EDU 406 QUIZ NO 2 Spring 2020

1. The teacher also must possess interpersonal skills that process.
    a) Confidence
    b) Cooperation
    c) Hard work
    d) Peer collaboration
2. The term" learn" means
    a) A group of people working together
    b) A group of people working individually
    c) A group of people working together with a common goal
    d) A group of people working for their individual goals
3. The four main steps in Socratic Method are:
    a) Eliciting, clarifying, testing, deciding
    b) Questioning, thinking, deciding, thinking
    c) Clarifying, understanding, eliciting, deciding
    d) Deciding, understanding, questioning, eliciting
4. How many domains of teacher identity
    a) 1
    b) 2
    c) 3
    d) 4
5. Within the domain there are -------proficiencies that the reflective practitioner can focus on
    a) 1
    b) 2
    c) 3
    d) 4
6. How many level does Bloom's taxonomy has:
    a) Four
    b) Six
    c) Three
    d) Five
7. Socratic Method is about
    a) Questioning
    b) Reflecting

c) Understanding
d) Creating

8. Ghayle's process of development is divided into
   a) Four parts
   b) Five parts
   c) Three parts
   d) Two parts
9. The lowest level of cognitive domain in Bloom's taxonomy is
   a) Reflection
   b) Synthesis
   c) Knowledge
   d) Analysis
10. Teacher competency framework has------- component
   a) 2
   b) 4
   c) 6
   d) 8
11. The pastoral role of teacher is intended to provide students
   a) Academic learning
   b) Good or bad experiences
   c) Care and attention
   d) A set of skills to be successful
12. Which one of the following is not related to work based learning
   a) CPD
   b) Work related learning
   c) Professional development
   d) Professional failure
13. Learning from day to day chaos means
   a) Learning from other
   b) Learning throughout the year
   c) Learning alone
   d) Learning from day to day experience
14. Fairness in terms of professionalism means
   a) Supporting all students regardless of their problems
   b) Supporting above average students
   c) Supporting below average students
   d) None of the above

15. Questions of assumption force the reflective practitioner to
    a) Interpret the information
    b) Understand and reflect on information
    c) Follow where information is leading to
    d) Evaluate and test the truth
16. A mnemonic is
    a) A Thinking technique
    b) A Remembering techniques
    c) A Reflecting technique
    d) A Learning technique
17. SMARTER stands for
    a) Specific, measurable, realistic, timed, energizing and relevant
    b) Small, measurable, realistic, timed, energizing and relevant
    c) Specific, measurable, restricted, timed, energizing and relevant
    d) Specific, measurable, realistic, timed, enumerate and relevant
18. High performing school has
    a) Six characteristics
    b) Nine characteristics
    c) Four characteristics
    d) Ten characteristics
19. The teacher competency model enable teacher to develop
    a) Their professional growth
    b) Their competencies
    c) Their identity
    d) Lifelong learning
20. The most important feature of work base learning is the focus on
    a) **How to learn**
    b) Teacher training
    c) Professional growth
    d) Work related learning
21. The biggest challenge for work based learning are
    a. Teacher learning
    b. Professional growth
    c. Time management
    d. Communication gap
22. An objective is a clearly defined target that has the following characteristics
    a) Specific and measurable

b) Reliable and relevant
c) Specific and timed
d) All of the above

23. The most significant factors that affect work based learning are
    a) Simulation and assessment
    b) Reliability and assessment
    c) Assessment and learning
    d) **Accreditation and assessment**
24. The most important feature of becoming a reflective practitioner is the focus on
    a) Why to learn
    b) Where to learn
    c) When to learn
    d) How to learn
25. How many continuums of work based learning are------
    a) 2
    b) 4
    c) 6
    d) 8

SMARTER stands for....?

Specific, measurable, realistic,timed,energizing and relevant

EDU406 Q#2

1. The Reflective Practitioner must _____.
   - Manage workloads as part of their role in planning and leading the profession
   - Ensure a suitable work-life balance
   - Both ‘a’ and ‘b’
   - None of the above
2. Reflection is NOT _____.
   - A simple ‘tick box’ activity
   - A routine activity for a teacher
   - Both ‘a’ and ‘b’
   - None of the above
3. Deductive learning is _____.
   - From general to specific
   - Rule base
   - From unknown to known
   - All the above
5. The Reflective Practitioner has adapted _____.
   - Ways of knowing
   - Patterns of reasoning
   - Both ‘a’ and ‘b’
   - None of the above

6.Reflective writing focuses _____.
   - On all aspects of an experience
   - Critical incidences
   - Specific details within an experience
   - Ideas, concepts and opinions

7. The Reflective Practitioner is concerned with _____.
   - Using a wider range of experiences and research to underpin the approach to teaching
   - Using a wider range of pedagogies as a means to realize excellence in teaching
   - Both ‘a’ and ‘b’
   - None of the above

8: Working inductively means to _____ .
   - Identify a goal and explore strategies to achieve it
   - Plan a programme of discussion and observation to improve
   - Reflect in an exploratory and trial-and-error fashion
   - None of the above

9: By having an open-minded attitude, the Reflective Practitioner is _____.
   - More reflective
   - Adaptable to changing conditions
   - Able to review experiences critically
   - Is open to many new ideas

3: Reflection can be negatively influenced by _____.
   - A lack of objectivity
   - The Reflective Practitioner ignoring the truth
   - None of the above
   - Both ‘a’ and ‘b’

4: The Professional Development Journal is _____.

- A personal diary
- An on-going discourse
- A subjective dialogue
- A list of critical incidents

5: We understand frames through the use of _____.
- Metaphors providing explain them
- Metaphors to clarify them
- Metaphors to communicate logic
- None of the above

6 The Reflective Practitioner has adapted _____.
- Ways of knowing
- Patterns of reasoning
- Both ‘a’ and ‘b’
- None of the above

7: The study of parts of the community fall in _____.
- Evaluation
- Synthesis
- Analysis
- Knowledge

8: Concept-based learning means the Reflective Practitioner _____ .
- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use
- Works with deeper levels of conceptual understanding

9: Being committed to the profession means _____.
- Being responsible for continuing professional development
- Being responsible for managing change
- Being responsible for changing policy and practice
- None of the above

10: Concepts determine _____.
- How a Reflective Practitioner’s perceptions are explained
- How a Reflective Practitioner’s beliefs are explained
- The frames for perception
- The ways a Reflective Practitioner explains experience

1: A Reflective Practitioner is able to _____.

- Question assumptions and values
- Think ‘outside the box’
- Question other people’s assumptions
- All of the above

2: We develop theories-in-use as Reflective Practitioners to _____.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- Explain situations
- Generate schemas for translating theory into practice

4: Effective writing in a Professional Development Journal _____.

- May include diagrams and drawings
- Is short and precise
- Both ‘a’ and ‘b’

- None of the above

5: Exploring practice using inductive action planning requires _____.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- Both ‘a’ and ‘b’
- None of the above

6: An effective action plan is _____.

- Developmental
- Precise
- Shared
- All of the above

7: Professional knowledge relates to _____.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

8: A reflective action plan provides the Reflective Practitioner with _____.

- Targets, planning, evaluation
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

9: Reflective writing _____.

- Is personal
- Links theory to practice
- Questions experience

Our assumption can be Perceptual.
A product for a teacher might include. All of above
A paradigm shift is. Brings a new set of concepts
Reframing for new learning is. Focused on inventing new strategies
Concept formation involves. Perception, abstraction, generalization
The highest level of Bloom taxonomy is. Evaluation
Using a reflective action plan is valuable. To set targeted action points
The Professional development Journal supports the RP to. Reflect on experiences
Inductive learning is. None of the above

Question 1:
Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice

Question No.2:
According to Stephen Brook, reflective is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- a way for teaches to understand their problems
- None of the above

Question 3:
Which of the following is NOT a 'best' ? Pg.19

- Educates the whole child
- Follows the text closely to ensure coverage of the curriculum
- Students' active participation in learning

Question No.4:
What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments
Question 5:
Which of the following is considered the least effective form of teacher development?

- Certificated Courses
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:
Knowing-in-action is described by Schon as _____.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:
What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- both 'a' and 'b'
- None of the above

question 8:
Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- It is emotive
- it is not based on 'black-and-white' thinking

Question 9:

‘Looking out’ is a combination of _____.

- A range of viewpoints about experiences
- Looking around’ and ‘looking back’
- Perspectives which direct the focus of attention
- None of the above

Question 10:
Which of the following assumptions does NOT underlie action research?

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice
- Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- Teachers and other education professionals are committed to continued professional development

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

3:
What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

4:
What is the impact of reflective practices on the teacher

- It leads higher quality practice
- It changes teacher’s values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5:
Which of the following about teacher's teacher’s professional knowledge and understanding is true?
Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6
What does ‘a lack of conceptual clarity’ mean?

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students’ perspectives

7
According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8
Which of the following is an example of ‘warm’ feedback?

- Warm feedback extends thinking and raises concerns about teaching
- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9
Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10
The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:
Reflection-on-action can be described as _____

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:
Which of the following is principle of Reflective Practice? Pg.8
Select correct option:

- It is problem-oriented
- It is based on action research
- It is data-driven
- It is research-led

4:
Which of the following is NOT one of the four steps in action research?
Select correct option:

- Identifying the research problem
- Developing a professional measurement instrument
- Obtaining the necessary information to answer the question
- Developing a plan of action

5:
Re-theorising is the means by which Reflective Practitioners _____.
Select correct option:

- Critically examine practice
- Critically examine theories
- Critically examine practice and theories in the light of theories
- Critically examine data and research in the light of theories

6:
Critical thinking is _____.
Select correct option:

- A biological process
- A psychologicaland cognitive process
- A communication process
- All of the above

7:
What are three levels of reflection?
Select correct option:
- Technical, empirical and practical
- Technical, practical and critical
- Rational, technical and critical
- Rational, practical and critical

8
What is question/ analysis in the reflective cycle?
Select correct option:
- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

1:
Interpretation is the skills of _____.
Select correct option:
- Understanding and transmitting
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2
Critical Reflection involves which of the following?
Select correct option:
- Analysing and c
- Analysing and evaluating
- Reasoning and evaluating
- Conceptualising and describing

2:
Which of the following is NOT one of the four steps in action research?
Select correct option:
Action Research is…Process, Collaboration, Improvement, Practice, Communication pg.250

3
What is part of the analytical process for the practitioner?
Select correct option:
- The identification of own assumptions
- The examination of the underlying values base
- Both ‘a’ and ‘b’
- None of the above

4
Why reflective practice is so important?
Select correct option:
- Research highlights the importance of reflective practice for changing personal values biases

- Research shows that reflective practice is essential for developing our understanding about teaching and learning
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

5
The most significant part of the model is _____.
Select correct option:
- Learning from experience
- Learning from reflecting
- Learning from information
- Learning from knowledge

6
What do systematic reflexivity and epistemic reflexivity focus on?
Select correct option:
- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7
When we think habitually, we _____.
Select correct option:
- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8
Double loop learning involves _____.
Select correct option:
- Changing personal assumptions (thinking deferentially
- Changing personal approaches changing rule pg.51
- Both 'a' and 'b'
- None of the above

9
What factor makes reflection seem time-consuming?
Select correct option:
- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

Quiz no 1

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Critical reflection facilitates_____ learning. Fosters transformational learning
4. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
5. True about teacher's professional knowledge and understanding?
6. What is reflection practice? Process of action to improve the professional role
7.

describes a regular learning network. A learning "hub" which challenge practice and policy

8. According to Moon. What are the key aspects of reflective practice? **Aims to understand complexity**

9.reflection is a form of ……**Mental**……..processing that we use to fulfill purpose or achieved anticipated outcom**e.**

10.

1.What is the name of Competences that Characterize the Critical Thinker? Clarification

2. The reflective practitioner relies on_____.Synergistic thinking

3. Which of the following NOT involves internal commitment to discovery_____.Knowing what you have learned or what you want to learn from practice and experience needs some planning

4. What is the benefit of Benefits of concept-based teaching and learning_____

.A teacher who questions, investigates, explores and discovers

5. Epistemic stances_____.Traditional knowing

6. _____ is a process by which the reflective practitioner learns how to organize information in logical mental structures. Conceptual learning

7. Absolute knowing' is a process of _____.Learning from others

8.Identifying opportunities for you to discuss, reinforce and develop your practice is about inductive action planning_____ _.Inductive action plan

9. How many types of frames are_____.2

10. Reflecting on interpreting of both the learner's experience and the phenomena being experienced so as to move beyond the partiality of previous understanding is_____.Hermeneutic Phenomenological analysis

Within a critical thinking framework, reasoning is conducted from…… a logicalframe work.
One part of learning from reflection relies teachers being open minded.These characteristics includer all but**…….**

EDU406:Quiz No. 2 Quiz St

Question # 2 of 10 (Start time: 08:59:37 PM, 07 December 2016)

Benjamin Bloom major work in is _____.

Select correct option

○	Affective
○	Management
○	Cognitive
○	Psychomotor

‘

EDU406:Quiz No. 2

Question # 3 of 10 (Start time: 09:01:03 PM, 07 December 2016)

We can make theory-in-use visible by_____.

Select correct option

○	Construct someone's theory in-use from observations of behavior
○	Clues for discovering the Theory-In-Use
○	Developing ideas
○	Exploring concepts

EDU406:Quiz No. 2 Q

Question # 4 of 10 (Start time: 09:02:26 PM, 07 December 2016)

A 'problem statement' _____.

Select correct option

○	Is not too specific
○	Finds solutions to problems
○	Does not find solutions to problems
○	Is not too general

EDU406:Quiz No. 2

Question # 5 of 10 (Start time: 09:03:52 PM, 07 December 2

Professional knowledge relates to _____.

Select correct option

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

EDU406:Quiz No. 2 Q

Question # 6 of 10 (Start time: 09:04:29 PM, 07 December 2016)

The benefits of concept-based learning _____.

Select correct option

- Depend on the experience of the Reflective Practitioner
- Depend on the intellectual level of thinking of the Reflective Practitioner
- Depend on the emotional engagement of the Reflective Practitioner
- Depend on the psychological engagement of the Reflective Practitioner

EDU406:Quiz No. 2 Qui

Question # 8 of 10 (Start time: 09:06:47 PM, 07 December 2016)

The Reflective Practitioner uses 3-Dimensional instruction to _____.

Select correct option

○	Develop skills for concept-based teaching
○	Develop understanding of connection between topics/ subjects
○	Build use multiple intelligences in their teaching
○	All of the above

EDU406:Quiz No. 2 **Quiz Start Time:**

Question # 7 of 10 (Start time: 09:05:46 PM, 07 December 2016)

The Reflective Practitioner is concerned with _____.

Select correct option

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- Both 'a' and 'b'
- None of the above

EDU406:Quiz No. 2 Quiz S

Question # 1 of 10 (Start time: 08:58:15 PM, 07 December 2016)

Critically reflective teaching is _____.

Select correct option

○	Responsible for highly effective pedagogies
○	Responsive and adaptable to meet learners' needs
○	A social process involving family and community
○	All of the above

MUHAMMAD IMRAN	EDU406 Critical Thinking and reflective Practice

QUIZ NO 1	GRAND QUIZ	MID TERM	FINAL TERM	ALL IN ONE FILE





29th of December 2020 (MCQs-134	MID TERM GRAND QUIZ

1. The cognitive process is characterized as essential to_____ **Higher order thinking**
2. Which one is called an example of critical thinking? _____**Questioning**
3. The most basic level of reflection is called as _____**Technical**
4. quadrant of jo-Hari windows represent the things that you are not aware of but are known by others _____**Blind area**
5. The name of the Schon (1983) book is ---------- _____**The reflective practitioner**
6. In a school a critical friend can be all of the following except_____ **A new teacher who started working in the school shortly after you**
7. Inference is defined as the ability to_____ **understand the information**
8. Reflective teachers are more likely to develop _____learners. _____**Reflective**
9. Being able to do something skillfully without having to consider everything closely _____ _____**Unconscious competence**
10. The difference between novice and expert teachers reflection practice is clearly visible in_____ **Developmental Readiness**
11. seeing teachers a reflective practitioner has rejected all mentioned notions except _____**helps teachers to develop repertoire of strategies**
12. according to Ash and Moore new teachers are _____ **not reflect critically and constructively**
13. According to Stephen Brook, reflective practice is? _____**Empowers the teacher to appreciate the bigger picture surrounding teaching**
14. Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to ….. Multiple intelligence theory_____ **Logical**
15. Clarify is defined as _____ **State one point at a time**
16. Concept act as …….. tools for coping with the world and for solving problems____**cognitive**
17. Within a critical thinking framework, 'reasoning' is conducted from____ **Both 'a' and 'b'**
18. The term selective practice is derived from the work of _____**Dewey**
19. What confuses the critical thinking and pushes thought in specific directions ____**Emotions**
20. Comprehensive account of the situation either verbaly or in writing is termed as__ **Synthesis**
21. Reflective practice is important because it is used to _____**Enhance the quality of the learners**

22. Reflective practice is important because it _____ **ALL of the above**

23. Which of the following assumptions does NOT underlie action research?_____ **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**

24. In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students_____ **In 3- dimensional instructions**

25. reflective practice is a crucial way of learning and extending_____ **professional understanding**

26. Concept formation involves. _____**Perception, abstraction, generalization**

27. Double loop learning is about _____ **changing the rules**

28. Reflection can be described as ----------_____**A reconstruction mental review**

29. The benefits of concept-based learning …….._____ **Depend on the intellectual level of thinking of the reflective practitioner**

30. Reflective Practices does not take place in a vacuum it occurs in a ___**social environment**

31. _____ include in personal challenges to effective reflective practice. _____**Pride**

32. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one?_____ **Rhetorical frames**

33. The 4Ps in reframing matrix are Productive planning potential and ___**People perspective**

34. All are the barriers to the reflective practice except. _____**Lack of Critical thinking**

35. In reflecting writing it is important to select the most___ part of the event only. __**Significant**

36. Double loop learning involves_ _____._____**All of the above**

37. A reframing matrix is a tool used because different peoples have different_ _____**Experience to approach problem**

38. Exploring practice using inductive action planning requires _____**Clearly defined and expressed success criteria**

39. Cognitive shortcuts that people use to help make sense of complex information is known as: _____**Concept map**

40. In which type of reflection historic, political and cultural values frame practical problems? _____**Critical reflection**

41. Which beliefs are behind to make the casual relation of frames? _____**Assumptions**

42. Multiple intelligence theory benefits in _____**Development of strategies**

43. According to Habermas, reflection requires a level of detachment and _____**Objectivity**

44. A benefit of the greenaway model of reflection is_ _____**It is cyctical**

45. A reflective practitioner is able to _____**Question assumption and values**

46. The term reflective practice is derived from the work of _____**Schon**

47. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as: _____**Value**

48. According to a Brookfield, which is the most powerful lens for teachers? ____**The self lens**

49. Looking in is the part of reflective process which _____**Occur before teaching**

50. Synergistic thinking is _____**None of the above**

51. Key feature of reflection are: _____**All of these**

52. A reflective action plan involves being helped to: _____**All of these**

53. What happened when the original starting point causes a dilemma that needs to addressed?_____**Transformation**

54. The major concern for a reflective practitioner is to be aware with their _____ **Underlying beliefs and assumptions**

55. The theorem is a formal method of speculation developed by the _____ **Greeks**

56. _____ activities are the translation of naturalistic intelligence for reflective practitioner _____ **Categorizing, contrasting, classifying, organizing**

57. Concept-based learning means the reflective practitioner _____ _____ **Work with deeper levels of conceptual understanding**

58. A reflective practitioner in concept-based teaching and learning encourages _____ _____ **questions and investigation**

59. Lather stressed on the use of appropriate language in reflective practice to avoid:_____ **All of above**

60. Which are related to policies in use. They are used for dealing with the situation_____ **Action frames**

61. The benefits of utilizing (MI) theory in educator professional are multifold _____ **All of the above**

62. What act as catalyst to challenging the reflective practitioner to think at more advance levels_____ **Conceptual learning**

63. vehicles for explanation, prediction or control are called as _____ **Theories**

64. Which of the following is NOT one of the four steps in action research_____ _____ **Developing a professional measurement instrument**

65. dimensional instruction includes _____ **reforming concepts to improve the level of learning across multiple contexts**

66. making sound judgments in work related situation is an attribute of…… competence _____ **Ethical**

67. Unreflective thinker is: _____ **Unaware of the determining role of thinking**

68. Critical reflection facilitates_____ learning_____ **transformational**

69. 'Looking out' is a combination of _____ **A range of viewpoints about experiences**

70. A limitation of self reflection are ___ **The difference between perception and reality**

71. Reflective practice has been embraced by teachers, researchers , teacher and educator since last:_____ **two decades**

72. Reflection is the ability to reflect on questions __to improve practice._ **What, why and how**

73. Conceptual innovation is _____._____ **Like re-framing**

74. Epistemic stances_____ **Changes with the experiences**

75. What does not constitute professionalism?_____ **Reflection**

76. Having subject specialist knowledge is called _____ **Professionalism**

77. Emancipatory phase of critical reflective enquiry helps to _____ in the class.____ _____ **Encourage different ways of thinking**

78. In 5-step model of critical thinking, the first step is:_____ **Determining goals/objectives**

79. Single loop learning has ____strategies._____ **Rigid**

80. One principle of reflection in the Roth Model is that _____._____ _____ **It uses 'what', 'why' and 'how' questions**

81. Teachers mostly don't take _____what they did in class. _____ **Action**

82. Professional competencies may be developed by:___ _____**understanding and knowledge of social and policy contexts for education**

83. What does 'a lack of conceptual clarity' mean?_____ **the educational community has different interpretations of reflection**

84. Reflective practitioner has two levels. The names of these two levels are:
_____ **action level and cognitive level**

85. A taxonomy provides a structured framework to a reflective practitioner to move from
_____**Absolute knowing to Contextual knowing**

86. Principles of developing competence among reflective practitioners include _____
_____**assume roles beyond the classroom**

87. In reflective practice the major focus of teacher must not on "why things are happening "but on:_____ **what has happened?**

88. What is reflective practice ___ **Process of action to improve the professional role**

89. Synergistic thinking is a combination of following thinking levels:_____
_____**factual and conceptual thinking**

90. Reframing of beliefs is a four-step process. The order of determination of these beliefs is:_____ **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**

91. According to Sandwell's view, giving emphasis on only individual reflection leads to:___
_____**ignoring accounts of other within the community within which reflection occurs**

92. Reflective writing focuses on _____._____ **Interpretation**

93. Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of
_____ **reflection**.

94. What is the trickiest pedagogic task according to Stephan Brookfield?
_____**Getting inside student's heads**

95. Re-theorising is the means by which Reflective Practitioners _____**Critically examine practice and theories in the light of theories**

96. The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as_____ **Practical**

97. Which model encourages the teachers to think about a given situation and establish and action plan for dealing_ _____**Gibbs reflective cycle**

98. To increase our understanding, we need to_____ **respect evidence and reason**

99. According to schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to_____ **continually develop and learn from their experience or meet organizational and national standards**

100. Critical reflection involves which of the following_____ **Analysing and evaluating**

101. All the practices of formal instruction expect_____ **it develops its own assumptions**

102. in which type of reflection historic political and critical values frame practical problems_____ **critical reflection**

103. Which of the following is not a reason for reflective practice?
_____**Reflective practitioner models reflective learning**

104. The competence model is about _____
_____**how the teacher moves through different levels of awareness**

105. What does evidence suggest as being most important for a long-term commitment to Reflective Practice_
_____**Guidance and structure are key factors for Reflective Practitioners**

106. All are the stages of epistemic stances except:_____ **Situational knowing**

107. Reflective writing does all of the following expect: _____**create ideas**

108. Leaning from reflection can also be known as_____ **Professional development-based learning**

109. Our assumption can be_____ **Perceptual**.

110. Who discuss the cultural and personal risks involved in reflective practice_____ **Brookfield**

111. The jo-Hari windows has …… quadrants_____**4**

112. What help student to build trust and promote positive learning environment in class _____**teaching becomes responsive to student feedback**

113. Theories –in-use- means:_____**For exploring and developing ideas**

114. The theorem is a formal method of speculation developed by the_____._____ **Greeks**

115. Applying a new strategy to achieve an outcome and having a wider perspective is the attribute of:__ _____**Double Loop learning**

116. Who proposes a framework based on different kinds of critical thinking.___ _____**Halpern**

117. We understand frames through the use of _____._____ **Metaphors to communicate logic**

118. Re-Thinking mean:_____ **What is already known?**

119. A reflective practitioner uses a range of reflective models in the class because___

120. Self-regulation is _____._____ **A metacognitive process**

121. The Constant striving for self-improvement of a reflective practitioner may leads to :_____ **Self-disapproval**

122. Reflective practitioner does NOT believe in:_____ **One single truth/ one right way**

123. _____ activities are the translation of musical intelligence for reflective practitioner_____ **Listening, patterning, mirroring, repeating**

124. Benjamin Bloom major work in is _____. **Cognitive**

125. Which is the highest level of reflection from the following types?_____ **Critical**

126. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in_____**3-dimensional instruction**

127. A common strand of reflecting-in-action and reflecting-on-practice is _____._____

128. Critical analysis for a reflective practitioner is a process to_____

129. Connecting with feelings in relation to applications of theory

130. The concept of frames has been developed as a tool for _____.

131. Theory- in-use can be constructed from:

132. The 'critical lenses' refer to _____.

133. Being open-minded means the Reflective Practitioner is _____ .

134. One of the Principles of reflective practice is based on _____research.

135.

Lecture No. 1 to 6 (Topic 01 to 36). QUIZ NO 1

30-12, 2020 to 01-12, 2020

1. A benefit of the green away model of reflection is _____ It is cyctical

2. **Which of the following best describes the benefits of reflective practice?** It determines what counts as knowledge.

3. **Teachers should value their reflection and ….**…… their practice_____

4. In professional setting what is not considered as a characteristic of reflection _____

5. According to sandwell's view giving emphasis on only individual reflection lead to____
6. Q47: Rapid reflection is all but_____
7. **Q5: A common strand of reflecting-in-action and reflecting-on- practice is Connecting with feelings in relation to applications of theory**
8. Which reflection requires models or framework which provide a specific and structured approach?_____
9. Which one statement is the example of core best practice?Teachers provides an enriched environment
10. **What is reflective practice?** Process of action to improve the professional role
11. What type of reflection allows teachers to modify his/her teaching strategy based on students responses? All the above
12. All are the ways for a teacher to develop reflective practice startegies except____
13. Dialogic reflection has less intense approach and involve individuals _____
14. Reflection on action deals with the happened Outside the classroom
15. **Q7: Bloom's model which guides the lowest level of reflection might use all the following except** Did I give enough time for individual activity?
16. Which of the following is NOT a skill which underpins reflexivity? **Existential phenomenology**
17. Reflective practice helps teachers to generate new knowledge and ideas by _____
18. A critical friend can be defined asA trusted person who asks provocative questions, provides data to examined through another lens, and offers critiques of a person's work as a friend
19. What leads to the lacks in conceptual clarity of teachers is reflective practice precess____
20. **Q13. What does the idea of reflective practice dismiss? Select the corect optionTeachers view**
21. What is the main characteristics of informal reflection _____
22. **Q31.Which of the following is not a reason for reflective practice? Select the correct option** It is a professional requirement correct

Which of the following about teacher's teacher's professional knowledge and understanding is true? Teachers need to develop reflection and evaluation to support their own and others practice

1. Reframing helps the reflective practitioner….? Both a and b
2. Personal attributes of critical thinkers include: changing with the experiences
3. a Limitations of self-reflection are…….. the difference between perception and reality
4. Frames are influenced by ……Metaphors
5. Which of the following is not the attribute of reflective practice? It challenge and change practice
6. Kolb's reflective cycle…… Emphasizes the role experience play in learning
7. The first step in the reflective practice process is : make a list of teaching strategies that you used in previous week
8. Personal attributes of critical thinkers includes : all of above
9. Interpretation is the skills of Understanding and transmitting
10. Which reflective practice is done badly, ineffectively or inappropriately, it give rise to ---------- --- concerns. Professional
11. Reflecting logically allows teachers to take control of their learning and helps them to develop overall---------- Competencies
12. Epistemic stances Change with the experiences
13. All were the critiques on the Reflective practice movement except Helps to improve teachers practice
14. Critically reflective learning is nurtured by relationships between teacher and ------ Learner
15. The 4Ps reframing matrix are productive, planning potential and----------

People perspective

16. One of the pedagogic concern raised by reflective teaching is called

Development readiness
Conceptual understanding
Instructional planning
None of the above

17. Critical Reflection helps to support or challenge our views, practices and feelings by providing

Observation
Experience
Evidences
Experiments

18. Critical Reflection involves which of the following?

Analysing and conceptualising
Analysing and evaluating
Reasoning and evaluating
Conceptualizing and describing
19. Single loop learning has ---------- strategies.

Automatic
Explanatory
Rigid

20. ---------- quadrant of Jo-Han windows represent the things that are unknown by you and are unknown by others

Open area
Blind area
Hidden area
Unknown area

21. Concept is looked or understood differently by reframing core belief based on

Core belief
New supporting beliefs
Opposite supporting beliefs
Intuitions
22. A reflective practitioner is able to

Question assumptions and values
Think outside the box
Question other people's assumptions
All of the above

23. What is the evidence of reflecting thinking?
    Reflective writing
    Making judgments
    Analyzing questions
    Linking theory to practice

24. In 5-step model of critical thinking, the first step is:
    Practice before your assess
    Gather and review feedback
    Learn through seeking answer
    Determining goals/objectives

25. Theory that commands the thinking the action is known as
    Theory in action

    Theory in reaction
    Critical theory
    Theory in use

26. Micro- Outcomes involves:
    The broad overall results of professional activity
    The outcomes of very specific activities
    The result of a partially completed activity
    All of these

27. Reflective practice is important because it is used to:
    Improve teacher's practice
    Enhance the quality of learners
    Promote school culture
    Motivate teachers and students

28. Emancipatory phase of critical reflective enquiry helps to ---------- in the class.
    Maintain discipline
    Promote rote learning
    Encourage different ways of thinking
    Discourage values, beliefs and practice.

1. Reflective practices focuses on.....
a)improvement
b)change
c)theories
d)intrepretation
2. Looking is the part of the reflective process which.....
a) occurs before teaching
b) occurs after teaching
c) occurs as a precondition for reflection
d) occurs as a response to experiences
3. Frames are influenced by.....
a)Metaphors
b) Individual interests
c) Perceptions
d)Experiences
4. which of the following do not transfer but are locked in time, place or a situation.....
a) concepts
b)ideas
c)facts
d)beliefs
6. Reflective action plan involves being helped to.....
a) select a specific target
b)Planned a programe of discussion and observation over a fixed period
c)Evaluate your effectiveness
d)All of the above
7. core critical thinking skills are .....
a) Analysis
b) Inference
c)self regulation
d)All of these
8. Epistemic stances
a) Are the ways to orgainze knowledge
b)Never changes with the experiences
c) changes with the experiences
d) Are used to describe facts
9. what is the trickest padagogic task acconding to stefhan brookfield?
a) Being fair with students task
b) Getting inside students heads
c) Maintaining professional relation with collegues
d) Participating in promoting school culture
10. A reframing matrix is a tool used because different people have different.....
a) Experiences to approch the problems

b))pace to cope up with the issue
c)protocols in the institution
d)Limitations to think
11. Reflective practice have been embraced by teachers researchers, teacher and educators since last .....
a) two decades
b)three decades
c)four decades
d)five decades
12. When a professionao practitionar is aware of the relevance of the skill it is called.....
a)concious incompitence
b)concious competence
c)in concious competence
d)inconcious incompetence
13. A product for a teacher might include.....
a) Relationship with students
b) Approches to assessment
c)strategies for behaviour management
d)All of these
14. Learning to learn is .....
a) An ability to pursue in leaning
b) Identifying available opportunities
c) Building on prior learning and experience
d)All of the above
15. what are the indicators of a reflective practionar?
a) Intellectual quality
b)Higher order thinking
c)Meta language
d) All of the above
16. Reframing helps to reflective practionar.....
a) see alternative solutions and actions
b)see things from other perspective
c)both a and b
d)None of the above
17. Which of the following helps to reduceblind area and expand open area of a person in team context.....
a) feedback
b)support
c) Information
d)reflection
18. Personal attributes of critical thinkers include:
a) Honesty about emotions
b) Evaluation disposition brone from open- mindness
c) Personal awareness specially relating to personal bias
d) All of the above
19. Reflecting logically allows teachers to take control of their learning and helps them to develop overall .....
a) Personality
b) Competencies
c) Practices
d) Performance

1) which of the following is an example of warm feedback.Warm feedback consists of supportive, appreciative statements
2)The critical lenses refer toNone of above
3)The practitioner accounts are considered none-problematic for all reasons expectNo effort is made to footer reflection on language
5) The cognitive processes is characterized as essential toHigher order thinking
7)which of the following best describe a ' regular learning network':A place for a teacher to come together and discuss matter and concern
8) Technical rationally in reflection deal with theBehavior and skills
9) critical reflection involves which of the followingAnalysing and evaluating
11) reflective practitioner does not believe inOne single truth/one right way
12) learning+ reflection= Experience Is know asBoud's triangular representation

The first step in the reflective practice process is:Examine teaching occasion particular that went bad
……allows teachers to analyze what they have been learned and how they learned to take control of their development.Critical reflection
In reflective practice, practitioner engage in a continuous cycle of self-observation and…….Self evaluation
A ‘product ‘for a teacher might include……All of the above
Absolute knowing is a process of ……Learning from other
The stage-6 of critical thinking development is called as the ……..thinker.Accomplished
Which of the following is NOT a ‘best’ practice?Follow the next closely to ensure coverage of the curriculum
Core Critical Thinking Skills are:All of the these
Reframing helps the Reflective Practitioner……..Both ‘a’ and ‘b’
In reflective writing the two source of evidence are: your and academic reflection

Quiz 1...edu 406

Q1: To operationalize a best practice approach teachers must

Be committed to professional dialogue with other teachrs

Be open-minded and committed to professionalism

See practice as a process of analysis

Be focused on technical proficiency

Q2: What is the impact of reflective practices on the teacher?

It leads higher quality practice

It leads to greater independence for the teacher

It sustains inclusive environments

Q4. The 'critical lenses' refer to

The perspectives that a teacher uses to generate different viewpoints

The focus given to the Reflective Practitioner by taking the o different viewpoints necessary to reflect on practice

A set of different viewpoints

None of the above

Q8. According to Brookfield, which is the most powerful lens for teachen? Select the correct option

The Self Lens

The Student Lens

The Peers Lens

The Theary Lens

Q9: Double loop leanng involves

Changing personal assumptions

Changing personal approaches

Both a and 'b

None of the above

Q10. **The Reflective Practitioner must** _____.

Manage workloads as part of their role in planning and leading the profession

Ensure a suitable work-life balance

Both „a“ and „b“

none of above corrct

Q11. Benjamin Bloom major work in is Select the correct option

Affective

Management

Cognitive

Psychomotor

Q12.Conceptual innovation is Select the correct option

Like re-framing

The same as re-framing

Not re-framing

Identifying new questions

Q14. What are the major mechanisms involved in critical thinking for the reflective prachitioner? Select the correct option

Self-regulation

interpretotion

both a and b

None of the above

Q15.What is question/ analysis in the reflective cycle? Select the corect option. Taking on the role of researcher
Q16. one of the four steps in action research.
Identifying the research problem
Q17. What do systematic reflexivity and epistemic reflexivity focus on? Select the correct option Suppositions, theories, beliefs and assumptions
Q18. Which of the following not a component of the process involved in reflective practice? Select the corect option Subject Knowledge
Q19. **Which of the following is NOT a best practce? Select the colrect option**
Educates the whole child
Follows the text closely to ensure coverage of the curriculum
Students' active participation in leaning
Chalenging envoronments
Q21. One part of learning from reflection relies on teachers being open minded These charactenstics include all but Select the correct option
Accepting consequences of their decisions
Viewing situstions from multiple perspectives
Searching for alternatives explanations for classroom events
Using evidence to suppoit or evaluate a decision or position
Q22. What does evidence suggest as being most important for a long-term commitment to Reflective Practice?
Reflection is more effective when conducted collaboratively
Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
Guidance and structure are key factors for Reflective Practitioners
When the Reflective Practitioner knows what is best for children
Q23. What does „a lack of conceptual clarity" mean?
The educational community has different interpretations of reflection
It confuses perceptions about what happens in the classroom
It includes too many viewpoints and so becomes confusing for the individual
does not account for students" perspectives
Q24.Creative Thinking is not critical thinking because
It is not logical
Ut is not problem-centred
It is emotive
It is not based on „black-and-white" thinking
Q25.Reflection-on-action can be described as _____
Thinking about what to do
A reconstructive mental review
Problem resolution
Weighing the pros and cons of alternatives
Q26.
Critical thinking is _____.
Select correct option:
A biological process
A psychologicaland cognitive process
A communication process
All of the above

Q29.Critical Reflection involves which of the following?
Select correct option:
Analysing and conceptualising
Analysing and evaluating
Reasoning and evaluating
Conceptualizing and describing

Q30. What factor makes reflection seem time-consuming?
Select correct option:
Regular learning networks are very time-consuming
Lack of leadership for Reflective Practice
Regular learning networks are very time-consuming
Staff is too busy
Q32.Self-regulation is Select the correct option
A metacognitive process correct

A creative process
A psychological process
A communication process
Q34.To increase our 'understanding' we need to Select the correct option
Dismiss reasoning
R espect evidence and reason
Think criticaly
None of the above

1. The Reflective Practitioner must _____.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- Both ‘a’ and ‘b’
- None of the above

2. Reflection is NOT _____.

- A simple ‘tick box’ activity
- A routine activity for a teacher
- Both ‘a’ and ‘b’
- None of the above

3. : Deductive learning is _____.

- From general to specific
- Rule base
- From unknown to known
- All the above

4. The Reflective Practitioner has adapted _____.

- Ways of knowing
- Patterns of reasoning
- Both ‘a’ and ‘b’
- None of the above

5. Reflective writing focuses _____.

- On all aspects of an experience
- Critical incidences
- Specific details within an experience
- Ideas, concepts and opinions

6. : The Reflective Practitioner is concerned with _____.

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- Both ‘a’ and ‘b’
- None of the above

7. : Working inductively means to _____ .

- Identify a goal and explore strategies to achieve it
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

8. : By having an open-minded attitude, the Reflective Practitioner is _____.

- More reflective
- Adaptable to changing conditions
- Able to review experiences critically
- Is open to many new ideas

9. : Reflection can be negatively influenced by _____.

- A lack of objectivity
- The Reflective Practitioner ignoring the truth
- None of the above
- Both ‘a’ and ‘b’

10.: The Professional Development Journal is _____.

- A personal diary
- An on-going discourse
- A subjective dialogue
- A list of critical incidents

11.: We understand frames through the use of _____.

- Metaphors providing explain them
- Metaphors to clarify them
- Metaphors to communicate logic
- None of the above

12.: The study of parts of the community fall in _____.

- Evaluation
- Synthesis
- Analysis
- Knowledge

13.: Concept-based learning means the Reflective Practitioner _____ .

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use
- Works with deeper levels of conceptual understanding

14.: Being committed to the profession means _____.

- Being responsible for continuing professional development
- Being responsible for managing change
- Being responsible for changing policy and practice
- None of the above

15.: Concepts determine _____.

- How a Reflective Practitioner’s perceptions are explained
- How a Reflective Practitioner’s beliefs are explained
- The frames for perception
- The ways a Reflective Practitioner explains experience

16.: A Reflective Practitioner is able to _____.

- Question assumptions and values
- Think ‘outside the box’
- Question other people’s assumptions
- All of the above

17.: We develop theories-in-use as Reflective Practitioners to _____.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- Explain situations
- Generate schemas for translating theory into practice

18.: Exploring practice using inductive action planning requires _____.

- Clearly defined and expressed success criteria

- Clearly identified evidence sources
- Both ‘a’ and ‘b’
- None of the above

19.: An effective action plan is _____.

- Developmental
- Precise
- Shared
- All of the above

20.: Professional knowledge relates to _____.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

21.: A reflective action plan provides the Reflective Practitioner with _____.

- Targets, planning, evaluation
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

22.: Reflective writing _____.

- Is personal
- Links theory to practice
- Questions experience

23. Our assumptions can be revealed and explored through four lenses.
24. A product for a teacher might include. All of above
25. A paradigm shift is. Brings a new set of concepts
26. Reframing for new learning is. Focused on inventing new strategies
27. The highest level of Bloom taxonomy is. Evaluation
28. Using a reflective action plan is valuable. To set targeted action points
29. The Professional development Journal supports the RP to. Reflect on experiences
30. Inductive learning is. Specific to general

84: We can make theory-in-use visible by..
a) Construction someone's theory-in-use from observations of behavior
b) Clues for discovering the theory-in-use
c) Developing ideas
d) Exploring concepts
85: A 'problem statement'
a) Is not too specific
b) Find solutions to problems
c) Does not find solutions to problems
d) Is not too general
88: The reflective practitioner uses 3-dimensional instruction to
.. b) Develop understanding of connection between topics/subject
c) Build use multiple intelligence in their teaching
d) all of the above
89: **critically reflective teaching is .**
. a) responsible for highly effective pedagogies
B) responsive and adaptable to meet learners' needs
c) a social process involving family and community
d) all of the above
According to moon what are the key aspects of reflective practice.
A). reflective practice is a form of mental processing
b. Relies of a cognitive re processing of experience
c. aims to understand complexity and confusion in experience
d. All of the above.
10. Which of the following is not the best practice?

ANS. Follows the text closely to ensure coverage of the curriculum
11. One part of learning from reflection relies on teachers being open minded . these characteristics include all but.?
Ans. Using evidence to support or evaluate a decision or position.
12. What is hyper reflexivity?
Ans. Deconstructing applications of knowledge in the classroom.
13. The most significant part of the model is...? Ans learning from experience
14.DATA refers to...?The four steps analytical process necessary for guiding reflection

Which of the following about teacher's teacher's professional knowledge and understanding is true?
Ans. Teachers need to develop reflection and evaluate to support their own practice

20) Personal attributes of critical thinkers include:
Honesty about emotions
Evaluation disposition borne from open-mindedness
Personal awareness especially relating to personal bias
All of the above

Kolb's reflective cycle:
Emphasis the role experience plays in learning
Illustrates the developmental nature of reflection
Both a, b
None of the above

Which of following is not the reason of reflective practice:
Reflective practice helps students learn
It encourages us to understand our learners and their needs
It is a professional requirement
Reflective Practitioners models reflective learning

What are three levels of reflection:
Technical, empirical, practical
Technical, practical, Critical
Rational, Technical, Critical
Rational, Practical, Critical

Processes in participatory reflection include all of the following except
Careful description
Thoughtful listening
Extending thinking
None of the above

knowing in action is described by Schon as:
Our knowing is ordinarily implicit in our patterns of action
When we cannot say what we know
When we go about spontaneous, intuitive performance of the actions of every day life
All of the above

Interpretation is the skill of
Understanding and transmitting
Cognition and communication
Thinking and talking
Receiving and sending information

When we think habitually, we_____
Ans: Ignore Data

A learning 'hub' which challenges practice and policy.

Looking in is the part of the reflective process which_____
Ans: Occurs as a response to experiences

Which of the following is an example of warm feedback?
Ans: Warm feedback consists of supportive, appreciative statements

Self-regulation is _____
Ans: A metacognitive process

One principle of reflection in the Roth Model is that _____
Ans: It uses 'what', 'why' and 'how' questions

Question 1:
Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice

Question No.2:
According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- a way for teaches to understand their problems
- None of the above

Question 3:
Which of the following is NOT a 'best' practice? Pg.19

- Educates the whole child
- Follows the text closely to ensure coverage of the curriculum
- Students' active participation in learning

Question No.4:
What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments
Question 5:
Which of the following is considered the least effective form of teacher development?

- Certificated Courses
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:
Knowing-in-action is described by Schon as _____.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:
What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- both 'a' and 'b'
- None of the above

question 8:
Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred

- It is emotive
- it is not based on ‘black-and-white’ thinking

DATA refers to pg.40
- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

3:
What is reflective practice?
- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

4:
What is the impact of reflective practices on the teacher
- It leads higher quality practice
- It changes teacher’s values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5:
Which of the following about teacher's teacher’s professional knowledge and understanding is true?
Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6
What does ‘a lack of conceptual clarity’ mean?
- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students’ perspectives

7
According to Brookfield, which is the most powerful lens for teachers?
- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8
Which of the following is an example of ‘warm’ feedback?
- Warm feedback extends thinking and raises concerns about teaching
- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9
Which of the following is not reflection in a professional setting?
- Deliberate
- Theory-focused
- Object-led
- Purposeful

10
The ‘critical lenses’ refer to
- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:
Reflection-on-action can be described as _____

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:
Which of the following is NOT a principle of Reflective Practice? Pg.8
Select correct option:
- It is problem-oriented
- It is based on action research
- It is data-driven
- It is research-led

6:
Critical thinking is _____.
Select correct option:
- A biological process
- A psychologicaland cognitive process
- A communication process
- All of the above

7:
What are three levels of reflection?
Select correct option:
- Technical, empirical and practical
- Technical, practical and critical
- Rational, technical and critical
- Rational, practical and critical

8
What is question/ analysis in the reflective cycle?
Select correct option:
- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

1:
Interpretation is the skills of _____.
Select correct option:
- Understanding and transmitting
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2
Critical Reflection involves which of the following?
Select correct option:
- Analysing and c
- Analysing and evaluating
- Reasoning and evaluating
- Conceptualising and describing

2:
Which of the following is NOT one of the four steps in action research?
Select correct option:
Action Research is…Process, Collaboration, Improvement, Practice, Communication
pg.250

3
What is part of the analytical process for the practitioner?
Select correct option:
- The identification of own assumptions
- The examination of the underlying values base
- Both ‘a’ and ‘b’

- None of the above

4
Why reflective practice is so important?
Select correct option:
- Research highlights the importance of reflective practice for changing personal values biases
- Research shows that reflective practice is essential for developing our understanding about teaching and learning
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

5
The most significant part of the model is _____.
Select correct option:
- Learning from experience
- Learning from reflecting
- Learning from information
- Learning from knowledge

6
What do systematic reflexivity and epistemic reflexivity focus on?
Select correct option:
- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7
When we think habitually, we _____.
Select correct option:
- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8
Double loop learning involves _____.
Select correct option:
- Changing personal assumptions
- Changing personal approaches pg.51
- Both ‘a’ and ‘b’
- None of the above

9
What factor makes reflection seem time-consuming?
Select correct option:
- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
4. True about teacher’s professional knowledge and understanding?
5. What is reflection practice? Process of action to improve the professional role
6. Best describes a regular learning network. A learning “hub” which challenge practice and policy
7. According to Moon. What are the key aspects of reflective practice? Reflection is a form of mental processing

1. **One part of learning from reflection relies on teachers being open-minded. These characteristics include all but……**
   a) **Using evidence to support or evaluate a decision or position**

2. **What is hyper-reflexivity?**
   a) **Deconstructing applications of knowledge in the classroom**

3. **Kolb's reflective cycl …….**
   a) **Both 'a' and 'b'**

4. **Which of the following is not a reason for reflective practice?**
   a) **Reflective practitioner models reflective learning**

5. **To operationalize a best practice approach teachers must**
   a) **Be committed to professional dialogue with other teachers**

6. **Rapid reflection is all but …..**
   a) **Contemplative**

7. **Processes in participatory reflection include all of the following except**
   a) **None of the above**

8. **A critical friend can be defined as ……**
   a) **A trusted person who asks provocative questions, provides data to be examined through another lens, and others critiques of a person's work as a friend**

9. **Bloom's model which guides the lowest level of reflection might use all the following except**
   a) **What instructional strategies were used?**

10: **Which of the following about teacher's professional knowledge and understanding is true?**
- **Teachers need to develop reflection and evaluation of their practice**

11: According to Stephen Brook, reflective practice is?
- **None of the above**

12: **Which of the following is NOT a 'best' practice?**
   a) **Follows the text closely to ensure coverage of the curriculum**

13: **What does evidence suggest as being most important for a long-term commitment to Reflective Practice?**
- **Guidance and structure are key factors for Reflective Practitioners**

14: **Which of the following is considered the least effective form of teacher development?**
- **Certificated Courses**

15: **Knowing-in-action is described by Schon as _____.**
- **When we go about the spontaneous, intuitive performance of the actions of everyday life**

16: **What are the major mechanisms involved in critical thinking for the reflective practitioner?**
- **both 'a' and 'b'**

17: **Creative Thinking is not critical thinking because**
It is emotive

18:**in a school, a critical friend canbe all of the following except …..**
   a) **A friend from another school**

20Personal attributes of critical thinkers include
   a) **All of the above**

22. **DATA refers to**
- **The four steps analytical process necessary for guiding reflection**

23: **What is reflective practice?**
- **Process of action to improve the professional role**

24: **What is the impact of reflective practices on the teacher**
- **It leads higher quality practice**

25: **Which of the following about teacher's teacher's professional knowledge and understanding is true?**
Once reflection becomes a habit you will not need to develop your reflective skills further
Teachers need to develop reflection and evaluation of their practice teachers need
What does 'a lack of conceptual clarity' mean?
- **It includes too many viewpoints and so becomes confusing for the individual**

27 **According to Brookfield, which is the most powerful lens for teachers?**
- **The Self Lens**

28 **Which of the following is an example of 'warm' feedback?**
- **Warm feedback consists of supportive, appreciative statements**

29 Within a critical thinking framework, 'reasoning' is conducted from …….

a) **Both 'a' and 'b'**

30: Which of the following not a component of the process involved in reflective practice

Subject knowledge

31 Which of the following is not reflection in a professional setting?

- **Object-led**

32 The 'critical lenses' refer to

- **The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**

34: Reflection-on-action can be described as _____ Thinking about

A reconstructive mental review

35: Which of the following is NOT a principle of Reflective Practice?

Select correct option:

- **It is data-driven**

37: Re-theorising is the means by which Reflective Practitioners _____.

Select correct option:

- **Critically examine practice and theories in the light of theories**

38: Critical thinking is _____. All of the above

39: What are three levels of reflection? Technical, practical and critical

40 What is question/ analysis in the reflective cycle? Asking many questions

41: Interpretation is the skills of _____. Cognition and communication

4 Critical Reflection involves which of the following? Analysing and evaluating

4 : According to Schon, reflection-in-action and reflection-on-action are the mechanisms reflective practitioners use that permit them to……. Both 'a' and 'b'

45: What is part of the analytical process for the practitioner? Both 'a' and 'b'

46: Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning

47: The most significant part of the model is _____. Learning from experience

48: What do systematic reflexivity and epistemic reflexivity focus on? Suppositions, theories, beliefs and assumptions

49: When we think habitually, we _____. Ignore data

50: Double loop learning involves _____. Both 'a' and 'b'

51: What factor makes reflection seem time-consuming? Staff is too busy

52: Which of the following best describes the benefits of reflective practice? It determines what counts as knowledge

53: What does the idea of reflective practice dismiss? Fixed perception of the nature of the learning

54: To operationalize a best practice approach teachers must ……. Be committed to professional dialogue with other teachers

55. Looking in is the part of the reflective process which Occurs as a precondition for reflection

56: Which of the following Best describes a 'regular learning network'? A placed for teachers to come together and discuss matters of concern

57: According to Moon. What are the key aspects of reflective practice? **All of the above**

58: The Reflective Practitioner must _____. **Both 'a' and 'b'**

59: Reflection is NOT _____. **A simple 'tick box' activity**

60 :Deductive learning is _____. **From general to specific**

61: The Reflective Practitioner has adapted _____. **Both 'a' and 'b'**

62: Reflective writing focuses _____. **Specific details within an experience**

63:The Reflective Practitioner is concerned with _____. **Both 'a' and 'b'**

64:Working inductively means to _____ . **Identify a goal and explore strategies to achieve it**

65: By having an open-minded attitude, the Reflective Practitioner is _____. **Adaptable to changing conditions**

66: Reflection can be negatively influenced by _____. **Both 'a' and 'b'**

67: The Professional Development Journal is _____. **A subjective dialogue**

68: We understand frames through the use of _____. **Metaphors to communicate logic**

69: The Reflective Practitioner has adapted _____. **Both 'a' and 'b'**

70: The study of parts of the community fall in _____. **Knowledge**

71: Concept-based learning means the Reflective Practitioner _____ . **Works with deeper levels of conceptual understanding**
72: Being committed to the profession means _____. **Being responsible for continuing professional development**
73: Concepts determine _____. **The frames for perception**
74: A Reflective Practitioner is able to _____.**Question assumptions and values**

76:We develop theories-in-use as Reflective Practitioners to _____. **Understand theories as we apply them**

77: Effective writing in a Professional Development Journal _____. **Both 'a' and 'b'**

78: Exploring practice using inductive action planning requires _____. **Both 'a' and 'b'**

79: An effective action plan is _____. **All of the above**

80: Professional knowledge relates to _____. **All of the above**

81: A reflective action plan provides the Reflective Practitioner with _____. **Targets, planning, evaluation**

82: Reflective writing _____. **Links theory to practice**

83: Benjamin Bloom major work in is…. Cognitive
84: We can make theory-in-use visible by…. Construction someone's theory-in-use from observations of behavior
85: A 'problem statement' ……. Is not too specific
86: Professional knowledge relates to …… All of the above
88: The reflective practitioner uses 3-dimensional instruction to ……. all of the above
89: critically reflective teaching is …… all of the above



1. A Mnemonic is a _____**learning technique**
2. The most important feature of becoming a reflective practitioner is the focus on _____**why to learn**
3. Force the reflective practitioner to consider data and information over time to see that information is consistent , relates to_____ **questions of consistency**
4. An objective is a clearly defined target that has the following characteristics _____**SMART specific, measurable, achievable, realistic, timed**
5. The lowest level of cognitive domain in Bloom's Taxonomy is _____**knowledge**
6. SMARTER stands for_____ **specific, measurable, realistic, timed, energizing and relevant**
7. The pastoral role of teacher is intended to provide students _____**care and attention**
8. The most significant factors that affect work based learning are _____**accreditation and assessment**
9. Which of the following about teacher's professional knowledge and understanding is true? **Teachers need to develop reflection and evaluation of their practice**
10. According to Stephen Brook, reflective practice is? **a way for teaches to understand their problems**
11. Which of the following is NOT a 'best' practice? **Follows the text closely to ensure coverage of the curriculum**

12. What does evidence suggest as being most important for a long-term commitment to Reflective Practice? **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
13. Which of the following is considered the least effective form of teacher development? **Certificated Courses**
14. Knowing-in-action is described by Schon as **When we cannot say what we know**
15. What are the major mechanisms involved in critical thinking for the reflective practitioner? **both 'a' and 'b'**
16. Creative Thinking is not critical thinking because **It is emotive**
17. 'Looking out' **is a combination of A range of viewpoints about experiences**
18. Which of the following assumptions does NOT underlie action research? **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
19. DATA refers to **the four steps analytical process necessary for guiding reflection**
20. What is reflective practice? **Process of action to improve the professional role**
21. What is the impact of reflective practices on the teacher **It leads higher quality practice**
22. Once reflection becomes a habit you will not need to develop your reflective skills further **Teachers need to develop reflection and evaluation of their practice**
23. What does 'a lack of conceptual clarity' mean? **The educational community has different interpretations of reflection**
24. According to Brookfield, which is the most powerful lens for teachers? **The Student Lens**
25. Which of the following is an example of 'warm' feedback? **Warm feedback consists of supportive, appreciative statements**
26. Which of the following is not reflection in a professional setting? **Object-led**
27. The 'critical lenses' refer to **the focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
28. Reflection-on-action ca**n be described as Thinking about what to do**
29. Which of the following is NOT a principle of Reflective Practice? **None**
30. Which of the following is NOT one of the four steps in action research? **Developing a professional measurement instrument**
31. Re-theorising is the means by which **Reflective Practitioners critically examine practice and theories in the light of theories**
32. Critical thinking is _____. **All of the above**
33. What are three levels of reflection? **Technical, practical and critical**
34. What is question/ analysis in the reflective cycle? **Taking on the role of researcher**
35. Interpretation is the skills of **Understanding and transmitting**
36. Critical Reflection involves which of the following**? Analyzing and evaluating**
37. Action Research is…**Process, Collaboration, Improvement, Practice, Communication**
38. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
39. The most significant part of the model is **Learning from reflecting**
40. What do systematic reflexivity and epistemic reflexivity focus on? **Beliefs, values and assumptions**

41. When we think habitually, **we Ignore data**
42. Double loop learning involves **Changing personal approaches**
43. What factor makes reflection seem time-consuming? **Regular learning networks are very time-consuming**
44. Is not reflection in a professional setting? **Object-led**
45. Best practice approach teachers must**. Be committed to professional dialogue with other teachers**
46. Critical reflection facilitates_____ learning. Fosters **transformational** learning
47. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**
48. What is reflection practice**? Process of action to improve the professional role**
49. Best describes a regular learning network**. A learning "hub" which challenge practice and policy**
50. According to Moon. What are the key aspects of reflective practice? **Reflection is a form of mental processing**
51. The Reflective Practitioner must _____. _____**None of the above**
52. Reflection is NOT _____. _____**A simple 'tick box' activity**
53. The Reflective Practitioner has adapted _____._____ **Both 'a' and 'b'**
54. Reflective writing focuses _____**On all aspects of an experience**
55. The most important feature of becoming a reflective practitioner is the focus on _____**how to learn.**
56. An objective is a clearly defined target that has the following characteristics **specific and measureable.**
57. Socratic Method is about _____**questioning.**
58. The most significant are that affect work based learning _____**accreditation and assessment.**
59. The Reflective Practitioner is concerned with **Using a wider range of pedagogies as a means to realize excellence in teaching**
60. Working inductively means to _____**identify a goal and explore strategies to achieve it**
61. By having an open-minded attitude, the Reflective _____**Practitioner is more reflective**
62. Reflection can be _____**negatively influenced by A lack of objectivity**
63. The Professional_____ **Development Journal is A subjective dialogue**
64. We understand _____**frames through the use of Metaphors to communicate logic**
65. The Reflective_____ **Practitioner has adapted Ways of knowing**
66. The study of parts of the _____**community fall in Knowledge**
67. Concept-based learning means _____ _____**the Reflective Practitioner Works with deeper levels of conceptual understanding**
68. Being committed_____ _____**to the profession means being responsible for continuing professional development**
69. Concepts determine _____**the frames for perception**
70. A Reflective Practitioner is able to _____**Think 'outside the box'**
71. We develop theories-in-use as Reflective Practitioners _____to **Explain situations**
72. Effective writing in a Professional Development Journal _____**May include diagrams and drawings**
73. Exploring practice using inductive action planning requires _____**Clearly identified evidence sources**
74. An effective action plan is _____**Precise**
75. Professional knowledge relates to _____**Communication skills**

76. A reflective action plan provides the Reflective Practitioner with _____**Targets, planning, evaluation**

77. Reflective writing _____**Links theory to practice**

78. Our assumption can_____ be **Perceptual.**

79. A product for a teacher might include. _____**All of above**

80. A paradigm shift is. _____**Brings a new set of concepts**

81. Reframing for new learning is. _____**Focused on inventing new strategies**

82. Concept formation involves. _____**Perception, abstraction, generalization**

83. The highest level of Bloom taxonomy is. _____**Evaluation**

84. Using a reflective action plan is valuable._____ _____**To set targeted action points**

85. The Professional development Journal supports the RP to. _____**Reflect on experiences**

86. Inductive learning is. _____**None of the above**

87. SOAR stands for _____**strengths, opportunities, aspirations and results**

88. Which of the following are not the similarities between AI and critical Inquiry? **Rationality and reason**

89. Appreciative inquiry (AI) is **the study and exploration of what gives life to human system when they function at their best**

90. How many principles of AI _____**5**

91. Social skill in Gibb's model include **Accepting responsibility**

92. AI cycle consists of **4** elements

93. Which of the following are the internal barriers of Boud's model? **Previous negative experiences**

94. Which of the following is not the component of Dewey's inquiry cycle _____**implement**

95. How many stages of Boud's triangular representation of reflective learning _____**three**

96. All the following are correct with reference to class room management EXCEPT: **promoting a culturally biased** classroom

97. Within the domain there are ….proficiencies that the reflective practitioner can focus on_____**3**

98. Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to _____**Questions of consistency**

99. Teacher competence framework has **4** components

100. **Interpersonal** learning through feeling, values and attitudes

101. The teacher competency model enables teachers to develop their _____**identity**

102. According to **critical philosophy perspective** teaching practice is viewed as a form of social life in which different forms of domination

103. The teacher also must possess interpersonal skill that foster _____**peer collaboration**

104. There are **9** characteristics of high performing schools.

105. Professional identity is **a more or less conscious apprehension of what constitutes good and professional teaching and learning** The symptoms of **conscious of their interaction**

106. The lowest level of cognitive domain in Bloom's Taxonomy is _____**knowledge**

107. The benefits of utilizing (MI) theory are _____ _____**it generates a boad survey of experiences across levels and disciplines**

108. Change can also be **Evaluative** i.e. how we go about and think about work and even the outcomes can also be looked at from a change perspective

109. **Ripple model** can be used by the reflective practitioner to consider how to consider how their teaching addresses certain questions

110. SMARTER stands for _____**specific, measurable, restrict, timed, energizing and relevant**

111. Which of the following is not the component of Dewey's inquiry cycle_____ **implement.**

112. Boud's formulated the model in _____**1985**.

113. How many stages of Boud's Triangular Representation of Reflective Learning _____**three**.

114. In his 1933 work, "How We Think", Dewey distinguishes between **four** different modes of thinking.

115. How many phases of reflection are? _____**Six**

116. Gibbs reflective cycle has **six** stages.

117. How many Principles of Al?_____ **Five**

118. The Objects of Action Research Enquiry Are _____**All of these**

119. Action research engages teachers in a cycle of _____**experience, critical reflection and action.**

120. **The Reflective Practitioner is concerned with _____._____** **Both 'a' and 'b'**

Quiz 2 January 25, 2021

1. 'Fairness' in terms of professionalism mean_____ **supporting all students regardless of their problems**
2. How many levels does Bloom's taxonomy has _____**three**
3. A Mnemonic is _____**a learning technique**
4. The pastoral role of teacher is intended to provide students _____**care and attention**
5. Socratic Method is about_____ **questioning**
6. Teacher competence framework has …. components _____ **4**
7. Group thinking act as a barrier to reflective practice because it_____ **creates stereotyped views**
8. The biggest challenge of work-based learning are _____**communication gap**
9. The teacher competency model enables teachers to develop _____**their identity**
10. Team cohesiveness is based around a number of factors of team and the way team works. FOR example _____ **All of the above**
11. Self-regulation is a …… process. _____ **linear one-way**
12. SMARTER goals are _____ specific, measurable, realistic, timed, energizing and relevant
13. The term team means _____**a group of people working together**
14. Questions of Assumption- force the reflective practitioner to _____**understand and reflect on information**.
15. Heterogeneous teams are more creative in nature because team member _____ **have more conflicts**
16. The lowest level of cognitive domain in Bloom's Taxonomy is_____ **knowledge**
17. The teacher also must possess interpersonal skill that foster_____ **peer collaboration**
18. The Norming stage in the team development is where_____ **People take on their roles efficiently**
19. How many domains of teacher identity_____.
20. How many continuums of work based learning are_____._____**2**
21. The most significant factors that affect work based learning are_____ **accreditation and assessment**
22. Which one of the following is not related to work based learning_____._____ **Professional Failure**
23. The four steps in Socratic Method are_____
24. Effective team members are good at five C's in team composition. One of them is_____ _____**Communicating**
25. Within the domain there are_____ proficiencies that the reflective practitioner can focus on._____**3**
26. Learning from day to day chaos means _____**learning from day to day experience**

QUIZ NO 3

1. The reflective practitioner has to go through the four stages while maintaining dialogic diaries which are_____ **Uncertainty, enthusiasm, lack of enthusiasm and habit**
2. Lesson study focuses more on _____**Student learning**
3. Change can also be _____i.e. how we go about and think about our work and even the outcomes can also be looked at from a change perspective_____ **Evaluative**

4. A _____is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students._____ **Teacher**
5. The question that reflective practitioner can ask at this ____ __of Socratic method is What do you already think at this point. _____ **Eliciting**
6. The reflective practitioner needs to engage with one key understanding that is _**professionalism**.
7. Written reflection is positive and useful because _____ **It is possible to evident all the experiences**
8. Can you form a new proposition given what you have just learned? This question is related to the stage_____._____ **Decide**
9. How many steps in Socratic questioning are_____**6**
10. Peer monitoring is a_**Professional relationship between reflective practitioner and colleague**
11. Enactive learning is the learning by_____ **Doing and experiencing consequences of actions**
12. Situated learning focuses on teacher learning to make them to_____ _____ _____**Think critically and originally**
13. Reflecting with colleagues is very important because_____ _____ _____**only helps us integrate in school and feel valued with other professionals**
14. Questions of Assumption is_____._____ **force us to define our task**
15. Which one of the following is the higher level of blooms taxonomy _____._____ **Knowledge**
16. ____types of questions are often used to develop thinking from lower to higher order_____ **3**
17. What type of skill reflective practitioner needs to develop _____ **flexible**
18.

EDU406 Quiz 1 File by TANVEER ONLINE ACADEMY

Which is the example of 'So What' in the 'what model'? Should I have done?

Whose theory did NOT acknowledge the problematic nature of language and discourse within practice environment? Donald Schon

Which of the following is a conscious thinking process through what is happening to again an understanding and to make meaning from what is going on in our lives? Reflection

According to Sandwell's view, giving emphasis on only individual reflection leads to: Ignoring the accounts of other within the community of reflection

The question 'what happened?' belongs to which phase of the Gibbs reflective cycle (1988)? Description

Greenway's 3-stage model is especially useful for _____. New teachers

which of the following helps teachers to generate new knowledge and ideas in reflective practice? Evaluating the existing practice

Which one of the following, thinking about historical/political perspectives on the problems are being encountered? Critical reflection

According to Brookfield Reflective Practice has many personal and cultural risks, therefore not everyone ending up with the feeling of_____. Empowered

Which of the following is the ethos of critical friend? Supportive and friendly

Experimentation is the _____ phase of Rodgers model. Last

Reflective practice is a very _____ thing. Complex

Academic reflection focuses on _____. Pedagogy

What have I learned? This question is an example of _____. Reflection on action

Which statement is valid about warm feedback? It consists of supportive and appreciative statements

One's Assumptions, Values and Beliefs create their_____: Professional Identity

According to Peters (1991), DATA refers to the: Four-step analytical process necessary for guiding reflection

In which phase of Gibbs Reflective Cycle (1988) teachers make a judgment for themselves about the teaching in the classroom? Evaluation

Which one of the following reflection encourages ideas which teachers need to change in near future? Reflection on action

Critical reflection permits us to _____different perspectives. Synthesize

According to Brookfield (1995), which is the most powerful lens for teachers? Autobiographical(self-lens)

Reflective teaching allows us to make changes in _____. Practice

Action is the --------- stage of reflection in Situating reflecting process. Final

Which one of the following introduced the idea of reflective practice? Dewey

Reviewing is very much about ---------- Reflecting on practice

Which one of the following resulted when reflective practitioner constantly strive for self-improvement? Negative

Which one of the following is NOT considered as a characteristics of reflection in professional setting? Critical

What is the important aspect of 21st century learning in classroom? Conductive to learning

_____ is a process which focuses on a professional relationship with the colleague. Critical friend

According to Sandwell, which one of the following is the result of giving too much emphasis on individual? Ignore the accounts of other within the community of reflection

Reflective practice encourages the teachers to understand their _____. Abilities'

Which one of the following type of learning is facilitated by critical reflection? Transformational

What is the best classroom practice? Students are on task

According to Lather which one of the following is necessary for reflective

practice? Language

Reflexive critique deals with: Questioning things, arguments and trying to find new ways

Reviewing is very much about ---------- Reflecting on practice

Which of the following is NOT one of the four steps in action research? Developing a professional measurement instrument

A critical friend can be defined as ____. A trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend

Research shows that teachers, who reflect on their teaching results: in achieving best outcomes for their students

Which one of the following elements are considered in technical rationality? Behavior and attitude

Reflection-on-action takes place _____. Inside the classroom

It is very much about thinking back after the classroom teaching has happened. Reflecting on practice

Which of the following best describes the benefits of reflective practice? It determines what counts as knowledge

Who described reflective practice as 'inner contemplation'? Sandywell

Reflecting on _____is very significant for the reflective practitioner because it informs the decisions that you make in the classroom. Values

According to Jenny Moon 'reflection is a form of_____ Mental processing

Which one of the following allows teachers to analyze what they have been learned and how they learned to take control of their development? Reflective practice

What was the main concern of Schon? Development of teachers

Which one of the following concern raised when reflective practice done

badly, ineffectively or inappropriately? Professional

When did John develop the concept of "Guided Reflection"? 1994

Which one of the following reflective practice movement helped teachers to play their leadership roles? Curriculum development

Which of the following is NOT a level of reflection? Shallowness

What is to be gained from reflective practice? Best practice

Which one of the following helps critical reflection to support or challenge our views, practices and feelings? Evidences

In reflective practice, practitioners engage in a continuous cycle of self-observation and_____. Self-evaluation

The term reflective practice is derived from the work of _____. Schon

Processes in participatory reflection include all of the following EXCEPT _____. Extending thinking

Which of the following assumptions does NOT underlie action research? Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay

Which one of the following element of reflection is continuously practiced by reflective practitioners? Self Evalution

Which one of the following is the use of reflective practice?

Which one of the following proposed basic model on which dialogic reflection is based? Brockbank and McGill

which one of the following should be the focus of the teachers in reflective practice? What has happened?

"Where could I use this again"? This question is an example of _____. Applying

Which type of learning does critical reflection facilitate? Transformational

Which one of this process is referred to Informal reflection? Cyclical

What confuses the critical thinking and pushes thoughts in specific

directions? Emotions Dewey was among the first to identify reflection as a specialized form of thinking.

The challenge thinker in which phase: 2

Which one of the following reflections requires models or framework which provide a specific and structured approach? Formal Reflection

Double loop learning involves modification of___. Objectives

Reflective teaching allows us to make changes in_____ _____. Practice

How many circles are in simple Venn diagram for reflective practice? 2

One part of learning from reflection relies on teachers being open-minded. These characteristics include all but ____. Using evidence to support or evaluate a decision or position

----------is the process of consciously thinking through what is happening and this helps us again an understanding and to make meaning from what is going on in our lives.

Reflection

Which one of the following resulted when reflective practitioner constantly strive for self-improvement? Ethical concerns

Which one of the following pedagogic concern is raised by reflective teaching? Developmental readiness

To operationalize a best practice approach teachers must _____. Be committed to professional dialogue with other teachers

Which one of the following is the name of the Schon's book (1983)? The Reflective Practitioner

Which one of the following developed by teachers when reflect logically? Practice

According to Stephen Brook, reflective practice is? a way for teaches to understand

their problems Learning + Reflection = Experience is known as_____. Baud's Triangular Representation

What is the correct sequence of Rodgers model (2002)? Presence in experience, Description of experience, Analysis of experience, Experimentation

Which one of the following developed by teachers when reflect logically? Practice

What is the third step of Dewey's 5 stage Model? Hypothesis

Who discussed the cultural and personal risks involved in reflective practice? Brookfield

Which of the following needs to be considered by the practitioners who engage themselves in reflective practice? conflicts of interests

Which of the following is considered a powerful tool for change and improvement? Action research

What do systematic reflexivity and epistemic reflexivity focus on? Suppositions, theories, beliefs and assumptions

In which phase of Rodgers model (2002) the teacher can move backwards? Experimentation

Which one of the following statement is the example of core best practice of the teacher? EDU406
Provides an enriched environment

Seeing things as "yes" or "no" with no subtitles referred to: critical thinker

According to Stephen Brook reflective practices: it is our way for teaches to understand their problems

Peter's described reflective practice as a four-step model and called it: data

There are basic ___ techniques of critical thinking. 16

which of the following is considered the least effective form of teacher development: certified courses

According to the stage theory the who is just starting is called which type of thinker: Unreflective

How many stages are there in stage theory: 4

it is important to remember that critical incidents are not necessary ___ things. Bad

think, discuss, write, investigate and explore are all verbs representing what level of reflection? Review
According to Stephen Brookfield (1995) reflective practice is all except; locate teaching in classroom environment

What does 'a lack of conceptual clarity' mean? The educational community has different

interpretations of reflection

Which of the following type of questions are addressed in reflection to improve practice? What, why and how

Which of the following best describes the benefits of reflective practice? It determines what counts as knowledge
Encourage wider discussions
Which one of the following, teacher reflects upon the larger context of education particularly with ethical and moral issues? Critical reflection

The reflection which relies on self-questioning and also develop awareness for the teacher of their own assumption is termed as _____. Informal refection

All act as lenses to explore the own assumptionn EXCEPT Action research

Which one of the following aspects of individuals are involved in dialogic reflection? Decisions and judgments
Which of the following about teacher's teacher's professional knowledge and understanding is true? teachers need to develop reflection and evaluation to support their own and others practice

Which type of a question promote the higher-order learning of the students? Do my assessments really reflect learning?

It is very much about thinking on your feet, the moment-to-moment reflection that happens while you're teaching: Reflecting in practice

Reflexivity for teachers means NOT only engaging both in a personal reflection but also ----------. Encourage wider discussions

Rapid reflection is all but _____ Contemplative

Which one of the following reflection focuses on the investigating questions and clarifying the assumptions behind teaching activities: Practical

Which type of learning is occurred by practice of formal reflection? Conscious

In the reflective process, there must be a room for _____. Failure
Which of the following is NOT a skill which underpins reflexivity? Existential phenomenology

Which one of the following repertoire of teaching is developed through reflection in the classroom?
Strategies
Reflexivity for teachers means NOT only engaging both in a personal reflection but also ----------.

which of the following is main characteristic of informal reflection self questioning

Greenway's 3-stage model is known as: plan do review model

all ethical concerns are generated by reflective practice process except right to speak

Which of the following assumptions does not underlie action research? teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay

which one of the following is the main characteristic of formal reflection theory based

Which one of the following learners are developed by the reflective teachers? Reflective

_____ process allows colleagues and others to share ideas and issues. Participatory

which one of the following is the name of the schon's book 1983 Reflective practitioner

Which is the third component of underpinning reflexivity critical thinking

Gibbs reflective cycle 1988 the term "what happened" is used in: analysis

reflective practice leads to the following except leads to enquiry inform practice

Which element is usually not represented in reflected practice of novice teachers to reflect critically

we propose a framework based on different kinds of critical thinking: Halpain

Schon theory does not acknowledge the role of individual

inference is defined as the ability to determine an accurate conclusion from given information

Critical thinking moves us away from
rash conclusion

All are the areas of concern of reflective practice except creative

Which type of reflection enables us to take control of one's development dialogic

which one of the following is the main characteristic formal of reflection theory based

which one of these element encounter with the elements of step 3 in the model of critical thinking answer practice before assess

which one of the following is ensured about the nature of teaching and learning in reflective practice answer experiment based

which one of the following allows teachers to analyse what they have been learned and how they learned to take control of their development?

reflective journal

in what model the action-oriented level of reflection is referred to as now word

Saying things as yes or no with no subtitles is referred to critical thinkers

the ability to think clearly, logically and rationally is called answer critical thinking

Reflective practice is about learning from answer acquired experience

Malia is a problem student is an example of statement imprecise

Which is the most complex aspect of Gor and Zeichner model?
Social reconstructionist critical reflection

__ Feedback raises questions about why the teacher took particular actions. Cool

what is the question/analysis in reflective cycle asking many question

one circle in the Venn diagram represents what kind of experience concrete

Try out new practices or with settings that work in contrasting ways, is known as test ideas

which type of question is a sample of analyse phase answer why certain things happen in a particular way

loss of job, divorce, marriage, back to school, or moving to a new culture are included in a disorienting dilemma

Which type of learning is acquired by practice of formal reflection conscious

One's Assumptions, values and belief create their professional identity
Critical thinking is important because it answer helps to take problems quickly

Comprehensive account of the situation either verbally or in writing is term as description

which one of the following helps to identify the difference between novice and expert teacher answer developmental rediness

Self regulation is a __ process metacognitive

the circle on the left in Venn diagram is represented as Self structure

Blooms model which guides the lowest level of reflection might use all of the following except did I give enough time for individual activity

School model of reflective practice is based on reflecting in and on practice

which step is based on judgement and on teachers opinions about things evaluation

which one of the following decades reflective practice has been embraced by teachers,

researchers and educator's answer two decades

What does the idea of reflective practice dismiss teacher's view

All are the areas of concern for reflective practice and except creative

according to Stephen Brook the reflective practices is a way for teachers to understand their problems

Critical Thinking and Reflective Practices (EDU 406) Topic

 # 01

1. Teachers mostly don't takes ..... what they did in class. Action

2. What is reflective practice .....Process of action to improve the

professional role topic25

Topic # 02

Reflective teachers are more likely to develop ..... learners reflective

2. Reflection is a form of ..... processing that we use to fulfill a purpose or achieve some anticipated outcome‖ mental

3. What is the trickiest pedagogic task according to Stephan Brookfield? Getting inside student's heads

Topic # 03

1. The move toward seeing teachers a reflective practitioners is also a rejection of top-down forms of educational reform that ..... involve teachers only as conduits for implementing programmed, curricula and ideas formulated elsewhere.

2. seeing teachers a reflective practitioner has rejected all mentioned notions except helps teachers to develop repertoire of strategies

3. Reflective practice has been embraced by teachers, researchers , teacher and educator since last ..... two decades

4. During the last ....., the slogan of reflective teaching has been embraced by teachers, teacher educators and educational researchers all over the world.
two decades

Topic # 04

1. The name of the Schon (1983) book is ..... The reflective practitioner

2. Schon (1983) coined the term reflective practice in his book ..... The Reflective Practitioner‖.

3. What does a lack of conceptual clarity mean? the educational community has different interpretations of reflection

4. According to Sandwell's view, giving emphasis on only individual reflection

leads to..... ignoring accounts of other within the community within which reflection occurs

5. In Sandwell's views, an emphasis on individual reflection .....fails to consider the accounts of other within the community within which reflection occurs.

Topic # 05

1. In reflective practice the major focus of teacher must not on "why things are happening "but on.....what has happened?

Topic # 07

1. According to schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to ..... continually develop and learn

Topic # 08

1. critical reflection facilities .....transformational learning

Topic # 15

The most basic level of reflection is called as..... Technical

Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of..... reflection

The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as ..... Practical

Topic # 18

Reflective writing focuses on..... Specific details within an experience

Topic # 20

1. Re-theorising is the means by which Reflective Practitioners .....Critically examine practice and theories in the light of theories

Topic # 23

1. In a school a critical friend can be all of the following except ..... A new teacher who started working in the school shortly after you

Topic # 29

1. One principle of reflection in the Roth Model is that ..... It uses 'what', 'why' and 'how' questions

Topic # 32

1. 'Looking out' is a combination of..... A range of viewpoints about experiences

Topic # 36

1. Which model encourages the teachers to think about a given situation and establish and action plan for dealing..... Gibbs reflective cycle

Topic # 42

1. The difference between novice and expert teachers reflection practice is clearly visible in Developmental Readiness

2. According to Ash and Moore new teachers are..... not reflect critically and constructively

3. Ash and Moore (2002) say that new teachers can choose ..... not to reflect constructively and critically,

Topic # 43

Which one is called an example of critical thinking?.....Questioning

Topic # 44

Being open-minded so that we evaluate all reasonable inferences

Topic # 45

Inference is defined as the ability to ..... understand the information

Topic # 46

1. **Unreflective thinkers.....are largely unaware of the determining role that thinking is playing in their lives**

2. **Unreflective thinker is..... Unaware of the determining role of thinking**

Topic # 49

1. **The cognitive process is characterized as essential to ..... Higher order thinking**

Topic # 50

2. **Clarify is defined as.....State one point at a time.**

Topic # 51

1. **In 5-step model of critical thinking, the first step is.....Determine goals/ objectives**

Topic # 55

1. **Facilitates synergistic thinking- the interplay between.....factual and conceptual levels of thinking.**

2. **Synergistic thinking is a combination of following thinking levels..... factual and conceptual thinking**

Topic # 56

1. **According to Dewey Schon and others concepts are..... tools for coping with the world and for solving problems .....cognitive**

Topic # 57

1. **The process of concept formation has three important phases ..... Perception ,Abstration ,Generalization**

Topic # 58

1. **Conceptual innovation is ..... but deeper. like reframing**

Topic # 59

1. Single loop learning has ..... strategies Rigid strategies

Topic # 65

1. A limitation of self reflection are ..... The difference between perception and reality

Topic # 68

1. Professional competencies may be developed by.....understanding and knowledge of social and policy contexts for education Topic #

71

1.....competence (making sound judgments in work-related situations) Values/ethical

2. .making sound judgments in work related situation is an attribute of..... competence Values/ethical

Topic # 89

Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to .....Multiple intelligence theory Logical

Topic # 94

quadrant of jo-Hari windows represent the things that you are not aware of but are known by others.....Blind area

Topic # 98

Being able to do something skillfully without having to consider everything closely ..... Unconscious competence

Topic # 99

1. Having subject specialist knowledge is called..... Professionalism

Topic # 111

1. Reflective practitioner has two levels. The names of these two levels are ..... action level and cognitive level Topic

 # 115

1. Reframing of beliefs is a four-step process. The order of determination of these beliefs is .....core belief -supporting beliefs -opposites of supporting belief - reframed core belief

Topic # 118

1. Epistemic stances..... Changes with the experiences

Topic # 123

1. Emancipatory phase of critical reflective enquiry helps to .....in the class. Encourage different ways of thinking

Topic # 240

1. Reflection is the ability to reflect on questions .....to improve practice. What, why and how

1. What does not constitute professionalism? .....Reflection

2. A taxonomy provides a structured framework to a reflective practitioner to move from Absolute knowing to Contextual knowing

3. Principles of developing competence among reflective practitioners include ..... assume roles beyond the classroom

4. Reflective writing focuses on .....Interpretation

5. To increase our understanding, we need to.....respect evidence and reason

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EDU406: Critical Thinking and reflective Practice



HANDOUTS TOPIC NO 1 TO 268

MUHAMMAD IMRAN

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(EDU406) Critical Thinking and reflective Practice

HANDOUTS

Topic 1 What is Reflective Practice?

- Teaching should value reflection and evaluation of their own practice and their continuing professional teachers.
- There is one quality above all that makes a good teacher-the ability to reflect on what, why and how we do things and to adopt and develop our practice.
- Most teachers spend time thinking about what they did in class but they don‘t always take it a step on their actions and make plans to do things differently.
- What is the implication of this for reflective practice?
- In a professional setting, reflection is:
- Deliberate
- Purposeful
- Structured
- A process which links theory to practice Deep learning.
- John Moon says:
- —Reflection is a form of mental processing that we use to fulfill a purpose or achieve some anticipated outcome‖.
- applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and
- possibly, emotions that we already possess.‖ (Moon, 2005:1)

Topic 2 Why the interest in Reflective Practice?

In encourages us to understand our learners and their needs and abilities

Stephen Brookfield (1995:92) believes that of all the pedagogic tasks teachers face, getting inside students‘ heads is one of the trickiest. It is also the most crucial.

Reflective teachers are more likely to develop reflective learners

Why the interests in Reflective practice?

- Finally and most importantly, reflective practice is the key to improvement.

Why Reflect?

- Reflective practice leads to:
- Higher quality practice and better outcome for learners
- Awareness of value and beliefs
- More likely to challenge and change practices
- Leads to inclusive environment

Why Reflect?

Reflective practice leads to:

- Leads to seeking research, resources and advice
- Promotes collaboration between professionals Why is Reflective practice so important?
- Research shows that reflective practice is a crucial way of learning and extending professional understanding.

Why reflect?

Reflection and critical reflection are highly personal processes that require the professional to take daily experiences, internalize them, turn them over in their mind and filter these new thoughts through previous lived experiences and personal values and biases before deciding how best to proceed.

Why is Reflective Practice so important?

Research also shows that teacher who regularly reflect on what they do, why they do it and how this new knowledge can b used to improve their practice achieve the best outcomes for students.

The Place or Reflective practice in Teaching

Consider this task to help you understand the place or reflective practice in teaching:

a) Make a list of teaching strategies that you have used over the last 2-3 weeks(e/.g small group work, lecture, demonstration). Consider this task to help you understand the place of reflective practice in teaching:

b) Analyze each teaching strategy: what is your role, what is the role of the learners, what tasks are used? Consider this task to help you understand the place of reflective practice in teaching:

c) Examine one teaching occasion which went ‗badly', list the unexpected factors and try to explain them. Discuss with a colleague- how could you changed your practice?

A culture of Reflective practice is essential. Further research demonstrates that in order to provide high quality teaching there must be a commitment to on-going learning, professional development and reflective practice (Comer, 2008: Howard, 2003).

This is not necessarily tied to specific training or in-service courses but instead can begin with looking at daily practice and being able to say, ―that hasn't gone well, why might that be?

Reflective practice is a process by which you stop and think about your practice, consciously analyze your decision making and draw on theory and relate it to what you do in practices.

Critical analysis and evaluation refocuses your thinking on your existing knowledge and helps general new knowledge and ideas.

Topic 3 What is to be Gained from Reflected Practice

It provides a real shift in power over who determines what counts as knowledge what counts knowledge.

The move is from a deterministic or even patriarchal mentality to one where there is considerable cope for genuine dialogue about the nature of our work.

Achieving Best Practice:

- From David Halberstam's novel ―The Reckoning‖
- Hal Sperlich, an executive of ford Motors, on one of his visits to Japan in the early 1070s, notices that there were no repair bays for defective cars:
- ― Where do you repair you cars? Sperlich asked the engineer with him.
- ― We don't have to repair our cars,‖ the engineer answered.
- ― Well, then Sperlich asked ― where are you inspectors?
- ― The workers are the inspectors,‖ his guide answered.

(Halberstam, 1986: 716)

During the last two decades, the slogan of reflective teaching has been embraced by teachers, teacher educators and educational researchers all over the world.

The move toward seeing teachers a reflective practitioners is also a rejection of top-down forms of educational reform that involve teachers only as conduits for implementing programmed, curricula and ideas formulated elsewhere.

On the surface the reflected practice movement involves a recognition that teachers should be active in formulating the purposes and ends of their work. And that they need to play leadership roles in curriculum development and school reforms.

Most importantly, reflection helps us to develop our own learning and teaching framework.

Stephen Brookfield (1995) proposed the following framework:

What is to be gained from reflected practice?

Stephen Brokfield (1995) purposed the following framework:

- RP allow us to consciously develop our own repertoire of strategies and techniques to draw upon in our teaching which are relevant to our particular context and discipline.
- RO helps us take informed actions that can be justified and explained to others and that we can use to generate answers to teaching problems.
- RP allows us to adjust and respond to issues and problems. For instance, rather than being upset by a poor teaching evaluation. It allow us to investigate and understand what underlies these evaluations and to take appropriate action, which might be to adjust our teaching.
- RP helps us to become aware of our underlying beliefs and assumptions about learning and teaching so we understand why we do what do and what might need to change.
- RP helps to promote a positive learning environment. Through reflection, our teaching becomes responsive to student feedback and needs which can serve to build trust in students when they see their feedback is valued and taken seriously through changes to teaching.
- RP helps us to locate our teaching in the broader institutional and social context and to appreciate the many factors that influence student learning. IN this way reflection helps us to keep our perspectives and to avoid blaming ourselves for every problem that arises in our classrooms.

Topic 4 Advantages and Drawback of Reflective Practice

Critique of Reflective Practice

Schon (1983) coined the term reflective practice in his book — The Reflective Practitioner‖.

Reflective practice has been adopted in a wide range of professional group.

A number of critiques of the theory of reflective practice have been articulated.

Lack of conceptual clarity

Too much foucs on the individual

Failure to acknowledge on going discourses in practice

Failure to understand the complexities of practice We shall look at each of these in turn.

Lack of Conceptual Clarity

What do we mean by reflective practice and indeed what is reflection?

Van Manen (1995) says the nation of reflection is changing and may refer to a complex array of cognitively and philosophically distinct approaches and attitudes. Bleakley 91999) says that reflective practice is becoming a chatch-all term for an illdefined process.

- Different authors frame reflective practice and its applications differently, emphasizing one aspect of the theory and ignoring others.
- Similarly in practice the theory is interpreted and applied in many ways, with different institutions and by various professions.
- This all leads to confusion.
- Consequently the concept remains elusive -Ill-defined.
- It is open to multiple interpretations
- .It is applied in a wide variety of ways in practice environments.

Focus on the Individual

The theory places to much emphsis on the individual

Sandwell (1996) discusses the limits of reflection saying that the other (I e the wier educatianl community , including students) is excluded in every aspect of reflection (p 240).

- In Sandwell‘s views, an emphasis on individual reflection fails to consider the accounts of other within the community within which reflection occurs.
- Taaylor and White (2000) note that reflective practice opens up uncertain ambiguous and complex world and tends to close much of this down again by obscuring student perspectives and freezing as true representations of what happens.
- Schon‘s theory does not acknowledge the problematic nature of language an discourse within practice environment.
- Practitioner accounts are non-problematically viewed as true and no effort is made to foster reflection on language use or on the manner in which discourse construct means for us to name, describe and depict and manage our perceptions.

Discourses in Practice

Lather (1991) draws attention to the language which we use to frame our thinking. When such an understanding of language is applied to practice this raises the question of who frames account is put forward

Where is the other?

There is a danger of treating those with whom we are reflecting (out students or colleagues) as objects or things.

Without a proper consideration of human encounters we are in danger of confronting others as a thing …… to be objectified and manipulated (Gardiner 1999: 64).

Topic 5 Why is Reflective Practice Important?

Reflecting critically allows us to synthesis different perspectives (from others or literature) to help explain, justify or challenge what we have encountered in our practice. It may provide evidence to support our views or practices or it may explicitly challenge them.

Critically reflection also allows us to analyze what we have learned and how we have learned to enable us to take control of our own development. It is in light of these two functions that a great deal of importance is placed on critical reflection in the professional development of teachers.

Many teachers already think about their teaching and talk to colleagues about it too.

You might think or tell someone that —my lesson went well‖ or —my students didn‘t seem to understand‖ or —my students were so badly behaved today.‖

Why it is important?

However without more time spent focusing on or discussing what has happened, we may tend to jump to conclusions about why things are happening.

We may only notice reactions of the louder students for example reflective teaching therefore implies a more systematic process of collecting, recording and analyzing our thoughts and observations as well as those of our students and then going on to making changes. If a lesson went well we can describe it and think about why it was successful.

If the students didn‘t understand a learning point we introduced, we need to think and why it may have been unclear.

If students are misbehaving-what were they doing when and why?

Working in this reflective way allows us to take control of our learning and development and to make changes in our practice that will develop our overall competence.

This preparation allows us to be prepared should the same events or others similar occur in future.

How RP can develop your work further

Addressing students‟ needs

- By thinking about the way you have responded to your students individual needs, you can develop new/better strategies.

Working with colleague

- Reflecting on the way you interact with colleagues can help you to create better relationship
- This can help you to enjoy your work more

Your role with your students

- By thinking about the effectiveness of the way you work with student, you can tailor your approach to suit their needs and interests

Planning students learning

- By considering the effectiveness of your plans, you can help to develop new systems of planning and recording that are faster and more effective.

Working with external agencies/parents

- By thinking through how you work with external agencies or parents, you may be able to develop strong working relationships and lines of communication.

Over to you

- Consider how you have used reflective practice previously and how the reflection changed your outcomes.
- Think about how your practice improved and any impact this ad on others around you.

Topic 6 How can reflection be used for practice

Principles of RP

1. RP is problem oriented: problem posing as well as problem solving.
2. RP is based on action research. Action research is a powerful tool for change and improvement.
3. RP ensures that teaching and learning are research-led.
4. RP is date-driven ownership of the data is central to professional development.

If reflection is thinking – How is the thinking done?

It is important to consider how the thinking is done (the cognitive process), why it has occurred and what it involves (the stimulus) as well as learning and changes in practice (the outcomes).

How is the thinking done?

Hatton and smithe (1995) say that three specific types of reflection can develop.

3 specific types of reflection can develop:

Technical rationality (behavior and skills)

Reflection on action (involving descriptive reflection, description and justification, exploration multiple perspectives and factors.

Reflection-in-action (thinking in the moment).

Topic 7 Definition

Reflection

The term :reflective practice derives from the work of Dewey (1910,p6) wrote that reflective practices is —the active persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it‖.

This means you will have a questioning approach you will consider why things are as they are and how they may be.

Dewey went on to say that being reflective enables us to direct our actions with foresight… it enables us to know what we are about when we act. This is important in teaching.

What you do in the classroom and how you behave should have been carefully planned, informed by theory and experience and be purposeful.

Schon (1983) presents a slightly different view. He regards reflection as having two aspects: reflection in action and reflection on action.

Reflection in action refers to the quick thinking and reaction that occurs as you are doing, for example in the classroom you may be teaching a topic which you can see the pupils are not understanding.

Your reflection in action allows you to see this consider why it is happening and respond by doing it differently.

Reflection on action is what occurs outside is what occurs outside the classroom when you consider the situation again. You may think more deeply about why the pupils did not understand, what caused the situation what options were open to you, why you chose one option and not another.

Your responses will depend on you existing level of knowledge and experience you understanding of theories and your values.

In reflective practice practitioners engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners. (Brookfield, 1995: Thiel, 1999).

The goal is not necessarily to address a specific problem or question defined at the outset as I practitioner research but to observe and refine practice in general on an ongoing basis. (Curriculum, 2001).

—Practitioners frame the problem of the situation they determine the features to which they will attend the order they will attempt to impose on the situation, the directions in which they will try to change it. In this process, they identify both the end to be sought and the means to be employed.‖ (Schon, 1983).

Consider these questions:

- Which definition do you prefer and why?
- Based on these definitions which elements do you think are most important for reflection?
- Is there something missing that you think should be included in a definition of reflection?

Topic 8 Types of Reflection

Hatton and Smith (1995) distinguish between dialogic reflection and critical reflection and the level of engagement associated with each.

Dialogic Reflection

Dialogic reflection refers to a less intensive approach that involves discourse with the self to explore a given event or incident.

It involves considering the decision and judgments made and possible reasons for these. An example of dialogic reflection is the basic model proposed by Brockbank and McGill (2000).

The individual thinks about what they are going to do in their teaching about th information they`d like to convey, the methods they intends to use the level of engagement and so on in advance of the delivery of the class.

Afterwards they then consider how well they achieved their intended goals and which aspects require further attention.

As with all forms of reflection this approach is based in constructivism and required the individual to re-evaluate their own personal view of education, teaching and learning.

Have I been innovative and creative to engage and sustain student‘s interest?

While this is an important first step and may lead to increased confidence or sense of pride awareness alone doesn‘t necessarily result in an improvement of the situation (Moon, 2004).

Critical Reflection

This refers to efforts accounting for the broader historic, cultural and political values in framing practical problems to arrive at a solution (Hatton an Smith, 19995). This processes has been described by Boyd and Fales (1983) as :

—the core difference between whether a person repeats the same experience several times becoming highly proficient at one behavior or learns from experience in such a way to be cognitively or affectively changed. (1983 p, 100)

Therefore critical reflection facilities transformational learning that can happen either gradually or from a sudden or critical incident and alter the way people see themselves and their world.

What do these consideration means for RP

- RP is non-judgmental collaborative
- Should allow for flexibility open mindedness
- To be an effective reflective practitioner you must recognize that learning from what does not work is on the same path as learning what does work. There must be room for failure in the reflective process.

Topic 9 Critiques of Reflective Practice

- There are cultural and personal risks involved in RP and not everyone ends up feeling empowered (Brookfield 1994, 1995).
- Moreover busy over stretched professianls are likely to find reflective proactive taxing and difficulty. Bland mechanical routinized and unthinking ways of doing reflective practice are too often the result.
- Ash (2202) agrees that teacher can —choose not to reflect on their practice constructively and critically preferring to fall back on preconceived understanding of how they and their pupils should conduct themselves in the classroom. (cited Hbbs, 2007, 0. 406).

- Similarly, Bond and Walker (1998) say that reflection can be turned into a recipe –following checklists which they work through in a mechanical fashion without regard to their own uncertainties questions and meaning (1998, p. 193).
- **Ethical concerns**
- The teaching and application of reflective practice have generated a range of ethical concerns.
- These relate to confidentiality right to privacy informed consent and professional relationships.
- Practitioners who are engaging in reflective practice need to be aware of the risks and also of the potential for conflicts of interests.
- A further problem to do with the impact on the individual reflector is the way reflection can involve constant striving for self-improvement. It can lead to feelings of self-disapproval and self- rejection (Quinn, 1988/2000). Further, if an individual understands the word critical to mean negative, they can end up in an unduly negative frame of mind.

Professional Concerns

Professional concerns come to the fore when reflective practice is done badly, ineffectively or inappropriately. In such cases, the point of RP is missed and its value goes unrecognized. Then RP may simply rationalize existing practice.

If applied uncritically, reflections can reinforce prejudices and bad practice, leading practitioners unwittingly to collude with dominant cultural assumptions.

Reflective practice at the level of the individual practitioner can also be a means by which organizations divest themselves of responsibility.

Fostering good practice here becomes matter for the individual rather than the organization.

Pedagogical concerns

Reflective teaching raises two main pedagogic concerns

Developmental readiness and

The extent to which forcing teachers to reflect may prove counter-productive.

Developmental readiness

Teachers need to be developmentally ready to engage in critical reflection and that some individual may be incapable of doing so. The respective abilities of novices and experts are relevant here.

There is evidence that novices by definition lacking practical mastery are inclined to follow models mechanically and also that such reliance on models lessons with experience.

Forced RP

Teacher reflection can end up being superficial strategic and guarded if teachers are forced to undertake RP rather than making a personal choice. Where appraisal follows, any genuine honest, critical self-examination may well be discouraged.

Conceptual concerns

A problem is posed by the way practitioners appropriate an dembrace models of RP in uncritical piecemeal and reductionist ways. Often ideas are transplanted without sufficient care across philosophical disciplinary and cultural boundaries in the process becoming distorted or diminished.

Conceptual concerns

It can be understood in multiplicity of ways, according to the aims and functions of the exercise at stake and the theoretical /methodological traditions engaged (Finlay, 2003).

Conceptual concerns

Some may see it primarily as a personal confessional account while for others it is a means to deconstruct socially situated action.

Topic 10 Formal and informal Reflection

Informal Reflection

- Involved self-questioning
- Develop our awareness our own assumption

Formal Reflection

- Draws on research & theory
- Provides guidance & framework for practice

This relies on experiential learning.

Such an approach is:

- Often dysfunctional, always incomplete
- Reliant on using present experience to test our beliefs, correcting the misinterpretations we have made.
- Often manipulated to fit our beliefs
- Biased as we usually see and hear selectively
- Can be planned or unplanned but usually conscious awareness that learning is taking place
- A by-product of some other activity usually unintentional, unexamined and embedded in closely held systems
- Requires becoming aware of conscious learning in a non-routine situation as people reflect on experience
- Requires an awareness of learning to surface which make tacit assumptions explicit. This is call mindfulness.

Learning from formal reflection:

Formal reflection requires models or framework which provide a specific and structured approach

All formal models rely on the following parameters

Formal Reflection

Learning

Behavior	Visible behavior Function: teaching, maintaining professional relationships
Reasoning/ Judgment	Students oriented understanding Function: problem solving
Professional thinking	Critical appraise of literature and own practice Function: optimizing teaching based on experience
Personal reflection	Awareness, exploring Function: balance

Topic 11What do professionals reflect on?

1. Philosophy
2. Value and beliefs
3. Practice
4. Practice that are taken granted
5. Reflecting on your

Reflecting on your philosophy

- Your perceptions of children, parents and families and yourself as a professional
- Children‘s rights and the extent to which children‘s views are taken into account in practice
- Professional roles in children‘s and families lives
- Professionals influence in children and families lives\
- Your perceptions of children, parents and families and the extent to which your practices reflect cultural competence: that is your understanding of and respect for families and children‘s cultures and communities
- How to give children opportunities to express their own thoughts and feeling and support their sense of agency
- Your own prejudices and biases
- Your beliefs and values
- Yourself e.g. I am student-oriented, I see myself as providing a service, I have professional expertise
- Families e.g Families e.g Families are the most important people in children‘s lives, families are the problem‘

Reflecting on beliefs

- Children e.g . children are capable: children are interested learners from birth, children are needy and vulnerable

Reflecting on values

Inform decisions

- Come from life experiences, especially early ones within the family and community
- Come from professional study and experience
- Can be shared values and belief in every setting e.g. How children learn and develop

Professionals reflecting

It is important to be aware of your own assumptions, values and beliefs and their impact on your practice.

Topic 12 Assumptions

Assumptions 1:

The reflection takes place in the classroom, conducted by and for the teacher.

Research is contextualized and private.

Assumption 2:

Teachers reflect and act on what they observe Considered as research

PLUS action.

Assumption 3:

Understanding requires dialogue (Kemmis and MC Taggart, 1992: Wells 1999, Vygotsky, 1999)

A social constructivist model of learning

Assumptions

A social constructivist model of learning:

The mind is mediated by language

Understanding is jointly constructed through dialogue

Knowledge is socially derived

Learning occurs through collaborative effort.

Assumptions and reflective practice

RP is therefore about becoming aware of our own assumptions, how these assumptions govern our practice, how these assumptions must shift to embrace change.

Understanding resistance to assumption shift and finally to change assumptions to support a better state of affairs.

Assumption

The Reflective practitioner is therefore someone who lives reflection in everyday practice.

Becoming a Reflective Practitioner takes time commitment, responsibility and discipline.

Key points about our assumptions

Reflective teaching involves discovering and researching own assumptions.

Our assumptions can be revealed and explored through four lenses.

Autobiographical writing

Student feedback

Discussion with colleagues

The literature

Stephen Brookfield identifies these lenses:

Teaching in a critically reflective way involves teachers trying to discover the assumptions that frame how they teach. Teachers have four complementary lenses through which they view their practice.

The lens of their own autobiographies as learners, the lens of student eyes, the lens of colleagues perceptions and the lens of educational literature. Brookfield

(2002:32)

Why these lenses are important?

Reviewing practice through these lenses helps surface the assumptions we hold about pedagogic methods, techniques and approaches and the assumptions we make concerning the conditions that best foster student learning.

Topic 13 Achieving best practice

Why best practice?

The 21 st century is different from the one in which we were educated

To survive in a new globally competitive world, children will need creativity problem-solving abilities a passion for learning , a passion for learning, a dedicated work ethic and lifelong learning attributes.

Through RP the teacher can provide the required opportunities and achieve best practice.

What does best practice?

Look like for the reflective practitioner?

Students are engaged and focused on their work

Teacher use collaborative and authentic tasks which place students at the center of learning. There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

Core Best Practices

 The teacher:

- Educates the whole child
- Teaches based on knowledge of how children develop and learn
- Prepares children for success in school and for life
- Provides an enriched environment
- Creates active participants rather than passive observers.
- Provides challenge.
- Employs rigorous assessment of learning.

Core Worst Practices

 The teacher:

- Plans and teaches in isolation
- Teaches to the test
- One size fits all
- Teaches without assessing student needs Teaches the text.
- Stays within a comfort zone of subjects.
- Applies student-centered/ activity-based approaches in name only.

Operationalizing best practice

- How might we summaries our understanding of those honored with the title and status of teacher as a skill reflective practitioner?
- Be concerned with the consequences of education, as well as what might be called technical proficiency.
- How might we summaries our understanding of those honored with title and status of teacher as a skill reflective practitioner?
- Be prepared to experiment with the unfamiliar and learn from their experiences
- Be committed to professional dialogue in collaboration with colleagues in school and beyond.
- Have working patterns characterizes by a process of action evaluation and revision.
- Assume as life long learners, responsibility for their ongoing professional development.

Topic 14 Implications for achieving best practice

To achieve best outcomes for children teachers need to reflect in practice as well as on practice The evidence demonstrates the importance of reflection in practice (thinking on your feet and reflection on practice (thinking after the event) if teachers are to achieve the best outcomes for children.

Implications for achieving best practice

Reflecting on one‘s own values and attitudes must accompany reflection on wider issues of practice such as the effect of child-adult relationship on children‘s overall learning outcomes.

Teachers need guidance and structure if RP is to bring about positive change. To make changes teachers need to deepen their understanding of their own and others value base. For this to happen formal guidance and structure should be in place.

Studies indicate that without structured tools e.g. recording formats guided questions or example of others reflections and how they linked to improvements in practice- there can be a lack of commitment to reflective practice from staff.

Reflection also needs to be embedded as part of normal day-to day practice.

Collaboration with others.

Evidence suggests that while guidance and structure are important factors in engaging a professionals long term commitment to reflect practice, reflection is substantially more effective when the process involves others. Another professional can bring a different perspective to the reflection and encourage a teacher to think about what values they hold, why they hold them and what works best for children and their learning

Regular Learning Networks

Reflecting regularly with other professional comfortable and predictable world has been proven to create reflective teaching hubs.

Such hubs focus on policy development learning and pedagogy sharing best practice and challenging taken-for- granted practices.

Time and Space for Reflection

Research emphasizes that without tangible leadership commitment to reflective/ practice and time regularly set aside for staff to reflect, met or attend local learning

Network, reflection is viewed as little more than a time-consuming exercise. Research tells us that effective reflective practice is regular and included both reflection in practice and reflection on practice.

Informed by contemporary research

The one off in service training calendar which training calendar which dominates many professional development opportunities required refocusing moving away from single, isolated workshop towards more strategic and collaborative suite of longer term inter-related professional development programs.

Comparison with traditional models of teacher learning

The traditional model of teacher learning focuses on giving and receiving public knowledge that is available to all and that is not personal or based on individual experience**.**

The primary assumption is that acquisition of shared knowledge will lead to behavioral change.

Theory, thoroughly understood and carefully applied, means good practice. The traditional approach to professional development then reflects an underlying assumption that information is a stimulus for behavioral change. That individual receiving knowledge will use it to improve performance.

Topic 15 The Reflection Process

Modern teachers can use to support reflection all follow the same basic remises:

- Reflection is cyclical
- Reflection is iterative

The Reflection process

The Cyclical Nature of Reflection Collecting Information

- Talking to children colleagues, parents others
- Observing colleagues as they teach

- A colleague observes your teaching and gives feedback
- Observing your own teaching (Video recording)
- Reviewing lesson plans (yours and others)
- Review your lesson evaluations

Question/Analysis

- Looking for a solution to correct a problem (single-loop learning)
- Examination of assumptions and theories –in use (double-loop learning)
- View things from different perspectives Asking why?

Plan

- Develop hypotheses
- Reflective practice strategies: Reflective journals or diaries; meeting with mentor or critical friend; reflective practice blog; Action research; video or observation Theory to practice Asking so what?

Act/Do

- Testing assumptions
- Engaging in behavioral experiments Asking now what?

Review

- Asking what happened?
- Van Manen, process three major
- Hierarchical levels at which reflection:

Review

Technical Reflection is the most basic level of reflection. It focuses on what works in the classroom.

At this level, teachers are concerned with applying knowledge to achieve instructional outcomes and actions taken are evaluated on the basis of their success or failure in the classroom.

Practical Reflection is the next level of reflection. It focuses on the learning experience of the student.

It goes beyond technical-rationality into investing, questioning and clarifying the end objectives and the assumptions behind teaching activities designed to achieve those objectives.

Critical Reflection is the highest level of reflection. It focuses on what knowledge is of value and to whom.

At this level, teachers are not simply concerned about the goals, the activities and the assumptions behind them but they reflect upon the larger context of education and question and question their practices critically, particularly in connection with ethical and moral issues.

Topic 16 Reflexivity

Reflexivity for professionals means engaging in both personal reflection and broader social critique

What are the skills which underpin teacher‘s reflexivity?

The Reflective Teacher

Skills underpinning Reflexivity

Critical thinking having roots in skepticism and critical theory-identifying and challenging assumptions, challenging the importance of context to imagine and explore to imagine and explore alternatives which leads to reflective skepticism.

Types of Reflexivity

- Where reflexivity is seen as introspection we can consider:
- Hyper- reflexivity that is the deconstruction of praxis
- Systematic reflexivity, that is looking at our suppositions theories and methods

Types of Reflexivity

Where reflexivity is seen as introspection we can consider:

Epistemic reflexivity that is the exploration of our belief and assumptions

Consequently reflexivity situates reflective practice into our day-to-day experience in the classroom

17 Topics for critical reflection

Pedagogy and how it connects with the practice principles and learning and development outcomes, how practices and the physical environment acknowledge and encourage children‘s sense of agency.

Topics for critical reflection

Induction and orientation for families who are new to the setting and the extent to which they set the stage for partnerships. The variety and effectiveness of communication with families sense of agency who is not attending?

Why? What strategies might change that? The physical environment and possible improvements. The extent to which the environment reflects the cultures, communities and lives of the families and children. Practices that are taken for granted.

30 critical Questions

Modeling reflection with students:

1.Was this activity successful …why or why not?

2. If we do this again what can I do differently to help you learn more?

3.Did this activity help you learn more than other we have done? Why?

Classroom culture questions to ask about your rules an relationship:

4. Are the relationships that I have with my students helping or hindering their ability to learn?

Classroom culture questions to ask about your rules and relationships:

5. Could the problems I solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?
6. Was my demeanor and attitude towards my class today effective for student learning?
7. Am I excited to go to work today?
8. Are my students excited to come to my class today? (How much does #6 I mpact#7?)
9. What choices have I given my students lately?
10. Can I explain at least some thing about each of my student personal lives?
11. Does my assessment accurately reflect student learning?

Does my assessment is really reflecting learning or merely task completion or memorization skills?

13. Why did I really choose this particular lesson to cover this objective?

14: What evidence do I have my students are learning?

15. What new strategies have tried lately that might benefits student I am struggling with?

16. In what ways am I challenging students who are clearly being in my classroom?

17. What do I do when students aren‘t learning in my classroom?

18. Which students benefited from this activity?

19. Which students did not benefit from this activity?

20: IN what area can I still improve professional?

What‘ s areas can I still improve professionally?

21. What‘s stopping me from improving in these areas?

22. In what ways can I support my colleagues in their student‘s learning?

23. Do my actions as a teacher show my belief that all students can learn at a high level?

24: D0 my actions as a teacher show that I take pride in my work?

25. Are the relationships I have my colleagues conductive to creating a collaborative culture focuses on learning?

26. Are the relationship I have with my student‘s parents conducive to improving? 27. What new ideas have I tried n my classroom lately to keep myself energized about teaching?

28. What have I done lately to relieve stress and focus on my own health, to ensure I remain an effective teacher?

29. What thing am I currently doing that I could realistically make less of a priority in my professional?

30. How much time have I spent with my friends and family in the last two weeks?

18 Learning from Reflection

Reflection as a learning to gain further understanding and add meaning to our daily lives.

Reflection is associated with learning that has occurred through experience and is an activity that helps you make sense of and learn from situations.

Reflection therefore is a means of assisting us to think to explore our thoughts and feelings and to work through an experience,

It is the active consideration of and learning from our thoughts and actions together with the further use of these thoughts and actions As a means of developing reflective thinking.

The most important aspect of engaging in reflection for your on-going personal and professional learning is that you are able to demonstrate your profession towards achievement of standards of proficiency.

The process of reflective writing leads to more than just a gain in our knowledge, it should also challenge the concepts and theories by which you make sense of knowledge when you reflect on a situation, you do not simply see more you see differently.

This different way of viewing a situation is reflected in statements about a commitment to action. Action is the final stage of reflection.

What do you know about and how confident are you about: The roles and responsibilities of a teacher

- Learning styles
- Planning a course
- Planning a lesson
- How people learn

Learning from Reflection

- What do you know about and how confident are you about:
- Lifelong learning
- Communication skills
- Presentation skills
- Demonstration skills
- Questioning and explaining
- Using a range of teaching methods
- Designing and uses resources
- Using ICT
- Assessing learning
- Reflection
- Subject knowledge and skills

Learning from Reflection

Reflective practice assumes a holistic approach to learning beginning with individual behavior, anything related to it becomes part of the process. At the very least, this includes the individual‘s background and cultural context.

The concept of cognition also expand from a narrow emphasis on information gathering or recall to the development of analytic and conceptual skills that enable the individual to create knowledge needed to respond to the diverse demands of practice.

This means that in reflective practice learning is cooperatively based.

Collaboration extends beyond the learner- facilitator relationship to include all of the individuals in an interdependent learning process.

19 Method of Reflection

Reflecting in and on practice

Dewey was among the first to identify reflection as a specialized form of thinking. He considered reflection to stem from doubt, hesitation or perplexity related to a directly experienced situation.

Dewey argued that we think the problem through in order to formulate hypotheses in trial an error reflective situations and then use these to plan action and to test out our ideas.

Dewey‘s ideas provided the basis for the concept of reflective practice which gained influence with Schon‘s work on —The Reflective Practitioner: How

Professionals Think in Action‖ (1983)

His main concern was to facilitate the development of reflective practitioners. One of the most important and enduring contributions from this was to identify two types of reflection:

Reflection-on-action

After-the event thinking

Reflecting-in-action

Thinking while doing

Reflection-on-action

Teachers consciously review, describe, analyze and evaluate their past practice with a view to gaining insight to improve future

Teachers examine their experiences and responses as they occur

Reflective in and on action

In both types of reflection, teachers aim to connect with their feelings and attend to relevant theory.

Teachers seek to build new understandings to shape their action in the unfolding situation.

The Core of Reflection

For Schon, reflection-in-action was the core of professional artistry

He contrasted this with the ‗technical rationality‘ favored by positivist theorists.

In Schon‘s view technical rationality failed to resolve the dilemma of rigor versus relevance which teachers face.

Schon explained this by saying that teachers have to do morethan follow set procedures

Teachers need to draw on both practical experiences and theory as they think on their feet and improvise.

Teachers act intuitively and creatively

Reflection-in-action and reflection-on-action allows teachers to revise , modify and refine their expertise.

20 Level of Reflecting

Grushka, Hinde- McLeod and Reynolds (2005)

Distinguish between ‗reflection for action' ‗reflection on action' and ‗reflection in action'.

They offer a serious of technical, practical and critical questions for teachers to engage with, for example: under ‗reflection for action' teachers are advised to consider their resources and how long the lesson will take (i.e technical) For example: how to make the resources relevant to different learning styles (i.e practical)

Teachers questioning why they are teaching in a particular way (i.e critical)

Zeichner and Liston (1996)

Differentiate between five different levels at which reflection can take place during teaching. For example

Rapid Reflection

- Immediate
- On-going
- Automatic action by the teacher

Repair

In which a thoughtful teacher makes decisions to alter their behavior in response to student's cues

Review

When a teacher think about discusses or writes about some element of their teaching

Research

When a teacher engages in more systematic and sustained thinking over time, perhaps by collecting data or reading research.

R-theorizing and reformulating

The process by which a teacher critically examines their own practice and theories in the light of academic theories

Topic 21 Guided Reflection

Johns (1994) developed the concept of guided reflection.

This involves engaging with a serious of questions that help the teacher to explore and reconsider their motivation or rationale for actions.

These can be designed by the teacher or by another (e.g school directorate or principal)

These cab be designed to form a reflective diary with one side of the page consisting of the descriptive material and the other consisting of the reflection and exploration.

Examples of questions that guide reflection

1. Maughan and Webb (2014)
2. What is most important/ interesting/useful/relevant about the object, event or idea?
3. How can it be explained (e. with theory)?
4. How is it similar to and different from other issues/events?
5. What does this mean for my future teaching?
6. Biggs and Tang (2007)
7. What was the problem? What went wrong? What is the evidence for the problem? How did you deal with the problem then?
8. Biggs and Tang (2007)

9. How did your solution to the problem relate to your theory of teaching and learning?

Guided Reflection and Bloom"s Taxonomy

Questions which support guided reflection can be structured to parallel Bloom‘s taxonomy.

What questions might teachers ask themselves as they move from lower order reflection to higher order reflection?

First, let‘s reflect on Bloom‘s taxonomy of reflection:

A Taxonomy of Reflection Bloom"s remembering :

What did I do?

Teacher Reflection

What was the lesson? Did it address all the content? Was it completed on time?

How did students —scorell on the assessment?

Bloom"s understanding: what was important about what I did? Did I meet my goals?

Teacher reflection: Can I explain the major components of the lesson? Do I understand how they connect with the previous/ next lesson?

Where does this fit into the curriculum? What instructional strategies were used?

Did I follow best practices

Topic 22 Action Research

- Reflective practice can be more formally encouraged and directed as action research. Action research involves systematically changing your teaching using on the ground evidence that suggest the changes you make are in the right direction and enhancing student learning.
- The target of action research is the teacher not the change that is being implemented.
- Educational Action Research as a Critical Social Science- carr and Kemmis
- Carr and Kemmis say action research is a form of research carried out by practitioners into their own practices.
- Action research is a participatory, democratic form of educational research for educational improvement.
- Action research emphasizes practices a committed action or praxis
- Action research expresses a commitment to the improvement of practices not to argue for or against a theory.
- Action research is seen as a form of practical enquiry characteristised by a self- reflecting spiral of cycles of planning, acting, observing and reflecting.
- Some Suggestions for thinking about practice
- Bryant states that there are many themes and aspects of practice to question about action research before even looking at any theories.
- They are:
- Setting (where the activities are taking place)
- Play (looking at ideas in terms of a game where there are rules: these rules can be both enabling and constraining).

Topic 23 The Critical Friend

The critical friend‘s process focuses on developing collegial relationship and encouraging reflective practice.

This process is based in cooperative adult learning.

It also addresses a situation in which many teachers find themselves working as Independent units certified as knowing all that is needed to know: feeling like the continuation of professional learning is not essential to the creation of an exciting rich, learning environment.

It is currently in use by an estimated 35000 teachers, principals and professors in over 1500 schools and universities.

Providing an effective balance between informal supportive friendship and critical analysis.

Asking ‗why' things are being done in particular way seeding to gain a sense of the context within which the teacher works and challenge assumptions.

Thinking creatively and encouraging others to do so.

Key contribution from the critical friend

- Facilitating friendly, honest and critical analysis, shared professional reflections and horizon scanning.
- Using their skills to ask ‗naive' questions which promote reflection and self-evaluation.
- Providing advice and practical suggestions

Critical Friend Ethos

- Maintaining a ―close distance‖.
- Critical friends help others to be reflective but do not hold the role of evaluator.
- Critical friends must be knowledgeable about the subject the teacher teaches.
- Critical friends identify challenges but have no responsibility for overcoming them instead; they support objective and reflective debate to find solutions
- Critical friends maintain confidentiality frankness, sensitivity and independence.

Topic 24 Participatory Methods for Reflection

- Putting aside time regularly for focused discussion about practice with colleagues helps to ensure that reflection becomes regular practice.
- Important to have a facilitator who uses critical questions to stimulate discussion and deep thinking and to record the discussion and the action that arise.
- Conversation and debate with
- Colleague
- Other professionals working in the same setting
- Professionals working in another setting
- A professional network
- Families and children

Method

- Careful description
- Thoughtful listening
- Questioning feedback

Types of questioning feedback

- Warm feedback consists of supportive appreciative statements
- Cool feedback offers different ways to think about teaching and raises questions
- Hard feedback challenges and extends thinking and raises concerns.

The participatory process

Participating with others in RP allows colleagues and others to share issues and seek suggestions for positively overcoming them

Best in small groups where teachers feel comfortable sharing complex issues

Hard feedback challenges and extends thinking and raises concerns

25 John Dewey

What is reflective practice?

- It is ongoing, dynamic process of thinking honestly, deeply and critically about all aspects of professional practice What is reflective practice?
- It occurs spontaneously as well as in planned reflection activities
- Reflective practice leads to action

Routine action Vs Reflection Action

Dewey‘s models is based on the fundamental difference that he sees between routine action- guided primarily by tradition, instruction and imitation (quoted in Furlong and Maynard: 31)

Which action amount to prejudices that is pre-judgments proper that rest upon a survey of evidence‖. (Dewey 1910: 4-5), and Reflection action.

Reflective action is instead based on active, persistent and careful consideration (1910: 6), based on the need to solve a problem. For Dewey, it is in problem solving that we find —the steadying and guiding factor in the entire process of reflection and without which the course of suggestions flows on at fandom.

Reflection as Rationality

Teacher John Dewey, saw reflection as a further dimension of thought, and as such in need of education: while we cannot learn or be taught to think, we do have to learn to think well, especially acquire the general habit of reflection‖ (Dewey, 1933).

For Dewey, reflection is a rational and purposeful act, an active persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it leads it includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality (Dewey 1933)

Reflection as rationality

Interestingly, from a modern educational perspective, Dewey‘s reference to different forms of belief and knowledge may reveal his willingness to apply objective rationality to m ore affective and emotional concerns.

Dewey‟s 5 Stage Model

1. We identify a problem that is perplexing and felt

2.We observe and refine the identified problem to create a fuller understanding 3.We develop a hypothesis or an understanding about the problem, its origins and possible solutions.

We subject the hypothesis to scrutiny and reasoning, we test the hypothesis or understanding in practice

4. Dewey placed great emphasis on reflective thought and saw it as an important part of a cycle that enabled us to learn from experience.

5.He believed that reflective thought began when we found ourselves having an experience that raised some difficulties or dilemmas.

26 Donald Schon, 1983

Reflecting in and on practice

As we have seen, Schon developed the notions of reflecting in action and reflecting on action This can be represented in the following way:

First step

Teaching and learning session

- Reflection in action
- Observation yourself
- Monitoring
- Writing notes immediately on completion of the session

Second step

Planning the next session

- What can I incorporate from my reflections?
- Shall I try something new?
- What works with these learners on this course?

Third step

Reelection an action

- Time to ponder mull over what happened why things happened: how does it relates to theory, what have I learned, what can i use in future planning?

Forth Step

Teaching and learning session

- Reflection in action
- Observing yourself
- Monitor
- Writing notes immediately on completion of the session

Development of Schon „s Model

Schon believed that reflection begins in working practice with confusing situations. Teachers may have the theoretical knowledge (technical rationality) on their subject or the practice of teaching, it but this does not explain how their practice actually is.

From teachers real life experience in the classroom, teachers can develop tacit knowledge a synthesis of theory and practice which they have developed for themselves.

27 Kolb‟s Reflective Cycle (1984)

This model is based directly on Kolb‘s experiential learning cycle where active experimentation leads to a transfer of learning from current cycle to a new cycle

Components of Kolb‘s Modle Applied to RP

The experiential learning cycle can be detailed for RP:

1.concrete experience

Doing having an experience

(what happened)

2.Reflective observation

Reviewing , reflecting on the experience

(why did it happen that way includes taking feedback)

3.Abstract conceptualism

Concluding,learning from experience

(what can I learn from this?)

4.Active experimentation

Planning, trying out what you have learned

(How I plan to improve

Components of Kolb‟s Model Applied to RP

Concrete experience

This relates to the incident or event prompting the reflection and involves the physical act of being involved in or having hands-on experience.

Although in theory you can enter the model at any stage this tends to be the main point of entry.

Reflective Observation

After the event comes the initial reflection. This entails stepping back and viewing the event or incident from an objective perspective.

This should provide some insight into what you did and why you did it.

Abstract conceptualization

The initial reflections are then explored in greater detail.

Conceptualization involves interpreting events and actions looking for connections between these and the process of applying some theoretical.

Active Experimentation

Once this deeper understanding has been established, the individual translates it into predictions about what is likely to happen next or what actions should be taken to refine the way similar events may be handled I future.

28 Greenaway‟s 3-Stage Model (1995)

Greenaway outlined three simple steps to help learn from experience- these are plan-do-review and are seen as reflective cycle:

Do: Have an experience

Review: Review what happened and what can be learned

PLAN: Plan a way to approach the next round of experience

Benefits of Greenaway‟s 3-Stage Model

Easy to apply

Being experiential it is grounded teachers everyday practice Not time-consuming.

Can be the foundation for more complex models.

Can be easily applied to many aspects of the teacher‘s role in school.

When to use „Plan-Do-Review‟

- As a model for continuous improvement
- When starting a new class
- When developing a new or improved approach
- When defining a repetitive work process
- When planning data collection and analysis in order to verify and priorities problems or root causes.
- When implementing any change.

The Plan-Do-review procedure

Plan: recognize an opportunity and plan a change.

Review: Analyze the results and identify what you‘ve learned.

The test into wider changes. Use what you learned to plan new improvements beginning the cycle again.

Questions to ask for planning

- What data indicates a change is required?
- What changes is to be made?
- How do you know the planned change is appropriate? What other alternatives are there?
- What sequence of steps is needed to implement this change?
- Who will be responsible for carrying our each step?
- Who will need to be consulted?
- Who will be the change affect?
- How long will the change take?

29 Roth (1989)

Roth (1989) summarizes reflective practice processes as follows:

Questioning what, why and how one does things and asking what, why and how other do things

- Seeking alternatives
- Keeping an open mind
- Comparing and contrasting
- Seeking the framework, theoretical basis and or underlying rationale
- Viewing from various perspectives Asking what if?
- Asking for others ideas and view points
- Using prescriptive models only when adapted to the situation
- Considering consequences
- Hypothesizing
- Synthesizing and testing
- Seeking and resolving problems

Roth describes 24 procedures 24of a reflective practitioner. The procedure range from those that correspond to cognitive models of reflection and teaching techniques to an embracing of uncertainty like adapt and adjust to instability and change to more formal

procedure like —hypothesize‖, synthesize and test‖

The Griffith and Tans (1992) provide a very comprehensive way of categorizing reflective processes that considers both time frame and purposes.

They identity the dimensions of rapid reflection, repair, review, research and theorizing, contending that all are cognitive accomplishment.

Topic 30 Peter (1991)

Peters (1991) described a four-step process called DATA:

- Describe
- Analysis
- Theorize
- Act

1.Describe

In the first step the critical aspect of practice is described. This is a detailed and honest account. This involves paying attention to what happened, who was involved and their thoughts feeling and emotions as they related to the incident.

2. Analyze

The second step includes the identification of assumptions that support practitioners. Current approaches and underlying beliefs, rules and motives, governing teaching and learning. Here the

teacher explores why this practice operates as it does examines the underlying values, beliefs and assumptions that maintain the practice and consider what sources of information they draw on to make sense of situation.

3.Theories:

In the third step, practitioners theories about alternative ways to approach learning , taking theory developed from the previous step and creating a new theory.

This requires teachers to think about new or additional sources of knowledge that may be helpful to make sense of what happened.

4. Act

In the fourth step, the practitioner tests the new theory. Success occurs only through additional thought an reflection. In the final stage of this model, the teacher put their new way of thinking into practice by trying out a new or a different way of doing things in order to enhance and I improve their practice.

Teachers can use this model as part of a cycle of on-going learning and continuous improvement.

Goal: To integrate scientific and practical theory (or application of theory), one must reflect on one's practical theory.

Topic 31 Brookfield"s Critical Lenses

Brookfield (1995) suggests that we employ four —critical lenses‖ through which to view and reflect upon our practice. These are:

1. Our own view (autography)
2. That of our students:
3. That of our fellow professionals:
4. The various theoretical perspectives found in educational literature.

Brookfield"s critical Lenses:

- Self-lens
- Student lens
- Peer lens
- Theory lens

Despite the fact that teachers personal experience might be dismissed as anecdotal Brookfield asserts that our autobiographies are on of the most important sources of insight into teaching to which we have access (1995 p.31).

Teachers should consider whether the learning experience was inclusive and motivational: This is why…. The most fundamental meta-criterion for judging whether or not good teaching is happening is the extent to which teachers deliberately systematically try to get inside students head and see classrooms and learning from their point of view (Brookfield, 1995).

Reflection becomes critical when teachers consider:

a) How power supports and also distorts the educational process
b) How to challenge our own untested assumptions to uncover practices that appear to make teaching easier but actually work against our own long-term interests.

Applying the four Lenses

Among the strategies suggested by Brookfield which enable teachers to engage in critically reflective practice:

A) The critical incident questionnaire (CIQ)
B) Critical Practice Audit (CPA**)**
C) Brookfield's CIO which guide journal writing as reflective practice

Critical incident questionnaire

A) At what moment in class did you feel most engaged with what was happening?
B) At what moment in class were you most distanced from what was happening?
C) What action that anyone (teacher or student) took did you find most affirming or helpful?
D) What action that anyone took did you find most puzzling or confusing?
E) What surprised you the most? (This could be about your own reaction to what went on, something that did, or anything else that occurs).

Topic 32 Johns Model for Structured Reflection (2000)

The model requires looking in on the situation which includes focusing on your and paying attention to your thought and emotions.

It then advises looking out of the situation and writing description of the situation based on five sources of knowledge, each of which has a number of cues:

Look in

- Find a space to focus on self
- Pay attention to your thoughts and emotions
- Write down thoughts and emotions that are significant in realizing desirable work.

Look out

Write a description of the surrounding your thoughts and emotions What issues seem significant?

The description can be focused in the following ways:

Aesthetics

What was I trying to achieve?

Why did I respond as I did?

Personal

Why did I feel the way I did within this situation?

Ethics

Did I act for the best?

What factors were influencing me?

Empirics

What knowledge did or could have informed me?

Topic 33 Rolfe, Freshwater and Jasper (2001): The What Model

They advocate using three simple questions to reflect on a situation

- What?
- SO what?
- Now What?

The Levels

In the first level the individual reflects on the situation in order to describe it.

In the second level they construct their own personal theory of understanding about the event incident in order to learn form it.

In the final level they reflect on action, about what can be done to improve the incident and about the consequences of such action.

The Descriptive Level of Reflection

What….

- ….is the problem /reason for being stuck etc.?
- ….was my role in the situation …. Action did I take?
- ….were the consequences for m e? For the students?

So what….

- **…**does this tell me/imply about my teaching etc.?

- …..did I base my action on?
- …..should I have done?
- …is my new understanding of this incident?

Now what…

- **….**do I need to do to improve situation/prevent recurrence?
- …are the broader issues?
- …..are the consequences?
- ….. can I do to transfer this learning from other contexts**?**

Topic 34 Rodgers (2002)

The reflective cycle by Rodgers encompasses Dewey‘s conception of reflective thought.

Rodgers illustrates reflection as a cyclical process comprised of four phases**:**

1. Presence in experience: learning to see
2. Description of experience: learning to describe and differentiate
3. Analysis of experience: learning to think from multiple perspectives and form multiple explanations
4. Experimentation: learning to take intelligent action

According to Rodgers teachers move forward and backward through the reflective cycle, especially between description and analysis.

Presence in Experience

The more a teacher is present , the more he can perceive, the greater the potential for an intelligent response. Presence as inclusive of several acts that together comprise the whole process of reflection seeing, differentiating its parts giving it meaning and responding intelligently in the moment and from moment to moment.

Description of experience

It is the differentiation and naming of an experience‘s diverse and complex elements so that it can be looked at, seen and told from as many different perspectives as possible. It should be clear from the discussion of presence that what a teacher is able to describe is largely dependent upon what he has been able to apprehend in the experience.

Topic 35 Gore and Zeichner (1991)

They propose that each of the following four types of reflection is important. They indicate four major aspects of your professional work. You need to ask and reflect on pertinent questions about each of these aspects in order to develop a deep understanding of your classroom interactions. The purpose is to gain a holistic understanding of your professional work and your role in supporting successful learning by your students.

Academic Reflection

Do I know my content really well? Am I using appropriate pedagogical strategies for my students needs? Am I well-organized and resourced in readiness to each? Have I sequenced the content suitably for my student‘s needs and the defining characteristics of my discipline? Have I completed the planning cycle with suitable, relevant assessment strategies to evaluate student learning? Have I been innovative and creative?

Developmental Reflection

Am I providing teaching and learning contexts, tasks and instruction that are suitable and appropriate for my students from a developmental perspective? Have I evaluated my students skills and thinking to determine the stages at which each of them is able to engage in different learning contexts?

Have I planned suitable instructional and task modification to accommodate the difference in the students‘ thinking, emotional and physical capacities? Have I designed teaching and learning activities that are interesting for diverse groups of students? Have I taken into account and effectively utilized students various interests to design lessons and curriculum?

Social Reconstructionist (Critical) Reflection

What do I believe to be the purpose of education? Do I have specific philosophical beliefs or viewpoints about the values, purposes and function of education?

Topic 36 Gibbs Reflective Cycle (1988)

This model encourages the teacher to think about different aspects of a given situation or event to evaluate it , and establish an action plan for dealing with such a scenario should it arise again.

It helps the teacher to consider how they think and respond within a given situation and provides insight into self and practice.

Model of Gibbs Reflective Cycle

Description: What happened?

Describe in detail the event you are reflecting on.

Include: Where were you: who else was there: why were you there; what were you doing; what were other people doing; what was the context of the event; What was you part in this: what parts did the other people play; what the result.

Feeling: What were you thinking and feeling?

- Try to recall and explore those things that were going on inside you head;
- Include: How you were feeling when the event started; what you were thinking about at the time; how did it make you feel;
- How did you feel about the outcome of the event; what do you think about it now?

Evaluation: What was good and bad about the experience?

Try to evaluate or make a judgment about what has happened.

Analysis: What sense can you make of the situation?

Break the event down into its components parts so that can be explored separately.

Analysis: What sense can you make of the situation?

- Include: what went well; what did you do well; what did others do well; what went wrong or did not turn out how it should have done.

Conclusion: what else could you have done?

- Different from the evaluation stage in that you have explored the issue from different angles and have a lot of information to base your judgment.
- Detailed analysis and exploration in the earlier stages means valuable opportunities for learning are not missed. What else could you have done?
- Ask what you could have done differently.

Action Plan: If arose again what would you do?

During this stage you should think yourself forward into encountering the event again to plan what you would do. Would you act differently or would you do the same thing?

Topic 37 Boud‟s Triangular Representation

There are many different models of reflection as we have seen. Using models or at least being aware of their similarities and differences, can help you to deconstruct experiences, ensuring you are accessing the deeper level reflective questions and issues and ultimately providing a way to structure your learning from situations.

David Boud (1987) has defined reflection as:

- — A conscious activity in which we engage to explore our experiences and develop new understanding and conceptualizations.‖
- (Boud, 1987**)**
- Dvid Boud (1987) has defined reflection as:
- Learning from experience is one of the most fundamental forms of learning.
- Many models ar cyclical in nature representing the idea that reflection leads to learning. Cyclical learning is never completed nor transferable without reflecting further in different contexts.

The simplest model can be seen in **Boud‟s Trangular Representation**

Boud‟s Trangular Representation Learning + Reflection = Experience

- This model, although capturing the essentials (that experience and reflection leads to learning), has limitations.
- It doesn‘t\t guide us as to what reflection might consist of or how the learning might translate back into experience.

1. Return to an event incident or experience and record it
2. Consider it in detail at an emotional and cognitive level
3. Re- evaluate the event in the light of experience, knowledge and experimentation. Seek to understand the meaning of the experience
4. Plan for what you might change.

Topic 38 Atkins and Murphy Model

Atkins and Murphy (1993) address many of the criticisms identified by Boud with their own cyclical model:

Stage 1:

Awareness of uncomfortable feelings (usually due to new unfamiliar or negative situations)

Stage 2: Examination of components of the situation

Stage 3: Analysis of the components of the situation

Stage 4: Summary of outcomes of reflection

- This model explicitly supports the deeper level reflection that was described previously. This is not to say that the other models aren‘t useful but it is important to remain alert to the potential to provide superficial responses as the critical, questioning and challenging elements of critical reflection are not as explicit as they are here.
- Atkins and Murphy suggest that for reflection to make a real difference to practice, we need to follow reflection with a commitment to action.

- The problem with such models of reflection is that they do not take account of the importance of reflection before action.
- This is when the teacher plans out before acting what s/she wants to do **Self-awareness (mindfulness)**
- Insight into personal sensations, emotions, thoughts and actions
- Acceptance/ownership of responses
- Recognition/ acceptance of emotions sensations, thoughts in others involved
- Involved honest examination of how the situation has affected the individual and how the individual has affected the situation

Description

- Comprehensive account of the situation either verbally or in writing
- Involve the ability to recognize and recollect accurately salient events and key features of an experience

Critical analysis

- Involve examining the components of a situation
- Identity personal cognitive and emotional schema
- Identify existing knowledge
- Identify biases and assumptions
- Imagine/explore alternatives

Synthesis

- Integrating new understanding
- Predict likely consequences of actions

Topic 39 John Smyth"s Framework for Reflection on action (1993)

Smyth's framework takes the teacher through a number of phases

- A descriptive Phase
- A Reflective Phase
- An emancipator Phase

The Descriptive Phase

- Descriptive accounts and narrative

The Reflective Phase

- Reflective analysis against adopted theories
- Reflective analysis of the situation
- Reflective analysis of intentions

The Emancipator Phase

- Critique of practice regarding conflicts distortion an inconsistencies
- Engagement in emancipatory and change processes
- Self-critique and emancipation

Smyth operationalizes these phases of reflection for teachers as a set of activities developed from question cues:

Activity: describe

Cue: What did I do?

Smyth proposes reflection for teachers as a set of activities developed from question cues:

Activity: Inform (analysis)

Cue: What does this mean?

Smyth proposes reflection for teachers reflection for teachers as a set of activities developed from question cues:

Activity: confront (self-awareness)

Cure: How did I come t be like this?

Topic 40 Agyris and Schon 1978

Agyris and Schon pioneered the idea of single loop and double loop learning. The theory is built around the recognition and amendment of a perceived fault or error. Single loop learning is when practitioner or when a practitioner or organization, even after an error has occurred and a correction is made, continues to rely on current strategies, techniques or policies when a situation again comes to light.

In contrast, double loop learning involves the modification of personal objectives, strategies or policies so that when a similar situation arise a new framing system is employed (i.e. new approaches are used to solve it).

From Theory to Practice

i. Single Loop learning

Involve connecting a strategy for action with a result. For example, if an action we take yields results that are different to what we expected through single-loop learning, we will observe the results, automatically take in feedback and try a different approach**.**

ii. Double Loop Learning

The cyclical process of applying a new strategy applying a new strategy to achieve an outcome may occur several times and we may never succeed. Running out of strategies may push us re-evaluate the deeper governing variables that make us behavior the way we do. Re-evaluating and reframing our goals, values and beliefs is a more complex way of processing information and involves a more sophisticated way of engaging with an experience. This is called double-loop learning and looks at consequences from a wider perspective. In situation where teachers employ double loop learning, not only will we evaluate our own goals and beliefs but also those of the people we interact with. To have a constructive outcome, we may need to modify and adapt some of these variables to create an attitude that is open to many cultural values and application methods.

Topic 41 Mezirow (2000)

Mezirow (2000) argues that reflection only leads to learning if it leads to learning if it leads to transformation. Merizow suggests that transformation occurs where the original starting point causes a dilemma that needs to be addressed and then suggests that there are a series of possible phases which may be gone through:

Mezirow"s Transformational Learning

- A disorienting dilemma loss of job, divorce, marriage , back to school or moving to a new culture
- Self-examination with feeling or fear, anger, guilt or shame
- A critical assessment of assumptions
- Recognition that one‘s discontent and the process of transformation are shared
- Exploration of options for new roles relationships and action
- Implementing one‘s plans
- Provisional testing of new roles
- Building competence and self-confidence in new roles an relationships
- A reintegration into one‘s life on the basis of conditions dictated by one‘s new perspective

- What is particularly striking about Merizow‘s ideas is the emphasis on conscious, self-managed learning.

  Learning is not a direct result of the experience, it happens because the individual takes charge of their critical reflection and explicitly plans and carries out steps to learn from it.

  The following is a sequence for reflectivity draw from Mezirow‘s model:

- A disorientating dilemma
- Picture the event
- Critical assessment of assumptions
- What does it mean to you to feel this?
- What advice are you giving yourself in the picture
- How do you interpret what is happening

  Critical assessment of assumptions What is your intention? Exploration of new roles

- How would you prefer this to be different?
- When this begins to occur for you, what will be different about you?
- How do you interpret what is happening?
- What is your intention?

Topic 42 Criticisms of Reflective Practice

- A number of writers discuss key concerns of RP in terms of its problematic side:
- Brookfield (1994, 1995) explains the cultural and personal risks involved
- Ash and Moore (2002) say that new teachers can choose not to reflect constructively and critically, falling back on pre-conceived understandings There are four areas of concern about reflective practice:
- Ethical
- Professional
- Pedagogic
- Conceptual

Ethical criticisms of RP

Concerns relate to confidentiality, rights to privacy, informed consent and professional relationships

- Practitioners

Engaging in RP need to be aware of the risks and the potential for conflicts of interest

A further problem is the way reflection can involve constant striving for selfimprovement

It can lead to feelings of incompetence and self-disapproval

When an individual understands the word critical to mean negative, they can develop a negative frame of mind.

Professional Concerns

- Relevant when RP is done badly or inappropriately In this case the value of RP is missed and it simply rationalizes existing practice
- It can reinforce prejudices and bad practice
- The inappropriate use of RP may devalue teachers professional work instead of promoting it
- Where teachers follow RP models in mechanical, routinized or instrumental ways they fall into the trap of engaging neither critical analysis or their emotions

- At the level of the individual teacher it can be means for organizations to ignore their responsibilities so that fostering good practice is a matter for the teacher rather than the organization
- 2 key concerns relate to developmental readiness and the extent to which forcing student teachers to reflect may prove counter productive

Pedagogic Concern: Developmental Readiness

- Teachers need to be developmentally ready to engage in critical reflection and some individual may not be capable (ready) for reflection.
- The respective abilities of novice and expert are relevant here novices tends to follow models mechanically and experts tend not to rely on models.
- As compulsory element of teacher education courses or of organizational requirements, RP ends up being superficial, strategic and guarded.

Conceptual concerns

- Problems are posed with the way teachers embrace RP in uncritical and reductionist ways
- Often ideas are transplanted without sufficient care across philosophical, disciplinary and cultural boundaries
- Reflexivity is concept which is easily miscommunicated: it can be understood in many different ways according to the aims and function of the RP activity

Criticism of |RP

Regarding these issues therefore, care needs to be taken to recognize complexity and problematic what is involved in RP rather than accepting it as fact or as self-evident. The ethical professional pedagogic and conceptual concerns presented here neither condemn RP nor suggest that it should not be used.

Topic 43 Introduction to Critical Thinking Part 1

Ii this lecturer we will explore the following question- □ What is critical thinking?

- How do you know when you are thinking critically?
- What are the characteristics of teachers who are good at critical thinking?

Critical thinking involves:

- Analyzing
- Conceptualizing
- |Defining
- Examining
- Inferring
- Listing
- Questioning
- Reasoning
- Synthesizing

What is Critical reflection?

With a purpose to evaluate information in a disciplined way to help us evaluate and refine our thinking. As reflective practitioners we must want to be better at thinking, to seek out and be guided by knowledge and evidence that fits with reality:

1. Belief

2. If shown to be unfounded
3. Leads to a change of position and an appropriate response

Critical thinking involves reasoning:

Based on sound, consistent logic not on emotions or social pressure, truth is not determined by the emotions that accompany them nor on the beliefs of social groups

Topic 44 Introduction to Critical Thinking Part 2

In this lecture we will explore the following question- What are the major mechanisms involved in critical thinning? The thinking process is as followed

1. Biological process
2. Psychological process
3. Cognitive process
4. Communication process

Other types of thinking, or non-critical thinking:

- Habitual thinking
- Brainstorming
- Creative thinking
- Prejudicial thinking
- Emotive thinking

Other types of thinking, or non-critical thinking:

- Thinking based on past practices without consideration of current data
- Saying what comes to mind without edit, judgment or evaluation
- Putting facts, concepts, ideas and principles together in new and original ways
- Responding to the emotion of a message rather than the actual information presented.

WE are thinking critically when we are:

- Rely on reason rather than emotion
- Require evidence ignore no known evidence and follow evidence where it leads and are concerned more with finding the best explanation than being right
- Are analyzing apparent confusion and asking questions.
- Self-aware so that we Weigh the influences of motives and bias and recognize our own assumptions, prejudices biases and point of view.
- Honest so that we recognize emotional impulses, selfish motives, immoral purposes or other modes of self- deception.
- Being open-minded so that we evaluate all reasonable inferences.
- Consider a variety of possible viewpoints or perspectives, remain open to alternative interpretations.
- Being open-minded so that we accept new priorities in response to a re-evaluaion of the evidence or re-assessment of our real interests and do not reject unpopular views out of hand.
- Disciplined so that we are precise, meticulous, comprehensive and exhaustive Resist manipulation and irrational appeals and avoid snap judgments.
- Able to make good judgment so that recognize the relevance and merit of alternative assumptions and perspectives Recognize the extent and weight of evidence A non-critical thinker:
- See things in black and white

- Sees questions as yes or no with no subtleties.
- Fails to see linkages and complexities in information and situations.

Topic 45 Core Ideas about Thinking Skills

Critical thinking skills are extremely important in developing as a successful reflective practitioner

What are the major mechanisms involved in critical thinking for the reflective practitioner?

Core Critical Thinking Skills

1. Analysis
2. Inference
3. Explanation
4. Interpretation
5. Self-regulation
6. Evaluation

1. **Interpretation**

What it means: Having the ability to understand the information you are being presented with and being able to communicate the meaning of that information to others. As a teacher you will be presented with a variety of information in many different types of situations. Interpretation skills will enable you to better decode information and add clarity to what you have discovered which in turn will help you better understand your students.

2. **Analysis**

What it means: Having the ability to connect pieces of information together in order to determine what the intended meaning of the information was meant to represent. Having this skill will better provide you with the ability to read between the lines and help you do will impact on your students and your organization.

3. **Inference**

What it means: Having the ability to understand and recognize what elements you will need in order to determine an accurate conclusion or hypothesis from the information you have at your disposal.

Core Ideas about Thinking Skills

It‘s important for you to be able to understand what additional information you may need in order to determine what happens. The ability to understand the information or already have and determine what you may still need to find is an important skill.

4. **Evaluation**

What it mean: Being able to evaluate the credibility of statements or description of a person‘s experience, judgment or opinion in order to measure the validity of the information being presented. You will need this skill to evaluate your students responses, so you can determine if the information you receive is valid and whether or not it needs to be further looked into.

Your ability to clearly explain your ideas while keeping in mind who you interact with is important for making sure the information is understood and well received.

Topic 46 Critical Thinking Development: A Stage Theory

The developing critical thinker goes through a sequence of stages:

- **Stage 1- The unreflective thinker**
- **Stage 2- The Challenged thinker**
- **Stage 3- The beginning thinker**
- **Stage 4- The practicing thinker**
- **Stage 5- The advanced thinker**

- **Stage 6- The accomplished thinker**

Stage 1

Unreflective thinkers are largely unaware of the determining role that thinking is playing in their lives and of the many ways that problems in thinking are causing problems in their lives, implications, points of views etc.

Stage 2

Thinkers move to the challenged stage when they become initially aware of the determining role that thinking is playing in their lives and of he fact that problems in their thinking are causing them serious and significant problems, requires deliberate reflective thinking about thinking (in order to improve thinking).

Stage 3

Those who move to the beginning thinker stage are actively taking up the challenge to begin to take explicit to begin to take explicit command of their thinking across multiple domains of their lives. Thinkers at this stage recognize that they have basic problems in their thinking and make initial attempts to better understand how they can take charge of and improve it.

Based on this initial understanding, beginning thinkers begin to modify some of their thinking, but have limited insight into deeper levels of the trouble inherent in their thinking. Most importantly, they lack a systematic plan for improving their thinking, hence their efforts are hit and miss.

Stage 4

Thinkers at this stage have a sense of the habits they need to develop to take charge of their thinking. They not only recognize that problems exist in their thinking, but they also recognize the need to attack these problems globally and systematically. Based on their need to practice regularly they are actively analyzing their thinking. However, since practicing thinkers are only beginnings to approach the improvement of their thinking in a systematic way, they still have limited insight into deeper levels of thought, practicing thinkers unlike beginning thinkers are becoming knowledgeable of what it would take to systematically monitor the role in their thinking of concept, assumptions, inferences, implications, points of view, etc. Practicing thinkers recognize the need for systematicity of critical thinking and deep internalization into habits. They clearly recognize the natural tendency of the human mind to engage in egocentric thinking and self-deception.

Stage 5

Thinkers at this stage have now establishes good habits of thought which are —paying offǁ based on these habits, advanced thinkers not only actively analyses, their thinking in all the significant domains of their lives but also have significant insight into problems at deeper levels of thoughts. Advanced thinkers have good general command over their egocentric nature. They continually strive to be fair-minded. Of course, they sometimes lapse into egocentrism and reason in a one-sided way. Advanced thinkers have keen insight into the role of egocentrism and sociocentrism in thinking.

Stage 6

Accomplished thinkers not only have systematically taken charge of their thinking but also continually monitoring, revising and rethinking, strategies for continual improvement of their thinking. They have deeply internalized the basic skills of thoughts so that critical thinking is, for them, both conscious and highly intuitive.

Topic 47 Importance of Critical thinking

Critical thinking

- Is the ability to think clearly and rationally?
- Includes the ability to engage in reflective and independent thinking.
- Is not a matter of accumulating knowledge- a person with a good memory and who knows a lot of facts is not necessarily good at critical thinking.
- Is being able to deduce consequences from what is known to solve problems.
- Understanding the logical connections between ideas, identify, construct and evaluate arguments.
- Detect inconsistencies and common mistakes in reasoning
- Solve problems systematically
- Identify the importance and relevance of ideas
- Reflect on the justification of one‘s own beliefs and values
- Is very important in the new global knowledge economy
- The teacher has to be able to deal with changes quickly and effectively, the modern era places demands on flexible intellectual skills and integrate diverse sources of knowledge.
- Enhance language and presentation skills
- Thinking clearly and systematically can improve the way we express our ideas
- Promote creativity
- To come up with a ne solution to a problem involves not just having new ideas
- Critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary
- Is crucial for self-reflection
- Teacher need to justify and reflect on their values and decision.

Topic 48 A Schema for critical Thinking and Reflective Practice

Venn Diagrams and the reflective Practitioner

It is possible for the reflective practitioner to frame Venn Diagrams as a tool for thinking about practice. A simple Venn Diagram for RP only has 2 circles. This represents the structure of professional learning. The diagram presents a concrete experience and the teacher conceptualizing the meaning of that experience.

The circle on the left represent —self structure‖. We can more easily understand this as the learning already held by the teacher from previous experience and even perhaps from formal professional learning. This areas represents the entire perceptual experience of the teacher.

Venn Diagrams and the reflective practitioner including the self-concept that the teachers has, as well as the teacher‘s individual characteristics and relationships. It represents the individual value, beliefs and assumptions that the teacher has about self- other and society. In this field, we can see that, for this example there are three elements of internal understanding-labeled here as1, 2 and 3. Of course in realty , there would be more than 3-and for any specific aspects of critical thinking and reflective activity, these would be very focused on only certain aspects of the individual teacher‘s self-concept. For example, if we imagine that a teacher is taking a class in elementary level mathematics-perhaps on introductory algebra- elements 1 may be the teacher‘s own competence with algebra, element 2 could be the teacher‘s own feelings of low self-confidence doing algebra and element 3 may be the teacher‘s ability to communicate simply the ideas and mechanics of algebra.

Topic 49 Bloom‟s Taxonomy and critical Thinking

How does critical thinking fit into Bloom‘s taxonomy (unrevised)? The cognitive domain comprises

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Knowledge

- Knowledge of specifics
- Knowledge of terminology
- Knowledge of specific facts
- Knowledge of ways and means of dealing with specifics
- Knowledge of conventions
- Knowledge of trends and sequences
- Knowledge of classification and categories
- Knowledge of criteria
- Knowledge of methodology
- Knowledge of principles and generalizations
- Knowledge of theories and structures

Comprehension

- Translation
- Interpretation
- Extrapolation

Application

- The use of abstractions I particular and concrete situations
- The abstractions may be in the form of general ideas, rules or methods

Analysis

- Analysis of elements
- Analysis of relationships
- Analysis of organizational principles

Synthesis

- Production of a unique Communication
- Production of a plan or proposed set of objectives
- Derivation of a set of abstract relations

Using Bloom‟s Taxonomy for Critical Thinking

The cognitive processes characterized as essential to higher-order thinking (that is analysis, synthesis and evaluation in the unrevised taxonomy) are integrative of the basic critical thinking concepts: assumption, fact, concept, value, conclusion, premise, evidence, relevance, irrelevance, consistency, inconsistency, implication, fallacy, argument, inference, opinion, bias, prejudice and hypothesis.

Topic 50 Techniques for Critical Thinking

Here are 16 basic techniques of critical thinking:

1. **Clarify:**
2. State one point at a time. Elaborate, give examples, ask others to clarify or give examples.

Unclear. —How can we fix education?‖

Clear. How can teachers better prepare students for the future?

3. **Be accurate**:

 Check your facts.

Inaccurate: —Most students don‘t know how to learn‖.

4. **Be precise:**

Ensure you are able to check accuracy. Avoid generalizations and other ambiguities.

Imprecise: —Maliha is problem student‖.

Precise: —Maliha has an attention deficit problem‖.

5. **Be Relevant:**

Stick to the main point. Pay attention to how each idea is connected to the main idea.

Math is an important skill. I like to teach math‘s because it‘s an important skill for my student‖.

6. **Know your purpose**

What are you trying to accomplish? What‘s the most important thing here? Distinguish your purpose from related purposes.

7. **Identify assumptions:**

All thinking is based on assumptions.

Assumptions not identified: —Girls are no good at science‖.

— science is only a subject like any other.

If my female students are not succeeding in my science class than there must be

something in the way I teach which is not working for them‖.

8. **Check your emotions:**

Emotions only confuse critical thinking. Notice how your emotions my be pushing your thinking in a certain direction.

9. **Empathize:**

Try to see things from others perspective. Other imagine how they feel. Imagine how you sound to them.

10. **Know your own ignorance**

Each person knows less than 0.0001% of the available in the world., even if you know more about relevant issues than your students or a colleague, you still might be wrong. Educate yourself as much as possible but still be humble.

11. **Be independent:**

Think critically about important issues for yourself. Don‘t believe everything you read.

Don‘t conform to the priorities, values and perspectives of others.

12. **Think through implications:**

Consider the consequences of your viewpoint.

Not thinking through implication: Not planning my lessons is wrong.

—If my lessons are unplanned then I cannot be sure of the jouney my students are taking in their learning. I need to consider planning as my road maps to help them reach their destination‖.

13. **Suspend Judgment:**

Don‘t make a decision and then use critical thinking to back it up.

We are here to promote the school plan for curriculum reform. What arguments can we construct in its favor?

Suspend judgment:

—What do we want from our curriculum? Let‘s use critical thinking to find the best ways to do this‖.

14. **Consider others Points of view:**

Listen to other viewpoints. Seriously consider their most persuasive arguments.

Narrow-minded: Reading some research and letting it persuade you.

Open-minded: Reading the research, then reading other research that argues the opposite point.

15. **Recognize cultural assumptions:**

People from different cultures think much differently than you do.
Why is your perspective better than that do everyone else in the world today and throughout history?

16. **Be fair, not selfish:**

Each person‘s most basic bias is for themselves.

Selfish: — I can know everything. It‘s not my fault I made mistake‖.

Fair. — I can‘t know everything, but I could easily have done some basic research before attempting that strategy in my teaching.‖

Topic 51 The 5- Step Model of Critical Thinking

Step 1:

Determine goals/ objectives

Define behavior/skills you need to exhibit

Target those behaviors

Step 2:

Learn through seeking answer to specific questions

Develop appropriate questions Engage in discussion

with colleagues

Step 3:

Practice before you assess

Choose activities that promote active learning Utilize all components

of active learning.

Step 4:

Review, refine and improve

Monitor activities in the classroom Collect feedback

from students/others

Step 5:

Gather and review feedback and assessment of learning

Review feedback

Create opportunities for self-assessment

Utilize feedback to improve instruction

The 5- Step Model of Critical Thinking

Implementing critical thinking through this framework clearly requires a commitment to active learning which at least initially may be somewhat unfamiliar and uncomfortable to teachers.

Topic 52Halpern‟s Framework for Critical Thinking

Halpern process a framework based on different kinds of critical thinking:

Thinking and Language

Argument Analysis

Hypothesis Testing

Halpern proposes a framework based on different kinds of critical thinking: Dealing with probability and uncertainty

- Decision-making
- Problem-solving
- Creative thinking
- Memory Skills

Thinking and Language

- Recognizing persuasive language
- Mis-use of definitions
- Leading questions
- Paraphrasing
- Using Multiple representations Argument analysis:
- Identifying premises, counter-arguments and conclusions
- Judging credibility of information
- Difference between opinion, judgment and fact
- Avoiding common fallacies

Creative Thinking:

- Re-defining a problem
- Generating possibilities
- Seeing multiple perspectives
- Taking risks

Hypothesis Testing

Predicting and confirming hypotheses

- Operational definitions
- Controlling variables
- Sampling and generalizations Limits of correlational reasoning

Dealing with probability and Uncertainty:

Estimating probabilities

- Risk assessments
- Using baseline data
- Decision-making
- Framing a decision
- Generating options
- Predicting Consequences
- Weighing pros and cons
- Recognizing bias

Topic 53 Critical Incident Analysis

CIA helps teachers focus on the extent to which critical analysis is evident in their practice. The term critical incident refers to any work teachers do that involves analyzing situations, reflecting on past experience making judgment and decision and taking actions without the benefit of a standard protocol or uniform response that takes care of each and every problem they encounter.

The following are the steps needed for a teacher to undertake a critical incident analysis (CIA).

As a teacher you should ideally do a weekly audit to understand more about your practice.

In particular, it will help you to understand the assumptions that underpin how you analyses situations, make decision and take actions.

Think back over the last week

- Identify the critical incident that have happened during that time.
- A critical incident is an event that can be called to mind easily and quickly because you remember it vividly.
- We usually consider events to be critical when they are unexpected- a surprise
- They can be positive high or demoralizing lows

Choose the most memorable 2 or 3 critical incidents

For each incident do the following

1.Write a brief description of the incident, including details of what happened who was involved, where and when it took place and what made the incident critical to you. 2. List the assumptions you have as a practitioner that were confirmed by this incident. What was it about happened that led you to think that the assumptions you uncovered were accurate and valid?

3. List the assumptions you have as a practitioner that were **challenged** by this incident. What was it about what happened that led you to think the assumptions you uncovered might be inaccurate or invalid?

4. How did you try to check the accuracy of your assumptions that were challenged? If you were not able to check them out at the time, how could you check them in the future? What sources of evidence could you consult?

What different perspectives could be taken on the incident? As you think about it through the eyes of the other people involved, are there different ways the situation could be seen or that your behavior could be interpreted?

Topic 54 Examining Your Personal Filtering System

This screening process leads to differing perceptions of circumstances and events resulting in different interpretations and subsequently in different responses.

When we critically examine our screens, we can become more aware of how our screens may be filtering out potentially more effective responses to classroom situations.

Topic 55 Learning Through Conceptual Innovation

Learning through conceptual innovation Involves:

- Seeing farther
- Understanding deeper
- Making the right decision

It is not about

Working harder

Getting more resources

Increasing our collection of methods and tools

Conceptual Leaning

It is more about the reflective practitioner:

Re-Thinking: What is already known.

Renewing the concepts: We use for understanding.

Getting Wiser.

Learning through conceptual Innovation

Benefits of a concept- based Model:

- Facilitates synergistic thinking- the interplay between factual and conceptual levels of thinking.
- Requires deeper intellectual processing as students relate the facts to key concepts and principles.
- Develops conceptual structures I the brain to relate new knowledge to prior knowledge and to illuminate the patterns and connections of knowledge.
- Facilitates the transfer of knowledge at the conceptual level.
- Provides opportunities for personal meaning making through processes of thinking, creating and reflecting.

Topic 56 Technical and conceptual Learning

- We are more trained in learning new methods and techniques than for learning new concepts.
- One reason for this is that new methods impact on productivity almost immediately.
- But by limiting our learning to technical issues:
- We are not flexible enough when we are confronted by complex situations But by limiting our learning to technical issues:

We are not flexible enough when we are confronted by complex situations

We, and our techniques get out of date in a short period of time We get over learned in a few years, our curiosity decreases.

According to Dewey Schon and others concepts are cognitive tools for coping with the world and for solving problems.

- We are not flexible enough when we are confronted by complex situations
- We and our techniques get out of date in a short period of time
- We get over – learned in a few years, our curiosity decreases

Topic 57 Concept and Frames

We are more trained in learning new methods and techniques than for learning new concepts.

One reason for this is that new methods impact on productivity almost immediately.

Concepts determine the way a situation is perceived and framed.

Donald Schon says, — while a given situation can be conceived in a variety on ways, it is always a concept- structured situation.

- Concepts enable Perception and understanding

Concepts and Frames

With only a small number of concepts to draw on the reflective practitioner sees only a small part of what is actually being looked at:

Reality leads to sense making, the elements of reality that are not perceived and elements of reality that are perceived.

The process of concept formation has three important phases:

1: Perception: Experience or learning in any form is the starting point of the proves of concept formation.

2.**Abstration**: The mind analyses the perceived images an synthesizes what is common to all, neglecting what is not needed.

3.Generalization: After making such observation in the form of abstraction for a number of times we are able to form a general idea about common properties because of these we will develop a concept.

58. New Realities

Once we detect that something is new, we try to make sense of it by making analogies with others thinks we already know. We do that using old concepts and brining back our past experiences. Gradually we go through the process of extending and changing the old concepts and in some moment a new concepts emerges.

The interaction with new concepts triggers learning processes:

- The assimilation/incorporation of new concepts disturbs and transforms the knowledge we have about the world and ourselves.
- The emergence of new concepts changes the way we perceive and understand the world.
- New concepts emerge as new questions are made.
- Conceptual innovation is like reframing but deeper.

Reframing is a way of:

- Improving our understanding of a situation
- Solving conflicts and inventing new strategies
- Conceptual innovation enables you to rethink a whole group of situations
- It brings up a new set of possibilities

59 Paradigm Shift

A paradigm shift brings a new set of concepts:

- From things to people
- From product to process
- A paradigm shift brings a new set of concept:
- From teacher to student
- From standardizing to managing diversity
- From replication to inspiration
- From controlling to managing change and uncertainty

We represent the paradigm shift for the reflective practitioner in the following diagram:

New understanding lead to paradigm shift and emergent knowing

Paradigm shift= different kinds of learning

Single loop learning (Following the rules)

- Rigid strategies
- Spend time detecting and correcting deviations from the rules

Double –loop learning (changing the rules)

- Reflect on whether the rules themselves need to change
- Requires thinking outside the box

Triple-loop learning (learning about learning)

- Learning how to learn
- Searching for meaning and understanding

60. Theories-in-Use or Espoused theories

Action is not always consistent with formal beliefs.

- Theory-in-use is embedded in the logic of the action, it is the theory that commands the thinking of the action.
- Action is not always consistent with formal beliefs.

- Espoused theory is that theory used for arguing about the actions, it is the theory used for explaining the action to others but not necessarily for conducting the action.
- Frequently the theory –in-use and the espoused theory have important differences between them.
- Espoused theories are explicit but most theories in use are tacit.
- How to combine the espoused theories and experience for creating solutions?
- Reflective practice is about ownership of knowledge
- Reflective practice is about awareness of the knowledge we use, how we use it and how we can improve our action in real time.
- Reflective practice is about how our minds work and how we use and create theories in practical situations.
- It is about invisible and visible, tacit and explicit, blindness and sight.
- Reflective practice is about flexibility adaptation and effectiveness.

Topic 61 What is reflective writing?

Reflective writing is evidence of reflective thinking:

- Looking back at something (something that happened or an idea or a project) Reflecting writing is evidence of reflective thinking:
- Analyzing what happened (thinking in depth and from different perspectives)
- Thinking carefully about what it means for you as a professional

Reflecting writing is more personal than other kinds of academic writing.

We all think reflectively in everyday life but not to the same depth as that expected in good reflective writing for a reflective practitioner.

We already know that reflective writing:

- Describes
- Links theory to practice
- Questions experience
- Has a focus on improvement

Let‘s take a look at an example of reflective writing:

Example of basic reflective writing

Specific tasks were shared out amongst members of my team. Initially, however the tasks were not seen as equally difficult by all team members. Cooperation between group members was at risk because of this perception of unfairness. Social interdependence theory recognizes a type of group interaction called ‗positive interdependence‘ meaning cooperation (Johnson and Johnson 1993).

Topic 62 A Structure for Reflective Writing

A structure for reflective wring

Reflective thinking especially if done in discussion with others can be very free and unstructured and still very useful.

Even reflective writing can be unstructured for example when it is done in a personal diary.

Reflective writing however is normally carefully structured.

Description

- What happened?
- What is being examined?
- Keep this part short

Interpretation

- What is most important/useful/relevant about the object/event/idea?
- How can it be explained? From literature on the subject?
- How is it similar to and different from others?

Outcome

- What have I learned from this?
- What does this mean for my future?

Remember the following 4 key points

Reflection is an exploration and an explanation of events not just a description of them. Genuinely reflective writing often involves revealing anxieties errors and weaknesses as well as strengths and successes. This is fine, as lone as you show some understanding of possible causes and explain how you plan to improve.

It is necessary to select only the most significant parts of the event or idea on which you are reflecting.

Do not try to tell the whole story, this would be description rather than interpretation.

It is often useful to reflect forward to the future as well as reflecting back on the past.

Topic 63 Vocabulary for Reflective Writing 1

The following are a few suggestions for worlds and phrases that might be useful in reflective writing.

- Description:
- Because the range of events, ideas and objects can be so great it is not possible to suggest specific vocabulary to help you reflect.
- Remember
- We tend to talk of events using the past tense
- We tend to discuss theories or models using the present tense

Topic 64 Vocabulary for Reflective Writing 2

Reflective writing involves an exploration and explanation of an event. It may feel particularly difficult and more challenging than other forms of academic writing as it involves thinking and writing about anxieties and errors as well as successes in your interactions with an individual or when carrying out a practical task. Try to stand back from the situation and be as objective as possible. Although you are writing about your own experiences and feelings, you need to be as rigorous and thorough as you would be for any other assignment.

Key Features of Reflective Writing

Reflective writing is a way of processing your practice-based experience to produce learning. It has two key features:

1) **It integrates theory and practice.** Identify important aspects of your reflections and write these using the appropriate theories and academic context to explain and interpret your reflections. Use your experiences to evaluate the theories - can the theories be adapted or modified to be more helpful for your situation?

2) **It identifies the learning outcomes of your experience.** So you might include a plan for next time identifying what you would do differently, your new understandings or values and unexpected things you have learnt about yourself.

Using academic evidence in reflective writing:

You are aiming to draw out the links between theory and practice. So you will need to keep comparing the two and exploring the relationship between them.

Analyse the event and think about it with reference to a particular theory or academic evidence. Are your observations consistent with the theory, models or published academic evidence? How can the theories help you to interpret your experience? Also consider how your experience in practice helps you to understand the theories. Does it seem to bear out what the theories have predicted? Or is it quite different? If so, can you identify why it's different?

- **Be selective:** Identify challenging or successful parts of the encounter. Reflect deeply on a few significant aspects and learning points.
- **Discuss** your reflections with others to deepen your insight, improve your ability to express your ideas and help to explore a range of perspectives.
- **Collect evidence -** There are two sources of evidence which need to be used in reflective writing assignments:

1) **Your reflections** form essential evidence of your experiences. Keep notes on your reflections and the developments that have occurred during the process.

2) **Academic evidence** from published case studies and theories to show how your ideas and practices have developed in the context of the relevant academic literature.

Topic 65 Limitation of Self-Reflection

Habermas (1974) suggested that reflection requires a level of detachment and objectivity which can be confused by self-deception.

Look at the example which explores this:

Dr. Brown is worried about his class. He knows that if he does not stick to the time allocated for each section he will run out of time and the material at the end won‘t be covered.

	Perception	**Reality**
Problem	Poor time management	Can‘t relinquish control
Reflection	Questions reduce time to cover material	Time management because the problem and the disguise
Solution	Better lesson plans: don‘t allow question	Not discovered via reflection

This concern is then that there may be much that you keep from yourself (consciously or otherwise) and some of the thinking about your own process may remain unknown and unexplored.

A future concern relates to memory bias.

We tend to remember disturbing/ bad incidents more readily than the good ones. This means that more weight is given to reflection on what the teachers perceives as bad and this can impact on the accuracy of perceiving what happens in the classroom.

66 Strategies for Overcoming Barriers

There are always barriers before, during and after any reflective practice.

Some of these barriers are self-imposed. Others originate within an institution. We look at common barrier and what can be done to overcome them.

Lack of Time and Space to Reflect:

Using the journey to and from your workplace is a chance to reflect

Using the first 20 minutes after you learner have left for the day while events are still fresh I you mind.

Jotting down notes in a journal to reflect on when you have time later.

Talking with a trusted and honest colleague over lunch

A group discussion with several colleagues at the beginning or end of the week-perhaps this could be scheduled into the timetable?

Negative ideas about reflection:

It is common to find negative

Preconceptions about reflective practice.

This is because it can be a difficult and time-consuming process.

If you have negative3 preconception, discuss them with colleague who use reflective practice

Also consider trying it for yourself for a period of time, such as a term and see whether you can identify changes to your own practice.

Organizational culture

- Some organizations are supportive of reflective practice and your management might model reflective behavior. Others may not.
- At the level of the individual practitioner the aim of RP is not about changing the culture of your organization but about changing your own practice and skills. Do not be put off by a culture which does not embrace this. Be resilient

Fear:

RP can be an intimidating idea as it requires a critical honest and open view of yourself. This can be difficult.

If you find it difficult to be honest with yourself, see whether you can find a trusted and honest colleagues who can become your critical friend and help you identify situations or skills which could be improved.

Lack of knowledge and experience of RP

This can be a problem for new and experienced practitioner alike.

You need practice to be able to do it well.

Re-read about some of the theories discussed about RP and use some of the techniques to practice

See what works for you.

67. Professional competences 1

Professional competence can be categorized into three broad headings.

1. Professional values and practice
2. Professional knowledge and understanding
3. Professional skills and application
    1. Professional values and practices

The reflective practitioner should demonstrate a commitment to a personal code of values What would you consider to be core values for the teaching professional?

- Trust
- Respect
- Integrity
- Honesty
- Fairness
- Tolerance
- Commitment
- Equality
- Service

Developing competences

- A commitment to serve lies at the heart of professional behavior.
- Teachers need to exemplify these values in their relationships with their students.

Profession competences

In applying their values in a commitment to learners, reflective practitioners must exemplify these values in their relationships with their students.

Motivate and inspire students with a view to helping each realize his or her potential.

Developing Competences

Work with colleagues to create a professional community

Ensure that relationships with parents are characterized by trust and respect.

68. Professional Competences 2

Professional knowledge and understanding

- The reflective practitioner must ensure knowledge and understanding of the subjects they teach.
- Develop an understanding and knowledge of social and policy contexts for education.
- Develop knowledge and understanding of a range of strategies to promote and maintain positive behavior.

Developing competences

- The reflective practitioner must enhance skills for communicating effectively with students and colleagues.
- Develop knowledge and understanding and understanding of how to use technology to support student learning.
- Develop a knowledge and understanding of students social and community contexts and address the implications for learning arising from these.

69. Professional competences 3

- Professional skills and application
- In planning and leading the reflective practitioner must

- Set appropriate learning objectives/outcomes intentions, taking account of what students know, understand and can do.
- Plan and evaluate lessons that enables students to meet learning objectives /outcome/ intentions

Professional skills and application

- In planning and leading the reflective practitioner must manage workloads effectively and efficiently and maintain a work/ life balance.
- In teaching and learning the reflective practitioner must create and maintain a safe interactive and challenging learning environment.

Developing Competences

Use a range of teaching strategies and resources which maintain pace within lessons.

Employ strategies that motivate and meet the needs of students.

Secure and promote a standard of behavior that enables all students to learn, dealing with poor behavior in the context of school policies and best practice.

In teaching and learning the reflective practitioner must contribute to the life and development of the school.

Monitoring student‘s progress, giving constructive feedback to help students reflect on and improve their learning.

Select from a range of assessment strategies and use this information in their planning to make their teaching more effective.

70. Professional competences 4

- Professional competences 4
- Dimensions of Development:
- Developing Competences

As reflective practitioners progress in their careers they will encourage different challenges and expectations. This means

- Their condition grows
- They learn from experience
- As a consequence of this progression-
- The reflective practitioner becomes a more sophisticated teacher What is the framework for this reflection?

Dimensions of Development and developing competences o Greater complexity in teaching (e.g handling a large degree of diversity in the classroom).

- Use of a wider range of teaching strategies.
- Basing teaching on a wider range of evidence, reading and research.

Dimension of Development

Extending impact beyond the classroom and fuller participation in the life on the school.

- The capacity to exercise autonomy, to innovate and to improvise.
- A clear capacity for self-criticism and self-improvement.
- The ability to impact on colleagues through mentoring and coaching .
- Modeling good practice.

71. The Provisional Model 1

This model attempt to combine the strengths of the various approaches to reflective practice.

At the heart of the model are 4 core components

Developing competences

- Knowledge/ cognitive competence (i.e work-related knowledge and the ability to put this into use)
- Fundamental competence
- Personal/behavior (adopting appropriate behavior in work related situations)
- Values/ethical competence (making sound judgments in work-related situations)

The provisional Model 1

The core components are brought together in a coherent framework by an over-riding principle:

1. Meta-competences which include
2. Communication
3. Self-development
4. Creativity
5. Analysis
6. Problem-solving

72. The Provisional Model 2

Each of the 4 components is made up of

Let‘s look at each of these in turn:

a number of constituents, these are group of individual competences.

Knowledge/ Cognitive competence			
Tacit/practical this is knowledge linked closely to functional/ personal competences, linked closely to schon‘s reflection –in- action	Technical theoretical , this relates to underlying knowledge bases including their application, transfer, synthesis etc	Procedeure- this consists of the how what, when etc of the more routine tasks of teachers	Contextual- this is general background knowledge about educational/ teaching.

Functional Competence			

Occupation specific- these are the teaching specific tasks	Organizational/ process- these planning, organizing, managing, monitoring	Cerebral- these are mental activities like thinking	Psychomotor these are physical in nature like dexterity

Personal/ Behoove competence	
Social/ vocational these are things like self- confidence, task focus, stamina etc	Intreprofessioanl- these are behavior that are behavior that relate to interaction with other professions.
Values/ ethical competence	
Persoanl- these include such things as being directed by personal moral/ religious codes etc	Professional – including being directed by professional codes. Student-centeredness etc.

Outcomes

The metacompetences and the 4 core components (and their constituents) produce a range of outcomes:

Micro- Outcomes

- These are the broad overall results of professional activity
- These are the outcomes of very specific activities under any of the core components.
- These are the result of a partially completed activity.

Topic 73 Right Mental Attitude

The reflective practitioner must have the right mental attitude.

An analysis of Dewey's paradigm of reflective thought reveals that 3 attitudes are required in the process of reflective thinking. These are:

- Open- mindedness
- Responsibility
- Whole-Heatedness
- Open-mindedness is the most significant
- It refers to the ability to remain open to multiple, alternative possibilities.
- This means that the open minded teacher continuously question routine and practices their validity and value.
- In order for reflection, the teacher must have certain values and beliefs about learning that will lead to reflection.
- Therefore the reflective practitioner does not believe in one single truth or in one right way to teach and develops ways of knowing and patterns of reasoning.

Topic 74 The Professional Development Journal (PDJ) 1

- This is a written record of your experiences or and feeling about planning, preparing and delivering lessons.
- It wills certain general accounts of learning and will identify critical incidents.
- The PDJ is subjective – it is written by you and for you, So it provides a dialogue with yourself.
- The PDJ is also a place where you relate theory to practice.
- One of the most valuable functions of the PDJ is to help you identify development points for action planning.
- You should review your journal regularly for recurring themes
- It is important to get into the habit of written and to do it as soon as possible after the event.

- When you start writing, don‘t think too hard. Lets the writing flow and try to capture the experience and some critical incidents.
- Little and often is a good rule.
- Share your reflections with colleagues- it can be very helpful to find that colleague is experiencing the same uncertainties or difficulties.
- You can include diagram and drawings.
- To the description (what happened?) you need to add analysis (how, why?) evaluation (how effective was it?) and conclusion (suggestions for future practice).

Topic 75 The Professional Development Journal (PDJ) 2

Driscoll and Teh (2001) provide a simple but very useful framework for reflection based on three questions:

- What?

Description of the event So what?

- Analysis of the event

Now What?

- Proposed actions following the event
- They also provide a list of trigger questions

What?

- What happened?
- What did I see/do?

So what?

How did I feel at the time?

What were the effects of what I did (or did not) do?

Now what?

What are the implications of what I have described and analysed?

How can I modify my practices?

Layout:

- You can design your own template for your PDJ
- Using the following categories (headings) can help
- Description
- Analysis and evaluation
- Conclusion for future practice
- Use split page or two page approach (LHS to record description and RHS for reflection)

Topic 76 Critically Incidents

- These are specific occurrences within teaching and learning which you consider significant or important
- Critical incident may be positive or negative
- They could be described as light bulb moments a sudden realization

Examples:

- Being faced with behavior difficulties with learners
- A refusal by a student to engage in an activity You might realize that you have been talking for too long How can Critical Incidents be used?

- Reflecting on critical incidents is a process to aid analysis and increase the potential for positive outcomes
- Analysis of a critical incident can take place at any point
- Congratulations and affirmations
- Immediate action
- Not resolved
- No action but the you feel better for talking about it
- Can be used in different ways to produce narratives based on the recall of an experience
- For example, critical incident reflection can be of a one-off event/ experiences about the same issue/focus.

Topic 77 Reflective action planning

This involves being helped to:

- Select a specific target (effective rules ad routines or widening our range of strategies)
- Plan a program of discussion and observation over a fixed period
- Evaluate your effectiveness

This involves being helped to:

- Plan a program of discussion and observation over a fixed period
- Evaluate your effectiveness

This is about

- Identifying opportunities to discuss, reinforce and develop practice
- Deciding what evidence of planning and practice goes into professional development

An effective action plan is one that:

- Build on your career entry profile
- Has been discussed and agreed with your manager
- Is precise

An effective action plan is one that:

Answer the following questions-

- What is my priority and what do I want to achieve?
- What am I going to do and when?
- Who/what will help me?
- How will I collect evidence
- How will I know if I have been successful?
- This is the area for development
- What do I want to do with greater confidence and more effectively?

What am I going to do and when?

- This is action
- For example, — I will discuss school expectations with my head of departmentǁ.
- Support arrangement
- I will lesson planning with my colleagues

Topic 78 Indicators of Reflective Practitioner

- There are key learning and teaching practices which contribute to effective pedagogies
- These identify the key attributes of he effective reflective practitioner
- Intellectual quality
- Higher order thinking
- Deep understanding
- Substantial conversation
- Meta-language

These can be operationalized with the following questions:

Intellectual Quality

These can be operationalized with the following questions:

How do I use student prior understanding and experiences to support new understanding and experiences?

How do I encourage my student to be agents of their own learning?

How do I move students higher order thinking?

- Supportive classroom environment
- Student direction
- Social support
- Active
- Engagement
- Co-construction of learning
- Self-regulation

How do I collaboratively plan aspects of the curriculum with my students?

How do I motivate learning?

Engagement with different

Cultural/ contextual knowledge

Group identity

Narrative

These can be operationalized with the following questions:

How do I acknowledge respect and value student diverse and complex identities?

Topic 79 5-Key Features of Reflection

Teaching is a complex activity, in which decision are made in complex contexts. In addition, there are theoretical perspectives to consider and the process of reflection brings all these aspects together.

There are some key features of reflection that are widely considered

1. Reflection results in learning- through changing ideas and your understanding of the situation.
2. Reflection is an active process and is more than thinking or thoughtful action
3. Reflection involves problematizing that practice is not without dilemmas and issues.
4. Reflection is not a linear process but a cyclical one where reflection leads to the development of new ideas which are then used to plan the next stages of learning.
5. Reflection encourages looking at issues from different perspectives, which helps you to understand the issue an scrutinize your own values, assumptions and perspectives.

Therefore when the term critical reflection is used, it refers to a combination of the analytical, questioning (0or critical thinking) and reflective approaches.

Topic 80 Ensuring Reflection Leads to Learning

There is a distinction between surface level reflection (routinized) bland and unthinking and a deeper level (conscious control, self-analysis metacognition). Many theories make a distinction between common sense thinkers and those who are pedagogical thinkers. This distinction gets to the heart of how to ensure reflection is an effective learning tool.

Laboskey defines common sense thinkers as those who reflect in an unconscious way, suggesting they are happy to use a trial and error approach to learning to address short term issues that are context specific.

Pedagogical thinkers are more conscious of their action asking the questions what is my intuitive response to this and why am I feeling or action this way? Labosky suggests that it is by taking conscious control that pedagogical thinkers take a long term view of how to solve problems .. remaining open to learning … recognize there are no simple answer and the conclusion they reach are likely to be tentative) Laboskey in Cartwright, 2010).

4 principals for learning

1. Continuous reflection
2. Connected reflection
3. Challenged reflection
4. Contextualized reflection

Continuous reflection

- This ensure that reflection is an on going component in learning. Often short-term experiences can leads to more complex long term involvement which gives the teacher extensive material for observation, reflection and experimentation.

Connected Reflection

- This is essentially the component that links experimental learning to formal training

Challenging Reflection

- .This is the teacher being prepared to pose questions and propose unfamiliar or even uncomfortable ideas for making changes

Contextualized Reflection

- .This ensures that the reflection activities or topic are appropriate and meaningful in relation to the experiences of the teacher.

Topic 81 Tools for Reflection

Reflective Journals

- Most frequently used
- Involves teachers in self-assessment, collaborative critique, self-reflection and goal setting
- May become a shared dialogue with a colleague
- May be an individual journey of professional self-reflection
- May be supported by a framework (list of questions/checklist etc)

Tools for Reflective Journals

- Reading response Journal
- Teachers reads recommended content and then record responses in the journal Double entry Journal

- Involve a statement of context on the left hand side and reflections and proposed actions on the right hand side.
- Based on Smith‘s (1989) 4 phase model of describe, inform, content, confront and reconstruct. Interactive Journal
- The teacher share the journal writings with an audience
- Provides encouragement and deepening reflection
- Dialogue Journal
- Supports the process of deconstructing and reconstructing experience.
- Helps teachers make sense fo the conceptual and theoretical understandings about teaching
- Narrative journal
- The teacher reflects on the various and beliefs which form the essence of teaching
- Teachers can draw inferences from experience
- Practicum Journal
- Provides guiding questions about teaching
- Enables teachers to critique and modify their teaching
- Self- assessment framework help to develop reflective skills
- There are many different self- models which teachers can use

Portfolio

- A collection of structured professional artifacts that demonstrate accumulated knowledge, skills and practice
- Paper-based or electronic
- Teachers can portray higher level cognitive thinking and selfreflective growth

Topic 82 Social Criticality

Being socially critical means starting with reality, with seeing injustices and contradictions and beginning to overturn reality by reasserting the importance of learning.

- Only when teachers take an active reflective stance are they able to challenge the dominant —factoryǁ metaphor of the way many schools are conceived, organized and enacted.
- In theorizing practice and practicing theory, teachers are able to see reflection as embedded deeply in our teaching, rather than something that we do to it afterwards
- Social development is based on:
  (a) Received knowledge- the intellectual content of the profession
  (b) Experiential knowledge classroom experience PLUS reflection
- Dialogue and discussion are central to development
- Articulation of ideas is crucial to shaping pedagogical thinking.
- Cooperative development involves another
- Self-development is based on social constructivism:
  (a) The mind is mediated by language
  (b) Understanding is jointly constructed through dialogue
  (c) Teachers are guided to higher planes of understanding through dialogues they have with other professionals
  (c) Knowledge is socially derived

  Self –development is based on social constructivism:

  E)Learning takes place in ZPD) zone of proximal development)
- The process of reflection allows reflective practitioners to develop an —inquiry stanceǁ on their practice and construct their own knowledge base and their own professional skills.
- Teachers advance their effectiveness through **reflective practice** by challenging uncritically accepted assumptions.

Topic 83 Hegarty"s Reflective Framework

The framework consists of a template that you can follow t structure your reflective writing in three steps. This encourages you to move beyond basic description about your experience to analyze your actions, learning and emotional reactions an thus examine your practice more critically and from different perspectives

- **Take notice an describe the experience-** pay attention and record what happened: What did you do , know , feel, think, need? What decisions were made?
- Analyze the experience- what were the actions and decisions and why these actions and decision? What was your reaction?
- Reflect, take action- what did you learn? How will you use this learning?
  Plan how you will apply this learning

Topic 84 Personal Practical Theory (PPT)

Researchers exploring the relationship between teacher beliefs and their classroom practices found that teachers experiences impact what they believe teaching should be like and that teachers form their own theories in teaching.

- PPT is the systematic set of beliefs (theories) guiding teachers practices (practical) that are based on their prior life experience (personal).
- What does this mean for the reflective practitioner?

- Surfacing their PPT enables teachers to be more aware of their rationale for on-going decision making and empowers them to become reflective practitioners.
- Develop your own PPT
- You can use the following chart
- There are no right or wrong answers

Topic 85 Professional Identity

What is it?

- A more or less conscious apprehension of what constitutes good and professional teaching and learning (Huggen 2005)
- Develop through participation in professional communities in cooperation with others on concrete tasks (Wenger 1998)
- Knowledge and skills are transmitted through language an communication Vygosky 1978)
- Theoretical perspectives and the habit to reflect must be experienced by teachers as normal teaching activities.
- Reflection in Teacher Development
- Practice oriented reflection (practice as training)
- Based on experiences and what works
- Theory is not important
- Professional reflection (practice as education)
- Critical reflection, self-reflection Theory is an important tool.
- Professional reflection is necessary to educate authoritative independent teachers
- Reflection in advance
- Central to intellectual and professional growth
- Reflection is mostly instrumental/practice oriented, focusing on —technicall

Aspects and what the students could have done better.

Topic 86 Developing Professional Identity

- Meaning is constructed through communication and cooperation in concrete situations
- By participating in normal teacher activities together with competent others as legitimate peripheral members
- Mentors are competent teachers serving as models for the reflective practitioner.
- Professional growth, thus implies that reflective practitioners meet mentors who focus on professional aspects of teachers work
- Experience critical reflection / thinking and pedagogical argumentation as part of professional teaching practice Assumption are verbalized and challenged.
- Experiences with theory based practice will inform the reflective practitioner that critical reflection and theoretical perspectives are normal parts of professional competence.
- Such experiences will, thus be expressions of competence and good teaching (professional identity)
- The construction of a professional identity and its development are individual maturation processes
- It begin when one enters training for the professional as a novice and these processes evolve through many development stages, Until finally one perceives one‘s professional identity

Topic 87 Multiple Intelligence Theory and the Reflective Practitioner 1

The benefits of utilizing (MI) theory in educator professional are multifold

1. It emphases the process of learning in delivering desired outcomes
2. It promotes thoughtful consideration of learning experienced in a variety of diverse modalities
3. It generates a broad survey of experiences across levels and disciplines
4. It encourages development of strategies beyond the strengths and interests of the teacher
5. It provides a varied pacing of activities throughout the development experience
6. It fosters authentic, real-world experiences that promote deeper understanding
7. We can represent the multiple intelligences diagrammatically.

Topic 88 Multiple Intelligence Theory and the Reflective Practitioner 2

- There are now nine Mls

  Multiple

  Intelligence

  Theory and the reflective practitioner

- How does the reflective practitioner‘s approach their professional identity growth when applying MI theory?
- Let‘s Consider each path to Growing professional identity
- Path to growing professional identity
- Visual/Spatial: Learning visually and organizing ideas spatially. Seeing concepts in action in order to understand them.

  The ability to —seell things in one‘s mind in planning to create a product or solve a problem.

Verbal/Linguistic

- Learning through the spoken and written word. This intelligence was always valued in the traditional classroom and in traditional assessment of intelligence and achievement.
- Mathematical/Logical

Learning through reasoning an problem solving. Also highly valued in the traditional classroom where students were asked to adapted to logically sequenced delivery of instruction.

- **Bodily/kinaesthetic** learning through interaction with one‘s environment. This intelligence in not the domain of overly active learners. It promotes understanding through concrete experience.
- **Musical/rhythmic** learning through patterns, rhythms and music. This includes not only auditory learning but also the identification of patterns through all the senses.
- **Intrapersonal learning** through feeling, values and attitudes. This is a decidedly affective component of learning through which we place value on what we learn and take ownership for our learning
- **Interpersonal learning** through interaction with others. Not being simply talkative or overly social. This intelligence promotes collaboration and working cooperative with others.
- **Naturalistic learning** through classification categories. The naturalist intelligence picks up on subtle differences in meaning. It is not simply the study of nature. It can be used in all areas of study.
- **Existential learning** by seeing the big picture. Why are we here? What is my place in my family, school and community? This intelligence seeks connections to real world understanding and application of new learning.

Topic 89 Multiple Intelligence Theory and the Reflective Practitioner 3

How does multiple intelligence translate into activities/actions for the reflective practitioner?

Verbal

Lecture, reading, writing, reporting, presenting, reciting, discussing, online discussion

Logical

Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching.

Visual

Observing, symbolizing, drawing, outlining, conceiving, imagining, visualizing, video.

Kinesthetic

Building, imitating, performing.

Musical

Listening, patterning, mirroring, repeating

Intrapersonal

Supporting, advising, advocating, characterizing, defending, evaluating, judging, challenging

Interpersonal

Sharing, leading, helping, managing, collaborating, influencing, team-building

Naturalistic

Categorizing, contrasting, classifying, organizing, semantic/concept mapping, graphing

 For any sort of identity-building activity, you should focus on at least there intelligence but no more than five intelligence.

Topic 90 Making professional identities through a Mentor

- Finding a mentor in your work place can have a significant effect on both the mentor and mentee regarding professional identity and development
- Under a formal mentoring process the mentee not only reaches the competency level of the mentor but grows beyond the established baseline along with the mentor.
- The mentor may share materials but also goes beyond the sharing and moves into the development of materials within a collaborative relationship. This requires reflective practice and collaborative planning coupled with a joint action plan by the mentor and mentee.
- Through this process both mentor and mentee (the reflective practitioner) can soar to new heights of professional growth and competence.

Seeking a Mentor? Know the functions of Mentoring

- Teaching

Teaching the skills that teachers practice on a daily

- Sponsoring someone who can identity your strengths and advise as to what activities would be most successful. Sponsoring then requires the mentor to support you when you attempt a new practice.
- Encouraging

Encouraging is a key mentor function. By helping you see the positive side of your teaching practice and building on those reflections, the mentor is supporting and encouraging your growth.

- Counseling

Counseling is the fourth function of mentoring. You need sound advice regarding teaching practice, professional conduct and the culture of the school and community. Briefing

The fifth function of mentoring is befriending, you need someone to whom you can speak freely.

Topic 91 How does Reflective Practice support professional practice?

- Consider the conscious competence model

1. Unconscious Incompetence

Not aware of the skill (and lack of skills) and its relevance

The Conscious Competence Model

2. **Conscious Incompetence**

(awareness of the existence and relevance of the skill)

3. **Conscious competence**

Can perform a skill at will

4. **Unconscious Competence**

The skill is so practiced that it becomes second nature

The Competence Model

1.Demonstrates how the teacher moves through different levels of awareness

2. The teacher can repeat any stage of the model given the right circumstances

e.g. Teaching a new subject = unconscious incompetence.

The model highlights two factors that affect our thinking as we learn a new skill: Consciousness (awareness) and skill level (competence).

According to the model we move through the following levels as we build competence in a new skill:

Unconsciously unskilled –we don‘t know that we don‘t have this skill or that we need to learn it.

Unconsciously unskilled we know that we don‘t have this skill. We know that we have this skill.

Unconsciously skilled- we don‘t know that we have this skill (it just seems easy).

This creates the ladder of learning:

Referring t the model either as a matrix or as a ladder helps the reflective practitioner in a number of ways.

Topic 92 Applying the conscious competence Model of Level 1Unsconsciously Unskilled

- At this level , you are blissfully ignorant, you have a complete lack of knowledge and skills in a specific area and you‘ re unaware of this. Your confidence therefore far exceeds your abilities.
- To remove out of level 1, use tools like a personal SWOT analysis Training Needs Assessment to identify your strengths and weakness and to understand which skills you need to learn.
- As part of this , ask other people for their input, so that you can uncover weaknesses and skill needs that you might otherwise miss.
- Also make sure that you understand your learning objectives there‘s no point learning skills in areas that don‘t align with your personal or work goals.

Level 2- Consciously Unskilled

- By this stage, you have discovered that you need to learn new skills. You realize that others are much more competent than you are, and that they can easily do things that you are struggling with.
- This level can be demoralizing, causing you to lose confidence or even give up on your learning efforts. Therefore, its important to stay positive at this stage.

Level 3. Consciously Skilled

- At this level, you know that you have acquired the skills and knowledge you need. You put your learning into practice regularly and you gain even more confidence as you use your new skills.
- You still need to concentrate when you perform these activities but as you get more practice and experience these activities become increasingly automatic,

Level 4. Consciously Skilled

- At this level, you use your new skills effortlessly and you perform tasks without conscious effort. You are completely confident of success.
- Once you master one set of skills, its importance to learn more if you want to continue to grow.
- A good way to do this is to teach these new skills to others in your organization.
- This will keep information fresh in you mind, deepen your understanding and give you a rewarding way to pass this knowledge on to others.

93.Learning to Learn

- Ability to pursue and persist in learning
- To organize one‘s own learning
- Effective management of time and information, both individually and in groups
- Awareness of one‘s learning process and needs.
- Identifying available opportunities
- Ability to overcome obstacles in order to learn successfully.
- Grouping, processing and assimilating new knowledge and skills as well as seeking and making use of guidance.
- To build on prior leaning and life experience in order to use and apply knowledge skills in a variety of contexts
- Motivation and confidence are crucial to an individual‘s competence

Learning Perspectives

 Learning orientations

1. Individual
2. Group or team
3. Organizational

Learning Approaches

- Causes of situations
- Not subjects

94. The Jo-Hari Window (Self- Evaluation in Practice)

- The Johari Window is a communication model that is used to improve understanding
- For individuals
- Between individuals
- The work —Joharill is taken from the names of Joseph Luft and Harry Ingham, who developed the model in 1955.
- That you can build trust with others by disclosing information about yourself.
- There are two key ideas behind the tool:
- That, with the help of feedback from others you can learn about yourself and come to terms with issues.

Explaining The Jo-Hari Window

- The Johari Window is shown as a four quadrant grid, which you can see in the following diagram.
- 1. Open area (quadran 1). This area represents the things that you know about yourself and the things that other know about you. This includes your behavior knowledge, skills, attitudes and public history.
- Blind area (quadrant 2). This area represent the things that you aren‘t aware of but are known by others. This can involve simple information that you do not know or it can include deeper issues.
- Hiddem Area (quadrant 3) This area represents the things that you know about yourself but that others don‘t know.
- Unknown area (Quadrant 4) This area represents the things that are unknown by you and are unknown by others.
- The ultimate goal of the Johari Window is to enlarge the open area.

95. Using The Jo- Hari Window

- The Johari Window is a communication model that is used to improve understanding
- For individual
- Between individuals

The process of enlarging your open area involves self-disclosure. Put simply, the more you open up your thoughts, feelings, dreams and goals, the greater will be your self-awareness. There will also be greater trust within the team.

An importance aspect of enlarging your open area is accepting feedback from others.

This feedback helps you learn things about yourself that others can see but that you can‘t.

This is important for professional growth.

Self-assessment is an integral part of a teacher‘s professional growth and development. It encourages the teacher to identify his or her own strengths and weakness.

Prepares teachers for a discussion on performance and improvement. Could lead the teacher to collaborative planning of goals for continued professional growth.

The objectives of teacher self- evaluation are teacher‘s satisfaction an excellence in education.

96. The Jo-Hari Window in the Team Context

- You have to keep in mind that established team members will have larger open areas than new team members.
- New Team Members start smaller open areas because they haven‘t yet had the opportunity to share much information about themselves.

Feedback

- The main importance of feedback in this process can‘t be overstated. It‘s only by receiving feedback from others that your Blind area will be reduced and your open area will be expanded.
- Group members should strive to help other team members to expand their open area by offering constructive feedback.
- The size of the open area can also be expanded vertically downwards into the Hidden area, as people disclose information and feelings to the group.
- You open area is expanded vertically with self-disclosure and horizontally with feedback from others on your team.
- By encouraging healthy self-disclosure and sensitive feedback, you can become part of a stronger and more effective team.

97. Theory, Pedagogy and Reflection

Research shows us that critically reflective teaching practices encourage teachers to:

- Regularly evaluate their approaches to teaching
- Understand more about the positive impacts of high-qualify effective pedagogies on children‘s learning.
- Draw on alternative teaching strategies to help children to learn when familiar methods fail.
- Co-construct learning with children and other partners so it is responsive to the child family and community.
- It involves analyzing your own learning and teaching practices that contribute to effective pedagogies.
- These are:
- Understanding children
- Building relationships
- Establishing flexible learning environments
- Creating contexts for learning
- Exploring what children learn
- This means that teachers hold roles and view children through various lenses and recognize that their personal and professional identities are continually evolving
- This raises questions for how you link theory, pedagogy and reflection.

98. Application

Common sense tells us that

- Reflection is about questioning the given to bring about clarity in unclear situations
- A difficult process especially when it support changes in behavior and it is something that needs to be taught
- Often linked with criteria associated with wisdom.

Unconscious incompetence

- Not knowing what you don‘t know

Conscious incompetence

- Recognizing the gap in your knowledge

Conscious competence

- Being able to do things that you couldn‘t do before but needing to think these things through carefully

Unconscious competence

- Being able to do something skillfully without having to consider everything closely
- Teaching is a complex profession. It is never static and the work which practitioners undertake is by no means mechanistic.

99. Reflective Practice and Professionalism

What constitutes professionalism

Autonomy

- There is a conflict between the unpredictable nature of the contexts we teach in and centralization of control in education.

Professional Knowledge

- Subject specialist knowledge
- Pedagogic knowledge

Responsibility

- Accountability
- Professional values

RP and Professionalism

Rigor and Relevance

The most relevant problems for students and for society are in messy and swampy situations where the research –based theories do not apply. (because of a new problem or problems are not well defined, there is no theory or contradictory theories).

It professionals remain in the high grounds where they can apply their research based theories then their work will be non- relevant.

Most of the important problems our society is facing are new and not well- defined.

To tackle these problems professionals will need a lot of artistry They will need to apply a set of skills that go far beyond their theoretical base.

Topic 100 Good Professional Standing

Commitment to Learners Teachers will:

Maintain professional relationships with those learners entrusted to those learners which respect the learner as a person as a person and encourage growth and development

Acknowledge and respect the uniqueness, individuality and specific needs of each student and thus provide appropriate learning experiences.

Aims to motivate and inspire students with a view to helping each realize their potential.

Wok with colleagues and others to create a professional community that supports the social, intellectual, spiritual/moral emotional and physical development of students.

Promote collegiality among colleague by respecting their professional standing and opinions and in that spirit be prepared to offer advice and share professional practice with colleagues.

Cooperate where appropriate with professionals from other agencies in the interest of students.

Ensure that relationships with the parents, in their capacity as partners I the educational process are characterized by respect and trust.

Respect confidential information relating to students or colleagues gained in the course of professional practice, unless the well-being of an individual requires disclosure.

Topic 101 Personal Challenges to Effective Relative Practice

Personal Challenges to Effective Relative Practice

- Misplaced experiences
- Pre-conceived notions
- Misconceptions
- Personal preferences
- Egotism
- Pride
- Educational Philosophy
- Life

Over-coming Personal challenges to Effective Reflective Practice

Misplaced Expectations

- Be honest with yourself
- Ask colleagues as critical friends
- Pre-conceived notions
- Refer to the literature
- Refer to a mentor experience colleague
- Misconceptions
- Use checklists
- Develop checklist with colleagues
- Use colleagues as critical friends
- Personal Preferences
- Be honest
- Learn to learn from failure
- Be flexible – watch colleagues to see how they teach
- Egotism
- Try to be realistic- you can‘t be perfect
- Observe other teachers
- Ask teachers to observe you and feedback
- Pride
- Identify and confide in a critical friend at work
- Educational Philosophy
- Always take time to discuss with others you beliefs and assumptions about teaching and learning

Topic 102 Questioning

It is useful to explore some key questions to help you move from theory and discussion t practice and application.

- Be backward-looking
- How much did you know about the subject before?
- What process did you go through to plan your lesson?
- Have you done a similar kind of work in the past?
- In what ways have you become better at teaching?
- In what ways do you think you need to improve?
- What problems did you encounter while you were working on this piece?
- How do you feel about your work? What parts of it do you particularly like?
- Dislike? Why? What did/do you enjoy about it?
- What were your beliefs that informed your teaching?
- Did you meet your standards
- What were your goals for the lesson? Did your goals change as you taught?

Be Outward-looking

- Did you teach in the way other people teach?
- In what ways did you do it differently.
- In what ways your approach similar?
- If you were manger, what comments would you make about your teaching?
- What grade would you give it? Why?
- One thing I would like to improve upon is
- What would you change if you had a chance to teach over again?
- What will you change in the next lesson?
- What‘s one goal you would like to set for yourself for next time?

What would you like to spend more time on in school?

- What might you advise a new teachers to do?

Topic 103 What are Frames

Frames help us perceive, understanding and describe situations.

What are Frames?

- Frames are particular ways of making meaning of the complexity of situations
- Frames are structures of beliefs, perceptions, values and appreciations about a situation, most of them underlying conscience..
- From the multiple components of a situation we select a particular set with which we try to understand the situation and to transform it.

The Process of Framing

- The starting point is a vague image of a reality named by Jon Dewey as a — problematic Situation‖/
- This situation is named and framed selecting a few salient /features and relations multiple elements of the complex reality
- These elements receive a coherent organization, and are used for describing what is correct and what is wrong with the situation or what is the problem
- The direction for the transformation of the situation will come from the elements established in the frame.

- Rhetorical and Action
- Rhetorical frames are related with espoused belief and are used for arguing about a situation

Action frames are related to policies in use. They are used for dealing with the situation.

Frames and Metaphors

Frames frequently use metaphors as a way to develop and or to communicate their particular logic. Metaphors are of great utility for explaining and for thinking with a particular frame.

- Based on a metaphors, the action look more familiar and consistent with the requirements of change of the situation.
- There is a double-sided interaction between frames and interests.
- The teacher‘s interests influence the way they frame the situation
- But the frames of the teachers also shape the way they perceive their interests
- These both relation tend t be tacit and invisible for the teachers.
- Circularity of Frames
- In conflicting frames there is no way of falsifying a frame with valid data.
- When we arrive to situations where different frames are resistant to critique we are in a situation that is not normal.
- Frames are mostly tacit
- — The frames that shape policies are usually tacit, which means that we tend to argue from our tacit frames to our explicit policy‖
- — We are usually unaware of their roles (of the frames) in organizing our actions, thoughts and perceptions‖

Topic 104 Frames 2

In most cases, we are not working with problems but with messy situations

- The process of going from the messy situation to the problem is the process of framing
- The names we give things are important – they determine how we will work with them in our mind
- Then we organize them and we describe what the problem is
- Frames 2
- In the same way that Schon talks about espoused theories and theories in use , he talks about rhetorical frames (espoused polices) and action frames (policies in USA)
- Rhetorical frames are weapons used to attach other frames and convince people that our frame is a good one
- The frame that wins is the one that can expose the weaknesses in other frames, while hiding its own weaknesses.
- Frames work with metaphors
- When we create a frame for a situation, we always use a metaphor
- Frames are not things that emerge from scratch, they are always connected to a metaphor
- Changing the metaphor is a very powerful way of changing the frame.
- The way we frame a problem affects how we perceive our interests.
- It s difficult to discover the limits of our thinking – we always believes our framing is consistent. It usually is not possible to convince someone that their frame is inconsistent by giving them more information, since that information will be processed into the existing frame.

Frame 2

- The frame is able to digest information
- So basically more data won‘t ever change frames and we need to engage people at the level of their assumption.
- The frame gives meaning t the information by its own logic. Most frames are tacit we are not aware of the way we frame situation or of the way other people are framing the same situation
- The way to solve this difficulty is to try to make the frames explicit
- Finally, when we are discussing other frames, we need to bring their meaning to own frame.

Frame 2: Try this activity in framing a problem

- 1.Define the problem? (
- 2. Why is it a problem? (this is about your reasoning in defining the problem)
- 3. What are the factors that contribute to problem? We can talk here about causes, context, conditions that allow the problem to exist
- 4. What do you see as the impact of the problem
- 5. Analyze for consistency and completeness.

Topic 105 Analyzing Frames 1: Discovering underlying assumptions and values in frames

- Look at the following example Barrier
- No Licensure: We need to remove the inconsistencies between different education providers
- Quality of Teachers Education: We need to ensure that teachers are being prepared according to uniform standards
- Common Inspection Framework: We need to have a system of checking the quality of education across al providers
- Assumptions
- Assumptions are belief about the world
- 90% of students are happy in our school
- Education improves the quality of life
- The first type of assumption is situational
- The second type of assumption is theoretical
- If a belief is tacit in our thinking we name it as — assumption‖, once it is made explicit it becomes a hypothesis.
- What are values
- Values are criteria that we use for deciding if a situation is desirable or undesirable or if an idea is a good one or a bad one:
- Being secure or insecure (security)
- Being treated fairly or unfairly (justice)
- Every time we frame or evaluate situation we apply values.

Frequently values are tacit.

What are Values?

- In the example quality of Teachers Education: We need to ensure that teachers are being prepared according to uniform standard‖ the quality of teaching is a value

In the example — common inspection Framework: We need to have system of checking the quality of education across all providers, how schools provide education is a value.

Frames, Assumption and the Thinking Box

- Every time we frame a situation we base elements of our frame in belief about the world, but we are not aware of them
- The discovery of assumption is easier when we are out of box. People who disagree with our frames are more acute for identifying our assumptions.

Topic 106 Analyzing frames 2: Discovering Assumptions

- Assumptions are beliefs that are behind the causal relation of our frames
- If —assumption A‖ then B generates C.
- A possibility for discovering assumption is to go through the components and the causal relations of the frame asking :why‖ they are stated in that particular way.
- The assumptions should be falsifiable . It means that it should be possible to get information for verifying if an assumption is real or not.
- Exploring assumptions

- If a situation is framed as a problem generated by a group of factors and a scenario that is resulted from the problem then the exploration of assumptions may go back through the causal relations of the frame.
- Let‘s look at this in diagram form
- Why___ Problem, ____ Future Scenario

Questions for Exploration

- Why the scenario or one component of it is generated by the problem or a component of it?
- Why the factor A contributes to the problem?
- Which condition is required for the work of causal relations?

Values

- Why do you think it is a problem?
- Which values are threatened by the problem or by the scenario?
- Which motivations are behind the way the situation were framed?

Topic 107 Interpolating Concepts and Ideas

Theories –in-use- are means

- For exploring concepts
- Developing ideas

Schema of Theory and Action

- A theory of a action is a set of interconnected propositions that have the same referent (the subject of the theory)
- For example if you want to achieve consequence c, under assumptions a1, a2, aa3, an , do action a
- Theories are vehicles for explanation, prediction or control.
- Theory- in-use
- Agyns an Schon say that theory-in-use is.
- Existing theories people have that already determine practice. We call these operational theories of action theories in –use to distinguish them from the espoused theories that are used to describe and justify behavior.
- Agries and Schon say that theorie in-use
- Help teachers remain blind to the actual degree of their ineffectiveness.
- There is a theory –in-use of building design (for architects)
- There is a theory in –use for diagnosis and treatment of disease (for physicians)
- Theories in-use are means for getting what we want.

How to Make Theory in- use- visible

- We can construct someone‘s theory in-use from observations of behavior
- This includes recognizing general characteristics.
- The governing variable
- The action strategies
- The principal assumptions

Interpolating concepts the Theory and Ideas

- Clues for discovering the Theory-In-Use
- Reconstruct the espoused theory and /or the action strategy
- Look for the assumptions through the — Cahin of Whysǁ Look for the relations among the assumptions.
- Discover the governing variables of Espoused theory and
  - /or the action
- Construct the theory in-use based on these elements
  - Requirements for Discovering the theory-in-use

Internal commitment to discovery

- Public testing of theory assumptions and data
- Clear distinction between the self and assumption (nondefensiveness)
- Look for valid information
- Aptitude for reframing

Topic 108 Promoting reflective practice through inductive action planning

- As a teacher you will be learning every day.
- Knowing what you have learned or what you want to learn from practice and experience needs some planning This will be helped by inductive action planning Essentially this involves:
- Selecting a specific target (e.g. effective rules and routines in class, widening your range of strategies, effective use of ICT etc)
- Plan a program of discussion, observation and training over a fixed period

- Evaluate your effectiveness
- Reflect on your own development and select further targets.

Inductive action planning is therefore about

- Identifying opportunities for you to discuss, reinforce and develop your practice
- Helping you decide what information/data of your planning and practice you can use as evidence of your development

Promoting RP through Inductive Action Planning

An inductive Action Plan will be one that

- Builds on your career profile is precise
- Answer the following questions
- What is my priority and what do I want to achieve?
- What am I going t do and when?
- Who what will help me?
- How will I know whether what I have done has been worthwhile?
- How will I collect information?
- In detail, an inductive action plan will
- Identify your priorities
- At this stage of the year what precisely do I want to be able to do with greater confidence and more effectively?
- Eg. Motivate the class?
- Plan, mangage and evaluate the teaching or reading
- Identify what you will do and when
- E.g I shall discuss school policy and expectation with my principal, I can attend a course which I will help me think more deeply about my practice: I shall see school policy in practice by observing colleagues and discussing issues with them.
- Identify who can support you
- E.g I shall enlist the support of my head of department , I shall engage in some background research.
- Identify Success Criteria by identifying
- What has been worthwhile
- My planning now demonstrates
- Through being observed and discussing the lesson I am clearer about my strengths and priority areas for development in
- Identify how you can demonstrate your development
- I have exampies of the new lesson planning that I am doing
- I have examples of the resources I m using
- A copy of my appraisal report
- Responds to and support your day to day teaching activity
- It is directed by you.

Topic 109The Reframing Matrix 1

- Things look different when you change the perspective
- When you are stuck on a problem it helps to look at it from another perspective This can be all that you need to do to come up with a great solution.
- However, it is sometimes difficult to think what these perspectives might be.
- Using a reframing matrix relies on the fact that different people with different experience are likely to approach problems in different ways.
- Reframing helps to put you in the minds of different people- imagine how they would face these problems and explore their solutions.
- Step 1: Draw the Grid
- Start by drawing a simple four-square grid Leave a space in the middle to describe your problem The boxes are for your different perspectives.
- Step 2: Decide on perspectives
- Decide on 4 different perspectives to use in your matrix.
- Use the 4ps approach:
- The 4P;s
- The product perspective
- Is there something wrong with your teaching?
- Does it respond to the needs of your learners?
- Do you adapt your teaching to the circumstances in the classroom?
- How would you improve the learning outcome?
- Is the students grades were to go up how would that affect the problem?
- How are others doing the same work as you?

Topic 110 Reframing 2: Professions Approach

- This approach helps you to look viewpoint of different specialists, or stakeholders
- For example, the way a medical doctor is different to what a civic engineer might use.
- This approach is particularly useful when you are trying to solve a problem which involves many different types of people.
- It is useful when you need to step away from you usual way of thinking so that you can be more creative.
- Step 1 Brainstorm Factors
- Brainstorm the factors related to your problems from the four perspectives viewpoint
- Product perspective
- Planning Perspective Potential perspective
- People perspective
- Example of Reframing
- IN the following example you will see how a teacher has used th 4ps approach to explore problems in class.

1. Product perspective

   The subject is complex

2. Planning perspective

   The students are very comfortable with technology

3. Planning perspective

   My planning follow a rigid pattern

4. People perspective
5. Students generally bored in school, student don‘t see the need to study.

Topic 111 Problems Statements

- The first step is to define the problem statement
- At which level should we formulate the problem, and how widely?
- If we go too deeply and try to look for final causes of everything, we may reach conclusion that are not useful for the problem.
- Select a level where you have enough knowledge about the problem and then act in a timely way
- As reflective practitioner we should always be working with unsatisfactory understanding of the problem
- The reflective practitioner works with unsatisfactory because s/he has to combine the action with improving understanding
- What method you actually use depends on the knowledge you have, the condition and other factors
- You need to design your own cognitive strategy in each case.
- The reflective practitioner has two levels.
- The action level
- The cognitive level
- Consequently, we need to combine knowledge from our own experience with knowledge from other people‘s experience.
- Conceptual innovation
- The connections we have in our brains are related to the concepts we use
- When we change our concepts, we create new areas of relations in our brains.
- Concepts are abstractions of situations – the patterns that emerge when we have seen many situations.
- Without concepts we cannot perceive reality
- With concepts we can think more deeply about reality

Topic 112 Concept Based Teaching and Learning

- Concept –Based Teaching and Learning
- Enables the ability to transfer knowledge
- Promotes emotional engagement and motivation
- Thinking which draws on critical, creative, reflective and conceptual abilities.
- Facilitates _ synergistic thinking (factual and conceptual levels of thinking)
- Requires deeper intellectual as you relate facts to key concepts.
- Develops conceptual structures in the brain to relate new knowledge and to illuminate the connections and pattern of knowledge
- Facilitates the transfer of knowledge at the conceptual level
- Provides opportunities for personal meaning making through process of thinking , creating and reflecting.

Topic 113 Benefits of concept based teaching and learning

The benefits correspond directly with the profile of the reflective practitioner:

Benefits of concept-based teaching and learning

- The reflective practitioner as enquirer

- A teacher who questions, investigates, explores and discovers.
- A teacher who has thorough grasp on their subject and a strong approach of its pedagogy.
- A teacher who ponders potential reasons, causes, effects and outcomes.
- A teacher who is able and confident enough to express to others their problems issues and concern and who is able to listen to feedback, advice and criticism.
- A teacher who holds onto opinion , judgment and conclusion even with multiple sources of information.

Topic 114 Pedagogical Shifts

The reflective practitioner relies on:

- Synergistic thinking
- Is essential to intellectual development
- Is a cognitive interplay between the factual and cognitive levels of mental processing
- Assumes that thinking our this factual / conceptual interaction cab be shallow.
- Transfer of knowledge and skills
- Facts do not transfer-they are locked in time, place an situation
- Knowledge transfer at the conceptual level as concepts , generations and principles
- The ability to use the conceptual level of thinking to related new knowledge to prior knowledge.
- Social constructivism of meaning
- Quality thinking is hard work
- Reflective thinking requires collaboration to enhance thinking and problem-solving
- Different provide support and generate new ideas and solutions.
- |Focus in the learner (students learning strategies, their interests, their developmental readiness).
- Focus on practical aspects (journal writing, surveys and questionnaires‘, observation etc).

Topic 115 Reframing in 4-Step

- Reframing in 4 steps
- The approach to reframing is a four step process Step 1:
- Determine your core belief
- Step 2
- Map your supporting beliefs 3.
- Find opposites for each of your supporting belief
- Step 4
- Construct a reframed core belief, based on your new supporting beliefs
- Reframing uncovers, challenges an overturns assumptions

Topic 116 3-Dimentional Instruction

- The goal of reflective practice is 3- dimensional instruction. This includes:
- Increasing conceptual understanding supported by factual knowledge and skills and the transfer of knowledge across multiple contexts.
- Facilitating student enquiry into important interdisciplinary and issues using one or two key concepts.
- Instruction and learning experiences that use concepts along with factual content to ensure synergistic thinking.

- The teacher encouraging group work to facilities shared enquiry collaboration, synergistic thinking and problem – solving across contexts.
- The teacher uses inductive teaching to draw the statement of conceptual understanding from students.

Topic 117 Conceptual Learning

What is conceptual learning?

- Conceptual learning is a process by which the reflective practitioner learns how to organize information in logical mental structures.
- Conceptual learning focuses on learning organizing principles the pockets in which the mind organizes facts into ideas.
- Conceptual learning is a catalyst for challenging the reflective practitioner to think at more advance levels.
- Focuses on broad categories of problems
- Fosters systematic observations
- Fosters understanding of relationship among events or conditions that impact situation
- Focus on teaching actions

Teacher model of reason

- Noticing
- Interpreting
- Responding
- Reflecting

Topic 118 Epistemic Stances

These are ways of knowing and reflection

- These processes are developmental
- The quality of reflection changes as we mature and new epistemic stances emerge

Epistemic stances cab be categories into 4 stages

- Absolute knowing
- Transitional knowing
- Independent knowing
- Contextual knowing
- Absolute knowing
- The teacher who seeks to learn by receiving knowledge from others (experts)
- Transitional knowing and independent knowing
- These are intermediates stages
- Contextual knowing
- The teacher judges all information on the basis of evidence within context
- Highly critical in pursuing understanding
- Examine both data and own perceptions and values
- Absolute knowers only find and accept information from some authority.

Topic 119 Taxonomy of Reflective Thought

To examine reflective thinking, researchers and theorists have developed taxonomies to explain qualitative aspects of reflection and have identified critical reflection as the deepest level of reflectivity.

- For teachers critical reflection is the type of reflective thought most closely associated with Dewey‘s definition, explained earlier and involves reflection on the teaching practices as they relate to moral and ethical issues in society.
- The taxonomy categorizes thinking into levels explaining the different qualitative aspects of the process.
- Three levels of reflective thought:
- Non-reflective action
- Reflective action
- Premise reflection

Topic 120 The Ripples Model

The Ripples model can be used by the reflective practitioner to consider how to consider how their teaching addresses certain questions:

- How do you enhance your learner desire to learn?
- How do you help learner develop ownership of the need to learn?
- Do you help learner learn by techniques such as practical activities, trial and error tasks and repetitive activities?
- Do you ensure learners receive quick and useful feedback, both from you and from their peers?
- What activities do you provide where learners can make sense of what they have learned?
- True learning and understanding states from the center and radiates outwards like ripple on water encompassing other aspects of learning.

Topic 121 Reflective Teaching Practices: Criticality

Framing reflection in external constraints

- RP does not take place in a vacuum
- It occurs complicated social field with competing habits and constraints that naturally affect teachers in the school environment.
- There will be certain rules of being a teacher both written and unwritten , they will constrain or bias the reflective that occurs.
- Teacher do not exist in a vacuum: all their experiences are different because of the school environment they exist in the colleagues they work with and their own habits they bring to their education are all different.
- To understand teachers reflective practice there must be an understanding of the social environment they exist in.

Topic 122 Critical Reflection= Critical Thinking

Models of thinking and reflection involve three fundamental processes

- **Retrospection**
- Thinking back about a situation or experience
- Models of thinking and reflection involve three fundamental processes
- **Self- evaluation**

- Critically analyzing and evaluating the actions and feeling associated with the experience, using theoretical perspectives.
- Reorientation
- Using the results of self-evaluation to influence future approaches to similar situations and experience.
- Part of critically is to transform problems into constructive ideas
- Try to translate the processes of reflection into questions that challenging you further.
- Did the analysis look broadly enough?
- Is the recognized by students?
- Does the improvement proposal address the original issue?

Topic 123 Critical Reflective Enquiry: Critically Philosophy

From the critical philosophy perspective teaching practice is viewed as a form of social life in which different forms of domination, distortions an misunderstanding are possible.

- Hence any study of practice needs to incorporate an emancipatory focus through which social life can be freed from domination and distortions.
- Critical reflective enquiry consists of three phases
- Descriptive
- Reflective
- Critical/Emancipatory
- Critical/ Emancipatory phase in detail:
- This phase, moving from the reflective phases, is oriented to correcting and changing and changing less- than good or ineffective practice or moving forward to future assimilation of new innovations emerging from practice.
- It involves discourses about the nature and sources of distortions, inconsistencies between (a) Values/ Belief and practice (b) Intentions and actions.

  (c) Students needs and teachers actions, which have been identified in the reflective phases.

124. Critical Analysis 1

One way of deepening your ability to engage in critical reflection is to engage in complex analysis of incidents

- There are different levels of analysis
- Ethno- methodological analysis
- Examining taken-for granted assumptions and rules of everyday social behavior.
- Hermeneutic Phenomenological analysis
- Reflecting on interpreting of both the learner‘s experience and the phenomena being experienced so as to move beyond the partiality of previous understanding.
- Discursive Analysis
- Probing how speech and texts construct social truths.
- Where models are presented, they should be offered in context an it should be emphasized that each is simply one of a range of tools.
- Models should be used to trigger broader reflection rather than an ends in themselves.
- We should not be presented with just one model, the implication being that this is the way reflective practice is done.
- Teachers need to grasp that different models engage different levels of complexity and therefore need to be used selectively and carefully.
- Students should also be helped to see something of the strengths offered by the different models and methods of reflection

125. Critical Analysis 2 Part One

Analysis involves breaking down information into its components parts an examining the relationship within these parts and with the whole.

- By doing this teacher shows the ability to differentiate and distinguish between components or elements of their experience.
- All critical analysis is formed around one basic assumption

Applying theory to practice

Theory and Practice

The information need cycle

Need, map, formulate question, source, find, evaluate, apply then again it comes to need.

Need: Determined by learning outcomes/information

c) —I have an assignment for which I need to find research‖.

Map: Map all the possible conceptual pathways to developing a question which will provide an answer. This is a keyword generation, critical creative thinking and language skills.

Formulate questions (the ability to give focus to questions):

I need something on group work becomes : I need information on the teacher role in effective group work.

Source: Which information sources will provide the answer t my question?

Involve critically choosing the appropriate information sources.

Find:

Require the development of a search strategy.

Strategies will vary according to the information source but developed in line with a standard framework.

Evaluate.

Does the information found answer the question?

Apply

How can the information be used to answer my question?

What conclusion can I draw?

126. Critical Analysis 2 Part 2

Analysis involves breaking down information into its component parts and examining the relationships within these parts and with the whole.

- By doing this the teacher shows the ability to differentiate and distinguish between components and elements of their experience.
- All critical analysis is formed around one basic assumption:

—Applying theory to Practice‖.

The information-need cycle

Need

Need is determined by learning outcomes/ information. For example:

a) I need something on smoking.

b) I have an assignment for which I need to find the best evidence to support an intervention.

c) I have an assignment for which I need to find research.

Map

Map all the possible/potential conceptual pathways to developing a question which will provide an answer.

This is a keyword generator and uses reflection, critical creative thinking and language skills.

Formulate questions (the ability to give focus to questions):

a) I need something on group work

becomes

I need information on the teacher‘s role in effective group work.

Source:

Which information sources will provide the answer to this question?

It involves critically choosing the appropriate information sources.

Find:

It requires the development of a search strategy.

Strategies will vary according to the information source but developed in line with a standard framework.

Evaluate:

Does the information found answer the question?

Apply:

How can the information be used to answer my question?

What conclusion can I draw?

Critical analysis will be influenced by:

- Level of support in the work environment.
- Time of critical analysis.
- Tools available for critical reflection.

Critical Analysis Strategies:

- There are different forms of reflection in different context.
- Busy practitioners might rely on reflection-in-action.
- Work in dialogical team context (to hear different perspective)
- Use critical incidents, case studies, reflective journals, practical exercises

Four Competences that Characterize the Critical Thinker:

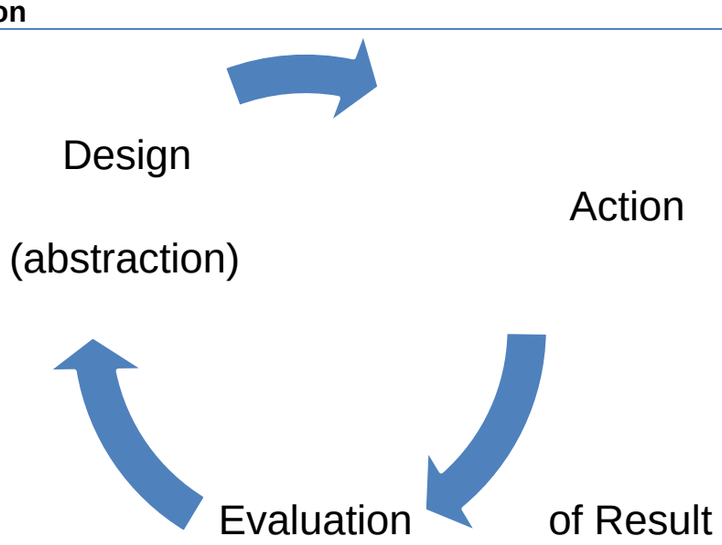
- First competency is called —Clarification‖. It means to identify the focus, analysis arguments, ask and answer questions of clarification, define terms, judge definitions, deal with equivocation and identify unstated assumptions
- Second competency is —Basis‖. It means to judge the credibility of a source, make and judge the observations.
- Third competency is —inference‖. It means to deduce, judge deductions, induce, judge inductions, make and judge value judgements.
- Forth competency is —Metacognition‖. It means reason from premises, assumptions and positions with which one disagrees or doubts without inferring
  with one‘s thinking and integrating the other abilities in making and defending a decision.

127. Experimentation

The main purpose of the activity is to generate positive results (i.e. to make things work).

- There may be abstraction but it is functional to the effort of design.
- Most of the technological advancement until the 17th Century was achieved through experimentation.

Experimentation



Speculation

- When we try to think beyond our current knowledge frontier, we are speculating.
- The theorem is a formal method of speculation developed by the Greeks.
- The core of the theorem is: if A then B; a is a hypothesis and B should be proved.
- Speculation can be very important for generating hypothesis.

128. Nurturing Relationships

Critically reflective learning is nurtured by relationships between teacher and learner.

- Powell (2004) identified the optimal relationships above. These relationships are described as;
  - Mutual
  - Open
  - Challenging
  - Contextually aware
  - Characterised by dialogue

Picture

With time, the teacher can move from high levels of support for development to self directed development. With time the teacher moves to more intuitive processes for development.

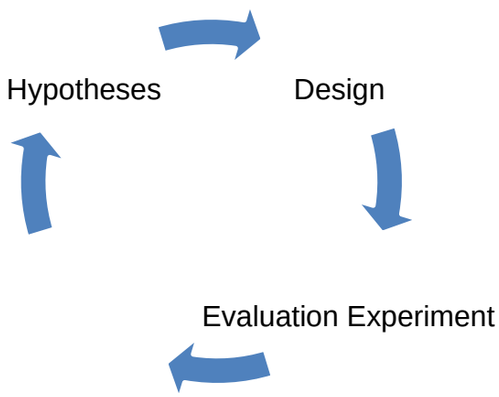
Self- directed learning

- Individual take initiative and responsibility of learning.
- Individual select, manage and assess their own learning.
- Motivation is critical.
- Independence in setting goals and defining what is worthwhile to learn.
- Peers provide mentoring and advice/collaboration.

129. Scientific Method

The purpose of the scientific method is to falsify theoretical hypotheses through experience.

- It is possibly the single most important cognitive innovation in history. Scientific Method

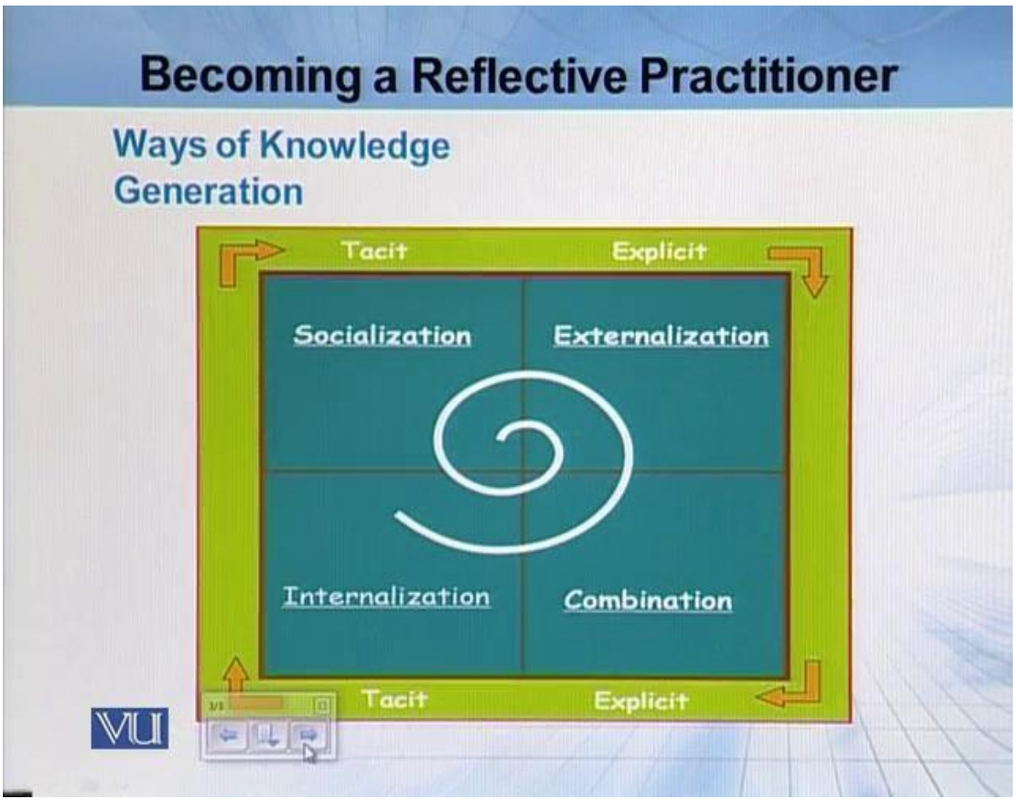


Statistical Analysis

- It is a method for establishing the relation among variables, or verifying a model based on the observation of samples of an universe.
- The data results come from observation of reality without changing it.
- Statistical analysis is the key when it is mot possible to experiment with the object of research, such as human being.

Topic 130 Cycle SECI

- The cycle SECI was developed by Nonaka and Hirotaka Takeuchi as a way of generating knowledge by trandforming it, from tacit knowledge to explicit and vice versa.



- If we have looked at the bottom, Knowledge is generated and internalized by the reflective practitioner. It just required experience but through discussions with colleagues and through further experiences within the context. The knowledge through socialization starts to become much clearer to us. The reflective practitioner through dialogues and socialization begins to externalize the knowledge. It becomes explicit within the context if the work externalizing the knowledge actually make it more clear and helps us understudied in the right depth and detail and as we think more about it and externalize the knowledge through the socializing process. We began to find out points of comparison and contract with the knowledge.

Topic 131 Modeling and Conceptual Innovation

- Modelling can be used for two main purpose:

1. Theory validation

It is a practical way of working that helps reduce stress, enhance dignity and increase happiness. Validation is built on an empathetic attitude and a holistic view of individuals. When one can "step into the shoes" of another human being and "see through their eyes," one can step into the world of disoriented very old people and understand the meaning of their sometimes bizarre behavior.

2. Forecasting:

Forecasting is the process of making predictions of the future based on past and present data and analysis of trends. A commonplace example might be estimation of some variable of interest at some specified future

date. Prediction is a similar, but more general term. Both might refer to formal statistical methods employing time series, cross-sectional or longitudinal data, or alternatively to less formal judgmental methods. Usage can differ between areas of application: for example, in hydrology, the terms "forecast" and "forecasting" are sometimes reserved for estimates of values at certain specific future times, while the term "prediction" is used for more general estimates, such as the number of times floods will occur over a long period.

Modelling and Concept Mapping

- In ‗A New Kind of Science‘‘ and ‗Mathematic‘‘ uses Wolfram uses modelling for exploring in nature.
- The importance of modelling will increase in the future of education.
- By modelling practitioner will built theories of practice whose foundations will be in the theories of teaching and learning.

Using Concept Maps

- Concept maps are a graphic representation of knowledge.
- Creating concept maps can provide you with insight into how to organise and represent knowledge.
- Concept maps include concepts, usually enclosed in circle or boxes, and relationships between concepts, indicate by a connecting line, Words on the line words and…..

Using Concept Maps specify the relationship between concepts.



Topic 132 Design

- Designs are artifacts that contain great amounts of knowledge embedded in them.
- Designs are generated in a dialogue with the situation and with stakeholders.
- The design process is an interaction between an idea (with values imbedded in it), the characteristics of the situation and the expectations of stakeholders.
- The knowledge contained in Designs is more visible for the ‗expert‘‘ in the same discipline.
- The capacity of reframing is decisive for the process of design.

Topic 133 Teacher Professionalism

- Is good teaching a consequence of reflective practice?
- ‘Reflective practice is the habit of inquiring and investigating a problem situation in order to understand how to frame a solution‘‘ (Donald Schon, 1983)

Reflective practice is a way of studying your own experiences to improve the way you work. It is very useful for health professionals who want to carry on learning throughout their lives. The act of reflection is a great way to increase confidence and become a more proactive and qualified professional.

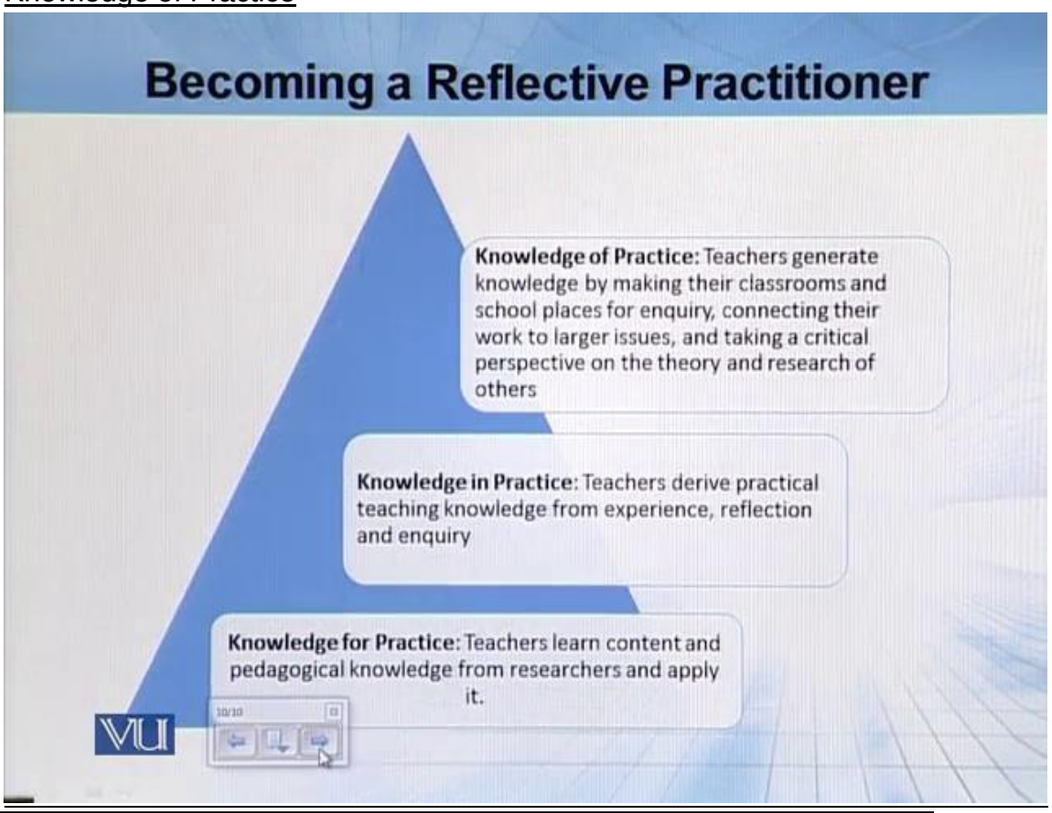
Assertion; Reflective Practice Boosts Teacher Professionalism:

Calibre: We need to think reflective practice from some certain viewpoints in term of professionalism. For example we need to think about high reflective practice can boosts teachers professionalism can improve and sustain teacher professionalism. One quality we need to look at here is **caliber.**

- To challenge assumptions of pedagogical practice, be current with established…
- Principle of practice; refine the ‘art‘ of teaching.
- Discourse: Teacher professionalism through reflective practice abides discourse.
- Discourse a dialogue helps us in cultivates professional confidence-articles professional beliefs; learn from others.
- Knowledge Creation
- Think and observe critically; frame and challenge theories and models.

3 Levels of Teacher Knowledge and Inquiry (Cochran-Smith & Lytle, 1999)

- Knowledge for Practice
- Knowledge in Practice
- Knowledge of Practice



Topic 134 The Moral-Ethical Dimension in Reflective Practice

The following dimensions are very important for reflective practitioner:

- Our Attitudes

- Open-mindedness A reflective practitioner should respect for diversity Humility Hope in the learner.
- Responsibility A reflective practitioner needs to consider consequences and make meaning of experiences of teacher and learner.
- Engagement (Whole-heartedness) Curious about subject and impact of teaching on learning. The reflective practitioner is somebody who is being very critical. And asking questions about the role as the teacher.
- Teaching as an Artistry Refines and hones the craft.

Topic 135 Teacher Knowledge and Enquiry

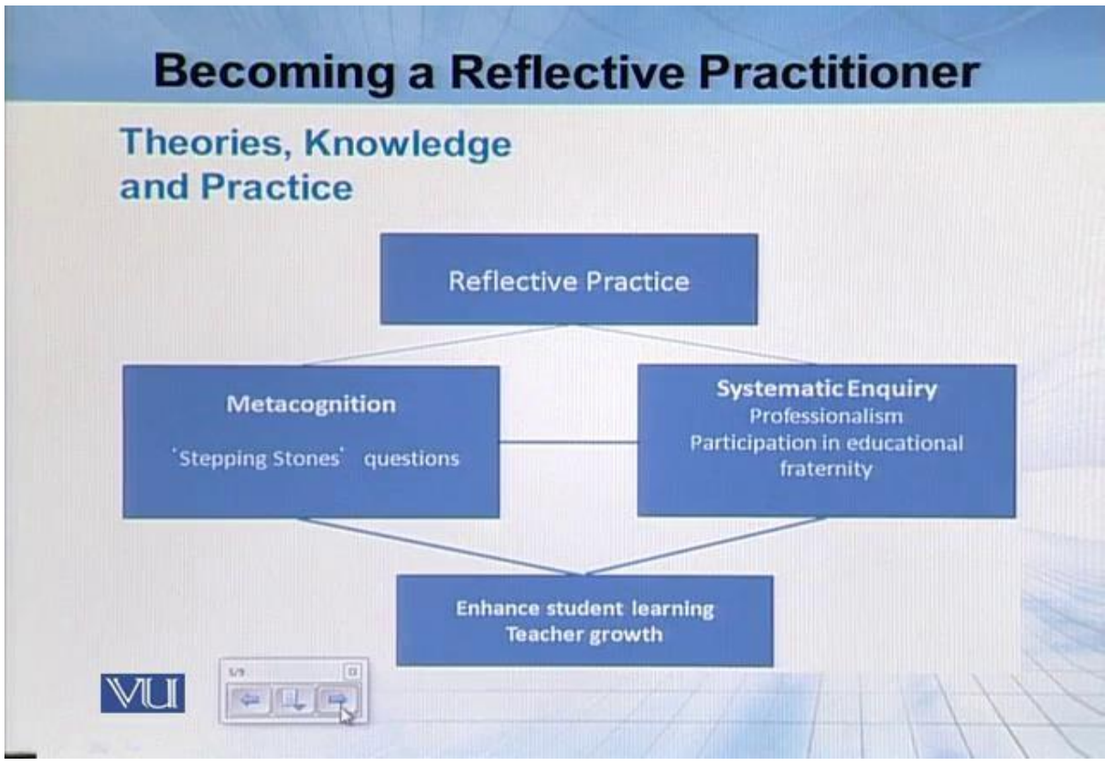
Becoming a Reflective Practitioner is then linked with knowledge, theory and practice. It is easy to think of it in terms of teacher knowledge and inquiry. We know that the process for teachers is very much reflexive. The purpose for a reflective practitioner is to be active contributors to the community in which they work. What we need to think about is where this overcomes together in terms of developing as a professional.

Model for Reflective Practitioner

This model is of reflective practice based on knowledge development:



We as teachers are working in a community, we can think of it as an eco-system. There are different approaches from which we can build knowledge and therefore professionalism. For example, Research defines direction of professional growth. We can also think of it in terms of training capacity building. This is a very often approach which is taken by schools in terms of building professionalism in teachers. We can also look at it in terms of other tools that teachers can use in the infra-structure which schools provide. Ideas incubation: where ideas are defined and tested. They can think of a school as eco-system where knowledge creation and sharing occurs, where colleagues are working together. There is knowledge sharing also in ways of magazines, presentations etc. Within this model, we have to think for a while that where does reflective practice fit in to this knowledge acquisition process. Here we will discuss another model to describe this:



Reflective practice has two key components:

1. Systematic enquiry: It is enquiry into professionalism in terms of teaching. Its enquiry into have an individual is not only participating but also contributing to educational fraternity, to the community as a whole.
2. Metacognition: Thinking about the process of professionalization and participation.

When these two things come together within the profession to enhance student learning and promote teacher growth.

Teacher Growth Model

Teacher Growth Model is therefore, multi-faceted nature of teacher‘s work, this implies that having a repertoire of strategies and content mastery is not sufficient for a teacher to be a competent professional in the 21st Century. Teachers will have to pursue professional development through multiple modes of learning, which include reflective practice, research-based practice, conferencing and monitoring.

Topic 136 Communities of Practice Part 1

—Communities of practice are groups of people who share information, insight, experience and tools about an area of common interest.‖ (Etienne Wenger)

- The **Community** is, its membership, relationships and interactions.
- The **„Domain or context"** its identity and focus.
- The **„Practice"**, its methods, knowledge and expertise.
- The **„value"**, it bring to its members, the willingness to learn, contribute to existing knowledge and practice.

Why establish a Community of practice in schools?

- A mechanism to promote rapid sharing of knowledge and expertise across diverse interest groups.
- Provides a forum to explore and test ideas.
- Opportunity to generate new knowledge and practice.
- Is responsive to emerging issues and opportunities.

Topic 137 Communities of Practice Part 2

Communities of practice are useful for a teacher becoming a reflective practitioner.

- CoPs support professional‘s ability to generate and manage acquired knowledge from experience.

Community of Practice & Knowledge Management: -

Solving known problems with known solutions.

- Sharing & transferring the right ‗know-how‘ - Applying good practices and key learning.
- Building relationships and trust
- Making it easy to find the right people who know
- Leveraging your organization‘s collective intellect Four primary strategic intents for communities of practice:
- **Helping:** provide a forum for community members to help each other solve every day work problems.
- **Best Practice:** develop and disseminate best practices, guidelines and procedures for their members to use.
- **Knowledge stewarding:** organise, manage and steward a body of knowledge from which members can draw.
- **Innovation:** create breakthrough ideas, knowledge and practice.

Critical success factors of CoPs:

- Reduction in hours needed to solve problems
- Decrease learning curve
- Decrease rework and prevent reinvention
- Increase innovative breakthrough ideas
- Avoidance of costly mistakes
- Improved speed of response

Topic 138 Practice Episodes

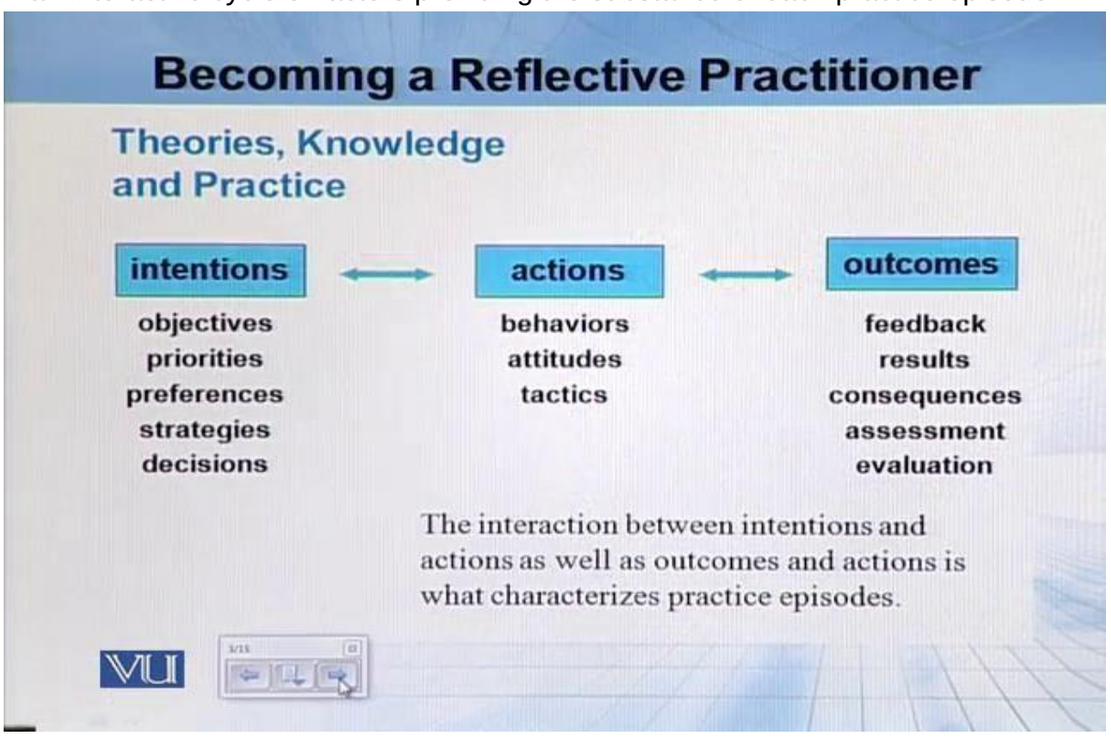
The elements of reflective practice can be simply labeled as:

1. Antecedents
2. Theories of Practice
3. Practice episodes

Practice episodes are comprised of:

- Intentions
- Actions
- Outcomes

These form an interactive cycle of factors providing the substance of each practice episode.



Practice episodes as interactive cycles:

A dynamic relationship where:

- Actions reflect intentions
- Realities reflect actions - Intentions reflect outcomes

The cultural Milieu (Abtecedants):

- Educational background
- Social background
- Religious background
- Economic Background
- Historical Background

The cultural milieu includes all of those elements shaping how an individual looks at and interprets the world.

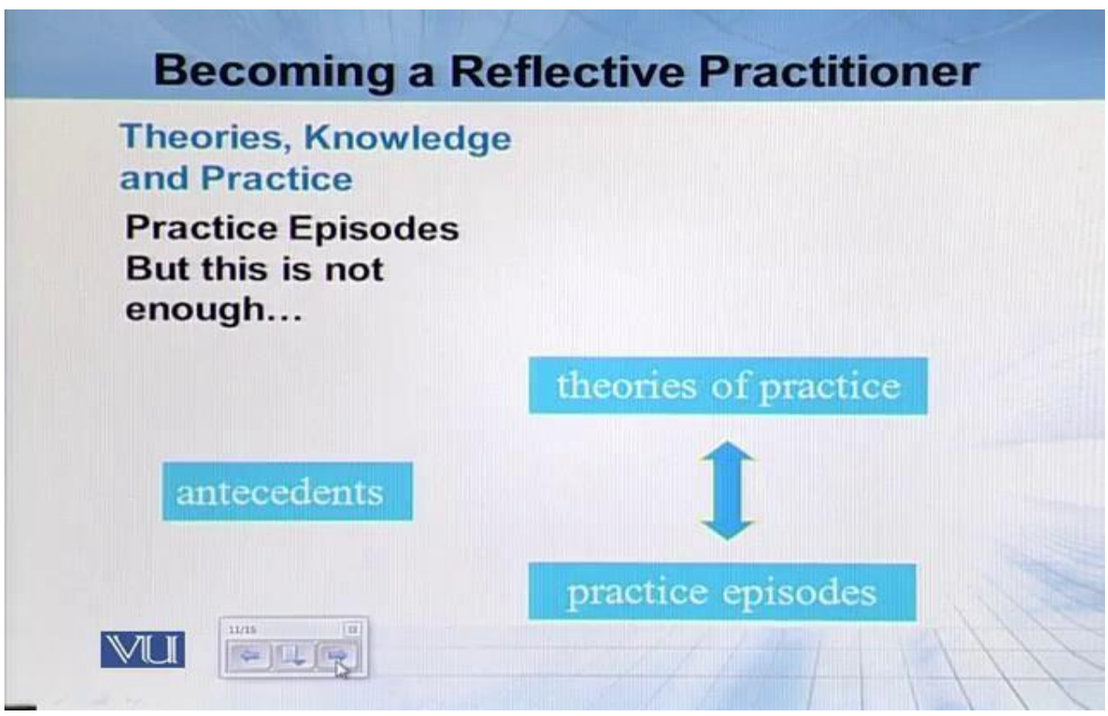
Reflective practice introduces a Sound Dynamic

Reflective practice uses the information gathered from practice episodes to influence the teacher‘s theories of practice:



But this is not enough …

- While integrating theory to practice and practice episodes is an important contribution of reflective practice, the antecedents out of which teachers operate need to be incorporated into decision making.

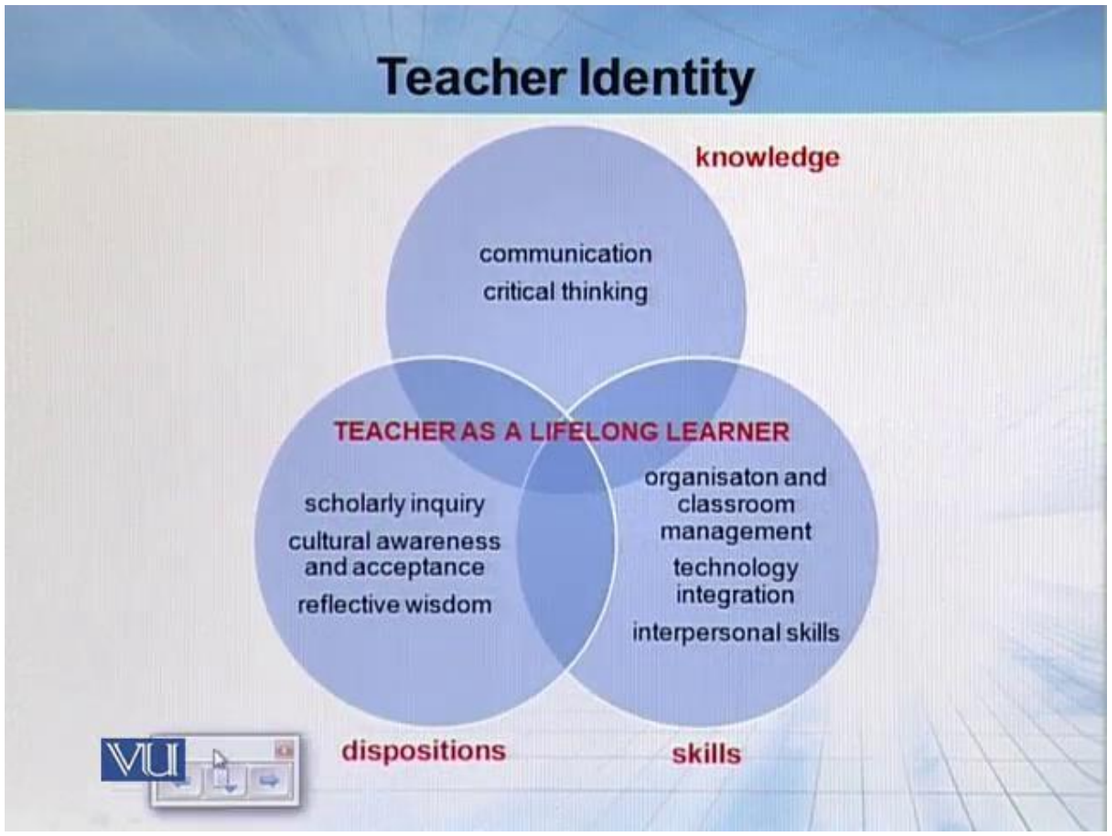


Reflective practice incorporates the antecedents by introducing a —feedback loop‖ so that what teachers learn in practice episodes can directly inform theories of practice as well as their own antecedents. The development of professional knowledge…



Topic 139 Teachers as Life Long Learners Part 1

There are domains and proficiencies that the reflective practitioner needs to engage with as a lifelong learner. There are domains and proficiencies that the reflective practitioner needs to engage with as a lifelong learner.



Knowledge

- includes general education courses that cultivate intellectual and practical skills in written and oral.
- Communication, quantitative literacy, critical thinking and wellness.

- Must be thoroughly versed in subject matter and have sufficient preparation in a major academic area related to the field of specialization.
- Reflective practitioners must be able to demonstrate the ability to apply content.
- Knowledge, pedagogical competencies and critical thinking in educational settings.
- Teacher additionally must possess knowledge about the materials available for the teaching of their subject matter.

Skills:

- Professional knowledge is vast in scope, begins with the pre-service aspect of teacher preparation and expands.
- Commensurately with experience

Examples of practical knowledge include:

- An awareness of the climate, issues and politics that affect the role of teaching, a passion for teaching
- An ongoing curiosity about the world.
- The confidence to become a risk-taker and change agent
- A belief that all students can learn

The teacher as a lifelong learner is always extending practical knowledge.

Dispositions:

- The internal values, beliefs and attitudes that are manifested in patterns of professional behaviours.
- Teachers demonstrate classroom behaviours that are consistent with the ideal of fairness and the belief that all students can learn.

Topic 140 Teacher as Lifelong Learner Part 2

Within the domain there are proficiencies that the reflective practitioner can focus on.

Knowledge Communication

- Appropriate written and verbal communication skills including articulation, expressive language, voice quality, usage and grammar.
- A teacher must also be aware of the messages relayed via nonverbal communication additionally, an educator must be able to select and utilized appropriate communication media.
- Clarity in presentations, feedback =, direction of learning and goal setting contribute to the educator‘s ability to structure and reinforce learning.
- Communication skills allow the educator to accomplish these goals and communicate enthusiasm to learners both about the subject and about learning. The teacher as a lifelong learner is continually refining communication skills with students, parents and colleagues.

Knowledge: Critical thinking

- Teachers must practice critical thinking in all content areas: they must be able to ask appropriate questions, gather relevant information, efficiently and creativity sort through this information , reason logically from this information and come to reliable and trustworthy conclusions

- Additionally the teacher is bale to model and teach the process of critical thinking and inspire students to be responsible citizens who contribute to society.
- The capacity for empathy, a belief that every child can learn attention to individual needs, sensitivity to home and community issues ability to be at ease in the presence of children or young adults and the ability to provide a positive caring atmosphere for learning are examples of these skills. Skills interpersonal skills
- The teacher also must possess interpersonal skills that foster peer collaboration. In the continual process of learning , the teacher must be willing to seek help advice or solace from peers. The teacher revises and expands interpersonal skills on a continual basis

141. Competency Framework for Lifelong Learning

Teacher competency framework is important as it enable teachers develop their identity. The framework is for lifelong learning and is continuous, supportive, stimulating and empowers teachers. It evolves overtime and lasts for the life span of a teacher. It is not theoretical in nature and helps develop confidence in the teacher development process. The competency framework is very useful for a reflective practitioner because it helps defines not only the components of teacher identity but also the interaction of those components. The given components are interlinked. In the given framework we can see a link between all the shown components which are:

- Interpersonal and communication skills
- Professionalism
- Student focus
- Pedagogical knowledge
- Theory based practice
- Practice based learning

It is important to see that how these components work not only individually but collectively with one another. It is very much active in nature and help to set and accomplish certain goals with are SMARTER i.e. specific, measurable, realistic, timed, energizing and relevant. Since it is about setting goals; some goals are essential goals, some are problem solving and some are innovative goals.

Topic 142 Work Based Learning Part 1

What is work based learning?

There are many words associated with work- based learning i.e. CPD, work related learning, professional development, learning through work etc. A spectrum occurs in terms of work based learning. If we look closely at the continuum, it shows two perspectives

- Narrow perspective
- Broad perspective

The narrow perspective talks about learning in the work place and is driven by employer needs and motivations rather than individuals. The broader perspective shows learning relates to work and is driven by individuals not by employer. So work based learning is complex in nature and has the ability to extend the knowledge and abilities of teachers. Work based learning helps teachers become better reflective practitioner and can be formal or informal in nature. It is about improving performance from a personal individual perspective. It can be very much about developing skills in a new work setting.

It is very much about investing in learning to bring knowledge to work place.

143. Work Based Learning Part 2

The model of work based learning shows that certain outcomes needs to be consider while using this particular model. The flexibility of the model is unique and helps form the pedagogical features which are outcomes and process driven curriculum. It is learner centered and incorporates learning contract agreed by learner and school to identify outcomes. The most important feature, however, is the focus on ‗how to learn' and the experiential nature and relates directly to teachers' practice. It has immediate benefits for teachers and they get support from other colleagues and mentors. It blends nicely with evidence based assessment.

Certain factors affect work based learning. The most significant are accreditation and assessment which means how is learning in the work place assessed and how is that assessment valid? And secondly the amount of support provided by employer. These factors influence a lot to work based learning

Topic 144 Work Based Learning Part 3

A number of factors influence work based learning. The biggest is the communication gap which needs to be overcome by practitioners. Sharing of ideas and discussing issues at hand always help professionals. It helps in expanding range of pedagogical skills and encourages good practice. Work based learning needs to be some standards in order to be successful. Some of the guidelines are given below:

It has to be structured and measurable. It has to be incremental.

Support is very important as it provides proper training and planning

Has to be supported and connected with other activities

Work based learning is highly successful with continuous reflection. Reflection is an active process and is about contributing professional knowledge to work place. It is critical process where teachers' set some goals for themselves and understands the effective practice. Therefore, the learning is then very focused and diverse.

145. Introduction to the Socratic Method

A useful strategy for developing teacher identity through reflective practice is the Socratic Method. Socrates developed this approach to questioning reality based on thorough understanding of skills for questioning and cross examining evidence in order to arrive at the truth of a situation and a reflective practitioner can use this approach to help the reflective approach. It is a process of developing thinking skills and the ability to reason deeply and thoroughly. The focus is on giving students questions, not answers. It is an effective thinking tool and help promote an inquiring, probing mind by continually probing into the subject with questions. Fortunately, the abilities we gain by focusing on the elements of reasoning in a disciplined and self-assessing way, and the logical relationships that result from such disciplined thought, prepare us for Socratic questioning.

The six steps in Socratic Questioning are:

- Which topic to choose to question
- What examples can we find to help us explore the experience?
- Which example suits the topic best?
- Can you explain the examples in detail? (Can be in verbal or written form)
- Examining the underlying principles
- How to make broad understanding from a specific question? This is also known as regressive abstraction.

It is useful for the reflective practitioner to see that the Socratic Method continuously relies on questioning and answering back and forth and through question and answer; the reflective practitioner will begin to understand and interpret situations and experiences very deeply.

Topic 146 The 4-step of Socratic Method

Using the Socratic Method relies on a systematic way of thinking and questioning. There are four steps in this process. The true goal of the method is not on finding answers but on the process itself and engaging in a critical questioning inquiring mode and when the reflective

practitioner engages in the Socratic Method; the individual teacher becomes independent in terms of professionalism. Hence, leads to a regular process of thinking and rigorous practice.

The four steps are:

Eliciting- to elicit meaning and detail from a learning situation. The question that reflective practitioner can ask at this stage is: What do you already think at this point? Clarify- to get a better appreciation of the components which are creating the learning situation. So at this stage; the teacher might ask question about their role in the learning situation- The question for this stage can be: What do you mean by x?

Test- It can be observing, talking to others- How does x account for y? How do you know? Why should I believe that? Can this be true?

Decide- deciding whether the proposition is true or not- whether it should be accepted or rejected- The question for this particular stage can be: Can you form a new proposition given what you have just learned?

The steps of Socratic Method are closely linked to Bloom‘s Taxonomy which moves from lower order questions to higher order thinking questions. Socratic Method

can very easily be applied to Bloom‘s Taxonomy. The stages of Bloom‘s Taxonomy are:

Remembering Understanding

Applying

Analyzing

Evaluating

Creating

If we look at this taxonomy closely; questions relating to remembering and understanding can be describing something- an event or an experience. This is the elicitation stage of Socratic Method. Then questions relating to the middle level of taxonomy i.e. applying

and analyzing. These can be linked with the second and the third stage of Socratic Method and then relating Bloom‘s higher order thinking evaluating and creating. This can be used and applied in Socratic Method to begin to make decisions and develop a deeper level of knowledge. It engages the reflective practitioner in a process which is both deep and powerful

Topic 147Questions for Each Step in Socratic Method Part 1

We have explored how the reflective practitioner can use the Socratic method to develop their identity as a teacher and we've looked at the questions that can be applied to the Socratic method. What is useful at this point is to explore specifically the questions for each step of the method step at the Socratic method is called illicit elicitation facts and understanding from a situation and a question that the reflective practitioner can ask themselves at this point is what they already think about the situation. What do they already know about the experience the experience what other experiences are informing them at this point the next step of the Socratic method is clarifying understanding about a situation or experience. So questions which are useful to ask at this point is well what do I mean by X what do I mean when I say this thing what do I really understand how bad the situation as I experienced it as I perceive it the first step of the Socratic method is testing understanding testing the assumptions and the presumptions that we are building as reflective practitioners so questions like what how does extra light to why how do I know what I'm saying from this experience can actually be true and can you really be true what I'm saying is happening or is there another way of saying this is another reason and then Renault step the Socratic method is decision making for the reflective practitioner can the reflective practitioner of Fulham and new proposition and new understanding of the situation based on the questioning process and in this light we can see that the steps the Socratic Method link very closely to the levels of Bloom's taxonomy in terms of applying questions to the Socratic method we can see that they're following the common preteen description interpretation and outcome and we can apply the Socratic method to Bloom's levels very clearly and there are of course different levels of reasoning in Bloom's taxonomy moving from lower order thinking through to higher order thinking questions relating to remembering and understanding one of the words describing the experience this is the elicitation phase of the Socratic method and then question types relating to the middle levels of Bloom's taxonomy applying and analyzing these questions where the reflective practitioner is considering the second and third steps of the Socratic method and then relating to Bloom's higher order thinking skills evaluating and creating this is where the reflective practitioner is using the Socratic method and using questions in the Socratic method to begin to make decisions and to find propositions which explains the situation a deeper level of understanding so we can see that as the tool the Socratic method is extremely powerful for the reflective practitioner it provides a very strong structure and it engages the reflective practitioner in a process which is both deep and powerful both at the same time.

Topic 148 Questions for Each Step in Socratic Method Part 2

There are questions that can be applied to the Socratic Method. Questions are a very powerful tool and can be applied to various levels of cognition i.e. from lower order thinking to higher order thinking. There are various types of questions that need to be considered as they provide a strong platform for the reflective practitioner to use when they are applying the Socratic Method. The various types of questions are:

- Questions of purpose- These force us to define our task.
- Questions of Information- These force us to look at our sources of information as well as the quality of our information. These demand the reflective practitioner to look for evidences, look for title in a particular situation
- Questions of Interpretation- force the reflective practitioner to interpret to take the information and begin to make meaning from that information and view the situation from various angles and perspectives
- Questions of Assumption- force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information.
- Questions of Implication means that reflective practitioner needs to follow where information is leading and begin to predict outcomes and conclusions from the information.
- Questions of point of view are about the reflective practitioner examining their own concepts in relation to question so the practitioner is not removed from the process of reflection and experience but understand the connection and the interrelationships.
- Questions of Relevance force us to make decisions about how thinking and evidence is using so we can make better decisions at the questions we are forming
- Questions of Accuracy help reflective practitioner to evaluate and test for truth and correctness. Means the questions we are asking help us to see the reality of a situation rather than be blind towards it.
- Questions of Precision force the reflective practitioner to give details and be specific. Means to be accurate.
- Questions of consistency force the reflective practitioner to consider data and information over time to see that information is consistent
- Questions of Logic help the reflective practitioner to consider the situation as a whole and how questions connect in a sequential and logical way leading the teacher from a starting point to the ending point.

All these question types help reflective practitioner to develop sense from lower order thinking to higher order thinking.

Topic 149 Questions for Each Step in Socratic Method Part 3

Questions are perhaps the most useful component of applying the Socratic Method to reflective practice. There is a very simple mnemonic (Mnemonic is a learning technique that helps to retain information in human memory- for example alphabet and color songs
children sing to remember alphabets, colors, shapes and numbers) Over here, let‘s take the example of paper clip mnemonic it can help move thinking from lower order to higher order thinking. Three types of questions are often used to develop thinking from lower to higher order. These questions are:

- Exploratory- initial questions that help us to understand the situation- they show us how much we know and may be used to explore a new topic or review past discussions that may relate to the current issue.
- Spontaneous- are a response to a particular situation or a question- They can be used to explore our beliefs and assumptions and allow us to reflect on the issue at hand.
- Focused- are questions that help us narrow the discussion from a broad topic and get more clarity- moving from broad ideas to specific ideas.

So if take the mnemonic paper clip which help guide the questions process. Let‘s take PAPER CLIP in this way:

P	**Precision questions** **Can you be more specific?**
A	Accuracy questions? How could we test that?
P	Perspective questions Is there another point of view we could examine?
E	Equity questions What conflicts of interest exist here?
R	Relevance questions How does this relate to the problem?
C	Complexity questions What makes this a difficult question to answer?
L	Logic questions Does this all make sense together?
I	Importance questions What is the most important issue on which to focus?
P	Perspicuity questions What do you mean?

As a reflective practitioner; you can ask these questions for example how you can be more specific in a particular situation. How can you test something in a particular situation etc.? So we can see that the PAPER CLIP mnemonic provides a sand structure; a list of trigger words that we can use to question a situation from a perspective of description through to decision for a reflective practitioner.

Topic 150 Socratic Method and Critical Thinking

It‘s important for reflective practitioner to see how Socratic Method leads to critical thinking. In Socratic Method; thinking is driven by questions. No questions means no understanding. The key distinguishing factor of Socratic Questioning is that it is always systematic and deep focusing on complex concepts of experiences, principles and theories. Socrates was more interested in the process of thinking through a problem rather than arriving at a solution of any given problem. The key is about the quality of reasoning and the quality of question rather than simply find a solution. So the whole process is the

Process of Learning- the questioning process than in reaching conclusions. The Socratic Method involves two primary processes:

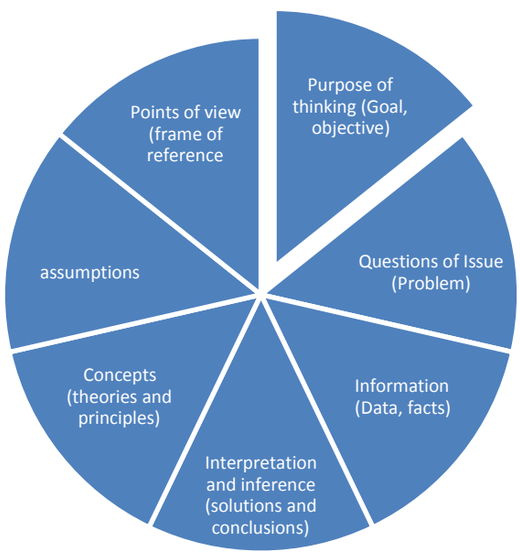
- The destructive process
- The constructive process

As a destructive process; looking at our questioning or reasoning is illogical or does not make sense and trying to identify flaws within our reasoning.

The constructive approach is the complete opposite of the first one. In this process, reflective practitioner is encouraged to replace the flawed thinking with logical or justifiable thinking.

In this way critical thinking and Socratic questioning both share a common end. They are both focused on the process and quality of questioning and learning. Critical thinking gives a comprehensive view of a situation by looking at it from various perspectives and essentially the ultimate goal is quality. The goal of critical thinking is to establish an additional level of thinking to our thinking, a powerful inner voice of reason, to monitor and assess in order to re-constitute in a very meaningful way and understand our responses.

The process of dialogue is also very important in critical thinking. It cultivates that inner voice through an explicit focus on systematic, deep, disciplined questioning. The critical thinker considers the elements of thoughts which is a sequence of thought and questioning.



Critical thinking and Socratic Method share very common goals and are essential in the questioning process.

151. How to be reflective

At times, it becomes a little difficult for a busy teacher to become reflective. There are a number of tools available for a teacher to become a reflective practitioner. Some of these tools are significant and will only take a few minutes of a teachers‘ time to make reflection enrich. There are four approaches that can help a practitioner develop better reflective skills. These are: • Feedback • Participant observer • Empathy • Reflective journal The most efficient approach to reflection is feedback. Feedback is central to the process of reflection. It can be both verbal and written. Feedback can be received on approaches to teaching and also on beliefs, values, skills and behaviors and the way relate to others. The key question in terms of reflective feedback is asking others how I have accurately perceived what I have seen and heard with more clarity. So by asking others to provide with feedback on the practices is a very effective way to reflect. The question then comes who should be asked to provide reflective feedback. It can be anyone; student, colleague, someone more experienced or the line manager but someone who is trustworthy. It is also advisable to ask for feedback from a range of people rather than one person. It is also very important to remember that feedback should be very specific not generic. It is good to ask yourself what I have learned today and then valuing your personal strengths and then regularly reviewing them not only gives confidence but boosts up self- esteem as a teacher. It is important to review experiences from an objective point of view rather than being subjective. (It means looking at things from others point of view i.e. how others might perceive or view it. This strategy is called ‗participant observer‘ approach. Another important thing is to have a lot of empathy. It means to see, hear and feel what the other person is experiencing and another useful strategy is keeping a journal. It is useful to have a record of experience and when you want to look back at a particular experience after some time.

152. Who Can We Reflect With

Types of Reflection for Reflective Practitioner

It is important to consider the process of reflection or the feedback process. It can be personal or individual and can be shared with colleagues or families of students or students themselves. Individual feedback: Some critical reflection is deeply personal and can take some time for the individual to process information and reflect upon it before sharing it with others. Shared Reflection: Shared reflection is very valuable especially it is with other professionals and it is always good to share feedback with others. Feedback and reflection to be productive cannot always be done alone or individual. There are a number of approaches available to facilitate shared reflection. A very efficient approach is to engage in dialogue and debate with other professionals and colleagues. This debate is very valuable because it is very easy to conduct.

Reflecting with Students‘ families: It can be of great value because reflecting with families is different. It can be in terms of the values, culture and traditions that they might have and bring to school. Also, their understanding of their children‘s interests, strengths and abilities, their priorities or aspirations for their children and their progress all can support teacher or reflective practitioner to achieve what she/ he wants to achieve in terms of goals for students. School parent and teacher make a triangle to make students‘ learning happen. Therefore, how parents and other professionals work together to progress towards children‘s learning and development is of great importance for the reflective practitioner. Opportunities for learning for teachers‘ occur in everyday experiences in the school and classroom environment. A teacher must ask reflective

questions to learners which are open ended can be interpreted and does not require ‗yes' or ‗no' answers must be asked. This can motivate learners to persist as well as encourage them to try new strategies and experiences. A good way for reflection in classroom after asking questions can be displaying or documenting children's work. When children see their work being displayed; it helps to make children's reflection visible by including their words about how they learned.

153. Bloom's Taxonomy and Professional Careers

How can reflection be supported for a busy teacher. A useful scaffold for engaging with reflection is ‗Bloom's Taxonomy'. Bloom's Taxonomy is divided into three domains of learning i.e. • Cognitive domain (knowledge based) • Psychomotor domain (skill based) • Affective domain (attitudes, feelings) Cognitive Domain: The cognitive domain is divided into different levels. The lowest level is knowledge which is recalling of data or information. This is an important part of reflective process because the reflective practitioner needs to recall and describe experiences and link them to knowledge they hold. At the highest level we have synthesis and evaluation of knowledge that is being acquired. Synthesis and evaluation provide a high degree of critique and judgements of information that is being gathered. At this level values of ideas are being interpreted and extremely critical. Bloom's Taxonomy provide a structure for reflection. The reflective practitioner is a professional working in a highly dynamic environment and bloom's taxonomy can be used to develop individual careers. Companies and organizations looking for reflective practitioners are interested in: • Analytical skills • Interpersonal skills • Self -development • Practitioners who can reflect on their performance Therefore, in terms of using Bloom's Taxonomy to professional careers; some objectives need to be set in. Objectives for reflection have to be very specific, measurable, action based, realistic and time bound.

154. The Professional Development Plan (PDP)

The practice of reflection can be supported with a professional development plan (PDP). PDP is a way of recording, reflecting on and writing about the practical outcomes of experiences and then reflecting on them through a writing process. It's a very personalized record of one's career or experiences and can be used for cataloging of career development. It, therefore, becomes a very useful means of updating a curriculum vitae and as a record can be checked back on the skills and knowledge acquired over the years. It personalizes learning by encouraging the teacher to own and value their development and achievements. It enables the individual to demonstrate coherence in their professional development and plan for the future. A simple format for professional development is to use a frame work of questions like what am I good at? What am I not so good at? What practices I want to continue? And what areas I wish to improve in? In simple words it's a reflection of one's experiences. The process of professional development framework engages the reflective practitioner in a well-defined process which can be very efficient and supportive.

The process or the cycle of professional development plan is very important for a reflective practitioner because it deals with the skills that will be developed, the time frame required and then the feedback on whether the practitioner is good at developing the skill or not. The PDP demands reflection at every stage which enables the reflective practitioner to overcome the shortcomings by making changes to the professional/ academic development plan for future reference.

The key thing while reflecting on the PDP is what have you learnt from the process? What other things have you learnt from the process of maintaining the PDP? What ideas have you had for developing other areas of your own practice?

155. Why be a Reflective Practitioner

Importance of reflection

The question arises why is there a need to be reflective or to be engaged in activities outside classroom? The answer is simply because it enables professional development which is meaningful and keyed into our direct experiences and it helps us in the new notion of 21st century which is professions being part of knowledge economy where skills and the experiences are more substantial but at the same time less tangible. So undertaking professional development is becoming a prime-requisite because we need to show as teachers that we are highly professionals. It enables us to maintain quality of what we are doing. We can focus and reflect on why things are going wrong or well.

Reflection then includes hard, logical and detailed systematic thinking and a soft initiative insight or thinking around issues and attitudes and feelings and these two things within a framework with an outcome of action leads to a plan of critical evaluation of all the available evidence.

We do not reflect on what went well or what went wrong rather we reflect on the whys and hows of these questions and begin to think about these questions in a bigger context of quality and improvement. So the reflective practitioner needs to develop self-awareness and their role as a professional, as a colleague and as an individual within a team or a group setting. He needs to be very creative in terms of interpretation of experience and the development of solution to complex problems or issues facing. Therefore, a good outcome is developing strong set of skills for problem solving and critical thinking.

Reflective practice is a way to develop skills for synthesis and evaluation of knowledge. As practitioner in classroom we are learning new things all the time and using higher level of

Bloom‘s thinking can help develop abilities to be creative around what we do.

156. Ghayle's Process of Development

The practice of reflection can be supported by Ghayle‘s process of development. This process is focused on certain key aspects of experiences a teacher has in class. It‘s essentially looking at _Good Evidence‘ and what is important in at collecting evidence. This care and attention helps the reflective practitioner set a standard for their reflection and practice and this standard can be reflected in professional standard. It therefore, helps the reflective practitioner to demonstrate their competence and their achievement of standards.

The important aspect of the process is to make it personally meaningful. It‘s not just engaging in the process because we have to. It‘s about engaging to reflect and improve because it interests us. It needs to be very insightful and relevant to what we do and ideally connected to our other experiences.

If we look at the Ghayle‘s process of reflection it is learning from own experiences- Ghayle has divided this process into three parts.

First part is called _Navel Gazing‘ which is looking closely at our own experiences internally and being honest with ourselves and improving on what has been done. Navel Gazing is about finding connections and re-assembling them. It supports reflective practitioner in finding justifications on what is happening in classroom.

Second level is learning from day to day experiences- which Ghayle calls as _Learning from the day‘s chaos‘‘. This leads reflective practitioner to reason through and become more aware in finding connections and reason through the experiences and in this way the reflective practitioner is gaining confidence in work which ultimately leads to professional growth.

The third level of this process is _Talking about you do with others‘ which means learning from collaboration with others. Its seeking constructive feedback from others and understanding own feelings and letting go of personal prejudice. It means working hard and dwelling on mistakes.

Ghayle‘s process of development sees the reflective practitioner as someone who does something and is automatically reflective which means that the process of reflection is for life-time and the practitioner is always reviewing on what happened and asks questions as to _why‘, _how‘, _where‘ and _what‘ and the skills which can be taken forward. The best reflective practitioners are constantly learning, evaluating and refining their practice, even after years of experience.

Topic 157 The Nature and Purpose of Professionalism Part 1

The reflective practitioner needs to engage with one key understanding and that is what is professionalism and a lot of importance is placed on teachers' meeting standards and having a commitment to meeting a wide set of professional commitments and obligations and meeting standards of quality in teaching and learning. Therefore, professionalism is looking at the values and practices which encompass these standards and which we can consider as a key foundation stone to professionalism.

For reflection, we need to think about a concept 'Professionalism- in- action'. It is simply looking at our professional role, attitude and behavior. The skills which we are developing as professionals and actions in terms to how these relate to students we work with but also how they relate to other professionals i.e. colleagues, parents and other significant stake holders.

Teaching happens within a context and part of professionalism-in-action is relating to their skills and development of professional skills in a school's particular context. The professional role of teacher is

multi-faceted. It is pastoral as well as academic. The pastoral role is intended to the care and attention that is given to students and the subject knowledge that teachers possess is academic professionalism and this leads to reflecting on the reasons behind the poor performance or bad experiences and developing an understanding on how to use these effectively and to further development and to become more professional. It also lead the teacher to reflect on planning for specific groups of students, differentiated instructions and bringing together students who are shy or withdrawn while focusing on approaches to help those students in the learning process.
Hence, reflection is not only academic but pastoral.

Topic 158 The Nature and Purpose of Professionalism Part 2

The nature and purpose of professionalism is different for different teachers and the way teachers reflect will be dependent on particular preference for their idea of professionalism. In addition to academic and pastoral roles which need to be reflected on, different teachers may also have an underlying tendency towards a preferred mode of professionalism. The diagram shows the location of two teachers which shows one teacher's major focus on pastoral role rather than academic and at the same time; the other teacher's role may be more on the academic achievement. So teachers can be located differently within the school and it shows that no teacher is the same. Indeed each teacher has a unique identity and with identity it shows that there can be professionals working in a school's environment with different approaches to teaching. However, too much emphasis on any one area can mislead teachers into thinking about themselves as best practitioners. The balance between both the roles is vital and leads to high level of practice for teachers and a high level of identity development. The ability to become flexible and to adjust to own preferences to circumstances and requirement is an important skill that the reflective practitioner needs to develop.
The process of professionalism is complex and a subtle skill which is continuous and is developed more with the professional role of reflective practitioner.
Reflections on a teacher's professional role encompasses contributions to extracurricular activities, to whole-school initiatives and to the corporate life of a school. The idea of living out the ethos of a particular school and helping to shape it, is at the heart of rather special role of being a reflective practitioner. The central to this distinctiveness is the idea that the reflective practitioner identifies and adheres to a code of professional values and practice.

Topic 159 Reflecting on Notions of Professionalism

Reflecting on Professional roles means to think for ourselves what we really mean by professionalism and it‘s true to say that professionalism for teachers is not simply a matter of having expertise of subject that is clearly insufficient. There are other things for reflective practitioner which are equally important. One of them is the ability to work with their subject knowledge i.e. the content needs to be imaginative. Another consideration is the pedagogy of the subject. Professionalism is about to being able to teach and share knowledge in ways which are varied and very wide ranging because our students will all learn uniquely and individually. Therefore, we need to use approaches which can catch every student. In this regard, a significant notion of professionalism that we need to consider is that we should have the concern for all students learning rather than making sure we are achieving curriculum's objectives on a day to day basis through the content we are planning in our lesson plans.
The underlying notion of 'Fairness' in terms of professionalism is also very important. How we are working to support all students and how we see all students is not only unique but also needs a lot of

encouragement. It is the duty of reflective practitioner to understand how important it is to stay fair for the wellbeing of all students.

If we look at the given diagram, it shows all the components which formulate professionalism. These components all add together to develop teacher identity. Professionalism is made up of certain areas that we need to consider in terms of development. There is intellectual development i.e. knowledge about subject. Functional development the ability that we have to pass on the knowledge that we have. Professionalism is made up of values and beliefs of teaching and learning and how these describe to people and experience by people in classroom. In terms of development, there are areas of change that we need to look at. Change in terms of the knowledge that we have and how we rationalize and perceive knowledge and change and the procedure of change.

Change can also be evaluative i.e. how we go about and think about our work and even the outcomes can also be looked at from a change perspective. The most significant change we can look at is the Motivational change and it occurs as teachers develop their identity. So this becomes a strong mechanism for how teachers motivate themselves throughout their careers.

160. The Reflective Practitioner: Professional Relations with Pupils

Reflecting on Professional roles leads teachers to consider their professional relationships with pupils and what is regarded as 'professional' must therefore be linked with inaction responsibilities. Reflective practitioners must be seen to treat pupils with respect and fairness. This underlies the professional relationships that we have. Teachers need to be consistent with their approaches so they can be viewed as professionals and this underlies a notion that they have a particular stance which is about 'unconditional positive regard' for students as learners.

This notion requires reflective practitioner to operate with a working knowledge of students' background, their social and cultural backgrounds, their experiences and interests as they move through school and this is not just the simple knowledge to acquire. It is complex in nature because our students are always growing and their culture influences this development and therefore, any relationship that teachers have needs to reflect this development and change. It is important for a teacher to understand this because it helps her/ him to interpret a particular situation the student might be facing and then learning ways to tackle it.

For professionals, these concerns direct their focus and role. One important role, the teacher needs to play is the role of a mentor. A mentor is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students.

The teacher also take on the role of parents in classroom. They reflect on their responsibilities of care, nurture and support. Another role is teacher as professional in action is to work as a participant observer. In this way, their professionalism can grow and the objectivity about their professional role can support the professional relationships they have with students. Teacher as carer in the classroom. The professional relationship that teachers have with students is that they are not only teaching the subject but needs to understand their needs and how they learn. Caring for students leads to better learning process.

161. The Reflective Practitioner: Professional Relations with Colleagues

Reflecting on professional roles leads us to a consideration of reflecting on professional relationships with colleagues. When a teacher is in the school; he or she is not working in isolation but work with a group of professionals and a teacher is regarded as a team- player and whether he/she is an important contributor to the team. The professional relationships with colleagues provide an opportunity to develop as a professional and extend your thinking. This is in contrast to solitary reflection. This means that the world is opened in terms of professional relationships with colleagues. Its not just about saying what you did, it‘s about saying why you did it, what you learned from it and what you might change because of it in the future. Relationships with colleagues are not in black and white. Rather, it influences us over time. This thinking of what and why helps teacher identity to new level- a level which is reflective and in depth towards professionalism. The professional relationships that we have with colleagues open up a number of world full of possibilities or opportunities. These opportunities are varied. We can think of our professional identity in terms of colleagues through any number of approaches and relationships. For example Specific Interest Groups- The relationships are always building on and contributing and sharing with each other.

Reflecting with colleagues is very important because it not only helps us integrate in school and feel valued with other professionals but it is an opportunity to grow professionally and with support and encouragement from others.

162. The Nature and Purpose of Professionalism: Reflecting on Your Contribution to the School

Reflecting on professional roles also leads us to the consideration of how we are contributing to life at school. It is important to contribute in school because it is an indicator of a vibrant, inclusive school, generating gains for both skills and community. Reflecting on your contribution to the life of school can be in a number of ways. One of them is cross-curricular activities rather than simply teaching a subject. In this way students get a chance to participate in various projects and contribute to the distinctive presence of school.

School effectiveness becomes important and can be viewed from a number of outcomes i.e. how well students attending classes, the individual student's attitude towards teachers, schools and learning. This translates into things like student behavior and also individual student achievement in relation to being in school and this underpins school effectiveness and results. The reflective practitioner needs to reflect on their role uncovering what makes the school more effective. There are nine characteristics of high-performing schools:

- A clear and shared focus
- high standards and expectations for all students
- effective school leadership- how leadership is improving and sustaining excellence within the school
- high levels of collaboration and communication
- curriculum, instruction and assessments aligned with highly regarded standards
- frequent monitoring of learning and teaching
- focused professional development
- a supportive learning environment
- high levels of family and community involvement

All these characteristics translate into a number of interconnected characteristics that we can consider from the reflective practitioner's view point. At the center are the students

we are working with. The characteristics which surround these actually lead to high performing schools and teachers.

Topic 163 What are Teams

For reflective practitioner, there is an impact on reflection due to organizational dynamics so the reflective practitioner needs to think about how to reflect within the organizational framework. The first question for reflective practitioner when they are in working environment is to think about the "Team' that they are a part of. A team is more than just a group of people. A team is people coming together with a common objective to achieve. All those who are mutually accountable for work and are seen as a social entity within the organization. So the reflective practitioner needs to understand the impact of group and teams and their role within the school. It is true to say that all teams are group but all groups are not teams. Some groups are people assemble together in the same place without any common goal or mutual accountability.

Teams, therefore have task interdependence where some members rely on other group members for the tasks to be done.

Within an organization, we can consider different types of teams. There are teams which are permanent in an organization for example departmental teams. Teams coming together for particular tasks or activities within the school environment. There are other types of teams which can work together for example Total Quality Management team etc. Some teams are temporary which tend to be very short-termed and are focused on achieving a particular goal. We can see the impact of organizational dynamics by looking at the categories of organizational dynamics. The teams creates its own design. It is important for reflective practitioner to understand the importance of each category. The process can affect the functionality of team.

The team elements to reflect on are:

Task Characteristics:

Teams perform better when tasks are clear, relevant and accomplishable for the team.

The reflective practitioner within the organization can see the imposing factors which are:

- easy to implement
- task interdependence
- share common inputs, processes or outcome.

Team Size:

Smaller teams are better but large enough to accomplish tasks Team Composition:

Who are the team members? Are they specialists, or possess various skills Some teams are homogeneous teams and some are heterogeneous teams.

Homogeneous teams comprise a group of individuals who have more efficient coordination, are better at working together, developing an entity in their own right. There is a higher degree of satisfaction and considerably are less complex.

Whereas, individuals working in a group who are not functioning as team and have more conflicts and the pace of work is relatively slower are known as Heterogeneous. Heterogeneous teams are more creative in nature but are more complex.

It is very important for the reflective practitioner to understand the organizational dynamics in order to be more successful and reflective.

Topic 164 Reflective Practice and the Stages of Team Development

The reflective practitioner needs to understand that a group of people working together go through different stages of development and functioning and we can represent these stages diagrammatically.

The group dynamics of a team go through different levels of functioning. The initial stage of functioning is called Forming. This is where the group gets together and start to know others in the group. This is the first stage of team building and sets the tone of how the team will operate.

The second stage is called 'Storming'. This is where conflict can arise in group because people have different ideas on how work can be done and different people will try to lead the group towards achieving a certain goal. This can impact on the effectiveness of group. Once the group gets passed the storming stage; the group is known to move into the 'Norming' stage. This is where the individual roles are clearly defined and people start to take on those roles within the group efficiently and effectively and they start working as functioning team moving towards the performing stage where everyone supports each other and understand how to work towards achieving a common goal.

These four stages are transitions and move both forward and backward. Every time, there is a change in the functionality of the group; it tends to move backwards. It is a journey of backward and forward. If it's a temporary group, the individual members leave the group after completing a particular task. This stage is known as Adjourning stage. At this stage, group members leave each other and then there is no need for them to stay together.

Team norms:

It is looking at how individuals learn from each other and setting roles for group and identifying commonalities in terms of how they work and expectations of working together. This stage in the group, people are learning to understand the values and assumptions they have about teaching and learning. In order to reflect on team norms; the reflective practitioner needs to look at these aspects that how members are interrelated to each other and how to work efficiently and effectively.

The reflective practitioner can look at how the group is supporting itself. How individual members are rewarding other members to the work they are contributing and how group is managing conflicts and dysfunctionalities.

The key point for the reflective practitioner is to look at how to move through these stages and ultimately moving towards working as a team and how they are dealing with the storming stage and how individuals are maintaining the level of performance. The reflective practitioner can observe some forward and backward movement and begin to unpin the ideas which are supporting the team and help them move forward.

Topic 165 Team Cohesiveness and Performance, and the Reflective Practitioner

A factor which can impact the organizational dynamics for which the reflective practitioner needs to be aware is team cohesiveness. How individual members are performing together as a team; where the reflective practitioner fits into team cohesiveness and in terms of team cohesiveness; we can look at a simple model. Team cohesiveness is based around a number of factors of team and the way team works. Whether the individual members of team have similarities, what is the team size, how are they coping up with external challenges? The interaction between team members is extremely important. The communication within members shape up team cohesiveness and with less interaction; the team becomes disjointed. The team size has a significant impact on team cohesiveness. The smaller teams will be more cohesive than the larger team. If a new member wants to enter the team and finds it difficult to enter; it reflects that the team is very strong in terms of cohesiveness.

The reflective practitioner needs to consider the members of cohesive teams. They need to look at from their own perspective to the extent on how they want to remain within the team; how willing people are

to share information; how strong interpersonal bonds are within the group members; how they want to support each other; how team members resolve conflict especially at the storming stage and are certain members more or less satisfied within the group.

Team Performance:

The impact of the functionality of team performance can be viewed as team norms supporting or opposing the school goals. Looking at the educational environment; it is evident that the team norms that support school goals are generally highly cohesive teams with high task performance and where team norms and intentions are opposed school; the performance becomes low. The dysfunctionality between team norms has a very negative impact on team cohesiveness and its performance.

As reflective practitioner, one needs to see how team efforts are supported and work towards achieving overall school goals and how these dynamics are affecting the achievements. It can mean in larger groups, some individuals hide in a way which is known as Social Loafing where they are in the group but not participating and this happens when there is less or low team cohesiveness. This happens when the team connection is low and routines become dull. It introduces a very low performing ideal of team and does not lead to any sort of excellent performance. These aspects of team are important for reflective practitioner to consider.

Topic 166 Task Interdependence

It is an important area to reflect on for reflective practitioner in terms of organizational dynamics. It is important to reflect on for the teacher to understand where he/she fits in the team and what is the impact of his/her work. The reflective practitioner can deconstruct his/ her identity into particular categories. This task interdependence becomes very important because as teachers depend on each other for the effectiveness of our and other people's work. The reflective practitioner can consider how their role in the team is managing their performance.

Levels of Task Interdependence:

Levels can be very high or low. When it is high, the team is able to function very cohesively. Task interdependence can be viewed as 'Reciprocal'. This is where each member of team is able to talk and discuss matters with all members of team. This is known as reciprocal interdependence. Where task interdependence is quite low; this is where all members interact through some other medium or other resource person. So there is no direct line of communication between individual members of team.

In the middle ground, we have sequential interdependence. This is where individual members of group refer to certain other member of team so a chain is formed.

So team composition can have an impact on this interdependence and an effective team is one where people are not only willing but able to communicate directly with every other member in group and in this regard reflective practitioner can focus on 5 C's.

- Cooperating
- Coordinating
- Communicating
- Comforting
- Conflict resolving

Team interdependence depends on a number of factors. These are:

- Interpersonal
- knowledge and trust

- understanding of roles
- appropriate behavior
- learning to coordinate with each other

In the team, therefore, reflective practitioner is looking at his/ her role to the extent to which they are reaching the area of reflection and how effective the team is in terms of moving forward. Please remember you may be reflecting on yourself and your own work within the context and with others.

Topic 167 Behavior in Organizations

Teams in organizations have particular dynamics and the way teams behave within an educational setting have potentially very positive impact but there can be barriers to reflective practice caused by the team. Probably, the biggest factor to overcome is 'Group Thinking'. This is where the individual members of group are so strongly cohesive and so focused are the tasks and the social identity of the group that individuals will not question the activities of the group and not question to what extend are they achieving objectives. This can lead to a number of factors which are barriers to reflection. The barriers prevent reflective practitioner undertaking any sort of reflection because it would challenge the group to the extent where it will not cope up. There could be negative feedback and unquestioning nature in terms of roles they undertake and teaching they are engaged with. Reflective practice require a very questioning approach.

What group thinking creates is very strong stereotyped views. The individual member of group become so strongly cohesive that there is no single identity. The reflective practitioner trying to introduce some sort of questioning or reflection to the process becomes an enemy and this can block effective reflection. The upshot of this is that its very difficult to break the illusion that the group has and the goals they are trying to achieve.

The symptoms of 'Groupthink' are that people are very conscious of their interaction and tend to get into personal avoidance of deviation from what appears to be a group consensus.

People can become so protective of group identity that certain pieces of information become withheld from the reflective practitioner simply because it would challenge the group identity. The impact of this on the behavior on the school can be quite significant. The idea of group think is barrier to reflection within teams and leads people to think in unique and divided ways from school identity.

How specialized roles and functions are and how they are coordinated within a group are have a strong impact on the effectiveness of school and how information flows among people and group is another impacting factor on behavior of school. How the system of controls (task, measurement, evaluation and change) is to work. Each school with its structure can be affected to a big extend due to this behavior. Group norms and social identity of individual members get affected and can be put to risk due to such dynamics. The reflective practitioner needs to be someone who works within organizational structures and how teams are working with those structures. So reflective practitioner needs to reflect on good practice but also needs to reflect on dysfunctions that teams are exhibiting.

Topic 168 Reflecting on Motivation

In terms of organizational dynamics, the reflective practitioner can focus on what motivates individuals within the organization and within the teams they work. The Hawthorne experiment in America demonstrated how workplaces are essentially social institutions and as such they affect the quality and outcome of work; what motivates people to make these achievements. To understand motivation more

clearly; we can look at Maslow Hierarchy which identifies different levels of motivation moving from a very basic level of the bottom where any member of team focuses on very specific aspects which are important to the basic needs. This leads to then higher level of functioning of motivation within the group where individual is looking beyond basic needs and looking at more fundamental attributes of motivation. What is true is that people will move through different levels and can also fall back down through levels if anything should go wrong within the group or organizational structure. People can be motivated or demotivated at different times. The reflective practitioner can consider how people are motivated within the organization moving through these structures. So to reflect on motivation; there are certain assumptions about behavior that reflective practitioner can look at. Some public organizations, there are strong philosophies that can be consider. In motivation, there is a choice which is dependent on the amount of impact of that motivation. Certain motivation factors are fundamental and they are perceived as being highly dependent on.

Motivation can be viewed as self-regulation point of view or there is a certain degree to which an individual can influence the work environment which will impact on motivation.

Self-regulated teachers are people who are aware of their strengths and weaknesses. Selfregulated teachers are also able to think about the way they think. They reflect in a metacognition sense. They also have certain attributes around success and failure and this effects on how much control they feel they have. Self-regulation is a cyclical process and not a linear one way process and teachers can move through different levels of selfregulation in terms of their motivation.

This means that self-regulated teacher is always working towards achieving goals. It promotes learning and is something for reflective practitioner to aspire to in terms of their reflective practice. If the reflective practitioner is self-regulated; then they are managing their own motivational level.

Researchers identify three critical dimensions or characteristics of self-regulation;

- Self-observation
- self-judgment
- Self-reaction

Self- observation refers to the deliberate monitoring of one's activities. It may take the form of recording frequency, duration or quality of a behavior. Self- Observation aims at being very critical thinking of performance and self- observation; therefore, can lead to higher level of motivation and can lead the practitioner to a higher degree of motivation. For example, if you realize your preparation habits were causing you to perform poorly, you may adjust the way you prepare, leading to higher satisfaction and more motivation to continue to improve your work habits.

Self- Judgment refers to the extent where you can evaluate your own performance and how can you evaluate your performance levels compared to the goal level. Self-reaction refers to reflective practitioner looking at their responses to events in classroom both their behavioral and cognitive behaviors. This means you are moving to a cycle and looking critically at all these cognitive outputs.

Topic 169 Peer Mentoring

Within the educational environment; the reflective practitioner can look to models and mentors to help them with their reflective practice. Peer mentoring is a useful strategy for reflection. Peer mentoring is a shared relationship between reflective practitioner and colleague which involves both giving and receiving in terms of knowledge and information and peer mentoring is an equal relationship between two professionals. The effectiveness of these relationships is unrestricted and does a high degree of openness, trust, commitment and a sense of responsibility for each other and mutual accountability for

both and because of this accountability; it is something which can become quite powerful to add reflection. The thing about peer mentoring is that it can fit very neatly into friendship and relationships that an individual can have and can become very easy to conduct.

Unfortunately, this mentoring can be overlooked because of the nature of the relationship between the individual and may not achieve its full potential. Peer mentoring is a professional relationship and not two friends chatting away.

The starting point is to begin with a friend. Someone you can trust. What you need to do is to put time aside; once a week, once a month to actually talk to and discuss and share ideas about experiences occurring in schools and what is important to remember is that this relationship must be balanced. The peer mentor and the reflective practitioner are equal partners in this relationship. The nature of discussion is to focus on areas of concern; not to be general. General discussion will actually be two people talking so it is important for reflective practitioner to ask very good and powerful questions in relation to areas of concern. Both reflective practitioner and peer mentor are mutually accountable for answers which are explored through questions.

The best peer mentoring can be characterized by a number of things. First is honesty in terms of exchange of information and ideas. There should be respect for discussion and questions for reflection and feedback. The power between the two individuals should be equal. There is a mutual regard between peer mentor and reflective practitioner. The peer mentoring activity takes place in limits and cannot be spilled over. The benefits of peer mentoring are many and there is lots of literature to talk about.

- it creates a sense of belongingness and support
- It contributes to work success
- It contributes to relationships/ networking
- It contributes to sense of community
- It contributes to culture of success
- It builds awareness of resources What research says

about peer mentoring?

It improves academic performance and individual academic self- efficacy in terms of their academic performance. It also creates a larger degree of satisfaction of work. It also has been shown that it helps people develop more autonomy and this leads to increased persistence in terms of achieving goals. Research also shows that it also improves interpersonal relationships and communications. When a reflective practitioner is dealing with behavioral issues, this comes in handy.

Making good use of a peer- mentor is very important. The reflective practitioner needs to be aware of peer mentor's role. Peer Mentor's Role is to:

- listen to reflective practitioner
- share experiences
- work together to foster teachers' skills and working in school
- develop networks around the school environment

Reflective Practitioner's Role:

- active participation is required from them
- communications and inter-personal relations become very important

- must remain open to share ideas and feedback from mentor
- accept responsibility for success of peer mentoring process

Topic 170 Mentoring Skills Part 1

In terms of the educational environment, we know models and mentors are useful for reflective practitioner. A mentor is important because he provides support and guidance for professional development. Also, a mentor demonstrates the employer's recognition of knowledge, skills and abilities of the mentee. The peer mentoring relationships also helps an individual/ teacher to develop their career much more quickly and peer mentoring is also being shown help individuals develop their self-confidence about their role in school.

A mentor is important also because it helps an individual as reflective practitioner develop their skills for critical thinking about the work they are doing and to develop a sense of independence in terms of their work. Where a new teacher is joining the school; a mentor can help him/ her acclimatize to the job and school culture more quickly.

A mentor is important because it helps teacher feel more in touch socially and professionally in terms of the culture of school environment and it results in a much greater awareness of the organization and its functioning. It can also support networking between individuals and the group and create connections between individuals. The mentor also helps reflective practitioner become more pro-active about their work and the approaches they are taking and therefore, mentoring can help the reflective practitioner move towards 'expert' status much more quickly than if they were working individually.

What can you expect from a mentor?

A mentor in one sense can take on the role of the coach. Coaching is a partnership between colleagues where one is the mentor and is helping the reflective practitioner develop skills and understanding about the job and the performance they are engaged with. Therefore, what the reflective practitioner needs to expect from a mentor is the relationship will be held together with trust. Trust is needed to create a climate of honesty and real reflection. With trust, the strong bond is required between both of them which means that the reflective practitioner knows that they are wholly supported and encouraged and can accept criticism and difficulties much more effectively. Another thing to expect from the mentor is the feedback. Positive feedback and recognition of a job well done or constructive criticism of a skill or a task which could use improvement helps reflective practitioner develop better skills professionally.

It‘s also about passing on learned behaviors- A mentor has experience of productive approaches and can identify certain behaviors which the reflective practitioner can benefit from. A mentor helps pass on 'Learning about replacement' which means how new behaviors replace ineffective or inappropriate behaviors. Constructive criticism for the reflective practitioner is very much focused on behaviors and not on the individual teacher and in this sense trust becomes important. It‘s not a personal attack it is looking at what is working and what is not working. It is focused on describing effective behavior and understanding ineffective behavior. It is a very focused approached. It‘s important to remain calm especially when reflection can be quite difficult.

What constructive feedback is also about how the reflective practitioner receives information and chooses certain pieces of information?

Reflective practitioner needs to listen very carefully in order to develop their skills professionally. The mentor needs to identify the benefits of improving the behavior and needs to keep a balance between positive and negative feedback.

Topic 171 Mentoring Skills Part 2

Where mentoring is used by the reflective practitioner to help develop their practice, there are certain considerations to be aware of. It‘s important that relationship is understood as an equal relationship. In other words, it‘s not a power gap; a hierarchy between the mentor and the reflective practitioner. It‘s also important for both of them not to overcompensate in terms of political correctness. It‘s a private conversation feelings can be explored without being censored. It‘s important that the two individuals share a common understanding of the words they use to describe events. A common meaning between the two needs to be established. Description of events is not important rather exploration of feelings and responses around experiences and values are extremely important. Mentoring relationship depends on trust. Problems must not be denied. They need to be focused.

The diagrammatic chart shows that both mentor and the reflective practitioner are different individuals. In this sense, there is a benefit that can occur because of the difference between the mentor and reflective practitioner. In terms of professional development, there are different perspectives which can lead to different dimensions of reflection and discussion. At one dimension, we can focus on performance which is the focus point for reflective practitioner. For mentor, the focus is on career and professional development in terms of how reflective practitioner is developing their roles. There is also inherent in the mentoring relationship an idea of equality but also difference. Therefore, the mentor can be quite directive in terms of influencing the reflective practitioner in terms of certain work. There can also be non-directive influence. Just sharing of experience, so reflective practitioner has options to consider and then choices to make. These different dimensions suggest different approaches that mentoring can take. It could be very traditional and directed input from the mentor focusing developing performance. It could be actually more developmental mentoring where the mentor is not been directed with a longer time view of development rather than finding immediate solutions to the problem. Hence, mentors take on different roles i.e. of a coach where performance is being focused on. It can be the role of the guardian fulfilling the emotional needs. In terms of mentor being non directive in their role; mentor can be actors or facilitators or a networker in a relationship. In other words, how reflective practitioner finds connection between people working with. The mentor takes on the role of a counsellor where reflective practitioner needs to express their feelings and emotions. The mentor becomes someone who listens, empathizes with practitioner.

The relationship between the two can be looked as phases a journey that the reflective practitioner goes through in the mentoring relationship. At the beginning, it‘s very much about two people identifying how two people work together. This move to a point where the relationship between the two begins to focus on analysis of experiences and events and the implications of this is on the work which is happening. At this point we can think about relationships changing levels of energy that occur between the two. When both are learning to work together; the amount of input is quite high. Once the pair starts to work constructively, the focus shifts to analytical. The amount of energy becomes lower and the process becomes easier. From reflection to mentors; one gets insight that leads to reframing of assumptions and the way we work. A lot of suggestions around the problem take place here. Ultimately, this process of energizing the reflective practitioner leads to the point where the teacher is changing practice, actions and procedures within the mentoring relationship. This journey moves through stages of action and thinking external and internal reflection.

In terms of the purpose of mentoring relationship and equality of relationship; we can consider certain focus areas. Where there is high rapport between the two; one can expect high degree of open dialogue

and openness; a sense of working towards something. Expectations are shared between the two but where there is not much clarity about what needs to be result and the rapport and the level of interaction is quite low; then it‘s simply becomes unthinking process rather than reflection. So it‘s important as a reflective practitioner to be very clear about the purpose in terms of mentoring relationship.

Topic 172 The Skills of Dialogue

Clearly mentoring within educational environment requires highly developed skills for dialogue. It involves an understanding of a stereotype that we hold and manage. It requires a certain fearless questions and discussions. It requires us to analyze the assumptions and values we have. The behaviors that we regularly engage with. Most importantly, the dialogue needs to support interaction of ideas and valuing of different perspectives. There are four key issues relating to difference in mentoring which will impact on the level of dialogue and quality of dialogue between the two. These four key issues are:

- Perspective: The ability to look realistically at the environment
- Networking: The ability to make connections between individuals and departments within the organization
- Power: sense of power between the mentor and the reflective practitioner- there should be an equal relationship
- Dependency: mentoring relationship is very supportive and is made very clear that reflective practitioner is not dependent on the mentor.

The issue of how reflective practitioner views difference in mentoring is clearly shown in the figure given below. The issue and relationship with the same and different groups are shown very clearly here.

So there is value in terms of the difference between individual and mentoring relationship. It encourages the reflective practitioner to set high performance targets and it does provide lot of clarity and visibility to the higher levels of management in organization in developing practice. It also helps the RP get a much greater insight into the climate and culture of people working in school. It encourages RP recognize the value and also enhance their self- confidence. This is an important and significant factor for RP. It stimulates a lot of networking between groups of individuals.

In this sense, a mentor should establish confidence by establishing strong working relationships and work related issues rather than personal or family related issue. The mentor should find common values and interests. He should also make an effort to learn about each other and must demonstrate a high degree of empathy. The mentor should be clear about needs and expectations of the mentoring relationship. It's important for the mentor to avoid assumptions i.e. what is good, what is bad, what will work and what will not work. The mentor needs to be able to provide a degree of risk in terms of their work but as support that risk so it minimize the amount of discomfort the individual might experience.

The RP and mentor have certain areas of dialogue to consider. In terms of content, it can be focused on very general roles i.e. universal aspects of working in an organizational setting or it can be focused on very particular areas of practice. It could also be related to individuals and how the individual is working in a group environment and it could be a focus on a community within a school. The dialogue can also be quite neutral in terms of description but it also can focus on emotions and feelings. The dialogue that goes on between the RP and mentor can be very specific on particular areas or it can be quite defused and varied. It focuses on achievement of particular standards the individual is doing. The

dialogue can be ongoing and synchronous. It could be in response after an event. The dialogue can go between internal to external controls.

Topic 173 Situated Learning

Learning and development for RP does not happen in isolation and there is a notion around modeling and mentoring in school where learning is considered to be situated. This is in a sense looking at the formal integration of learning from the work place. It can be looked at learning to teach and teaching to learn. But this means for RP that teacher is not only a teacher but a learner and as such learning to think critically and to question the practice to explore new principles. Situated learning implies learning is not simple transfer of knowledge or skill from one individual to another indeed transfer of knowledge is quite inadequate. It is better to think of 'situated learning' process as a transitional process of boundary- crossing to become an expert in order to achieve high level of performance. So teachers as RP need to think like a teacher to look at teaching from a perspective of a learner. This situates learning within a practice. There are certain stages that we can consider:

Stage 1: Implicit modelling of strategies and values. This point the individual is looking at modelling behaviors expressing certain values.

Stage 2: Much more explicit modelling of reflective learning and change in practice.

Stage 3: Linking practical wisdom to abstract theory

Stage 4: Reconstruction by teachers in the classroom through new strategies and technologies.

Situated learning focuses in a holistic way on teacher learning enabling them to think critically and originally, question existing practices and exploring ideas and new principles resonance with Loughran's learning to teach and teaching to learn. This is through situated learning that the RP can make strong connections between theory and practice. This can be looked as a very powerful tool for RP.

Topic 174 Social Learning Theory: Elements of Social Cognitive Theory

Social learning theory has an effect on the mentoring relationship and the process of reflection in an educational environment. The social learning theory distinguishes between the acquisition of learning and the performance based on that knowledge. Both of these external and internal factors are important. Interaction is the key in the process of learning.

There is an idea of Reciprocal Determinism. It is an explanation of behavior that emphasizes on the mutual effects of the individual and the environment on each other. The distinction between positive or enactive learning and vicarious learning. Enactive learning is learning by doing and experiencing the consequences of your action. The consequences are seen as providing information about appropriate actions, creating expectations and influencing motivation.

Vicarious learning is different from enactive learning. It's learning by observing others. The emphasis is on the powerful effect of modelling behaviors and attitudes. Therefore, the RP imitating those behaviors and values. Learning occurs through that imitation. Two main modes of observational learning:

First, OL can take place through vicarious reinforcement. Vicarious reinforcement is important because it happens automatically for us. Second, learning by observing others imitates the behavior of a model even though the model receives no reinforcement or punishment while the observer is watching.

The other aspect of OL is observation is an extremely efficient learning process. There is no real effort of how to write. Social cognitive theory distinguishes between acquisition and performance of learning.

Four key elements to be considered for OL learning: Attention & retention: how much attention an individual pays to watching a role model

Production: the individual putting into practice what is being learnt

Motivation & reinforcement: how the RP uses his observation to motivate them and reinforce new behaviors.

OL has five possible outcomes:

1. Teaching new behaviors: Modelling can be applied deliberately in the classroom to teach mental skills and to broaden horizons- it is to teach new ways of thinking.
2. Encouraging already learned behaviors: All of us have had the experience of looking for cues from other people when we find ourselves in unfamiliar situations. Observing the behavior of others tell us which our already learned behaviors to use.
3. Strengthening or weakening inhibitions: The Ripple effect- If you observe a teacher not managing behavior, you conclude that the class may be less inhibited in future about breaking rules.

4 & 5. Directing attention & arousing emotion: In OL you may develop emotional reactions to situations you have never personally experienced and this can help you develop better reactions in future.

175. Dialogue as a Self-Assessment Tool

RP can be a dialogic process and as such dialogue can be a self-assessment tool for RP. It's useful in assessing knowledge as well as practice but also in terms of evidencing reflection and development for RP and as such some critical element to the dialogical process in terms of reflection and these aspects of trust, empathy, honesty, sincerity, openness, learning, self-awareness, growth, mutual responsibility and challenge in order to develop. It involves exploration and critique of experience; is a process of communication at very different levels and analytical and evaluative levels. For RP, it is important to define what will be included in terms of dialogue for reflection. It is indeed conversation for a purpose and it involves the RP in moving forward professionally. It's learning which should emerge over time. Dialogue helps learning develop rather than become instantaneous and therefore; the RP needs to take care of professional dialogue that takes place. There is an inherent power differential in assessment due to differing roles. This can be quite useful but needs to be fully understood.

The RP should assess the quality of the dialogue being engaged within the evidence of understanding and as a tool for RP to use it is much about process as product, its learning evolving overtime engaging in dialogue rather than the outcome of dialogue.

Dialogue has a shared purpose. It is a two way street. There are genuine questions to seek unknown answers. For the RP it is formative in nature. Dialogue can move forward or backwards and the power relationship enables this backward and forward movement. It is important to consider is the influence that particular criteria especially assessment criteria or learning outcomes for teachers may have on dialogical process. This affects the quality of dialogue and can actually be beneficial for the RP. Dialogue is quite complex and involves complex interaction with another and therefore, they not only needs to be speaking but listening effective dialogue in terms of professional conversation. It is based on different expectation. So there is a notion that the process of dialogical reflection is critical and the emphasis is on growth and development.

176. Reminder: Dialogue as a Self-Assessment Tool

The RP can engage the dialogic process to develop their practice. Dialogue is a selfassessment tool to assess knowledge and practice evident to assessment, to assess the quality of learning.

The types of dialogic process in RP that an individual can engage with. The dialogic reflection can be different from written reflection. Written reflection is quite static and superficial whereas dialogic reflection is much more flexible and multi-layered because of the level of interaction. Written reflection is just writing reflectively whereas dialogic one is much easier to reflect on. It's much easier to show and explore. In Written reflection values emerge over time whereas in dialogic it is much easier to engage and explore in particular values. Written reflection is limited to words and that has a limit but on the other hand dialogic reflection is quick and easy providing opportunity to probe into details.

Written reflection is limited to probing questions. Therefore, can be quite limited in terms of depth of learning. Written reflection is positive and useful because it‘s possible to evident all the experience.

Dialogic reflection requires back up evidence as any form of written expression is missing in it.

The dialogic process is very useful because it is quick and easy to engage with but there are limitations to it as well as positive attributes. The outcome of dialogic reflection includes an assessment of informal learning which is engaged within the school environment and from experience in classroom. It is useful because it creates a space for learning between individuals and regularity in terms of reflection and

therefore learning. It's a process of interacting with others, envisioning and re profiling professional roles and notions about teaching and learning.

Dialogic process is very useful as a professional development tool and is a means of organizational change.

177. Asynchronous Discussion (AD) - The Theory

The dialogic process for reflective practice can be Asynchronous. Asynchronous discussion is where dialogue occurs sometimes after experience and between experiences so in a sense out of step. Asynchronous discussion tends to be very theory oriented and allows teachers to have time to reflect and to produce their collaborations and contributions with others.

AD enables teachers to think and develop higher order thinking skills e.g. to gather, apply, analyze, synthesize and evaluate information. These add to RP's bag of skills. AD allows students to conceptualize ideas and issues and theories from different viewpoints, to understand different perspectives on things. It also is very good means for collaboration. The active collaboration is really shared creation, shared discovery with others. AD enables the thinking process to inform the dialogue very directly.

All this links nicely to Vygotsky's sociocultural learning theory in that learning experiences happen at a socio cultural level. In other words, the experiences are communicated and shared with a community of professionals. This is essential for learning and internalization of knowledge. From this point of view, there is a constant interplay between social processes and individual cognitive development.

This can also be looked at from Dewey's experience based learning theory which tells us that experiences are not only shared but reconstructed through reflection. Reflection is the heart of knowledge- constructing process. RP is framed by a difficult perplexing and confused experiences and questions initially and a unified or resolved situations to achieve some useful end points. In this sense, it's very much about integration of deliberation and actions.

Halliday's social- semiotic perspective in terms of dialogic process tells us that language that we use simultaneously performs three macro- functions:

- ideational
- interpersonal
- textual

Halliday's social- semiotic perspective on learning believes that language is socially shaped by experience but is also shaping our experience. There is an interplay between language and dialogue.

Topic 178 Asynchronous Discussion: The Practice

Asynchronous discussion as a practice of dialogic process needs to be designed. It just happened instantaneously and it can be designed by some other individual perhaps a mentor rather than RP. It‘s very much about asking teacher to reflect on theories have learnt about teaching and how learning about teaching is being understood and applied in different situations.

AD occurs over time rather than spontaneously, providing time for thinking about events. It provides RP to think about events in detail. It can occur via email and text and this the main means for AD because the time lack is involved in written expression but care needs to be taken by RP that dialogue remains as dialogue not a monologue. It‘s an interpersonal discourse. It‘s about showing and giving admirations, celebrating successes, encouragement, developing eagerness to share, agreements, suggestions, clarifications, and invitations for more discussions.

AD is a process of questioning but engaging, it‘s about expression and response. It's skeptical and respectful yet at the same time challenging but supportive.

The 'other' or the mentor involved in the process needs to be explicit and with a desired discourse used in AD.

Thus, teachers can learn critical language to express themselves effectively in both cognitive and socio-affective levels. It is revealed in Fabro & Garrison (1998) where they call it as established presence of a significant other in dialogic discourse. In this sense, it is appropriate that discourse is practical and the significant other is constructively critiquing contributions in the dialogic process rather than a simple two way process.

Topic 179 Dialogic Diaries

Dialogic diaries are a very useful tool for RP to engage in a dialogic dialogue. It's a type of reflective journal in which teachers or reflective practitioners reflect on their learning and a 'significant other' writes a response. Essentially, the written thinking passes between RP and the significant other and this becomes an ongoing dialogue. Dialogic diaries are a very useful tool and asynchronous discussions can occur through the journal and journal writing and its different stages over time. So a conversation is maintained between two people through the journal.

There are different stages to Dialogic Diaries:

Stage 1:

Uncertainty: There is uncertainty is about how to write and what to write. Is it good for reflection.

Stage 2: Enthusiasm: Once the level of uncertainty is over come, the RP can find the writing in Journal and response to the journal becomes quite an engaging process for RP. Once the dialogic diary has been engaged for some time, it actually becomes a little habitual and can lead to lack of enthusiasm which is stage 3 of the process.

Once this stage is passed, this becomes a habit and learning can develop quickly but this requires motivation and for the RP its worth at this point being aware of it and then this becomes quite powerful because learning can be ongoing.

Dialogic Diaries are powerful for reflection but there are certain issues maintaining a diary.

1st is time. The teachers require time to write diaries. The time needed for diary writing process to continue for a long term. So sometimes, diary writing becomes unproductive.

The ethics of diary writing especially blog writing or shared writing.

Topic 180 The Academic Portfolio

A fundamental feature of self-evaluation or academic portfolio is the intentional focus on learning assessment. It is very deliberate and systematic in its process. The RP has an attention on focusing on towards teaching and on research skills and reflecting on experiences in classroom. Its focus is different from Dialogic Process. An academic portfolio is an evolving collection of experiences and experiments over time. It is very much about teacher not only reflecting but taking Meta cognitive appraisal of how and more importantly, why learning and teaching from their experience.

There are certain benefits which can be considered for an academic portfolio for a dialogic reflection. There is potential of increased understanding of how you learn and what are your learning outcomes (What you have and have not learned) and also what we are not learning or developing. With increased understanding, we are able to explore the aspects about work which we value. The role in learning how to articulate in writing one's thoughts and ideas

Another benefit is there is potential for an increased understanding of the others‘ views is of our professional role. There is an enhanced ability to make connections about the theories that we know and among courses taught and in the context of teaching without boundaries. It is an opportunity to make connections between what we have experienced on courses and formal courses and with the experiences and research and collaboration.

Another very useful benefit is an increased sense of learning over time.

What is to be included in Academic Portfolio:

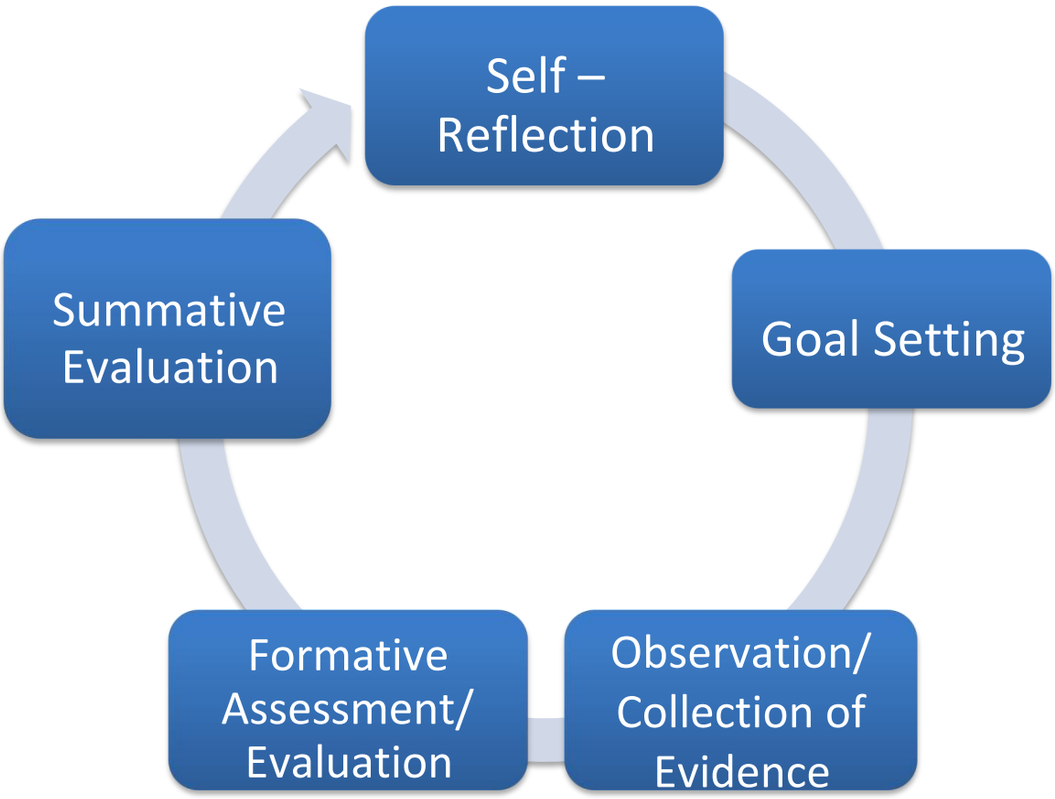
One should include documentation of steps, (analogous to keeping a log for lab research) commentaries (as for solution to math problems)

It also evolves over time and there is a history to it. One can look back and look at progression of the journey. Certain process is involved in constructing an academic portfolios.

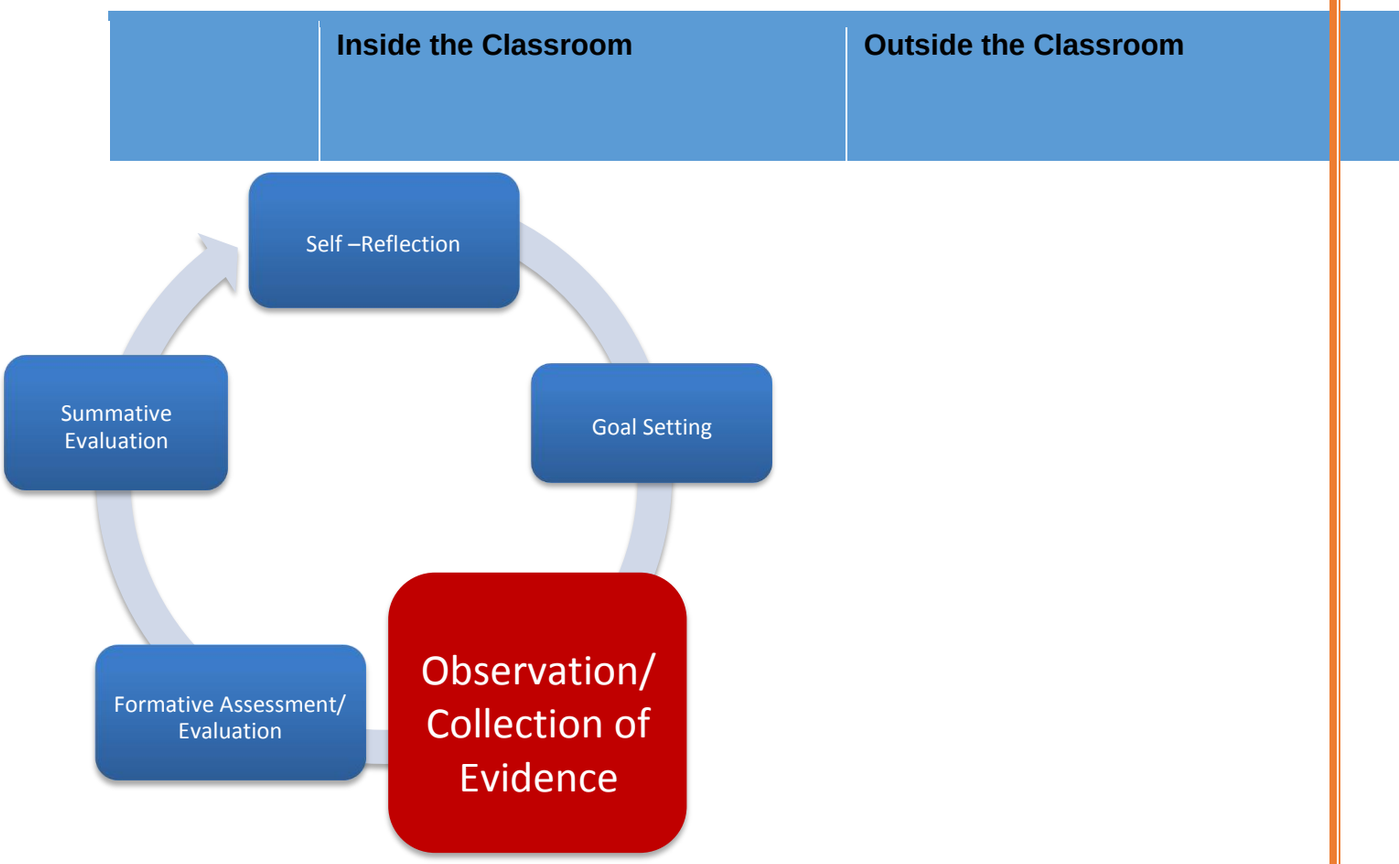
- Collection: A relatively short collection of materials that summarizes and highlights an individual's activities as a teacher and researcher
- Selection: Why are you creating the portfolio? Who is reading it and why?
- Reflection: Thinking critically about your total learning, teaching and research experiences
- Connections: Making personally meaningful connections between teaching, field of research and service and community experience.
- The academic portfolio is long term piece of evidence and is a living collection of documents and materials which change over time. New items are added, others are dropped.

Topic 181 Teachers Collaborating

- Every teacher is an active participant in their development
- There are real benefits where collaboration and continuous learning are the focus of reflective practice. Teachers Collaborating:



Observations/ Collections of Evidence are part of Step 3 of the 5-Step Cycle of evaluation.



The Observation/Collection of Evidence begins as soon as the goals are set (step 2) and continues until the end of the cycle with summative evaluation.

Observations are one more source of evidence for the reflective practitioner, and forms a significant part of the role of feedback in promoting professional growth and development.

Observing Practice: What Can You See?

Principles of Brief Observations

Frequent

Focused
Varied
Useful
and
Timely

Teacher	Student engagement Classroom management Differentiated instruction Cultivating a safe learning environment	Professional collaboration (team meetings) Family and community engagement Collaborative data analysis

Feedback

Collecting Evidence through Observation

- It is helpful to adopt one or two note-taking strategies that facilitate quick shorthand. Here is a sample excerpt of observation notes.
- Paraphrasing around short quotes that convey the tone and spirit of the interaction are all good note-taking strategies during short observations.

Teachers Collaborating: Getting Feedback from Others on Observations:

- FOCUSED: feedback should focus on what was observed
- EVIDENCE-BASED: feedback should be grounded in evidence of practice
- CONSTRUCTIVE: feedback should reinforce effective practice and identify areas for continued growth
- TIMELY: feedback should be provided shortly after the observation

182. Peer Observation Part 1

There are several benefits from using peer observation:

- Maintaining and enhancing teaching quality and therefore improving student learning experiences
- Developing self-awareness about a variety of instructional aspects
- Reflecting on various aspects of your teaching practice
- Recognising and identifying good practice in others
- Identifying your own professional development needs
- Providing evidence of quality teaching practice for promotion applications
- Identifying and promoting good practice and innovation in teaching and learning
- Deepening understanding of the work of colleagues in and across teams, departments and faculties
- Networking with colleagues to discuss various learning and teaching issues
- Increasing the sense of collaboration and enhanced trust through allowing colleagues to observe and comment upon each other‘s teaching.

Collaborative Observation and Feedback

- Briefing session
- Observation session
- Post-observation session
- Production of a record of observation The Process of Peer Observation Briefing session:
- The RP being observed will set out the context of the observation and draw the observer‘s attention to anything that they particularly want comment on Post-Observation session:
- This is a collaborative reflection and will involve appraisal of the session by the teacher who was observed and comments from the observer.
- The observer‘s feedback should cover good practice seen during the session, as well as areas they think may benefit from future development
- Post-observation is usually the most difficult part of the peer observation process as it can be difficult both to give criticism and to receive it.

183. Peer Observation Part 2

Peer Observation

There are a number of focus areas for the reflective practitioner during peer observation:

- Planning/ Organisation/ Content
- Teaching Strategies/ Resources
- Presentation/ Management
- Assessment/ Monitoring

Planning/ Organisation/ Content

- Teaching purposes are clear and stated in appropriate term, such as aims, outcomes
- Content is appropriate for the level, abilities, needs and interests of students.
- Content is well researched and up-to-date.

Teaching Strategies/ Resources

- Methods are appropriate to purposes of session.
- Methods are chosen with regard to students‘ abilities, needs and needs of content.
- Methods are chosen to gain interest and participation.
- Class management is effective and appropriate.
- Resources are used effectively and complement content, methods and purposes.

Presentation/ Management

- Effective presentation/ communication skills are used.
- Effective use of questioning to monitor and promote understanding.
- Student contributions and participation are encouraged in a positive atmosphere

Assessment/ Monitoring

- Suitable methods are used to identify and monitor student progress.
- Constructive feedback is provided

184. Peer Observation Part 3

- The process of peer observation of teaching (POT) can be undertaken in a number of different ways.

Buddy System:

- Where two colleagues agree to act as observer and observed. The observation takes place followed by a reversal of the roles at a later date.

Circus:

- Colleague A observes colleague B, colleague B observes C, and so on round the group until they have all been observed.
- The process for three people is shown below, but it can be adapted for more than three participants.

Teams of Three:

- The observations are organised within teams of three as in the diagram.
- Each colleague is observed twice (perhaps reversing the cycle).

When you are the observer:

- Discuss all aspects of the activity.
- Ensure the feedback is structured to save time and provide clear instructions.
- During observation don‘t be distracted by the content if you are there to observe teaching strategies, for example Allow the one being debriefed to say something about the observation before you give feedback.
- Focus comment on the behaviour not the person
- Be specific: Clear, Owned, Balanced, Brief, Specific (COBBS)
- Give feedback as soon as possible.
- Prioritise your comments.

185. What is Lesson Study

Lesson study is a professional development process that Japanese teachers engage in to systematically examine their practice

The Goal of Lesson Study

The goal of lesson study is to improve the effectiveness of the experiences that the teachers provide to their students.

A Focus on the Examinations of Lessons

- The core activity in lesson study is for teachers to collaboratively work on a small number of —study lessons‖.
- These lessons are called —study‖ lessons because they are used to examine the teachers‘ practice.

Working on a Study Lesson

1. Research and preparation:

- The teachers jointly draw up a detailed plan for the study lesson.

2. Implementation:

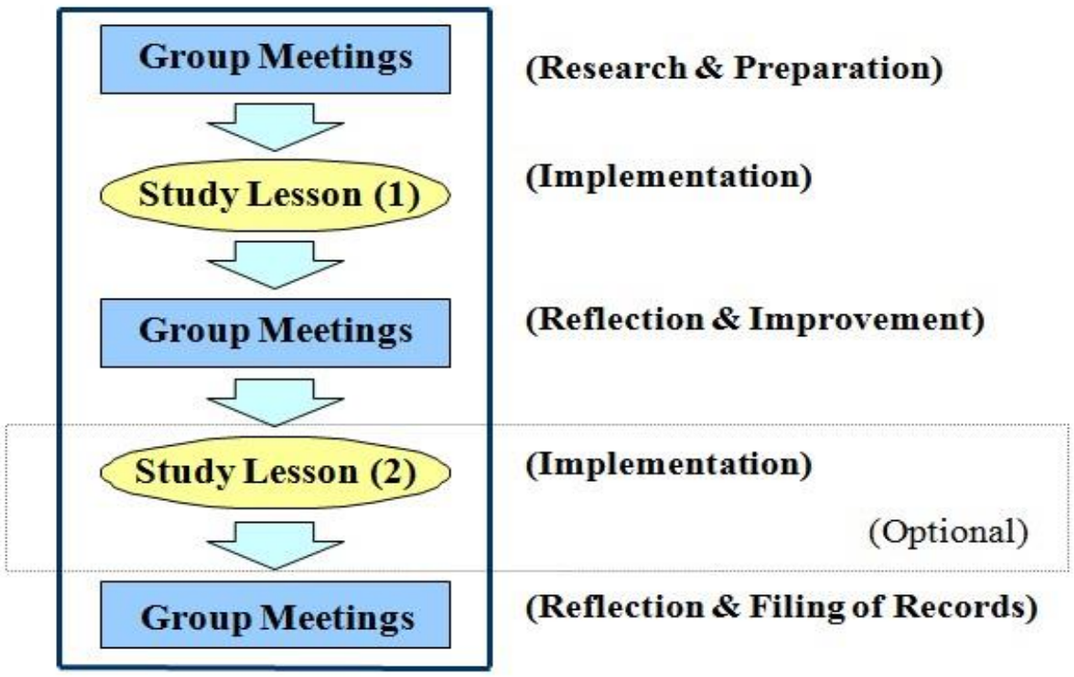
- A teacher teaches the study lesson in a real classroom while other group members look on.

3. Reflection and improvement:

- The group comes together to discuss their observations of the lesson.

4. Second implementation and reflection: (optional but recommended)

- Another teacher teaches the study lesson in a second classroom while group members look on; this is followed by the group coming together again to discuss the observed instruction.



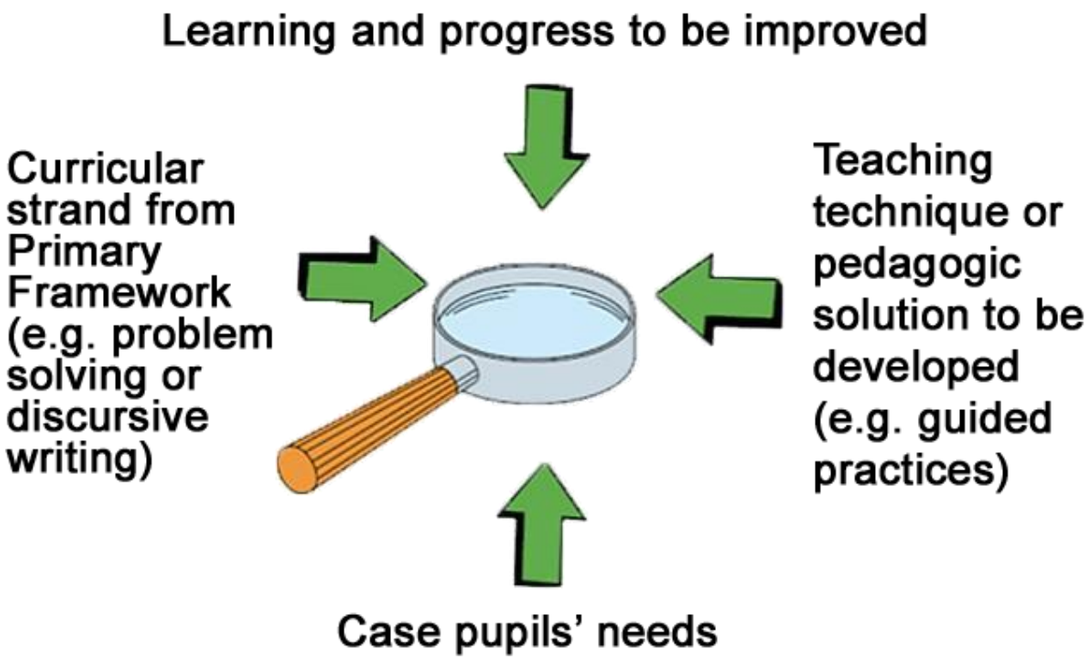
The Lesson Plan is the Backbone of the Study Lesson

- The lesson plan supports the lesson study process, by serving as a Teaching tool--it provides a script for the activities of the lesson
- The lesson plan supports the lesson study process, by serving as a:
- Communication tool--it conveys to others the thinking of the teachers who planned the lesson
- The lesson plan supports the lesson study process, by serving as an:
- Observation tool--it guides what to look for in the lesson; it is a place for the observers to record/ share observations.

Topic 186 How do Reflective Practitioners Share Learning from Lesson Study

- Reports/ Publications
- Outside Advisors
- Lesson Study Open House
- Rotations of Teachers
- Structural Supports for Teachers

Lesson Study focuses more on student learning than on teaching.



How do RPs Share Learning from Lesson Study

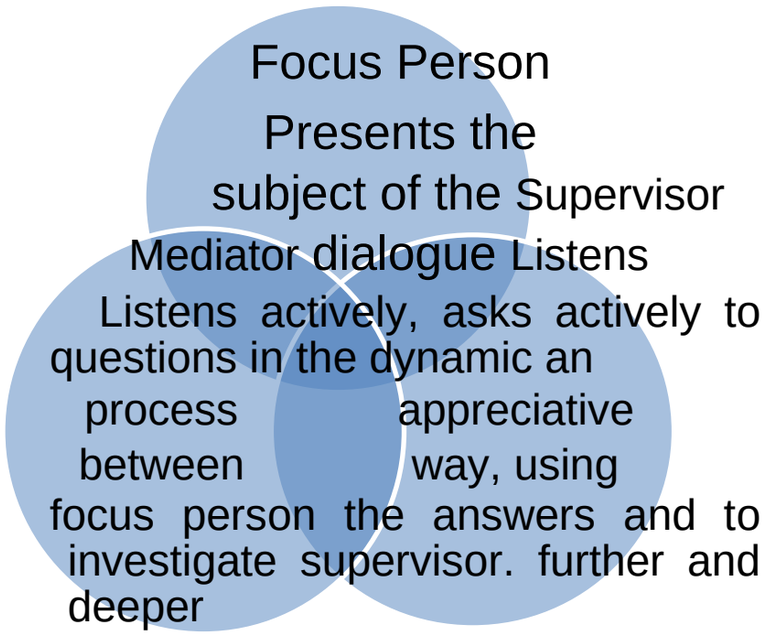
- Reports/ Publications

The report is not just lesson plans and lesson materials. It is a reflective piece that includes a discussion of the motivations • Open House

- The open house allows a school to share its lesson study work with other schools.
- Rotation of Teachers
- Teachers can be rotated through grade levels *within* their schools.
- Structural Supports for Teachers
- Within schools, the structure of the teachers‘ staff room also facilitates the sharing process, since the teachers‘ desks are arranged together in a single room.

Topic 187 Group and Peer Supervision

- Roles and Approach
- Focus person (the reflective teacher)
- Supervisor
- Mediator



The Roles

- Roles

Focus person

Defines theme and subject of the dialogue

Supervisor

Asks questions about what has been seen and heard in an investigative, exploratory and appreciative way A Reflecting Team

- Together, the three roles make a reflecting team

The Role of the Reflecting Team

- Listens to the dialogue without interrupting
- Takes notes
- The session and the focus person‘s dilemma
- Listens to the dialogue without interrupting
- Takes notes
- Own associations about the process
- The reflecting team discuss what they have seen. They can make proposals for questions that can be posed, directions that can be followed

Group and Peer Supervision:

The Rules

- A clearly defined theme
- Appreciative approach
- Clear feedback
- Questioning technique
- Confidence

Group and Peer Supervision:

Constructive Feedback

- Respect the other as a person
- Acknowledge the other‘s right to opinions, beliefs and values
- Show understanding and recognition of the other‘s feelings and views
- Help the other to a better understanding of strengths, weaknesses and potentials.

Group and Peer Supervision:

Questioning Technique

Using open questions:

- To examine something further. E.g. Can you give more details?
- To make the other elaborate and argue:
- Why use this activity?
- Why did you….?

To challenge:

- Direct (Which resources are (to be) used in this activity?) • Indirect (How do you think the students will interpret the results?)
- What did/do you intend the students to learn?

Group and Peer Supervision:

Questioning Technique

- Using closed questions for validation and interpretation (Is it correct when I understand that….)
- Probing questions (what exactly?) and funnel questions can make the other focus

Group and Peer Supervision:

The Rules

- A clearly defined theme
- Appreciative approach
- Clear feedback
- Questioning technique
- Confidence

Topic 188 Supervision – What Is It?

- Both of these aspects will be relevant to varying degrees in supervision, depending on the context. It can be helpful to think about supervision both in terms of development (which is related to ongoing professional learning) and performance (which is related to clinical governance and standard setting).

Domains of Supervision

- Think about some different contexts in which supervision can occur, e.g. peer supervision, teaching, multidisciplinary team meetings.
- In which part of the diagram do these supervisory conversations take place?
- Although many aspects of supervision are common across all contexts, in the critical setting it is useful to tease out some of the specific aspects; not least because of an emerging distinction being made in education between the two closely related and overlapping activities of critical and educational supervision
- In which part of the diagram do these supervisory conversations take place?
- It is useful to tease out some of the specific aspects.

Principles of Supervision

- Be clear about why there is a need for supervision and who has asked for it.
- Set a time frame for the supervision session; even a few minutes of focused time can be worthwhile.
- Protect the time and space where possible and appropriate; try to ensure there will be no interruptions and that there is privacy.
- Ensure that there is confidentiality
- Be transparent about the extent to which the supervision is about development or performance; this may need to be renegotiated or stated during the session.

What is Supervision For?

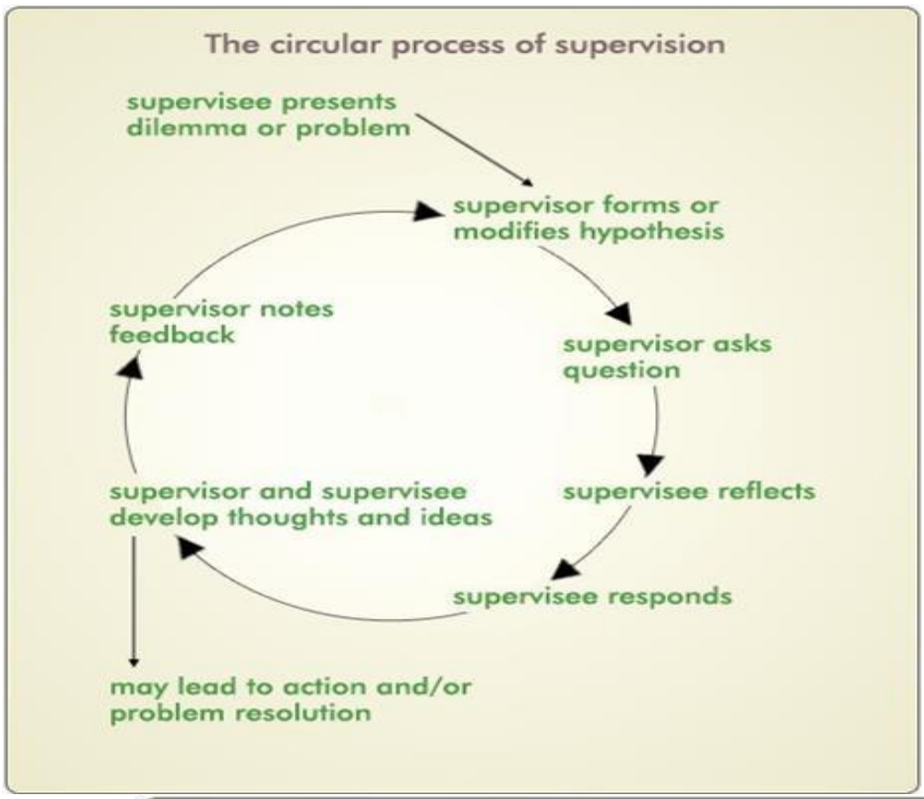
- Students
- Contexts (professional networks in schools, department issues etc.)

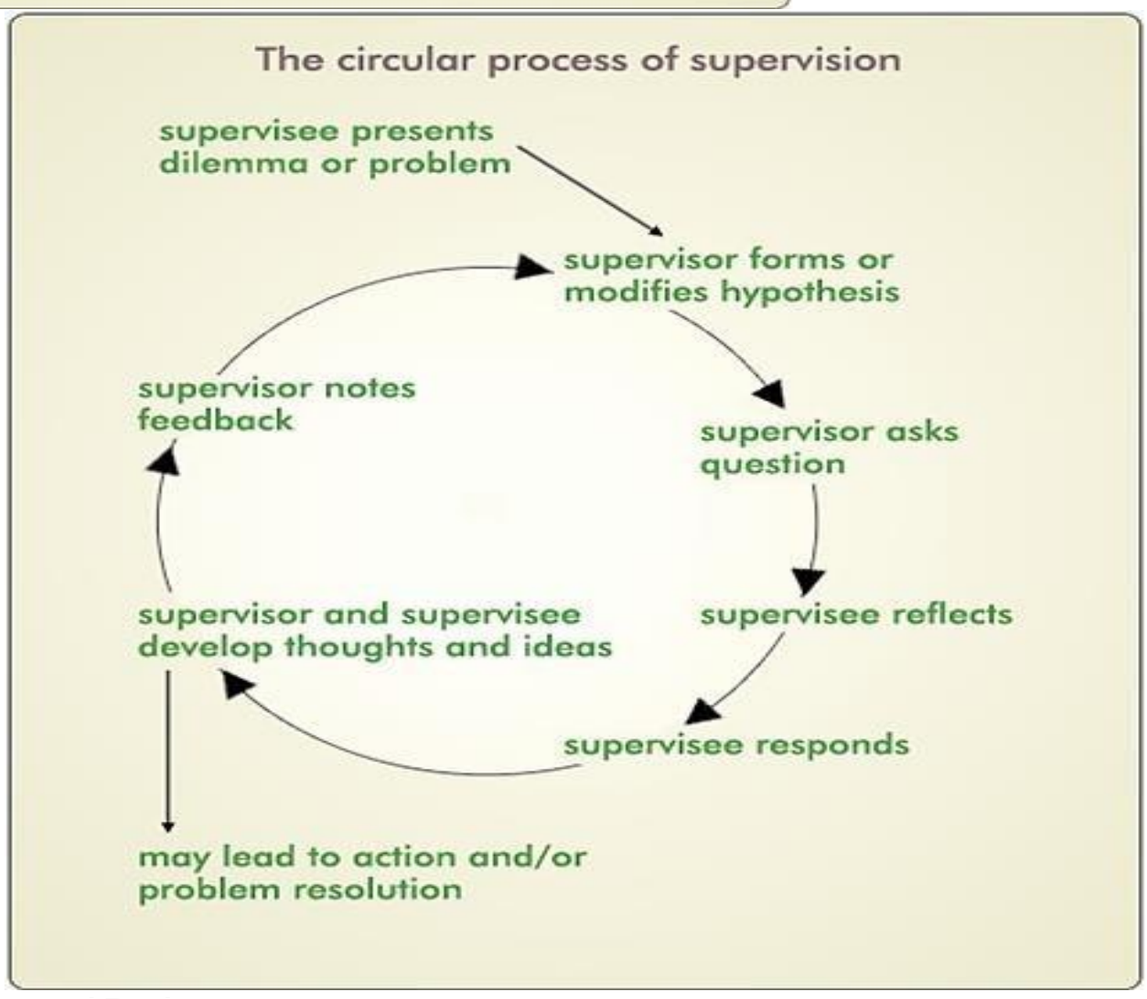
- Career development

Using Questions in Supervision

- The RP is given the opportunity to reconstruct their view of a particular issue or difficulty. This is achieved by the supervisor asking them questions to try to help them see things from different perspectives and in different contexts.
- To help the RP come to conclusions and solutions, the supervisor may wish to refrain from giving any advice until towards the end of the supervision conversation.

The circular process of supervision





Constraints and Barriers

- Time
- Worries about the possible enormity of the problem; opening a ‗can of worms'.

- Need for appropriate training to carry out supervision.
- Embedded cultural attitudes: for some teachers there is a tradition of working alone
- Fear of showing areas of weakness or need.
- Anxiety about professional revalidation.
- Attitudes about ‗policing' the profession.
- Personality mismatches between supervisor and reflective practitioners.

189. A Question-Based Approach to Supervision: The 7 C‟s

The 7 C‘s

1. Conversations

- This implies that the conversation itself is the working tool.
- Effective conversations create new understanding of reality through ‗rethinking‘ and ‗reconstructing‘ stories.

2. Curiosity

- This is used to develop the story about students, colleagues and oneself.
- It involves paying close attention to both verbal and non-verbal language

3. Contexts
   - This develops an understanding of the RP‘s networks, their sense of culture, faith, beliefs, community, values, history and geography, and how these affect teaching

4. Becoming more interested in interactions/patterns between people and events producing a richer story.

5. Creativity
   - Finding ways to create an account of reality that makes sense . It implies the creative process of jointly constructing a new version of the story through the process of supervision.

6. Caution
   - Looking for cues from teaching. It involves working with a level of challenge.

7. Care
   - This encompasses being respectful, considerate and attentive. It means ensuring that reflective practice is carried out within an ethical framework.

Topic 190 Differentiated Supervision: The Premises

The Premises

- There are a lot of very good teachers in education.
- Teachers are the best determiners of their own professional development needs.
- Not all teachers need to be observed continuously.
- Collaboration and professionalism breed creativity and motivation.

Four Modes of Differentiated Supervision

- Focused Assistance
- Technical Supervision
- Peer Coaching

Self-directed professional development

- To resolve a specific problem
- To provide direction to new teachers

Technical Supervision

- Teachers not in focused assistance can choose this form of supervision
- All reflective practitioners benefit from participation in this phase

Peer Coaching and Self-Directed • continued professional development What is Peer Coaching?

- Teachers working as a team to collaborate around individual developmental goals in a non-threatening supervisory model.

What is the Process of Peer Coaching?

- Select a partner
- Goal setting
- Operationalise goals

- Develop data collection instrument
- Observations
- Data sharing
- Modify practice

191. Challenges of Inter-Professional Working for Reflective Practice: Drivers of Inter Professional Learning (IPL) Part 1

Drivers of Inter professional learners

- To modify negative attitude and perceptions
- To remedy failures in trust and communication between professionals
- To reinforce collaborative competence to secure collaboration
- To implement policies
- To improve services
- To effect change
- To enhance job satisfaction and ease stress
- To create more flexible working conditions
- To counter reductionism and fragmentation as the teaching profession proliferates in response to technological advances
- To integrate teaching approaches and changing learning preferences
- Economic drivers also support IPL. This is especially so in rural or remote areas where resources are often quite sparse.

Topic 192 Challenges of Inter-Professional Working for Reflective Practice: Drivers of Inter Professional Learning (IPL) Part 2

Principles of Inter-Professional Learning (IPL)

- Improves the quality of teaching
- Focuses on the needs of students
- Encourages professionals to learn with, from and about each other
- Respects the integrity and contribution of each professional
- Increases professional satisfaction
- Improves the quality of teaching - IPL underpins the reality of the complexity of education. Individual professionals working in isolation does not develop expertise.
- Focuses on the needs of students – IPL puts the needs and interests of students at the centre of practice.
- Encourages professionals to learn with, from and about each other – This is a core distinguishing feature of IPL
- Respects the integrity and contribution of each professional – Participants in IPL are seen as equal learners
- Increases professional satisfaction – This is achieved through mutual support and guidance discussion about roles and responsibilities, and is a collaborative practice.

193. Challenges of Inter-Professional Working for Reflective Practice: Effective Inter-Professional Team Working

- Effective schooling requires coordinated and concerted efforts from teachers.
- Effective care requires the concerted and coordinated activities of multiple professionals.
- Teamwork can contribute to job satisfaction.
- Teamwork can assist in the development and promotion of inter-professional communication.
- A clear understanding of one‘s professional identity, likely role within a team and the ideas about teaching as a profession are tested and developed.
- The perceptions of one‘s own professional identity and others assumption about the professional identities of other groups may not align.
- There is an expectation that in professional settings a grouping of individuals will have the capabilities required to adjust their own practice.
- Differences in career histories.
- Varying levels of preparation, qualifications and status.

194. Communities of Practice and Inter Professional Learning (IPL) Part 1

- The learning that comes from being involved in a community of practice (COP) is often not formalized and usually unacknowledged by the workplace as a legitimate way of learning.
- The concept that learning is a social phenomenon (Wenger) leads to informal learning experiences which occur at all levels within a work environment.
- New knowledge allows teachers to act as change agents as they find new ways of doing things and have the opportunity to challenge practices, which ensures that best practice is incorporated into the workplace on an ongoing basis.
- If the working environment allows and encourages this type of learning experience, opportunities for professional and practice development are greatly increased.

Structure (How Belongs? Them Do They	**What"s the Who**	**What Holds**	**How Long clear are the**	**Purpose**
boundaries?)Structure (How Last?How Long	**What"s the Purpose Who Belongs? Together?What Hol ds Do clear are the Them They Last? boundaries?) Together?**			
Informal NetworksCommunitie s of (UndefinedPractice)	To receive and pass on information exchange knowledge and develop expertise of the individual capabilities	Friends and To create, expa nd and colleaguesSelf-reflec tion and relationsPassion, start of endEvolve and end based on commitment and organically (Fuzzy) and to identification topic	Mutual need	Never really with the profession

Communities of Practice and IPL compared to other forms of team learning.

195. Communities of Practice and Inter Professional Learning (IPL) Part 2

 professional and practice development are greatly increased.

- A community of practice can be described as a group of people who work together to achieve a common goal.
- The process of working together and sharing knowledge and resources can lead to an enriched learning experience as people are exposed to new ways of thinking and problem solving.
- We have seen that a community of practice has specific criteria which makes it so. There are differences between a CoP and, say, an informal network.
- Communities of practice share three specific domains o Knowledge – a common body of knowledge within the community. o Community – commitment to forming a group for networking. o Shared practice – sharing of ideas, resources and strategies

196. The Role of the Reflective Practitioner in Inter Professional Learning (IPL)

- The RP ensures that IPL is effective at many levels: The level of the curriculum (its design and balance of activities); timetabling; allocation of resources; relationships between different academic groups; selection of activities for IPL.
- Once higher-level decisions have been made to implement IPL activities, the RP is also responsible for what goes on in the learning environment itself – the microculture of the ‗classroom'.

Guidelines for school management of inter-professional groups.

- Encourage ‗learning from' rather than ‗learning with' one another. Make sure there is adequate, diverse and equal mix of experience.

- Ensure the majority of collaboration has relevance to all.
- Utilise the skills, knowledge and expertise of all the participants.

The Role of the Reflective Practitioner in IPL: Learning Theory • The rationale for PL is also underpinned by learning theories.

- Various theories focus on effective learning happening in the gap (or ‗disjuncture') between what someone thinks they know and what they think they need to know.
- In theory, slightly unfamiliar contexts, such as IPL, create disjuncture, revealing learning needs and motivating RPs to close the gap.
- Skillfully facilitated and planned IPL can utilise constructive friction, creative conflict and the learning ‗edge' to promote change, stimulate debate and discussion, and promote professional development.

197. What is Grounded Theory?

Focus on generating theoretical ideas (or hypotheses) from experiences rather than having these specified beforehand. Grounded theory is inductively derived from the study of the phenomena it represents.

Core Elements of Grounded Theory

- Inquiry shaped by the aim to discover social & social psychological processes.
- Create analytic **codes** and **categories** from the data • Data collection and analysis proceed simultaneously.
- Analytic process employed prompts theory discovery and development rather than verification of pre-existing theories = **Inductive**
- **Theoretical sampling** refines, elaborates and ***exhausts*** conceptual categories.
- Systematic application of grounded theory analytic methods will progressively lead to more abstract analytic levels.

Data analysis begins to develop theories (explanations) that suggest further cases to sample.

- Use these to elaborate and refine emerging theoretical categories
- Develop properties until no new ones emerge
- Involves comparison of people, places, events, conditions, settings etc. **Purpose**
- To develop theory about phenomenon of interest which are grounded or rooted in observation
- Allows the reflective practitioner to take a researcher role in order to seek out and conceptualize latent social patterns and structures through constant comparisons **Constant Comparisons...**
- involve comparing one segment of data with another to determine similarities and differences
- provide abstract conceptualizations to avoid descriptive interpretations
- help facilitate the discovery of patterns in the data **Coding**
- While you do comparisons you will be taking notes and coding *Coding*: identifying categories and properties
- Can be done formally or informally

198. Stages in Developing a Grounded Theory (GT) 1

Three stages:

1. Open coding - a procedure for developing categories of information
2. Axial coding - a procedure for interconnecting the categories
3. Selective coding - a procedure for building a story that connects the categories producing a discursive set of theoretical propositions. Open Coding

- Examine the text for salient categories
- Applying codes to the text is labelling phenomena.
- Key is to avoid mere description. e.g. —conferring‖ not —talked to a manager‖

—Information gathering‖ not —reading the schedule‖

- Use **constant comparative approach** in an attempt to saturate **Saturation** = look for the instances that represent the category and continue looking until new information does not provide further insight into the category **Saturation** = look for the instances that represent the category and continue

Coding

- Stress on ACTION Not what does this represent, but what is the person doing? What are they trying to achieve? What strategy are they using? Code social and psychological processes
- Coding process is **iterative**. Builds up gradually, based on early coding.

Axial Coding

- Explore the relationship of categories, making connections between them.
- Then apply a model to this.

Model = Causal conditions **=>**

- Central Phenomenon **=>** context **=>**
- intervening conditions **=>**
- Action/interaction strategies **=>** Consequences.

Look for...

Causal conditions = what influences the central phenomenon, events, incidences, happenings

Phenomenon = the central idea, event, happening, incident about which a set of actions or interactions are directed at managing, handling or to which the set of actions is related.

Strategies for addressing the phenomenon. Purposeful, goal oriented.

Context - locations of events.

199. Stages in Developing a Grounded Theory (GT) 2 Part 1

Three stages:

3. **Selective Coding**

Identify a single category as the central phenomenon

Then construct a story around this.

Story line = the conceptualisation of the story = the core category

Selective coding = systematically relating the core category to other categories and filling in categories that need further refinement.

Theory should emerge by constant comparison, not forced. Emergent.

Prescriptive, develops categories

Categories and theory co-constructed = constructivist

Examines how experience is constructed and structures are erected by the reflective practitioner

Coding not a description, rather it gets to the concept/pattern.

GT is the study of a concept.

Theoretical Sensitivity

Sources of Theoretical Sensitivity:

- Professional experience
- Personal experience of an event

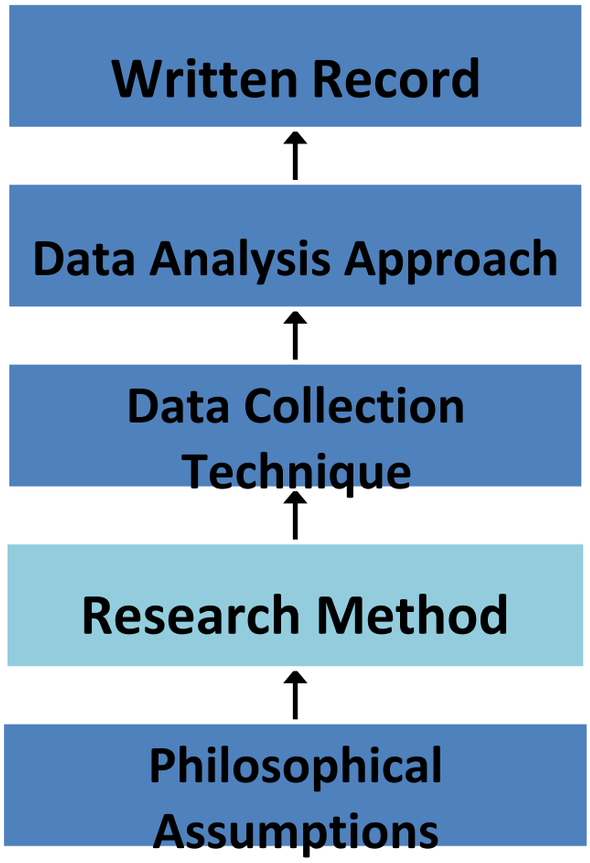
Theoretical Sensitivity

Sources of Theoretical Sensitivity:

- Analysis process itself: become sensitive to concepts, meanings and relationships
- Theoretical sensitivity is a good thing in that it helps us connect what we know to what we don‘t know about what we are studying (awareness of our biases)
- Forces us to step back and make sure what we are truly seeing is FOUND in the data. Think of it as a —grounding tool‖ for conducting grounded theory

200. Stages in Developing a Grounded Theory (GT) 2 Part 2

- There is a continuous interplay between data collection and analysis



Some Approaches to Grounded Theory

Two main variants:

1. Strauss and Corbin (1990) provide a *one* coding paradigm (context, conditions, interactions, conditions and consequences)
2. Glaser (1978) provides 18 coding ‗families' giving many more options

Strauss and Corbin (1990) variant is the most widely used

- Theoretical coding

  = The formulation of a theory
- The Process and Categories Within the Flow of Research in Grounded Theory for the Reflective Practitioner

The research problem leads to

A study of a central phenomenon
in grounded theory research questions

That addresses a process

Which contains

- a sequence of activities
- including actions by people
- including interactions by people

Which a grounded theorist

begins to understand by developing

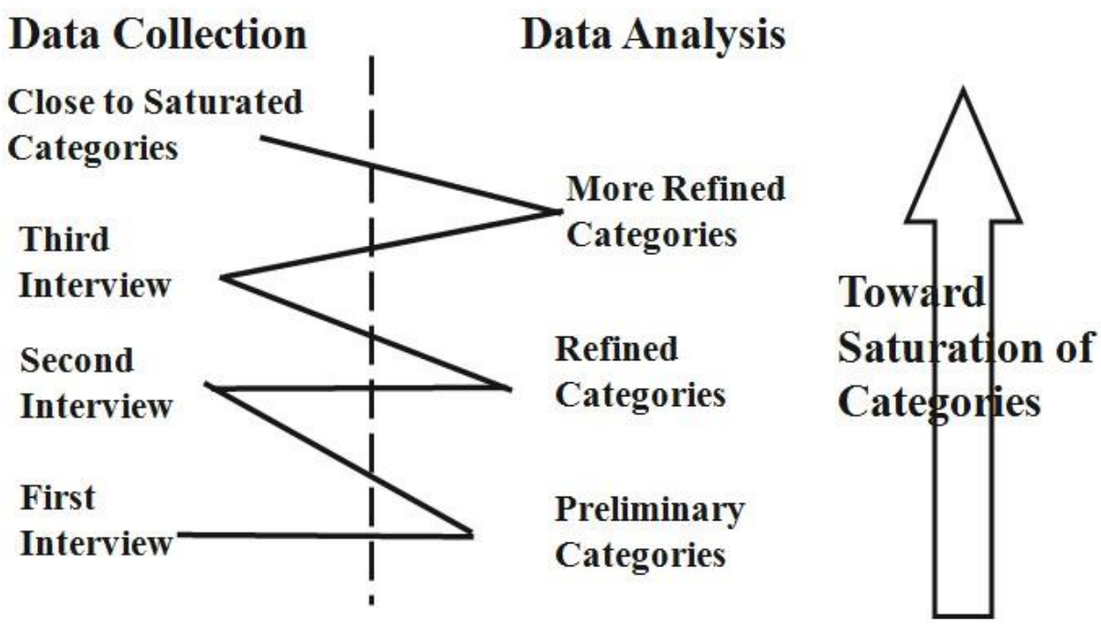
- categories
- relating categories
- developing a theory that explains

Topic 201 Types of Grounded Theory Design Part 1

- Emergent Design
- Grounded theory exists at the most abstract conceptual level rather than the least abstract level as found in visual data presentations such as a coding paradigm.
- Emergent Design
- A theory is grounded in the data and not forced into categories
- Four essential criteria: fit, work, relevance, modifiability.
- Constructivist Design
- Philosophical position between positivist and post-modern researchers
- Theorist explains feelings of individuals as they experience a phenomenon or process.
- Constructivist Design
- Study mentions beliefs and values of the researcher and ignores predetermined categories
- Narrative is more explanatory, discursive, and probing the assumptions and meanings for the individuals in the study.

202.Types of Grounded Theory Design Part 2

- Zig-Zag Data Collection and Analysis to Achieve Saturation of Categories



Narrative is more explanatory, discursive, and probing the assumptions and meanings for the individuals in the study.

- Is there an obvious connection between the categories and the raw data?
- Is the theory useful as a conceptual explanation for the process being studied?
- Does the theory provide a relevant explanation of actual problems and a basic process?
- Can the theory be modified as conditions change or further data are gathered?
- Is a theoretical model developed or generated that conceptualizes a process, action, or interaction?
- Is there a central phenomenon (or core category) specified at the heart of the model?
- Does the model emerge through phases of coding? (e.g. initial codes to more theoretically oriented codes or open coding to axial coding to selective coding)
- Does the teacher attempt to interrelate categories?
- Does the study show how the teacher validated the evolving theory by comparing it to the data, examining how the theory supports or refutes existing theories in the literature, or checking theory with student‘s colleagues?

203. Framework for Organising Teachers‟ Learning and Knowledge – Building Practice

The knowledge conversion model focuses primarily on knowledge creation and the transfer of knowledge between implicit and explicit forms and across individual and organizational levels.

There are four knowledge conversion stages (SECI):

- Socialisation (S) between individuals using tacit knowledge.
- E*xternalising* (E) it in individual reflections in an organisational context that builds collaborative knowledge
- *Combination* (C) facilitates bringing tacit individual knowledge into explicit organisational knowledge
- Making knowledge reusable for individual learning in *internalisation* (I).

Socialisation Communication between the members of the community	Externalisation Publishing reflections. Comments from community member to peers‘ reflection
Internalisation Monitoring community members reflections and learning from them. Planning own competence development	Combination Collaborative creation of learning resources. Formulating community norms and visions

204. A Process for Personal Theory Building Part 1

- The aims of theory building:
  - *explanation* examples: what produces bad behaviour?
  - *prediction* (if —A‖ happens, —B‖ will follow)
- Theory building: attempting to construct and evaluate explanatory statements about what is going on around us.
- Some common sense examples:
  - punishment deters bad behaviour
  - improved teaching increases student achievement
- Theory building operates both at the *abstract level* of concepts (ideas abstracted from an object) and at the *empirical level* (experience of reality) **Issues in developing your personal theory**
- People are unlikely to change their beliefs unless they have opportunities to critically reflect upon them.
- The intention to learn springs from problems experienced in practice or the desire to maintain currency in knowledge

- The intention to learn is essential to the recursive process of personal theory building.

205. A Process for Personal Theory Building Part 2

What is Theory?

- A coherent set of general propositions used as principles of explanation of the apparent relationships of certain observed phenomena. **What Makes a Good Theory?**
- Validity

It fits the facts

- Generalization

Makes predictions about future or other events

- Replication

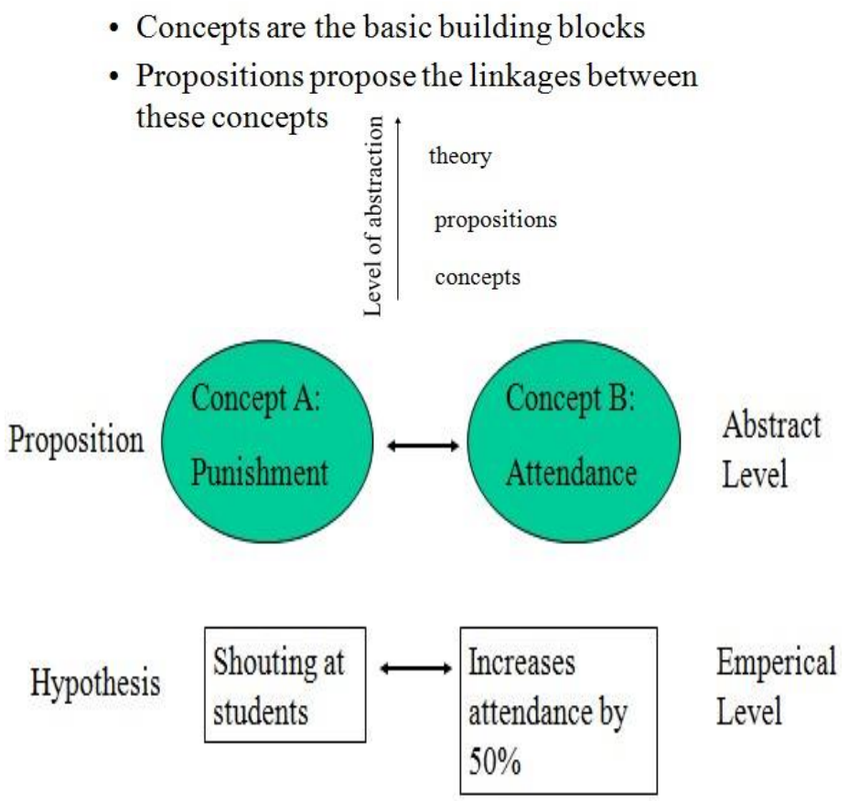
It can be repeated with similar findings

- Constructs

Teachers use concepts (or constructs) as variables

Examples: School leadership; honesty; efficiency

- Propositions



What Makes a Good Hypothesis

- precise
- specifies variables to measure

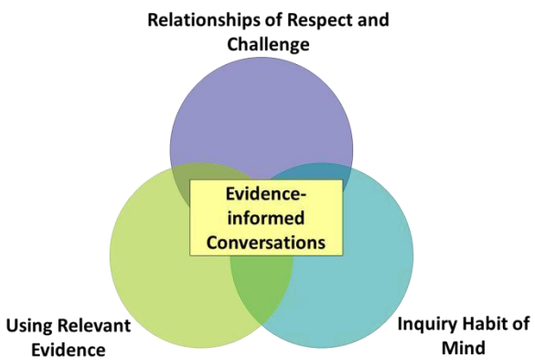
- specifies relationships between variables

The Double Movement of Reflexive Thought

- Induction occurs when we observe a fact and ask —whyǁ
- To answer this we develop a tentative hypothesis as the explanation
- Deduction is the process we use to test the hypothesis

Topic 206 Using Evidence 1

- Evidence from own students (formal and informal)
- Evidence of own practice (link to evidence from students)
- Evidence from others‘ research to inform practice
- Beliefs, Knowledge and Skills of Reflective Practitioners
- Inquiry habit of mind
- Evidence as a source of information for teaching and learning (not labels for students)
- Beliefs, Knowledge and Skills of Reflective Practitioners
- Knowledge and skills
- The meaning of the evidence for practice
- Sufficient understanding to make relevant adjustments to practice Evidence-informed Conversations



- Teacher inquiry and knowledge-building cycle to promote valued student outcomes
- Sufficient understanding to make relevant adjustments to practice



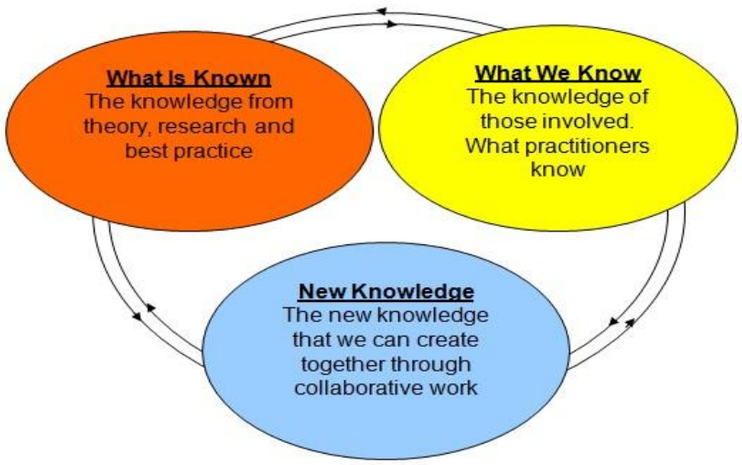
207.Using Evidence 2

Evidence from Students

- What do the students already know?
- How adequate are the sources of evidence we have used?
- What do the students need to learn and do?
- How do we build on what they know?

Evidence of Effectiveness of Own Knowledge and Practice • How we have contributed to existing student outcomes?

- What do we already know that we can use to promote improved outcomes for students?
- What do we need to learn and do to promote these outcomes?
- What sources of evidence / knowledge can we utilise? Three fields of knowledge



The use of evidence for professional learning cannot be a single event:

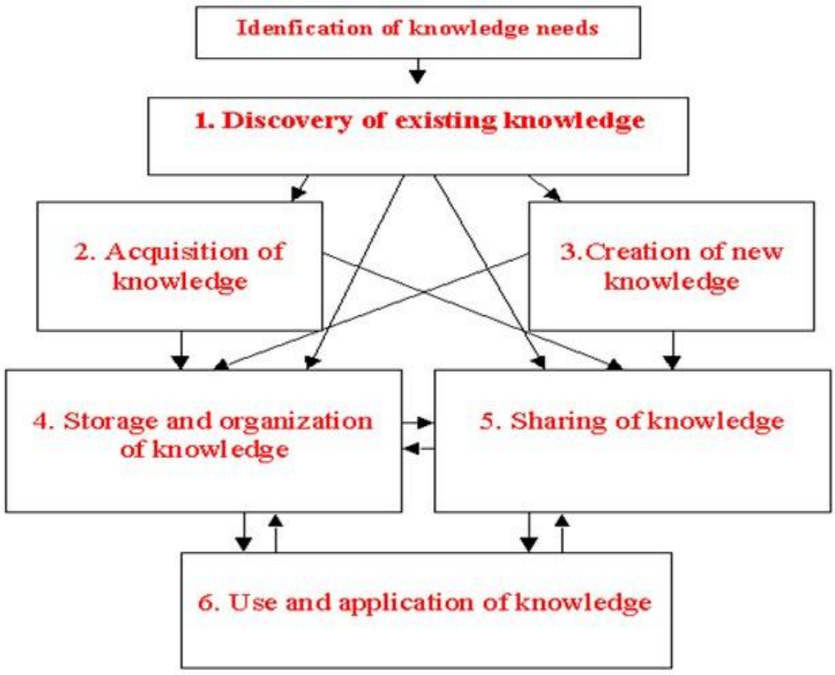
Pervades all aspects of the cycle

- Identifying what students know and need to learn
- Identifying what teachers know and need to learn
- Deciding what might be most effective
- Checking impact of changes to practice

208.Teachers‟ Knowledge Management

- The three basic means of human knowledge acquisition are :
- **To discover**
- **To study** and **to communicate** - obtaining knowledge from others Significance of Knowledge Management
- Track, measure, share and make use of intangible assets in a school.
- To capture, share and use productive knowledge to enhance learning and improve performance
- Knowledge involves a higher degree of certainty or validity than information BASICS of knowledge :
- Information; Values; Beliefs; Experiences; Rules and Procedures Categories of Knowledge:
- Can be transmitted through social interactions and socialisation.
- Tacit knowledge - personal; wisdom and experience; context-specific; more difficult to extract and codify.
- Cultural knowledge - Cultural Ethos specific to a school or region or language or religion or nation.

Conceptual Framework of Knowledge Management



209. Three Particular Characteristics of Action Research

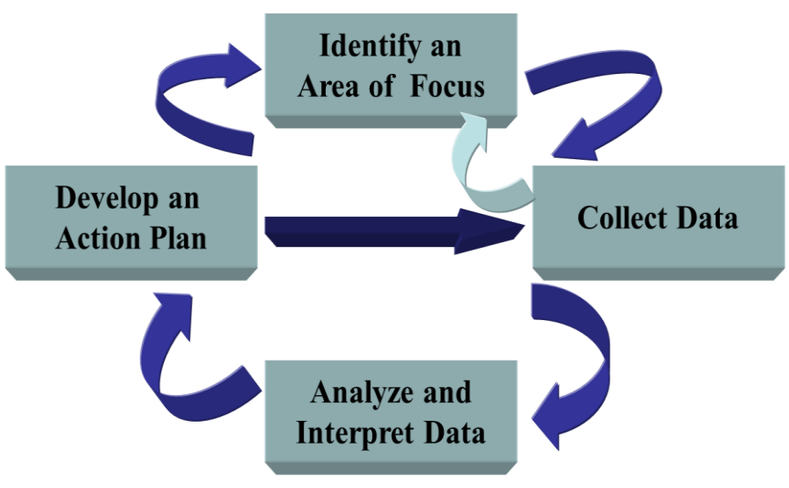
Three particular characteristics of action research are that it:

- Arises from practical questions
- Is participatory in nature
- Its validity is strengthened through peer examination and discussion. The Objects of Enquiry Are:
- Observable social activities, patterns, structures;
- intentions motivating those activities;
- shared, available interpretations of these activities;
- Goal & interest to document, explicate, critique, transform.

Aspects of Action Research

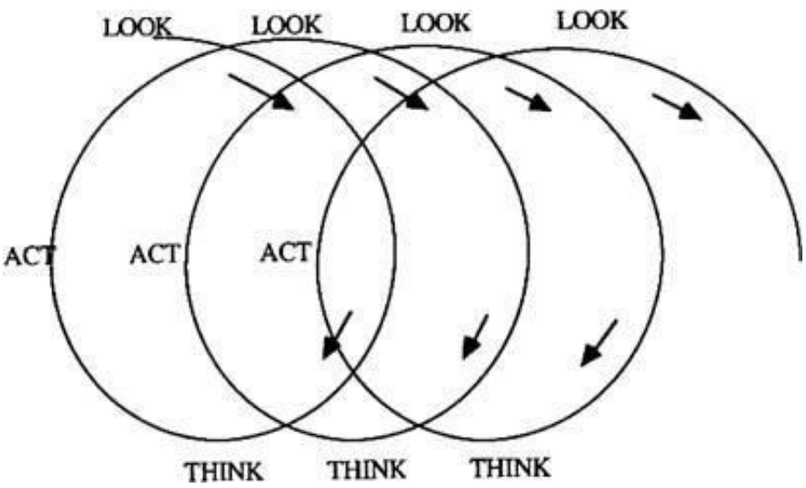
Pratical	Participatory
• Studying practices involving individual or team-based enquiry	• Studying social issues that constrain individual lives
• Focusing on teacher development and student learning	• Emphasising —equall collaboration
• Implementing a plan of action leading to the teacher-as-researcher	• Focusing on —life-enhancing changesll Resulting in the _emancipated practitioner

The Reflective Practitioner looks at Action Research as a Cycle:
Action Research is an —interacting cyclell
Look ↔ Think ↔ Act



The Cyclical Nature of Action Research:

- We can view the action research approach for the reflective practitioner through a number of diagram



210. The Reflective Practitioner Engaging in Action Research

Action research engages teachers in a cycle of:

- Experience
- Critical reflection
- Action
- It is a deliberate rather than a purely exploratory entry into a naturally-occurring educational setting. That is, it is a planned and self-consciously focused examination of changing practice.
- It is a solution-oriented investigation aimed explicitly at solving particular problems rather than simply documenting their instances, character or consequences
- It is group or personally owned and conducted. This emphasises the importance of the practitioner‘s role as a determinant of the description of the problem, what counts as solutions, and what form the reporting will take.
- It takes the form of a series of iterations on and around the problem, its documentation and theorisation, and the analyses that are used to display how it has been redefined and solved
- These iterations are referred to as spirals but are more commonly known as the Action Research Cycle. This ‗cyclic‘ feature of Action Research is taken to be central to its core emphasis on the documented improvement of practice
- The trying out of ideas is not undertaken solely for the purposes of re-theorising practice, or adding to knowledge, but is also aimed at improving practice.

Ethical Practice

- It is collaborative in nature: sense-making of data collected from within the field of teachers‘ own practice.
- It is transformative in its intent and action: Practitioner researchers engage in an enterprise which is about contributing to transformation of practice

211. Reasons to do Action Research

Help you build a reflective practice based on proven ideas or techniques

- Allow you to try new ideas and reliably assess their effectiveness
- It will help you build confidence in your teaching
- It will contribute to the professional culture of teaching at your school
- It can create meaningful and lasting change in order to improve student achievement

Levels of Action Research

- The individual practitioner for classroom
- Group of teachers for department
- Teachers, administrators, and other stakeholders to affect change in the larger school community

How to Get Started – Identify a Problem, Issue or Question

- Decide on a FOCUS
- Find your professional self…some guiding questions may be… • What are your broad interests in teaching/ specific interests?
- What questions are manageable?
- What are you passionate about?

- Is there a problem or question that you would like an answer to as a teacher and how will an answer to your question or idea help you do a better job?

Sources of Information

- Studies published in books, journals, periodicals, technical reports, and academic theses and dissertations available either in print or online.

Conducting Action Research Steps

- Identify the question, issue or problem
- Conduct a literature review
- Define a solution
- Apply the solution and collect the data
- Analyse your findings
- Report your findings
- Take ACTION

212. The Nature of Action Research

Research is empirical.

- Research is systematic.
- Research should be valid.
- Research should be reliable.
- Research can take on a variety of forms.

Research is empirical.

Action research is characterised as empirical because empiricism is the concept that all knowledge is derived from sense experience. Information takes the form of data, which can include test scores, field notes, responses to questionnaire items, etc

Research is systematic

Based on the scientific method, there are five steps:

1. Identify the problem
2. Review the information
3. Collect data
4. Analyse data
5. Draw conclusions

Research should be Valid

Validity is when something should be based on fact or evidence

Internal validity is the extent to which results can be interpreted accurately **External validity** is the extent to which results can be generalised.

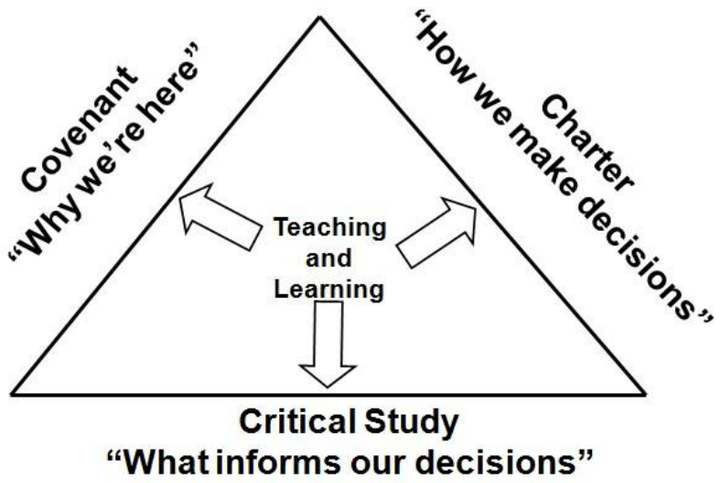
Action Research should be Reliability

- Reliability of research concerns the replicability and consistency of the methods, conditions, and results.

Action Research can take a number of forms

- Basic and applied research
- The primary purpose of basic research is the extension of knowledge
- The primary purpose of applied research is the solution of an immediate, practical problem.

Action Research for Continuous Improvement



- Successful schools will have learning rather than teaching as a focus. Teachers will work together to analyze student work and consider best practice.
- Instructional decisions will be based on data, emphasising formative as well as summative data.

Professional Learning Commnuities

- Collaborative conversations will be a part of the regular school day for teachers.
- There will be a focus on results and staff will hold themselves accountable.
- Professional learning teams will function successfully on a variety of levels leading to improved student achievement
- SMART goals will be understood and used meaningfully.
- Action research or teacher enquiry will inform practice.
- Students who are experiencing difficulty will be supported
- Learning is for all students and teachers.

213. Gathering Data

- There are many options for gathering data.
- Action researchers must choose their data gathering methods.
- Choose the techniques that most effectively address the question. Techniques for Gathering Data
  - Reflective Journal
  - Portfolio
  - Observations
  - Interviews
  - Questionnaires
  - Case studies
  - Checklists

Guidelines for Analysing Data

DO

- Design a system for analysing your data
- Look for themes or pattern to emerge from the data
- Share your findings with a colleague

DON'T

- Let your previous assumptions guide your analysis
- Censor the data you have recorded
- Look through your data only once

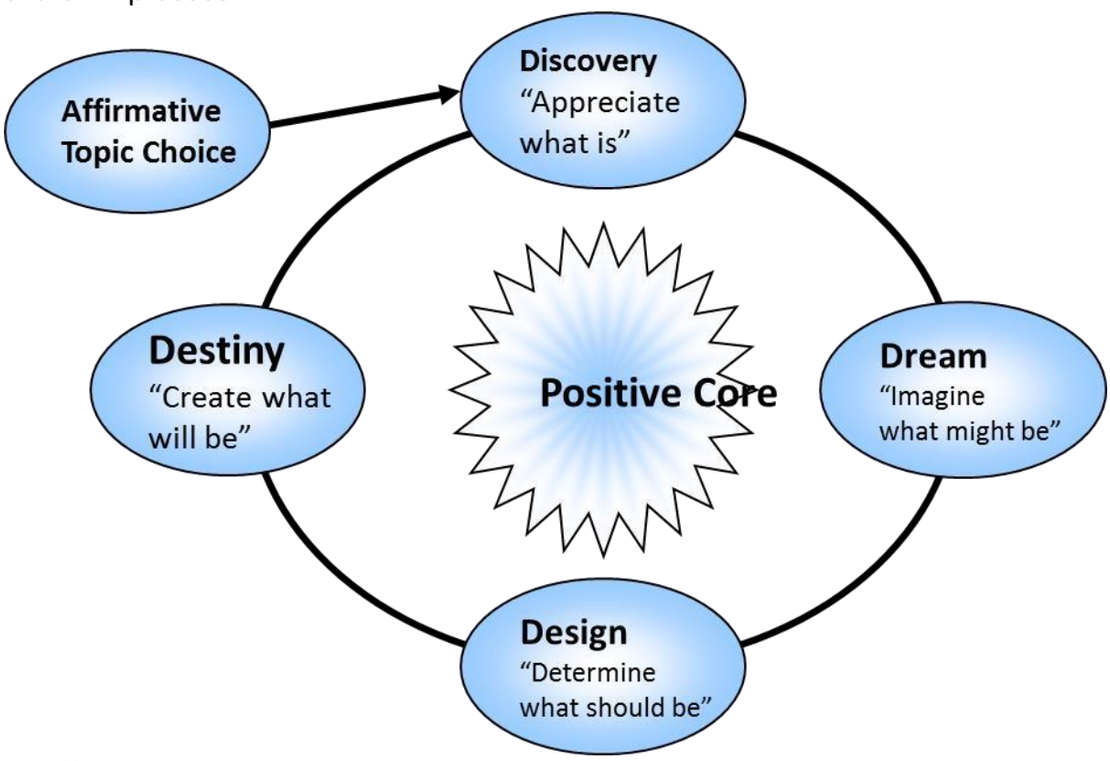
A Process for Analysing Qualitative Data

- Write continuously…What are you seeing? What questions emerge? What are you learning?
- Look for themes, patterns, and big ideas
- Identify main points that appear most frequently and most powerfully
- Draw information together
- Include support for each of your themes

Action Research is…Process, Collaboration, Improvement, Practice, Communication

214. An Introduction to Appreciative Theory

- Appreciative Inquiry (AI) is the study and exploration of what gives life to human systems when they function at their best
- This approach to personal change and organizational change is based on the assumption that questions and dialogue about strengths, successes, values, hopes,
- An Introduction and dreams are themselves transformational.
- AI simply put…
- If we continue to search for problems, we will continue to find problems
- If we look for what is best and learn from it, we can magnify and multiply our success
- Imagine the difference…
- What works well in my teaching?
  Vs.
- What problems do I need to fix to make my teaching better?
- 4D Cycle of the AI process



- Imagine the difference…
- What works well in my teaching?
  Vs.
- What problems do I need to fix to make my teaching better?

215. An Introduction: Problem Solving vs. Appreciative Inquiry

Problem-Solving is…

- Identify problems; Conduct Root Cause Analysis; Brainstorm Solutions & Analyze; Develop Action Plans
- Metaphor: Teaching involves problems to be solved

Appreciative Inquiry is…

- Appreciate —What is‖; Imagine —What might be‖; Determine —What Should Be‖; Create —What Will Be‖
- Metaphor: Teaching is a solution/ mystery to be embraced

Focusing on Being Exceptional

Reflective Practice tends to focus on

- Making improvements
- Changing things for the better
- The language of ‗deficit' – correcting what is wrong For the Reflective Practitioner, using AI focuses on:
- Positive Attributes • Examples:

Describe a peak experience or high point in your teaching.
Identify a time in your experience when you felt most effective and engaged.
What are three wishes you have to enhance the quality of your teaching?

Underlying Benefits

- Appreciative Inquiry unleashes power by:
- Building relationships
- Creating opportunities for teachers to be heard
- Generating opportunities for teachers to dream
- Allowing teachers to choose how they will contribute
- Giving teachers the support to act
- Encouraging and enabling teachers to be positive and affirming

216. 5-Principles of Appreciative Theory

- Constructionist: The way we know is fateful
- Simultaneity: Change begins the moment you ask the question
- Poetic: People in organisations are an open book
- Anticipatory: Deep change = change in active images of the future
- Positive: The more positive the question = greater/longer lasting change

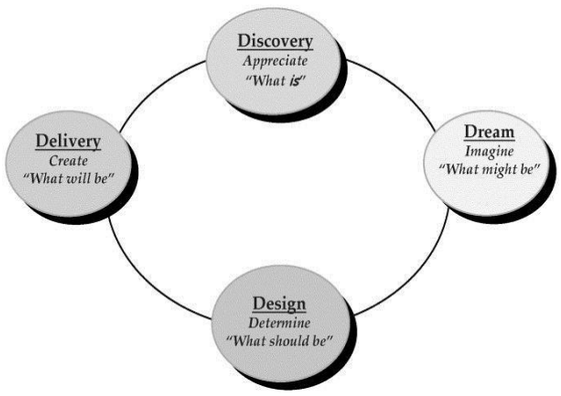
Key Understandings of AI

- Appreciate/value the best of what is
- Envision what might be
- Engage in dialogue about what should be
- Innovate what will be
- A cooperative inquiry
- A collaborative process
- Generate new narratives/ perspectives

Key Understandings of AI

The 4D Cycle Expanded

- Discover: The identification of organizational processes that work well
- Dream: The envisioning of processes that would work well in the future
- Design: Planning and prioritising process that work well
- Destiny: The implementation of the proposed design



The 4D Cycle

217. From Appreciative Inquiry to Transformative Inquiry Part 1

Critical Inquiry

- Systematic inquiry that seeks to reveal the operation of wider structures such as power;
- Claims to objective knowledge;
- Claims to ‗truth' and understanding;
- Can be inclusive and dialogical;
- Includes a vision of a better world;
- It can be argued that it often results in a problem focus with an emphasis on solutions
- Comparison of AI to Critical Inquiry -

From AI to Transformative Inquiry

Similarities between AI and Critical Inquiry

	Critical Inquiry	Appreciative Inquiry
Driver	Logic of analysis Find what‘s wrong, broken or missing/find solutions to it;	Faith in strengths Find what‘s working, present or right/affirm and expand on it;
Knowledge focus	Negative experiences of power/conventions	Positive and unique experiences
Epistemology	Social constructivist / Realist; More stress on understanding	Social constructivist More stress on meaning/significance
Value	Rationality and reason, the intellect _objective knowledge‘	Innovation, affirmation, intuition, imagination; _constructed knowledge‘
Approach	Address the _negative‘; leverage the _positive‘	Amplify the _positive‘; reframe the _negative‘
Space-time dimension	Wide-continuous	Immediate (here/now)
Process	Does not have to be social Dialogical or reflective Criticism?	Narratives; Storytelling, Encouraging Draws on principles of simultaneity
Impact	Directive/intolerant resulting in defensiveness Potentially paralyzing or deficit discourse – maintains status quo Potentially emancipatory - shared meaning of Justice	Encouraging and inclusive resulting in sense of camaraderie; Potentially emancipatory - way forward. Spirals of _dysfunctional‘ practices?

	Critical Inquiry and Appreciative Inquiry
Driver	Social Change

Knowledge focus	Experiential knowledge
Epistemology	Social constructivist, _Situated truth‘
Value	Knowledge, sharing and dialogue
Process	Explore and examine; reflection and management of knowledge
Impact	Potentially emancipatory - potential for discovery and change

Topic 219 From Appreciative Inquiry to Transformative Inquiry Part 2

- Combining Critical Inquiry and Appreciative Inquiry provides the Reflective Practitioner with a new framework: Transformative Inquiry

	Critical Inquiry	**Appreciative Inquiry**	**Transformative Inquiry**
Driver	Social change - Logic	Social change - affirmation	Social change – Logic and affirmation (pragmatism)
Knowledge - focus	Power – negative experiences	Unique Experience	Power in both negative and unique/shared experiences
Epistemology	Realist/Social constructivist; stress on Understanding	Social constructivist; stress on Meaning	Postmodern stress on relational meaning Retains a critical realist orientation
Value	Rational knowledge	Constructed knowledge and Innovation	Reflectively modulated inquiry. _Not everything goes‘
Approach	Address the _negative‘; leverage the _positive‘	Address the _positive‘; reframe the _negative‘	Neutral; Modulated choices through social reflection
Space-time dimension	Wide-continuous	Immediate (here/now)	Wide-continuous through the Immediate
Process	Examine, analyses	Affirmation, creativity, storytelling	Collaborative; situated judgments
Impact	Emancipatory through shared meanings	Emancipatory through camaraderie	Second order learning

Transformative Inquiry (TI)

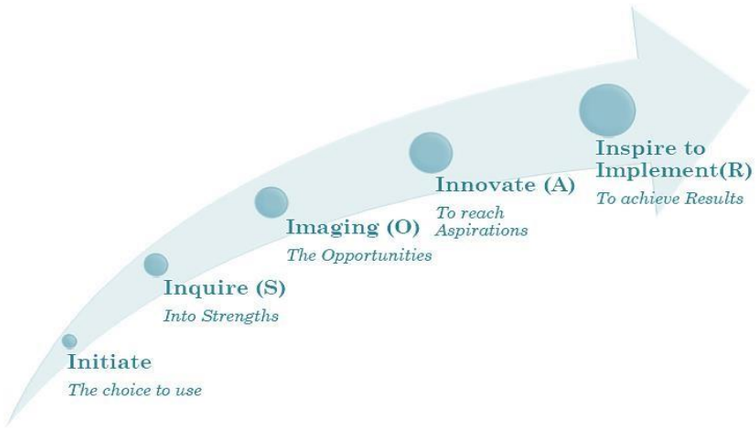
- Claims to retain the mobilizing appeal of AI with the reason of CI.
- Claims to foster informed positions on change (whether transformative or conservative) conducive to action.
- Can result in the inclusion of new voices.
- Potentially expands the circle of influence.
- Recognizes the power/reality of the whole in the specific.
- More awareness of consequences (practical reason).
- Can result in second order learning

Topic 220 The 5-I Approach

- Provides a more detailed framework for AI
- Based on S.O.A.R



- Provides a strategic framework with an approach that focuses on strengths and seeks to understand the whole system (e.g. school) by including the voices of the relevant stakeholders.
- The —5-I approachǁ is: Initiate, Inquire, Imagine, Innovate & Inspire to Implement



The SOAR Process

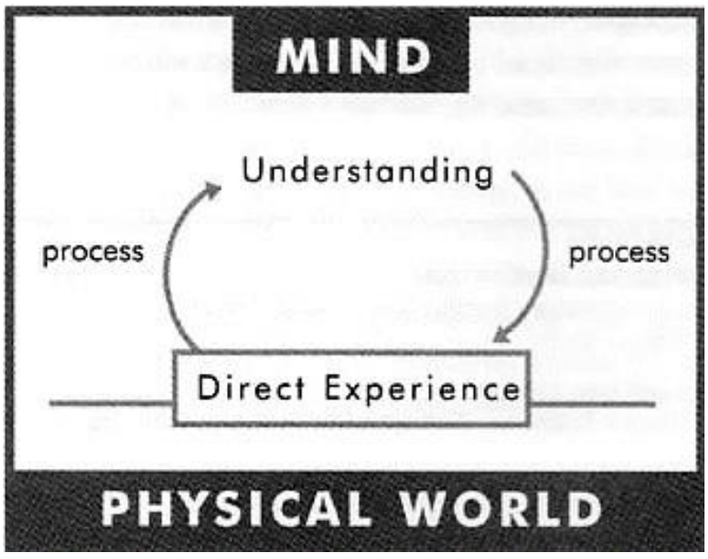
- Can be done quickly or over an extended period of time

Depends on purpose/goal

- Should include —teams‖ or break out groups to address each set of questions
- This is best opportunity to involve various stakeholders

Topic 221 Reflection as Rationality

- John Dewey, saw reflection as a further dimension of thought, and as such in need of education. —While we cannot learn or be taught to think, we do have to learn to think well, especially acquire the general habit of reflection‖ (Dewey, 1933). For

  Dewey, reflection is a rational and purposeful act, an —active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it leads…‖ (Dewey, 1933).
- Eemphasized practical ideas in both his philosophical and educational theories, always striving to show how abstract concepts could work in everyday life.
- He emphasized "hands-on" learning, and opposed authoritarian methods in teaching.
- Recognises the individual‘s own experience as the key element in learning – as both the ‗means‘ and the ‗end product‘.
- In its simplest form, reflection is comprised of direct experience, process and understanding of experience.
- 

To achieve understanding – to make meaning – the reflective practitioner MUST engage in his or her own inquiry cycle.

Topic 222 Dewey and Reflective Thinking Part 1

Reflection as a Meaning-Making Process:

- Moves the learner from one experience to the next with deeper understanding of its relationships with, and connections to, other experiences and ideas Reflection as a Meaning-Making Process:
- The thread that makes continuity of learning possible • It ensures the progress of the individual and, ultimately, society
- It is a means to essentially moral ends.

Reflection as a Rigorous Way of Thinking:

- Systematic
- Rigorous
- Disciplined

- Roots in scientific inquiry
- Reflection needs to happen „in community‘, in interaction with others. Reflection as a Set of Attitudes:
- Reflection requires attitudes that value the personal and intellectual growth of oneself and others.

Six Phases of Reflection:

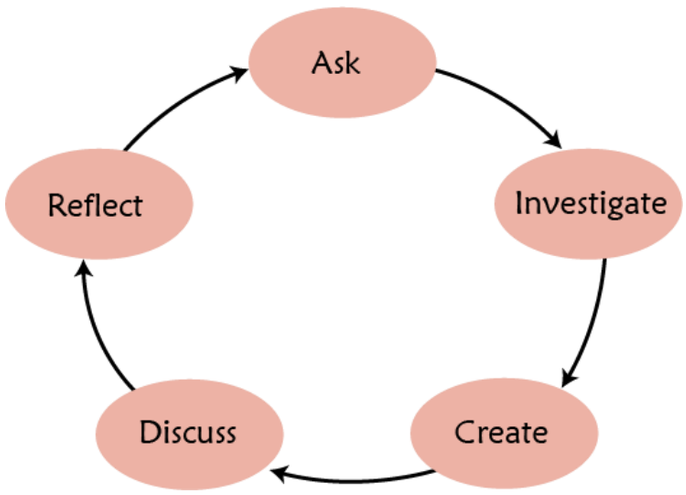
- An experience
- Spontaneous interpretation of the experience
- Naming the problem(s) or the question(s) that arise out of the experience
- Generating possible explanations for the problem(s) or question(s)
- Constructing the explanations into full-blown hypotheses
- Experimenting or testing the selected hypotheses.

Significant Attitudes for Reflection:

- Empathy
- Open-mindedness
- Curiosity
- Self-awareness
- Inter-cultural communication skills
  Patience
- Ability to take risks/ act/ experiment
- Active seeking of feedback and alternative perspectives

Topic 223 Dewey and Reflective Thinking Part 2

Modern Version of Dewey"s Theory -Inquiry Cycle



Dewey and Reflective Thinking

- Problem Definition
- Problem Analysis
- Solutions
- Criteria
- Implementation

Dewey: Pattern of Reflective Thinking

Problem Definition

- What is the specific question or problem?

- What are the key terms, and what do they mean?
- What are the group‘s limitations?
- What is the nature of the problem?
- What caused the problem?
- Why is it a problem?
- What are your goals?
- What are the obstacles preventing you from attaining your goals?
  How does it affect the persons involved?
- What are the short-range effects?
- What are the long-range effects?

Solutions - Selection

- What are the available solutions?
- What creative solutions can we generate?
- Brainstorming

Solutions - Criteria

- By what criteria will you judge a solution?
- How well does each solution meet these criteria?
- What additional effects will preferred solutions generate?
- What are possible negative side effects?
- What are possible bonus effects?
- What is the best solution or combination of solutions?

Topic 224 Dewey: Routine Action and Reflective Action

Provides a useful distinction between routine action – in which the grounds for action have not been actively considered and where tradition, external authority and circumstance are guiding factors – and reflective action.

Reflective action derives, in Dewey‘s view, from the need to solve a problem and involves the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it‘.

Teachers who are unreflective about their teaching tend to accept the everyday reality in their schools and concentrate their efforts on finding the most effective and efficient means to solve problems that have largely been defined for them.

It‘s not that unreflective teachers aren‘t thinking – rather, their thinking does not allow the possibility of framing problems in more than one way. Main feature of Dewey‘s approach to reflection and reflective thinking are the generation of the process through perplexity. A sense of goal-directedness and the notion of texting or evaluation

This brings Dewey‘s approach into the realms of experiential learning. Dewey believes that the process can be improved by having an understanding of, and experimenting with, forms of thinking.

225. Dewey: Phases of Reflective Thought

Dewey suggests aspects (phases) of reflective thought:

- Suggestions…where the mind leaps forward to a possible solution
- Intellectualization…of the difficulty or perplexity that has been directly experienced into a problem to be solved
- Hypothesis…the use of one idea after another as a leading idea to initiate and guide observation
- Mental elaboration…which clarifies the idea by overt or imaginative action
- Testing the hypothesis…Dewey did not believe that there was a strict order to these phases. He described them as being ‗fluid‘

226. Dewey: Experience, Reflection and Learning

As the father of the 20th Century progressive movement in education and an eminent philosopher, John Dewey‘s work is particularly helpful in defining and describing the relationships among experience, reflection, and learning

Dewey (1933) states that an experience is an interaction between the individual and the environment. An experience first includes more than participation in activities; experience could be reading a book, taking lecture notes, or talking with others.

Secondly, an experience contains what Dewey referred to as *continuity, a continuous flow of knowledge from previous* experiences

Learning, therefore, is a continuous and cumulative process.

Prior learning becomes the fodder for further understanding and insight.

In his 1933 work, —*How We Think",* Dewey distinguishes between four different modes of thinking:

Imagination

Belief

Stream of consciousness Reflection.

Dewey acknowledges that imagination, belief, and stream of consciousness are certainly part of our thinking activities, yet they do not necessarily contribute to learning and even less to lifelong learning.

Reflection however plays a different role.

Reflection is active. When we reflect we examine prior beliefs and assumptions and their implications.

Reflection is an intentional action.

A —demand for a solution of a perplexity is the steadying, guiding factor in the entire process of reflection‖ (Dewey, 1933, p. 14).

A key point is that informed action follows this reflective thinking process and leads to more ideas and therefore generates more experience on which to reflect. —Reflective thinking impels to inquiry‖ (Dewey, 1933, p. 7)

227. Extending the Boud‟s Model

Returning to the experience and attending to feelings. • The strength of this model is it addresses emotions.

- Returning to the experience and attending to feelings.
- The strength of this model is it addresses emotions.

Returning to the experience – recall and detail of the salient points.

Attending to – connecting with feelings – using helpful feelings and removing or containing obstructive ones.

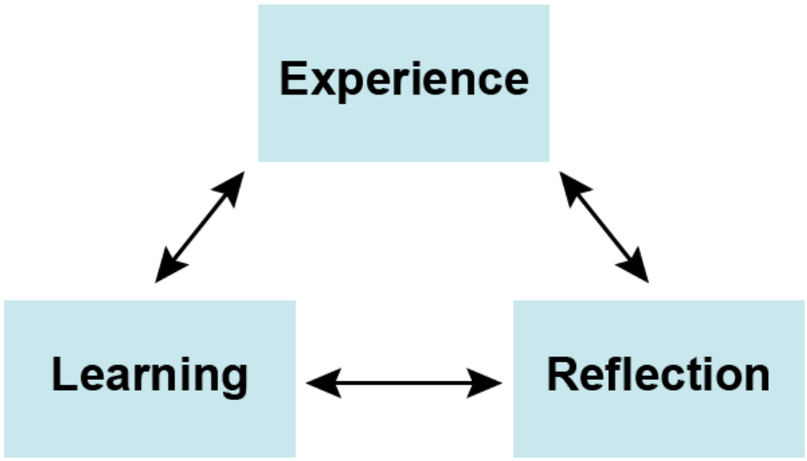
Evaluating Experience – re-examining the experience in light of one‘s intent and existing knowledge. The Importance of Emotion

- Boud is concerned about the role emotion plays in *blocking or facilitating* reflective processes.
- In this way, reflection is *essentially a private process* where emotional influences - such as avoidance of an area of thought - can steer the process of reflection more strongly than any other influence.
- This requires the Reflective Practitioner to return to an event, incident or experience & record it.
- Then consider it in detail at an emotional and cognitive level.
- Then the Reflective Practitioner re-evaluates the event in the light of experience, knowledge & experimentation; seeking to understand the meaning of the experience.
- Then the reflective Practitioner plans for what might change.

228. Understanding the 3-Stages of Boud‟s Model

Boud‘s Triangular Representation of Reflective Learning is one of the most popular and frequently cited models of RP. There are three stages of reflection:

- Reflection
- Learning
- Experience



- In the three-stage model, Boud recommends that the Reflective Practitioner first reflect on an experience by mentally replaying the experience and describing it in a descriptive, non-judgmental way.
- The second stage involves attending to feelings – both positive and negative – triggered by the experience, ‗discharging‘ any negative feelings which may obstruct the reflection
- After attending to feelings, the teacher is then ready to re-evaluate the experience by progressing through four sub-stages:
- Association (relating new data to what is already known);
- Integration (seeking new relationships between the data);
- Validation (determining the authenticity of the new ideas and looking for inconsistencies or contradictions);
- Appropriation (making the new knowledge/attitudes one‘s own).

229. Extension to Boud‟s Representation: Issues

Boud‘s Triangular Representation of Reflective Learning is one of the most popular and frequently cited models of RP.

- One problem with this model is that it tends to confine reflection to a retrospective role:
- Reflection-on-action rather reflection–in-action.
- Also, the focus stays on individuals‘ mental activity; practitioners are not encouraged to engage in reflective dialogue in a wider social arena.
- Boud has countered such criticism by highlighting the complexity of the reflective process given our understanding about the way emotions and cognition interact.

- For example, if Reflective Practitioners feel more positive about themselves they will be more likely to persist with reflective activities.
- Ideas like these have since been applied in teachers‘ professional education with the use of mentors and supervisors who understand the importance of giving teacher (Reflective Practitioners) external validation and positive feedback about their reflections.

230. Naming Barriers to Reflection Part 1

Boud‘s model puts the process of reflection into context.

- When formulating the model in 1985 he was not aware of barriers which hindered the process of reflection.
- In his 1993 book he became more concerned with critical reflection and barriers.
- So finally, in 1993 we see the emergence of barriers as a separate entity within the process of experiential learning and reflection in the Boud model this largely came about due to Boud's experience of being 'blocked'.
- Boud classifies barriers as internal and external based on their origins in relation to the practitioner;

Internal barriers come from within the learner, such as:

- Previous negative experiences
- Accepted presuppositions about what the learner can do
- What learning can take place
- Internal barriers come from within the learner, such as:
- A lack of awareness of one's assumptions • The emotional state of the teacher • Established patterns of behavior. External barriers can come from:
- People
- The learning environment
- The larger personal situation and context of the teacher
- Social forces such as stereotyping, cultural expectations, classism and so on. Boud did not have a direct analysis of barriers to learning from experience, but brainstormed a list of eighteen barriers which can be found in the 1993 text.

231. Naming Barriers to Reflection Part 2

Boud specifically focuses on emotions and feelings as a barrier to reflection

- In Boud‘s model of reflection he talks about Stage 2 of the model - Attending to Feelings and stresses that in reflecting it is important to work with any feelings which we may have.
- However much valuable learning occurs in circumstances which we would never choose to experience, if we knew what the end point would be, and if we were aware of what we would need to experience so as to get to the end point!
- The significance of this is that the Reflective Practitioner may not want to engage fully with the affective elements of reflection which can lead to anxiety, pain and discomfort.
- Personal awareness as a barrier to reflection
- This is the most important barrier in reflecting on experience. If we are not personally aware that a barrier exists, then how can we possibly seek to overcome it?
- The Reflective Practitioner‘s learning can be seriously impeded in that s/he does not see the benefit of formally reflecting:
- ‗It wasn't in my nature' or 'I'm too practical for things like that' can be typical thoughts.
- Also coupled with this, not knowing 'how' to reflect comes the feelings of not being 'able' or 'good' enough to undertake critical reflection = 'imposter ship‗.
- The environment as a barrier to reflection
- Any environment can be disturbing to careful reflection if it is not comfortable for the Reflective Practitioner.
- The keeping of a journal as a barrier to reflection
- A journal is a recognized method of evaluating personal experience by reflecting on it.
- It is not easy to pick up a pen and to start writing!
- Writing about personal experience can be profoundly difficult.
- Boud suggests a possible reason for this in that the culture of academic and professional writing has always devalued personal experience in the 'quest for objectivity and generality'.
- So we can see two instant barriers that restrict personal writing, namely previous experience and the traditional nature of academic writing Boud refers to the fact that the real battleground for working with barriers is the teacher.

232.Overcoming Barriers to Reflection: Overcoming Barriers to Oneself

- Boud identifies a process for overcoming barriers starting with acknowledging that they exist.

- An important landmark in overcoming barriers is called 'naming' - the more clearly we can understand them, the more easily we can work with them.
- Reflective Practitioners are able to learn from a group, since their experiences of using reflection in practice are invaluable.
- Teachers working together can motivate each other and help sustain interest in the exercise.
- The Reflective Practitioner can commit to the group because the group becomes an invaluable part of the reflective process, because we need, as learners, appropriate support, trust and challenge from others.

- Boud refers to the importance of effective facilitation.
- But the facilitator should create conditions in which authentic dialogue and communicative discourse can occur.
- Boud reminds us that the facilitator should resist the temptation of running mindlessly giving answers and solving problems.

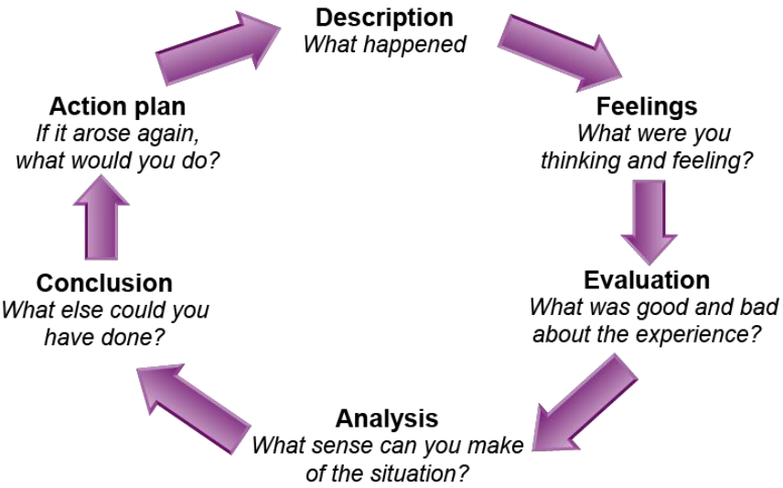
233. Revisiting the 6-Phases of Reflection Using Gibbs‟ Model

Extension to Gibb‟s Model

Gibbs‘ reflective cycle, as we saw previously, is a popular model for reflection.

The model includes 6 stages of reflection and is represented in the following diagram:

- Gibbs‘ reflective cycle
- Description
- Feelings
- Evaluation
- Analysis
- Conclusion
- Action Plan



Gibbs‘ discussed the use of structured debriefing to facilitate the reflection involved in Kolb‘s _experiential learning cycle‘. He presents the stages of a full structured debriefing as follows:

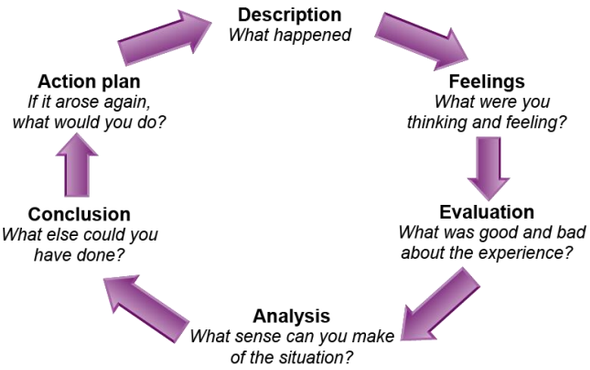
- Describe = Initial experience • Description = What happened? Don‘t make judgments at this point or try to draw conclusions, simply describe
- Feelings = What were your reactions and feelings? Don‘t move too quickly to analysis
- Evaluation = What was good or bad about the experience? Make value judgments
- Analysis = What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on? Were different people‘s experience similar or different from yours in important ways?
- Conclusions (general) = What can be concluded, in a general sense, from these experiences and the analysis you have undertaken?
- Personal Action Plans = What are you going to do differently in this type of situation next time?

What steps are you going to take on the basis of what you have learned?

234.Describing the Phases of Reflection Using Gibbs‟ Model Part 1

Gibbs‟s Reflective Cycle

- Gibbs‘ reflective cycle
- **Description**
- **Feelings**
- **Evaluation**
- Analysis
- Conclusion
- Action Plan



Description

- In this phase, you need to explain what you are reflecting on.
- Perhaps include background information, such as what it is you‘re reflecting on and explain who was involved.
- It is important to remember to keep the information provided relevant and to-thepoint. Don‘t focus on details that aren‘t required.

Feelings

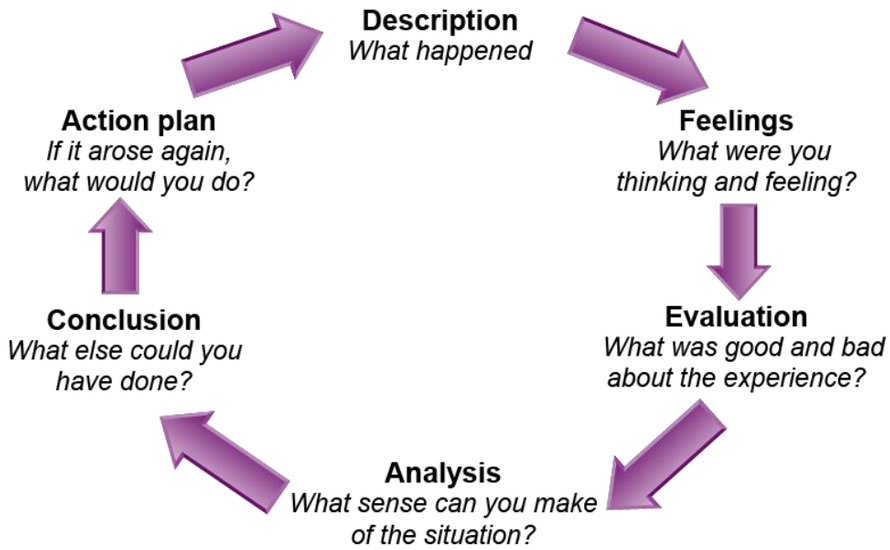
- Discuss your feelings and thoughts about the experience.
- Consider questions such as: How did I feel at the time? What did I think at the time? What did I think about the incident afterwards?
- You can discuss your emotions honestly.

Evaluation

- For your evaluation, discuss how well you think things went. Perhaps think about: How did you react to the situation, and how did other people react?
- What was good and what was bad about the experience?
- If you are reflecting on a difficult incident, did you feel that the situation was resolved afterwards? Why/why not?
- This phase is a good place to include the theory – remember it is important to discuss the theory and not just describe it.

235.Describing the Phases of Reflection Using Gibbs‟ Model Part 2

Gibb‟s Cycle parts



Analysis

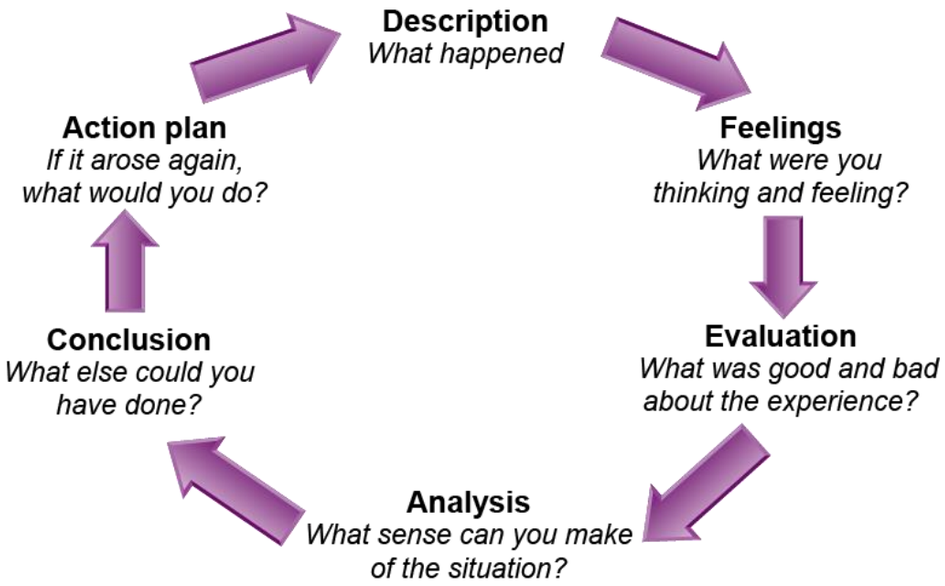
- In your analysis, consider what might have helped or hindered the event.
- You also have the opportunity here to compare your experience with the literature you have read.
- This phase is very important, particularly for higher level reflection.
- As a reflective practitioner you need to bring the theory and experience together.

Conclusion

- In your conclusion, it is important to acknowledge: Whether you could have done anything else; what you have learned from the experience;
- consider whether you could have responded in a different way.

- If you are talking about a positive experience discuss whether you would do the same again to ensure a positive outcome.
- Also consider if there is anything you could change to improve things even further.
- If the incident was negative, explore how you could have avoided it happening and also how you could make sure it doesn‘t happen again.

236. Action Planning Using Gibb‟s Cycle 2



Action Plan

- Action plans sum up anything you need to know and do to improve for next time.
- Perhaps you feel that you need to learn about something or attend some training. What can you do which means you will be better equipped to cope with a similar event?

Example

- Following is an example of an action plan.

Action Plan – An Example

- It demonstrates a number of options (aimed at support and activity) within the reflective thinking process for consideration as ways forward for the reflective practitioner.

Action Plan – An Example

- In future, I will ensure that I build up a relationship with colleagues. I am working alongside several different teachers and I intend to speak to each of them about my worries about students‘ behaviour. I have already had a useful conversation with one teacher and together we have developed a programme of team-teaching for the next few weeks so that I do not feel so pressurised.
- I plan to do this with the other class teachers, as it will help them to understand how I feel. I also need to speak to colleagues more often about how they feel, as I think I will be able to learn from them. In terms of training, I have booked onto a behaviour management workshop.
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- Action plans sum up anything you need to know and do to improve for next time.

237. Using Gibbs‟ Reflective Cycle for Deeper Reflection

Gibb‟s cycle for Deeper Reflection

- Gibb‘s Model helps the Reflective Practitioner develop the type of thinking associated with deep thought;

reflection which is aimed at achieving better understanding. It contains a mixture of elements:

1. Making sense of experience
   - We don‘t always learn from experiences. Reflection is where we analyse experience, actively attempting to ‗make sense‘ or find the meaning in it.
2. ‗Standing back‘
   - It can be hard to reflect when we are caught up in an activity. ‗Standing back‘ gives a better view or perspective on an experience, issue or action. 3. Repetition
   - Reflection involves ‗going over‘ something, often several times, in order to get a broad view and check nothing is missed
4. Deeper honesty
   - Reflection is associated with ‗striving after truth‘.
   - Through reflection, we can acknowledge things that we find difficult to admit in the normal course of events.
5. ‗Weighing up‘
   - Reflection involves being even-handed, or balanced in judgement. This means taking everything into account, not just the most obvious.
6. Clarity
   - Reflection can bring greater clarity, like seeing events reflected in a mirror. This can help at any stage of planning, carrying out and reviewing activities.
7. Understanding
   - Reflection is about learning and understanding on a deeper level. This includes gaining valuable insights that cannot be just ‗taught‘.
8. Making judgements
   - Reflection involves an element of drawing conclusions in order to move on, change or develop an approach, strategy or activity.

238. Trans-disciplinary Skills in Gibbs‟ Model

Gibb‘s Model helps the Reflective Practitioner develop a range of trans-disciplinary skills:

- Social skills
- Communication skills
- Thinking skills
- Research skills
- Self-management skills Social skills include skills for:
- Accepting responsibility
- Respecting others
- Cooperating
- Group decision making
- Adopting a variety of roles

Communication skills include skills for:

- Reading
- Writing
- Listening
- Speaking
- Non-verbal communication

Thinking skills include skills for:

- Acquisition of knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Dialectical thought
- Metacognition

Research skills include skills for:

- Formulating questions
- Observing
- Planning collecting data
- Organising data
- Interpreting data
- Time management
- Codes of behaviour
- Informed choices
- Ethics

239. Describing the Stages of Structured Reflection Part 1

Extension to John‟s Model of Structured Reflection

- John‘s model of structured reflection is an example of a ‗staged model‘ of reflection.

Another popular model used by reflective practitioners, it should be used to assist you in moving beyond a descriptive account of an experience to one that involves analysis learning and plans of action.

Stage 1: Describe the event/experience What happened?

Who was involved?

What part did you/others play?

What was the result?

Stage 2: Thinking and feeling

What was significant about this experience to me?

What was I thinking and feeling during the experience?

What was I trying to achieve?

How do I feel about the outcome of the event?

Stage 3: Evaluation

What was good and bad about the experience?

What were the consequences of my action/actions of others?

Stage 4: Analysis

What sense can I make of the situation?

What factors (e.g., values, assumptions, meaning perspective, experiences) influenced my feelings, thoughts, and actions?

What sources of knowledge influenced or should have influenced my actions?

How did others feel and how do I know?

What could I have done differently?

What would be the consequences of those other actions?

How do I now feel about the experience?

What have I learned about my practice/myself/my organizations?

What would I do now in a similar situation?

What factors might get in the way of me applying my learning from the experience?

240. Reflecting on the Cue Questions Part 1

Extension to John"s Model of Structured Reflection

John‘s model of structured reflection provides the Reflective Practitioner with a series of cue questions. It is important to detail these questions for reflection:

1. Description Questions
   - 1.1 Phenomenon

   Describe the ‗here and now‘ experience 1.2 Causal

   What essential factors contributed to this experiences?

   1.3 Context

   What are the significant background factors to this experience? 1.4 Clarifying

   What are the key processes for reflection in this experience?
2. Reflection
   - 2.1 What was I trying to achieve?
   - 2.2 Why did I intervene as I did?
   - 2.3 What were the consequences of my actions?
   - 2.4 How did I feel about this experience when it was happening?
   - 2.5 How did the students feel about it?
   - 2.6 How do I know how the students felt about it?
3. Influencing Factors
   - 3.1 What internal factors influenced my decision making?
   - 3.2 What external factors influenced my decision making?
   - 3.3 What sources of knowledge did/should have influenced my decision making?
4. Could I have dealt with the situation better?
   - 4.1 What other choices did I have?
   - 4.2 What would be the consequences of these choices?
5. Learning
   - 5.1 How do I now feel about this experience?
   - 5.2 How have I made sense of this experience in the light of past experience and future practice?
   - 5.3 How has this experience changed my ways of knowing?

241. Using John"s Model Part 1

Extension to John"s Model of Structured Reflection 3

Using John‘s Model

- Johns model for structured reflection can be used as a guide for analysis of a critical incident or general reflection on experience.
- This would be useful for more complex decision making and analysis
- Johns supports the need for the reflective practitioner to work with a supervisor throughout their learning experience.
- He refers to this as guided reflection, and recommends that teachers use a structured diary.

- Johns considered that through sharing reflections on learning experiences, greater understanding of those experiences could be achieved than by reflection as a lone exercise.

Johns also uses Carper‘s (1978) four patterns of knowing:

- Aesthetics
- Personal
- Ethics
- Empirics, adding a fifth pattern -
- _Reflexivity‘.

This as a strength of the model as it is one of the few models of reflection that refers to the development of an epistemological base to reflections.

If you use this model for a situation that is ongoing, you could adapt the reflexive section using cues from another model or develop your own set of cues.

242. Using John‟s Model: Looking In Part 1

Find a space to focus on self

Pay attention to your thoughts and emotions

Write down those thoughts and emotions that seem significant in realising desirable work.

Looking Out –

Write a description of the situation surrounding your thoughts and feelings.

What issues seem significant?

Aesthetics

What was I trying to achieve?

Why did I respond as I did?

What were the consequences of that for the student/others/myself?

How were others feeling?

Personal

Why did I feel the way I did within this situation?

Ethics

Did I act for the best? (ethical mapping)

What factors (either embodied within me or embedded within the environment) were influencing me?

Empirics

What knowledge did or could have informed me?

Reflexivity

Does this situation connect with previous experiences?

How could I handle this situation better?

What would be the consequences of alternative actions for the student/others/myself?

How do I *now* feel about this experience?

Can I support myself and others better as a consequence?

How available am I to work with students/families and staff to help them meet their needs?

Topic 243 Using John"s Model: Considering the Cue Part 1

- **Considering the Cue:**
- What internal factors were influencing me?
- Consider the following framework -

Using John"s Model:

- **Considering the Cue: What Internal Factors Were Influencing Me?**

Considering this cue helps the reflective practitioner to give equal weight to the internal perspective of reflection as much as
the external focus (which always tends to be the primary focus)
Adding ‗reflexivity' means that the danger of ‗navel-gazing' (thinking with no point) will be avoided and along with ‗looking-in' provides the reflective practitioner with the opportunity for ‗deep learning'.

Expectations from self: ·obligation/duty ·conscience ·beliefs/values Normal practice - felt I had to conform to a certain action. Fear of sanction?	Negative attitude towards The student/family? **What factors influenced my actions?** Time/priorities?	Expectations from others: ·in what way? Loyalty to staff versus loyalty to student/family? Anxious about ensuing conflict?

Topic 244 John"s Model: Writing Reflexively and Writing Reflectively

- John's Model provides a structured approach to reflexive writing and reflective writing.
- What is the difference?

Reflexive Writing

- Different to other forms of academic writing. Switch from 3rd to 1st person for example.
- Develop style of writing that uses ‗I' and personal experience.
- Danger of being too personal
- A personal response to events/ experiences
- Immediate/ surface considerations
- Aiming at cataloguing – may be subjective – but this is OK!
- Provides foundations for the professional response
- Might feel strange at first. You may not be used to writing about your feelings or actions from an impersonal perspective
- Will take practice.
- Experiment with different models of reflection.
- It is still **academic**.
- It is not a diary entry, blog or email to a friend.
- It is not simply a description of events. Reflection is in the analysis of those events.
- It is the considered exploration of your own role in the experience.
- It should not be chatty (informal) in style.

- It should still contain a clear introduction, a main body, and a conclusion.
- It may even include evidence and references.
- It should be clearly linked to theory.
- It should show what you have learned from the process.
- It should consider other perspectives

Topic 245 Describing the Stages of Structured Reflection Part 2

In terms of exploring models a reflection in more detail it's important for us to consider an extension to Johns model of structured reflection because it's a staged model of reflection and in this light it's very popular with reflective practitioners and the reason it's very popular as a staged model Jones process for reflective practice moves the reflective practitioner away from purely descriptive accounts of their experience into more much more analytical and fought for accounts of what they have been involved with and it focuses therefore on the individual reflective practitioners learning and their plans for action and as we've seen before there are certain stages five stages of John's model of reflection stage one takes the reflective practitioner into a descriptive account of the event to the experience and the reflective practitioner at this point can consider certain questions what happened in the experiment in the experience who was involved who else played a part in that experience whatever is helping the individual teacher get a clear understanding of what happened and who was involved page two is where the reflective practitioner is thinking and feeling about the event or experience and their response to that and questions as we've seen before would be the reflective practitioner identifying significant aspects of the experience and their response they're feeling about that particular experience what were they trying to achieve as a teacher in that experience and what was the outcome of their particular role of the approach that they were using stage 3 in the state model is the reflective practitioner evaluating the inventor Experian's the teacher is looking at the positive aspects of their teaching and looking at those areas which need improvement and starting to identify the key components of these and also looking at the actions that we're a caring and who was actually involved in those actions and why it's beginning to consider why those actions were taking place

stage full in the in in the model is where the reflective practitioner is analyzing the experience so the reflective practitioner has described the experience and understood their response their feelings about the experience they've undertaken an evaluation of the experience and now in this part of the model perhaps the most significant part of the model this is where the reflective practitioner draws all these individual strands together in order to create a meaningful understanding about that experience and this is where the sense is being made about all these strands and how they come together what factors in particular were important in the event of the experience and from the reflective practitioners point of view this is where they're considering things like values and assumptions beliefs around their role as teachers and also the role of students as learners in the experience and how these things interact and influence one another and the reflective practitioner is also doing at this point in the model is considering the knowledge about teaching and learning that they bring to their role in the classroom and how this influences their behavior and their actions what knowledge they're trying to apply and how are they applying it and the success of that application did others feel about what happened in the classroom is another part of the analysis process for the individual teacher if the experience was very difficult for the teacher because my maybe there was some bad behavior in the classroom other teachers will have an opinion about this and part of the analysis both the reflective practitioner using this model is to consider these other perspectives and begin to put the jigsaw pieces together to create that the meaning that sense of meaning that they need to develop and they can also consider what future consequences might be of the analysis and then the final stage for the reflective practitioner is conclusion and action planning this is where the reflective practitioner is taking the next steps from the reflection process or in other words there they've made decisions about what needs to change what needs to stay the same and what actions they can affect in the classroom in order to take the next step

Topic 246 Reflecting On the Cue Questions Part 2

Jones staged model of reflective practice uses a series of questions to enable the reflective practitioner to think through a particular event or experience in the classroom and what we need to do is consider the importance of these cute questions and understand the details which is required of the reflective practitioner to ensure that the model provides a very structured and meaningful approach to reflection the descriptive phase of the process needs to be questions which helped the reflective practitioner described the events and we can consider descriptive questions in certain particular categories one category would be phenomenon questions these questions would be focusing the reflective practitioners attention on the experience directly and in detail what's the here and now

experience at the teachers had been there are also causal questions that the reflective practitioner needs to consider these are questions which focusing the teacher's attention on cause-and-effect relationships within the experience of course there are context questions these are the sorts of questions which provide the background for the description of the experience the setting and how all this ties together and another type of question within the descriptive phase would be clarifying questions these are focusing the teacher's attention on questions which are looking to make sure that there is no influence in terms of a section or indeed assumptions about the experience and in terms few questions the reflective practitioner also needs to consider reflection questions these focus in particular areas one area needs to help the reflective practitioner consider what they were trying to achieve questions need to be formulated around that particular idea and another idea where the reflective practitioner needs to focus questions will be on why they undertook particular actions and to understand these and in relation to that particular area the reflective practitioner needs to consider questions about the consequences of those actions of those interventions in the classroom area where as a reflective practitioner you need to write cute questions would be in your emotional response how do you feel about your intervention the things that you did and the experience that occurred so these areas all a part of a domain of reflection and what the reflective practitioner needs to do is consider cue questions within these particular areas I did the students respond to particular interventions how do they feel about it themselves and perhaps another important area to consider some key questions for the reflective practitioner would be in trying to understand how they know themselves how the students felt another area for questions would be what are the influencing factors on the experience and the influencing factors can be both internal and external to the experience in other words what influences were internal further reflective practitioner which affected their decision-making and then what were the influences from outside from external in other words the school environmental other colleagues which influence decision-making and what sources of knowledge support they though they they're the way the teacher is working and considering how these are influencing the actions in the classroom and the decisions which are being made questions which are focused on helping the reflective practitioner consider how they could do things better how they could actually change the situation and particular areas would be looking at choices which is being made as well as the consequences of those choices to consider cue questions within these areas and then finally quick you questions need to be focused on the learning that the reflective practitioner can gain from the stage model questions focusing on their response or emotional response to the experience and also what sense they make professionally of the experience and also the experience he said adding to the body of knowledge that acquiring as a professional

Topic 247 Using John‟s Model Part 2

The reflective practitioner using John's structured model reflection is essentially then a guide to analysis the reflective practitioner and this is analysis particular incident what you see in the literature is described as a critical incident for the reflective practitioner and what this model enables the individual teacher do is focused on key stages of reflection separately in order to reflect in a very meaningful and analytical way and a useful thing about the stage model and perhaps the reason why it's so popular is over we can look at critical incidents it can also be used in a very general way but within general situations looking at the complexity of those situations the their complexity of decision-making and actions that take place as well as the complexity of the analytical process itself and by breaking down the reflection process into clearly defined stages this simplifies the complex nature of the process for the teacher and enables critical reflection to take place John's model is therefore a model which lends itself to collaboration with others and indeed in order for this high level of analysis to take place within this structured process it is considered that the individual practitioner weird could usefully use a supervisor or some other like a mental within the school in order to reflect on to consider the learning experience that they're having from the events which are taking place in the classroom and John's refers to this supervisor role in terms of the staged model as a process of guided reflection and this recognizes the fact that the stage model is therefore not such a loan exercise a solitary exercise for the teacher but is used most productively as a collaborative process where practitioner is working with the supervisor I meant to or some other and but Jones recommends is that this whole process is recorded in order to aid the supervision process and therefore the structured model actually becomes a model for structuring diary or log entries for the reflective practitioner and this means is that the individual teacher is looking at their experiences sharing their reflections and learning from their experiences and because they are sharing and discussing those experiences and discussing their learning this leads to much deeper understanding of them their roles as professionals and helps the individual reflective practitioner build up a professional identity and what is useful to consider here is that there are particular ways for this deep understanding to be acquired and Jones uses carpets for patents of knowing in terms of the reflection process and these patents are about aesthetics personal patterns of knowing ethics and should be added to these John's dad reflexivity the important point understand here is that this stage model provides an epistemological foundation fool the reflective practitioner this means that they are beginning to understand how they know about their role as teachers in the classroom and understand their roles as teachers and the students roles as learners their full by using this model we're able to

develop a set of questions which guide thinking through the aesthetic aspects of knowing as well as the personal unethical and empirical aspects of knowing and this also can lead to reflexive patents of knowing for the reflective practitioner

Topic 248 Using John‟s Model: Looking in Part 2

The reflective practitioner using the staged model every fraction reflection needs to look in on the experience and also look out on the experience and in terms of using John's model looking in requires a reflective practitioner to find a suitable space some time alone perhaps to focus on themselves and pay attention to their emotional response to their experiences in school and to pay attention to the way they thinking about their professional role and we've cue questions this means this gives an opportunity for the reflective practitioner to write these ideas these thoughts these emotions in order to create a record that can be reflected on right requires reflective practitioner to write a description of the context surrounding those thoughts and feelings and what issues then becomes significant in relation to the external influencing factors and as we saw their particular patterns of knowing for the reflective practitioner and one pattern of knowing is related to the aesthetics of the professional role and in order to guide the reflecting the reflection process the reflective practitioner working with the supervisor I meant to consider patents of knowing within an aesthetical framework and what this means is the key questions are considering aspects about what the individual what the teacher was trying to achieve with particular approaches in the classroom and why they were using those particular approaches and in this area also the reflective practitioner is considering the particular consequences of these actions not only for themselves but also of course for the students and perhaps even wider than that for the wider school community there could be consequences and in terms of the wider school community the FBI aesthetics aspect of knowing can be looking at others in the school house colleagues at the professionals might be considering their actions personal ways of knowing for teachers and this relates to personal understandings beliefs and values around the role of teachers and how these are affecting the teaching situations and in terms of personal ways of knowing their personal responses that we have two experiences which affect what we know and how we know and then of course there are ethical patents of knowing and a professional this means that we're considering questions which are helping us focus on the reasons why we do things and whether we're actually doing things for the people we're working with are we doing the best for the students and what factors within ourselves embodied by ourselves or embodied by the school or by others simply work with influencing the way we're acting and then there is an empirical aspect of knowing owner the owner the words what knowledge informs our practice what

literature that we've read what causes of we undertaken where we have acquired understandings which we're trying to apply in the classroom and then of course there's reflexivity this is part of the process where the individual teacher is not so much being reflective but actually being reflexive another words looking at their response to particular situations and how they are making connections with their actions and with knowledge and their actions what would be the consequences there for changing actions and applying other knowledge new knowledge to our processes to our approaches and this creates new experiences and I of course we feel about this those experiences that we're having and terms of being reflexive within the model what we're looking to do is seeing is seeing whether we can continue to support this ongoing process and say we need to consider asking questions of ass out about the consequences of these particular action we also consider how much we were being responsive to people's needs how much we interacting with people what's availability for the students and for the parents of the students that we're working with

Topic 249 Using the John‟s Model: Considering the Cue Part 2

To the reflective practitioner using Jones staged model reflection we can consider a particular cue question and that key question is what factors influencing me as a reflective practitioner and what we need to do is use a particular framework in terms of reviewing that particular focus question what factors influencing me and the in from an internal perspective we can look at our own expectations about our role as a teacher in other words what GT's what sense of duty we have as a teacher what do we feel our obligations as teachers and we can also consider the particular beliefs and values that we hold and how these create expectations for ourselves as teachers as reflective practitioners and of course from an internal perspective we can also consider the particular conscience that we have in terms of the GTE and the values and the beliefs that we hold the bag teaching and how all these come together for us ask teachers how to identify with those expectations and remain internal perspective we can also consider how we look at the expectations of others perhaps colleagues perhaps school administration and the question for us from this internal perspective is will how do we look at the expectations of others and this can be around areas perhaps of loyalty to the school or loyalty to individual students or groups of students and particular feelings anxieties that we have perhaps a bad contrasting expectations of others and ourselves and how we might try to reconcile these particular expectations and come in internal perspective we can also consider attitudes that we might have as teachers and how these influencing and influencing what we do in the classroom attitudes can be very positive and some attitudes that we may have to actually be quite negative and what we need to do is consider in balance these positive and negative attitudes and how they

influence what we're actually doing and of course as we know teachers are extremely busy individuals and so an internal reflection point of view we can consider particular priorities and the amount of time that we have in terms of our role so considering LASIK you question what is the internal influences on teaching this helps the reflective practitioner gave equal weight to the internal perspective our reflection as much as other focus of reflection especially the external focus of reflection and this is important because it's the external focus of reflection which to which tends to draw our attention more than the internal focus so by adding this reflexivity this internal focus means that we can avoid looking in in a way which is a purely just about contemplation and not so much about analysis this provides then the reflective practitioner with an opportunity to acquire a deep level of learning from their experience and this is where the real value of the stage model becomes apparent

Topic 250 John‟s Model: Writing Reflexively and Writing Reflectively Part 2

Jones staged model every flexion for the reflective practitioner provides a useful find framework for reflective writing now the reflective practitioner can write reflexively all the reflective practitioner can write reflectively and so what we need to do is consider the difference between reflexive writing and reflective writing festival of righting reflex of writing is very different to academic writing because it uses the first person form of grammar rather than the third person form and this means that reflexive writing leads the reflective practitioner to write to using a style based on i phrases and sentences and this can lead to the danger of making reflection to personal this is what some people would argue but reflexive writing is indeed a personal response by the reflective practitioner and it's focused on the feelings the surface feelings and the immediate reaction that the individual teacher has two particular experiences and in this regard reflexive writing is very personal and reflexive writing is indeed subjective and as a personal response this subjectivity is therefore ok and is part of the analytic process and this their food this reflexive writing this personal response provides the foundation for the much more professional response which is part of reflective writing and in response in contrast to reflexive writing reflective writing can feel quite strange this is because reflexive writing is very easy to very personal and it's very easy for us to do reflective writing becomes much more academic and we're writing about our feelings and writing about actions from an impersonal perspective we're trying to in to introduce a level of objectivity to the reflection to counterpoint the subjectivity of the reflexive writing what this means is that the reflective writing is looking at different models and different understandings about teaching and learning and trying to look at aspects of our experience from and much more impersonal much more theoretical point of view writing is very academic it's not a journal entry or keeping a diary and it's certainly not the same as maintaining a blog or emailing colleagues it's very structured and moves in an analytical way from description to a much more deeper reflection of events as they occur and looking at events from an objective point of view and therefore it's very much considered an exploration of the role in the classroom and an exploration of understandings and perspectives generated from experience and therefore refer of writing in contrast to reflexive writing should not be informal indeed it should be very formal it should have a clear introduction and a clear conclusion at the end and in terms of the writing their reflective writing and then needs to be structured paragraphs which laid the right through a process from beginning to end from introduction to conclusion and most importantly in contrast to reflexive writing reflective writing should be linking experience to theory linking theory knowledge and it should will save show what the individual has learned from the process of reflection as much as

what they have learned from the experience that that there that are happening in the classroom and these two together reflexive writing and reflective writing provide a ferry robust process that the individual teacher can engage with within the stage model reflexive writing is very personal and subjective reflective writing is very impersonal and objective and the two together make a powerful combination

251. An Introduction: Taking Reflective Practice Forward

- Reflection investigates pedagogy and the content of teaching, in a conscious ongoing review and evaluation of theory, policy and practice.
- Different levels have been identified, for example:
- Technical (focusing on teaching strategies only e.g. how to teach vocabulary)
- Contextual (relationships between problems and teacher actions)
- Critical (deep) thinking, seeking to get at the heart of practice while taking account of contextual and technical factors).

The quality of reflection is also something to be borne in mind. Reflection has been seen as always beneficial among teachers. However, some reflection may just lead to stagnation, with some teachers just going round in circles.

In addition, power is a key issue: teachers without power cannot perhaps use their reflection to best advantage

252. Professional Practice

We are concerned here with **Reflective Practice** in relation to our own professional practice as teachers, rather than in relation to student learning. These two domains are by no means separate, since the main objective of the former is to facilitate the latter! The Reflective Practitioner needs to embrace the diversity of available definitions, including:

- Evaluating the effectiveness of one's teaching practice
- Examining teaching from the perspective of the learner
- Conscious and self-aware
- Deliberation on professional practice (sometimes called **reflection-on-action**, after Schon)
- Intuitive and implicit application of professional knowledge to specific teachingand-learning settings (called **reflection-in-action**, after Schon)
- Self-awareness with respect to one's own processes of learning and developing an approach to teaching and learning that is informed by an understanding of how learners develop knowledge and learning skills making changes to one's professional practice in the light of experience
- Deepening one's understanding of one's role as a professional teacher in the light of experience (again based on Kolb's cycle of experiential learning) basing professional decisions upon feedback (e.g. from learners and/or colleagues).
- Theorizing from experience that is, constructing abstract models or analytical frames based on practical experience of teaching
- Reflective Practice is therefore a way of being, rather than a set of practical strategies or techniques.

253. A Clean Approach to Reflective Practitioner

- A clean approach to RP aims to facilitate Reflective Practitioners to improve their practice by:
- Enhancing the effectiveness of their reflection
- Deepening their understanding of their process of reflection and its application to their practice (i.e. self-modelling)

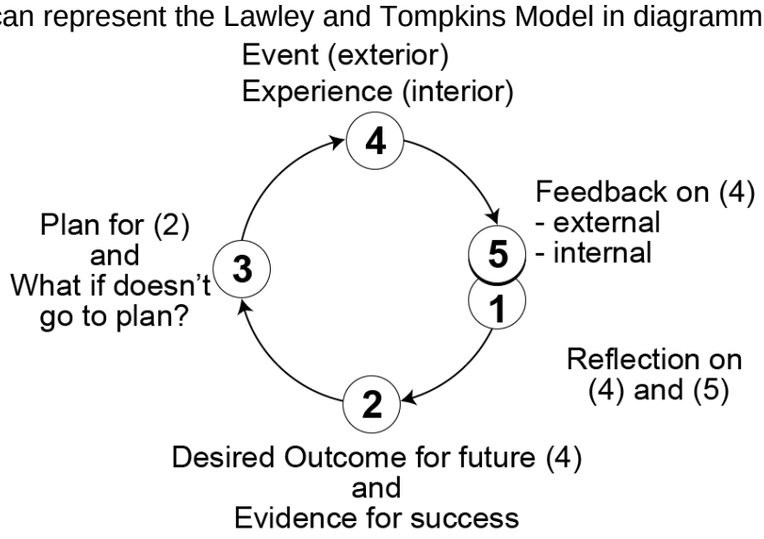
The Lawley and Tompkins Model of Reflective Practice involves two parallel processes (each with two aspects):

- External behaviour (event)
- Verbal and non-verbal
- Internal behaviour (experience)
- State and strategy

The Lawley and Tompkins Model has 5 components:

1. Reflection
2. Desired Outcome
3. Plan
4. Practice
5. Feedback

• We can represent the Lawley and Tompkins Model in diagrammatic form:



254. Comparing Models

- The Disney Strategy for Reflective Practice is described in terms of roles the practitioner takes on:
- The Dreamer
- The Realist
- The Critic

With all models it is possible to find points of comparison.

Lawley and Tompkins	Kolb Equivalent
1a What happened? (External) 1b What was experienced? (Internal) 1c What meaning is given to 1a/ 1b? 1d How is that arrived at? 1e What is concluded/ learned? 1f How are 1a and 1b evaluated?	Active Experimentation Concrete Experience Reflective Observation Abstract Conceptualisation

Look at the following, which compares three different models:

Lawley and Tompkins	Disney Strategy
	Dreamer Realist Critic
2a What outcome is desired in the future? 2b What evidence (feedback) will be used to monitor improvement? 3a what is the plan? 3b how and when will it happen? 3c what might prevent the plan from working/ 3d what can be done about that in advance?	

255. Self-Directed Learning Part 1

Self-Directed Learning – What is it?

- The process of learning in which the learner assumes primary responsibility for planning, implementing and evaluating learning.
- The learner chooses what to learn and how to learn, and also decides when to continue and when to end.

– Goals for Reflective Practice

- It enhances the ability of teachers to be more self-directed in learning (humanistic approach)
- Fosters transformational learning
- Promotes social action
- Reflective Practitioners can use SDL to develop both skills and attributes as learners which support lifelong development
- Better plan, carry out and evaluate their own learning
- The Reflective Practitioner who is a self-directed learner can participate fully and freely in the dialogue through which we test our interests and perspectives against those of others and accordingly modify them and our learning goals

Self-Directed Learning

- Is listed as a key component of 21st Century skills.
- It is intricately inked to lifelong learning
- Listed as a demand for modern societies (UNESCO, OECD) For the Reflective Practitioner, self-directed learning is;
- A learning process
- A personality aspect
- Ownership of learning
- Self-management
- Self-monitoring
- Extension of learning

Topic 256 Self-Directed Learning Part 2

- Ownership of Learning The Reflective Practitioner‘s characteristics or personal attributes are important to

  SDL

  Teachers who take personal responsibility in learning have ownership of their learning
- Self Management

SDL, as an instructional process of the individual teacher assessing their needs, identifying learning resources, implementing learning activities and evaluating learning outcomes.

- Self Monitoring

  This focuses the Reflective Practitioner on both cognitive and meta-cognitive aspects of learning, which are internal to the teacher (thinking, making meaning of information and integrating new knowledge into existing knowledge structures.

- Extension of Learning

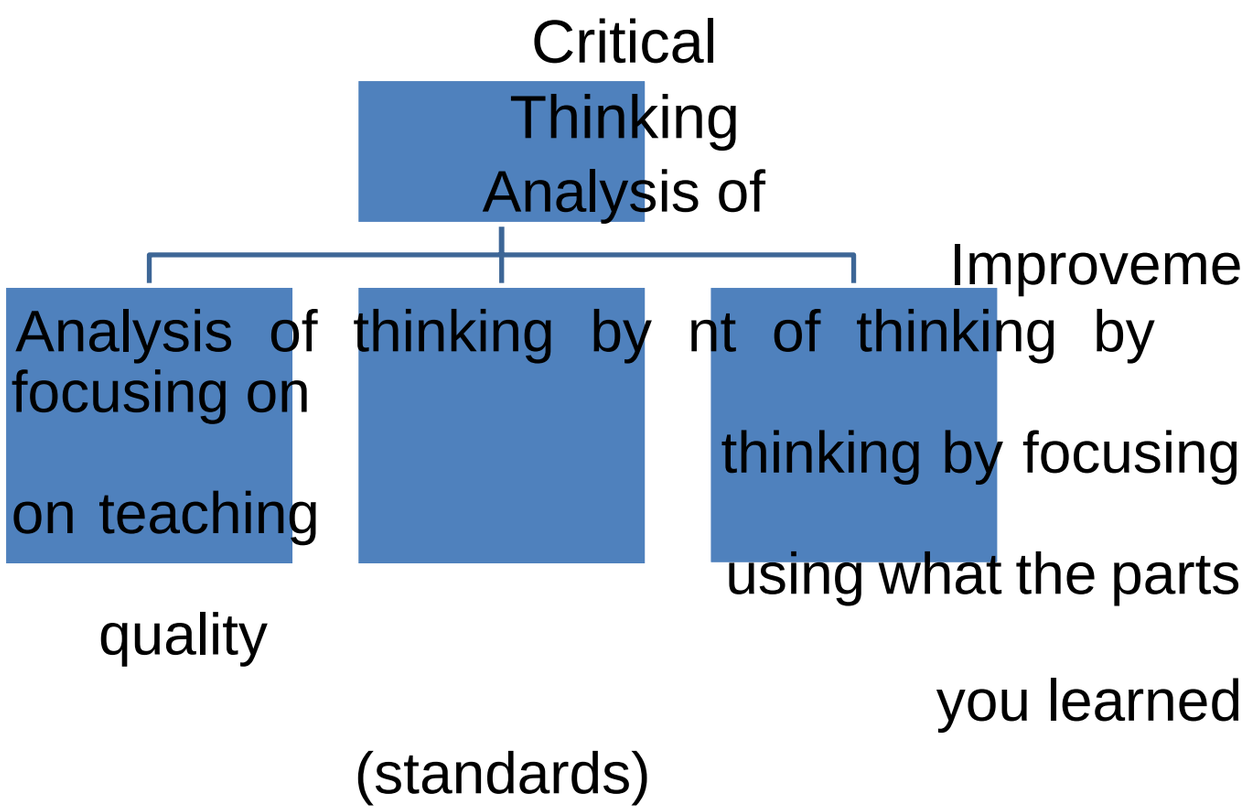
  The Reflective Practitioner has total control about the choice of what to learn, how to learn and how to evaluate learning.

Some possible behavioural indicators

- Teacher identifies/ determines and articulates own learning goals
- Teacher identifies learning tasks to achieve the goals and charts learning progress
- Teacher challenges self for achievement of learning goal
- Teacher formulates a question and generates relevant inquiries
- Teacher explores a range of possibilities and makes decisions
- Teacher self-plans and self-manages time
- Teacher critically reflects on learning and initiates gathering of feedback
- Teacher applies learning in new contexts

257. 3-Dimension of Critical Thinking

Higher Order Thinking for a Unified Curriculum, Instruction and Learning • Focus on the three dimensions of critical thinking:



- Education, as a concept, defines a set of higher order goals, but actual school learning typically culminates in a set of lower order results.
- How can we narrow the gap between goals and results?
- How can we make higher order goals a practical reality?

  …so that in math classes students learn to think mathematically,

  …so that in history classes students learn to think historically,

  …so that in science classes students learn to think scientifically,

So that in general –Students begin to think critically in a disciplined, self-directed way. The obstacle is that many teachers make assumptions about instruction, knowledge, and learning that are incompatible with HOT

Reflective Practice provides a new set of assumptions:

We need long-term commitment to Reflective Practice because of the deep-seated nature of the changes needed and the depth of resistance that can be expected.

Topic 258 Conceptualizing Higher Order Thinking

- The fundamental problems in schooling today at all levels are fragmentation and lower order learning.

  There is too little connection and depth.
- Fragmented lists dominate curricula
- Fragmented teaching dominates instruction
- Fragmented recall dominates learning

What is missing is coherence, connection, and depth of understanding.

The bottom line, as we all well know, is not what is taught but what is learned.

Students are learning something very different from what we think we are teaching them.

"All too often we focus on a narrow collection of well-defined tasks and train students to execute those tasks in a routine, if not algorithmic fashion."Alan Schoenfeld

"Then we test the students on tasks that are very close to the ones they have been taught. If they succeed on those problems, we and they congratulate each other on the fact that they have learned some powerful mathematical techniques."Alan Schoenfeld

Schoenfeld cites a number of studies to justify this characterization of instruction and its lower order consequences. He also gives a number of striking examples, at the college, as well primary and secondary levels.

259. Reflective Thinking and Higher Order Thinking

Reflective Practice is a cure for robotic lower order learning which is increasingly common mode of learning in every area of subject.

In other words, though education by its very nature comprises a set of higher order goals, actual *school learning*, given established practice, culminates in a set of lower order results.

The issue that emerges from these harsh realities is unambiguous for the Reflective Practitioner:

How can we re-conceptualize and restructure what we presently do to narrow the gap between goals and results, to make higher order goals a practical reality, to reduce lower order goals to what they should be?

Reflective Practitioners can work to improve student performance only by improving student thinking.

- We can improve student thinking only by creating opportunities and incentives for them to think.
- We can provide them with opportunities and incentives to think *only if* their teachers have time to thoughtfully redesign instruction.
- We can give teachers time to thoughtfully redesign their instruction only if they do not feel compelled to cover huge amounts of subject matter.
- We can reduce the obsession to cover huge amounts of subject matter only if the curriculum is restructured to focus on basic concepts, understandings, and abilities.
  - We can restructure the curriculum to focus on basic concepts, understandings, and abilities only if we understand why such a focus is *essential to higher order learning*

260. Assumptions of Teaching

The Reflective Practitioner understands why such a focus is essential to higher order learning only if teachers clearly understand the profound differences between didactic models of education. These confuse acquiring knowledge with memorisation, and the critical model of education which recognises that acquiring knowledge intrinsically and necessarily depends on higher order *critical thought*. What lies behind uncritically held assumptions?

- That students learn how to think when they know what to think
- That knowledge can be given directly to students without their having to think it through for themselves,
- That the process of education is, in essence, the process of storing content in the head like data in a computer
- That quiet classes with little student talk are evidence of student learning
- That students gain significant knowledge without seeking or valuing it
- That material should be presented from the point of view of the one who knows
- That superficial learning can later be deepened
- That coverage is more important than depth
- That students who correctly answer questions, provide definitions, and apply formulae demonstrate substantial understanding
- That students learn best by working alone.

261. 21st Century Teaching Assumptions

The Reflective Practitioner understands and values education focused on higher order learning as this holds a very different set of assumptions, namely:

- That students learn what to think only as they learn how to think
- That one gains knowledge only through thinking
- That the process of education is the process of each student gathering, analyzing, synthesizing, applying, and assessing information
- That classes with much student talk, focused on live issues, is a better sign of learning than quiet classes focused on a passive acceptance of what the teacher says
- That students gain significant knowledge only when they value it
- That information should be presented so as to be understandable from the point of view of the learner, hence continually related to the learner‘s experiences and point of view
- That depth is more important than coverage
- That students can often provide correct answers, repeat definitions, and apply formulae while not understanding those answers, definitions, or formulae
- That students learn best by working together with other students, actively debating and exchanging ideas.

262. The Paradigm Shift

The Reflective Practitioner will make a paradigm shift from a didactic to a critical model of education to make higher order thinking a classroom reality What are the basic changes that must be made to effect this shift?

- Re-conceive the curriculum
- Curricula play a significant role in school life. Instruction arises from goals and objectives stated in them.
- The re-design of instruction
- Teachers feel they have no time to focus on higher order learning and therefore the most basic ideas and issues within a content area can be neglected.
- The shift from a lecture-drill-recall paradigm to one focused upon engaged deepprocessing can only be achieved through long-term evolution.
- The Reflective Practitioner has the opportunity to place a major emphasis on a detailed formulation of philosophy, highlighting the essential role of thinking in the acquisition of knowledge, and contrasts lower order with higher order learning.
- How does this translate for the Reflective Practitioner?
- Higher order learning multiplies comprehension and insight
- Lower order rote memorisation and performance multiply misunderstanding and prejudice.
- Higher order learning stimulates and empowers
- Lower order discourages and limits the learner.
- Good teaching focuses on high content, basic ideas and issues taught in ways which actively engage student reflection and thought.

263. The Future of Reflective Practice: An Introduction

- Reflective practice is something that was invented in the 60s, 70s, and 80s.
- It has been used worldwide for the past ten years. Many things have changed after 1994.

We can begin to see some of these things:

- The concept of wikis, where many people collaborate to construct a knowledge base, an evolving encyclopaedia.
- Search engines are changing the way we access information. This will change our professional world.
- The Internet – the wisdom of crowds, combining people‘s knowledge to make decisions.
- The concept of collective intelligence, and similarly, communities of practice, which are small groups as opposed to being more socially open like collective intelligence.

We can begin to see some of these things:

- Constant renewal - Any profession will face the challenge of needing to adapt. The way I do my profession will need to be reinvented, and in some cases I will need to create new approaches, new beliefs and new understandings.
- My assumption is that many ideas of reflective practice are being used by authors today, and they are finding it very powerful. Its importance is growing in this Century.
- *Are those authors citing Schon?*

  If you analyse how they present their ideas, you can see similarities. The idea of Schon is basically how to improve the ways we think in action.

264. Perspectives of Reflective Practice in the New Professional Environment Part 1

- Although a product mostly of the 60s, 70s and 80s, one name recurs through the years:

- Donald Schon, *Displacement of Concepts, 1963*
- Chris Argyris and Donald Schon *Theory in Practice, 1974*
- Donald Schon, *The Reflective Practitioner, 1983*
- Donald Schon, *Educating the Reflective Practitioner, 1987*
- Donald Schon and Martin Rein, *Frame Reflection, 1994*

Many things have happened to quicken the pace of reflective practice, and these will continue to strongly influence the ways that Reflective Practitioners reflect on practice - The Web World Wide was invented and spread throughout the world. A new communicational platform was implanted, new collaborative software was developed and new business processes emerged.
Cell phones have spread worldwide and internet communication (e.g. Skype and so on) are now spreading even faster.
China and India have entered into the global market with highly dynamic economies.

265. Perspectives of Reflective Practice in the New Professional Environment Part 2

New Ways for Collaborating in Professional Work are Emerging:
Wiki, or the gradual construction of a knowledge base from many people.
Search Engines, reaching out to the whole pool of knowledge worldwide.
Collective Intelligence, combining intelligence of many people around shared interests.
Communities of Practice, stable spaces for exploring and learning together.
Innovation is Being Distributed:
Democratising Innovation, teachers, researchers and educationists develop new ideas of teaching, learning and education.
Social Innovation, many teachers working in diverse contexts can come together because of common interests and innovative initiatives.

- Research Networks, articulate capacities worldwide around a common question or inquiry.

The Art of Conceptual Innovation is the Driver

- Innovation now is achieved in new concepts of the way professionals work.
- The capacity of integrating technologies is key for creating new solutions and tap into the pool of knowledge of humanity
- When millions of people are innovating, the only way of keeping pace with change is through the creation of new concepts.
- Artistry will be more important then before in the exercise of professions.

266. Evolution of Reflective Practice: Tradition Skills

Reflective Practice Will Evolve Continually

- The diversity of situations and pace of change will require the capacity of:
- Updating
- Extending
- Adapting
- Reinventing the practice of professions, and
- Reinvention of the professions or the creation of new ones
- How can we fit the ideas of Reflective Practice into this emerging professional environment?

Traditional Teaching Skills

- These first 6 teaching skills are not new, but their importance has increased significantly for the modern teacher: **Commitment**:
- It is essential that **teachers are committed to their work** and to the education of young people. The responsibility that lies with a teacher is huge, so a modern teacher must always be aware of this and be truly engaged in their profession. **Preparation:**
- There used to be a time when the right temperament enabled you to become a teacher. Nowadays it is impossible to find a teacher without **formal academic training**.
- This requirement is increasing as education levels improve in society.
- The better prepared you are as a teacher, the more effective you will be, so you should pursue you studies with this ethos in mind.

Organization:

Good organization and the planning of a course/ lesson in advance are key factors for success. It is very important that a teacher organizes the lesson properly and allocates the time to cover it in its entirety.

- **Tolerance:**

In an increasingly diverse and multicultural society, it is necessary for teachers to manage any prejudices they may have and to **treat all their students equally** without showing favoritism.
It is a very important teaching skill not to impose your world view on your students, instead you should openly discuss topics and let students decide for themselves • **Story Telling:**

One of the best ways to **teach and transfer ideas is through stories**. The best teachers have used this method in their classes for centuries.

- **Open to Questions:**

Having **discussions and collaborating in class are essential for encouraging students** and implementing new teaching techniques
Teachers must be open to answering their students questions.

Modern teachers truly listen to their students questions and answer them honestly, not just with a cursory or textbook response.

Topic 267 Evolution of Reflective Practice: Teaching Skills

New Teaching Skills

- These new teaching skills complement the more traditional ones. These skills are associated with new technologies. Incorporating these into your teaching repertoire will ensure you become a modern teacher.

- **Innovative:**

  The modern teacher must be willing to innovate and try new things, both teaching skills and educational apps, ICT tools and electronic devices.

- The modern teacher must be an —early adopter‖.
- **Tech Enthusiast:** The modern teacher must not only be innovative but also **be willing to explore new technologies**. Wheth-er it is iPads, apps or personal learning environments, modern teachers should be in constant search of new ICT solutions to implement.
- **Social** :

  One of the traditional teaching skills was to be open to questions. The modern teacher should **lead the conversation to social networks** to explore possibilities outside of the class itself. Try using Twitter in the Classroom.

- **Geek:**
- The internet is the greatest source of knowledge that humanity has ever known, so to be **a modern teacher you must be a curious person** and incorporate this resource at every available option. Your students are going to do it if you don‘t!
- You need to be someone who is always researching and looking for new information to challenge your students and engage them in a dialogue both in class and online.

Topic 268 Better Teaching

Better Teaching

- Greater emphasis on new skills also has important implications for teacher reflection.
- The 21st Century reflective practitioner will favour student-centered methods— for example, problem-based learning and project-based learning.
- Problem-based Learning and Project-based Learning allow students to collaborate, work on authentic problems, and engage with the learning community in school.
- Teachers know about them and believe they're effective. And yet, teachers don't use them. Recent data show that most instructional time is composed of wholeclass instruction led by the teacher.
- Even when class sizes are reduced, teachers do not change their teaching strategies or use these student-centered methods
- When students collaborate, one expects a certain amount of noise in the room, which could devolve into chaos in less-than-expert hands.
- These methods demand that teachers be knowledgeable about a broad range of topics and are prepared to make in-the-moment decisions as the lesson plan progresses.

Part of the 21st Century Reflective Practitioner skills relates to greater collaboration among teachers and learning from knowledge acquired from classroom experience

END