

QUEST Romania

CHECKLIST FOR INSPECTIONS *(excerpts)*

TEACHING

SUB-CATEGORY	CODE OF PRACTICE	POINTS TO CHECK
<i>Planning</i>	<p>QUEST member schools guarantee to their students</p> <ul style="list-style-type: none"> • high teaching and educational standards delivered by competent teacher • a quality teaching and learning environment 	<ul style="list-style-type: none"> • Are the objectives clear? • Are the stages clear? • Are the objectives relevant to the course/syllabus and to the learners' needs? <p>Check:</p> <ul style="list-style-type: none"> • the grading, sequencing and timing of activities • the suitability of materials to lesson objectives • balance/integration of skills in the plan
<i>Classroom management and teaching techniques</i>	<ul style="list-style-type: none"> • high teaching and educational standards delivered by competent teachers • commitment to maintain and develop standards • regular monitoring of the teaching activity 	<p>Look for evidence of good practice, e.g.:</p> <ul style="list-style-type: none"> • clarity of instructions • appropriate use of the board • appropriate use of equipment • quality of additional materials • the teacher's role in a range of activities • ways of giving feedback to students • teacher talking time / student talking time • sensitivity to mixed ability groups • ability to deal with discipline problems
<i>Knowledge and use of the target language</i>	<ul style="list-style-type: none"> • no discrimination against students on grounds of gender, race or religions 	<p>Is the level of the target language appropriate (pronunciation, vocabulary, structures and register)?</p> <p>Check:</p> <ul style="list-style-type: none"> • ability to use meta-language in keeping with students' age and needs • ability to foster genuine language by providing appropriate models
<i>Awareness of the learner</i>		<p>Check:</p> <ul style="list-style-type: none"> • classroom atmosphere (teacher-student, student-student rapport) • learners' understanding of what they are doing and why (students' attitude, facial expression, eye contact) • opportunities for learner involvement/learner empowerment • opportunities for self/peer correction