving was important? Was everyone focused? Was a clear model given?</p> <p>Did the teacher give success criteria? If not, how do you think doing this would have impacted the lesson? Would there have been any impact on behaviour?</p> <p>After observing this teacher setting up a task, what are your key takeaways?</p>

<i>Behaviour</i>	
<p>How does the teacher deal with any behaviour issues?</p>	<p>Do you think the teacher always deals with behaviour issues in the same way?</p> <p>Do you think the teacher had already planned how they would deal with a behaviour issue?</p> <p>Do you think the rules or expectations have been explained to learners before? If not, what impact do you think this had on the behaviour of learners in this group?</p> <p>Do you think the way the teacher dealt with behaviour issues in this lesson was effective?</p> <p>How do you think each learner in the class felt, when the teacher was dealing with behaviour issues?</p> <p>What can you take away from this?</p>

***End of the lesson***

How does the teacher end the lesson? Describe the stages in within the last 15 minutes of the lesson.

How do the learners seem- are they calm? Do they seem like they enjoyed the lesson?

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Reflect on the end of this lesson. Consider how the learners seemed to feel.

What could the teacher have done differently in the last 15 minutes of the lesson? What impact might that have had on behaviour, and enjoyment of the lesson?

Is there anything else you noticed? Think about things you saw that impacted the lesson positively, as well as things that you felt had a negative impact.