

A

Good teaching

		Sometimes	Routinely
1A.	My lessons have clear objectives based on a scheme of work	☐	☐
2A.	I am secure and confident in my curriculum knowledge	☐	☐
3A.	Students answer my questions confidently	☐	☐
4A.	I ask questions that encourage exploration of the subject matter	☐	☐
5A.	I show students how to remember things	☐	☐
6A.	I ensure students work together in groups	☐	☐
7A.	I'm always available to help students through a learning challenge	☐	☐
8A.	I build variety and change of pace into lessons	☐	☐
9A.	I mark work regularly with supportive comments and targets	☐	☐
10A.	I display students' best work on classroom walls	☐	☐
11A.	My records show that students make progress with attainment	☐	☐
12A.	I work hard to get things right	☐	☐

B

Boosting learning power

		Sometimes	Routinely
1B.	My students know which learning disposition we are trying to build in each lesson	☐	☐
2B.	I show students that I too am learning in lessons	☐	☐
3B.	I encourage students to ask curious questions of me and each other	☐	☐
4B.	I ask questions which help students explore their learning process	☐	☐
5B.	I guide students to build their capacities to learn	☐	☐
6B.	I help students understand how to learn effectively in groups	☐	☐
7B.	I help students develop their own strategies for coping with being stuck	☐	☐
8B.	I vary methods of working in order to develop different learning capacities	☐	☐
9B.	My marking poses questions about students' progress as learners	☐	☐
10B.	I display work in progress on classroom walls	☐	☐
11B.	I chart progress in the development of learning capacities with my students	☐	☐
12B.	I learn from my mistakes with my students	☐	☐