

Purpose

This document provides a checklist of how ratings of teaching and learning spaces might be approached by assessors or by applicants.

Furniture		1	2	3	4	5
1.	The classroom is spacious, that is, the teacher can move around the room easily and access all students equally.					
2.	Students can move around the room to communicate with other students.					
3.	The furniture is mobile and can be easily moved.					
4.	There are different types of furniture settings in the classroom (that would enable different types of activities).					
5.	It is possible to reconfigure the room for different activities.					
6.	It is possible for students to shift furniture around to suit their learning activity.					
Engagement		1	2	3	4	5
7.	It is possible for the teacher to engage with students individually.					
8.	It is possible for the teacher to engage with small groups of students.					
9.	It is possible for the teacher to engage with the whole cohort.					
10.	It is possible for students to engage easily with each other, for example through discussion.					
11.	It is possible for students to consider collaborative activities.					
12.	It is possible for students to communicate with each other in different ways.					
13.	It is possible for students to undertake focused tasks during class.					
Technology and Resources		1	2	3	4	5
14.	There are educational technologies in the room that are accessible by students (such as digital screens and projectors)					
15.	It is possible for students to access a variety of resources in the classroom, e.g., whiteboard, digital screen, document camera, internet, computer/tablet, etc.					

16.	Students have choices as to the types of resources that have access to.					
17.	It is possible for multiple groups of students to access multiple technologies at the same time.					
18.	It is possible for students to write and share content on writable walls or digital surfaces (active wall)					
19.	It is possible for students to share/record/save content discovered or created in class, for future reference.					
Pedagogical Agility		1	2	3	4	5
20.	It is possible for individual students to undertake different activities simultaneously.					
21.	It is possible for students to utilise vacant floor spaces for learning activities (active floor)					
22.	It is possible for groups of students to undertake different group activities in the same space at the same time. Fro example, one group can create content on a digital screen while another group builds a model.					
23.	Students have the freedom to instigate their own activities that are relevant to them.					
24.	It is possible for students to work at their own pace during class.					
25.	It is possible for the teacher to observe and monitor students at a distance (so as not to interrupt them), to evaluate their progress on class activity.					
Efficiency Rating						