



International
Rescue
Committee

Healing Classrooms Initiative Herat (August 2005)

Interview Schedule: Teachers

Interviewer:

Teacher's name:

Male/female

Length of time teaching:

1. Can you tell me about how/why you became a teacher?
2. Can you describe your typical day when you have class?
What do you do before coming to school, what do you do after?
What other jobs/ responsibilities do you have – in the home and outside?
3. Can you tell me about how you plan your lessons and organize your teaching?
Do you have a regular timetable? Do you prepare the night or morning before?
4. Can you tell me how you start and end your classes?
Do you have any special routines?
5. How do you know if your students understand the lesson?
6. If you think a student doesn't understand your lesson, what do you usually do?
7. What do you think makes a good teacher? What sort of qualities and skills should a good teacher have?
8. In general, how do you feel about your teaching?
Do you feel proud? In what ways?
9. Is there something you particularly enjoy about teaching?
10. Is there something you particularly dislike – or find very difficult?
11. Can you tell me about the students in your class? How well do you know them? *Are there some 'special students with particular learning difficulties? Are there some 'outsider' students who are a little different to the others? Are there some particularly vulnerable children?*
12. Is there any one in your community that you can talk to about teaching? What do you do if you don't understand something?
13. Do you feel respected in your community for being a teacher? How? Why do you think this is?

Please use the following responses to indicate how often various activities take place in your class.

Always = every day

Sometimes = once or twice a week

Rarely = once or twice a month

Never = never

	Pedagogy for Student Well-being	Always	Some- times	Rarely	Never
	<i>Instruction</i>				
1	I plan what I will teach in class				
2	I stand by the blackboard to teach				
3	I move around the classroom to help the students				
4	I tell stories in class				
5	I organize learning games for the students				
6	I have the students work in pairs				
7	I have the students work in groups				
8	I use teaching aids, such as charts, and objects				
9	I check that all the students have understood				
	<i>Classroom Routines and Practices</i>				
10	I start teaching the lesson as soon as students arrive				
11	I start the day with greetings and introductions				
12	I call the attendance register				
13	I end the day with a review and wrap up				
14	Every student participates in the lessons				
15	Every student answers at least one question every day				
16	I speak to every student by name				
17	Some students do not concentrate				
18	If the students don't understand or misbehave I have to shout at them				
19	If they are not learning, I have to beat the students				
20	If they are misbehaving, I have to beat them				
21	The girls are less active in class				
22	Any 'special' students are less active				
23	The students freely ask questions, share stories and make comments				
24	Students ask me to explain if they have not understood				
25	Students freely talk to me about other things				
26	Students tell me about a problem they have (other than with learning)				
27	I talk to the students about 'tarbia' and other things they need to know, like health				
28	I teach them games they can play outside of class				
29	I talk to parents about their children				
30	I visit the families/ send messages to absent students to check on them				



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Healing Classrooms Initiative, Herat (August 2005)
Student Interview

Interviewer:

Student's name:

School:

Grade:

Student's age:

Length of time in school:

1. What do you most like about coming to school?
2. What are you learning in school?
3. Why do you think this is important? How do you think this can help you?
4. Are there things that you can do now that you could not do before you came to school? What like?
5. What happens if you really find something very difficult to learn and you don't understand? What do you do? *Who do you talk to?*
6. What about if you have a different sort of problem – or a question – like a pain in your stomach, or something you are worried about, what do you do? *Do you tell your teacher? Does your teacher help you?*
7. Do you ever help the teacher at all? In what ways? (for example bringing water)
8. Is there anything you do not like about coming to school?
9. Are there things that the teacher does which don't help you at all and which you don't like?
10. How about the other students in your class –do you think they are all happy to come to school, or are there some students who aren't so happy? *Why not? Are there any special students with special needs or different situations from most of your class? Are there any students who are teased or who you think the teacher or the other children don't like?*
11. How do you help to make your class a nice place for all the students to be?
12. Finally, tell me about what you do before and after you come to school
13. And what is your favourite activity – maybe in your home, in the afternoons or on a Friday? Do you like to play any games?



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Healing Classrooms Initiative, Herat: Classroom Observation

Date _____ Time _____ Observer: _____

Class observed: Grade: _____ Subject: _____ Teacher: male/ female

Lesson topic: _____

Total Number of Students Present: Boys _____ Girls _____

Total number of students Enrolled: Boys _____ Girls _____

Learning Environment:

Describe the learning environment (the condition of the room etc)

Seating Arrangements:

Draw a diagram on the reverse of the sheet of how the children are seated, and note the positions of the boys and girls.

Overview of the Lesson:

How does the teacher start the lesson?

Describe the progress of the lesson – including the main teaching method used (eg blackboard work, lecture) and the different activities the teachers and students do.

What teaching materials are used ? (Eg blackboard & chalk? textbook? teaching aids?)

Healing Classrooms Initiative, Classroom Observation: Quick Checklist

Pedagogy for Student Well-being	X, √, N/A	Details
<i>Learning Environment</i>		
1	All students are comfortable and can see the blackboard	
2	The teacher has space to move around comfortably	
3	The teacher's desk is well organized	
4	There are posters/charts (relevant to students) on the wall	
<i>Instruction</i>		
5	The teacher has a lesson plan	
6	The teacher stands at the front of the class by the blackboard	
7	The teacher moves around to talk to individual students	
8	All the students are engaged in relevant activities	
9	The teacher is aware of all the students all of the time	
10	The teacher tells a story	
11	The teacher organizes a learning game	
12	The students work in pairs	
13	The students work in groups	
14	The teacher uses teaching aids - such as charts, objects	
15	The teacher links the lesson content to the children's lives	
16	The teacher evaluates the learning of the students	
17	The teacher tries to ensure that all students have understood	
<i>Classroom Routines and Practices</i>		
18	The teacher starts the lesson content as soon as	

	the students are in class		
19	The teacher starts with greetings, intros etc		
20	The teacher calls the attendance register		
21	The teacher ends the day with a review, wrap-up		
22	The teacher tries to engage every student		
23	Every student answers at least one question		
24	The teacher refers to each child by name		
25	The teacher shouts at students		
26	The teacher insults students		
27	The teacher beats students		
28	The teacher praises students		
29	The teacher makes efforts to include girls		
30	The teacher makes efforts to include any 'special' children		
31	The students comment, share stories and ask questions		
32	Students ask the teacher to explain if they have not understood a lesson		
33	The teacher talks to the students about other important things (eg good health, about 'tarbia')		
34	Students freely approach the teacher with other questions/ things to share		
35	Girls sweep and clean the classroom		
36	Boys and girls sweep and clean		
37	Boys have special roles & tasks in the class		
38	Boys and girls have special roles		
39	The teacher has taught the students games they can play in the break or in their homes		
40	The teacher has met recently with parents		
41	The teacher has visited/ sent messages to absent students to check on them		

Ratings of Key Indicators (Based on Classroom Observation)

1 = not at all
 2 = a very little
 3 = somewhat

4= mostly/ to a large extent
 5= very much so/ completely/ fully

	Pedagogy for Student Well-being	1	2	3	4	5
	1. Learning Environment					
1	The classroom space is being well used: students and teacher are comfortable and able to work effectively					
	2. Instruction					
2	The lesson reflects planning, organization and identified aims					
3	The lesson content and pace is appropriate and relevant for the students (ie with attention to linkages to the students' lives)					
4	All students are actively engaged in relevant learning activities					
5	The teacher is confident in their teaching					
6	The students' learning is effectively evaluated					
	3. Classroom Routines and Practices					
7	Active participation of all students is encouraged and valued.					
8	There is respect and encouragement for all students' ideas, questions, and contributions.					
9	Discipline strategies are respectful and appropriate					
10	The teacher shows concern for the students' well being and development					
11	The lesson will enhance students' self-esteem and self-confidence					

Any Additional Comments