**10 Characteristics of good teaching – Hilbert Meyer**

**1. Clear structure of learning and teaching processes**

**-polite, understandable classroom language**

**-agreement on rules/do’s & don‘ts: shared responsibility/learner autonomy**

**-use of body language, gestures**

**2. High proportion/amount of time-on-task**

**-reduction of time spent on aspects other than learning**

**-clear time frames**

**-rules= less disruptive behaviour + focus**

**-smart time management (feedback sheets, learning platforms)**

**3. Constructive alignment of goals, assessment, contents and methods**

**-set goals**

**-how goals can be assessed**

**-how to achieve goals (=> topics/contents, processes, methods, products/outcomes)**

**-teacher‘s goals = students’ goals**

**4. Variety of methods**

**-individual support**

**-variety of methods**

**-mix of o social settings (individual/pair/group work)**

**-student-centred phases (projects, autonomous/self-regulated learning) and teacher-centred**

**5. Smart practice**

**-involve positive emotions**

**-students record a video multiple times to perfect it**

**-varied**

**6. Individual support**

**-support learners to develop in their individual, best possible way**

**-cognitive support, options, choice**

**-emotional support, advice**

**-explore strengths & weaknesses • Foster learner autonomy**

**7. Classroom atmosphere conducive to learning**

**-comfortable learning environment**

**-rewards rather than punishment**

**-positive attitude, feedback**

**8. Meaningful classroom communication**

**-meaningful exchanges of information**

**-age appropriate topics, methods, materials, activities**

**-students talk to students**

**-maximise student talking time (= “language learning is language use”)**

**9. Student feedback on teaching**

**-students are taken seriously**

**-potential to enhance respect for the teacher and his/her work**

**-students learn to give feedback**

**10. Clear expectations, professional assessment of student achievement, continuous feedback**

**-clear and transparent learning goals**

**-summative assessment at the end of the unit (validity, reliability, objectivity)**

**-continuous feedback for learning (advice on what/how to improve)**