

## How Inclusive is my Pedagogy?

This survey is designed to enable teachers to reflect on their teaching practice and to identify aspects for development. Please take some time to reflect on your teaching practice over the last week and then complete the survey.

Pedagogy	Seldom	Sometimes	Usually	Consistently
Learning Intention/Objective is visible at the start of the lesson				
There is an explicit link made between the LI/LO and real-life application				
Learning activities are varied and reflect various learning styles				
Lessons are well planned				
Students are included in the planning of lessons/units of work				
Lessons are structured logically and sequentially				
Oral instructions and reinforced with written instructions				
Learning is reviewed and re-capped regularly				
Students have opportunities to practise and repeat skills				
It is ok for students to make mistakes				
Mistakes are seen as opportunities to learn				
High expectations are explicitly communicated and modelled				

Open ended questions are utilised				
Students are encouraged to ask and answer questions				
Graphic organisers are used to enable students to structure their thinking and organise their notes				
E-learning tools are effectively utilised to support learning				
Students have opportunities to write or electronically process information				
Students are explicitly taught strategies to manage and process information				
Students have opportunities to "teach"				
Videos/clips are shown using closed captions or sub-titles				
The classroom/learning environment is safe and welcoming				
Students experience personalised learning				
Student feedback is used to adapt the teaching and learning programme				
Topics are contextualised within culturally appropriate topics/learning contexts				
Student learning is reviewed and evaluated at the end of a lesson				
Students share responsibility for their learning				
Expectations are consistent and "enforced" consistently				