

A Report on In-classroom Teacher Behaviour at Budget Private Schools in India.

A frame-by-frame account of what unfolds
during everyday lessons in classrooms.



About the Report

The Noldenbirge Foundation prepared this report in collaboration with budget private schools in India. In this first-of-its-kind attempt to study in-classroom teacher behaviour in India, we randomly collected video-recorded lessons from teachers at participating budget private schools. Using our Taxonomy of In-classroom Teacher Behaviours, we timestamped, tagged, and analysed the footage, second by second, to develop this report. The *Report on In-classroom Teacher Behaviour at Budget Private Schools in India* offers insights into what typically takes place inside our classrooms during a forty-minute lesson.

About Noldenbirge Foundation

The Noldenbirge Foundation is a not-for-profit organisation specialising in applied education research. We draw insights from this research to design adult learning experiences. Our mission is to bridge the gap between education policy and its everyday practice. We work closely with parents, teachers, and school principals to field-test educational theories at the grassroots level, helping transform policy into practical school improvement, teaching, and parenting strategies nationwide. Learn more about our work at noldenbirge.org.

Suggested Citation

Noldenbirge Foundation. (2025). *A Report on In-Classroom Teacher Behaviour at Budget Private Schools in India*.

Disclosure

The Noldenbirge Foundation has no conflicts of interest to declare in connection with this report. We are committed to keeping the video-recorded lessons collected for this study confidential and have not shared the raw data relied upon during this study with any third party. To protect the privacy of the teachers who contributed their classroom data, we are not at liberty to disclose the details of the schools involved in the study.

Cover Image Courtesy

Microsoft Copilot helped us create the image of the classroom featured on the cover.

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during everyday lessons in classrooms.**

1 August 2025

Dear Stakeholder,

We thank you for downloading this report and for taking the time to read it. We hope it adds value to your work in the school education sector in our country.

Throughout this report, you will encounter the term **in-classroom teacher behaviour**. Why does this term matter for classroom practice, and how did we uncover its importance?

We have long incorporated classroom observation into our continuing professional development support projects for teachers in Indian schools. We have always believed that observing a teacher deliver a 40-minute lesson, followed by reflective feedback, allows us to assess the impact of our support and enables the teachers to transfer learning from the training sessions into classroom practice. However, face-to-face classroom observation has two inherent limitations.

First, it is expensive, as we spend a significant amount of time and money on travel and managing our stay. Many budget private schools we work with cannot always afford face-to-face classroom observation as a component of the continuing professional development support we offer to their teachers.

Second, it is nearly impossible to adequately describe what we observed during a lesson when we sit down to provide feedback after each observation. By the time we verbally visualise what we observed for a teacher, we lose most of the critical details that may help the teacher reflect on their practice during the feedback.

To reduce the cost of support and enable teachers to rewatch their practice for better reflection, we began asking the schools we work with to video-record the lessons they wanted us to observe. Not only did this simple shift in how we observed teachers immediately solve the two problems mentioned above, but it also led to an unexpected discovery.

Unlike face-to-face classroom observations, video-recorded lessons allowed us to replay parts of the lessons when we wanted to clarify what the teacher did or how the students responded during the lesson. Over time, we started to notice a pattern.

We discovered that in addition to the content teachers teach, the resources they use, and the instructional strategies they employ during a lesson, there is another layer to every lesson. We observed that teachers consistently exhibit characteristic behaviours, regardless of their subject matter, the resources they use, or the strategies they implement. We also noticed that these behaviours serve as the backbone of their classroom practice. We decided to call these behaviours

in-classroom teacher behaviours. *(Please read Page 7 for the definition of in-classroom teacher behaviour.)*

From the Danielson Framework for Teaching to the National Professional Standards for Teachers, we studied 25 publicly available teacher observation frameworks to determine whether any would allow us to identify the in-classroom teacher behaviours from the video-recorded lessons we collected. Most of these frameworks expanded the scope of teaching beyond classroom practice. Many left the observation of classroom practice to the subjective interpretation of the observer. We did not find a framework that allowed us to quantify the in-classroom teacher behaviours we observed as we examined our video-recorded lessons.

That was when we decided to develop the Taxonomy of In-classroom Teacher Behaviours at Noldenbirge Foundation. We believe this Taxonomy will help school leaders and instructional coaches across our country to assess the classroom practices of the teachers they work with and provide targeted professional development support to them.

This report is the outcome of the first pilot of the Taxonomy. It offers a second-by-second breakdown of what happens within the four walls of the budget private school classrooms in our country. We hope you find it insightful.

We aim to continue improving the Taxonomy and eventually release it as an open-source classroom observation tool for school leaders and instructional coaches in our country, equipping them to align their classrooms with the expectations laid out in the National Education Policy 2020. We welcome your support in advancing this mission.

If you have any questions or feedback about our process and findings as you read this report, or if you would like to collaborate with us to make the Taxonomy of In-classroom Teacher Behaviours available to educators across India, you can contact us at hello@noldenbirge.org or call us at **+91 96117 45091**.

We once again thank you for your time and look forward to hearing from you.

Warm regards,

Rosama Francis & Sojo Varughese
Co-founders, Noldenbirge Foundation

Why did we study the in-classroom teacher behaviours at budget private schools in India?

At Noldenbirge Foundation, our sole mission is to bridge the gap between education policy and its everyday practice. Given our steadfast commitment to this vision, we have spent the year so far reviewing how budget private schools in India implement the National Education Policy (NEP) 2020 in their classrooms.

What do teachers in our budget private schools spend their lesson time on? What can studying what they do when they teach tell us about how they align their classroom practice with NEP 2020? After completing the first draft of our Taxonomy of In-classroom Teacher Behaviours, we decided to seek answers to these two questions.

There is a specific reason why we decided to pilot the Taxonomy of In-classroom Teacher Behaviours at budget private schools in India. According to the Unified District Information System for Education Plus (UDISE+) Dashboard, there are 331,175 private schools in India. 70% of them are budget schools, charging less than 4,000 rupees a month in fees. More than 50% of our children go to these schools. The sheer reach of budget private schools in India encouraged us to pilot the Taxonomy of In-classroom Teacher Behaviours with teachers from these schools.

The UDISE+ Dashboard also reveals that only one in three private school teachers in our country receives face-to-face or online training in teaching. However, it is crucial to note that all the teachers from the budget private schools included in the study received at least 50 hours of face-to-face or online professional development support each year over the last ten years, and were aware of most of the pedagogical approaches, instructional strategies, formative assessment strategies, and thinking routines we deconstructed into in-classroom teacher behaviours for this study.

It has been five years since our Union Cabinet approved the NEP 2020. There is no better time in our history than now to share with you the outcome of the first pilot of our Taxonomy of In-classroom Teacher Behaviours. This report provides insights into the gap between the expectations outlined in the NEP 2020 and the actual classroom practices observed in our budget private schools.

What is an in-classroom teacher behaviour?

In the classroom, a teacher's actions, both big and small, directly influence how students learn. At Noldenbirge Foundation, we call these in-classroom teacher behaviours. **These are specific, measurable, and observable actions a teacher takes, whether intentional or spontaneous, that elicit an immediate and visible reaction from students during a lesson.** For instance, a teacher asking questions of an individual student is one in-classroom teacher behaviour; writing on the board is another. Ultimately, the context and nature of in-classroom teacher behaviours determine how students respond to the teacher and how they learn in the process.

It is critical to distinguish specific in-classroom teacher behaviours from broader instructional strategies or learning activities. A single instructional strategy or learning activity often involves several different in-classroom teacher behaviours.

Take the *think-pair-share* strategy. In this instructional strategy, the teacher poses a question to the class. First, students think about the question individually. Next, they discuss their thoughts with a partner. Finally, they share their ideas with the entire group. To implement this strategy successfully in the classroom, a teacher may engage in at least eleven distinct in-classroom teacher behaviours. The teacher may begin by posing a question to the whole class and rephrasing it if needed. They may then give instructions, assign partners, and provide quiet time for individual thinking and paired discussion. While students are working, the teacher may move around the room to monitor student behaviour, prompt pairs with guiding questions, and invite students to share their thoughts with the class. As students respond to the question after the discussion, the teacher may listen and provide feedback.

In-classroom teacher behaviours differ from instructional behaviours, as defined by education researchers worldwide since B. Othanel Smith published '*A Conceptual Analysis of Instructional Behaviour*' in 1963. Instructional behaviours are a subset of in-classroom teacher behaviours. They focus on the teaching aspects of a lesson, such as how a teacher presents content, allows students to practise it, and assesses it. In-classroom teacher behaviours, on the other hand, encompass every observable action a teacher takes during lesson time, including instructional, managerial, and relational activities.

How did we collect and analyse the data that informs this report?

When observing a lesson, there are at least four factors to consider. First, what content does the teacher teach? Second, what resources does the teacher use? Third, what instructional and formative assessment strategies does the teacher employ? Fourth, what in-classroom teacher behaviours does the teacher demonstrate?

For this study, we chose to examine the fourth factor. We conducted a second-by-second analysis of how teachers in our budget private schools behave while teaching, since in-classroom teacher behaviours lay the foundation on which the other factors play out.

We deconstructed over 12 pedagogic approaches, 69 instructional strategies, 46 formative assessment strategies, and 42 thinking routines to develop a taxonomy of 72 distinct in-classroom teacher behaviours. We call this lesson observation tool the *Taxonomy of In-classroom Teacher Behaviours*. Next, we gathered video-recorded lessons from Grade 1 to 10 teachers at budget private schools in India and tagged each second of the footage with its matching in-classroom teacher behaviour from our Taxonomy. Two instructional coaches collaborated to observe, timestamp, tag, analyse, and compare each video-recorded lesson against the Taxonomy of In-classroom Teacher Behaviours, achieving 90% agreement. By breaking down how teachers behave second by second, we determined the average time teachers in budget private schools in India spend demonstrating each in-classroom teacher behaviour during a 40-minute lesson.

We observed, timestamped, and tagged video-recorded lessons that lasted between 29 and 40 minutes for this study. We extrapolated all observed in-classroom teacher behaviours to a 40-minute equivalent to ensure comparability across lessons of varying lengths. Each Grade 1 to 10 classroom had 25 to 30 students and one teacher.

The Taxonomy of In-classroom Teacher Behaviours does not focus directly on teacher effectiveness or student engagement. It measures the specific in-classroom teacher behaviours that contribute to them. When you are timestamping and tagging a second from a lesson to an in-classroom teacher behaviour from the Taxonomy, you are quantifying a distinct, specific, and measurable teacher action that directly evokes a student response and, in the process, determines the quality of student engagement and learning. What did we learn as we observed, timestamped, tagged, and analysed several videos against our Taxonomy of In-classroom Teacher Behaviours?

What did we learn about in-classroom teacher behaviour through this study?

A close reading of the NEP 2020 reveals that it describes how to teach as much as it focuses on what to teach. To this end, the policy positions 'experiential learning' as a primary teaching approach across all grade levels, stating, *"In all stages, **experiential learning** will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects."* In other words, NEP 2020 expects teachers to demonstrate in-classroom teacher behaviours that encourage experiential learning, reduce teacher talk time, and promote student voice and choice during lessons. However, when we observed, timestamped, tagged, and analysed video-recorded lessons from budget private schools in India, we found an ever-widening gap between the policy's expectations and teachers' actual practices. As we concluded our study, three noteworthy statistics emerged, revealing the vast distance between NEP 2020 and on-the-ground classroom reality in our country.

40

The teachers from the budget private schools included in this study demonstrated only 40 out of 72 of the in-classroom teacher behaviours from our Taxonomy of In-classroom Teacher Behaviours. 37.5% (15 out of 40) of those in-classroom teacher behaviours facilitate student listening, while only 22.5% (9 out of 40) encourage student thinking, and 40% (16 out of 40) allow teachers to organise lessons.

82.72%

When we analysed the 40 in-classroom teacher behaviours, we found that teachers in the budget private schools included in this study demonstrated 15 behaviours that involved addressing the entire class. We then calculated the time spent on these 15 behaviours and realised that our teachers spend 82.72% of their lesson time talking to the whole class.

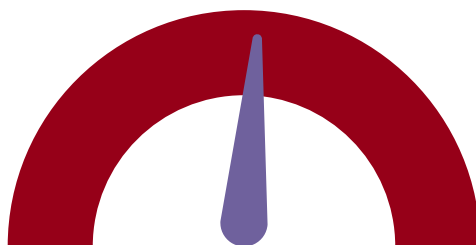
00:04:33

Students in the classrooms of teachers from the budget private schools included in this study receive an average of only 4 minutes and 33 seconds per lesson to talk or think. In other words, the teachers demonstrated 9 in-classroom teacher behaviours that encourage student thinking or talking for only 11.38% of the lesson time.

What are the three universal in-classroom teacher behaviours?

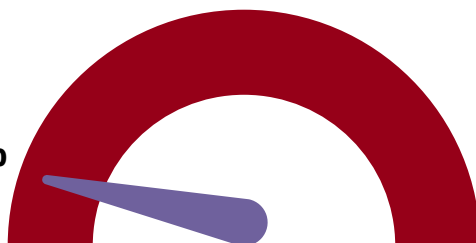
While timestamping and tagging the video-recorded lessons, we observed that all teachers from the budget private schools included in the study demonstrated three in-classroom teacher behaviours, regardless of the subject or grade level they taught. What are these three universal in-classroom teacher behaviours, and how much time do teachers in budget private schools in India spend on them?

52.06%



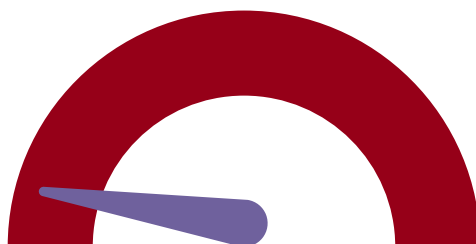
All teachers spend an average of 52.06% of the lesson time lecturing to the whole class.

9.75%



All teachers spend an average of 9.75% of the lesson time asking questions to the whole class.

7.97%



All teachers spend an average of 7.97% of the lesson time writing on the board.

What are the common in-classroom teacher behaviours that more than 50% of all teachers demonstrate during lessons?

While observing, timestamping, tagging, and analysing video-recorded lessons from the teachers at the budget private schools included in this study, we found that more than 50% of them demonstrated the following ten in-classroom teacher behaviours during lesson time. The table below lists these behaviours and shows the average time each teacher spent demonstrating them. We calculated the average time (in minutes) using data only from the subgroup of teachers who demonstrated each in-classroom teacher behaviour.

In-classroom teacher behaviour	Time in minutes
Teacher lectures to the whole class	00:20:50
Teacher asks a question of the whole class	00:03:54
Teacher writes on the board	00:03:11
Teacher displays a physical resource	00:01:37
Teacher gives instruction to the whole class	00:01:15
Teacher organises material for a task/display	00:00:37
Teacher provides a prompt to the whole class	00:00:33
Teacher praises an individual	00:00:29
Teacher gives feedback to an individual	00:00:22
Teacher praises the whole class	00:00:09

What are the common in-classroom teacher behaviours that less than 20% of all teachers demonstrate during lessons?

While observing, timestamping, tagging, and analysing video-recorded lessons from the teachers at the budget private schools included in this study, we found that less than 20% of them demonstrated the following ten in-classroom teacher behaviours during lesson time. The table below lists these behaviours and shows the average time each teacher spent demonstrating them. We calculated the average time (in minutes) using data only from the subgroup of teachers who demonstrated each in-classroom teacher behaviour.

In-classroom teacher behaviour	Time in minutes
Teacher gives a small-group assessment task	00:02:28
Teacher gives a small-group learning task	00:02:04
Teacher distributes materials to an individual	00:01:21
Teacher reads to the whole class	00:01:04
Teacher distributes materials to small groups	00:01:00
Teacher organises seating for the whole class	00:00:41
Teacher asks a small group to read/present	00:00:32
Teacher talks with a small group	00:00:29
Teacher models a skill or strategy for the whole class	00:00:17
Teacher manages the behaviour of a small group	00:00:16

What are the top ten in-classroom teacher behaviours that consume the most lesson time?

While observing, timestamping, tagging, and analysing the video-recorded lessons from teachers at the budget private schools included in this study, we noticed that teachers spent the most lesson time on the following ten in-classroom teacher behaviours. The table below lists these behaviours along with the average time each teacher spent demonstrating them. We calculated the average time (in minutes) using data only from the subgroup of teachers who demonstrated each behaviour.

In-classroom teacher behaviour	Time in minutes
Teacher lectures to the whole class	00:20:50
Teacher dictates notes to the whole class	00:06:03
Teacher gives an individual learning task	00:05:13
Teacher asks a question of the whole class	00:03:54
Teacher asks an individual to read/present	00:03:27
Teacher writes on the board	00:03:11
Teacher moves around the classroom	00:02:42
Teacher gives a small group assessment task	00:02:28
Teacher asks a question of an individual	00:02:07
Teacher gives a small group learning task	00:02:04

What are the top ten in-classroom teacher behaviours that consume the least lesson time?

While observing, timestamping, tagging, and analysing the video-recorded lessons from teachers at the budget private schools included in this study, we noticed that teachers spent the least lesson time on the following ten in-classroom teacher behaviours. The table below lists these behaviours along with the average time each teacher spent demonstrating them. We calculated the average time (in minutes) using data only from the subgroup of teachers who demonstrated each behaviour.

In-classroom teacher behaviour	Time in minutes
Teacher manages the behaviour of a small group	00:00:16
Teacher organises seating for an individual	00:00:14
Teacher transitions to the next leg of the lesson	00:00:13
Teacher listens to an individual	00:00:11
Teacher gives instruction to an individual	00:00:10
Teacher manages the behaviour of the whole class	00:00:10
Teacher praises the whole class	00:00:09
Teacher gives an individual assessment task	00:00:05
Teacher gives feedback to a small group	00:00:03
Teacher uses non-verbal cues with the whole class	00:00:01

How do the 40 in-classroom teacher behaviours we observed manifest in budget private school classrooms?

While timestamping and tagging video-recorded lessons from teachers at budget private schools in India, we observed only 40 out of the 72 in-classroom teacher behaviours listed in the Taxonomy of In-classroom Teacher Behaviours. In the following pages, we explore the patterns that emerged as each of these 40 in-classroom teacher behaviours unfolded during the lessons we observed, timestamped, and tagged for this study.

IN-CLASSROOM TEACHER BEHAVIOUR ONE

The teacher lectures to the whole class for an average of 20 minutes and 50 seconds.

While demonstrating this in-classroom teacher behaviour, 100% of the teachers from the budget private schools included in this study spend time explaining concepts, providing examples, or asking rhetorical questions to the whole class, which they usually answer themselves. Most teachers repeat key words and phrases when lecturing, regardless of the grade level they teach. Some teachers also read sentences from the textbook and explain the meaning of each sentence.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWO

The teacher dictates notes to the whole class for an average of 6 minutes and 3 seconds.

Since many budget private schools have banned the dictation of notes, teachers have resorted to workarounds rather than explicitly setting aside time for it. They indirectly prompt students to take notes during lessons. For instance, some teachers ask students from Grade 6 onwards to write down keywords as the lesson progresses. Another method involves writing sentences on the board for students to copy or allocating time for them to replicate diagrams. We found that fewer than 30% of the participating teachers engaged in these practices. Because these practices involve asking students to write specific information in their notebooks, we timestamped and tagged the time spent on such activities as 'dictating notes'.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THREE

The teacher gives an individual learning task for an average of 5 minutes and 13 seconds.

While observing, timestamping and tagging the video-recorded lessons from the teachers included in the study, we noticed that teachers prefer assigning individual learning tasks over small-group learning tasks. Even when teachers assign learning tasks to small groups or pairs, students often end up completing those tasks individually, either due to unclear instructions or how the teacher structures the task. We also observed that most teachers prefer lecturing to assigning individual learning tasks. Fewer than 40% of the teachers in the study assigned individual learning tasks during lessons.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR FOUR

The teacher asks a question of the whole class for an average of 3 minutes and 54 seconds.

We observed that 100% of the teachers included in this study usually ask questions of the whole class and either answer them themselves or encourage the class to respond in chorus. Teachers often structure these questions to elicit a specific keyword or phrase they mentioned during the lecture, just before asking the question. When teachers ask "Why" or "How" questions of the whole class, they typically answer them themselves. A few teachers pose a question to the entire class before redirecting it to an individual. However, we did not find any evidence of teachers allowing sufficient wait time for students to think before redirecting the question.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR FIVE

The teacher asks an individual to read or present for an average of 3 minutes and 27 seconds.

We found that language teachers included in this study occasionally ask students to read a paragraph aloud from a textbook, and they explain each sentence to the whole class as the students read. Teachers of other subjects seldom ask students to read from the textbook to the entire class. When teachers ask students to present their work, they ensure that the students come prepared. However, we did not find any teacher asking students to present the outcome of an individual or small-group learning task assigned during lessons. Fewer than 40% of the teachers in the study gave individual students time during lessons to stand in front of the class and read or present.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR SIX

The teacher writes on the board for an average of 3 minutes and 11 seconds.

All the teachers we observed during this study use the board fixed at the front of the classroom to write keywords or phrases, draw pictures or diagrams, and occasionally collate student responses. Most use it to summarise their lecture and continue talking to the class as they write. We also observed that a few teachers ask students questions and write their responses on the board. Teachers of Grades 1 to 5 typically write on the board before beginning their lessons, using coloured chalk to illustrate pictures or diagrams that support explanation.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR SEVEN

The teacher moves around the classroom for an average of 2 minutes and 42 seconds.

The teachers in the budget private school classrooms included in this study typically move around the classroom after assigning individual or small-group tasks, helping students who need clarification about the task, repeating instructions, or correcting mistakes. The teachers also move around when reading from the textbook and explaining the meaning of sentences. Fewer than 30% of the teachers in this study assign individual or small-group tasks during lessons, which allows them to move around the classroom.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR EIGHT

The teacher gives a small-group assessment task for an average of 2 minutes and 28 seconds.

We found that fewer than 20% of the teachers in this study assign small-group or pair-based assessment tasks during the lesson. Teachers typically assign these tasks towards the end of the lesson to check whether students have learned what they intended. However, we do not classify these tasks as formative assessments, as they are assigned at the end of the lesson, and it remains unclear how teachers use the outcomes to inform their teaching.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR NINE

The teacher asks a question of an individual for an average of 2 minutes and 7 seconds.

In the budget private schools included in this study, when teachers ask questions of individuals, they often do not allow sufficient wait time for the students to think. Additionally, they do not encourage students to talk to the person sitting next to them or to discuss in small groups before answering. When teachers ask questions of individuals, the students immediately stand up to answer. If a student cannot respond, the teacher redirects the question to another student and does not return to the one who could not answer to check whether they eventually understood or picked up the answer. Fewer than 50% of the teachers in this study asked questions of an individual during their lessons.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TEN

The teacher gives a small-group learning task for an average of 2 minutes and 4 seconds.

Fewer than 20% of the teachers from the budget private schools included in this study assign small-group learning tasks during lessons. When the teachers involved in this study assign small-group learning tasks to students, they do not always specify what the students need to collaborate on. As a result, students tend to work individually during group learning tasks. Teachers often assign small-group learning tasks to supplement their lectures. Some occasionally use small-group learning tasks to allow students to construct knowledge. We noticed that some teachers eventually lose faith in the small-group learning task during the lesson and revert to lecturing halfway through. Some teachers ask students to complete group tasks at home and only present the outcome during lessons. It is not clear to us how students find the time to collaborate and complete these tasks. Teachers also sometimes have students read textbook paragraphs in pairs and then ask individuals questions about what they have read.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR ELEVEN

The teacher displays a physical resource for an average of 1 minute and 37 seconds.

Fewer than 60% of the teachers in the study use physical displays, such as flashcards, charts, or models, during lessons. They display these resources while addressing the whole class. Occasionally, they call individual students to the front to hold the display as they explain a concept. They ask questions while using these displays; however, these are often rhetorical questions that they answer themselves or prompts designed to elicit a previously mentioned keyword or phrase in chorus. Some teachers also ask 'why' or 'how' questions while using physical displays, but they do not allow sufficient wait time to encourage thoughtful responses.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWELVE

The teacher displays a digital resource for an average of 1 minute and 25 seconds.

We observed that fewer than 40% of the teachers from the budget private schools included in this study used digital resources during their lessons, despite having access to a smartboard or a computer with a projector in the classroom. When these teachers displayed a digital resource, such as a video, they occasionally paused it to explain the concepts discussed. Even when teachers did not pause the video during playback, they summarised it afterwards. We did not observe any teacher asking questions of individuals or small groups after showing a video. Teachers also displayed presentations or digital textbooks and delivered lectures to the class based on the content displayed.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THIRTEEN

The teacher distributes materials to an individual for an average of 1 minute and 21 seconds.

When teachers assign individual or small-group learning or assessment tasks, fewer than 20% of them distribute materials that students can use to complete the tasks. These materials include flashcards, paper slips, or Post-its, which teachers hand out to individual students. However, most teachers ask students to use their notebooks during such tasks.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR FOURTEEN

The teacher gives instruction to the whole class for an average of 1 minute and 15 seconds.

Approximately 90% of the teachers observed, timestamped, and tagged for this study give instructions to the entire class. On average, teachers spend 1 minute and 15 seconds giving instructions to the whole class, from asking students to open their textbooks to guiding them on individual tasks. It is important to note that fewer than 20% of the teachers give instructions in connection with assigning small-group tasks during lessons.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR FIFTEEN

The teacher reads to the whole class for an average of 1 minute and 4 seconds.

While analysing the timestamped and tagged lessons from the teachers included in this study, we noticed that only language teachers read to the class. They do so to clarify the meaning of the sentences they read rather than to demonstrate reading skills to students. We found no evidence of language teachers reading from textbooks in a way that deliberately draws students' attention to how they read the text aloud. As they read, teachers also write the meanings of new words on the board. We did not observe teachers of other subjects reading from the textbook.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR SIXTEEN

The teacher does a brain-break activity for the whole class for an average of 1 minute and 2 seconds.

Approximately 50% of the teachers from the budget private schools who participated in this study incorporate brain-breaks into their lessons. These range from simply asking students to stand up and stretch to more elaborate activities involving singing and clapping. Most teachers of Grades 1 to 5 typically begin their lessons with a brain-break and also include them between lessons, regardless of whether students appear to need a break at that point. However, we observed that very few teachers of Grades 6 to 10 use brain-breaks during their lessons.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR SEVENTEEN

The teacher distributes materials to small groups for an average of 1 minute and 0 seconds.

Fewer than 20% of the teachers included in this study distribute materials to small groups during lessons. They usually structure activities in such a way that each student needs their own set of materials to complete the task. As a result, students often stop collaborating with their peers during group tasks and begin working individually. We observed that when teachers distribute materials to small groups instead of to individual students, students tend to collaborate better.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR EIGHTEEN

The teacher organises seating for the whole class for an average of 0 minute and 41 seconds.

Teachers from the budget private schools included in this study call individual students or groups to the front of the class to perform a task or demonstrate a skill to their classmates. Although fewer than 20% of the teachers do this, they arrange the seating so the rest of the class can watch their peers at the front. Sometimes, they allow the rest of the class to stand and observe. More commonly, they ask students to move closer to the scene of action and watch attentively.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR NINETEEN

The teacher praises a small group for an average of 0 minute and 40 seconds.

While approximately 30% of the teachers included in the study praise small groups for completing a task or answering a question correctly, the praise usually consists of single words or short phrases such as *'good,' 'very good,' 'great,' 'great work,'* or *'good job.'* We did not observe any instances of teachers specifying what they were praising the group for. Some teachers ask the class to clap after praising a group for their good work.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWENTY

The teacher organises material for a task or display for an average of 0 minute and 37 seconds.

While observing, timestamping, and tagging the video-recorded lessons, we noticed that about 60% of the teachers included in the study usually arrange and keep the required physical learning materials ready before the lessons. However, teachers often struggle to manage digital resources for lessons and spend time organising them during lessons.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWENTY-ONE

The teacher provides a prompt to the whole class for an average of 0 minute and 33 seconds.

Around 70% of the teachers we observed, timestamped and tagged for this study ask questions and provide prompts when students struggle to respond. The teachers typically prompt by repeating the first letter of a one-word answer, offering an elaborate clue, pointing to the answer written on the board, or stating the first part of the answer and leaving the rest for students to complete. Teachers usually prompt the whole class, encouraging students to respond in chorus.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWENTY-TWO

The teacher asks a small group to read or present for an average of 0 minute and 32 seconds.

Fewer than 20% of the teachers from the budget private schools who participated in this study ask small groups to present their work or read out their answers to the class. The teachers typically ask students to talk about the outcome of small-group tasks after assigning those tasks as homework. While some groups present their work collaboratively, most presentations consist of individual students reading their answers, as the rest of the team stands silently in front of the class.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWENTY-THREE

The teacher takes a question from an individual for an average of 0 minute and 30 seconds.

Fewer than 20% of the teachers in this study build in opportunities for students to ask questions during lessons. Since teachers mostly talk to the whole class when they teach, students rarely get the chance to ask questions. Yet, when students do ask questions, some of them are remarkably thoughtful, and show just how cognitively capable they are.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWENTY-FOUR

The teacher praises an individual for an average of 0 minute and 29 seconds.

Around 80% of the teachers we observed, timestamped, and tagged for this study praise students when they answer questions. Whenever an individual answers a question correctly, the teachers usually praise that student. However, they do not describe what they are praising the student for. They typically say, 'Good!' or 'Very good!' when students answer questions correctly, or as expected by the teacher. Occasionally, the teachers ask the class to clap for the student who answers the question.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWENTY-FIVE

The teacher talks with a small group for an average of 0 minute and 29 seconds.

Less than 20% of the teachers in the study faced situations where they needed to speak with a small group of students to clarify task instructions or answer questions. However, after speaking with a small group, the teachers do not share the content of that conversation with the whole class.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWENTY-SIX

The teacher explains ground rules to the whole class for an average of 0 minute and 23 seconds.

While observing, timestamping, and tagging the video-recorded lessons from the budget private schools that collaborated with us for this study, we noticed that most students from Grades 1 to 10 were usually well-behaved and on-task during lessons. We did not observe any student purposefully disrupting lessons. As a result, teachers did not always need to spend much time managing student behaviour or discussing ground rules. Fewer than 40% of the teachers included in this study encountered situations where they had to remind their class about ground rules. These situations usually involved reminding students not to respond in chorus. However, it is important to note that students did not respond in chorus because they forgot the ground rule, but rather because of how the teachers asked questions. For example, when teachers did not redirect questions posed to the whole class to individual students, students tended to respond in chorus.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWENTY-SEVEN

The teacher gives feedback to an individual for an average of 0 minute and 22 seconds.

Approximately 60% of the teachers observed in this study provide feedback to individual students during lessons. When giving feedback, these teachers typically correct wrong answers. Some move around the classroom while students write key points, correcting the mistakes they make in their notebooks. We did not observe any teachers providing feedback that encourages critical thinking; the majority of the feedback focuses on correcting incorrect answers to direct questions.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWENTY-EIGHT

The teacher talks with an individual for an average of 0 minute and 20 seconds.

Fewer than 40% of the teachers observed in this study create opportunities during lessons to engage in conversations with individuals. Some teachers move around the classroom as students complete tasks and briefly speak with individuals about the task.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR TWENTY-NINE

The teacher manages the behaviour of an individual for an average of 0 minute and 18 seconds.

As mentioned earlier, most students in the video-recorded lessons we observed, timestamped, and tagged for this study did not exhibit off-task behaviour or intentionally disrupt the lesson. As a result, teachers rarely had to spend time explicitly managing student behaviour. Fewer than 20% of the teachers included in this study encountered situations that required them to do so.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THIRTY

The teacher models a skill or strategy for the whole class for an average of 0 minute and 17 seconds.

Fewer than 20% of the teachers observed in this study model a skill or strategy for the whole class. However, even these teachers spend very little time on modelling. While they begin by modelling during the lesson, they soon shift to lecturing the whole class instead.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THIRTY-ONE

The teacher manages the behaviour of a small group for an average of 0 minute and 16 seconds.

The teachers we observed, timestamped, and tagged for this study occasionally encounter situations where they need to manage the behaviour of students working in small groups on learning or assessment tasks. Fewer than 20% of these teachers engage in this in-classroom teacher behaviour. When they encounter disengaged students during such tasks, they encourage them to participate rather than allowing them to work alone or remain inactive.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THIRTY-TWO

The teacher organises seating for an individual for an average of 0 minute and 14 seconds.

Since teachers typically assign individual tasks during lessons, they rarely need to organise where students sit. Fewer than 20% of the teachers we observed assign small-group tasks, and as a result, only a few encounter situations that require them to organise student seating.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THIRTY-THREE

The teacher transitions to the next leg of the lesson for an average of 0 minute and 13 seconds.

The teachers we observed and tagged do not engage in elaborate transitions during lessons. Fewer than 20% of the teachers in this study demonstrated this in-classroom teacher behaviour. These teachers typically make brief remarks about moving to the next part of the lesson, rather than facilitating meaningful transitions that prepare students for what comes next.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THIRTY-FOUR

The teacher listens to an individual for an average of 0 minute and 11 seconds.

Fewer than 30% of the teachers we observed encounter opportunities to listen to individual students beyond asking them to read aloud or present their work. These opportunities typically arise when students ask questions or seek clarification.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THIRTY-FIVE

The teacher gives instruction to an individual for an average of 0 minute and 10 seconds.

Fewer than 40% of the teachers we observed, timestamped, and tagged for this study encounter opportunities to give instructions to individual students. Teachers who assign individual learning or assessment tasks sometimes engage with students seeking clarification about the task. However, we did not observe any teachers clarifying, for the whole class, the instructions they had discussed individually with a student after that conversation.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THIRTY-SIX

The teacher manages the behaviour of the whole class for an average of 0 minute and 10 seconds.

As mentioned earlier in this report, students from the budget private schools we engaged for this study generally remain on-task and well-behaved during most of the lesson time. Occasionally, about 50% of the teachers encounter situations where students respond in chorus, requiring them to demonstrate this in-classroom teacher behaviour.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THIRTY-SEVEN

The teacher praises the whole class for an average of 0 minute and 9 seconds.

About 90% of the teachers we observed for this study praise the entire class when students respond to questions in chorus. Although they do not specify the reasons for their praise, this in-classroom teacher behaviour appears to encourage students to continue answering in chorus. We noticed that when teachers praise students for responding together, the students answer subsequent questions in an even louder chorus.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THIRTY-EIGHT

The teacher gives an individual assessment task for an average of 0 minute and 5 seconds.

Fewer than 20% of the teachers assign assessment tasks to individual students. However, those who do often do not allow sufficient wait time, leading them to move quickly to asking for the answers. As a result, the average time teachers spend on assigning individual assessment tasks may appear lower.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR THIRTY-NINE

The teacher gives feedback to a small group for an average of 0 minute and 3 seconds.

Our observations revealed that fewer than 20% of the teachers in this study encounter opportunities to give feedback to small groups, as few assign small-group tasks. When they do provide feedback, it mainly involves reminding students of the instructions the teacher gave. We did not observe any teachers offering small-group feedback that encourages deeper thinking.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

IN-CLASSROOM TEACHER BEHAVIOUR FORTY

The teacher uses non-verbal cues with the whole class for an average of 0 minute and 1 second.

While reviewing, timestamping, and tagging the video-recorded lessons collected for this study, we observed that the teachers involved rarely display this in-classroom teacher behaviour. Fewer than 20% use non-verbal cues, such as raising a hand to get students' attention or using thumbs-up or thumbs-down signals to communicate during lessons.

Note: We calculated the average time, in minutes, for this in-classroom teacher behaviour using data only from the subgroup of teachers who performed this behaviour. Please note that we did not qualify this in-classroom teacher behaviour as effective or ineffective when we observed, timestamped and tagged the behaviours of the teachers from the budget private schools who participated in this study. The description given under each in-classroom teacher behaviour outlines what we observed in general.

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Please note that the Taxonomy of In-classroom Teacher Behaviour is an open-source tool developed by the Noldenbirge Foundation. If you are an individual and are willing to support the development and deployment of the Taxonomy, please donate by visiting noldenbirge.org/donate. If you are an organisation and are willing to support the development and deployment of the Taxonomy, please write to us at hello@noldenbirge.org. If you are a school leader and are willing to collaborate with us to assess the in-classroom teacher behaviours of your teachers and design targeted professional development support for them, please write to us at hello@noldenbirge.org.

