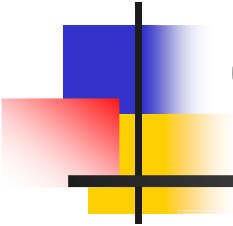


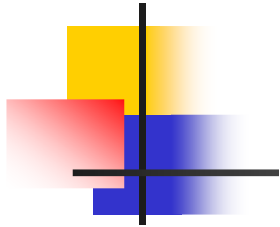
The Reflective Practitioner



Q7a

July 2010

Clare Manghan - Consultant Trainer, Assessor and Tutor



Donald A. Schon (2003),
The Reflective Practitioner,
MPG Books Ltd, Cornwall

“When a practitioner becomes a researcher into his own practice, he engages in a continuing process of self-education”.
(P:299)

BUT WHAT DOES 'REFLECTING ON PRACTICE' MEAN FOR THE
TRAINEE TEACHER?



Problems with Self Reflection

- Can we be honest with ourselves?
- Do we have the courage to step outside our comfort zone?
- Do we put up preconceived barriers?
- Do we lack imagination?

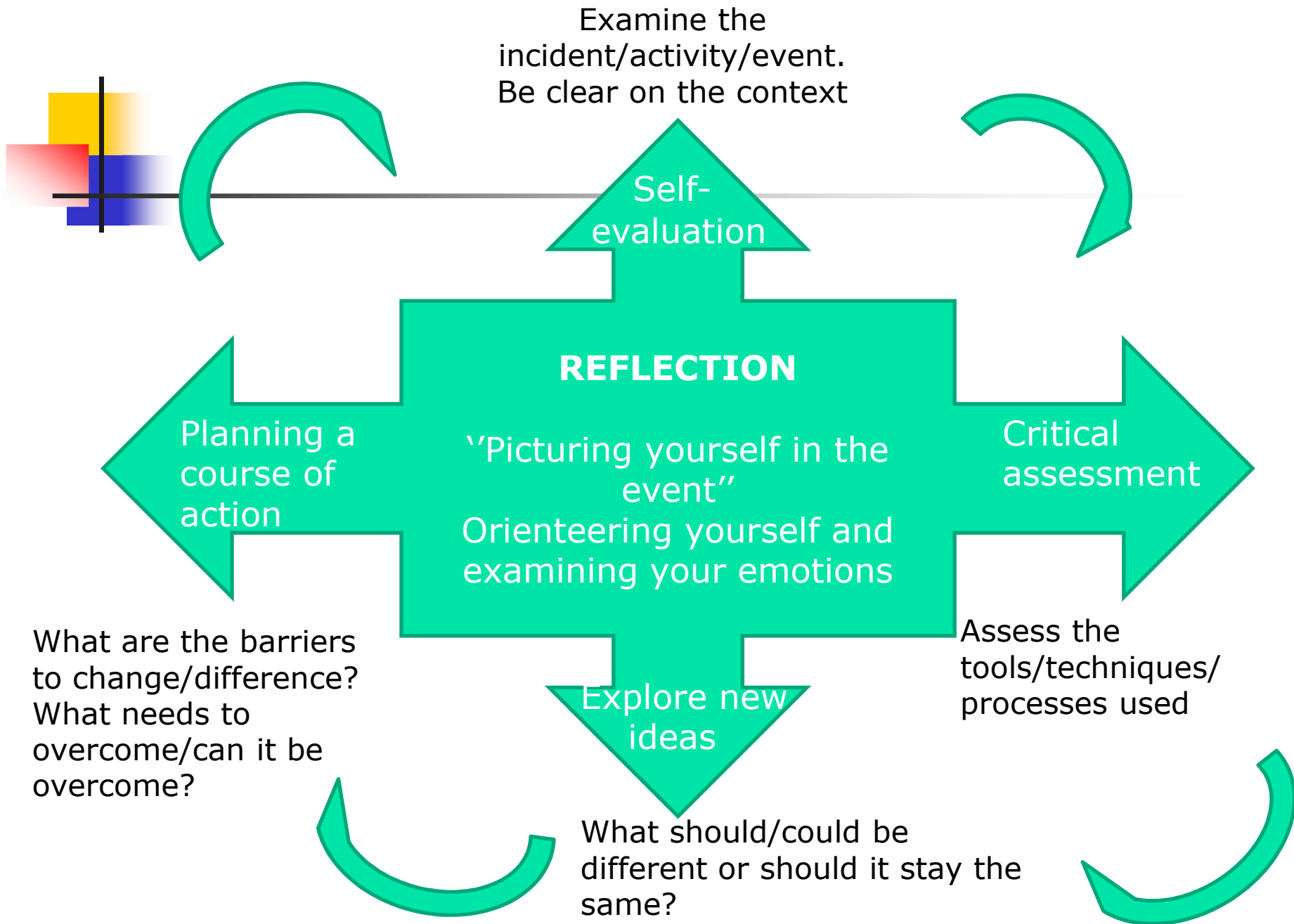
ARE WE IN FACT TOO CLOSE TO THE
'Action' ?



Questions to Consider

1. Why do I want to become a teacher?
2. What do I hold dear as a teacher?
3. What skills do I bring to my work as a teacher?
4. What do I want my legacy to be?
5. What are my values and beliefs?

5 mins personal reflection





Consider these:

- Picture yourself in the event? Are you aware of any: feelings, emotions, reactions?
- How would you interpret the event? What happened; was the intention achieved?
- Examine techniques/methods used.
- How would you prefer this to be different ; what changes would you make for different contexts?
- What do you need to know, accomplish, or overcome - for this to occur?

*How will you know if you were successful?
Evidence/measure*



Using this model – clips from English lesson

As a table group:

- Identify reactions and emotions – be honest
- Examine the clips around the 4 reflective areas:
 1. Understanding the **Context**;
 2. Identifying the **Strategy/Approach** used;
 3. What went well?, **how could it be 'different' for a different context**;
 4. What are the **Barriers** to implementing 'change' – what as a group would you need to know/do to make it work for you?
- Think about a possible course of action

[Pre start 16 July\shakespeare T TV.wmv](#)



Higher Order Thinking Skills

Reflections should be:

- Honest
- Rigorous
- Analytical
- Linked to impact



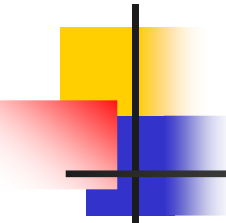
Higher Order Thinking Skills

Blooms Taxonomy

- Recall
- Comprehension
- Application

Higher order thinking skills include critical analysis and problem solving

- **Analysis**
- **Synthesis**
- **Evaluation**



Q7a

*Reflect on and improve their practice,
and take responsibility for identifying
and meeting their developing
professional needs*

A commitment to improving both
classroom practice and wider aspects of
professional knowledge and skills



Questions to consider

Do you:

- Use self-reviewing techniques to identify specific ways of improving practice?
- Set personal goals and targets?
- Seek out and critically engage with resources such as TTRB, publications or research reports to help you improve teaching?
- Use the feedback from colleagues and the experience of observing others to identify ways of improving practice?
- Draw on important general issues in education that relate to your own practice and need?



How to show this?

- Reflections on subject audits – *revisited to show the impact with evidence.*
- Reflections on professional audit – *revisited to show the impact with evidence.*
- Reflections on INA – *revisited to show the impact with evidence.*



How to show this?

- Reflections from training events – *revisited to show the impact with evidence.*
- Observations of others – *revisited to show the impact with evidence.*
- Reflections on other school visits – *revisited to show the impact with evidence.*



How to show this?

- Evaluations of own teaching (for every lesson taught) – *revisited to show impact with evidence*
- Reflections on feedback received – *revisited to show impact with evidence*
- Reflections on weekly meetings – *revisited to show impact with evidence*



How to show this?

- Reflections on discussions with colleagues - *revisited to show impact with evidence*
- Reflections on critical incidents - *revisited to show impact with evidence*
- Reflections on background reading / research - *revisited to show impact with evidence*

etc



How to show this?

- Training day reflection sheets
 - Lesson plan evaluations
 - Observational notes
 - Meeting notes
 - Research notes
 - Records of incidents
- Etc



How to show this?

It is up to you how you keep your records but you must :

- Explain
- Analyse
- Consider next steps
- Show impact and evaluate

Tip: Avoid a diary format – this leads to being purely descriptive



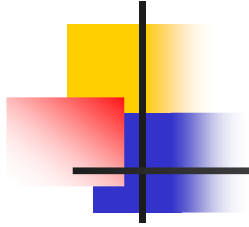
How to show this?

Consider the best way for you to collate evidence of reflection.

Consider how to show evidence of impact.

There will be further opportunity to discuss reflection in your first tutorial.

Understanding Blooms will be built into your training days – but also review this yourself – 20 x rule!



Questions?

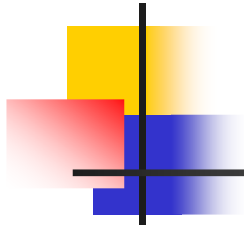


What is personalised learning?

"Learning should be a deeply personal experience".

*"Personalised learning does not mean individualised learning. Learning stems from
creative and social interaction".*

Teaching and Learning in 2020 Review – Jan 2007



school

“Children and families should be seen as part of the larger productive system that creates learning.”



community

home

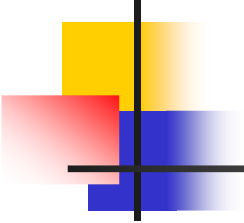


“The biggest gains in terms of learning productivity will come from mobilising as yet under-utilised resources available to the education system: children, parents, families, communities”



The learner

Factors that influence learning



social background	abilities and aptitudes
Interests and experience	Beliefs and values



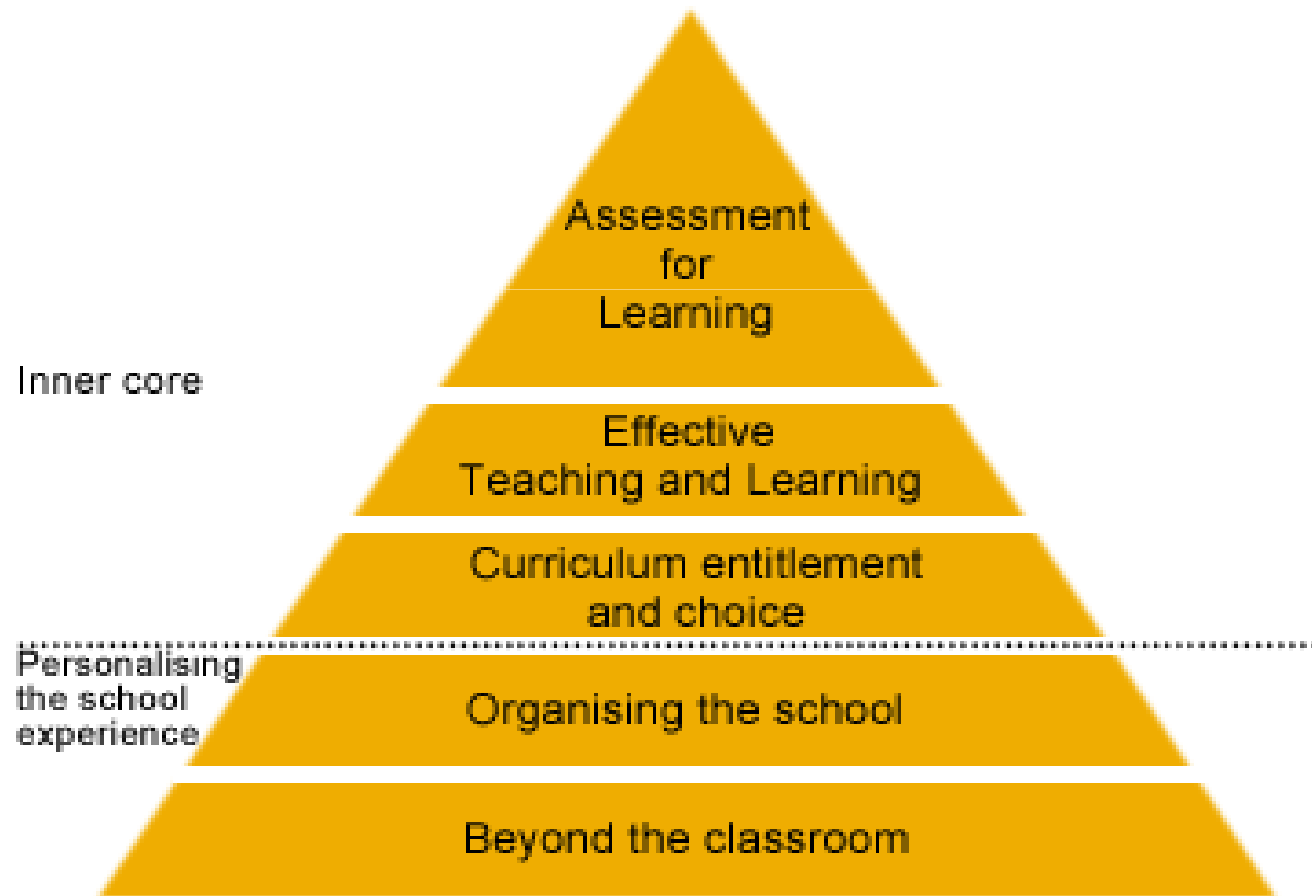
The learner

Factors that influence learning

needs	implications for learning



The five components of personalised learning





Follow up task

Research the differences between personalised learning, individualised learning and differentiation

- Web based resources
- SbT
- other