

Critical Thinking and Reflective Practices

(EDU 406)

VIRTUAL UNIVERSITY OF PAKISTAN

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Critical thinking and Reflective Practices (EDU 406)

An introduction to reflective practice

Topic 1

What is Reflective Practice?

In these lectures we'll look at the place of reflective practice in teaching. What is reflective practice? Reflective practice is an ongoing and dynamic process for the teacher. It involves thinking critically and deeply about what is happening in the class room. It occurs spontaneously, immediately but, also goes in a very planned and structured way. Most importantly, reflection leads to action. Teachers need to value reflection and evaluation of their own practice and their own professional role in the class room. In addition, teachers' professional knowledge and understanding includes ways to reflect and ways to evaluate what is happening. This is part of the professional role of the teacher.

There is one quality above all which is important for making a teacher a good teacher and this is the ability to reflect on the **what, why and how** the things are happening in the classroom. The ability to think about, how we are working and most importantly, it is the ability to adapt and change teaching in relation to what is happening in the classroom. Reflection is a key to successful teaching. Most teachers do spend time thinking about their students and thinking about what is happening in the classroom but it is true to say that very often as teachers we don't take that step further. We don't reflect on the actions and don't think through the consequences

of what is being going on in the classroom. What is the implication of this for reflective practice?

Teaching is a profession and as such in a professional setting reflection is very **deliberate**. It is also **purposeful**. There is a reason for it. It is **structured** and it **links our understanding to theory to practice** and also includes deep learning and not superficial learning. Therefore, reflective practices aimed at development becoming a reflective practitioner is becoming an excellent teacher.

Let us look at a quote by a researcher into teaching. Jenny Moon says “Reflection is a form of mental processing that we use to fulfil a purpose or to achieve some anticipated outcome. It is 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)

What are the key words that we can take from this message?

Mental processing (reflection is structured thoughtful, it is not superficial)

Better understanding (we gain a clearer, thoughtful understanding of what is happening in the classroom and reflection includes the teacher in the process of teaching)

Classroom Management Strategies

Reflective practice aims to change thoughts like these.....

It changes words like “I don’t feel confident or I am bored or I used to have lots of ideas but now I don’t have any idea at all.”into questions like “Now I feel confident. I tried some of your ideas and actually they worked better at the moment I am improving my knowledge.”

Reflection changes the way the teacher works. Now we can see why reflective practice is important and the teacher, the reflective practitioner is a successful teacher

Topic 2

Why the Interest in Reflective Practice?

Reflective practice encourages the teachers to understand their:

- learners,
- their needs and
- their abilities.

Stephen Brookfield (1995:92) says “of all the pedagogic tasks teachers face, getting inside students’ heads is one of the trickiest. It is also the most crucial.”

Reflective practice is therefore, more likely to develop reflective learners. Reflective learners are lifelong learners. Finally, and most importantly, reflective practice is the key to the teachers to improvement.

Why Reflect?

Reflective practice leads to

- Higher quality teaching and therefore better outcomes for learners.
- Awareness for the teachers of the values of teaching and their own beliefs about teaching.
- Challenge and to change
- More inclusive environments for learners.
- Improvement
- promotes collaboration between teachers as professionals.

Why is reflective practice so important?

Research shows that reflective practice is crucial for teacher's learning and for extending their skills as professionals. It is a highly personal process for any teacher and the teacher requires the professional to take their daily class room experiences to internalize, understand them to pull them over in their mind. In this way, it is possible for the teacher to filter through what is happened to focus on what is most important, to understand their personal values and their biases as teachers before deciding how to better move forward as a practitioner.

Research also shows that teachers, who regularly reflect on their teaching, reflect on why they do things and reflect on new knowledge which is being created, use this to achieve the best outcomes for their students.

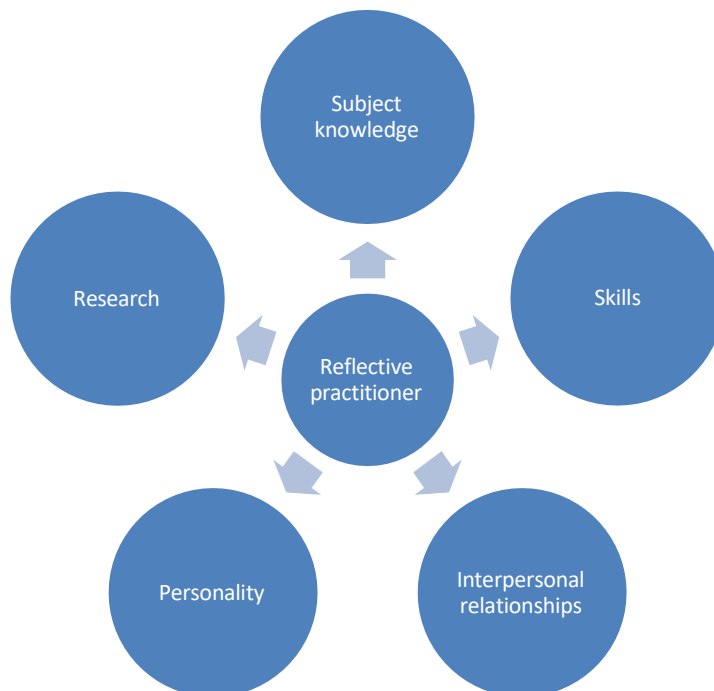
Consider this simple task for example, make a list for yourself.

- a) Make a list of the teaching strategies that you have used over the last 2 - 3 weeks. For example, small group activities, lectures, presentations or demonstrations.
- b) Analyze each strategy: what was your role in that, what is the role of the learners in that strategy, what tasks did you actually use?
- c) Examine each approach, what went 'badly'. List the unexpected factors that may be go badly. Discuss this with the colleagues in school.
- d) Further research shows that reflective practice leads to a commitment to on-going development to on-going learning and therefore, on-going excellence (Comer, 2008; Howard, 2003).

This is not necessarily tied to specific training or in service courses you might do but is actually about what goes on in the classroom day to day What is gone well? and Why that might be?

Reflective practice is a process by which you stop and think and you consciously analyze the decisions you make.

Critical analysis and evaluation for the teachers refocuses the thinking of the teachers and helps to generate the knowledge needed for good quality teaching. We can represent this visually:



You can see the reflective practitioner in the center of a whole range of different skills and understandings: subject knowledge, teaching skills, interpersonal relationships in the school as well as their own personality with a focus on research and teaching.

Topic 3

What Is to Be Gained from Reflective Practice?

Clearly, reflective practice means best practice. It provides a real shift in focus for the teacher away from deterministic views of teaching, a shift in the power of teaching. It creates a general dialogue about what is teaching and learning.

Achieving best practice

For example, consider a story. This story is taken from David Habersham's novel "The Reckoning." Hal Sperlich, an executive of Ford motors, on one of his visits to Japan in the early 1970s, noticed that there were no repair bays for defective cars.

"Where do you repair your defective cars?" Sperlich asked the engineer.

"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, 1978:716)

What we conceive from this story is the shift in para in terms of what is quality away from deterministic views to the teacher as the focus.

During the last two decades, the slogan of reflective practice has been embraced by many by teachers, by teacher researchers and by institutions and even government. The move toward seeing teachers as reflective practitioners is also a rejection of a top-down view of what teaching

and learning is all about, where teachers are simply conduits of knowledge from the government to students, from organizations to learners.

On the surface, the reflective practice movement involves recognition that teachers should be more active in formulating the purposes and also the outcomes of the work in the classroom and they need to play a leadership role in terms of curriculum development and school reforms.

The benefits of reflective practice

Most importantly, reflection helps us as teachers to develop our own learning and provides a teaching framework. Stephen Brookfield (1995) explained this and proposed the following framework. According to him, reflective practice

- Allows us to consciously develop our own repertoire of strategies and techniques in the classroom. We can draw upon our teaching and use this in the context and discipline of teaching.
- Helps us to take informed decisions in the classroom to take the actions which are meaningful and justified and be able to explain these to others.
- Helps us to adjust our teaching, respond to problems and issues which we have faced as teachers in the classroom. For example, rather than just reacting to a poor evaluation, we investigate and try to understand the underlying reasons for a poor evaluation and use this to take appropriate action.

- Helps us to become aware of the underlying beliefs and assumptions that we have as teachers about teaching and learning and as a consequence we can try to understand what we do and why we do.
- Helps to promote a positive learning environment. Through reflection, our teaching becomes much more responsive to the students and their feedback and through this we get good quality learning.
- Helps us to locate our teaching in the broader institutional and even social context in which teaching and learning takes place.

Topic 4

Advantages and Drawbacks of Reflective Practice

Critique of reflective practice

Schon (1983) coined the term ‘reflective practice’ in his book *The Reflective Practitioner*. Since then, the term reflective practice (RP) has been adopted in a wide range of professions worldwide. A number of critiques were also developed since then. We need to consider these drawbacks of RP.

The key principles in relation to reflective practice and the drawbacks associated with it are:

- Lack of conceptual clarity
- Too much focus on the individual
- Failure to acknowledge the discussion, dialogue (discourse) around reflective practice in teaching.
- Failure to understand the complexities involved in teaching in the classroom.

Let us look at each of these in turn.

Lack of conceptual clarity

What is reflective practice? Indeed, what is reflection? Everybody would answer this question differently. Van Manen (1995) says, the notion of reflection is changing and may refer to a complex array of cognitively and even philosophically distinct approaches and attitudes.

Bleakley (1999) wrote that reflective practice is becoming a ‘catch-all’ term used for something which is very ill-defined.

Different authors frame reflective practice and its applications differently, emphasizing one aspect over another. Similarly, in practice theory is interpreted and applied in many different ways, within different institutions and between professionals.

This all leads to a lot of confusion.

Consequently, the concept of RP is abstract.

- It is ill-defined.
- It is open to multiple interpretations.
- It is applied in a wide variety of ways in different practice environment.

Focus on the individual

It is another critique. The theory places too much emphasis on the individual teacher. For example, Sandywell (1996) wrote that RP limits what the teacher says. As the other (the wider community, the students) in the class room such the student is excluded from the process (the action of reflection). He describes RP as an ‘inner contemplation’ conducted in isolation.

In Sandywell’s view, there is an emphasis on individual reflection which fails to consider the accounts of others (students in particular) within the community and within the process in which the reflection occurs.

Taylor and White (2000) note that RP opens up uncertain, ambiguous and complex worlds and tends to close much of this down again by obscuring students' perspectives and trying to freeze knowledge in a moment in time.

Discourses in practice

Schon's theory does not acknowledge the problematic nature of language and discourse within practice environment.

It is another critique. RP is seen as something which ignores discussion and theory and is used to construct meaning from an individualistic perspective.

Lather (1991) draws attention to the language which we use as teachers and how we frame RP. According to him, when such an understanding of language is applied to practice, this raises a question of 'who' frames the questions and whose account is put forward.

Where is the 'other'?

There is a danger of treating those with whom we are reflecting (our students or colleagues) as objects or things rather than people. Without a proper consideration of human encounters, we are in a danger of confronting 'others' as things to be objectified and manipulated rather than accurately reflect (Gardiner, 1999: 64).

Topic 5

Why Is Reflective Practice Important?

Reflecting critically allows us to synthesize different perspectives to help, explain or to justify and challenge what we have encountered in our teaching. RP may provide evidence to support our views or our practices or it may even challenge them. Critical reflection also allows us to analyze what we have learned and how we have learned it. Most importantly, it enables us to take control of our own development. It is in light of these two functions of reflective practice that a great deal of importance is now placed on critical reflection in the process of professional development for teachers.

Why it is important?

Many teachers already think about their teaching and talk to colleagues about it too. For example, “My lesson went very well today”or a lot of teachers say “My students didn’t seem to understand” or even “my students were so badly behaved today.” This is a form of reflection.

However, without more time spent focusing on or discussing what has happened, we may tend to jump to conclusions and look at things quite superficially. We may only notice our reactions and reactions of the particular students in the class room. Reflective teaching therefore implies a more systematic and thorough process. It is a process of collecting, recording and analyzing our thoughts and observations, as well as those of our students and using these to make changes. For example, 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 that a teacher introduced in the classroom, we need to think about what we did and why it may have been unclear. If students are misbehaving -- what were they doing, when were they doing -----and most importantly why were they doing it.

Working in this reflective way allows us to take control of our learning and our development. It allows us to make changes in our practice that will develop our overall competence as teachers. This preparation should be the same for all events and all occurrences in the future.

How RP can develop your work further

RP can help you to

Address student's needs

RP can help you to think about the way you have responded to your students and how you can better develop strategies in the future.

Working with colleagues

RP can help you work with colleagues more effectively. Reflecting on the way you interact with colleagues can help you to create better relationships in the school. This can help you enjoy your work far more.

Your role with your students

RP can help you to think about your role and your students. By thinking about the effectiveness of the way you work with the students, you can tailor your approach to suit their needs and their interest.

Planning students' learning

You can plan students' learning more effectively by considering the effectiveness of your plans and this can help you to develop new systems of planning and recording information much more in the future.

Working with external agencies/parents

RP can help you work more effectively with parents by thinking through how you work with parents and other external agencies. You may develop a stronger working relationship with them and build better lines of communication.

Over to you!

So, it is over to you! Consider how you have used RP and how reflection has changed the outcomes of teaching.

Think about how your practice has improved because of your reflection and what the impact of reflection has had around you.

Topic 6

How Can Reflection Be Used for Practice?

So, we need to consider how RP can be operationalized, how can reflection be used for practice.

To do this we need to consider the key principles of RP.

Principles of RP

1. **RP is problem-oriented** or in other words problem-posing or problem-solving.
2. **RP is based on action research.** Action research is a very powerful tool for change and improvement based on a cyclical process of thinking, planning and doing.
3. **RP ensures that teaching and learning are research-led**
4. **RP is data driven.** This means that there is ownership by the teacher of the data which is central to the teacher professional development.

If reflection is thinking – How is the thinking done?

It is important to consider how the thinking is done (the actual cognitive processes) and also to consider why it has occurred and why it involves the stimulus, as well as the learning and changes the outcomes that occur.

Hatton and Smith (1995) say that three types of reflection are important for the teachers.

3 specific types of reflection

1. **Technical rationality:** (Behavior and skills) This is essentially the practical skills that the teacher brings to teaching the students. It is the behaviors and the attitudes, the beliefs that the teacher has about learning that impacts on their teaching in the classroom.
2. **Reflection-on-action:** This involves description and justification. It is dialogic, in other words a discussion. It is explorative and also engages multiple perspectives and factors. Reflection-on-action happens after teaching.
3. **Reflection-in-action:** This is the teacher's thinking 'in the moment'. Thinking which occurs in the second by second, the minute by minute. Teaching that occurs between the interactions, between the teacher and the student in the classroom.

So, there are three types of critical thinking, three types of reflection, technical rationality, reflection-on-action and reflection-in-action.

Topic 7**Definitions of RP**

In this lecture some definitions of RP will be introduced. Reflective practice and reflective practitioner have been spoken about quite a long time. In 1910 Dewey wrote that reflective practice 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 as a teacher, you ‘ll have a questioning approach. You will consider why things are as they are and how they may be also. 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 what we act”. This is extremely important for the teacher.

Simply because what you do in the classroom and how you behave should have been carefully planned. It should be informed by theory and your experience and it should also be very purposeful. Schon (1983) presents a slightly different view, a different definition of reflective practice. He regards reflection as having two key aspects: reflection-in-action and reflection-on-action.

Reflection-in-action: It refers to the thinking the reflection that the teacher does moment to moment while teaching is happening there in the classroom. It is a reflection on what the students are doing or saying and also what the teacher is doing. Reflection-in-action allows the teacher to see clearly what is happening to consider why is happening and then to respond to do things differently in relation to that reflection.

Reflection-on-action: It occurs after teaching has taken place, after learning has happened. You may think more deeply at this point about what the pupils didn't understand. What caused something to happen in the classroom and what options were valuable to you, while you were teaching. Your responses will depend therefore, on the level of knowledge and experience and your understanding of theories and the values, the beliefs you have as a teacher in relation to this type of reflection.

In RP the practitioners engage in a continuous cycle of self-observation and self-evaluation. This then, leads to a better understanding of our actions and our reactions and this prompt learning for ourselves and supports learning for our learners (Brookfield, 1995; Thiel, 19991). Therefore, the goal of RP is not necessarily to address a specific problem or a question, a query that you define as a teacher, but to catch you to think about your practice in general on an ongoing continual basis (Cunningham, 2001). For example, “practitioners frame the problem of the situation. They determine the features, to which they will attend, the order they will attempt to impose on that situation and the directions in which they will try to change what happened”.

This is what RP is about.

In this process, they identify both the ends to be sought in reflection and also how reflection will take place the means by which the reflection will occur (Schon, 1983)

Which definition?

Consider these questions as reflective practitioner:

- 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 reflective practice?

Topic 8

Types of Reflection

Hatton and Smith (1995) identified two types of reflective practice.

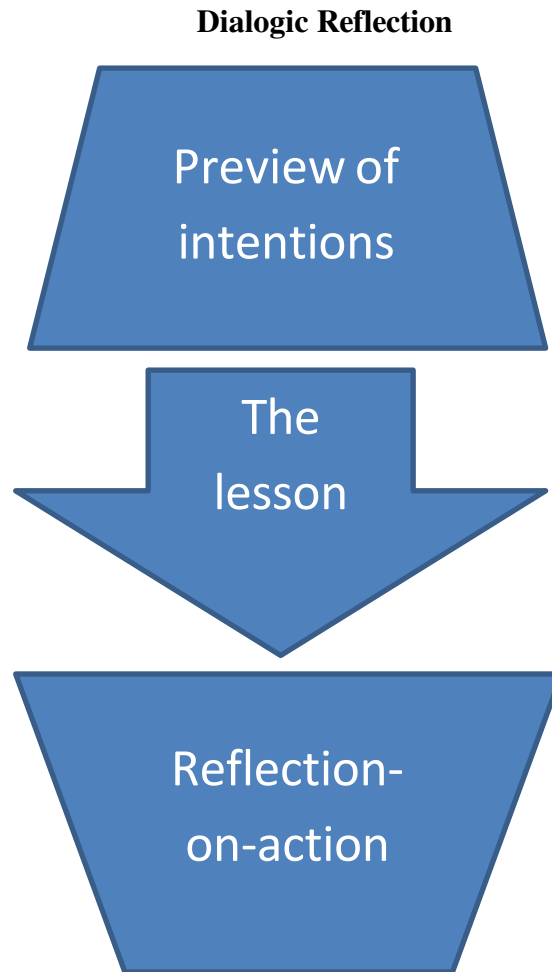
1. Dialogic reflection
2. Critical reflection

Each is different and represents a different level of engagement in reflective practice.

Dialogic reflection: it refers to a less intensive process than critical reflection. It involves a self-discourse with the teacher. It's an attempt to explore an event internally. It involves considering the judgments and decision that the teacher has made during their teaching.

Example

Dialogic reflection is an example of a basic form of reflection proposed initially by Brockbank and McGill (2000). They said that in dialogic reflection, the individual thinks about what they are going to do in their teaching, about the information they'd like to convey to the students and how they would do this, the methods they would use to convey that information. They also consider the level of engagement of the student in the class. Afterwards they then reflect on learning. They think about how far the individual goes for the students, the objectives for the lesson of the teacher have actually been made. This can be represented in the following model.



We can see that dialogic reflection starts with some pre-thinking about what is going to be taught, then the lesson takes place and then as reflection on what happened in our lesson.

Dialogic reflection as with all forms of reflection is based in a constructivist approach to teaching. Therefore, requires the teacher to evaluate and re-evaluate their personal view and thinking about education, teaching and learning. While this is an important first step. There are some people who say that it is essentially purely about awareness rising. Although it can

improve confidence but it does not necessarily improve the situation or make a difference to the quality of teaching.

This is in contrast to critical reflection.

Critical reflection: This refers to efforts from a much broader perspective, thinking about historical even political perspectives on the problems which are being encountered. This is been described by Boyd and Fales (1983) as “the core difference between whether a person repeats the same experience several times becoming highly proficient in one behavior, or learns from experience in such a way to be cognitively and affectively changed”.

Therefore, critical reflection facilitates transformational learning in a way that dialogic reflection does not and transformational learning can happen gradually, slowly over a period of time or it can happen quite suddenly based on some critical situation in the classroom.

What do these considerations mean for RP?

It suggests that RP is

Non-judgmental

Collaborative, and

Should be flexible and based on open-mindedness.

A reflective practitioner must recognize that learning from what does not work is also extremely valuable. There must be room for ‘failure’ in the reflective process.

RP is more effective when teachers and students work together.

Learning from others is also another significant factor in RP. It is enhanced through collaboration and dialogue with colleagues and others (students).

Therefore, reflective practice for the teachers means... being a life-long learner.

Topic 9

Critiques of Reflective Practice

According to Steve & Brookfield (1994, 1995) there are cultural and personal risks involved in RP and therefore not everyone may feel empowered by the process. Moreover, such thinking or reactions to reflective practice becomes time-consuming activity and difficult to do and can result to quite planned and mechanical processes involved in thinking.

Ash (2002) agrees that teachers can “choose not to reflect on their practice constructively and critically, preferring to fall back on pre-conceived understandings of how they and their pupils should conduct themselves in the classroom”.

Similar critique is offered by Boud and Walker (1998). They say that RP can also become like following a recipe. It’s simply a checklist that people go through methodically without thinking.

Therefore, raises some ethical concerns.

Ethical concerns

The teaching and application of RP have generated these concerns over the period of time and they continue to be discussed. These ethical concerns relate to issues of confidentiality, privacy, informed consent and also in relation to the professional relationships that teachers have.

Therefore, practitioners who are engaging in RP need to be aware of these concerns, and the risks involved in the process of RP. A further problem can be with the way reflection takes place. It can lead to feelings of disapproval and self-rejection because the process is so critical.

Further, if an individual understands the word ‘critical’ to mean ‘negative’, that can have very serious consequences long term for the teacher.

There are also professional concerns around the process of RP.

Professional concerns

If RP is done badly or ineffectively, this has a consequence in terms of what can be missed for the teacher and the value of it goes diminished. If RP is applied in an uncritically way, then reflection can actually reinforce prejudices and pre-conceived ideas about teaching and learning and about practice. This can actually lead to continuation of the way sudden practices are used in the classroom.

RP at the level of the individual practitioner means that organizations can actually remove themselves from the responsibility of professional development, moving it to the individual rather than the organization.

Pedagogic concerns

Reflective teaching raises two main pedagogic concerns;

Developmental readiness

Are the teachers ready for this sort of developmental activities?

Do they have developmental readiness? And also, the extent to which forcing teachers to reflect may be counter-productive. Developmental readiness identifies the difference between a novice

teacher and an experienced teacher. The novice teacher may not be ready to reflect critically. Therefore, developmental readiness defines a distinction between a novice teacher and the expert who has practical mastery.

Forced RP

If RP is forced on the teacher for example, as part of the course, this can actually affect the quality of the reflection and especially where it may be linked to an appraisal process for teachers, any sort of genuine and honest critical self-evaluation could actually be diminished.

Conceptual concerns

There are conceptual concerns about how ideas can be transplanted from one place to another.

Is there clarity of understanding of what teaching and learning is and what reflective practice is as a process?

It can be understood in multiple different ways and actually therefore, the exercise of RP can engage in different traditions and therefore, is no uniform between teachers and organizations (Finlay, 2003).

Therefore, some may see it as a primarily personal or even confessional process that deconstructs socially situated action and therefore does not have broader implications for teachers.

When people talk about ‘reflexivity’, ‘reflective practice’ or being a ‘reflective practitioner’, what exactly are they referring to?

The term is actually too diverse and poorly defined.

Topic 10

Formal and Informal Reflection

Let us look at formal and informal reflection as part of the RP process.

Informal reflection

It relies on self-questioning and also develops awareness for the teacher of their own assumption.

Formal reflection

In contrast, formal reflection draws on research & theory and provides guidance and a framework for the teacher as a part of the RP process.

Informal reflection: This relies on experiential learning. Experiential learning is an approach to informal reflection is often quite dysfunctional. It is always incomplete. It is a cyclical process, one thing leading on to another and therefore, is never ending. This is based on reflection on present experience and this can therefore, lead to misinterpretation. Such an approach can be manipulated to fit our own beliefs and therefore, can be quite biased because we view the world quite selectively. What we see and what we hear, we view through our own internal lens.

Informal reflection can be both planned and unplanned but will always involve a conscious awareness that learning is actually taking place. A by-product of some other activity, usually unintentional or unexamined and can actually test here our beliefs.

Formal reflection: learning from formal reflection is a little bit different. It requires becoming aware of conscious learning in non-routine situation. Learning from formal reflection also requires an awareness of learning to surface, to not be tacit (understood), to move from being tacit to being more explicit. In literature this referred to as ‘mindfulness’.

Therefore, formal reflection requires models and frameworks for the teacher to use. These provide a very specific and structured approach to reflection. All formal models rely on following parameter:

Learning

Behavior	Visible behavior Function: teaching, maintaining professional relationships
Reasoning/Judgment	Student-oriented understanding Function: problem-solving
Professional thinking	Critical appraisal of literature and own practice Function: optimizing teaching based on experience
Personal reflection	Mindful awareness; exploring Function: balance

1. Behavior: There is a visible behavior and the function associated with that is teaching and maintaining professional relationships in the school.
2. Reasoning/Judgment: This relates to student-oriented understanding and also about function of problem solving.
3. Professional thinking: The teacher engaging in a critical appraisal of literature in relation to their own practice and the function is to optimize teaching based on experience.

4. Personal experience: This is a mindful awareness of what is happening in the classroom.

The teacher exploring what is being going on and the function of this is to balance, what is happening to eke out (use) all the good things and to identify the problems which need to be resolved.

Topic 11

What do professional Reflect On?

Teachers reflect on the

- philosophy that provides the foundation for their teaching,
- their values and beliefs about teaching and learning,
- their practice

Reflection on your philosophy

What does it mean that the teacher reflects on philosophy?

There are different perspectives that we all hold that an individual teacher who have about children, about parents, and about families and also about themselves as a professional, as a teacher.

For example, children's rights and the extent to which children's views can be taken into account in the classroom. These are philosophical foundations that the reflective practitioner needs to be considered. In terms of the philosophical foundation, the teacher will consider their professional roles and influence that they have in children's lives and in the lives of their families.

The perceptions that you have of children and of parents and the families and the extent to which these reflect cultural competence are part of the philosophical foundation. Your understanding and respect for families' and children's cultures and communities is part of what was influencing your teaching.

So, reflecting on your philosophy is also whether you gave children the opportunity to express their thoughts and their feelings and the support you give to that level of independence. It is also about investigating your own prejudices and your own biases and understanding and appreciating your own beliefs and values about teaching and learning.

Reflecting on beliefs

You can reflect from your own perspective about yourself. For example, he might believe “I am student-oriented” ... or... “I see myself as providing a service” that would be another perfectly good belief to have.... or.... even, “I have professional expertise” if you have been teaching for many years. These are beliefs about yourself. There can also be beliefs about families. For example, families are the most important part of children’s life, or you may actually see families as part of the problem that interfere your work in the classroom.

You also have beliefs about children. You could see for example, that children are very capable as learners. Children are interested as learners from birth or you may just see children as very vulnerable and needing a lot of support and guidance.

Reflection on values

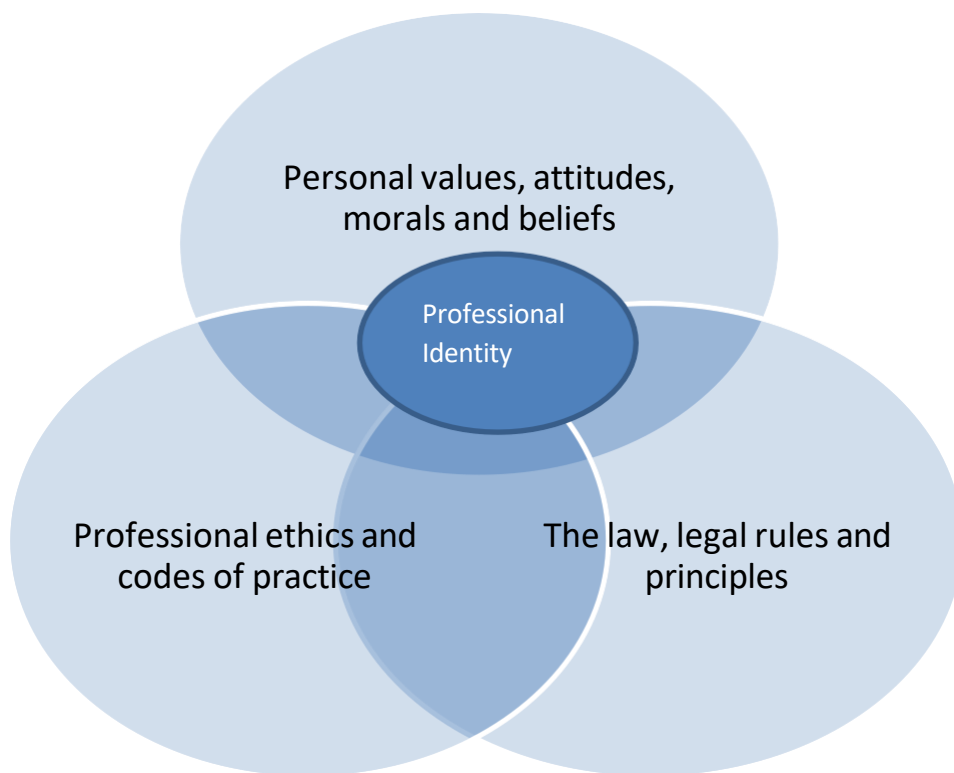
Reflecting on values is also very significant for the reflective practitioner because it informs the decisions that you make in the classroom.

These come from our life experiences, especially the early ones from young childhood, from the family and the community. They come from study and from experience. More interestingly, these can be shared in every setting in terms of how children learn and develop.

Professionals reflecting

It is very significant part of reflective practice. It is important for you to become aware of the assumptions that you hold and the values and beliefs that you have about teaching and learning, and how all these things come together to create your professional identity.

Our Assumptions, Values and Beliefs create our Professional Identity



We can see that in the diagram here. Your professional identity is coming together of your professional values, your attitudes and your beliefs about teaching and learning and about adults and children.

It is also about the rules and the principles that society and an organization impose on teachers and also about professional ethics and the way we design for ourselves a professional process in the classroom.

Topic 12

Assumptions

There are some assumptions that we need to consider about reflective practice.

Assumption 1: The reflection takes place in the classroom and is conducted **by** the teacher and **for** the teacher. Therefore, such reflection is contextualized and very private to the individual teacher.

Assumption 2: Teacher reflects and acts on what they observe. This means that reflective practice is both a process of research and action.

Assumption 3: Reflective practice requires dialogue for true understanding (Kemmis & Mc Taggart, 1992; Wells, 1999, Vygotsky, 1999). This places reflective practice within the social constructivist model of learning.

Consequently, a **social constructivist model of learning** suggests that reflective practice is a process of thinking which is mediated by language or in other words potentially influenced by the language that we use to describe our understanding.

Potentially our understanding can be jointly constructed through dialogue with others, colleagues for example.

Therefore, knowledge is socially derived and potentially collaborative.

Assumptions and reflective practice

Reflective practice is therefore about becoming aware of our own assumptions and how these assumptions govern our practice (what we do in our classroom) and how these assumptions must shift in order to change and change is necessarily in teaching.

There is also an understanding that there can be a resistance to an assumption change or to a shift in assumption and finally a change to assumption to support a better state of affairs improved teaching and learning.

The reflective practitioner is therefore someone who lives reflection on a day-to-day basis. Therefore, becoming reflective practitioner takes a lot of time, lot of commitment and requires discipline and an understanding of the responsibility about being a reflective practitioner.

Key points about our assumptions

Reflective teaching involves discovering and researching our own's assumptions. Our own assumptions can be explored through a number of different lenses. We can explore our assumptions through

1. autobiographical writing usually things like learning journals
2. student feedback whether written or verbal
3. discussions with colleagues regularly
4. reviewing the literature on teaching and learning

Stephen Brookfield puts this very well. He says “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 can view their practice. The lens of their own autobiographies as learners,

the lens of students' eyes,

the lens of colleagues' perceptions,

and the lens of educational literature”.

Why are these lenses important?

Reviewing practice through these lenses helps us to admit and surface the assumptions we have about teaching, methods which we use or techniques that we feel appropriate. In so doing therefore, we can ensure the best for student learning.

Topic 13

Achieving Best Practice

Why Best Practice?

There's a lot of interest in the teacher as the reflective practitioner and that's because it's means of achieving best practice so we have to consider.

- Why best practice?
- What is best practice?

Best practice is important because the 21st century is a different century in which we ourselves were educated and therefore the needs of children in the 21st century are changing. We need to constantly think and rethink what we are doing in the classroom. What children need in the 21st century is something which is going to help them survive better and thrive more in this new global technological environment and the reflective practitioner has a means through achieving best practice to help their students help children to achieve their dreams. The opportunity is there for that can be given to children are dependent on the reflective practice inner achieving the best practice the best approaches that they can in the classroom.

What Does Best Practice Look like for the Reflective Practitioner?

So, what does best practice look like, what are we actually talking about. What is next best practice? How would we identify a classroom? Where the best practices is easy to see.

Well one thing to consider is that a best practice classroom is one where students are on task for very much of the time. They are engaged in the process of learning.

We can also think of a best practice environment as one where teachers are collaborating and working together on tasks very realistic tasks, which place students at the center of learning or in other words **students-centered learning**. And perhaps most importantly is that the best practice environment is an **activity-based environment** and this is a phrase which teacher use a great deal these things.

And a very important aspect of this new 21st century learning of the best practice environment our classrooms which are environmentally and important learning spaces or in other words **conducive to learning**.

Core Best Practices

So, let's consider some best practices of teachers.

- One best practice is that the teacher will educate the whole child. A math teacher for example: what does teach math's but is aware of the child as a whole learning individual and their needs for learning in their interests for learning and so, therefore teaching is not only based on the knowledge of the subject but on the knowledge of how children develop.
- And learn the core best practice is to think of a preparing child for success not only in school in terms of academic achievement but also in later life.

- And we should also consider that best practice is about providing an environment which is enriched in other words one where children can really thrive form a mixture of approaches and resources.
- Another core best practice is to think of students as active participants in the learning process rather than as passive observers and a learning environment which provides challenge but also is very rigorous in terms of what students are learning

Core Worst Practices

Some bad practices for example:

- Worse practices teachers who plan and teach in isolation without collaboration. Teachers teaching simply so students pass the test and teaching one subject in the same way to all students.
- Teachers who assess who teach without assessing students' needs so that some students may get left behind and teachers who don't challenge themselves and stay within their comfort zone. All is also considered to be not the best practice.
- Teachers who say in label only that they are using student-centered and activity-based practices. This is another aspect of what we were consider not best practice.

Operationalizing Best Practice:

- We can talk about operationalizing, these best practices simply by thinking of the teacher as a reflective practitioner. The teacher therefore needs to be concerned really about the

consequences of teaching. The long-term consequences on the child not just about passing the test or getting through the curriculum.

- They need to be prepared to experiment and try out unfamiliar things in the classroom. This is another aspect of best practice.
- And the reflective practitioner who we can see is using best practice has an approach which is very open and honest and is wholeheartedly about the student.
- The best practice practitioner is committed to dialogue with others, talking, collaborating with peers and sharing, understanding and acquired knowledge.
- And also, the best practice practitioner is someone who focuses on action and evaluating and revising what they are doing regularly on an ongoing basis.
- And perhaps most importantly the reflective practitioner who can be seen to be one who is using best practice is themselves a lifelong learner.

Guiding Reflection

So reflective practice develops all of these skills potentially and so in the classroom, we can see best practice.

Topic 14

Implications for Achieving Best Practice

What are the implications for achieving best practice? What we're looking at our outcomes for children and therefore the way we achieve best practice is through reflecting in practice and reflecting on practice.

- Reflecting in practice is very much about thinking on your feet the moment-to-moment reflection that happens while you're teaching.
- Reflection on practice is very much about thinking back after the event after the classroom teaching has happened.
- What is really important in terms of this reflecting in practice and reflecting on practice? It is about the teacher reflecting also on their own values and their own attitude in relation to what has been happening in terms of the teacher child interaction.
- And in this way very often in the literature you'll see that the reflective practitioner needs a lot of guidance in order to do this in a very constructive way and therefore make a positive change.
- And to make changes teachers need to not only deepen their understanding of the subjects they're teaching but also an understanding that their own values and beliefs and assumptions about teaching and learning. And this is what requires a lot of formal practice and some very good quality guidance.

- Studies show that the without effective tools without a structure for reflection then what can happen is that reflection tends to be quite superficial and so what you can use for reflective practice. Our questionnaire or another technique structured technique to guide the reflection.
- Most importantly reflection needs to be ongoing. It needs to be a normal part of the day-to-day routine for the teacher not something which is done just once in a while.
- And therefore, we can break the reflective practice down the structure into certain components. And one component is about collaborating with other teachers and this is very significant, because it indicates that teachers are part of a learning community. And if there is collaboration then there is a long-term commitment to reflective practice.
- And more than anything else therefore reflection is not only encouraged but mutually supported and that is a very significant process to occur.

Regular Learning Networks

Another structure we can give to reflective practice are about regular learning networks. So in other words opportunities for teachers to get together. This does require an organizational perspective on the reflective practice process and how the school or the educational organization can support teacher's reflection.

The interesting thing about such learning networks is that they don't necessarily need to focus on the events in the classroom but they can actually include a wider dialogue around policy in curriculum and around other issues, wider issues in teaching and learning.

Time and Space for Reflection

Research does show that a significant impact on the ability of reflective practice to achieve best practice is that the organizations give time and space for reflection to occur in the busy school schedule. This can be difficult but whereas cool allocates five or ten minutes at the end of day this become extremely valuable.

Networks are significant in this way because networks give chance for groups to get together and for reflection to occur.

Informed by Contemporary Research

Another structure that we can give to reflective practice is that it does need to be informed by contemporary research. Research tells us that regular reflection is not only about what happens in the classroom but linking theory to practice.

The one-off workshop has been shown to be quite ineffective in terms of teacher development. So, any sort of reflection which is ongoing and they're actually there for support best practice through development.

Simply because reflective practice in this way can become much more strategic rather than just a passing on of information.

Comparison with Traditional Models of Teacher Learning

We can contrast with the traditional model of professional development which is very much about that transitioned from one person to another of accepted knowledge, accepted experience.

And the primary assumption there is that knowledge about teaching needs to be passed on is acquired by one person and then shared with other people around them rather than something which is mutually believed and understood by everyone.

Therefore, theory needs to be thoroughly understood in this regard because theory then means that the reflective practitioner is achieving good practice.

So, the Traditional approach to professional development reflects a basic assumption that information is passed on and reflective practice is not about that. Reflective practice is about learning from acquired experience.

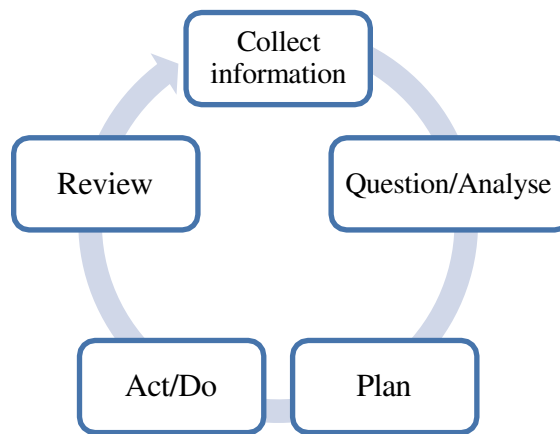
Topic 15

The Reflection Process

The Reflection Process

So, let's look at the reflection process. There are many models that teachers can use to support the reflection process. But they all essentially followed the same pattern and they are always about cycles of action. The basic cycle is plan do review and because their cycles they all are iterative. Or In other words they repeat on themselves time and time again plan do review and plan do review.

So, what would be good would be for us to look at a cycle a little bit more detailed cycle and try to understand it.



In this cycle, we can see that it is iterative and really the starting point can be anywhere. The planning phase before teaching takes. This is where the teacher is am preparing thinking about the content and reflecting before teaching actually happens. And this can lead into the acting

face the doing part in other words the actual teaching in the classroom and then following the cycle round after teaching.

The teacher needs to review,

- What happened to think about?
- Why certain things happened in a particular way?
- And how they happened?
- What were the consequences?

And most importantly how could the insights from this sort of experience be used in future lessons. **What have they learned? What is the teacher learnt? What could they do now in relation to? What happened before** and then there is a part of the cycle which is about collecting information that could be about asking the students for feedback. It could be about asking colleagues to come and watch you teaching to give you feedback.

It could even be about you watching other teachers in their classrooms. So that you can consider how they are approaching their teaching.

This leads into a questioning and analyzing phase and where you're actually posing questions for yourself.

- What happened?
- Why did that happen, how did it happen?
- Who was left out in the class?

- Who succeeded most of all in the class?
- What could be improved?

This whole process then leads back into another planning phase ready for teaching, so you can see the reflective cycle. There is iterative and it leads into a best practice approach.

Collecting Information:

- So, collecting information can be talking to children
- Talking to colleagues even talking to parents.
- It can be about observing class students in the class could be observing other teachers.
- It can be having teachers observing you and giving their feedback.
- It could even be about video in your own teaching or taking an audio tape and listening or watching those things over and over again.
- Collecting information could include looking over the lesson plans for the lesson and looking over other people's lesson plans to see how yours relates to theirs and certainly looking at your lesson evaluations. If the students evaluate, what do they say if you evaluate what were you thinking at the time when you filled out the evaluation.

Question/Analysis:

Question and analysis are about looking for a solution to in order to correct a problem which is very often considered a single loop learning. If it takes a wider perspective looking at bigger questions and looking at how theories are being used or applied in the classroom this is

considered as double loop learning. It could be about asking questions of changing perspectives and asking why things happened.

Plan

Planning is about developing the hypotheses and using the strategies to actually apply in the classroom and test out the results. It's very much about asking well so what if I do this what's the result if I don't do this what effect will that have.

Act/Do

Acting and doing in the classroom is testing your assumptions do they work, don't they work. Things can go wrong and failure is not a failure. Failure is a learning opportunity and it is an opportunity for the teacher to say okay. Now what now what is next now what can I do.

Review

- Reviewing is very much about reflecting on practice reflecting on what has happened after the event. Asking the question well what did happen.
- Van Manen proposes is in terms of hierarchical levels. The first level he talks about his technical reflection. This is the actual practice the teaching.
- The skills for teaching the pedagogical activity that takes place in the class. Our teachers are concerned with purely the technical aspect of being in the classroom. How they're talking how they're presenting how they're interacting with the students.
- Practical reflection is the next level. It focuses on the learning experience of the student. It goes beyond that technical rationality aspect and starts to investigate in question

“What is going on in the classroom? What learning is taking place? And how is teaching affecting that learning?”

- And finally, there is **critical reflection**. This is the highest level of reflection that you can achieve. It focuses on what knowledge is of value and to whom that knowledge is valuable. At this level teachers not simply concerned about the goals and the activities and the assumptions that underlie those goals and activities. But the larger context of teaching and learning the bigger picture of education. And it is very much connected with the teacher’s beliefs values and assumptions. Their ethical and the moral issues associated with teaching children in schools.

Topic 16

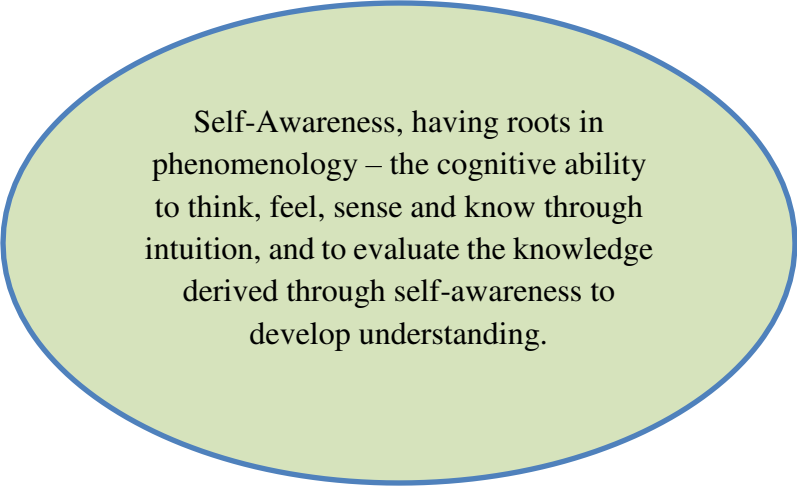
Reflexivity

Reflexivity

There is a term used very often in texts about reflective practice and that term is a reflexivity. Reflexivity for teachers means not only engaging both in a personal reflection but also engaging with wider discussions about teaching and learning. So, what's very good for us to consider what skills were actually talking about when we use this word reflexivity?

Self-awareness

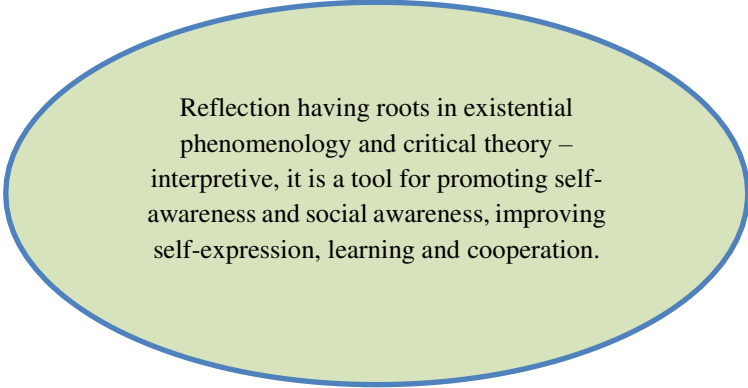
The first skill we can talk about is self-awareness. Self-awareness is very much about your own thinking and your own feeling about how you sense the world you're how you into it. What is going on and very much helps to develop your understanding of what goes on in the classroom. And how teaching and learning affects the students.



Self-Awareness, having roots in phenomenology – the cognitive ability to think, feel, sense and know through intuition, and to evaluate the knowledge derived through self-awareness to develop understanding.

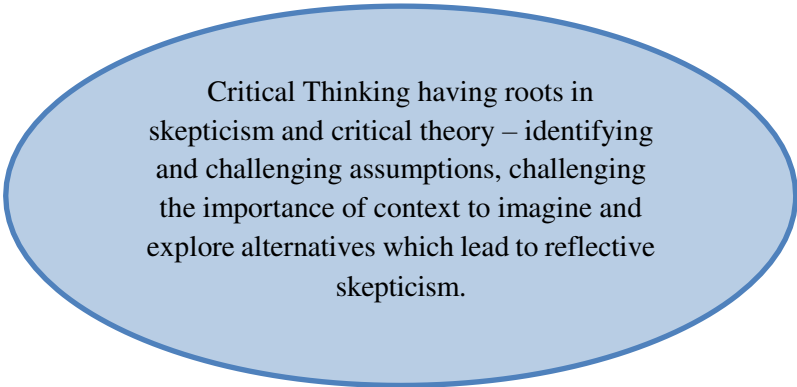
Skills Underpinning Reflexivity

Another skill underpinning reflexivity is of course reflection. This is very much a process of learning and evaluating from what is going on around us. This can be day to day can be wig too weak. It can even be career long.



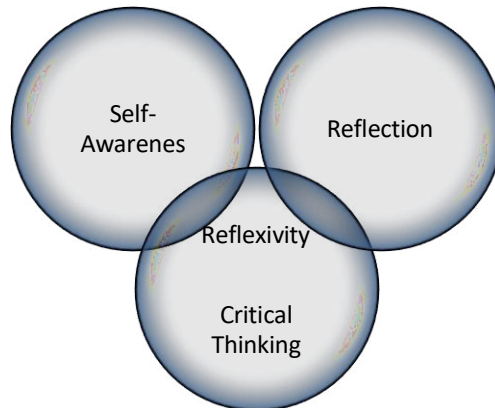
Reflection having roots in existential phenomenology and critical theory – interpretive, it is a tool for promoting self-awareness and social awareness, improving self-expression, learning and cooperation.

And of course, the third component underpinning reflexivity is critical thinking. Critical thinking has its roots in critical theory. And is very much about the teacher identifying and challenging their assumptions about learning. Challenging the importance of the context in which teaching takes place and thinking through how they're teaching impacts on learning and the alternatives which are open to them in terms of how they approach their work in the classroom.



Critical Thinking having roots in skepticism and critical theory – identifying and challenging assumptions, challenging the importance of context to imagine and explore alternatives which lead to reflective skepticism.

So, we can put these things together and see reflexivity as being made up of self-awareness. This understanding of self-reflection which is ongoing activity career-long potentially. And critical thinking which is very much based in an understanding that reflects that critical practice is not superficial at all.



Types of Reflexivity

So, where reflexivity becomes more of an introspection. We can look at reflexivity from some very specific perspectives.

- One perspective is in terms of **hyper reflexivity**. This is about the teacher deconstructing what they're doing deconstructing their teaching in very fine detail.
- **Hypo reflexivity** we can also think of system **systemic reflexivity** this is looking at the assumptions and beliefs that underpin the teaching practice.
- And we can also think of **epistemic reflexivity** this is exploring the deeper beliefs about teaching that the teacher holds and where these three aspects of reflexivity come together then we get very deep thinking about what is going on.

Therefore, good practice from extensive and thorough critical reflection. Consequently, we have to see that reflexivity is not a one-time thing, it's very much based in day-to-day experience and practice.

Topic 17

Topics for Critical Reflection

Topics for Critical Reflection

Topics for critical reflection. Pedagogy and how you know the teacher connects with practices in the classroom and needs to be think thought about in terms of the topics which directly being considered. This leads to a number of crest questions and what is important that is that we're thinking about the autonomy that we're giving two children the sense of empowerment the children get from being in the classroom.

We have to consider also the wider picture because there's also the empowerment that we're giving whole families in relation to what we do as teachers so we go beyond questions like well.

- Who is not listening or paying attention in the classroom?
- And why and we're thinking about what strategies might change that and perhaps even the physical environment.

So there are a number of questions that we need to consider and I've listed someone I'd like to share them with you. The questions relate to culture and communities as well as the individual practitioner and so they banded into certain sections there are a number of questions I put down.

30 Critical Questions

Modelling reflection with students

Let's just go through them the first one,

- 1- Was this activity successful while why not. That's a very basic question. It's a good starting point for the teacher.
- 2- The second question if we do this again what can I do differently to help you learn more. This praises the teacher's reflection from the student's perspective rather than their own perspective.
- 3- Did this activity help you learn more than others? We've done and why this gets you to understand the student's perspective on their experience of the methodologies that you use.
- 4- Are the relationships that I have with my students helping or hindering their ability to learn. This will get you to think about your day-to-day interactions with students. How you're talking to them and how they're talking to you.
- 5- Could the problems I have in my classroom be solved by pre teaching my expectations or developing rules and procedures. This will get you to think about the problems the issues that you may be experiencing from a very pragmatic point of view.
- 6- Was my demeanor and attitude towards the class today effective for student learning? This gets you to think about how students may perceive your emotional state.
- 7- Am I excited to go to work today? Students will know if you're not happy in the classroom. And therefore, what you need to do is be sure that you are enjoying what you're actually doing.

- 8- Are my students excited to come to my class today? This is connected to your attitude and whether you're excited about being in the classroom.
- 9- What choices have I given my students lately? Remember students are there to learn but they're also have a potential to be empowered by what is taking place.
- 10- Can I explain at least something about each of my student's personal lives? This gives you a focus on the individual student or maybe their interests and needs as learners.
- 11- Does my assessment accurately reflect student learning? It's all too easy to use checklists and to put ticks in boxes without really thinking how much the student has learn.
- 12- Do my assessments really reflect learning or merely task completion or even memorization skills? This sort of question will get you thinking about the higher-order learning of the students.
- 13- Why did I really choose this particular lesson to cover a certain objective? There could have been many others this will get you to think about the different approaches that you can take.
- 14- What evidence do I have that my students are learning? There can be more evidence than just assessments there could be a feedback or your observation of what teachers that students are doing.
- 15- What new strategies have I tried likely that might benefit a student. This is a good question because it will get you thinking about expanding your skills and trying out new techniques.
- 16- In what ways are my challenging students who are clearly being successful in my classroom? Very often teachers tend to teach to the middle and the people at the extreme

ends the lower end and the top end get missed. Those at the top end get missed most of all what are you doing to challenge them.

17- What do I do when students aren't learning my classroom? How do you react that what do you do?

18- Which students benefited from a particular activity? It's worth knowing. What worked well and why it worked well?

19- Which students did not benefit from an activity? Of course, if something goes horribly wrong this may be an opportunity to change your approach or it may be just understanding that an activity didn't match with those particular students.

20- In what areas can I still improve? This is a good question to think about in terms of your reflection because it will take you into that cycle of constant renewal.

21- What's stopping me from improving in these areas? What are the barriers because there will always be things which will get in the way?

22- In what ways can I support my colleagues in my students learning? This places you as a teacher in a community of practice where there is lots of support.

23- Do my actions of the teacher show my belief that all students can learn at a high-level part of the students learning is dependent on your approach to teaching and your expectations that they can achieve much higher than they think they can.

24- Do my actions of the teachers show that I take pride in my work? Remember teaching is a profession and as a teacher you are a professional are you a professional.

- 25- Are the relationships I have with my colleagues conducive to creating collaboration and the collaborative culture with collaboration comes a really best practice.
- 26- Are the relationships I have with students' parents conducive to learning? Remember teaching is not just about kids in the classroom but it's also about whole families.
- 27- What new ideas have I tried in the classroom? Don't stick to old patterns. If you're using this question then it is really challenging you to extend your repertoire.
- 28- What I have done unlikely to relieve stress and to focus on my own health. Teaching is a very stressful profession. And what you must do is always check that you are in tip-top condition to be able to teach in the classroom.
- 29- And finally what things am I currently doing that you could you know reasonably. Do with more priority.
- 30- How much time have you spent with friends and family? Health is important and you must look after your health as a reflective practitioner. This is how you will stay in the profession for a long time.

Topic 18

Learning form Reflection

Learning from Reflection

- So, reflection is a learning tool.
- Reflection is the process of consciously thinking through what is happening and this helps us gain an understanding and to make meaning from what is going on in our lives.
- Therefore, it's associated with learning that's occurred through experience and an activity. How we internalize this in terms of our roles as professionals.
- Reflection is a means to assist the teacher to think and to explore to go beyond what's gone in the classroom. To understand thoughts and feelings and to work through the experience in order to get a new understanding of how things are happening and why things are happening in the teaching learning situation.
- As a tool it's there for an active consideration and are learning from all the actions that are taking place. These thoughts and actions come together to help us develop meaning through reflective thinking.
- Perhaps the most important aspect therefore of engaging in reflection is that Ongoing personal and professional learning that needs to happen. And that you're able to demonstrate that to others this is all about achieving a good standard of proficiency as a teacher a good standard of professionalism.

- This process of reflection is very often undertaken through reflective writing you'll undoubtedly have heard of reflective journals. Reflective writing can lead to a greater understanding a better knowledge about why things are happening. And it should also challenge your preconceptions about what is going on and the theories as they are applied in the classroom. When you reflect on a situation you not only see more of it but you actually start to see it differently.
- This different way of viewing things is about situation. Situating reflecting in a process where action is the final stage of reflection.
- So, what do you know about and how confident are you about certain aspects of the reflective practice process and learning from reflection? Well for example,
 - What do you know about the roles and responsibilities of the teacher this is worth reflecting on?
 - What do you know about learning styles?
 - What do you know about planning a course or planning a lesson?
 - What do you know about how people learn, how children learn?
 - What do you know about lifelong learning? This is something which is talked about a lot now.
 - What do you know about communication skills? This is the practical aspect of the teacher in the classroom.
 - What you know about presentation skills and demonstration skills? What's the difference between these things?

- How confident are you with questioning and explaining things to students?
- How confident are you using different teaching methods to teach subjects?
- And how comfortable are you using ICT information and communications technology in the classroom?
- Would you say you are with assessing learning and also the process of reflection itself and of course your own subject knowledge and the skills used to teach that subject knowledge?

So, learning from reflection as we can see from those questions is actually very holistic. It covers a whole range, a whole spectrum of professional aspects. Beginning to develop a reflective behavior is about becoming a professional at least now you should start with your own cultural and historic background. As a beginning for being a best practice reflective practitioner.

The concept of **cognition** is actually quite narrow gives a narrow focus to what we're talking about here. But reflective practice enables the individual to think beyond that and to create more knowledge based on their experience of actually what's going on what they're experiencing day-to-day in the classroom.

This means that reflective practice cannot be an isolated activity it is something that has to be cooperatively generated. And therefore, words like collaboration become interesting for us. As reflective practitioner's collaboration helps us extend what we're doing beyond the individual learner. Facilitate a contract the relationship into something which is more interdependent between those involved the actors the students and the teacher in the classroom.

Topic 19**Methods of Reflection**

There are two methods of reflection; **reflecting in practice and reflecting on practice**. Dewey was among the first to identify reflection as a **specialized form of thinking**. And he considered the reflection stemmed from a confusion about a situation about diet and hesitation. We argued that what we do is we think through a problem in order to formulate hypotheses about how to approach the resolution of that problem the methods that we might actually use. Dewey ideas formed the basis for Schon's a concept of the reflective practitioner. He took a lot of pains to explore this in his text the reflective practitioner. How professionals thinking action. Schon's main concern was to facilitate the development of teachers as reflective practitioners and this is what he explores in his book. One of the most long-term enduring contributions that comes out of this text is the identification of the two types of reflection which we know now well as reflecting on practice and reflecting in practice. Reflecting on practice which is after the event and reflecting in practice which is while action is taking place.

Reflection-on-Action

- Teachers consciously review and described in reflection on practice. It's a process of higher order thinking analysis and evaluation and as well as being ongoing. It provides insight for the teacher in terms of future practice.
- Teachers in reflecting on practice will think about their experiences. But most importantly will consider their responses to those experiences as well.

Reflecting “in” and “on” action

- In both types of reflection. Reflection in practice and reflection on practice. The teacher focuses on the connection between their feelings. How they're responding to a situation and the theory that they understand about what is happening, what they've been taught about what is happening.
- Teachers are seeking new understanding in this light what their experience means for that theory what that theory means for their experience.

The Core of Reflection

- For Schon, the reflection in practice was the core component of what he called professional artistry. He saw teaching as very much an art which was different to positivistic views of teaching, we're teaching was very much a science very rational and technical.
- So, in Schon's view this technical rationality really sort of failed to pick up the idea for teachers in terms of teaching as a very rigorous activity as opposed to what it was really doing in terms of children's learning. Schon explain this by saying that teachers have to do more of them just follow set procedures what they're told is the best way to approach. But to think about drawing on experience and drawing on practice and making experiences practical. So that they start to grow their own theory in terms of what they're doing in the classroom.

- And in this way the core of reflection is very much intuitive. And is really quite creative for teachers both reflection on action and reflection in action are means for teachers to revise and modify and ultimately refined themselves as professionals

Topic 20**Levels of Reflecting**

There are different levels of reflecting. Grushka and Hinde-McLeod identify reflection on action and reflection in action. But they link this to reflection for action. What this does is offer both technical and practical considerations of critical questions for the teacher to engage with. Under reflection for action, they say that teachers need to consider their resources as well as. For example, how long the lesson will take these are sort of very practical technical issues. They also talked about how to make the sources relevant in different learning situations. Again, a very practical perspective on reflection. In this sense teachers are always questioning why they are teaching in a particular way. Why they're using certain resources. Why they believe what they believe.

- As **Zeichner** and **Liston** go on to differentiate between five different levels of reflection which take place during the process of teaching for example,
 - They talk about rapid reflection.
 - This is very immediate.
 - It's ongoing
 - It's an automatic reaction to what they're experiencing with the children in the classroom

Repair

They also talk about a level of reflection as repair. This is where the teacher is making decisions to alter what is their currently experiencing to try and change. Maybe the way children are behaving or to change an activity. So that students can learn more or to even slow students down so that they're actually thinking more about learning.

Review

Another level of reflection. They talk about is review this is where the teacher is thinking about and discussing or writing about some element or some key components of their own teaching.

Research

Another level of reflection is research. This is where the teacher is engaging with theory and with the dialogue in texts thinking over time about collecting data and understanding whole pictures of teaching and learning.

Re-theorizing and Reformulating

Another level of reflection that they talked about is re-theorizing and reformulating. This is where the teacher is really critically examining their own understanding and their own approaches and trying to understand how these links back to what they've been taught to link back to the theories which have been explored for years and years in the text.

Topic 21**Guided Reflection**

Let's look at guided reflection which is a very specific form of reflective practice. John's developed this concept in 1994. It involves the teacher engaging with a series of key questions which help them explore and consider and reconsider the experiences that they're having their motivations for what they're doing in the classroom. These can be designed by the teacher but they can actually be designed by another teacher or the school or even an education authority. In terms of the methods which can be used. For example, there can be a reflective diary and a good way to do this is to have an open book two pages one side is the descriptive part of the reflection saying what happened or critical reflective component why and what were the considerations that develop those instances.

Maughan and Webb consider a number of key questions which can help to guide to reflection for example:

- They say that teacher can ask what is most important or interesting or useful or relevant about what they did or something that they used a resource that they used.
- They sort of asked the question how it can be explained with theory or just through experience.
- They offer the question how is it similar to or different from other experiences. That the teacher has had two can make connections between their teachings.

- The teacher can ask what have I learned from this. And what does this mean for my future teaching. This is where the teacher is engaging as a learner in the teaching process.

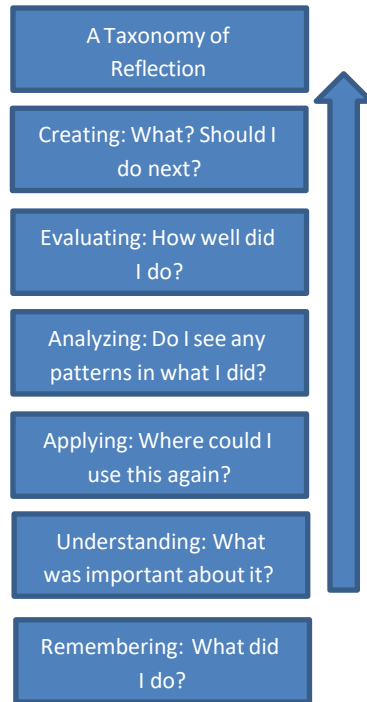
Biggs and Tang also offer some questions for reflection they ask questions like:

- What was the problem again a very practical technical type of question to ask what went wrong?
- What's the evidence of that problem?
- What were the causes of that particular problem?
- And how did the teacher deal with the problem very practical considerations.
- They asked a question how the solution to the problem related to theory that the teacher understands. This is helping the teacher make connections between theory and practice.

Guided Reflection and Bloom's Taxonomy

Perhaps the most significant form of guided reflection would be to use Bloom's taxonomy. And Bloom's taxonomy provides a framework where the teacher can ask questions of themselves and of their teaching from lower order thinking through to higher-order thinking.

First let's try to reflect Bloom's taxonomy relation to a taxonomy of reflection.



In terms of lower ordering order thinking. We can think of the teacher just remembering describing what did I do and this goes through to understanding. What was important about what I did?

Beyond this we move into middle order thinking applying and analyzing where could I use this again this particular technique how can it be applied elsewhere and analyzing. Did I see any patterns which I need to be aware of whether any considerations? And then through to higher-order thinking evaluating how well did I do and then also creating how can I use all this information next time what can I do in the future.

A Taxonomy of Reflection

Blooms Remembering

Bloom's level of remembering on others what did I do?

Teacher Reflection

The teacher can reflect by asking such questions as,

- What was the lesson?
- Did it address all the content?
- Was it completed on time?

These are again very practical easy questions to ask but they're an important starting point for the reflective practitioner.

Blooms understanding level

- What was important about what I did or did it meet. My goals can be reflected on by the teacher in terms of can I explain the major components of the lesson and do I understand how they connect one to the other
- Where this fit into the curriculum does is another question which links into that level of Bloom's taxonomy.

Bloom's application

Bloom's application level which is in relation to questions like,

- When did I do this before?

Teacher Reflection

Can be reflected on by the teacher in terms of questions like

- Did I build on content and processes which I've taught in previous lessons? This would underpin students learning.
- How does this lesson scaffold the learning for the next lesson?
- How does it provide a foundation for what is to come?
- How could I adapt the approach I used the instruction that I use for another lesson for a different lesson?
- How could this lesson be modified? Again, this is a level of reflection which is in the middle of Bloom's taxonomy.

Bloom's analysis level

This is now getting into higher order thinking. Bloom's analysis do I see any patterns or relationships. This in terms of the reflective practitioner is very much focused on questions like well

- What background knowledge?
- And what skills do I need in order to teach a particular lesson effectively?
- Were the instructional strategies right for that lesson? Were they effective?

Teacher Reflection

- Do I see any patterns recurring in my teaching? Which I need to consider are they good patterns or other destructive patterns?
- And do I see patterns in the style the approach that I have do students react to me when I teach in a particular way?
- Do I need to consider how that is affecting their learning?

Bloom's Evaluation

Then blooms evaluation level.

- How well did I?
- Do what work?
- What do I need to improve?

Teacher Reflection

These get to be translated in terms of teach reflection to questions like,

- Did some aspects of what I did need improvement? Could they be better?
- Were the needs of the individual learners met in the lesson?
- And what levels of mastery of a good quality learning took place for the students?

- What have I learned about my own strengths and my own weaknesses my own areas for improvement? That again is a good level of analysis and am I progressing as a teacher?
Am I developing myself?

Teacher reflection

Can further take on aspects around the incorporation of lessons for the future.

- What can you do in the future in relation to?
- What you've learned from this?
- What changes would you make?
- And what would you keep the same?
- How can you best use your strengths in the future?
- And what steps should you take in terms of using resources or applying new sources resources to challenge students learning?

Teacher reflection is the training that would help me to meet my future intentions. The teacher needs to look beyond what's happening in the classroom. In terms of how to develop they as professionals and they need to think about their role developing over time.

Topic 22

Action Research

Action Research

When you're thinking about reflective practice it very much resembles action research. Action research involves systematically changing your teaching in relation to problems or issues you're experiencing in the classroom. Therefore, it's about taking responsibility for change. It's important to understand that action research is targeted at the teacher and it's not about changing anything else.

Educational Action Research as a Critical Social Science – Carr and Kemmis

This is put very succinctly by Carr and Kemmis who say that, Action research is a form of research carried out by practitioners into their own practices. In this way action research is participate. It's very democratic and involves improvement. This is because action research must involve the learners in the classroom, they are part of the change action that the teacher is taking.

Action research emphasizes teaching. It emphasizes practice is committed to acts action and committed to changing practice. It is also a way to express a commitment to improvement for the teacher. It's about not standing still and it's about trying to look at theory and make connections with practice. In this way action research is seen as a very practical form of enquiry and it's characterized by self-reflecting through cycles which spiral continually for the teacher plan do review.

In this way it involves a number of critiques

- One is **reflexive critique**. This is about questioning things, questioning arguments and trying to find new possibilities for actions.
- There's also the idea of **dialectic critique**. This is very much about discussing actions and discussing theory from different perspectives that the teacher is aware of and what we have to consider.
- Also, that action research real is very much dependent on a collaborative resource it's very much about people working together whether these are teachers or whether these are teachers and students.
- The collaboration is there and it's also true to say that there's an awareness of risk in terms of action things may go wrong and that's not necessarily a bad thing as long as the teacher can learn from what goes wrong.
- Action research is very much a pluralistic approach to critical thinking. It's very much about discussing the questions and identifying the problems but it's very much about reporting them from very different perspectives.

Donald Schon states the action research is very much a relationship between understanding and change action.

- He believes that the practitioner has an interest in changing the situation, in in changing the status quo. And this is better than leaving things away they were. It also there develops a better understanding of the situation.

- He sees action research as his idea of reflecting in action. It's very much about learning while doing and learning from doing.

Some Suggestions for Thinking about Practice

Bryant researcher states that there are many themes and aspects to practice that can be questioned. There are certainly ways of looking at theories what he talks about is that,

- The teacher can look of action research from the point of view of a setting where the acting activities are taking place.
- What's the classroom environment actually like?
- He also talks about play you know there was looking at ideas in terms of a game.
- And where are the rules of the game the regulations which are a play in the classroom and the rules that govern the teacher, he also talked about the reflection as thinking in terms of script.

So, in other words, texts that identified but don't you know completely explain performance. This is an approach where the teacher can really monitor using a script whether that's an internal dialogue or something written down in order to uncover a problem and resolve it. Finally, communication there can be different interpretations of meanings and so the way the teacher communicates these interpretations becomes a very unique perspective.

Topic 23

The Critical Friend

The Critical Friend

- The critical friend this is a very useful technique to think of as a reflective practitioner. The critical friend is a process which focuses on a professional relationship with the colleague. It's very much built on cooperation and collaboration.
- It also addresses a number of situations in which teachers find themselves. For example, working in isolation, working as independent units within the school.
- The critical friend can actually help addresses. It can also address the idea that the teacher is once they're in the classroom considered to be the person that is certified to know everything. And therefore, the critical friend is a way of continually professionally learning and not just sticking with what has been taught previously.

Background

The background to this comes from the Annenberg Institute for school reform at Brown University. It was the first developed a critical friend's model. Interestingly it's currently used in an estimated thirty-five thousand teacher's principals and professors across the world in about 1,500 schools and universities. So, it's a very popular approach.

Key Contributions from the Critical Friend

- The critical friend is about providing a balance between a friendship something which is very informal and supportive with something which is very critical and analytical.
- The critical friend is somebody who asks why things have been done in a particular way. They're helping the teacher seek to gain a sense of the context in which things are working. And the way things are working and also to challenge assumptions and perceptions.
- The critical threat of the critical friend therefore is helping the teacher think creatively and to encourage others in the environment to do so.
- As a friend a colleague in the school becomes very significant. Therefore, the critical friend is very friendly honest but also critical and analytical. As a colleague they can share professional reflections. And help her teachers look beyond the classroom and look more to the horizon the educational horizon.
- The critical friend is using their skills in a way to ask very superficial even naive questions of the teacher. This is a way to promote reflection and to get the teacher to self-evaluate. What is going on simple questions like, why did you do that and what happened? The critical friend is also there to provide advice and some guidance and hopefully some very practical suggestions for the teacher.

Critical Friend Ethos

- So, in a way it's like keeping a close distance.

- The critical friend is supportive is very friendly just like friends are. But they hold on to the role of an evaluator as a critical friend.
- They're very knowledgeable about teaching and they understand about the subjects that teachers are working with. But there are often very supportive as well.
- And what the critical friend does is identify the challenges that the teacher has. And the responsibilities that they have for overcoming those challenges and supporting the objective of the reflective debate.
- Critical friends of course within this role need to make sure that they maintain confidentiality with the teacher whilst being frank. And at the same time sensitive to the teachers experiences the problems that they're facing.

What the Critical Friends actually does not do?

So, what do friends actually do and what do they not do. Well, the critical friend does not make decisions for the teacher. And reporting formally and informally to others is something that they don't tend to do unless it's with the agreement of the teacher that they're talking to.

Limitations of the Critical Friend Role

- The primarily primary limitation is in terms of their rollers advisor and supporter. Because they have to provide a constructive critique it's not just about friendship.
- Critical friends are not responsible for and they of course they can never contribute to the quality of teaching that's where the teacher to do themselves.

- In particular critical friends have to take more role in terms of becoming a negotiator on behalf of the teacher with the school. If there are very significant problems to resolve. Critical friends of course in this way may add value through engagement with a number of teachers and so sharing knowledge around the community.

Topic 24

Participatory Methods for Reflection

I'm putting aside time in school. And for you know a focused discussion maybe with a critical friend or with a group is essential in order to ensure that reflection becomes a regular practice for the teacher.

It's important to have a facilitator in this regard somebody who uses critical questions to help guide thinking and to ensure that there is deep reflection deep thinking about the issues. Maybe even to record the discussions for the teacher to reflect on at a later date.

What Can Teachers Reflect with?

Such conversations and debate can occur with colleagues they can occur with other professionals in the teaching environment. For example, school counselors it could be with other professionals working in different educational environments. It could even be of course with families with parents of children.

Method

Essentially what the teacher has to consider in this regard is the method there needs to be careful description. There has to be thoughtful listening and there has to be questioning feedback. And for me the two most important components here are thoughtful listening and questioning feedback. It's very difficult sometimes to listen to critique from others and that does take a lot of courage from the teacher.

Types of Questioning Feedback

There are types of questioning feedback and these can be considered in terms of hot feedback warm feedback and cool feedback.

- **Warm feedback** consists of feedback which is very supportive and appreciative of what the teacher is saying.
- **Cool feedback** offers very different perspectives questions about teaching and raises questions about why the teacher took particular actions.
- **Hard feedback** challenges and extends thinking actually raises the level of concern to a very critical and analytical point of view.

The Participatory Process

- So as a participatory process reflective practice allows colleagues and others to share ideas, share issues and to seek suggestions and practical solutions between the group members in order to overcome the issues and problems. This is best of all done in small groups not so well in large groups. Because there's too much interaction with smaller groups also it's easier for individual teachers to feel more comfortable sharing issues and problems.
- Hard feedback challenges and extends thinking and raises concerns in this sort of small group environment.
- As a participatory process then the teacher in a small group can share the issue and also provide the context in which the problem or the issue arose. And they can frame key

questions which the group can discuss and explore in order to try and find a resolution to that particular issue or problem.

- So, what that really relies on our questions which are very probing questions. Questions which help to clarify understanding the group can ask more questions to learn about the issue that the teacher is raising.
- And this leads into then hopefully an analytical evaluative discussion the group discusses the issue using all types of feedback both warm and cool feedback. And the group finds a way to address possible suggestions and solutions to the issue using hard the hard feedback approach. So, using cool feedback warm feedback and hard feedback makes truly analytical and evaluative thinking about the issues in question.

Topic 25

Foundation Models 1: John Dewey

First of all, we can consider Dewey model of reflective practice. He saw reflective practice or something which is very dynamic and quite spontaneous and requires a lot of honesty from the teacher.

He said that reflective practice actually should lead to action. It is not something just to think about it is an important thing to lead for the teacher to do. Dewey model is based on a fundamental difference between the sort of traditional approach to teaching which is about instruction and imitation. And really said that the teacher in terms of reflective action needs to confront perhaps some presumptions or prejudices about teaching.

Routine Action vs Reflective Action

- Reflective action therefore is very spontaneous it's persistent or should be persistent very active and needs to be carefully engaged with by the teacher. And this therefore becomes a focus for the teacher in terms of how they go about teaching it affects teaching fundamentally. He saw reflective action as more than just thought it that's got a wider dimension to it. And indeed, he actually said that reflective practice can have emotional aspects for the teacher as well.
- And what this actually means is that the process of reflective practice is a very complex thing to do. Not straightforward and shouldn't be entered into lightly or superficially by the teacher.

- It includes a good level of rationality or in other words a lot of clarity of thought by the teacher about the reflection process as well as the teaching that they're doing.
- And interestingly this does actually draw links not just with the cognitive aspect of teaching. But the way the teacher is responding to what is happening in the classroom. The emotions which are being created in their interactions with students.

Dewey's 5 Stage Model

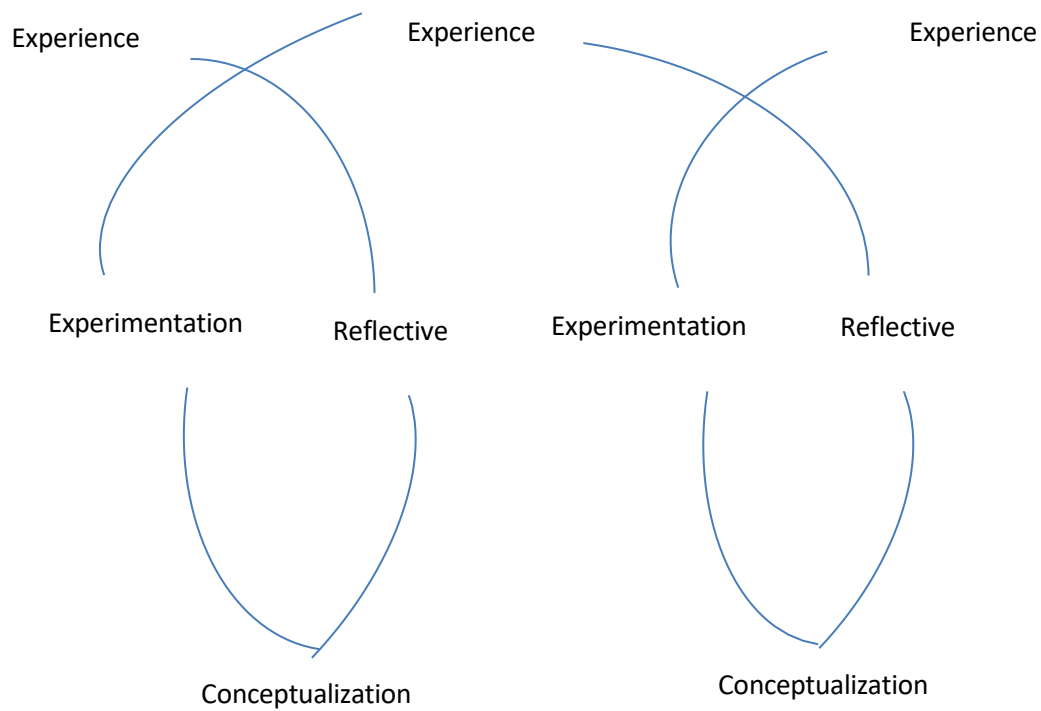
So, let's look at the model the five-stage model.

- First of all, he says that what the teacher does is to identify a problem something which is vexing, is perplexing to them which needs to be fixed.
- And from then the next step is to observe and to try to clarify the understanding about the model.
- Beyond that the third step of the 5-stage model is for the teacher to develop a hypothesis to explain the problem to try and understand it from a technical point of view. And this must lead into deeper scrutiny of that problem a deeper understanding before leading into some sort of action.

So, we see that do you placed a great deal of emphasis on this reflective thought process which is why he was saying that it's not natural to do it is something which has to be learned and has to be based in experience. He believed that reflective thought began with ourselves and needs to move beyond that through the reflective process.

From this experience we actually start to ask questions. For example

- In terms of problem, the problem stages the question is well what's going on here what's the problem what's happening.
- And in terms of conceptualizing the problem we might say well how I fix this what might I do to put it right and that leads into experimentation about solving the problem.
- And finally, we in terms of solving the problem we are exploring the avenues that we can take to do that.
- So within the professional development there is an interest in this model. Because it fits into the cycle of teaching and learning.
- It is very much developmental and is grounded in the experience of the teacher not focused so much on theoretical applications.
- And interestingly what Dewey said is that although it's a cycle it should really be viewed as a spiral one cycle leading into another cycle being correct connected by experience.
- It's this spiral which actually leads to the reflective aspect of the process. We can see this in a model we can see here that the cycle of reflection and thinking about action and then experimenting the action it through experience goes into another cycle thus creating a spiral.



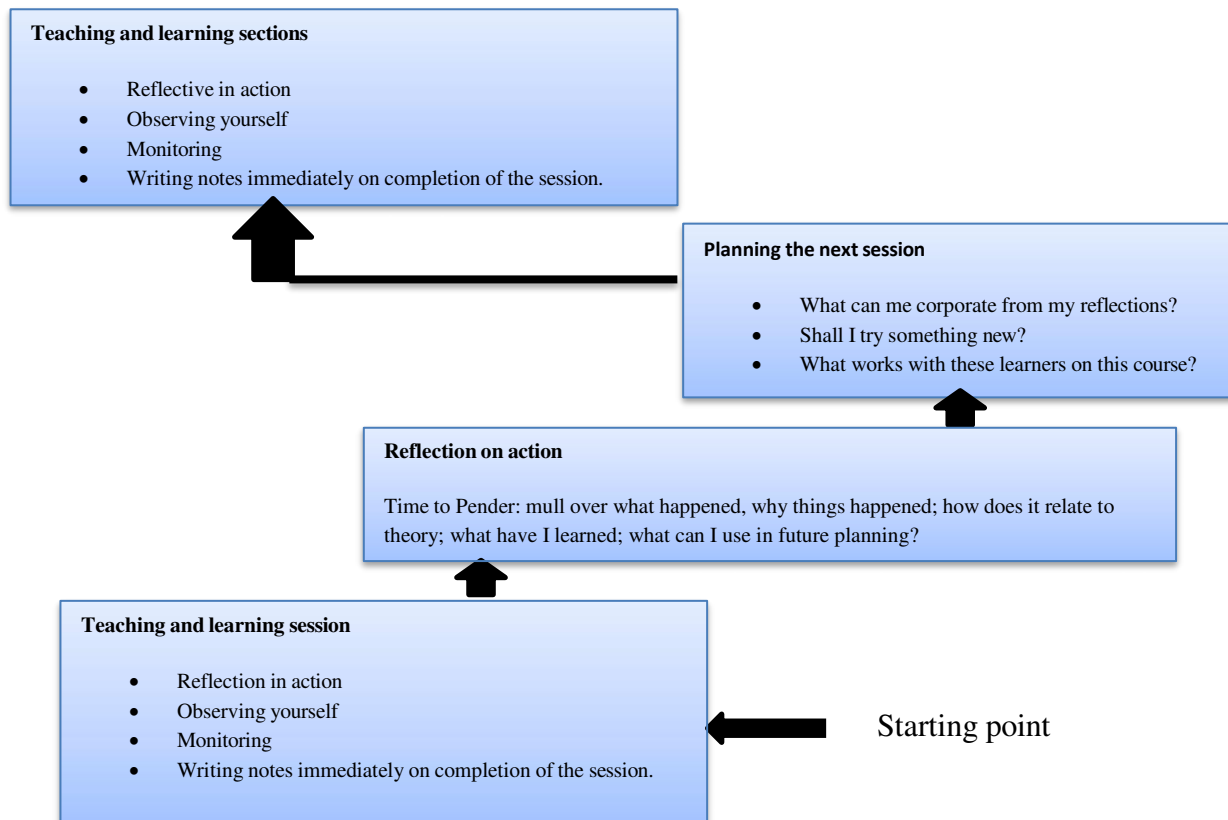
Topic 26

Foundation Models 2: Donald Schon (1983)

Foundation Models 2: Donald Schon (1983)

Reflecting “in” and “on” Practice

Schon model of reflective practice is based on reflecting in practice and reflecting on practice. These are terms we've come across before they're very popular terms. And it's a very popular approach and we can represent these ideas of reflecting in practice and reflecting on practice in a very simple diagram.



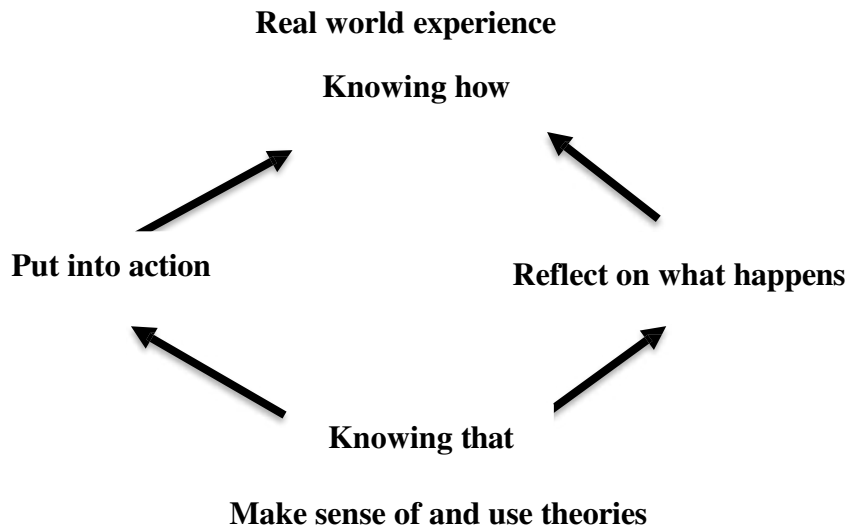
- We can see here; the starting point is the actual teaching and the learning that's going on in the classroom. And it's the thinking in the moment the reflection in practice that occurs at this point.
- After the session is when the teacher reflects on practice. This is when the teacher has more time to think about what happened to think back on what happened.

And this whole process of reflecting in practice and reflecting on practice then leads into preparing for the next teaching session with the students planning getting the resources ready. Then this leads into the next teaching which again will have reflection in practice. So again, you can see this repeated cycle being engaged with by the reflective practitioner.

Development of Schon's Model

- Schon made the distinction in this model between a technical rationality. Or in other words the application of learned theory and with what he called tacit knowledge. Or in other words experiential learning gathered from the classroom. He believed that this was in a sense of theory experience gap. Because the theories that the teacher is trying to apply in the classroom may not generate the sort of outcomes that the teacher is expecting. In other words, a different experience.
- And what this can actually mean is that. It changes the way they're thinking about teaching and actually. May not even define the way they actually think about their own practice in the classroom.

- So, in terms of Schon model what we're actually thinking about is the experiences in the classroom and how these combined how these add together to generate learned and acquired theory for the teacher.
- Schon saw that the real teaching environment therefore was the place where the teacher is tested and evaluated for themselves in terms of what they're actually doing.
- Theory is therefore not a rigid thing here. It is something which can change can grow with the teachers experience although for a new teacher they would be applying theory quite rigidly as their experience develops. And as they learn more about their own approach to teaching and their own beliefs and values about learning. Then theory starts become a little bit less rigid and they start to apply things differently.
- So, reflection in action and reflection on action allows teachers to begin to continually improve their own practice to change their teaching adapt learn and evolve.
- And what we have to remember is that this doesn't make theory invalid at all. It simply begins to change the theory that the teacher is an acting and its theory is therefore a valuable starting point for the teacher.
- And this is what Schon calls theory in use rather than just theory.

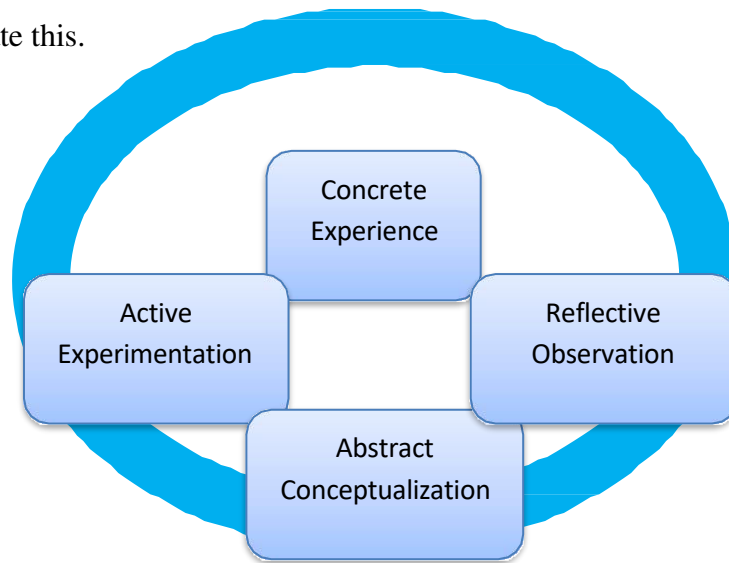
Schon's Model

- So, in this model we can see what Schon is talking about and the teacher is attempting to make sense of and to use theories in their teaching putting into action what the books are saying, what the literature is talking about and this. Therefore, leads to some sort of real-world experience. So, in other words what they're learning from what happens in the classroom and so what they the teacher moves from knowing that one of the words knowing about the theory to knowing how or in other words knowing how to put the theory into youth.

Topic 27

Foundation Models 3: Kolb's Reflective Cycle (1984)

Another very important model of reflective practice is Kolb's reflective cycle. It's very popular model you probably already know about it. What Kolb is talking about is a cycle which is based in experience entirely. In terms of this model there are four main components. And there's a diagram to illustrate this.

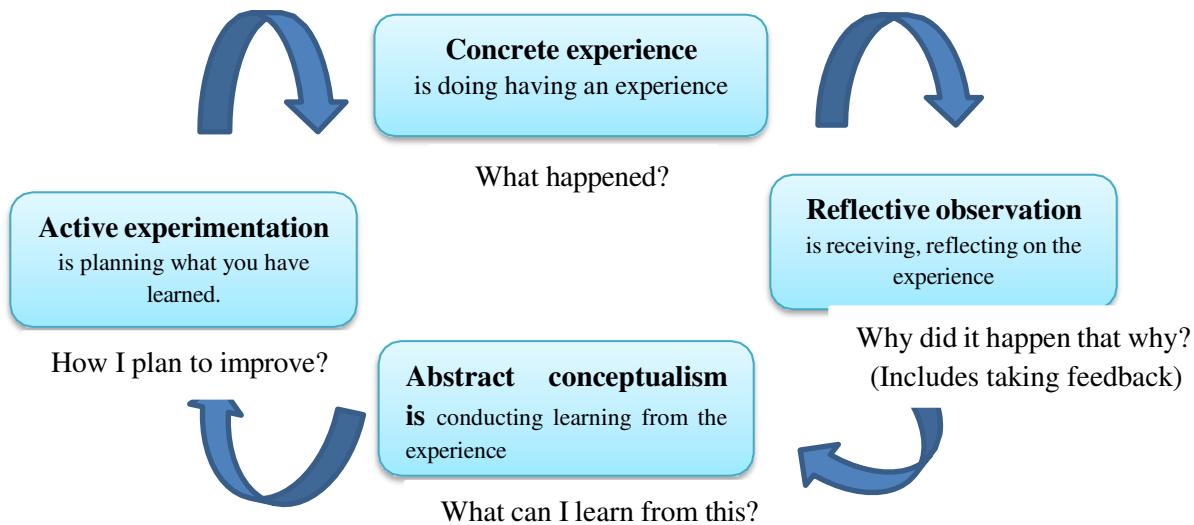


The four components are,

- concrete experience
- reflective observation
- abstract conceptualization
- and active experimentation

So the experiential learning cycle is made up of these four components. And we can look at them in a little bit more detail to try and understand what each of these four components are.

Kolb's Learning Cycle 1984



You can see in this diagram concrete experience is about the teacher trying to describe and explain what happened. And from this list leads into reflective observation this is the first reflection why did that happen and why did it happen that way. This leads into the idea of abstract conceptualization or in other words what can I learn from this, what the theory tells me about what happened and how can I mix the two together.

And from abstract conceptualization this leads into active experimentation. Or in other words the teacher put it in putting into practice something in order to change the situation. And of course, from active experimentation. We get more concrete experience which again leads into the cycle.

Components of Kolb's Model Applied to RP

Concrete Experience

So, concrete experience is very often seen as. The starting point when reviewing the cycle although because it's a cycle the teacher can actually enter at any particular point. For example, the reflective practitioner could start with abstract conceptualization which would lead into active experimentation and then concrete experience. But concrete experience gives a very hands-on starting point for the teacher very practical.

Although this model can be entered at any point concrete experience for the teacher is a very convenient place in a very immediate place to start the reflective practice process.

Reflective Observation

Reflective observation is that first level of reflection initially thinking well why did have that happen trying to understand their concrete experience, trying to rationalize it. And it also gives the teacher that point to stop and to think. **With this model there's no reflection in action and no reflection on action there is just observation of the process that took place.**

Abstract Conceptualization

And then this leads into abstract conceptualization. A little bit of a difficult word but in principle very simple to understand. It's trying to understand what has happened in relation to theory or to what the literature is telling us should be taking place. And therefore, it's making a cognitive connection with the practical experience. It is looking for connections between theories, actions, feelings and all the experiences that happen in the classroom.

Active Experimentation

And of course, with all of these cycles. We see there has to be some action involved otherwise reflective practice and has no point. So, in this cycle we can see that after abstract conceptualization the teachers move into a process of experimentation. And experimentation suggests more than action it is about trying something to see if it works it might fail which is why the cycle leads then back into concrete experience. So, the whole process is again more of a spiral rather than just one cycle the spiral means that the cycle is continuous never-ending.

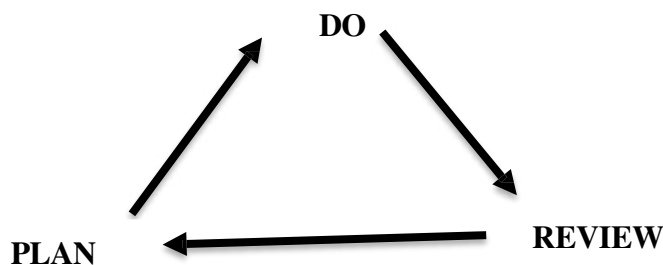
Topic 28

Foundation Models 4: Greenway's 3-Stage Model (1995)

Greenaway's 3-Stage Model (1995)

Let's look at Greenway's three stage model. It's a very popular model. And simply called the plan do review model. The starting point I suppose is to talk about do have an experience in the classroom. This leads into review of that experience and then planning the next steps in teaching planning the approach that you will take. And we can look at this in terms of a model again.

Foundation Models 4: Greenway's 3-Stage Model (1995)



Very simple. Plan to review, doing something and reviewing thinking about it planning. The next action and then doing the next action.

Benefits of Greenaway's 3-Stage Model

There are benefits to this model.

- Of course, one benefit is it's very simple easy to apply model.
- And because it's focused entirely in action. It's grounded in teacher's everyday experience and that gives it a lot of value gives it a lot of meaning for the teacher.

- And because it's a very simple model it's also very quick to do it's not at all time consuming and for especially for the beginning teacher it has a lot of benefits over the more complex models. Because it's much easier to understand and apply.
- And what we're what we're actually looking at with this model therefore is something which can be practiced in schools very quickly very easily.

When to Use

'Plan –Do- Review'

- What you actually need to do with this model is to think of it in very practical terms. It is a model for continuous development of course. It's especially useful for new teachers. Or if you're starting with a new class of students are beginning a new term in school.
- And it's especially useful also with activities in the classroom which can be quite repetitive where you're doing things over and over again. Because the plan does review cycle will help you refine what you're actually doing in those lessons.
- It can be a very useful approach if you're collecting any data for further analysis. If you're doing some action research or if you just want to gather more data about your students. And of course, most importantly it's very useful if you're trying to implement some sort of change to your teaching it's very quick to apply you can monitor the change process very easily.

The “Plan-Do-Review” Procedure

Plan

So, the procedure plan what you need to do is recognize. An opportunity and to actually make a change or do something in your teaching.

Review

The reviewing is actually analyzing the results of the action that you're undertaking. And what you need to do then is to plan improvements which you will then action in the do phase of the cycle.

Questions to Ask for “Planning”

So, some useful questions what we can look at in terms of each of these three stages in terms of the planning stage. Some questions might be well,

- What data indicates a change is required rather than just initiating some sort of change for any reason there's got to be some good foundation for the change to take place.
- What change is to be made?
- What are you actually going to do?
- So, there are some fundamental questions that we can look at. Who will be responsible for carrying out each step and it might not just be the teacher alone it could be others involved in the school

- How long will the change take be another consideration for the teacher it might be actually just a space of half a lesson or one lesson or it could be over a period of week or even a month.
- How long will each step take be it one action in the classroom or is it a whole approach to a whole lesson?
- How will you monitor and track the progress? That's another question is worth considering in the planning phase. Because you have to be prepared for all aspects of the reflective process.
- And in terms of acting. How will you monitor and the effectiveness of what you're doing how you will collect the data; how will you know and the results of what you're doing.
- And of course, how will you record these will you use video? Would you just make notes for yourself in a journal could you get another teacher to watch you to observe and to give you some feedback?
- And of course, part of acting is what you know what you learned from the whole process of going through this cycle. So, checking goes on continually throughout in the planning phase in the doing phase and in the review stage that stage you're continuously checking you're not just engaging in either doing or planning. And so, what will you do with that learning is a significant question to ask with the review stage how are you going to use the information?
- What did the information that you collected? Impact in terms of change what was the effectiveness of what you actually did?

- What can be done to further improve on what you're doing in the classroom? And how can you refine your own teaching in terms of what you're the subject you are teaching?
- And what lessons have been learned? And how can these lessons be communicated to others these are all aspects of this very simple process. There are probably many more questions that you can consider for yourself in relation to plan do and review.

Topic 29

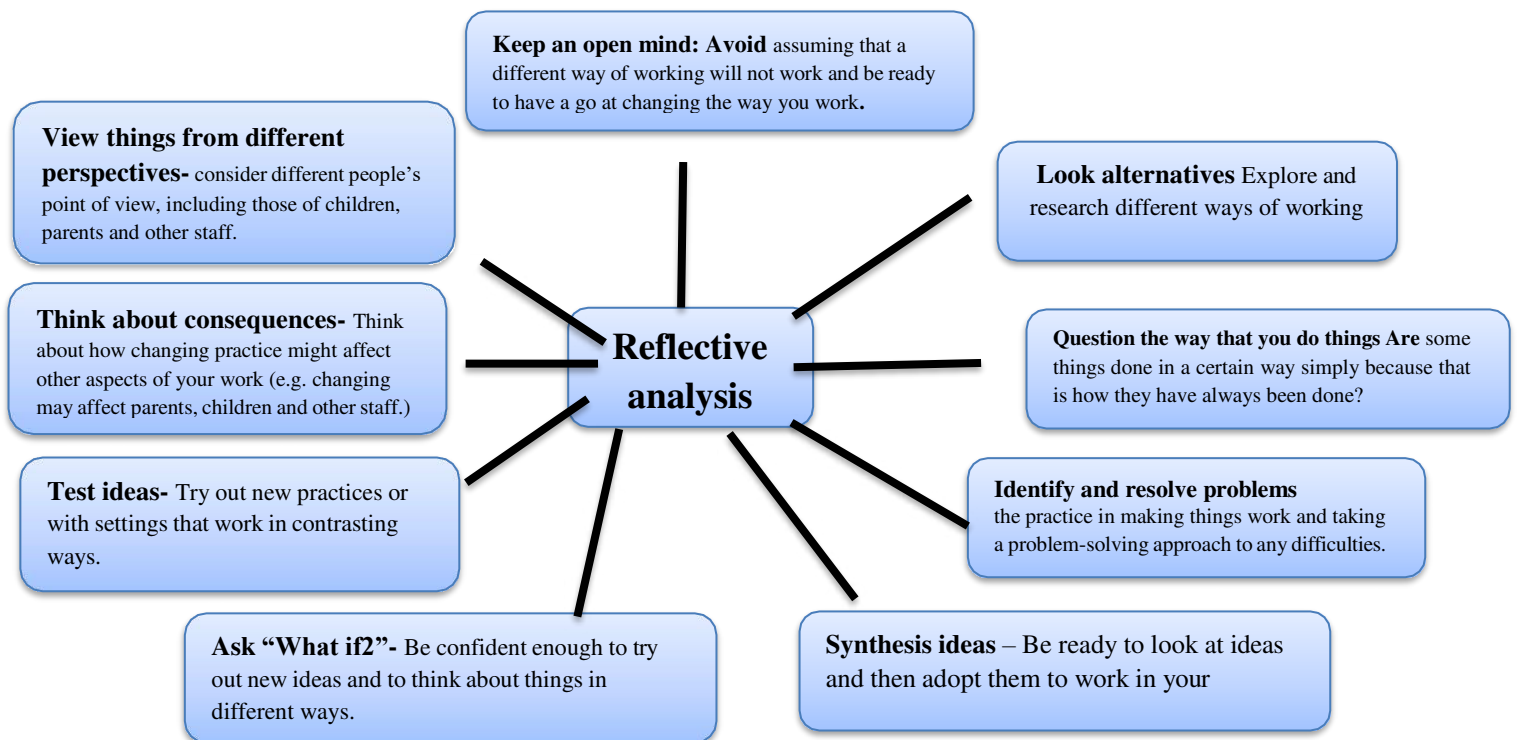
Foundation Models 5: Roth (1989)

In Roth's model of reflective practice. He very much sees it as a process of questioning asking what why and how as a teacher, you're doing something. And also asking what why and how other teachers are doing what they do.

And in this light is very much about the teacher keeping an open mind about the teaching and also comparing themselves with other teachers, comparing and contrasting the approaches that different teachers have. In this way it's very much about seeking a framework rather than using a framework. And although there is this model this theoretical basis it is very much a process of action and reaction that's taking place.

As a reflective process, it's very much then about asking questions like well, what if I did this thing in my teaching. What if that happened and then seeking ideas looking for ideas seeking opinions and viewpoints from others in order to find answers to those questions.

Therefore, it's very much using a prescriptive model of thinking, of considering the consequences of actions, hypothesizing and also synthesizing the information with the theory analyzing and identifying. We can see these questions these are ideas put into a very simple model. The reflective practitioner at the center. If you like conducting reflective analysis. And all these aspects surrounding the teacher everything from keeping an open mind looking for alternatives comparing and contrasting. And the different questions that all these aspects of reflection bring to light.



- So, the founder foundation model Roth's foundation model describes 24 procedures for the reflective practitioner. And what this really means is the model is quite complex. But very thorough and because it's based in questions from the actual teaching is quite simple for the teacher to use.
- It is very much about hypothesis and thin synthesis and quite interestingly. This means that it is always about higher order thinking rather than lower order of thinking is not about identifying and recalling. It's very much about deep analysis critical thinking.

- And this is then ideally a process not only of reflection. But also, of research and thinking about teaching review and even repair putting things right which have gone wrong.
- These labels imply how reflection occurs for the individual teacher but do not occur in isolation they occur within a context with other teachers.
- So, you can see that this list is reminiscent it reminds us of something and it very much reminds us of the upper levels of Bloom's taxonomy. The levels of evaluating and analyzing and also creating. So, the model fits into Bloom's taxonomy very neatly and this constitutes professional practice.

According to Roth and the labels that he applies within the reflective practice process all of these questions related to these labels are about the teacher thinking acting and believing themselves to be a professional.

Topic 30

Foundation Models 7: Peters (1991)

Peter's described reflective practice as a four-step model which he called DATA stands for

- describe
- Analyze
- Theorize
- and act

Describe

It is the first step of reflective practice it needs to be detailed, needs to be thorough. As we've seen before the word honest comes up again it needs to be honest about what is actually happening.

In the description phase it involves paying very close attention to what happened, what is happening in the classroom. And does not remove that from the feelings but the teacher is having the way they are reacting and thinking about what has happened.

Analyze

This leads into the analysis step of the model this includes the assumptions and the beliefs that the teacher has about their teaching and about teaching and learning and about what happened. It aims to link at this point or begins to link the theory with the practice it's about the approaches

and the underlying beliefs and assumptions that the teacher has trying to understand not just what happened.

But the thinking behind it. So here the teacher is very much exploring their own practice and why this particular practice operates in a particular way. This is why it is quite a deep critical approach. In the analysis phase are analyzing the beliefs and assumptions, the source of the information that the teacher draws on what really are required in order for the teacher to make sense of what's going on in the classroom makes sense of the situation.

Theorize

And this leads into the theorizing step of the model. This is where their practitioner is trying to understand from a cognitive, from a conceptual point of view not only what has happened in the classroom and what is happening in the classroom but what they understand from a theoretical point of view.

This requires to think requires teachers to think about the additional sources of knowledge which they can draw on the literature that they can go to. And even colleagues in the school that they can talk to about what is happening. Remember sources of theory and understanding are not just what you learn on a course. But they can be much wider reaching than that.

Here the teacher is thinking about the practice from different perspectives. Therefore, not just one perspective in the book but a range of books and also from other teacher's experiences. So,

Theory here is very wide very broad and the teacher is looking for as many different viewpoints as possible.

Act

And the final step in the process is act as in the greenroom model this is doing. But the teacher is actually going to do in terms of implementing actions and theories in the classroom. Success of the process is therefore through not only reflection.

But thought is a very clear part of this model in the final stage the teacher and put their new thinking into practice and what this will do as with all the models is leading to another cycle of reflection and acting and thinking and doing. Teachers can use this model as part of a cycle therefore it's not although it looks quite linear DATA and the teacher can always go back and go through another cycle of the process.

Topic 31

Critical Models 1: Brookfield's Critical Lenses

The most significant critical model is Steven Brook fields critical lenses. He said that teachers look through different classes different glasses in order to reflect. And he identified these four different lenses as,

Our own view autobiography. He also said that we can look at what happens in the classroom from the student's point of view and also from our colleague's point of view. And we can also look at what happens in our teaching from a theoretical standpoint. And he very conveniently labeled these. As the

- Self-lens our own viewpoint
- the student's lens the viewpoint from the students
- the peers' lens in other words the viewpoint of our colleagues
- And the theory lens which is why it's called the four-lens approach.

Despite the fact that you know teachers professional experience can often be considered as a little bit invaluable from a theoretical point of view. Stephen Brookfield makes a significant point in saying that the experience of the teachers the autobiography of the teachers is really the foundation point. And the most important aspect of being a teacher.

He says that as teachers we must consider this to be more important sometimes than the actual theories. And he goes on to say that these four lenses are very important because the most

important thing that the teacher can do in terms of teaching is trying to get inside the students' heads. What are they thinking about learning what are they thinking about being in the classroom trying to understand how their learning?

Reflective Practice:

And therefore, he made a number of significant points in terms of these four lenses.

- One point is that he says that reflective practice and teaching actually becomes about identifying power and how power can support and also hinder the educational process.
- He also goes on to say that what the teacher needs to do therefore is to challenge certain assumptions in order to address that power that power imbalance that makes that maybe in the classroom.

Applying the Four Lenses:

And in this light, he came up with a number of very useful frameworks for the reflective practitioner. One is the critical incident questionnaire. It's a series of questions that the teacher can ask themselves in order to reflect on the teaching in the classroom. And he also came up with the critical practice or did the CPA. And perhaps most significantly he also identified how the critical incident questionnaire can be used as a framework for a teacher's journal writing if they're keeping a reflective journal.

Critical Incident Questions:

So, the critical incident questionnaire has a number of significant questions. For example

- At what moment in class did you feel most engaged with what was actually happening?
This is a significant question for the teacher to consider at what moment in class were you most distance most removed from what was happening.
- What action that anyone talked whether as a teacher or the student was most helpful or most productive and what was most puzzling or problematizing?
- And also, what surprised you most as a teacher in terms of what you did in the classroom? What were you not expecting?

Critical Practice Audit

- So, the critical practice audit takes a number of critical incidences say two or three in a week and uses the questionnaire to reflect on those incidences.
- The idea is that as a teacher you write a brief description about what happened in a particular incident. And use those questions to reflect on the incident in detail.
- Part of the oddities also to reflect on your own assumptions as a teacher about what happened to think about what were the interactions that generated a particular incident. And how you as a teacher challenged what was happening both with yourself and with the students.
- The critical practice audit is also to think about the information the evidence that you've got as a teacher and to check its accuracy. Are you really seeing what really happened? Or are you looking through your own lens the self-lens that autobiographical lens which is perhaps skewing the reality?

- What different perspectives therefore can you look at and this is where the other lenses become important the student lens and the colleagues lens the peer's lens. And also, we mustn't neglect the theoretical the theory lens that the teacher can use to get different perspective on things. So therefore, what we see through these four lenses is a very critical approach self-critical by the teacher and critical of the processes which are taking place looking not only within but also without the school.

Topic 32

Critical Models 2: John Model for Structured Reflection (2000)

John's model for structured reflection is another critical model that we can consider for the reflective practitioner. It's quite a simple model. It has two phases to it. The **first phase** is looking in on the situation this involves the teacher focusing on particular aspects of themselves and paying attention to really what was happening in the classroom.

So looking in on the situation is the first part of this process. The **second part** is quite simply looking out of the situation and trying to describe it so that others might actually understand it from your perspective and even from a theoretical perspective. And as such it's situated then in in five sources of knowledge which John describes and each of these sources of knowledge have very particular cues that we can use as teachers to guide our thinking and reflection. For example

Look In

Looking in he said very importantly that you need to find a place where you can actually focus on yourself. He saw this as a very um solitary activity in the initial stages. Because you need to concentrate and have space and time for reflection. Pay attention to not only your thoughts but the feelings, the emotions which have been generated by the experience. And then of course you need to record the experiences that you've had writing them down or maybe even using an audio tape.

Looking – Out

Looking out then requires **writing that description** within the sort of situational surrounding of the thoughts and the emotions and then trying to find what is significant in that.

This is called looking out because in a way it's like trying to describe it for somebody else to understand and in this way, you get a clearer understanding yourself. This particular **description the looking out process can be focused in the following ways**. And we can actually talk about it from an **aesthetic point of view**. Or in other words the teacher can reflect on what they were trying to do what they were trying to achieve in their teaching and why did they react the way they did to say some poor behavior or some extremely good behavior in the classroom.

There's also a **personal perspective** to this. Or in other words the teacher's reaction to the experience in the classroom a good reaction a bad reaction how do they feel what are the emotions associated with that.

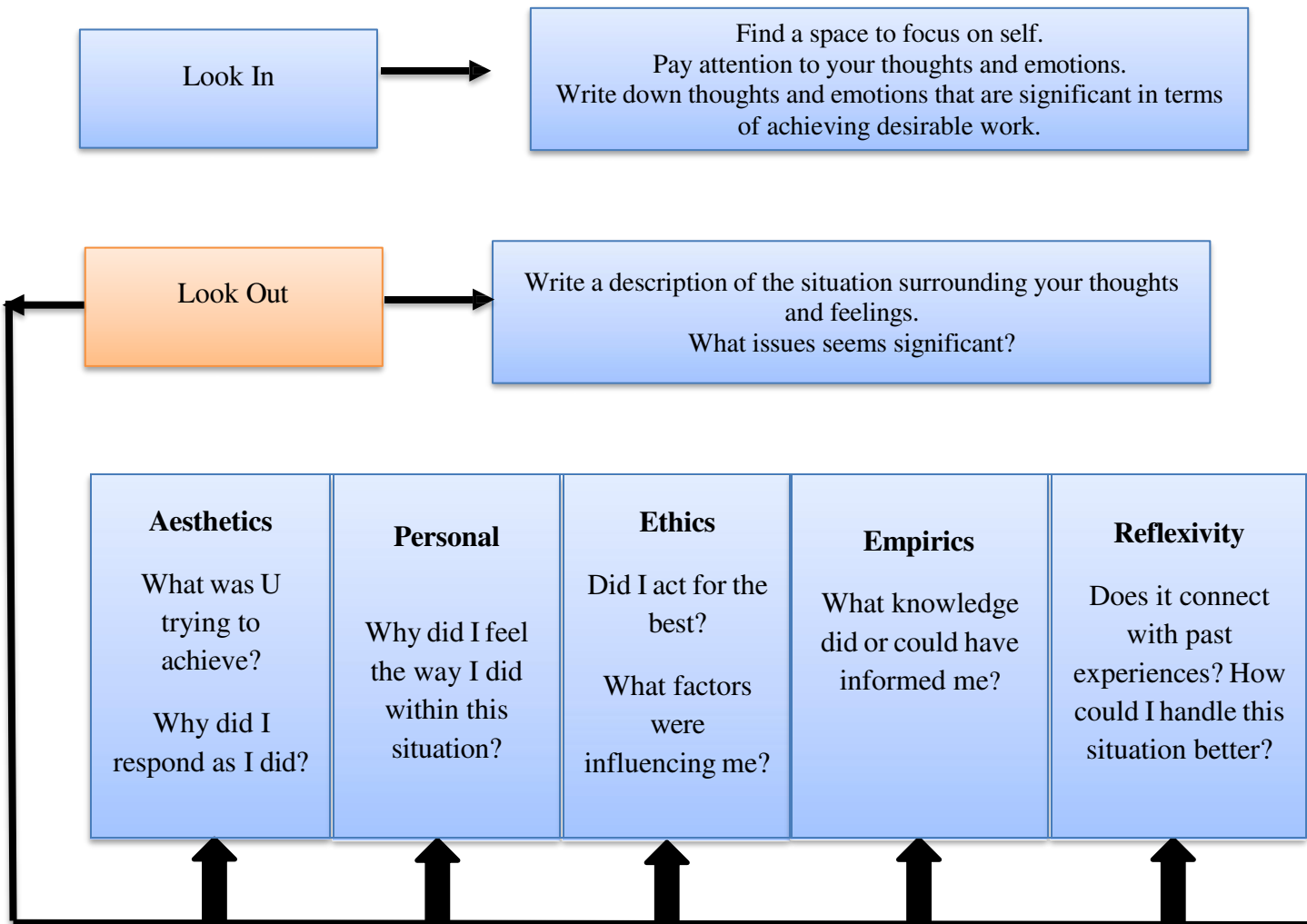
We can also look at it from an **ethical perspective**. Or in other words the teacher should think well if I did something was it in the best interests of the students or the best interest of the school. And what were the influencing factors on the teacher in terms of their own reaction.

Another perspective identified in this model is the **empiric's perspective**. This is very much starting to relate the experience with what the literature says. Or in other words is there

information or is there some knowledge which could have actually helped me deal with this situation in the classroom.

And a very significant part of this model this particular perspective is about **reflexivity**. And this is a term which will come across in future lectures reflexivity is about making connections with our understanding does it reflect to previous experiences that we've had in the classroom.

Therefore, can we handle the situation better and what's very good about these perspectives is that we can represent them in a model which is very easy to understand at one component we have looking in finding the space describing what happened that very solitary component but then looking out describing it for somebody else for our own purposes. And within the looking out we get those different perspectives the aesthetics perspective what was the teacher trying to achieve the personal perspective how they felt the ethics what factors were influencing them the empirics the knowledge that they're drawing on and then reflecting back on previous experiences and making cognitive connections.

John's Model of Structured Reflection

Topic 33

Critical Models 3: Rolfe, Freshwater and Jasper (2001) – The “What” Model

Another critical to model to look at is simply called the “What” model. It's called the “what” model because it uses three very simple questions.

- The first question is what
- The second question is so what
- And the third question is now what

Levels

Let's see what these questions actually referred to. In the first level what it's very much about reflecting on the situation what happened what was going on describing as we've seen in other models the next level. So, what is reflecting on what that really means in terms of the literature that we've read our theoretical understanding the concept that we understand. And finally, that leads into now water. In other words, their action step of the process of the reflective cycle so we have what so what and now what.

Level 1: The Descriptive Level of Reflection

What

We can very easily think of these in terms of very specific questions and. For example, in the first level though what level is what is the problem, what reason is there for us being stuck at this particular point and what was my role in the situation what action did I take.

So, it's always using that keyword what to describe what actually happened. And what were the consequences for me what were the consequences for the students. These are just sample questions the idea is that the teacher him or herself will use the key what in order to frame the questions and as part of the reflective process.

So –what

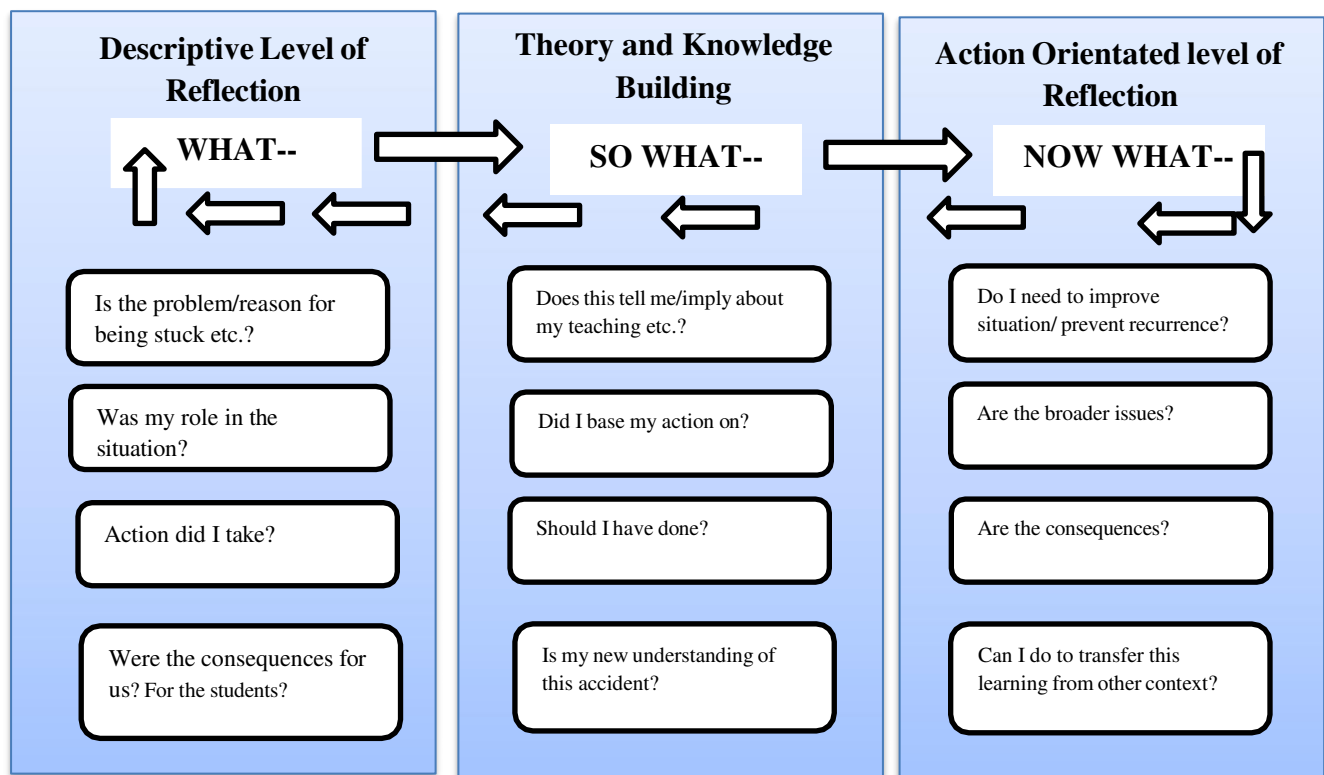
And the next level the so what the theorizing the knowledge building component and so what does this tell me is a good question to ask. So, what did I base my actions on? In other words, you know why I did that so what should I have done in that particular situation you can start to see how you can frame particular questions using that cue. So, what other questions is my understanding so what is my understanding of the incident. So, these questions the first level second level and third level questions you can phrase them in any way you choose and you can ask any questions to help you think the way you want to think about your teaching.

Now-what

The action phase now what question now what do I need to do, now what are the broader issues at stake here and now what are the consequences for me or for the students. And now what can I do to transfer this learning to my next teaching session. Again, the questions that you can ask

here a personal you can identify your own they're not fixed as in the other models we've seen this gives a lot of freedom to the teacher and. These very useful frameworks the so what to know what gives you the starting point for the questions you can ask. And what seems important with all reflective practice is that whatever process you take whatever model you choose to use that it is actually part of a cycle and so these questions these what questions what now, what so, what are now what need to be iterated a number of times not just once but again and again.

Overview of Rolfe's Reflective Model



We can look at these in terms of again a nice straight forward model the so what and now what components going through repeatedly a number of iterations. And whatever questions you ask at

those particular levels is up to you as a practitioner. But at the level it's very much about description whatever viewpoint you take is entirely up to you but the question will help you describe the things happening in the classroom. The so what is where you will take that description and start to link it to your own understandings and theories and this then will lead into the now what in other words the action-oriented component of the model.

Topic 34

Critical Models 4: Rodgers (2002)

Rogers's model of critical reflection very much compasses Dewey's idea of reflective thought. And in this model the reflective process is broken **down into four phases**.

- The first phase is described as presence in experience. This is different to any other models we've seen presence in experience is about the teacher learning to see really, what is happening, seeing clearly and seeing honestly.
- And the second phase is describing that experience describing what has been seen and trying to understand it differentiate the different components.
- The third aspect is analysis of that experience trying to link to deconstructed to link it to theory and to literature and then of course
- The final stages experimentation on into words learning to take action from the analysis of the experience.

According to Rogers interestingly in this model the idea is that the teacher although going through a cycle can actually move backwards and forwards in the cycle at any particular point. So, it's not necessarily a smooth process but something which can go backwards and forwards.

Presence in Experience

This is because of the first element the teacher being present in the experience how they perceive it. Because in the model the idea is that the more the teacher can actually see the more the

teacher can perceive that will affect the rest of the reflective practice process. So therefore, the teacher may need to move backwards through the model in order to keep perceiving clearly what is really happening to question their version of reality. So, it's very much about learning to see and differentiating the different parts of what happens in the classroom.

Description of Experience

And describing the experience then is therefore quite complex than this model. Because you won't just describe the experience once you would describe it potentially a number of times. Because you'd be moving backwards and forwards through the model there are a number of descriptions that you could make and you would be constantly trying to refine the description and refine your perception of what's happening. And what this is very much about is the teacher being very clear about their own perception their own apprehension of the way they see this is the cornerstone of this model. It's quite different to other models this and being present in the description and the analysis involves generating a number of different explanations. Therefore, there could be explanations from previous descriptions as well as later descriptions in order to get that very critical in depth and honest perspective of what's been going on in the classroom.

Analysis of Experience

And although the analysis comes from the description the model says that the teacher can move backwards. And therefore, the analysis and the description can become very closely linked each depending on the other the description can become a reaction to the analysis as much as the analysis can be a reaction to the description.

Experimentation

And of course, the final phase of reflective practice is about action. In this model action is not the word which is used but clearly experimentation. It is very much focused on the teacher trying things out testing things in the classroom and not being afraid of the consequences but learning from the consequences in order ultimately to improve their teaching.

And therefore, what this clearly says about this model is that knowledge is knowledge from experience acquired knowledge is not something which is constructed in isolation. But is very much linked to the students that the teacher is working with and colleagues that the teacher interacts with in the school.

Topic 35

Critical Models 5: Gore and Zeichner (1991)

The Gore and Zeichner model of reflective practice is another critical model to just briefly consider what they suggest is that. There are four major aspects, of the work, of the teacher, of professional work and what they say is. Therefore, that the teacher needs to ask and reflect on particular questions in relation to these four aspects.

What the purpose of this here is to put is for the teacher to gain a thorough whole and holistic understanding of their teaching and their role in teaching, in their role in the classroom. The four components are very clear.

Academic Reflection

The first component is an **academic reflection** and there are certain questions that the teacher can ask themselves in relay in relation to academic reflection. Do I know my content really well? For example, am I using the right strategies for teaching? Am I organized for my lessons? These are all focusing on the professional role from a very technical and very practical point of view. Other questions that can be asked about the sequencing of the content were was the lesson at the right sort of pace for the students was it too fast or was it too slow?

And also, it's useful to think of this aspect of the model in terms of a creative or innovative you're being in the classroom. And are you trying out new approaches not only to excite your

students but to excite yourself or are you just going through a routine so it's good to reflect on the academic aspect.

Developmental Reflection

They also talked about the developmental reflection. Am I providing teaching and learning contexts which give students chance to develop their own perspectives on their learning? I like to think of this part of the model in terms of how well the teacher is helping the students learn? How to learn and for me that's a very significant part of being a teacher in the classroom.

And some more questions to ask in terms of the developmental reflection and have I evaluated the students' skills and their thinking and sufficiently? So that you can actually determine how much they are learning.

And what about changes to the instructional approaches you can reflect on that try things out can you extend the use of a particular approach. Teaching and learning activities for individuals as well as groups and if. For example, you're using group work how are the students learning in a group and how are they supporting each other or how are they contradicting each other.

Social Reconstructionist (Critical) Reflection

And perhaps the most complex aspect of this model is the critical reflection or the social Reconstructionist approach. This takes a very much more holistic view of reflective practice. Actually, looking to what the teacher believes about teaching and what the purpose of education is. And what the value of education is in society and so questions you can ask are things like do I

have particular beliefs and values about teaching, which will affect the technical approach that I take in the class?

Have I critically evaluated certain aspects of teaching from the school perspective and how do you articulate those and who helps you articulate those? Have I considered who determines the curriculum? And what does that mean in terms of how you teach and how the students are learning and indeed what they're learning? Have I considered in what way is a curriculum supports or neglects individuals and individual learning needs? This is taking you beyond just pure description and is being very critical about the imposing factors that can affect you as a teacher and affect the students as learners.

Are there ways in which I can implement components of the curriculum or different curricula in the school in a more unique and innovative way? So, you're actually meeting the needs of both worlds both the school the education system but also the individual learning needs.

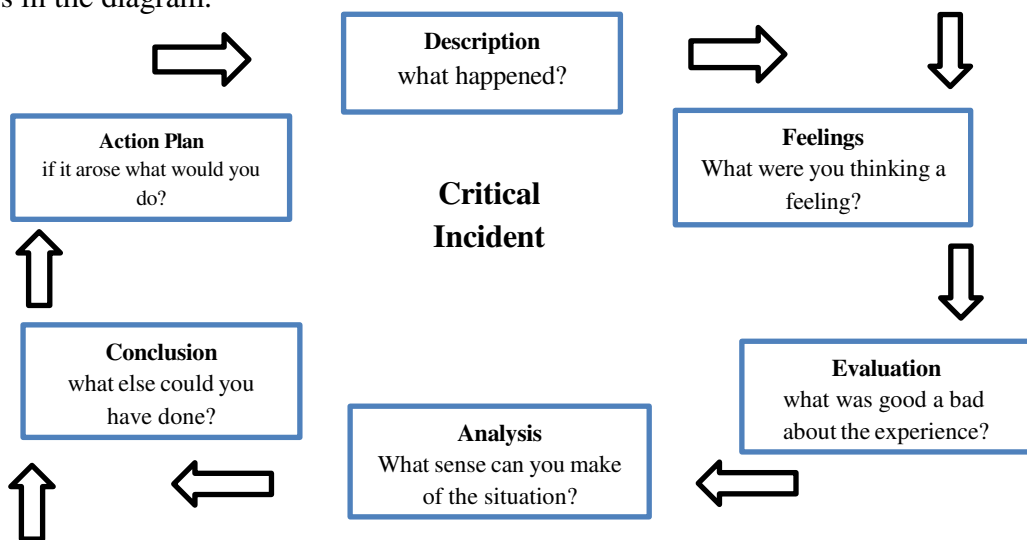
How can I overcome short come shortcomings or problems with particular systems in schools or particular issues in curricula? And therefore, make teaching and learning a much more interesting and creative process. Have I analyzed the assessment processes may be no compulsory tests are they really testing learning or is it just about testing memory? There are some fundamental questions for the teacher to ask here from this broader critical perspective about their role as a teacher.

Topic 36

Critical Models 6: Gibbs Reflective Cycle (1988)

A very popular critical model is Gibbs reflective cycle. This is a way for the teacher to think about the different aspects of something which has happened in the classroom. Again, it's in the form of a cycle. And it's very much about understanding something an event or a situation describing it evaluating and establishing a course of action in relation to that reflection.

This model therefore is very much about helping the teacher understand a particular situation from a very detailed point of view. Because there are quite a few steps in this cycle and we can see this in the diagram.



The starting point here is the description what actually happened and, in the model, this leads into feelings and evaluation. It's important to consider the aspects of the teachers' feelings who knows what were you thinking and feeling about that particular incident and then to evaluate what was good about it what was bad about it.

After the evaluation comes the analysis what sense can you make from this particular model. What sense can you make from what happened again linking it to the real concept and. From this the teacher can make some conclusions come to some sort of decisions which will lead into action. And of course, those from action there will be another chance for a description. So again, we get that spiral of thinking.

So, a great Gibbs reflective cycle has a lot of components to it but again it's all focused on asking particular questions a particular point in the cycle so. For example

Description

In the description phase what happened it is very much about the teacher describing. In detail the event that took place and including particular earth focus points. In other words where were you who else was there what the students were doing why were you there why were other people there. Asking very simple questions but quite probing questions.

In terms of what happened what was your part in any particular incident that happened in the classroom and what was the result? Again, with previous models the questions here are not fixed they're very much for the teacher do think about and design for themselves. It's the individual components which add up to make the reflective process.

Feelings

The feeling's component is very much about the teacher trying to recall the reaction to incidents in the classroom. How were they feeling about it? What were the emotions that were involved?

And how does this feeling make you feel about and the event when it started and during and then also even after the event you know. This is very much about linking the teacher to the activity in the classroom the actions which are taking place. How did you feel about the outcome of the event so in terms of feelings you're thinking before during and after what happens in the classroom?

Evaluation

And the next phase of the cycle is evaluation. What was good on what was bad about the experience? This is for the teacher to make a judgment for themselves about the teaching in the classroom the actual incident and from this this leads into further questions about what went well what didn't go well and perhaps to start to consider why.

Analysis

Because from this phase the teacher moves into analysis after the evaluation. What went well what didn't go well the good experience the bad experience? How does this link to? What we know about education about teaching and about learning from all the theories? Which were exposed to. So it's very much about breaking down the analysis into component parts and could include questions like well what did you do?

What did others do that was good? And how does this actually relate to what we know about theory in what way did others contribute to what happened in the classroom.

Conclusion

This ultimately leads on to the point where some judgment is made by the teacher. Some conclusion what else could you have done. For example, this is quite different from the evaluation and the analysis stage. Because it is very much about putting a stop to the reflection that's taking place it has to end at some point and there has to be some decisions. So, it forms part of the reflective cycle even though it does actually stop thinking. Because after the conclusion phase when you're thinking about how things could be done differently. What were the results and how this will impact on the future comes the next action phase?

Action

And in the Gibbs cycle the action plan that the teacher comes up with is a result of all that previous thinking including the conclusion the judgments that were made about what was happening in the classroom. And with the action plan you have to consider how you would do things how you would do things differently based on the reflection. Perhaps most important to remember is that again from action comes another cycle of reflection. So again, it is continuous even though there is that point of stopping conclusion built into the cycle.

Topic 37

From Theory to Practice: Boud's Triangular Representation

So, we've been introduced to some models of reflective practice. And the value of these models is in helping the reflective practitioner. The teacher begins to deconstruct their experiences and in sewing develop a deeper understanding of the questions and the issues involved in the work that they do.

From Theory to Practice

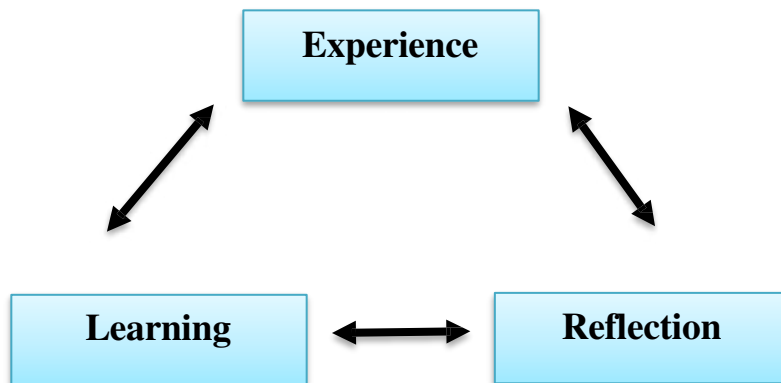
Boud's Triangular Representation

And what we need to do now is think about how these models apply to practice and a classic model. We can talk about is Boud's triangular representation. It's a very simple straightforward model. To start with and Boud's definition of reflective practice is very much based on the exploration of experiences. And how these help the teacher led to a deeper and more fundamental understanding of what learning is.

The thing about the models of reflection is that they're all cyclical and what Boud's adds to this discussion is something quite significant and that's the idea that reflection needs to happen in different contexts without any reflection on application of learning in one context in relation to another means that actually reflection is a waste of time.

And so, this model is an attempt to actually start to address that imperfection and we concede in the diagram here it's a very simple representation.

Boud's Triangular Representation



Experience, reflection and learning. Boud's idea is that the reflective cycle is there and it can be clockwise or counter clockwise as a reflective process. But clearly, we can see that experience and reflection are part of the cycle and what is added here is learning by the teacher learning which can be taken to another context. So, this model attempts to capture the essentials the essence of what reflection is really about and what it is aimed at doing is making a clear connection a proper translation in terms of experience and learning.

So let's think a little bit more about this triangular representation. What the reflective practitioner to do is return to the incident the event upon, which they're reflecting and to not only try to describe it for themselves. But also, to understand their emotional response to it the feelings that they have in relation to their teaching.

And from this very personal reflection comes an evaluation a revaluation of the teaching in light of experience trying to seek a deeper understanding for it. And from this reflection comes some sort of thinking about action in relation to change so there is a planning phase to the cycle.

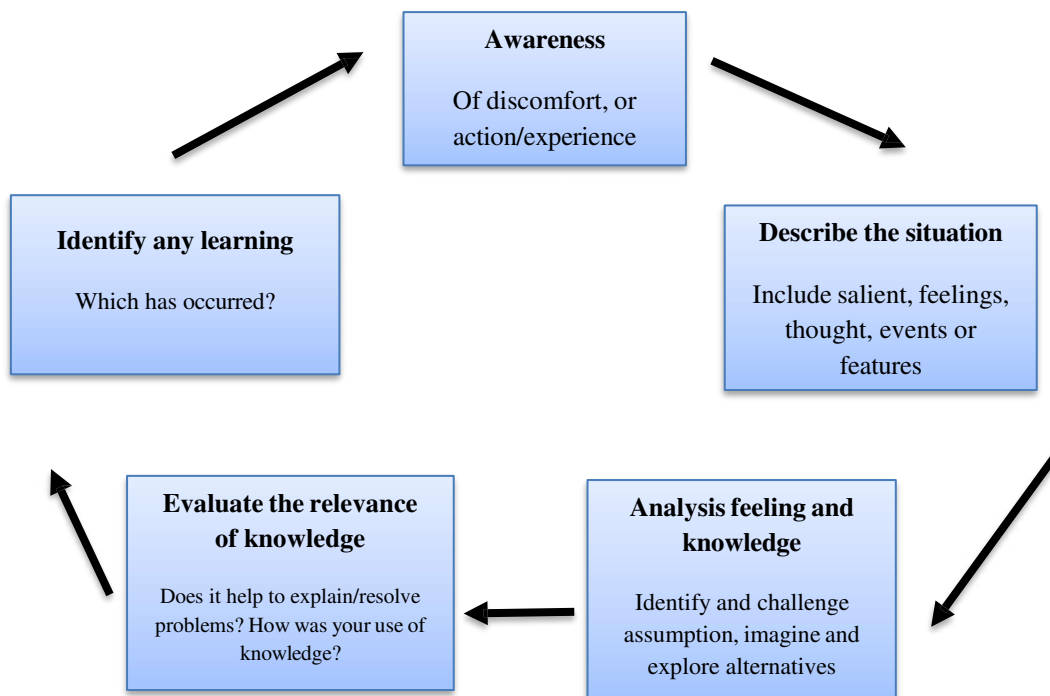
Boud's recognizes that this is a very individualistic process and this can be criticized because reflective practice is very often seen as a collaborative activity. So Boud's poses three alternatives and says well should we reject models a reflection altogether this is just adding to the discussion about reflection and reflective practice and. Perhaps he also says that maybe we should try to think differently about what reflection really is for the teacher and what reflective practice really is. And then finally he starts talking about whether the reflection can actually be applied in new contexts and what a context adds to the process of reflection.

Topic 38

From Theory to Practice: The Atkins and Murphy Model

Another model of reflective practice which is aiming to move reflective practice from theory into action is the Atkins and Murphy model. This model attempts to try to address some of the criticisms of a Boud's triangular representation. We can see the model here it has five components.

- awareness
- describing the situation
- analyzing the feelings and the knowledge associated with that situation
- evaluating the relevance of the knowledge within that situation
- And then identifying the learning which comes from that



And we'll look at these in some detail Atkins and Murphy model you can see therefore has five stages to it and the stage is linked together in a cycle.

Stage one is very much about the teacher becoming aware of some need for change. Because of some uncomfortable feelings due to the situation that they're confronted by.

Stage two then comes from stage 1 and stage 2 is about the teacher examining those feelings and the components in the situation which generate those feelings.

Stage three leads then into analysis of the situation based on the evaluation

Stage four Then into stage for there is some sort of conclusion a summary of what all those feelings and all that thinking generates.

Stage five and then finally into a stage five which is the learning stage and what the teacher has actually gathered from that experience.

So, this model attempts to provide a deep level of support for the reflective practitioner more so than other models tried to do. And we must remember that this is not to say that the other models that exist about reflective practices are redundant or a waste of time this is just another way for the teacher to think about their role in the classroom. What is important is to realize that as a reflective practitioner part of your role, part of your duty is to critique not only yourself and what is happening in the classroom. But also, to add to the critique on the models which can be used for reflective practice.

Atkins Murphy suggest then that any sort of reflection is not useful unless the teacher has a real commitment to action. Action is what reflective practice is all about and they make an interesting connection in relation to action here which is action can happen after the event. But it can also happen before the event as well I am in in terms of planning and preparation. So we must remember in this model that it is actually trying to make a connection not only with the reflective process but the actions that the teacher needs to take in the classroom.

Self-Awareness

So, looking at in a little bit more detail self-awareness. They also label as being mindful the teacher being mindful of what is taking place in the classroom. And their own role in that and it is very much about linking personal reflections and sensations to what is taking place.

And in this sensor is a real commitment by the teacher to ownership of those feelings and sensations what is happening in the classroom is not happening outside of themselves they are part of what is taking place. There is for this recognition that there is a connection not only between the students in the classroom and the actions but also the teachers rolling that.

What this clearly involves then on the teacher's perspective is the need for honesty and truthfulness in relation to what is happening in the classroom. There's no point in this model in superficially looking at what is taking place. It does need a very critical honest and truthful reflection.

Description

Leading to the description. This needs to be very comprehensive very thorough very thoughtful not only of a particular incident but the context a situation in which the incident occurs. And the events therefore are seen as part of a greater whole something which is much bigger not an isolated incident but part of a bigger picture for the teacher.

Critical Analysis

This takes us into critical analysis as a reflective practitioner. Perhaps in this model this is the most significant component. Because it does recognize that the teacher as an individual is identifying a very personal cognitive and affective feelings a schema within what is happening there is a connection between the intellectual and the emotional.

And therefore, there has to be for the teacher some sort of recognition of the values and the beliefs and the assumptions they have about teaching and about learning about education as a whole and how these can impact on what is happening in the classroom.

And from the critical analysis there has to be some sort of action and that and learning and in terms of learning for the teacher this means there's a synthesis of the experience. What they've picked up and the actual theories and the literature that they've been exposed to during training.

Evaluation

From this learning finally there comes evaluation. What is the outcome and the evaluation is very much about confirming, validating what the teacher thought whether this thinking was correct about something or incorrect about something? So that the cycle actually continues.

Topic 39

From Theory to Practice John Smyth's Framework for Reflection on Action (1993)

Smyth's Framework takes the teacher through a number of phases:

- A Descriptive Phase
- Reflective Phase
- An Emancipator Phase

Knowledge about Practice Processes and Applications

Self -awareness

John Smith's prime work of Reflection on Action is another model that we can look at about operationalizing reflective practice and in this particular model there are three phases. One is descriptive phase and the reflective phase, in this particular model there is a third phase that is Emancipator phase. This is very much about the teacher developing more clarity about their own assumptions and values in teaching and starting to change and develop these.

1) The Descriptive Phase

- A Description of Practice events
- Examination of Descriptions for genuineness and comprehensiveness

Description phase is very much about examining and developing a genuine understanding a real honest understanding of the teaching that they're engaged with it.

The Descriptive Phase involves:

- Descriptive accounts and narrative.

It interestingly leads the teacher to a particular process in terms of the reflective cycle and what this model suggests is that the description is done through the teachers' narrative of the events in the classroom then the idea of a narrative is something which we'll look at the in future lectures and the idea of a narrative therefore leads to teacher to producing things like reflective journals.

2) The Reflective Phase.

Reflective analysis against adopted theories:

- Reflective analysis of the situation
- Reflective analysis of intentions

The Reflection phase is again the analysis of what's taking place analysis not only of events but also the situation in which they occur in the context and trying to understanding the intentions behind them

The Reflective Phase Includes:

- Knowledge about practice processes and applications
- Self-awareness

And this model does not remove the teacher from this there is a sense that is the part of the process. Is the teacher developing a much stronger Self-awareness of themselves as practitioners?

3) The Emancipator Phase

- Critique of Practice regarding conflicts, distortions and inconsistencies

Now the interesting part of this model is the Emancipator phase this is where the teacher is very much critiquing their own practice and looking at inconsistencies in terms of what they're doing in relation to what they know they should be doing ought to be doing and

The Emancipator Phase Involves:

- Engagement in Emancipatory and change processes learning and change in practice
- Self-critique and Emancipation

This is not to say that therefore the teacher is behaving incorrectly. It is very much about liberation. It's about the teacher beginning to realize that things can get change and those things are not static and that the self-critique is an opportunity for growth and development.

- Smyth operationalizes these phases of Reflection for teachers as a set of activities developed from question cues.
- Smyth operationalizes these phases through a number of cues and we'll look at the cues.

Activity: Describe

Cue: what did I do?

For example, and the description phase and could be Q through a question like well what did do that is very simple question of course you could come up with any number of questions as part of the description

Smyth proposes Reflection for teacher as a set of activities developed from question cues:

Activity: inform (analysis)

Cue: what does this mean?

Another question could be well that what does this actually mean in terms of me as a teacher or I'm trying to do within school. Smyth propose Reflection for teachers as a set of activities developed from question cues:

Smyth also proposes that question for the other components of the phases and their only suggestions we can all come up with our own questions in relation to these phases.

Activity: confront (Self-awareness)

Cue: How did I come to be like this?

So, for example in term of developing a self-awareness that needs some sort of confrontation personal confrontation by the practitioner and cue could be how did I come to be like this in the classroom how did I come to feel these things.

Smyth proposes Reflection for teachers as a set of activities developed from question cues.

So, you can see that the teacher is not extracted from this process at all and very much is within the action and the question help the teacher to focus on this aspect of their practice

Activity: Reconstruct (evaluation and synthesis)

So, in terms of the teachers starting to synthesize and learn from what is taking place there is a sort of reconstruction process

Cues:

- What do my practices say about my assumptions?
- Values and beliefs?
- Where did these ideas come from?
- What is it that causes me to maintain my theories?

And there are particular cues which the reflective practitioner can use.

For Example: What my practices says about my assumptions of my beliefs about teaching so again this is very much internalizing the process of reflection and having the teacher think more deeply about their own role as a practitioner.

What is it that acts to constrain my views of what is possible in my practice?

It's very important to think as a reflective practitioner that these cues are cues and they're not fixed question as a reflective practitioner you can add more cues and develop your own set of guidelines to help you reflect using this model.

Topic 40

From Theory to Practice: Agyris and Schon (1978)

Perhaps the most well-known model of reflective practice which attempts to link theory to practice is the model by a Garrison. They have talk about two types of learning from reflection.

Those reflections are:

1. Single Loop Learning
2. Double Loop Learning

Single Loop Learning

Single loop learning is 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.

Single loop learning is about the practitioner reflecting and then acting in relation to something which they have experience in the classroom. It relies on standardized techniques practices in order to solve a problem and does not change those techniques or practices at any particular point.

Double Loop Learning

Double loop learning involves the modification of personal objectives, strategies or policies so that when a similar situation arises a new framing system is employed (i.e. new approaches are used to solve it).

Single loop learning is in contrast to double loop learning where the learning can in fact impact on the practices or the approaches which the teacher uses in order to change them.

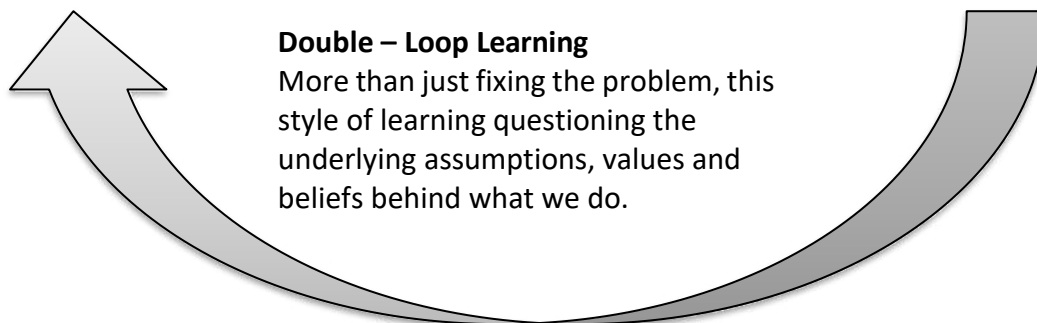
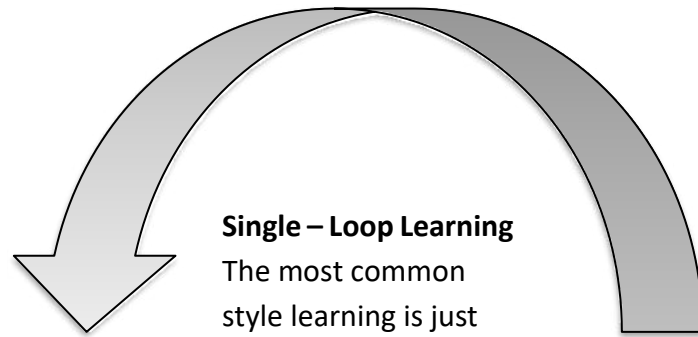
So therefore, a reaction to an event can actually change with time with single loop learning their reaction would not change.

Explanation Through a Diagram

It is possible for us to look at this in very simple diagram (i.e., given below) and we can see here that single loop learning just takes one step back the results, the event and the experience that the teacher has and through to strategizing approaches to deal with that event in the future. They can be very standardized approaches.

With double loop learning, it is a little bit deeper in the sense that the teacher is thinking about their assumptions about the event why things happen their beliefs around why things happened which they can inform the strategies and therefore can possibly change the strategies and then these strategies are used to deal with the event in future.

So, single loop learning and double loop learning are two approaches within this model to change practice but one is quite fixed and other is very flexible.



So, single loop learning then does rely on fixed practices single ideas and repetition of approaches rather than trying to extend practice.

It involves connecting a strategy for action with a result. For example, if an action we take yields results that are different to what we expected is through single-loop learning. Therefore, there is a certain amount of atomicity about how the teacher approaches their work in the classroom. Here's less thinking and trying out new ideas rather than just relying on old practices is good.

Double – Loop Learning

The cyclical process of applying a new strategy to achieve an outcome may occur several times and we may never succeed. Running out of strategies may push us to re-evaluate the deeper governing variables that make us behave the way we do.

Double loop learning is much more creative as a process in a way somewhat experimental for the teacher changing assumptions means that the approaches will change the approaches may work or the approaches may not work and therefore this leads to a new experience and therefore a new double loop.

Complex Ways of Processing Information are:

- Re-evaluating our goals
- Reframing our goals, values and beliefs

The above ways are more complex way of processing information and involves a more sophisticated way of engaging with an experience.

The key point of learning is about the teacher re-evaluating their own perceptions of what they are doing by looking at their goals and trying to reframe their assumptions and beliefs about teaching. These are key aspects of double loop learning. It is very much about the teacher getting a much bigger perspective on their role. This is called double-loop learning and looks at consequences from a wider perspective. Whereas single loop learning focuses very much on a much smaller, a much more mechanistic perspective.

Single Loop Learning Is Instrumental

- Single loop learning is very much about the teacher looking much more deeply at their own role where single loop learning actually is becoming quite instrumental in terms of how the teacher is approaching teaching and both can have a constructive outcome.

Double Loop Learning Is Constructive

- 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.
- Double loop learning is constructed and it considers to be much more constructive potentially because of the opportunity for change and the opportunity for growth.

Topic 41

From Theory to Practice Mezirow (2000)

Mezirow argues that learning only takes place where there is a process of transformation by the teacher and in this particular model. Mezirow points out that transformation actually begins with a dilemma a problem, for the teacher. A problem which needs to be resolved in some way which the teacher needs to find some sort of solution to its only through having this problem that the teacher has the potential to transform their practice to transform themselves as a teacher.

Mezirow's Transformational Learning

In this way there are a number of phases for the teacher to go through. What Mezirow talks about is a disorienting phase. Something which causes some issues, some problems for the teacher and because of that issue –because of that problem a teacher needs to go through a process of self-examination. It means what are their feelings in relation to the experiences how are they are thinking about it, how are they trying to rationalize what happened. A Disorienting Dilemma Includes loss of job, divorce, marriage, back to school, or moving to a new culture.

Self- Examination with feelings of fear, anger, guilt, or shame.

Exploration of Assumptions

- A critical assessment of assumptions
- Recognition that one's discontent and the process of transformation

This then ultimately leads into an exploration of the assumptions that the teacher has and the value of those assumptions about their own role as a practitioner and from this then there can only be a process of transformation taking place.

- Exploration of options for new roles, relationships and actions
- Planning a course of action
- Acquiring knowledge and skills for complementing one's plans

The exploration about which Mezirow is talking about here is very much a process of transformation in the sense that it's about exploring, planning and devolving new knowledge new understanding about the role that what transformation is about in this model. It's about the teacher developing a much clearer perception and much deeper understanding more clarity in the knowledge about what they are doing.

- There should be provisional testing of new roles.
- Building competence and self-confidence in new roles and relationship

So, part of transformational learning needs to be about testing out the teacher can take on and within those roles building up a level of confidence in relation to the role in the classroom with time and with transformation the teaching can become more confident as a practitioner.

An order for that confidence to occur that self-confidence is to develop feelings and emotions along with assumptions and beliefs have to be integrated into the teacher's perception of

themselves and this starts to develop different perspective for the teacher on their role in the classroom.

What Is Particularly Striking About the Mezirow's Ideas?

- Particularly Striking About the Mezirow's Ideas is the emphasis on conscious, self – managed learning.
- Particularly striking about the transformational model is that it is about learning but it is very much about managed learning. It's about the teacher taking responsibility and taking control of learning from experience.

Learning Is Not A Direct Experience

Learning is not a direct experience it could be, it is learned experience. its acquired experience in the classroom and it's about linking knowledge that is acquired from training or from literature or from research with the experience that is had in the classroom. It happens because the individual takes charge of their critical reflection and explicitly plans and carries out steps to learn from it.

Critical Assessment of Assumptions Includes Following Questions:

- 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?

So, we can look at a particular sequence which helps to understand Mezirow' model and it is very much starting with this disorienting phase. This is confusing and problematic stage and what the teacher needs at this point is to try to get a clear picture of what is happening, what it is working at what is actually taking place and from this picture the reflective practitioner moves on to critically reflect on their own assumptions in relation to what's going on in the classroom and trying to understand the role and trying to be very critical about that role.

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.

You can see by now that there are many models of reflective practice and really what we should also do is look at some criticisms of reflective practice and perhaps the most significant bigger to look at in terms of critique of reflective practice is Stephen Brookfield. He actually identifies that for the reflective practitioner there can be a significant number of risks at a personal risk involved both in terms of their confidence and also in terms of reflecting critically on their role.

Ash and Moore actually say that there are certain preconceived ideas and preconceived understandings about reflective practice which can interfere and, in a way, deconstruct the actual process.

There are four areas of concern about reflective practice:

- Ethical
- Professional
- Pedagogic
- Conceptual

Whatever criticisms we look at, they tend to fall into four categories and we can see their categories related to the ethical considerations around reflective practice as well as professional

considerations. There are of course the considerations around teaching that pedagogic considerations and of course there is the conceptualization of reflective practice itself.

Ethical Criticism of RP

In terms of the ethical dilemmas associated with critical practice. These are very much focused on the teachers interaction with the students and issues around things like confidentiality and privacy and about the professional relationship that the teacher has with the students there is therefore a potential risk here in terms of the teacher reflecting on what is happening especially if the teacher is keeping a diary or some sort of log about incidents in the classroom if somebody else was to have access to this log then there would be an issue of confidentiality.

- A further problem is the way reflection can involve constant striving for self-improvement
- It can lead to feelings of incompetence and self-disapproval.

In terms of the ethical considerations and Stephen Brookfield talks about this particularly that there can be issues for the teacher in terms of their own feelings which are developing from the process of reflection especially where the idea reflection is seen as quite negative and was like critical. In terms of critical reflection and not about being negative but if the teacher perceives them as being negative it can actually create some unwelcome feelings and some lack of confidence and this is perhaps the strongest argument from the ethical perspective against reflective practice.

When an individual understands the word “critical” to mean “negative”, they can develop a negative frame of mind.

Professional Concerns

In terms of professional concerns for reflective practice, very often reflective practice seen as something which just needs to be done and therefore in a way you can become quite uncritical. It's becomes a mechanistic process that the teacher, especially a new teacher goes through because they have to be as they are told to as a part of their programme of learning and in this regard their professional concerns are very much about that teacher really not engaging with the process of reflection critically enough it becomes quite a superficial activity.

- Where this happens then the actual quality of the reflection goes down and therefore the value of actually reflecting is made redundant and again this can be seen as quite a powerful argument against reflective practice process.
- At the level of the individual teacher, of course, there are responsibilities about you know fostering good practice and where the teacher is not engaging with this critically enough then the question arise about the quality they are bringing to the teaching- learning transactions.

Two Key Concerns

There are two key concerns here one is about the teachers' readiness to actually engage with reflection and certainly the key concern this professional concern is aimed at new teachers who

are just entering the profession because the idea is that they are simply not experienced enough to be able to reflect on practice.

Pedagogic Concerns

Developmental Readiness

The respective abilities of “novice” and “expert” are relevant here – novices tend to follow models mechanically and experts tend not to rely on models.

- They are not developmentally ready to reflect and really for good reflection to be transformative to change teaching. It does need a level of criticality from the teacher and awareness of themselves and awareness of theories about teaching and learning synthesize together in order for reflection to take place. The pedagogic concerns are come in to play here the expert teacher.
- The experienced practitioner is somebody who can engage with reflective practice very easily than you teacher. Somebody just starting reflective practice is actually quite a difficult thing to do and therefore they are not actually going through the process of reflection accurately or strenthtly enough and especially where reflective practice is a compulsory part of training courses for new teachers.
- The pedagogic concern is very clearly there asking new teachers to reflect as part of their learning is perhaps a very superficial thing to do. So therefore, reflection for the new teacher would actually be quite incomplete and could actually be damaging in terms of

their development as a teacher and the learning that they're acquiring from the process of teaching.

Conceptual Concerns

- The conceptual risk concerns are very much related to the idea of trying to deconstruct teaching to the point where it is easy to categorize it into very simple categories and the critique is based on the idea that teaching has some very profound philosophical and disciplinary underpinnings which are not so easy to break into simple categories and this particular concern leads to the idea of how reflexive the process of reflective practice really is.

Reflexivity Is A Concept Which Is Easily Miscommunicated

Since teaching does require a very deep understanding of self in relation to teaching and relation to certain philosophies the level of reflexivity therefore needs to be deep and if the teacher actually can't engage with that level of reflexivity, then reflective practice becomes superficial again. So, the issues here tend to lack an understanding of the complexity of reflective practice and then the teacher is not able to problematize their own teaching sufficiently in order for a reflective practice to be something which is useful and for the teacher to learn from.

Criticism of RP

The ethical, professional, pedagogic and conceptual concerns presented here neither condemn RP nor suggest that it should not be used.

So, you can see the ethical and the pedagogic and the conceptual and the professional concerns come together to give us something to think about. In terms of all these different models, we should not just simply say that reflective practice is entirely a good thing but we should be critical of the process itself. We should not only think about undertaking reflective practice but we should be concerned about how we are undertaking that reflective practice and as practitioners and how are we applying this tool that we have in order to improve our teaching. Practitioners need to be critical and reflexive about the tools they are being given and not use them blindly.

Topic 43

What Is Critical Reflection? (Part 1)

When we think about reflective practice, when we talk about reflective practice the word “critical” comes up very often and so what we need to do is to think about the role of critical thinking within the reflective practice process and what we need to do therefore is considered a number of questions in relation to critical thinking and critical reflection you know what is critical reflection we can consider from a very mental point of view what is critical thinking and we can also then think what we do how do we know when we are thinking critically . it's a very fundamental question and finally what are the characteristics of teachers who are good at critical thinking because these are models for reflective practice.

So, in terms of trying to understand what is critical thinking we can break it down into a number of components.

Critical thinking involves:

- Analyzing
- Conceptualizing
- Defining
- Examining
- Inferring
- Listening

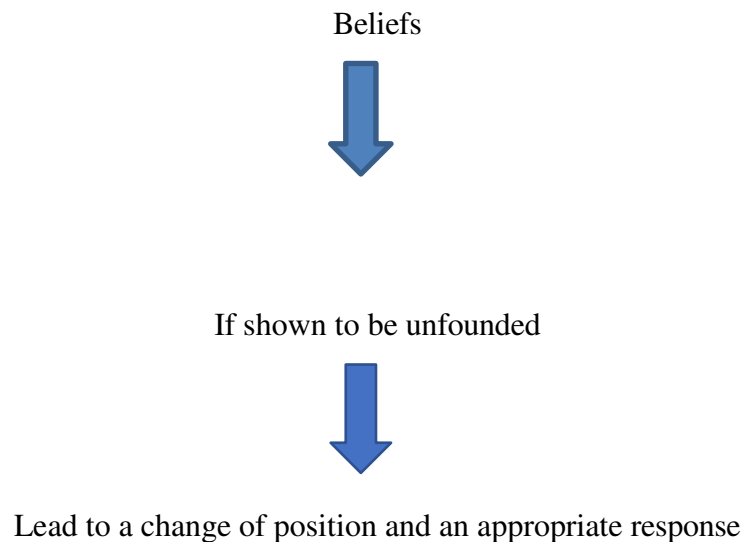
- Questioning
- Reasoning
- Synthesizing

It is about the teacher analyzing, being able to analyze what is happening. It's very clearly about the teacher conceptualizing, what they are experiencing conceptualizing move thought from facts to schemers understandings.

- Critical thinking is very much about defining and examining the process of teaching and learning and for the teacher there is an idea that critical thinking is about making inferences from what they are experiencing and because there are influences.
- There also needs to be the communicative aspect of critical thinking or in other words there has to be listening to other people's points of view and questioning self and others and from this communicative aspect.
- There has to be the cognitive understanding, the development of reasoning and therefore synthesizing another word changing practice. There are some key aspects of critical thinking which can help the reflective practice process.
- The whole purpose of this, of course of critical thinking is to evaluate ourselves to understand our role in events which occurred to us and how we can change or accept those.

We can look at this from a very simple point of view that the teacher, the reflective practitioner has a set of core beliefs which guide the actions in the classroom and three reflection they can

decide whether these beliefs improve or support what is taking place or indeed can actually detract can cancel out the effectiveness of what is happening and it's this process in which leads into some sort of change in understanding, some sort of change in position for the teacher in relation to the way their teaching.



Critical Thinking Involves Reasoning

- It based on sound and 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.

Critical thinking then is very much about the teacher reasoning about what's happening reasoning through the experiences that they have the approaches the choices they make and the decision's involved in teaching and therefore there needs to be a very strong foundation in logic

for the teacher very over a great deal of clarity and of course from this perspective therefore emotions and feelings can actually interfere with the clarity of thinking.

Explanation through a diagram:

We can consider a very simple diagram in relation to this perspective where the reflective practitioner is not being critical enough and not being logical enough where the teacher is not willing to investigate themselves their own roles in the classroom.

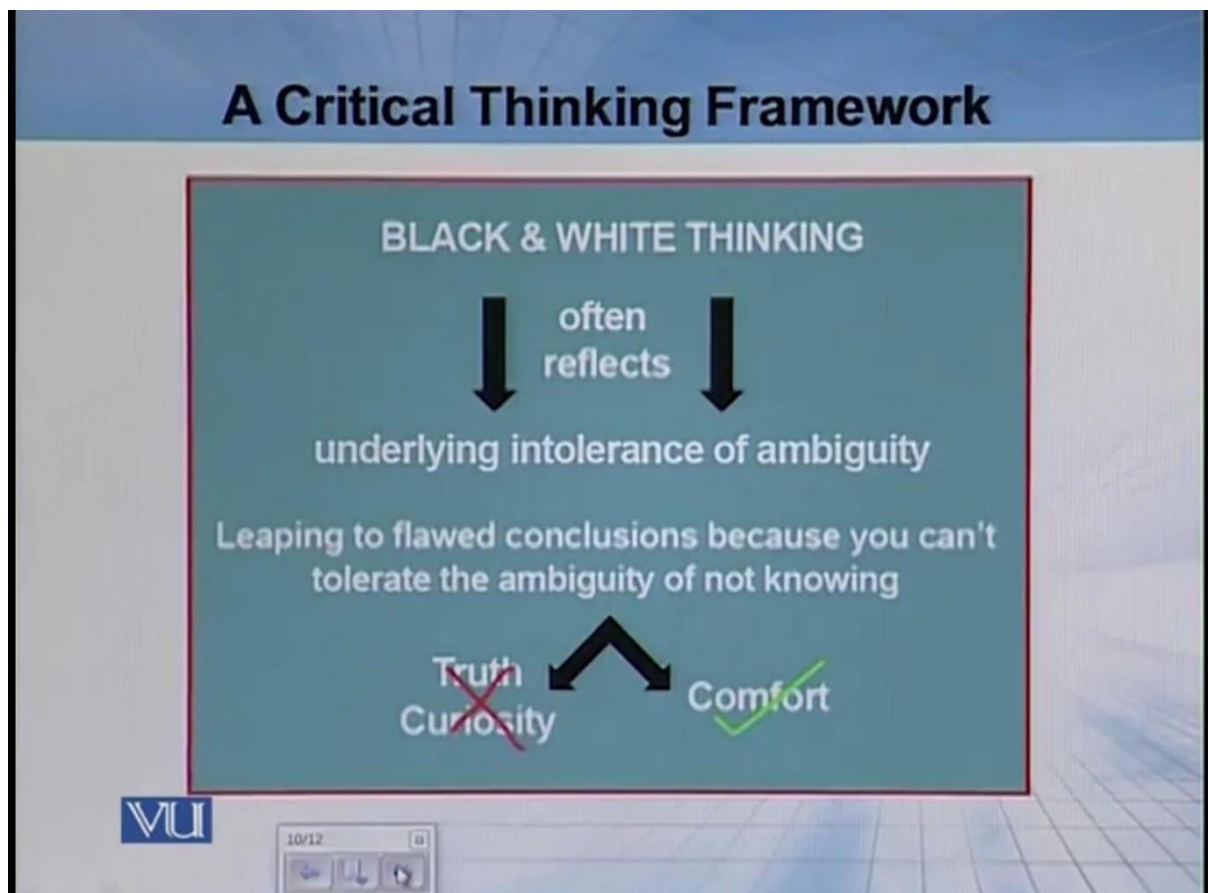


What will increase our understanding?

Dismissing reason? Our looking honestly at our flaws?

This can actually get in the way of critical thought; it can actually prevent critical thought from happening and so the teacher's role here is not about dismissing reason but really about looking honestly at them and perhaps having to be honest about the floors that they have as teachers.

So it is very clearly based in black and white thinking, right and wrong thinking about what is taking place and where the floors are not accepted this can actually move the teacher to a point of comfort which is not good necessarily if bad practices are being continued rather than accepting truth and then becoming curious about what is actually happening.



Difference Between Truth and Curiosity

The difference between truth and curiosity and comfort here is quite significant because with comfort there can be complacency and with complacency people can get into bad habits in the classroom where there is an honest reflection and critical thinking approach to reflective practice then there is truth and with truth comes the opportunity for change.

Critical thinking moves us away from:

- Rash conclusions
- Mystification
- Reluctance to question

So critical thinking then is moving away from the emotionality of the role of teaching and becoming much more rational about it and it's moving away from making quick decisions and it's moving away from superficial understandings and beliefs and it's moving away from being scared of criticism

Critical thinking moves us towards:

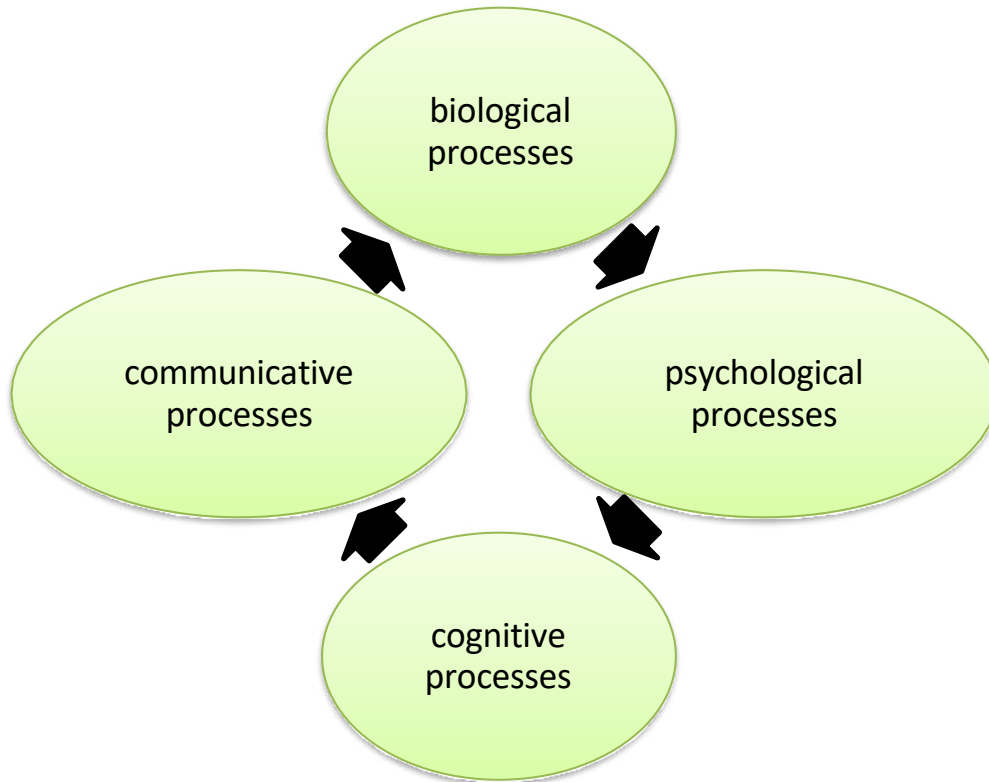
- Intellectual discipline
- Clear expression of ideas
- Acceptance of personal responsibility for own thinking

It is actually moving towards a much more intellectual perspective in terms of the discipline of teaching and an acceptance therefore the teacher has a particular responsibility in terms of what is happening in the classroom.

Topic 44

What Is Critical Reflection? (Part 2)

Critical thinking is part of the reflective practice process. We need to consider some of the mechanisms involved in critical thinking.



Thinking process based on biological processes, psychological processes, and cognitive processes and also on communicated process and we can consider these in turn one by one they do feed in one to the other.

What they really refer to our types of thinking that we have as critical thinkers and as reflective practitioners.

Other types of thinking or “non- critical” thinking

- Habitual Thinking
- Brainstorming
- Creative Thinking
- Prejudicial Thinking
- Emotive Thinking

There are habitual thinking ways that we regularly think. Brainstorming, creative thinking there's also prejudicial thinking and emotive thinking.

Let's look at these each in turn

Habitual thinking

- Thinking based on past practices without consideration of current data

Thinking is what we will do regularly in a way sort of unthinking and we will rely very much on that in everyday practice.

Brainstorming

- Saying what comes to minds without edit, judgement or evaluation.

Brainstorming is very much about making judgments and evaluating thinking creatively and innovatively about a situation

Creative Thinking

- Putting facts, concepts, ideas and principles together in new and original ways.

Creative thinking is making links between facts and concepts looking at the principles of what we know and questioning those principles.

Emotive Thinking

- Responding to the emotions of a message rather than the actual information presented.

An emotive thinking with any experience that we have there is always an emotional response and part of critical thinking is to you know understand that aspect of the process.

We are thinking critically when we are:

- Thinking rationally so that we Rely on reason rather than emotions
- Requires evidence
- ignore no known evidence, and follow evidence where it leads
- Concerned more with finding, the best explanation than being right.
- Analyzing apparent confusion and asking questions.

So, when we're thinking critically as reflective practitioners. We are relying on reason rather than emotion as we saw in the previous section.

We require evidence in order to be rational about the experience and we are always looking to find what's right and what's wrong with the situation part of the being a critical thinker is then about looking at contradictions in our teaching and confusions and asking questions about those things' critical questions.

Moreover, we thinking critically when we are self-aware so that we:

- Weigh the influences of motives and bias
- Recognize our own assumptions, prejudices, biases, and point of view.

We're thinking critically then when we are actually self-aware. We need to consider the habitual processes as well as the more creative and emotive process is in critical thinking and therefore our own awareness becomes a significant part of thinking.

We think critically when we are Honest so that we:

- Recognize emotional impulses, selfish, motives, immoral, purposes or other modes of self-deception.

We also of course need to be honest because critical thinking the word critical in critical thinking assumes for us that there will be no a cover-up of reality.

We Are Thinking Critically When We Are:

- Being open-minded so that we evaluate all reasonable inferences.

We also as critical thinkers need to be open minded because without that mindfulness it would be very difficult to evaluate things clearly and we could then couldn't be reasonable about what we're actually seeing and what we're saying.

We have to also of course consider different viewpoints different perspectives so part of critical thinking is not about creative thinking in isolation but a collaborative process maybe with colleagues in the school asking questions of them about yourself.

We're thinking critically when we're being open minded so that you know we can explain or attempt to explain what is happening and try to model new approaches to experiences in the classroom.

By being open minded:

- we're accepting new visions
- new versions
- new priorities about teaching and learning

What we are clearly doing is not necessarily rejecting particular views but trying to understand all the different views which we're being confronted with.

We are thinking critically when we are disciplined so that we:

- Are precise, meticulous, comprehensive and exhaustive
- Resist manipulation and irrational appeals
- Avoid snap judgements.

We need to be very disciplined critical thinking is not something which can happen superficially it is very meticulous very comprehensive very thorough and therefore what the teacher cannot do is just jump to conclusions very quickly. Conclusions need to be arrived at overtime very carefully.

We are thinking critically when we are able to make good judgments so that we:

- Recognize the relevance and/or merit of alternative assumptions and perspectives.
- Recognize the extent and weight of evidence.

Critical thinking needs to be able to make good Judgments in relation to their role as teachers and what this requires then is a look at the evidence the value of the evidence, the weight of that evidence. If we react too strongly to something which is perhaps inconsequential not so important then it's actually not a good judgement, we need to be able to understand the weight of the evidence.

A Non- Critical Thinker

- Sees things as “yes” or “no” with no subtitles.
- Fails to see linkages and complexities in information and situations.
- Fails to recognize related elements.

We can look at the opposite side of this or what is a non-critical thinker and uncritical thinker. It is about somebody who sees something very plainly there. There's no subtlety to situations.

For Example: they see questions as yes or no not as a maybe or it could be and of course somebody who is a non-critical thinker is not able to see the Connections and the linkages between things which they are experiencing. An uncritical thinker fails to recognize all the many elements involved in teaching.

There are some key attributes that we can look out for critical thinkers about being open minded and about separating the emotional aspect from the logical rational aspect about being able to question roles and responsibilities in the classroom and it's also about avoiding common mistakes and not allowing mistakes to reoccur but being responsible about them. it's also about communication about building a strong vocabulary to describe what we're seeing in to describe ourselves and what would this leads to then is about knowing making decisions about our role in the classroom and coming to conclusions.

Nine Attributes for Teachers to Become Critical Thinkers

- Be open-minded to new ideas
- Know that people have different ideas about the meaning of words.
- Separate emotional and logical thinking.
- Question things that don't make sense.
- Avoid common mistakes in your own reasoning.
- Don't argue about something that you know nothing about.
- Build a string vocabulary to better share and understand ideas.
- Know when you need more information.

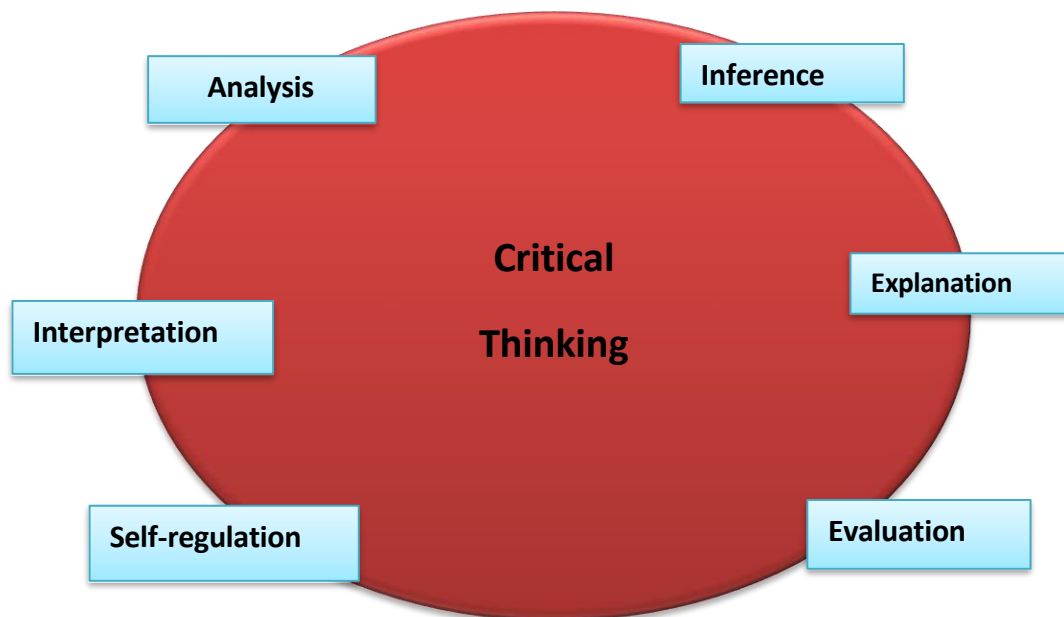
- Know the difference between conclusions that could/must be true.

Topic 45

Core Ideas About Thinking Skills

Critical thinking skills are essential for the reflective practitioner and there are some core ideas that we need to consider as critical thinkers and these core ideas are about the process of thinking itself.

Critical thinking is very much about analysis of a situation and also about making inferences. Coming to conclusions about the experiences that we're having and in terms of those influences those conclusions trying to understand them, trying to explain them and that is a very evaluative process looking at the quality of what is going on.



There needs to be then a level of interpretation of any sort of experience that we have and encompassing all of this critical thinking, there needs to be some self-regulation by the teacher in

terms of how much they are analyzing how much they inferencing and what evidence they are using and the quality of that evidence of their using as part of the critical thinking process.

Interpretation

It means having an understanding and ability of the information that we are confronted with and how we only how we communicate this to ourselves but also communicate that to other people as you know. As reflective practitioners, as teachers we are presented with a variety of information in the classroom continually and this needs to be decoded by the teacher and then encoded by the teacher.

- This is the process of communication decoding understanding and then encoding it for others to understand.
- This whole process helps us get a better understanding of our students. It helps us get inside the heads of the students.

Analysis

Analysis is very much about trying to make Connections with between the pieces of information that we have trying to understand how the linkages impact on one another. It's therefore an intuitive skill.

- It's about the teacher beginning to read between the lines of the text that they experience.
It's not just looking at the facts but trying to understand the ideas behind the facts

Inference

Inference is about recognizing - what the analysis actually means. It's developing an understanding and an accurate understanding of how these leads are thinking into action.

- So, it is in a way a sort of concluding a concluding phase.
- At this point the teacher maybe in terms of conclusions may be making hypothesis about why things are happening and from this actually making judgments about how to change teaching practice in relation to these hypotheses.
- It's important to be able to understand all these components of critical thinking and how they create information for us as reflective practitioners so that we can actually develop, learn and improve what we're doing.
- The ability to understand and the information that we can draw from that is actually a very significant skill therefore because without critical thinking reflective practice can't happen.

Evaluation

An evaluation is another core component of critical thinking and it's very much about the individual teachers and experience and making Connections with the rational aspect of critical thinking.

- It's therefore based in some judgement and also the teachers' opinion about things and how this gives validity to the information which is being gathered it does therefore add to the interpretation

- So as a reflective practitioner you need these skills, they are very much about helping you accurately determine the information that you're using in order to improve your practice and it's very much about taking an in depth look through criticality at what is happening

Explanation

An explanation, this is where as a teacher - you're trying to look at the information and praise it in a different way so you get clarity about what it actually means. It's a restating of the problem.

- Your ability to do this relies on your ability to communicate your ideas. You communicate your ideas to yourself and communicate your ideas to students.

Self - Regulation

Finally, there the final core companions the Self –regulation. This is the component about self-awareness of the teacher.

- The teachers own ability to think through a problem and to come to conclusions and to make those conclusions lead to actions
- So your ability to be able to think through and to rationalise and to come to conclusions is the core process of critical thinking and these ideas are significant in terms of that.

Topic 46

Critical Thinking Development: A Stage Theory

For critical thinking Development we can look at a staged approach and there are a number of stages that are at an individual can go through as a critical thinker.

Stage 1- The Unreflective Thinker

- The first stage is called the unreflective thinker somebody who's just starting.

Stage 2 – The Challenged Thinker

- Stage two is the challenge to think of somebody who's just starting to think may be finding it quite difficult

Stage 3 - Is the Beginning Thinker

Stage 4 – The Practicing Thinker

- Stage 4 the practising thinker this is somebody who's putting into practise some critical thinking skills.

Stage 5 - The Advanced Thinker

Stage 6- the Accomplished Thinker

- Staged six is somebody who accomplished a critical thinking

Stage 1

- The unreflective thinker is somebody who is largely unaware of experiences in the classroom and is not able to identify problems and also to rationalize those problems.
- The unreflective thinker therefore is not able to assess a situation and therefore consequently not able to improve it.
- The unreflective thinker requires somebody to help therefore perhaps a mentor this could be a colleague a critical friend.
- Most importantly the unreflective thinker is focusing very much on failure rather than seeing failure as an opportunity for improvement
- There needs to be for the unreflective thinker an opportunity to consider the implications that the different points of view in order to be a successful reflective practitioner
- unreflective thinkers tend to lack things like clarity and being logical as part of thinking

Stage 2

- From being an unreflective practitioner the unknown and unreflective thinker there they reflective practitioner can move to being challenged thinker
- this is where they're starting to think a little bit more and understand the role that thinking plays in their lives and at this point the thinker the teacher is starting to identify problems and trying to understand the causes of problems.
- Challenged thinkers are still in the way unreflective thinkers but they are becoming thinkers and therefore they do need still some level of support in order for quality thinking to take place.

- They're starting to be more deliberate about thinking.
- It's not a natural process is something that has to be actually worked on.
- They recognize also that at this point they're thinking is perhaps a little bit flawed and that can interfere with the thinking process itself.
- Challenge thinkers can develop an initial awareness about their role as thinkers within the reflective practice process and start to understand the assumptions they have and the implications of these assumptions on teaching.
- Again, it's involving a level of clarity and which the unreflective thinker wouldn't have.
- Through the process of thinking that stage to their starting the reflective practitioner is starting to get a feel for certain standards of teaching and to understand their perhaps they are not meeting those standards the
- Challenge thinker is also developing some understanding of the role of self-perception and self-concept for themselves as a teacher and the impact that this has on teaching.
- At stage two also the reflective practitioner is not really thinking about the impacts on the students of the process of teaching.

STAGE 3

- At stage three we've got the beginning thinker, this is where the reflective practitioner is starting to develop starting to develop a level of competence as a thinker.

- The thinkers at this point starting to engage more with the assumptions that they have and are making initial attempts at trying to understand not only themselves but the whole process of teaching a lot more clearly in order to get some improvement.
- Stage three is very much based on some initial superficial understandings about what is involved in teaching
- Most importantly for this stage in thinking there is an element of change through practice maybe it could be quite hit and miss but there is actually some action starting to be engaged with
- Beginning thinkers unlike the challenge thinkers becoming so more aware that the reflective practice and aspect of their role starts to develop
- This is because they are more aware of the inferences and assumptions and the beliefs that they hold about teaching with a lot more clarity and then they can use these as part of their role as a teacher
- Beginning thinkers recognize also the need to internalize what is happening in order to process the information a lot more clearly rather than being just external to them they actually start to own and have responsibility for it.
- In this sense there's a certain precision which is being developed about the information being processed and the relevance of it in relation to the role of the teacher

Stage 4

- Stage 4's aspect of thinking is much more developed where the reflective practitioner is taking more charge more responsibility of the thinking process itself
- They not only recognize that problems exist, but they're beginning to think about those problems within a bigger context not just from a personal point of view but from a whole school point of view.
- This is based on a lot more regularity in terms of thinking, it's not something that happens well it happens all the time throughout the day.
- This can therefore lead to improvement and a lot more systematic way of thinking and because of that systematic way of thinking, the teacher starts to become much more proficient.
- This proficiency helps the teacher internalize and embed learning and thinking
- Practicing thinkers, unlike the beginning thinkers are developing more knowledge about their roles as teachers acquired knowledge and also linking their practice back to theory that they've studied
- There are assumptions and inferences in relation to those theories and the acquired knowledge which are being developed and the teacher is developing much more clarity about these assumptions and beliefs.
- Practicing thinkers recognize that thinking critical thinking has a certain level of being systematic about it is something that needs to be worked out undeveloped as a skill rather than something that happens naturally

- They clearly recognize also that the natural tendency for us as humans to put ourselves at the center of anything that happens you know the egocentric aspect of thinking and there can also then be some sort of self - deception about it, the teacher thinking it's not my fault it's the student's fault.

Stage 5

- Level 5 is where good habits in terms of critical thinking are beginning to show real dividends in terms of improved teaching and the improved experience of the students
- There's thinking is very significant than in a number of domains and shows a certain depth at this point which is not seen earlier at the other levels.
- So advanced thinkers are good general or round thinkers and they have a good command of themselves and their own role their own perception of themselves in the classroom.
- So, the egocentric aspect is understood and reasoned and the teacher understands that teaching is not just a 1-sided perception.
- The advanced thinkers than very keen about thinking.
- They have very clear insight and are aware of other perspectives around thinking.

Stage 6

- The accomplished thinker, this is where although thinking is very technical it is actually very natural for this level of thinking.

- They are able to monitor and revise and adapt very quickly in relation to experiences in the classroom
- This leads the reflective practitioner to be able to strategize very quickly in order for continual improvement to occur.
- It is conscious, but it's also very intuitive it feels very natural for the thinker at this point.
- This level can only be achieved with experience and you would not expect a new teacher to be able to reach this level of critical criticality until they've had some number of years of experience.
- Therefore, it's linked very much to their lives as teachers, the experiences of teachers and the range of experiences that they have the problems, that they are confronted by.

Topic 47

Importance of Critical Thinking

Critical Thinking

Critical thinking is the ability to think clearly, logically, and rationally. It includes the ability to engage in certain processes of thinking which are reflective and independent thinking.

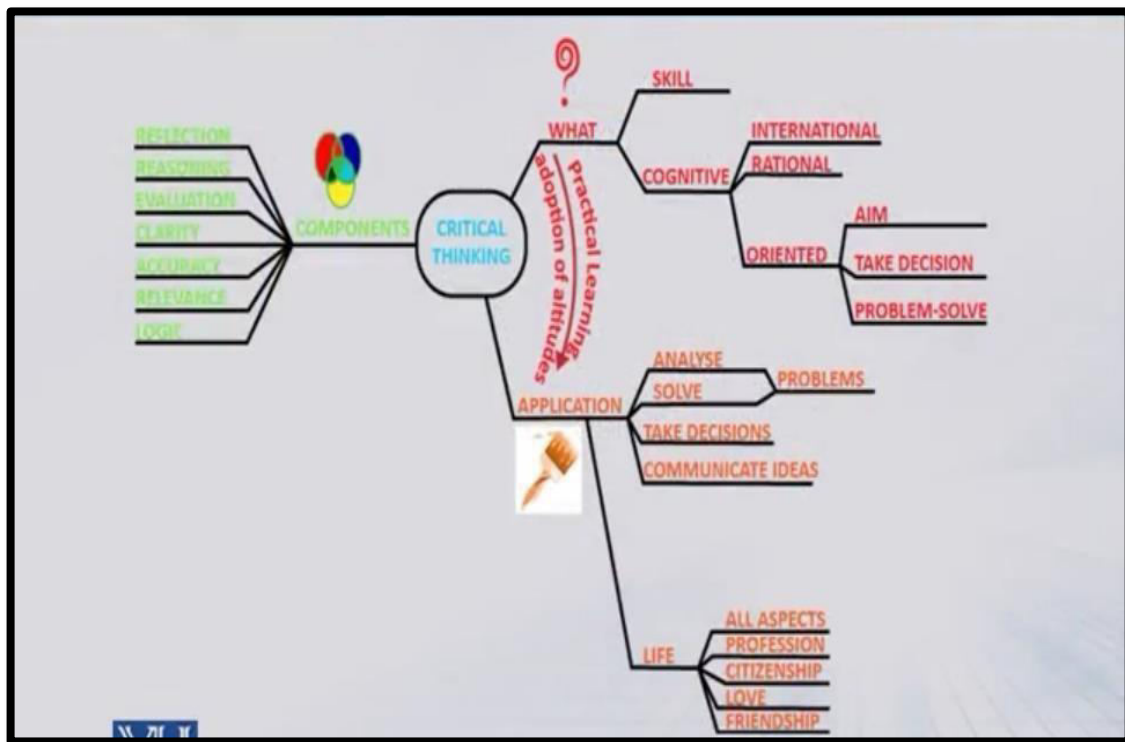
- It's not a matter of just building up knowledge of acquiring knowledge over time it's very much about the teacher starting to make connections and to develop an understanding of consequences from actions in order to solve problems.
- It's not about having a good memory it's about having a good ability to reason and to understand.

Someone with critical thinking skills is able to do the following:

- Good critical thinking skills is when somebody can understand logical Connections between ideas rather than just facts and somebody who can also construct and evaluate arguments in relation to those logical Connections.
- A person who can identify flaws in thinking where there is a lack of consistency in terms of thinking about experiences and reasoning through things.
- It's therefore very much about problem solving and being able to think systematically enough to solve problems which not being an experience.

- Someone who can think critically can identify the importance and the relevance of the ideas that they have and the ideas that others have in relation to their experience and they can also reflect on their own justification for their beliefs and values about teaching
- We can see then that critical thinking is actually a very important thing the 21st century needs people who can think much more globally and with a greater understanding and application of knowledge.
- The teacher is somebody who has a significant impact in this new global thinking.
- This new 21st century global perspective about critical thinking and therefore about reflective practice, does suggest that what we need as teachers are very flexible thinking strategies, flexible approaches to understanding things and intellectual skills which can adapt and change integrate and also be very diverse in terms of using sources.
- Critical thinking also enhances language skills, being able to think clearly and systematically does involve the need to express ideas to ourselves and to others.
- Critical thinking also promotes a good level of creativity because we have to come up with new solutions to problems as critical thinkers and that can actually mean that we do need to be very creative in the approaches that we take.
- Critical thinking then takes a very significant role in terms of how we evaluate ideas and how we select the best ideas in order to take forward and drop those ideas which are not working.
- Teachers need to be able to justify, also the thinking that they're using and the values which underpin the decisions they make.

- Critical thinking therefore has a number of tools in relation to the process of self-evaluation these can be written tools or they could just be verbal.
- It is of course, therefore, very rational and intentional cognitive skill that the teacher needs to develop and it's why advanced thinkers are good at critical thinking while the uncritical thinker is not able to engage cognitively with this level.
- The key characteristics therefore about rationality, about integrity, about reflection and about being able to evaluate.
- It's about scientific reasoning to an extent, it's also very logical and part of being intentional then is about seeing how things can combine to make sense for us as thinkers how do all the Connections come together for us as a critical thinker.



Topic 48

A Scheme for Critical Thinking and RP

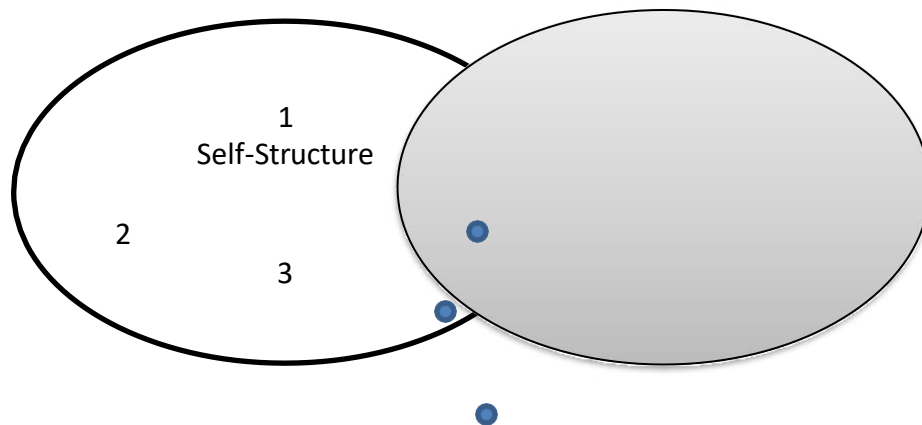
Venn Diagrams and The Reflective Practitioner

- It is possible for the reflective practitioner to frame Venn Diagrams as a tool for thinking about practice.

The reflective practitioner can also use Venn diagrams to help support the process of thinking then diagrams can be a useful tool for thinking.

I have given an example here where there are two circles which represent a structured process of professional learning for a teacher in the classroom.

- One Circle in The Venn Diagram Represents a Concrete Experience in the Classroom.
- The other circle represents how the teacher is thinking about that experience conceptualizing that experience.



- We can see in the diagram here on the left-hand side the concrete experience and there can be a number of elements that the teacher could include in this part of the Venn diagram.
- The circle is labelled as “self-structure” in other words how the teacher is understanding the experience and beginning the process of learning from it.
- This area represents the teacher’s entire perception of that experience as a teacher and how they include their self- concept within that experience therefore it could include individual characteristics from the teacher as well as the relationships that the teacher has with the students.
- It also of course represents that their values and their beliefs and the assumptions that the teacher has about teaching and their role as a teacher.

Right Hand Side Circle

- In this field there were elements labelled as one, two and three and these are just elements of the teacher, in this example would be reflecting on.
- Of course, they reflect a certain level of reality and there could therefore be many more than just three elements within the field there could be eight, there could be 10, there could be 15 -the more elements the more complex the level of thinking

For example:

The teacher, if they were teaching elementary level mathematics could be reflecting on elements of their own competence in terms of the subject that they are teaching. I was considering algebra

at this level and maybe the teacher needs to think about themselves and their own knowledge about algebra.

- Element two could be the teachers own feelings of confidence in relation to that subject area.
- Element 3 would refer to the teachers' feelings and ability about communicating that knowledge to the students so very much based in the concrete experience.
- On the right-hand side, we can actually see a number of elements and these refer to aspects of how the teacher is conceptualizing the process drawing on action in the classroom.
- It could be about the teacher trying out new things or just doing something for the first time.
- It represents a lot of immediacy and therefore generates a lot of feelings associated with that and as such it can be very fluid once again, it can of course contain many more elements.
- In this field there were there could be i.e., elements made the students behaviour or about how the teacher is using materials, resources to teach the concepts in algebra or it could be about the students' inability to understand the technical language which is included in this subject.

Where the two circles intersect, where the concrete experience and the conceptualization come together is another field for the teacher to explore. In this area, this is where the

conceptualization. The teachers thinking about themselves how they working comes together with the experience that they have in the classroom.

- So, it's where the teachers values and beliefs about what they are doing and about their own role as a teacher links to the concrete experience of the students.
- We had a number of elements and an in this part of the diagram and these can relate to an increased lack of confidence from the experience due to their own feelings element aid could be about an increased understanding of how to use resources to teach subjects as a positive attribute.
- There could be another element about how communication is improving in relation to teaching subjects in mathematics, so the elements within the Venn diagrams can be positive as well as negative.
- So, we can see that the Venn diagram is away for the teacher to deconstruct, what is happening in the classroom and can be used to identify the key elements and compare and contrast the elements of the experience.
- What's useful to note is that in Venn diagrams there are always intersecting circles and there could be more than two there could be 3-4 or even more when there are more circles, it becomes much more complex and, in this example, a third circle could relate to the reflective practice itself the strategies that the teacher is using to gather evidence and information in relation to the experience of teaching algebra.

- Therefore, the teacher could be looking at a reflective practice Journal that would be one way to do it or it could be about having an observer in the classroom to give them feedback or he could even be about asking the students for feedback on their teaching.
- So, Venn diagrams give a very individual approach for the teacher to think about their practice of teaching and to deconstruct it in a very clinical and scientific way.
- Venn diagrams can be a very useful graphic organizer not only to reflect but also overtime to reflect back on changes in practice.

Topic 49

Bloom's Taxonomy and Critical Thinking

How does Critical thinking fit into Bloom's Taxonomy?

The cognitive Domain comprises

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

We've been looking at critical thinking and a useful framework to help us with that process is bloom's taxonomy. Bloom's taxonomy of learning takes us through 6 levels from lower order skills through to higher order skills and we can see here lower order skills are things like knowledge and comprehension through to higher order skills which are application of learning, synthesis and evaluation.

Let's look at each of these in detail:

Knowledge

- Knowledge of species

- Knowledge of terminology
- Knowledge of specific facts
- Knowledge of ways and means of dealing with species
- Knowledge of conventions
- Knowledge of trends and sequences
- Knowledge of classifications
- Knowledge of criteria
- Knowledge of methodology
- Knowledge of principles and generalizations
- Knowledge of theories and structures

The knowledge level according to Bloom, included things like knowledge of specific facts, knowledge of methods and approaches ways of doing things and included an understanding and knowledge of the sequence in which activities happen so looking at the very basic facts and principles and with knowledge. We're also looking at things like how we might classify or categorize things in teaching and the particular structures that we're using to think about- what we're actually working.

Comprehension

- Translation
- Interpretation
- Extrapolation

At the next level is comprehension, it moves beyond just looking at facts and principles but enjoying to understand those facts and principles and in order to do this a critical thinker needs to translate those facts into something meaningful and also how to interpret those facts from different points of view from different perspectives and also to extrapolate or in other words how to look beyond the facts to further facts, to the horizon.

Application

- At the application level, the critical thinking is very much looking at how knowledge how facts and have the understanding effects can be applied in real concrete situations so how to take the abstract and make it real.
- This can not only include facts but can include ideas and approaches methods that might be used in teaching.

Analysis

- Analysis takes the critical thinker another step further closer to the goal of higher order thinking.
- With analysis, the reflective practitioner - the critical thinker is looking at how relationships are being built between facts and how the principles are being organised between those facts.

Synthesis

- At the level of synthesis, the critical thinker is really starting to move into a production phase of knowledge.
- This is where the linkages are not only understood and being applied but are actually used to derive new understandings and to create additional meanings for the reflective practitioner.

The Cognitive Process Characterized as Essential to Higher-Order Thinking

- What we can see using Bloom's Taxonomy is that the cognitive processes involved from lower order thinking to higher order thinking.
- Very much focused is at the higher order end for the critical thinker towards application and synthesis and evaluation.

There are particular aspects associated with Bloom's Taxonomy which the critical thinker can consider.

A critical thinker can think for following aspects

- Assumptions
- Facts
- Concept
- Value
- Conclusion
- Relevance

- Evidence
- Premise
- Irrelevance
- Inconsistency
- Fallacy
- Inference
- Prejudice
- Bias
- Prejudice
- Consistency
- Implications
- hypothesis

For example:

There are the ideas of facts and particular values but the critical thinker can also think of assumptions and evidences which can be used with those facts and through to higher order thinking where there is a consideration of opinions and even by us in what is being considered. So, there are particular skills throughout Bloom's Taxonomy, that their critical thinker - the reflective practitioner can bring to their role.

Topic 50

Techniques for Critical Thinking

There are a number of techniques that we can use for critical thinking and what I want to do is quickly just run through some ideas by critical thinking.

Here are 16 basics techniques of critical thinking:

Clarity

The first point is for the critical thinker to clarify in other words to elaborate understanding. it's not just about simple recognition effects but actually beginning to address what they really mean.

For example:

Unclear: “How can we fix education?”

Clear: “How can teachers better prepare students for the future?”

Be Accurate

It's important for the critical thinker to be accurate.

For example:

Inaccurate: “Most students don't know how to learn”.

Accurate: “Student in Pakistan need to develop thinking skill”.

An inaccurate statement most students don't know how to learn whereas an accurate statement would be most students in Pakistan need to develop thinking skills - much more clarity much more accuracy about the statement.

Be precise

The critical thinker also needs to be very precise in the techniques they using for critical thinking. It would be about not being ambiguous and avoiding generalizations.

For example:

Imprecise statement: "Malia is a problem student".

Precise Statement: "Malia has an attention deficit problem".

Be Relevant

The critical thinker needs to be relevant in their thinking stick to the main point, pay attention to the facts the details in question.

For example:

Irrelevant: "Why do I like teaching math. Well, I was good at math. That's why".

Relevant: "I like teaching math because it's an important skill for students to learn.

Know Your Purpose

It's important for the critical thinker to know the purpose of

- what they're thinking about?
- what does it accomplish?
- what's the most important thing to focus on?

Identify Assumptions

Thinking is based on assumptions.

Assumptions not identified: “Girls are not good at science”.

Assumptions identified: “Science is only a subject like any other”.

If all female students are not succeeding therefore, perhaps, it’s not the fact that they’re not good at science but maybe it’s something to do with the teacher or the way the subject is being taught.

Check Your Emotions

It's important for the critical thinker to cheque their emotions. It's very easy for emotions to confuse the process of critical thinking.

Emphasis

It’s also important for the critical thinker to empathize with others who may be looking at the same situation try to see it from other peoples’ perspectives because that can give a lot of clarity.

This includes things like logic as well as emotion and also an understanding of how experience feeds into our understanding.

Know Your Ignorance

It's important for the critical thinker to know what they don't know to know their own ignorance. I put a statistic on there almost 0.0001% of all knowledge in the world is what each individual might know.

- So, by knowing your own ignorance by knowing that you don't know everything means that you're open to more information from outside.
- You still might get the information wrong but at least you have an opportunity to educate yourself about what you don't know and to begin to grow and develop.

Be Independent

It's important for the critical thinker to be independent in their thinking because it can be very easy to let people influence your thinking too much. Try to be strong believe in your own skills as a reflective practitioner.

- Although it's good not to break the boundaries it's also good to also test the boundaries to understand your particular priorities and values and see where they fit into the system.

Think Through Implications

It's important for the critical thinker to think through the implications of what they're doing in the classroom because all thinking leads to action and therefore action can have a consequence

Not thinking through Implications: "Not planning my lessons is wrong".

Thinking Through Implications: “If the lessons are unplanned then there are implications to that the implication is that the lesson won't go very well and perhaps the students won't learn in that lesson and therefore not achieve the outcomes in the curriculum”.

Know your own Biases

Another thing for the critical thinker to consider is a particular policy. It is that they have about education and about teaching and learning.

For Example:

Bias might be that you believe that students should play sport whereas it would be much better from an unbiased point of view to consider how sports activities may in fact have some influence over academic achievement.

Suspend Judgment

Another aspect for the critical thinkers to consider is not to make judgments about what their experience in the classroom but to think critically around what is actually happening

For Example:

An immediate judgement might be that the school needs to improve its curriculum but by suspending judgement you can consider how critical thinking can be used to enhance and improve the curriculum.

Consider Other Point of View

Another consideration is always of course to consider other peoples' points of view listening to other. Viewpoints helps us see reality much more than if we're looking at things in isolation.

For Example:

By being narrow minded, we don't look beyond what we're doing in the classroom being much more open minded maybe reading research around teaching and learning can help us improve what we're doing.

Recognize Cultural Assumptions

Another consideration are cultural assumptions around learning and teaching and maybe there could be an impact in relation to teaching that you're doing.

So, consider the different perspectives:

- how might culture impact on what you're doing?
- how the students are learning?
- and how are you thinking about that?

Be fair, not selfish

It's important to be fair and also not selfish in your critical thinking, each person has bias and what we need to do is actually consider things from a very open-minded unbiased point of view.

For example:

I can't know everything is not my fault. I made a mistake would be an example of selfishness whereas a fair point of view would be I can't know everything but I can easily know through some self-study and can improve things.

Topic 51

The 5-Step Model of Critical Thinking

There are five step model of critical thinking. Let's look at each of these steps in turn.

Step 1

- Determine goals/objectives
- Define behaviours/skills you need to exhibit.
- Target those behaviour

The first step for the critical thinker - the reflective practitioner is to think about the goals and objectives of critical thinking and they try to consider the particular behaviours and the skills which are being used in a particular incident and then to focus attention on those goals objectives behaviours and skills.

Step 2

- Develop appropriate questions
- Engage in discussion with colleagues

The second step is to look for answers, but in order to consider the situation from as many different viewpoints as possible and looking for answers means asking questions. The important thing for the critical thinker is to produce the right sort of questions you only get good answers from good questions so it's important to develop appropriate questions. It can be very useful for the critical thinker to begin engaging in discussion with colleagues around these questions.

Step 3

- Practice before you assess
- Choose activities that promote active learning.
- Utilize all components of active learning.

Step three is to practice before you start any process of thinking through or assessing a situation choose what sort of activities you may want to use or which may actually promote active learning and start to think how you might utilize different components of active learning within the classroom setting.

Step 4

- Review, refine and improve
- Monitor activities in the classroom
- Collect feedback from students and other

Step four is to reflect back on any sort of actions, questioning and thinking and to begin to review and then to define and improve your thinking based on that review. So, it's very much about monitoring your activities in the classroom and thinking through why you were doing things in particular ways, collecting information, collecting feedback from others it could be collecting feedback from students

Step 5

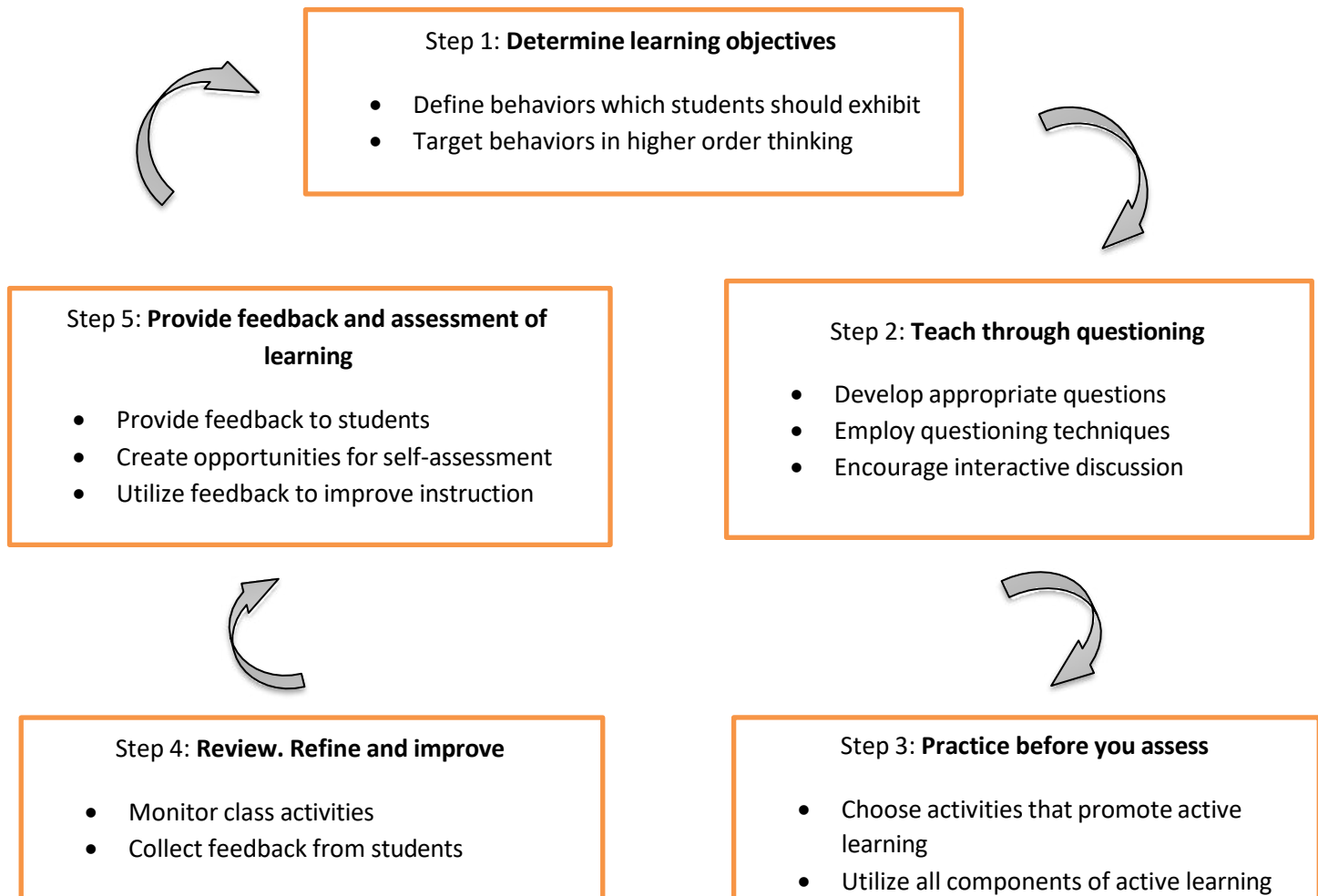
Gather and review feedback and assessment of learning.

- Review feedback
- Create opportunities for self-assessment
- Utilize feedback to improve instruction

Step 5 is using the feedback in order to assess the quality of learning in a particular situation. Reviewing feedback will help the critical thinker really to think about the whole process from beginning to end the questions that were asked and the process of action, the important thing is that this feedback is used to improve future action. It's important that the teacher- the critical thinker realizes at this point that the instructional methods which they using in the classroom are always driven by their own beliefs and values about how people learn.

It's through implementing critical thinking process that the teacher, the critical thinker, the reflective practitioner can begin to address these particular beliefs and values and start to think about active learning in the classroom as a process that they can take control of and facilitate.

We can look at this five-step model from a diagrammatical interview and here we can see the five steps clearly one after the other.



Step one determining the learning objectives clarifying that behaviours and the skills that the critical thinker brings to the classroom. Step Two is going through the questioning process in order to get good answers to those questions. Step three is practicing before any assessment process any sort of action process and then into Step four which is reviewing and refining and improving the processes in the classroom. Step five is about gathering data, gathering

information and there providing feedback which then leads into a new cycle of critical thinking
i.e., step one.

Topic 52

Halpern's Framework For CT

Halpern proposes a framework based on different kinds of critical thinking:

- Thinking and language
- Argument analysis
- Hypothesis testing

Halpern's framework for critical thinking helps and defined particular categories that the critical thinker can use in terms of the process of critical thinking. These are thinking and language this is one category that help them defined for the effective critical thinker another category is argument and analysis being able to unpick aspects of an argument and understand the components. Another skill for the critical thinker is hypothesis testing. Looking at particular theories around why things happen and finding ways to test them out and see whether they are true.

- Dealing with probability and uncertainty
- Decision-making
- Problem-solving
- Creative thinking
- Memory skills

The critical thinker also has skills in dealing with the probability of particular things happening assessing whether something is more likely or less likely to occur. There also skills around decision making and problem solving that the critical thinker brings to the process of teaching in the classroom. As long with memory skills, there's also an aspect of creative thinking that the critical thinker needs to engage with. Creative thinking encourages the critical thinker to think outside of the public to think a little bit differently in order to find solutions.

So, let's look at each in turn in detail:

Thinking and Language

Thinking and language is very much about recognizing, understanding particular languages and particular vocabulary which are used in the classroom and how these can be used and misused in order to facilitate, what is happening to use definitions and meanings in order to think through a process. There are also things like leading questions as well as open ended questions that the critical thinker can use. Paraphrasing is another aspect of the language and thinking process which can help the critical thinker to consider things from different points of view.

Argument Analysis

Argument analysis is very much about identifying the premises and the conclusions being drawn from statements looking at counter arguments also is another skill of the critical thinker perhaps, most significant is the ability to consider the credibility if the evidence is being presented.

For example: the critical thinker might discount some evidence because it contains some bias.

Creative Thinking

Creative thinking as I said is very much thinking outside of the box and thinking differently. This could be about redefining problems from a different perspective generating other possibilities from that redefinition which perhaps are not normally considered. This in turn leads to a particular risk-taking perspective by the critical thinker because it does rely on doing things a little bit differently.

Hypothesis Testing

Hypothesis testing is looking at these and seeing if we can test them out as critical thinkers and see if they still hold true for us it's very much about not only predicting but also confirming those predictions and looking at the variables at play in the classroom and how those variables can impact on one another.

Dealing with Probability and Uncertainty

Dealing with probability and uncertainty is a part of taking risk is assuming that there will be some results which are not what we anticipate and therefore we need to deal with those unanticipated results. There is a certain degree of probability of dealing with uncertainty that the critical thinker needs to be able to do.

Decision-Making

Decision-making obviously the critical thinker will need to make decisions about why things are done what is actually done who does those particular things and looking at the benefits and the other side of the coin in relation to actions in the classroom. It can also be about looking at information from a particular point of view in order to be able to make decisions.

Problem Solving

Problem solving is a key skill here, what the critical thinker is always doing is looking at a situation and seeing how it can be improved and therefore in terms of this aspect of their role. There is a certain understanding that goals need to be reviewed and reset issues need to be addressed and improved and therefore there needs to be some sort of evaluation also of the problems which are being addressed to actually review the quality of the improvement and so further changes can be made.

Creative Thinking and Memory Skills

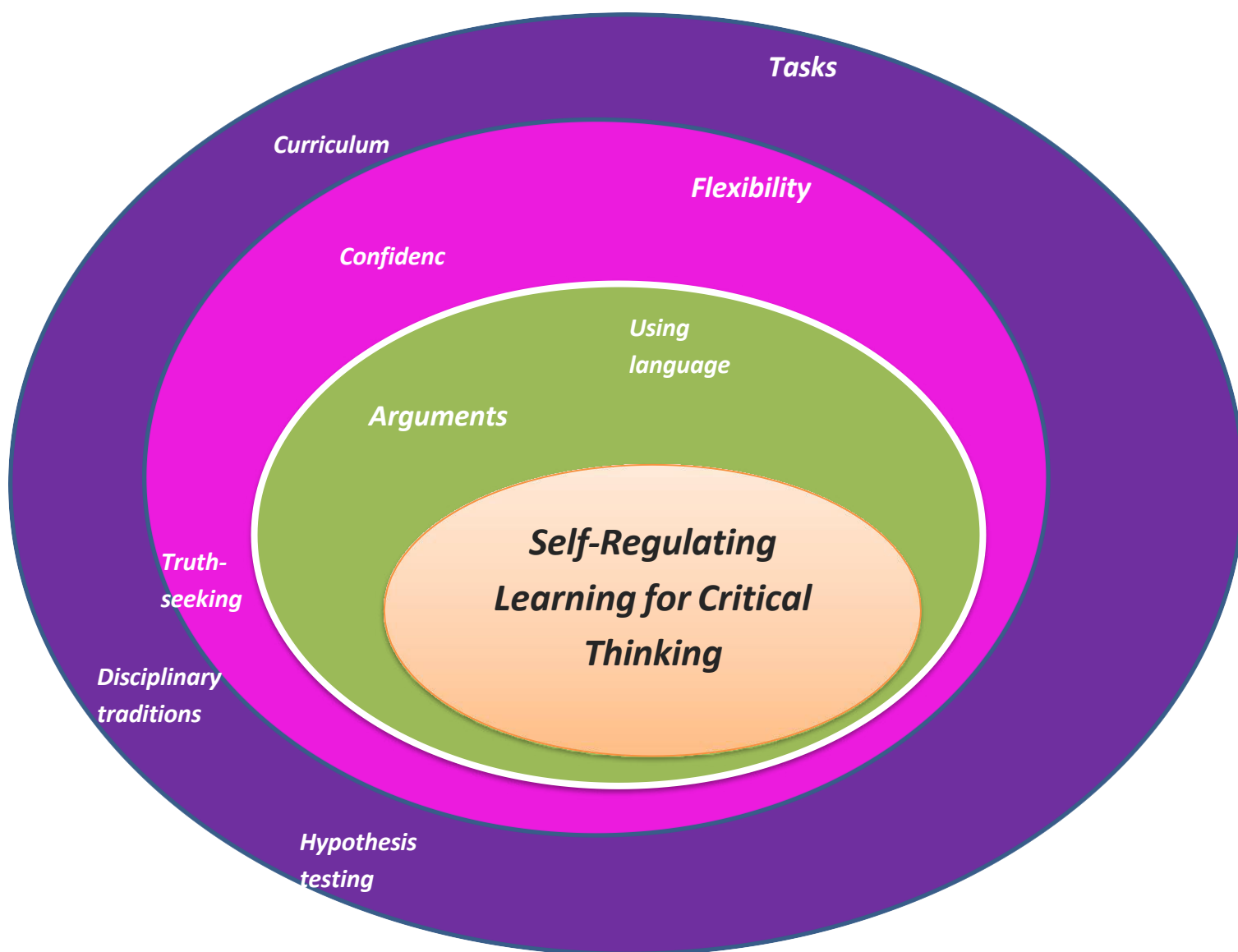
Monitoring and Evaluation Thinking = Metacognition.

Dispositions = Open-Mindedness, Flexibility, Truth-Seeking, Confidence.

Being explicit = building up a vocabulary talking about thinking and learning.

Creative thinking and memory skills come together in a way because in order to be creative we also need to monitor and evaluate our own creative skills and there is then a certain level of open mindedness and flexibility which is needed. In order to be confident about how we're being creative and this relies on the reflective practitioner remembering previous experiences in order

to draw on those for new experiences. It means being explicit rather than implicit so that it's clear what is truth and what we're actually building up as we move through our careers and we can represent this framework again within a diagram.



Here we can see in the center of the diagram is the critical thinker - the reflective practitioner surrounded by these aspects of the critical thinking framework, which includes all these roles and responsibilities that the teacher takes on from problem solving and using language as practical skills through to more emotional skills like confidence and open mindedness . All within a framework operating in the school; for example, curriculum and disciplinary traditions.

Topic 53

Critical Incident Analysis

Critical incident analysis is a term which the critical thinker will use in order to analyze situations and reflect on those and on past experiences in order to create a process of judgement making and decision taking around the actions in the classroom and then to understand the benefits that these create further teacher.

There are certain steps that the reflective practitioner the critical thinker can use in terms of critical incident analysis.

So, let's take a look at some of this particular step:

- Really the reflective practitioner should be undertaking a critical incident analysis on a weekly basis anything that might be too much less than that might not be enough weekly is around about okay. In particular this will help the critical thinker start to understand not only their own assumptions around teaching but also to get a better understanding of the situations which are being created in the classroom to analyze them to make decisions in relation to those situations and then take action in relation to those decisions.

Think back over the last week:

You could think back over the last week and identify some critical incidents which have occurred no critical incidents things which train your mind because they are very vivid based

everything else which is coming in the week. It's important to remember that critical incidents are not necessarily bad things.

We tend to use the word "critical" in a very "negative" sense. Critical incident analysis can be very positive, they can be very good experiences which stand out which are very vivid in terms of your experience as well as those things which we would consider as unpleasant or difficult

Choose the Most Memorable Two or Three Critical Incidents

So, you think back over the last week to choose maybe two or three critical incidents and I would say get a mix of good incidents and difficult incidents and for each try doing the following:

- Write a brief description of the incident and try to put details in there about:
 - what happened?
 - who was involved?
 - why were they involved?
 - where the incident took place?
 - when it took place?
- Try to get the facts, described each incident and then when you have the descriptions then begin to list the assumptions that you have as a practitioner in relation to those incidents and most importantly pick the assumptions that are confirmed by this incident.

- If there was something that was difficult for you to deal with think about the assumptions, that you have in relation to the people and the situation and think about which ones are actually confirmed by what you experienced and note this name and similarly think about the assumptions which are challenged by the people or the situation because this gives a counterpoint to the assumptions which are being confirmed.
- It's almost looking at black and white or right and wrong and then try to see how your cheque the accuracy of those assumptions how do you know that your assumptions are right in this particular point are you perceiving them accurately enough.
- There can be different ways of doing this, it might be about asking colleagues to give you their opinions or it might also be about talking to students or having some sort of recording system of yourself in the classroom and then think about different perspectives you can draw from these this process of thinking how you do your perspectives change.
- Perceptions of things change in relation to the assumptions which are challenged are confirmed in the critical incident analysis.
- Take some time to retrospect to think back, to think about how you responded to the situation and to look at those responses and to think about how you could have responded differently.
- Critical incident analysis that can be translated into a quite simple process of practice for the teacher through this recording system.
- The easiest way of doing this is through a reflective Journal or diary where you can write your descriptions your assumptions and your reflection.

Topic 54

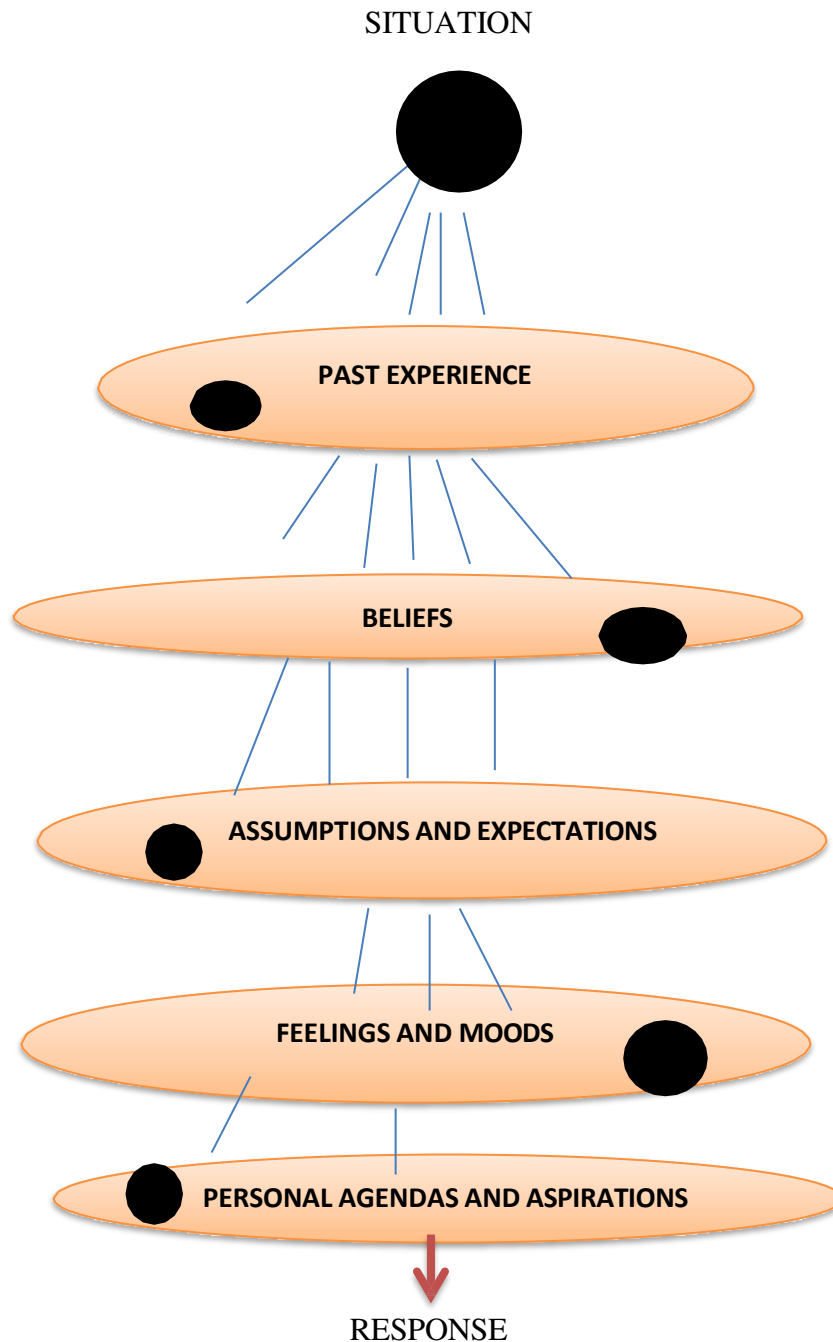
Examining Your Personal Filtering System

Part of critical thinking framework is to realize that we filter out information which is presented to us on a daily minute by minute basis. This filtering is screening on certain pieces of information in relation to other pieces of information.

- It's this screening process which leads to differing perceptions about things that we see. For example, one person can see an incident in one particular way and another person can see exactly the same incident but have a different perception of what actually happened.
- What this means is that we become aware of things in very different ways, very unique ways to us because we are filtering with screening out some pieces of information in favour of other pieces of information.
- Because of this screening process our actions will be unique to us the way I will act in a classroom situation is a different to the way somebody else will act in the classroom situation because of the way we are perceiving what is happening, because of the way we are filtering screening out certain pieces of information in favour of others.

We can represent this screen filtering in a diagram and we can see how any situation can be filtered through different screens relating to. For example, our past experiences and our beliefs about the work that we do through the assumptions and the expectations that we have from ourselves as teachers and from our students as learners and about the feelings and moods and even our own agenda that we might have as teachers in the classroom. if information manages to

pass through all these screens that leads to a particular response certain pieces of information may get blocked by any particular screen and these screens then will affect our response to any situation.



Topic 55

Conceptual Learning: Learning through Conceptual Innovation

It involves:

- Seeing farther
- Understanding deeper
- Making the right decisions

Critical thinking relies on conceptual learning and what we need to do is think about as a reflective practitioner how we can learn through conceptual innovation. Conceptual learning relies on a number of key attributes, it relies on the reflective practitioner being able to see farther ahead than what's immediately in front. It requires a deeper understanding of events and situations and also requires the reflective practitioner to make some good decisions in meditation to seeing farther and understanding deeper.

It's not about

- Working harder
- Getting more resources
- Increasing our collection of methods and tools

It's not about working hard and it's not about having access to more than plenty resources and it's not about the particular methods that are being used therefore it's very much higher order activity.

Its more about the reflective practitioner

- Re-thinking: What is already known
- Renewing the concepts: we use for understanding
- Getting wiser

For the reflective practitioner, conceptual learning is a process of rethinking or in other words looking beyond what is already known.

Renewing concepts in relation to that thinking and we use concepts in order to understand situations with greater clarity. For the rich reflective practitioner this is very much then about becoming wiser in relation to the job role.

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.
- Develop conceptual structures in the brain to relate new knowledge to prior knowledge.
- 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.

So, what we can do is think about the benefits of conceptual learning or learning based on a concept-based model. It very much facilitates thinking, which is synergistic thinking is about linking facts with concepts rather than keeping them isolated.

- It requires intellectualizing situations, thinking much more deeply about processes that students are going through in terms of learning facts and relating facts and key concepts and principles.
- It's very much about developing a structure for thinking conceptual frameworks in order to explore and understand what we're actually seeing.
- It is based on an approach which attempts to illuminate or in other words give us much more clarity and to understand the patterns and the Connections between pieces of knowledge and a concept-based approach.
- Concept learning helps the reflective practitioner to facilitate the transfer of the knowledge that their acquiring into other contexts and other situations in which they work.
- This provides opportunities for the reflective practitioner to create meaning to develop a personal understanding of our experiences in relation to the theories that we understand and the practices that we employ

Topic 56

Technical and Conceptual Learning

In terms of conceptual learning as a practitioner, we tend to be more focused on the technical aspects, the techniques, the methods that we use rather than acquiring and understanding new concepts.

- This is primarily because if we're focused on the technical aspect of our role as teachers then we can see the immediate impact of what we're doing and there's a sort of productivity in relation to the actions that we take.
- From the critical thinking point of view, we're actually limiting ability to act in very flexible adaptable and highly productive ways because we're focused on techniques and methods rather than whether those techniques and methods are actually productive.
- We therefore in terms of the techniques we can, as teachers become quite outdated or stuck in the ways of teaching year after year without change and what this actually means is that the quality of the teaching actually begins to reduce in a way the techniques, the approaches over learned and become innocence meaningless.

According to Dewey, Schon and other theorists, concepts are cognitive tools.

- According to some of the theorists, we've looked at around reflective practice they actually talk about conceptual learning from very broad point of view saying that conceptual learning provides certain tools for the reflective practitioner in order to solve problems and to look at the world in a very unique and flexible way.

- If we're not being conceptual and focusing on the technical then we're not being flexible enough in order to look at complex situations and then to actually address experiences within those complex situations.
- Because of this potential for over-learning and not therefore continuing learning from being very technical rather than conceptual what happens is for the teacher that curiosity starts to diminish and with poor curiosity we actually find that the quality of teaching begins to reduce.

For example; the very young child notion of its mother is an example of conceptual learning as much as something very high powered for example the Newtonian theory of light both they are based in conceptual learning.

In this way we can see that what we mean by concept is actually learning it's just another word another way of learning another way to think about learning.

What Is Conceptual Learning?

Conceptual learning is a process by which the reflective practitioner needs to learn how to organize thinking and organize knowledge rather than just acquire and store knowledge.

- Conceptual learning therefore focuses on organizing that knowledge organizing principles into meaningful wholes and it therefore is very much a way that the reflective practitioner can challenge their assumptions and find ways to change and innovate.

Inductive Vs Deductive

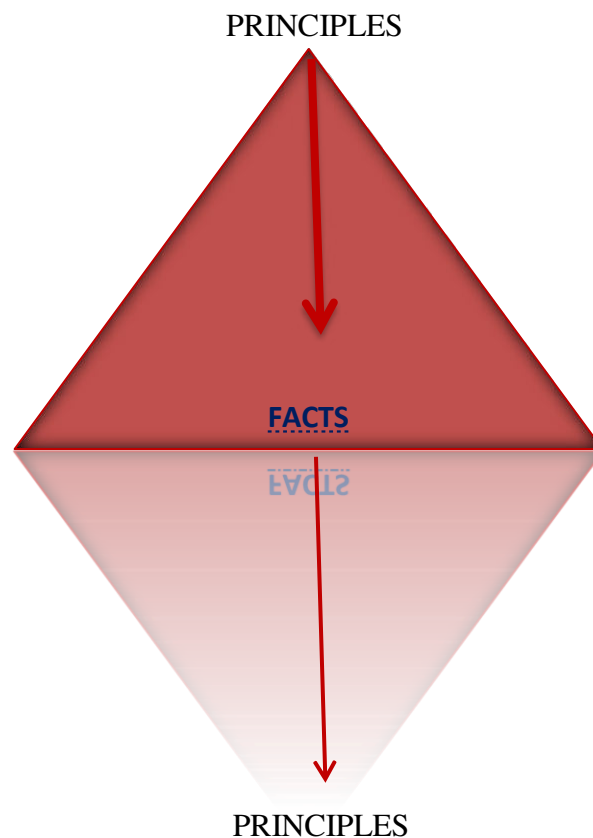
Conceptual learning then can move in two directions it can be inductive or it can be deductive.

Inductive Learning

Inductive learning is the process of learning and reasoning from detailed facts to general principles.

Deductive Learning

Deductive learning is a process of learning and reasoning general principles towards detailed facts.



Topic 57**Conceptual Learning: Concepts and Frames**

Conceptual learning relies on concepts and frames. We are more trained in learning new methods and techniques rather than learning new concepts and this is essentially about productivity rather than immediacy in learning.

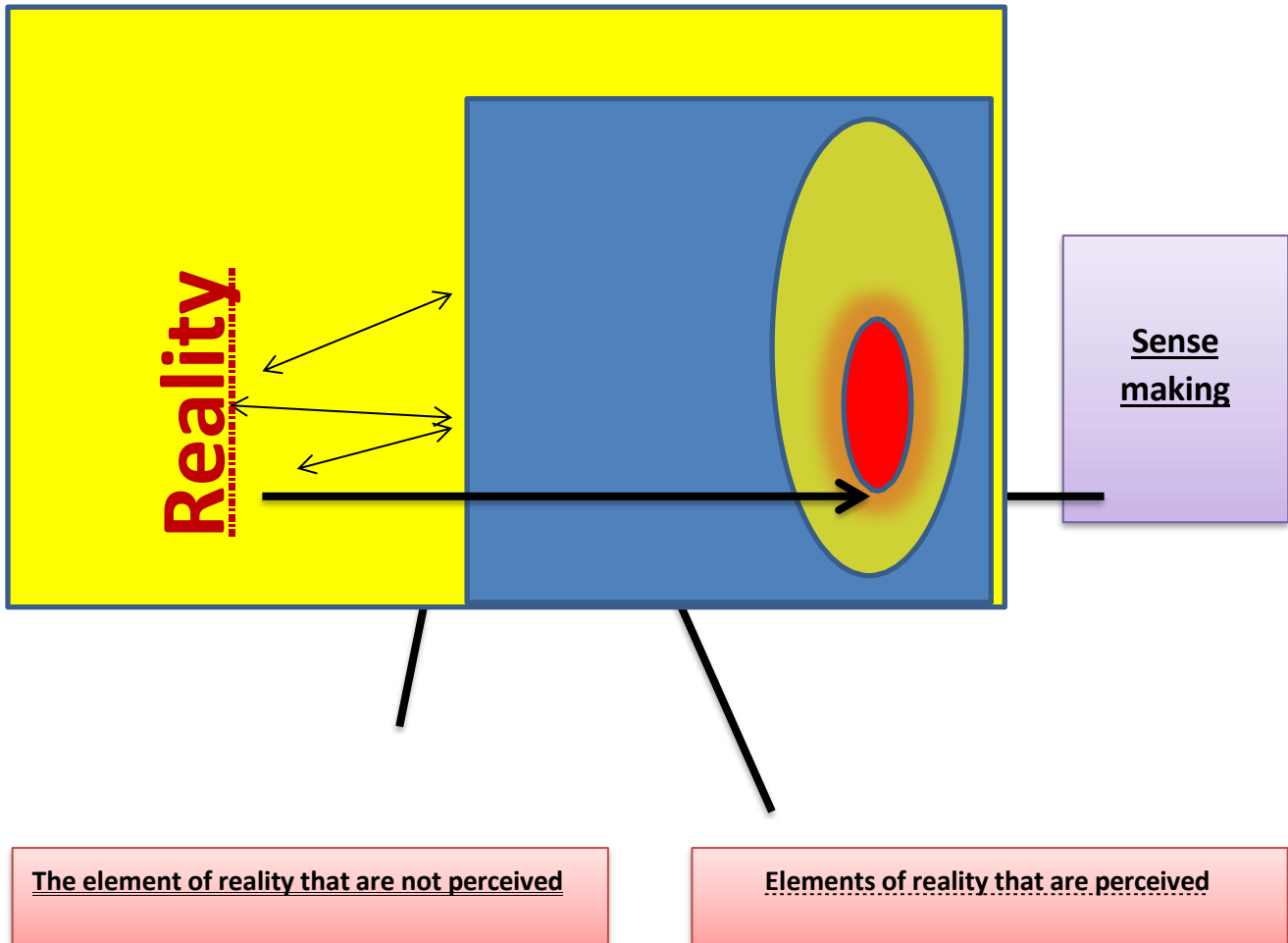
Concepts determine the way we perceive something and the way situation is framed rather than just the facts of what we're actually seeing.

Donald Schon

This is exemplified by Schon, who says “while the given situation can be conceived in a variety of ways it is always concept -structured situation”

What is saying is that although we can see facts, we can observe the world. What we actually perceive is the based in the concepts that we hold. So, concepts enable perception and understanding.

It moves beyond observations and facts and therefore you can see with a small number of concepts the role the ability of the reflective practitioner is actually quite limited and what is actually happening then is that only a small part of realities being perceived.



In the diagram here we can see that the concepts that an individual holds will filter out certain aspects of reality. They bounce away and only certain aspects of what is being observed, what is perceived will be allowed inside in order for the reflective practitioner to make sense.

The process of concept formation has three significant phases:

Perception

The first phase is about perception the experience of learning that we have and in terms of the concepts that we hold what are we actually seeing how do we see the world and how is that information going to be viewed by us.

Abstraction

Beyond perception is abstractions. Our minds attempt to analyze the message that is perceived and tries to make sense in relation to the experience the knowledge that we already have. It attempts to synthesize the new information coming in with the old information that we already have.

Generalization

The next step is about generalization or in other words after perception, observation and that synthesis process what we have to do as reflective practitioners is make sense of that information in terms of what we already know and what we have to make generalizations of information we have because what that will do is to develop new concepts. The concept that we already hold.

Topic 58

Conceptual Learning: New Realities

Every time, we're confronted by new situations we have to deal with new experiences. This is an opportunity for us to make sense of them and we make sense of them based on old concepts that we hold.

- Once we detect something new, some new information what we tried to do is make sense of it in relation to the concepts - concepts that we already have.
- What we do is, we make analogies with other things that we already know and we do this by thinking back through the experiences we have and finding points of comparison and points of contrast.
- What this means is that, gradually as a reflective practitioner, we go through a process of extending and changing the concepts that we have.
- They start to evolve with the experiences that we have.
- This means is that new concepts begin to emerge and new concepts and can actually trigger new learning processes.

For example: the assimilation or the incorporation of new concepts will begin to transform the way we think and the way we behave in any situation and what this means is that this will begin to have an impact on us and our roles in the people around us and the whole world around us.

- With these new learning process i and what emerges are new concepts. Concepts which have changed and therefore we begin to perceive and understand things very differently.

New concepts emerge as new questions are made

- New concepts also begin to emerge as we start to question differently the experiences and this leads to most importantly is what's called a conceptual re- framing of a situation in other words, we start to look at a situation from a very different perspective.
- This re-framing is part of the new reality what we do then we improve our understanding of a situation.
- We see things more deeply more clearly and it is also then an opportunity to solve the conflicts that we had previously and maybe to begin find to find new strategies in order to dealing with situations that we face.
- Conceptual innovations and these changes give a chance to re-think the whole approach that we have and also our values beliefs and assumptions as teachers and what this actually does for us - is lead us to a point where there are many new opportunities many new possibilities that we can begin to engage with as reflective practitioners because what this new reality will provide for us is an opportunity for a Paradigm Shift.

What Is Paradigm Shift?

- Paradigm shift is a complete change in perspective on how the world is viewed on how situations are perceived and our roles and actions within those situations as they occur and after they occur.

Topic 59

Conceptual Learning: Paradigm Shift

A paradigm shift brings a new set of concepts

- From things to people
- From product to process

The paradigm shift in conceptual learning brings about new set of concepts for us concepts things to people and concepts from products to process.

A paradigm shift is a way to view things differently from interview to a different point of view, from one perspective to another perspective and therefore leads to a very different same perception.

- From teacher to student
- From standardizing to managing diversity

Paradigm shift should be from teacher to student, all from standardized approaches to managing diversity in the classroom rather than looking at a situation from your own point of view as a teacher paradigm shift would be looking at the situation from the student's perspective.

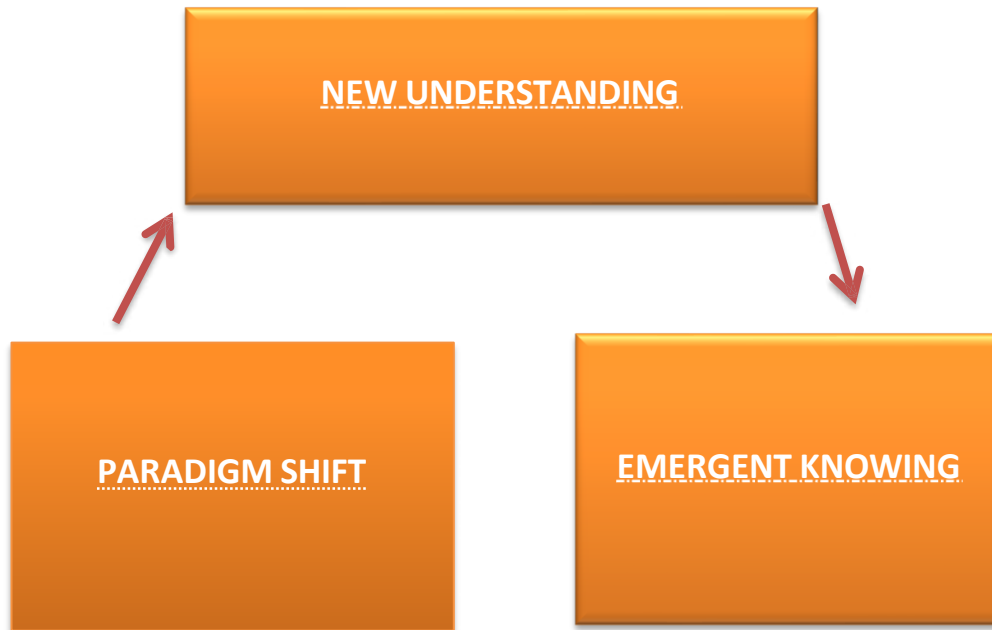
It could be instead of looking from a school point of view at what's happening in the classroom to a very unique individualized perspective from yourself and your students in the classroom in terms of what's learning.

- From replication to inspiration
- From controlling to managing change and uncertainty.

It could be moving from replication in other words just repeating strategies which have been taught to which everybody else is using to some sort of different approach, perhaps inspirational testing different ways of doing things in the classroom.

It could be about moving from controlling to actually managing change and managing uncertainty which is very different way of working with things. Explanation through a diagram. We can represent a paradigm shift for the reflective practitioner in a diagram and it's a very simple diagram to review. It has three components.

There's not necessarily a starting point but we can think of the paradigm shift change in perspective, the different point of view as leading to new understanding for the reflective practitioner. A new of doing things, a new way of looking at things and this new understanding, this new way of seeing them doing can actually lead to a different way of knowing what things are about or in other words emergent. Because this is conceptual learning what that can do as it builds up overtime is created under early lead to another paradigm shift which then of course later new perspective new ways of seeing and doing in the classroom. So, it becomes a cycle.



So, the paradigm shift really then leads to different kinds of learning, and we can think of three different kinds of learning.

Single-Loop Learning

One code kind of learning is called single loop learning and this is very much about following rules in other words the teacher applying strategies in the classroom which they've been taught repeat which they replicate they don't try to move outside of those rules and regulations instead repeating strategies even though they may be failing simply because this is what it's been told.

Double-Loop Learning

The other type of learning is double loop learning. This actually goes beyond the straight forward strict strategies and gets the teacher to reflect on whether the rules and sales need to

actually change rather than the people that the rules are acting on this reflective practitioner requires some sort of outside thinking, outside the box in order for learning double loop planning to actually occur.

Triple-Loop Learning

Of course, if we have single-Loop Learning and double-Loop Learning, so we also have Triple-Loop Learning. This is where we are learning how to learn and learning how to make meaning and to derive understanding from our experiences and from a very personal point of view, I think learning how to learn is one of the most powerful tools that the teacher can acquire and indeed it's one of the most powerful skills of the teacher can pass on to students.

Topic 60

Conceptual Learning: Theories-in-Use or Espoused Theories?

Conceptual learning can be considered from some different viewpoints. Conceptual learning can be theories based in practice based in use and they can also be espoused theories.

Action Is Not Always Consistent with Formal Beliefs. Action is not always consistent with what we believe sometimes what we do is not what we say.

Theory –in-Use

Theory in use therefore is embedded in the logic of action it may not be what we believe that it is the way we act what we actually do in the classroom and therefore it is very much around thinking in action, thinking of action that's taking place. Since it's not always consistent with formal beliefs it is in the way in contrast to espoused theory.

Espoused Theory

Espoused Theory is that theory which is used for arguing about the actions. Theory in use is the actions taking place what we're actually doing whereas Espoused theory is how we actually discuss and describe the theories that we're applying. It's very much about therefore how action is conducted.

Frequently bot ideas of conceptual learning theory-in-use and espoused theories have important differences between them.

One is that Espoused theory is very explicit it's very based in absolute ideas and concepts whereas theory-in-use tends to be much more learned much more tacit, much more difficult to grasp.

How can we therefore combine Espoused theories and experience in creating the solutions from experience?

Reflective practice helps us do this and reflective practice is very much about ownership of the knowledge that we generate from theory and use in a espoused theory and it's about awareness of that knowledge and how we use it in order to improve what we're doing in the classroom and to improve on the actions which we are using in order to teach.

Reflective practice in this context, then is also about how we're thinking about our experiences and their approach to teaching in the classroom and what we're trying to do is create an understanding of what this means in a way this is like creating theories in order to explain what we're doing.

And in these ways these theory-in-use and Espoused Theory are both invisible and visible tacit and explicit and in the way of moving from blindness to sightedness and because of that reflective practice is very flexible and it's based in flexibility adaptation to situations and is focused on trying to be effective as a practitioner.

Reflective Practice = Evolving Brains

Quite simply reflective practice is about brain evolution as teacher's theories in use and espoused theories are about not having a stagnant brain but about having a perception of the world which is always flexible and adaptable, always able to change.

- If we reduce our learning therefore to simple methods and text techniques our knowledge will get out of date very quickly so theory in use and espoused theories help us move away from that short term thinking, too much longer perspective, a horizon searching perspective on what we're actually doing as teachers.
- This means is that we can always renew the theories in use of the exposed theories based on our changing conceptual frameworks because as we acquire new experiences as we begin to understand situations.
- We will develop new concepts and those new concepts will help us see things from different perspectives and those perspectives will help us start to develop different theories and ideas about how things are and what this means is that we can leave behind old perceptions and begin to see changes something which although initially disruptive we can embrace and benefit from as practitioners

Topic 61

What is Reflective Writing

We're looking at frameworks for reflection and it is a very important tool that we can use is reflective writing so the question is:

What Is Reflective Writing?

Reflective writing is very much about looking back at things which have happened to us in the classroom, looking back at the events, the behaviours that we've noticed.

- It's also about helping the reflective practitioner analyze to think about what has happened to analyze and begin to understand those occurrences in the classroom.
- It's therefore an aid for the teacher for the reflective practitioner to think.
- It's a thinking tool and this is very much about helping the reflective practitioner developer, professional stance as a teacher in the classroom.

Reflective Writing Is Much More Personal

Reflective writing is different to ordinary writing it's much more personal and it helps the teacher to think carefully about everyday occurrences from a very critical detailed point of view.

- We can say is that reflective writing is descriptive. It describes occurrences which are happening.
- It also links theory to practice and also questions experience and these two things together how their reflective practitioner interprets occurrences in the classroom.

- So, one part of reflective writing is description the other part is interpretation and then finally the reflective writing has a focus on improvement or in other words looking at outcomes.

There are three components to reflective writing that the reflective practitioner needs to think about:

So, let's look at an example of reflective writing and here we can see a teacher has made some notes from a classroom experience. The first part we can see there the teacher has written specifically tasks were shared out amongst members of my team initially however the tasks were not seen as equally difficult by all team members at this point you can see in the reflective writing the description of the occurrence. The reflective practitioner is taking time to write a description of what was experienced then the reflective writing goes on to talk about the occurrence from a different point of view.

For example: social interdependence theory recognizes a type of group interaction called positive interdependence and it's at this point you can see the reflective practitioner is beginning to analyze and to think deeply about the occurrence this is the interpretation aspect of reflectiveness writing and the writing goes on and at the end ultimately our group achieved a successful outcome but to improve the process we perhaps needed a chairperson to help encourage Corporation. And so, at this point in the reflective writing you can see where the teacher is actually looking at outcomes from the reflection so in this example you can see the

three components of the reflective writing process and these components are very important to consider when you're actually using writing as a tool for reflective practice.

Components are:

- Description
- Interpretation
- Outcome

So, there must be description, there must be interpretation and there must be outcome in order for the writing to be called reflective and is only through this tool this reflective writing that the reflective practitioner in this way using description, interpretation and outcome can actually start to analyze in depth occurrences in the classroom.

Topic 62

A Structure for Reflective Writing

So, let's look at a structure or reflective writing. It's a good starting point to consider reflective thinking. We all engage in reflective Thinking and actually when we are doing this particularly, when discussing with others thinking tends to be quite unstructured and indeed reflective writing can be unstructured.

For example: if you keep a personal diary that can just be a collection of experiences and ideas, thoughts, feelings and this can actually be quite unstructured but for reflective writing we tend to consider it as having a very careful structure. This helps a reflective thinking on occurrences in the classroom

We saw before there are three stages.

Description

- What happened?
- What is being examined?

In the first stage of reflective writing, we have description like what happened, what is being examined, simple questions to answer for the reflective practitioner. The important thing to remember at this point especially at teacher, for a teacher in a busy school the description needs to be quite short. You don't want to spend all of your time and effort simply describing

occurrences which happen, it's the interpretation and the consideration of outcomes which are much more significant so it's best to keep it as short as possible.

Interpretation

Interpretation is what was most important? what was most interesting? what was most useful? from this experience what relevant information can I take from this and use it in future sessions. The interpretation is perhaps the most complex part of reflective writing but the most significant. It's about linking theory to practice and it's also about analyzing what happened so further questions you can ask are how can you explain the occurrence from a theoretical or an academic stand point and how is this similar or different to other occurrences. The chief experienced as a teacher how can you make Connections and find common strands through your experiences.

Outcome

- What I have learned from this?
- What does this mean?

Then of course you have the outcomes what are you going to do with this reflection how are you going to use the information what have you learned as a teacher as a professional about this experience.

There are in relation to these three stages four key points for us to remember as reflective practitioners.

- The first point is that reflection is very much an exploration and an explanation of your experiences in the classroom not just a description but very much exploring and explaining
- Genuinely reflective writing can often reveal your own insecurities, your anxieties about your experiences there's nothing wrong with that and it can very often help the reflective process. Remember part of being a reflective practitioner is about being honest and truthful to yourself so you could be picking up on weaknesses but you also want to be looking at strengths and balancing these two viewpoints through their reflective writing. It's also in terms of the interpretation important to focus on the very significant parts of the occurrences, not looking at the whole experience but focusing on key points key issues which for some reason are important to you.
- Because of this the description component needs to be short not too long you don't want to tell the whole Story tell part of the Story in detail get the information there which is useful.
- The final two parts of reflection are about reflecting forwards as well as reflecting backwards, reflecting back on what has happened, your experiences how you feel about them but also looking forward to how you can actually use these experiences and move beyond these experiences.

Topic 63

Vocabulary for Reflective Writing (Part 1)

Let's look at some vocabulary which is important and useful for the reflective practitioner to employ during the writing in the Journal, in the professional development Journal.

At this point we can look at some suggestions for what you could actually include as part of your reflective writing but what we must remember these are at this point these are only suggestions. There are obviously a lot of other types of the vocabulary and language structures that you could use and I like to think of the examples here as a framework, a starting point for you as a teacher and for you to develop your own style as a reflective writer.

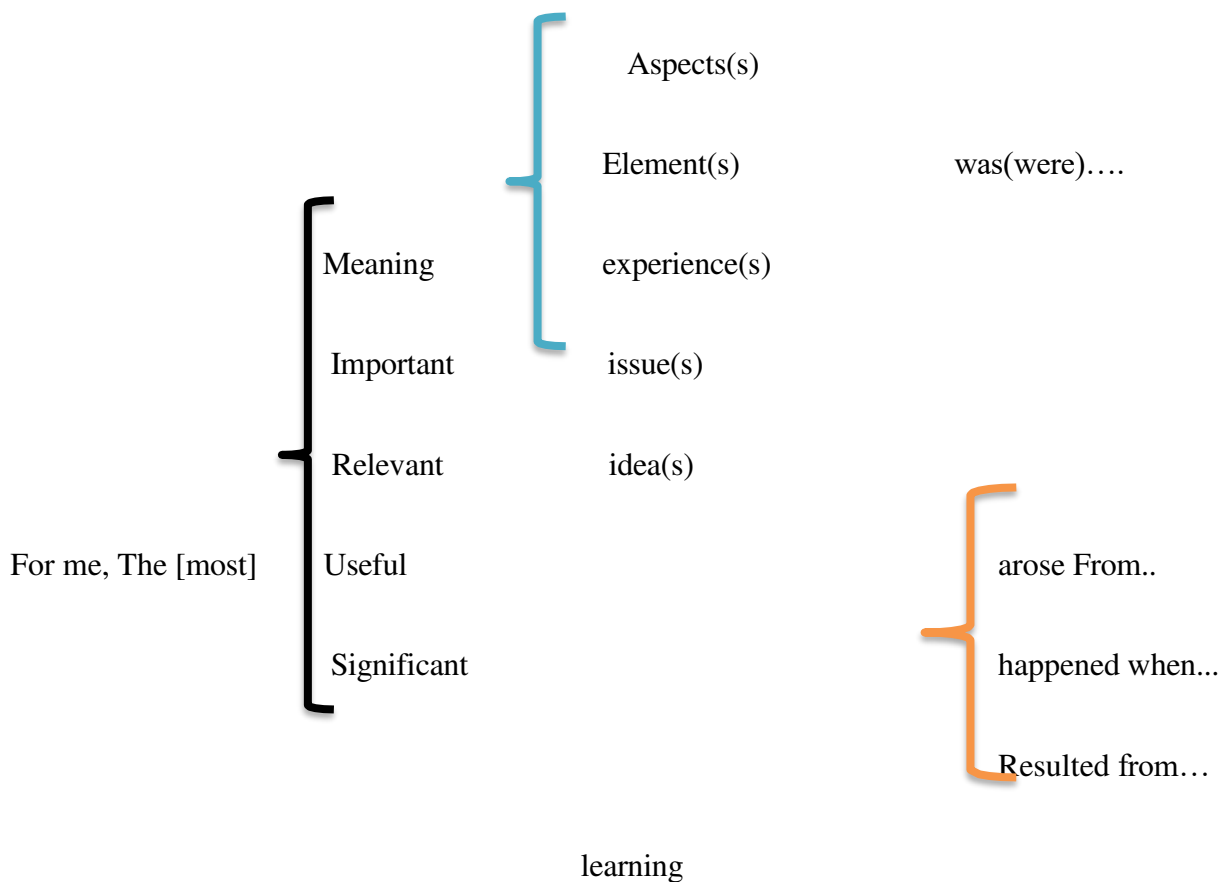
Description

It's useful to remember is that when we're talking about things which have happened to us to other people we tend to talk in the past tense and if we are talking about theories then we tend to talk in the present tense so it's useful to remember this simple distinction between what we're actually talking about.

Interpretation

So, let's look at some examples if we looking at interpreting what has happened in the classroom we could start with sentences.

For example; for me the most and then words like meaningful or significant or important such vocabulary here places the stress. The importance of the particular event whether it was useful or whether it was significant and whether it was relevant to you in some way and then the rest of the sentence can go on to talk about whether it was particular experiences or elements of the experience or particular issues or ideas that came up in during the teaching.

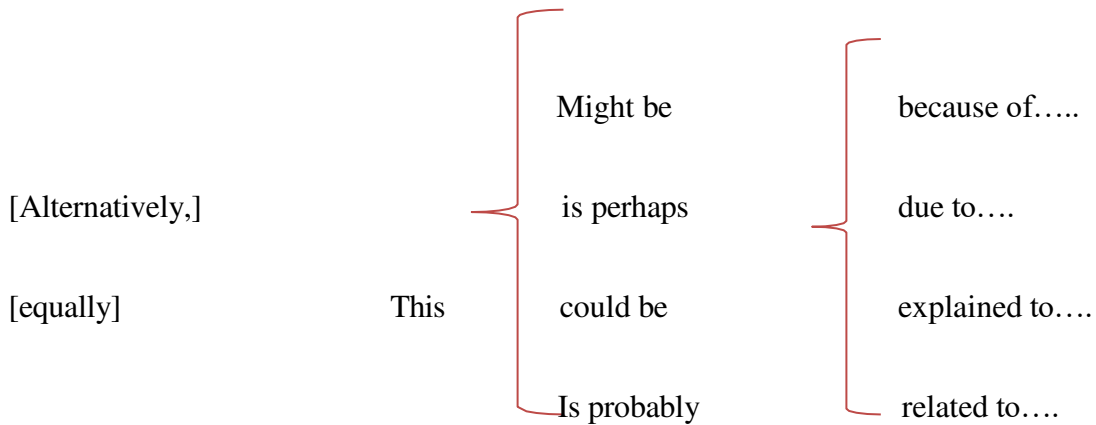


This then leads sentence into reflecting on the reason for these feelings in other words what actually happened so you can see a useful structure there and he gives some keywords which focus on particular aspects of the experience.

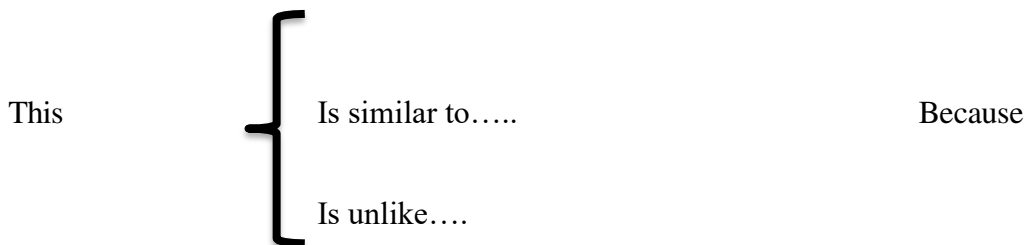
For example, in interpretation, we can also place the experience within a particular time frame. We can say previously i.e. in the words reflecting back on other similar experiences or we can take it to the other extreme later or in other words placing the experience of the end of some sort of teaching episode .

Previously,		thought (did not think)...
At the time,		felt (did not feel)
At first,	I	knew (did not know)..
Initially,		noticed (did not notice)..
Subsequently,		questioned(did not question)
Later,		

Finally, we can think of the question as going raising other questions or helping us think through or understand the responses that we have the feelings that we have in relation to what has happened in the classroom.

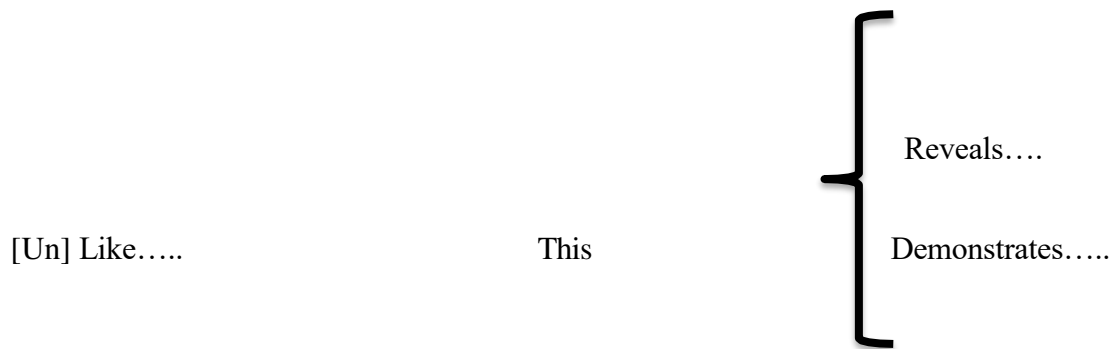


We can as part of the interpretation actually think of comparing and contrasting experiences and so a good language structure here to help us think through this would be to start a sentence with the words Alternatively or equally and then this helps us lead into a modal type of thinking where we saying words like might or could be and trying to live in trying to make Connections with what could be the reasons for those by using words like because or related to .So you can see there's a connection a flow of thinking through the vocabulary that we're using and in terms of interpretation .



We can also focus on this comparison and contrast thing aspect of the reflection simply by saying this is similar to or this is not similar to a very simple language structure to use but it very

much helps the reflective practitioner focused their thinking on particular aspects of a teaching episode.



Unlike, this is where we are focusing on a particular contrast thing point from previous experience so this is actually drawing on past experience past events and looking at it from at the other side of the coin a different viewpoint.

- Reflective writing can be quite straight forward if you give yourself some nice language than simple language structures to use and not to get bogged down too much in the spelling of the grammar what's important is the fact that writing is reflective and by using particular vocabulary particular words that can help your thinking process is much more.
- What I would say is that these are just examples and do not just rely on these only as I said earlier use them as a starting point and develop your own writing style as a reflective practitioner. The important thing is to remember that what you will be doing is supporting your thinking and not just writing a diary.

Topic 64

Vocabulary for Reflective Writing (Part 2)

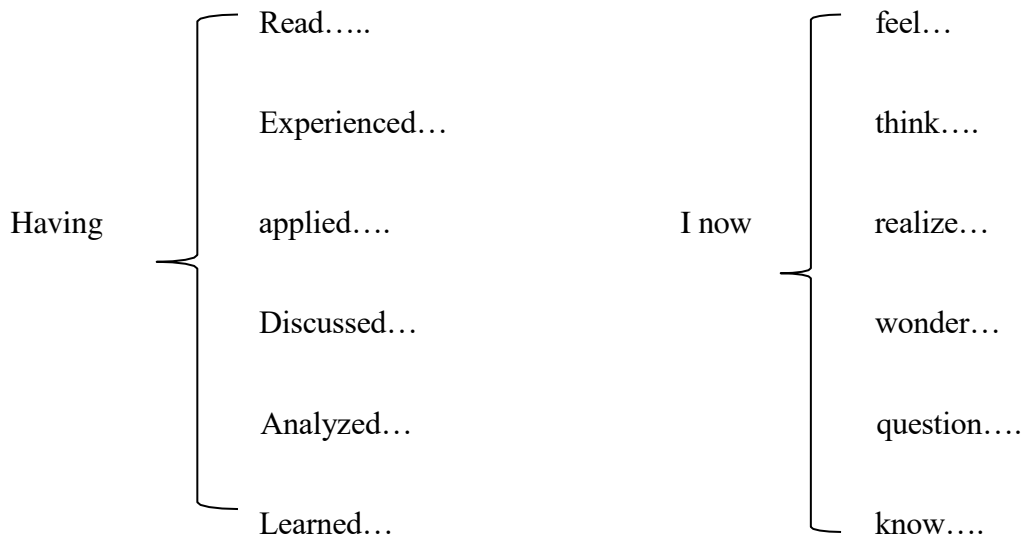
So, we've looked at some of the vocabulary to help with describing and interpreting events in your reflective writing so let's take a look at some vocabulary which is useful in terms of reflecting on the outcomes from your experiences as a reflective practitioner.

Reflecting on Outcomes

We have to remember that reflecting on outcomes is about reflecting on what you have learned from the experience and also how you might use it experience in the future.

There are two very important considerations here looking at what is the result what you've learned from the experience and also how you will use this experience in future teaching.

Here we can see some very useful phrases that we can use to help this reflection on outcomes:



I'm starting a sentence with the word having and then using a verb will help you focus on what you have learned from the experience and having read, having analyzed, having learned having applied and these will all help you get a very clear picture for yourself and on what you got from that experience and then by adding by now and then words like feel or realize question or no is helping you think about what you will do next in relation to this learning.

You could also start sentences with words like Additionally or Furthermore in terms of describing what you have learnt.

[Additionally,]

[Furthermore,]

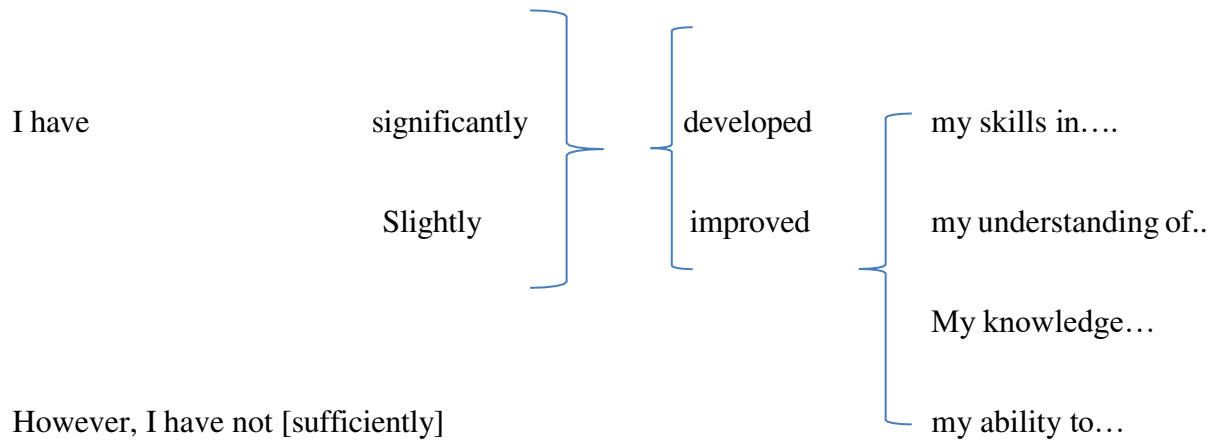
[Most importantly,]



I have learned that.....

Additionally, I have learned a Furthermore, I have learned or most importantly I have learned and this actually will help you give weight to your thinking in relation to reflecting on the outcomes from and an experience you have in the classroom.

You can say things like I have significantly or I have slightly again.



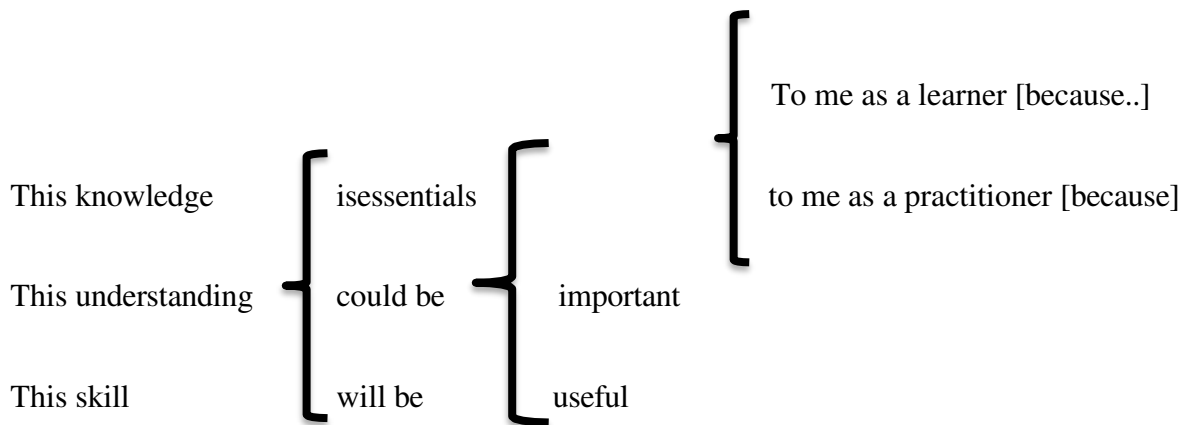
This gives a differential in terms of your reflection how much have you learned how much have you gained, is it a lot or is it a little and I have gained significantly, I have gained less significantly slightly and you can then focus your thinking on what you have actually gained, is it in skills or is it in knowledge is it in particular understandings about theories as they applied in the classroom.

This means that.....

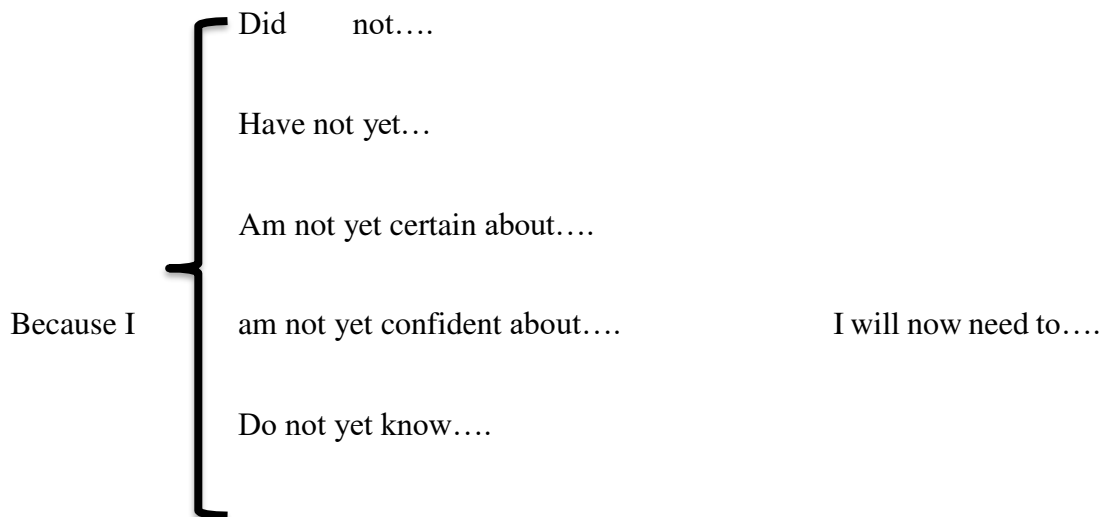
This makes me feel.....

Very simply this means that this makes me feel. Remember when you're looking at what you've learned part of what you've learnt is your emotional response to occurrences in the classroom especially where you're reflecting on things like behaviour management and miss behaviour of students in class.

Looking at outcomes, you can think of not only knowledge but your interpretation of that knowledge or understanding and the skills that you're applying in the classroom.



So, in terms of what you've learned you can focus your attention on these particular categories and think about again the depth experience that you've had is the knowledge that you've gained from this very important very useful or not so important not so useful and when you're focusing on skills an understanding knowledge and ability. You're thinking very reflectively about your process very holistically as a reflective practitioner not just in parts.



did not yet understand...

I'm starting a sentence with because I will really focus your attention on yourself in the role as a teacher because I did not, because I have not yet, because I did do something and this actually links the experience you have with your own role within the classroom.

As a next step, I need to...

Then looking forward thinking about the language structures or sentence that you can write in a Journal whilst reflecting on outcomes you can say something as simple as well as a next step, I need to do XY and Z. So, there are very useful structures that we can use in a Journal inner piece of reflective writing.

The important thing to remember is that whatever vocabulary we use it must help the reflection and therefore reflective writing is very structured rather than unstructured think carefully about the particular adjectives that you're using.

For example: the difference between important and modally important, slightly important has a big impact on your reflection and the meaning that you're giving to the words that you're writing down. The important thing to remember is that whatever you do and however you do it.

There are three stages to reflective writing:

- Description
- Interpret

- Outcome

The first stage is description the second stage is interpretation and then the final stage is reflecting on outcomes.

Topic 65

Reflective Writing: Limitations of Self-Reflection

Limitations of self-Reflection

We've looked at some vocabulary for reflective writing and we've identified different components or different stages of reflective writing. It's very useful for us to consider some limitations of reflective writing.

- Habermas makes a very significant contribution to the discussion here. Because what he talks about is the reflective practitioner perhaps entering into some self-deception around their reflection that they're undertaking.
- let's look at an example of this to put it into perspective. What can happen in terms of reflection is that as a there's a difference between the teacher's perception of what happened and what really happened in the classroom.

	Perception	Reality
Problem	Poor time management	Can't relinquish control
Reflection	Question reduce time to cover material	Time management becomes the problem & the disguise
Solution	Better lesson plans: don't allow question	Not discovered via reflection

So, if we're looking at a teacher who is perhaps worried about the pacing of a lesson and the amount of material that is being covered in a lesson and may be worried about not covering all

of the required material within a particular time frame identifies or has a perception about the problem which is well, I have poor time management which.

Perhaps on the surface seems quite logical. What could be the real answer to this is that the teacher Mr. Brown in this instance is causing a problem within the class because of the way the class is being controlled, maybe there's too much control or maybe not enough control in terms of getting through the actual lesson plan.

So, the problem is actually not about poor time management but about the teacher's approach to teaching and what Mr. Brown in this instance might reflect is that any sort of questioning that he would do in the class with the students. Would reduce the amount of time that the students have to cover the material within the lesson.

That would be Mr. Brand's perception based on the perception of the problem of poor time management. If we look at this from a very realistic point of view where Mr. brand is perhaps having some sort of control issue in the classroom then the real reflection from this would be that time management becomes the problem and also the disguise rather than the ability to actually manage the time. And then the solution the perception of the solution is well we must have better lesson plans in order to be able to make sure we covered the material. And perhaps also not to allow questions to take place in the lesson whether that's questions between peers or questions from the teacher to the students.

This could actually be quite harmful to the learning that's taking place. And actually, the solution to the real situation would not be discovered through this process. They would need to

be some other processes to be explored in order to find a solution to Mr. Brand's ability or inability to control what's happening in the classroom.

So, you can see Habermas is making a significant point here about reflection. It is very much a cognitive internal process. And therefore, the teacher needs to consciously think about what is happening and not enter into any sort of potential self-deception about what is happening thinking clearly and trying to remain as objective as possible.

So that elements of the experience elements of the perception of what happened in the classroom did not remain unexplored. And in particular in relation to this critique of reflective writing is the idea of memory bias. The thing about us as humans is that we do tend to remember the bad experiences.

- We tend to focus more on the things which disturb us. And upset us cause us some distress rather than all the good experiences that we have and therefore memory bias can be something which can interfere with the reflective writing process because. As a reflective practitioner we will give too much weight to the bad experiences the disturbing experiences rather than giving weight to some of the good experiences that we have also.
- And consequently, this affects the quality of what we're perceiving in the classroom. If we're focusing always on bad experiences and not looking objectively across all experiences and trying to perceive everything objectively then the reflective writing gets very skewed and not realistic.

Topic 66

Reflective Writing: Strategies for Overcoming Barriers

So as part of reflective writing we've identified different stages for writing. And we've looked also looked at some problems around reflective writing and what's important for the reflective practitioner to consider is how to overcome some of the barriers that we might experience when trying to apply this tool to our practice.

Some of these barriers we bring ourselves as people as teachers to reflective writing others are imposed on us from outside. So, let's take a look through some of these barriers. I've highlighted some of the common barriers. They undoubtedly can be others which you will face as a teacher. The important thing is not to be confused by them but to try to find your own strategies for overcoming them.

Lack of Time and Space to reflect

Very often teachers talk about not having enough time. in order to their reflective writing or not having the right sort of space. for example, having a very busy family life means that there would not be the right sort of space to sit down and conduct a reflective process and or to fill into a reflective journal.

So perhaps one strategy to use to overcome this would be to use your journey to and from work in order to complete a journal. if you're sitting in the back of a car, you could quickly make some

notes 20 minutes here and there 10 minutes here and there could actually produce very big dividends for you as a reflective practitioner.

Try to find any time that you can in order to do this. It's also very useful to think about talking to a colleague perhaps during a break or over lunch somebody you trust and who will be honest with you this can actually help you focus your thinking. So, when you are doing your reflective writing, it can it'll be much quicker to do.

You could extend this to a group discussion especially maybe in a faculty lounge or a staff room. If there are three or four of you sitting there a group discussion around a particular issue can help speed up the process.

Negative Ideas about Reflection

A self-imposed barrier to reflective practice can be our own negative ideas especially when we're experiencing bad situations in our teaching especially around behavior. It's actually not uncommon for all of us to experience negative ideas. And what we need to do is not allow these to consume our thinking to take over our thinking when we're reflecting.

Although it can be difficult. It's very important to try to push the feelings aside and to look at things very objectively. And again, a very useful strategy to help you do this would be to have a colleague who can look much more objectively much more realistically at situations because they're not involved in them.

Also try you know try giving yourself a little bit of extra time before you start reflecting to let your feelings cool down and to help yourself relax.

Organizational Culture

Organizational culture can actually be a barrier to reflection simply because the organization doesn't have the right structure or arrangement give you time give you the space or to support reflection.

And an important thing to do here is to realize that there is reflective practice is a good tool to improve quality. So maybe it's worth talking to your organization talking to your manager talking to the head of the school at least having time for reflection whether it's individual or group.

Fear

And of course, an important consideration in relation to overcoming barriers is our own fear of the actual critical process itself. This can be very difficult. the best way to overcome this is to use a **critical friend** use an honest colleague a truthful colleague who can not only help you see things clearly but can give you a lot of support and encouragement at the same time.

Lack of Knowledge and Experience

lack of knowledge and experiences for new teachers perhaps the most significant barrier.

The important thing I would say here is that what you need to do is to give yourself time to develop skills for reflective practice and it will become easier as you grow as a professional.

Seeing it a success or failure

don't see it as a success or failure process. It is very much about thinking it's purely a thinking tool. It's not about being critical being negative. It's about being reflective. So, with reflective practice you can see that there are a number of barriers which need to be overcome. And if you engage in reflective writing, you will have ample opportunity to overcome these barriers. And certainly, as your career progresses, you'll see that happening.

Some teachers actually can find the process of reflective writing quite scary create some sort of anxiety. And this is quite normal as part of the reflective process and shouldn't be seen as a barrier but what I would say again is to try to be objective about the critical writing about the reflective writing and to rely on support within the school and from colleagues and friends in the school.

RP as an uncritical routine

The most significant barrier is that reflective practice can become quite routine. and therefore, it became become uncritical. what you need to do is to make sure that you are reflecting critically perhaps share your reflective writing with others and get their perceptions ideas and feedback about how critical and how uncritical your writing is being.

Topic 67

Developing Competences: Professional Competences (Part 1)

Developing competencies for reflective practice. there are a number of competencies that we can consider and we can break these down into three broad headings, one competence is about professional values and practice. this relates to what we believe and how we believe our approach should be to teaching and learning.

Another professional competence is about knowledge and understanding professional knowledge and understanding. And in this competence, we're very much focused on the quality of the information that we're passing on to others. And then the third category the third competence is about skills and application or in other words our pedagogical ability and the skills that we bring as a teacher into the classroom.

Professional Values and Practice

And so, what we need to do is start to unpick these a little and start to begin to understand what makes up these three categories of professional competence and within professional values and practice. the reflective practitioner is very much looking at how to demonstrate a personal as well as the professional commitment to their values as a teacher.

In other words, a code of ethics or most. And so, the important question to think about as a reflective practitioner is well what would we consider those values to be which would define this particular competence and quite simply we can identify things like trust and respect as

significant competencies for the teacher to hold, integrity and honesty go hand in hand for the reflective practitioner. Without these particular competencies any reflection is not going to be a worthwhile or valuable for the teacher. And there are other components as well fairness and tolerance we can think about. What we need to do is to look fairly and to be tolerant of what we're experiencing.

Where also needs to be commitment and equality and as well a view to service there. These significant words for all teachers especially important for reflective practitioners. Because they define the role which we aim to take on as teachers which is more than just passing information.

It is very much about nurturing other people. And what this actually means is that it defines a particular professional behavior. These values describe not only how we behave but our relationships with others our relationships with our colleagues. And of course, the relationships that we have with our students.

And therefore, there is a particular commitment that we need to consider here. There is a **commitment to the learners** by the reflective practitioner because the reflective practitioner must be somebody who can motivate and inspire students and these competencies which we've just listed integrity honesty will help us with this need to motivate and inspire other people.

There's also a **commitment to colleagues** as well as learners as well as students. And in relation to this commitment to our colleagues what we need to think of in terms of professional competence is our commitment to the educational community and the relationships that we have with people within that community.

This is where the most significant competencies of things like trust and honesty I think become more important than any others. And of course, we have an overriding commitment to the profession as a whole as a whole the teaching profession. And in this regard the reflective practitioner is as somebody who has competencies enough to look at and contribute to policies and procedures within schools. And more than that as a teacher themselves they have an ongoing commitment to professional development so that they are always striving for excellence and quality.

Topic 68

Developing Competences: Professional Competences (Part 2)

Professional Knowledge and Understanding

So, we've looked at developing professional values as a competency. Another competence. we need to look at is that of knowledge and that of understanding. And in this you've got the reflective practitioner needs to always be enhancing building on their knowledge and understanding of the subjects they teach.

There's a particular commitment here for the teacher. And it's important also for the reflective practitioner to look at these within the context of the school and maybe even the wider context of the community. So, in terms of professional knowledge and understanding the reflective practitioner needs to think about the range of strategies that he or she can use in terms of affecting those policies and procedures those strategies and thinking about how to maintain a particular approaches positive behavior within the community environment.

It's also about looking at the factors that can prevent the barriers that can be in place to affect learning within the school environment. And It's important for the teacher to understand and to know what can become barriers for students and what can support learning in order to help overcome the barriers.

Ultimately in terms of this professional competence of knowledge and understanding the reflective practitioner must also be looking at their own communication skills and how with time

they are will develop they're able to develop communication skills. Not only in terms of explaining concepts theories facts to students but also in terms of engaging with student's communication skills is perhaps one of the key skills for the teacher.

And in this regard especially in the 21st century there is a lot of technology available for the teacher to use. And this competence of communication therefore takes on a much. A wider impact when we consider media multimedia. And of course, the internet as vehicles for learning and the communication associated with all of these different methodologies.

So, another competence we can consider within the framework of knowledge and understanding. For the reflective practitioner is that the communication that takes place is not just between the teachers and the students but it's very much within the whole school community. And therefore, that supports the relationships that occur between the individual teacher and colleagues the individual teacher and parents and the individual teacher and the community that they serve.

And what is important then in terms of developing knowledge and understanding is for the reflective practitioner to develop an understanding of the social context the community context in which they operate and to not only understand the implications of this but also begin to address the issues that arise because of this.

Topic 69

Developing Competences: Professional Competences (Part 3)

Professional Skills and Application

And in terms of developing professional competencies the final stage is looking at skills and application of knowledge and understanding. And this leads us into some focus areas. One area is in terms of planning and leading. And in this regard the reflective practitioner obviously needs to set very clear learning objectives and identify clear learning outcomes for their lessons and this needs to take account of students' needs and interests what they can do what they can't do and what they understand and what they already have in terms of planning and also evaluating lessons. What this means for the reflective practitioner is reflecting on how far the students are able to meet the learning objectives and therefore achieve the learning outcomes. **In terms of planning and leading** we can also think in terms of how the reflective practitioner is achieving the curriculum aims. Any teaching has a particular workload associated with it. And therefore, the reflective practitioner needs to think about how they are managing to get through the curriculum and manage all the work of the school the administrative duties and also have a personal life. The reflective practitioner is somebody who manages to get a good work-life balance.

And in terms of this professional competence relating to skills and applications we can also look specifically at **teaching and learning**. And in this regard though reflective practitioner needs to

consider very carefully how they are creating an environment where students can learn that feels emotionally and psychologically safe and is also challenging.

Without challenge there is no learning. So, that the reflective practitioner needs to make sure that the students have an environment in which these particular aspects of teaching can occur. The reflective practitioner also needs to use a broad range of teaching strategies in their teaching.

Purely staying with one approach to teaching can become not only boring for the students but boring for the teacher. And so different strategies and also different resources which support those strategies will help the reflective practitioner. Not only main pace may maintain the pace of learning but will help to and live in an enthused the students in terms of the content.

And in terms of teaching and learning the reflective practitioner also needs to consider the strategies that they using throughout the course within every single lesson to motivate the students in terms of the subject they're teaching and to motivate in terms of meeting the needs of the individual students.

And what is that? the reflective practitioner needs to set very clear standards of behavior and needs to promote these in the classroom in order to make sure that the psychological the emotional space is conducive to learning. And what that also means is that the reflective practitioner needs to understand that they're working within a community a school where there are policies and procedures to support how the teacher is managing this aspect of their practice.

So, in terms of professional skills and application this particular competence. And in terms of teaching and learning we can look very broadly from the point of view of the whole school or in other words how is the reflective practitioner contributing to the life of the school and contributing to the school's development and future success.

And what this leads us on to think about is the reflective practitioner's role at holistically in terms of assessment and what the reflective practitioner here needs to think about is not only how they are monitoring students' progress. But most significantly how they're giving feedback to students on that progress in a way which is honest and supportive but motivational and gives them direction.

And then therefore what you need to do as a reflective practitioner is consider which **assessment** procedures you will use from a very wide range which is available to us. If we're always using MCQs or always using a short answer, quizzes then actually this can prevent effective assessment.

What we need to do is actually use a whole range to get a very detailed picture of each individual students' achievements. And finally, to think something for us to think about as reflective practitioner in terms of this competence area of skills and application and the assessment that we need to undertake how much we are discussing with others within the school community about students' progress? how much are we? verbally liaising not only with our colleagues and managers. But also, with parents are a significant part of the teaching

learning contract this psychological contract that we're all engaged with when we're working in schools.

Topic 70

Developing Competences: Professional Competences (Part 4)

Dimensions of Development

In terms of developing competencies what the reflective practitioner needs to consider are different dimensions of development. And we need to think about not only what we're doing in the classroom but also the progress of careers as professionals. And the challenge is that that can entail the opportunities which can go along with that and our own expectations associated with all of this.

And this means that as we progress through this professional life but our confidence as reflective practitioners will grow and we will continue to learn from experience and use that experience to help the help us develop as quality practitioner and say what we needed to do is think about these dimensions or what are these particular dimensions of development that we can consider?

What happens with time is that the reflective practitioner becomes much more sophisticated at reflective practice. Initially reflection is a difficult thing to do. It takes up a lot of time and a lot of effort requires some deep intellectual skills and critical analysis. But with time this becomes much easier to do because you develop strategies for coping with barriers and also develop particular ways of thinking.

Very clear crystal-clear ways of thinking. And so, what we can do is try to put together a framework to describe this developing competence. And these mentions will actually help you.

If you're in the early stages of being a reflective practitioner they will help you develop much more sophisticated approaches well quickly with data complexity in teaching comes.

Better reflective practice and with using a wider range of teaching strategies these will help us build up our experience and actually help us as reflective practitioners. So, using the experiences will actually help us reflect better in the future and then better reflection will actually help us build better experiences.

So, there is a cycle here also of course the reflective practitioner can consider reading around the subject looking at research and also looking at other evidences within their own teaching and within the teaching of others.

What this leads to then is thinking much more broadly than just being in your classroom. The reflective practitioner the developed experienced practitioner somebody being very sophisticated is somebody who can expand. They're learning and expand their experiences and therefore expand their impact beyond the immediate classroom.

And this ultimately will lead to much fuller and complex participation within the whole school. And of course, we've growing competence then there is increased autonomy and as a reflective practitioner autonomy means that we're much more self-assured and we have a much greater self-esteem as teachers.

And this then gives us a much greater capacity for self-criticism. And also, self-improvement simultaneously. Also, then if we're looking from a whole school protect perspective will help us

consider the impact that this will have on our colleagues especially where we as reflective practitioners can enter into a mentoring situation or a coaching partnership with others.

Because this is where good practice gets shared in the school environment. And of course, there is also the opportunity for the reflective practitioner to model good practice. And then this helps to enhance the quality of teaching across the whole school. So, at this point what we need to do is think about well what are the core values?

Which underpin professional practice and encourage attitudes and conduct also in terms of what we're doing in the school. So, the competencies that we've been talking about the competencies which have been described. About values and about understanding and knowledge or will help to build a professional persona professional identity.

Topic 71

Developing Competences: Provisional Model (Part 1)

Provisional Model 1

Developing competencies, we can look at a model of competence development and this model is called the provisional model. The model attempts to combine particular strengths as well as approaches for the reflective practitioner and at the heart of the provisional model are four key components.

Knowledge/ Cognitive Competence

one component is knowledge and cognitive competence or in other words the work-based knowledge and experience that we built up the acquired knowledge that we build from experience.

Functional Competence

There's also functional competence, this is in relation to the reflective practitioner performing specific work-related tasks.

Personal Behavioral Competence

We can and also look at personal behavioral competence within the provisional model. This is about how the teacher is adapting to a work-related situation and the behaviors that they bring as a professional into the school environment.

Ethical Competence

And within the model there's also the values and ethical competence that we need to consider. this is about the teacher making appropriate correct judgments about their role and responsibilities within the school.

These core components these four core components. Within the provisional model are brought together under an overriding principle or what we can sometimes call as a meta competence and the Metta competence. So, in other words it's overriding competence to these four. Key areas have particular components to it.

Metta competence

- Communication
- Self-development
- Creativity
- Analysis
- Problem solving

One component of the provisional model is communication. A Metta competence an overriding competence for the reflective practitioner is the ability to communicate with others. Another overriding competence a Metta competence is self-development reflective. Practice is all about developing as a practitioner.

Another overriding competence is about creativity. Remember reflective practice is looking back at what happened in order to understand it and then make a change. And therefore, the reflective practitioner is in a way always experimenting in the classroom always trying to find new and productive approaches.

And therefore, creativity becomes a meta competence within the provisional model. The other two aspects of the meta competence are analysis and problem solving. The reflective practitioner does need to be able to analyze situations. So, there is a competence about being analytical in terms of reflecting on occurrences.

And because we are looking at situations in the classroom there can be areas which need some problem-solving skills. So, we conceive that we can see five meta competencies. Overriding competencies for the four core competencies within the provisional model. And we need to think about how all of these competencies come together how the meta competence encapsulates the core competencies.

And we can see this in the diagrammatic representation of the model the meta competencies of communication self-development. Creativity analysis and problem solving are competencies which help the knowledge and cognitive competence and understanding ability to build knowledge through acquisition of experience.

Meta Competencies			
Communication, Self-development Creativity, Analysis, Problem solving			
Knowledge/ Cognitive Competence	Functional Competence	Personal Behavioral Competence	Values/ Ethical Competence

These meta competencies also help with the functional competence. How do we actually translate our knowledge into means that the students can understand? We can also see that the meta competencies have a role to play in the personal and behavior competence. So, in other words the roles that we take on in the school and how these roles are communicated the problems that we face and how we overcome those problems how we understand those problems.

And of course, the meta competencies of communication self-development creativity analysis and problem solving have a very clear role in supporting the core competence of values and ethics. Because as teachers we have a very clear moral duty with students beyond just what we're teaching as a subject.

Topic 72

Developing Competences: The Provisional Model (Part 1)

The Provisional Model 2

Developing competencies, we've looked at the provisional model. The provisional model made up of Metta competencies and core competencies. What we need to do is consider the components the individual components of these core competencies. And what we can do is look at each of these in turn.

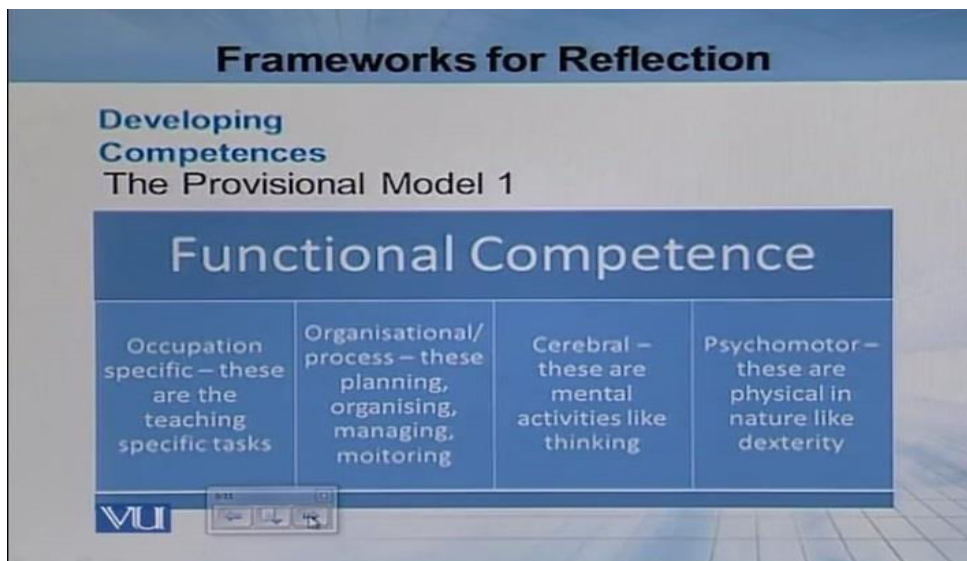
Knowledge/ Cognitive Competence			
Tacit/practical- this knowledge linked closely to functional personal competences; linked closely to Schon's 'reflection-IN- action'	Technical/theoretical- this relates to underlying knowledge bases including their application, transfer synthesis etc.	Procedural – this consists of the how, what, when etc. Of the more routine tasks of teacher	Contextual – this is general back ground knowledge about education / teaching

The first core competence within the provisional model is about knowledge and cognitive understanding. And we then this competence there are clear components. The teacher has tacit

understanding of knowledge linked to their reflection tasks. It means it's not explicit but implicit to the individual.

It's linked closely in a sense to Sean's reflection in action. As a part of the reflective process. Another component of this competence is the technical theoretical aspect of reflection or in other words how the teacher is looking at their own knowledge base and seeing how this can be transferred how it's applied how to use this in their teaching.

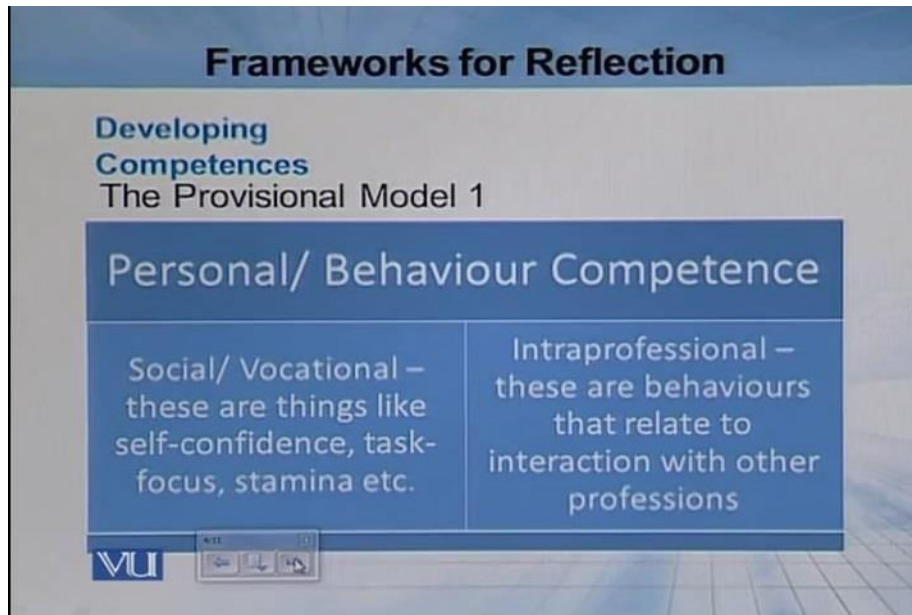
Another component of this particular competence is the procedural aspect of teaching and what the teachers actually do in relation to the activities that they engage with in the classroom. And of course, there is a context contextual component. This is the general background to the teaching that the teacher does or in other words the educational environment both within the school but also within any particular country the functional competence has four key components.



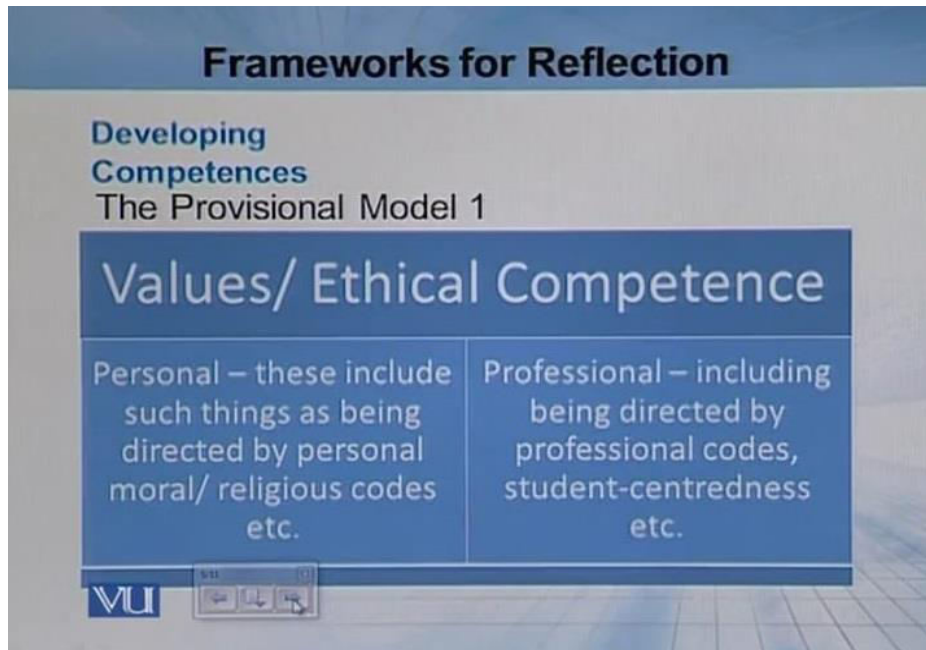
One we can see here is quite is relating to the occupation specifically. In other words, the profession of teaching and all the specific tasks and duties that teachers take on within this competence there. It's also a component relating to organizational processes. So, in other words the teacher's role in planning and managing learning organizing resources and monitoring processes and procedures.

within this particular competence we are also considering the activities that the teacher engages with intellectually or in other words the you know the cerebral the mental activities associated with thinking. And of course, there are the psychomotor activities.

These are the physical practical hands-on skills that the teacher has within the personal and behavior competence there are two components the first component relates to teaching as a social and vocational set of skills. And this very much relates to things like confidence and our ability that the strengths that we bring and our ability to keep going when things can be quite difficult.



And also, there's a component which is about our roles with other professionals. So, in other words the intra professional component of reflective practice and within the competence of values and ethics there are two components. One component is our own values and beliefs and assumptions about teaching and a bad day or roles as teachers.



And also, there's a professional component which is about to professional codes of practice and about ideas and approaches for how teachers work with students. So, we can see that the professional competencies have very particular components and all of these components along with the meta competencies lead to particular outcomes.

Outcomes

And what we need to think about as reflective practitioners are the range of these particular outcomes. Well outcomes come in three forms.

Macro Outcomes

One form can be macro-outcomes or in other words these are very broad big outcomes large results in terms of professional activity within the classroom. We would generally look at these

in terms of things like student achievements. If lots of students get great days this would be a macro-outcome.

Micro Outcomes

We can also think in terms of micro-outcomes as well. These are focused within the group within a session and very much relate to particular outcomes in terms of activities that might be taking place. For example, as a teacher you might use some small group activity with in a in a lesson and therefore a particular micro-outcome might be students increasing confidence with discussing and negotiating in groups of people.

And of course, along with the macro-outcomes and the micro-outcomes there can also be partial outcomes. These are the outcomes that the reflective practitioner will consider when outcomes are achieved only partially from an activity. And it's these outcomes and this framework of competencies which leads to reflection for the reflective practitioner.

Topic 73**Reflecting Effectively**

Reflecting effectively, they reflective practitioner to be effective. Must have the right mental attitude for reflection. And if we look closely at is paradigm of reflective practice, what we can do is draw out three key attitudes, which make reflective thinking effective and these three attitudes are

- **Open-Mindedness**
- **Responsibility**
- **Whole Heartedness**

This is the ability of the teacher, the reflective practitioner to, have an attitude which is questioning and not closed. There's also the attitude of wholeheartedness or in other words, the desire to improve and to change and to manage ongoing professional learning. And then the other attitude is also responsibility, which drives the process of reflection for the reflective practice, perhaps the most important attitude that we can draw out from these three is open-mindedness, it's only with a very open attitude with a questioning approach with an idea that we can always learn and improve and develop our skills as practitioners that the reflective process becomes truly effective.

What we're always doing in terms of being open-minded is always questioning and looking at what we're doing, looking at the routines and our responsibilities and seeing how we can make changes and how we can improve these.

In order for these three attitudes to come together and become very powerful to improve effectiveness. What we need to do is actually look at what we know, what are our values and beliefs as reflective practitioners. And once we begin to think along these lines, it actually starts to underpin particular ways of knowing for the reflective practitioner, our values and beliefs are what, direct us as teachers and actually give us a focus for our approach and the ways of knowing actually then how pursue bring together all these elements, these attitudes, and values and beliefs to be effective.

And we can look at different levels of knowing different ways of knowing. For example, we can talk about absolute knowing. This is perhaps the most simplistic level where knowing is either about right or wrong, correct or incorrect. We can also talk about transitional knowing this is where we know that some knowledge is correct and other types of knowledge we need to explore.

Frameworks for Reflection		
Reflecting Effectively		
Ways of Knowing	Patterns of Reasoning	
Absolute Knowing Knowledge is either correct or incorrect. Correct knowledge obtained from authority.	Mastery Peers debate and quiz each other for mastery.	Receiving Peers talk to create a relaxed atmosphere.
Transitional Knowing Some knowledge is correct; other types of knowledge can never be discovered. Learner should understand rather than memorize facts. Not all knowledge comes from authority.	Impersonal Learner exchanges views with peers and express their opinions.	Interpersonal Learners collect ideas from others who provide exposure to new ideas.
Independent Knowing Most knowledge is uncertain so learner thinks independently. Values knowledge that does not come from authority.	Individual Learners focus primarily in thinking independently; exchange with others is of secondary importance, though appreciated.	Interindividual Learners place equal value on hearing others' perspectives and thinking for themselves.
Contextual Knowing	Peers enhance learning via quality contributions. Learners exchange and compare perspectives, then integrate and apply knowledge.	

And other types of knowledge need to be discovered. And, this actually comes from the reflective practitioner, developing in confidence, becoming more authoritative as a teacher. Beyond this, we can talk about independent knowing this is where the reflective practitioner and the authority that they have as a teacher start to really take control and become very powerful underpinning.

All of these ways of knowing is something that we call contextual knowing. This is where the reflective practitioner is bringing knowledge together from theory, from experience into a particular context, into a particular setting, into their own classroom. And therefore, synthesizing

that knowledge. This is where reflection becomes extremely effective within ways of knowing there are different patterns that we can apply.

In terms of independent knowing we can talk about individual patterns of knowing and also inter individual patterns of knowing. This really underpins the idea that the reflective practitioner is not only somebody who reflects independently, but also reflects with others. As a community of practice with colleagues to create a very powerful understandings and it's through these perspectives that we can begin to integrate and also create knowledge as reflective practitioners.

Topic 74

Reflecting Effectively: Professional Development Journal (PDJ) Part 1

Professional Development Journal (PDJ)

Full effect reflection. We can consider a number of tools. Perhaps the most prominent, the most used method of reflecting is the professional development journal. This is very simply a written record of experiences in the classroom and their response that the teacher has to those experiences in the classroom.

It can take a number of forms, but the important thing is that it really takes, a general account of the learning from the experience and. Perhaps most importantly, it identifies critical incidents. Critical incidents are something we'll discuss later, but the professional development journal is a very good place for the reflective practitioner to identify and then to reflect on critical incidents as they occur, Because the reflective practitioner is writing in a journal.

The professional development journal is therefore quite subjective. It is the individual's response, the individual's perception of what has actually taken place. And therefore, it is very important in the professional development journal too. Take time to relate theory, which has been explored in the literature with the experience of practice, perhaps one of the most valuable functions of the professional development journal. Once the critical incidents, once the experience has been noted down, once the feelings have been identified, is for there to be some indication of action in relation to the experience we must not, just keep a diary. A professional development journal is

not a diary of what happened. It does follow a structure in terms of, reflection and action. So, what you can be doing is to be looking for themes longitudinally through the journal, to see if things recur, and then starting to develop some ideas about actions that you can take in terms of your experience.

And therefore, it's very important to get into a very good habit of writing in the journal, try to do it as soon as possible after teaching and as regularly as possible as you, go through your teaching. The. Perhaps the most, difficult thing to consider as a reflective practitioner is writing in a journal.

When do you get the time? the important thing to realize is that, it is a very critical process, but try not to think too hard about it, that can actually stop you from writing in the journal. What you want to do is to let the writing flow and to get the experience, capture the experience on the paper.

So, a very good and simple rule to follow is little and often in the professional development journal, you don't need to write pages and pages. You simply need to note down the key incidences, the key approaches. And a very good thing to do with the journal is to share your reflections with your colleagues in school.

So, you can get their perspectives on your reflections. And of course, it doesn't have to be just a word. You can actually put diagrams or drawings in there. And so therefore writing in the professional development journal is a very structured process. It's not free form. And what you need to make sure is that you include **description** under the words, what happened that you have

in **analysis** and **evaluation** in there. This is the crux point of reflection and also **conclusions** that you can draw. The conclusions are important because these will help you identify action points.

Topic 75

Reflecting Effectively: Professional Development Journal (PDJ) Part 2

Reflecting effectively using the professional development journal. What is useful to consider here is, a framework that can support the process of writing a very simple framework, that we can use is the **what, so what** to know what model, or in other words, start off writing in the journal by talking about what happened, or in other words, a description of the event, what was it that, occurred in the classroom that warranted the reflection.

The next frame to write about is so what. In other words, what's your reaction to what happened? What's the actual analysis of the event that occurred? What's the analysis and evaluation of the experience of teaching on that particular occasion.

And then the final part of the framework is that **now what**, or in other words, what's the next step? What will you do? What are their actions, which will come from your reflection? So, it's a very simple framework to use for writing what, so what, and now what, and. What this particular model is good for is that it provides some trigger questions to help the reflective practitioner use this particular framework.

What?

So, for example, in describing the occasion, describing the event in the classroom, the reflective practitioner can use what questions or in other words, what happened? What did I see? What did I do? What did my students do? These are very simple trigger questions to the first part of the

frame. They also provide trigger questions for the other components in the framework as well, or in other words for, so what these are part of the analysis and evaluation aspect of the reflection.

So What?

And so, the trigger questions need to reflect analysis and evaluation, or in other words, how'd you feel at the time? what were the effects of this particular thing happening? why did I react, to this particular student in this particular way? this is where the critical reflection, has most power.

Now What?

And then the trigger questions for now, what, or in other words, the action planning component of the framework, what are the implications of the analysis? And then what are the next steps? For example, it could be, how can I modify this aspect of my teaching?

Layout

So, what do you, we need to think about it as a reflective practitioner? When you're writing in a professional development journal is the actual layout that you choose. Many people will just treat it as a diary and write a long narrative. If you do this, it might be good for you, but it's very easy to actually lose the description analysis and action planning components.

And so, a good structure to a professional development journal can actually help the reflection process and actually make reflecting much more effective. What you can do is actually devote,

devise yourself a particular template and the template needs to cover those components of the framework. In other words, what, so what, and now what.

The layout could be, for example, a split page. Some practitioners will fold a page in half and draw a line down the center and on the left-hand side will describe and on the right-hand side, we'll analyze and evaluate. What some people will also do is write on two sides on the left-hand side, on the right-hand side of the book.

Frameworks for Reflection	
Reflecting Effectively	
The Professional Development Journal (PDJ)	
Left Hand Page (LHS)	Right Hand Side (RHS)
Time/ date/ contextual details	Reflection
Description of the session	Analysis and evaluation
Describe critical incidents	Reference to theory
Initial feelings	Thoughts added during review

And so, on the left-hand side would be the descriptive component it could be very, reflective in terms of feelings on the left-hand side as well. Certainly, it would include date and time and the context, this puts everything into perspective. And on the right-hand side, the reflective

practitioner is actually undergoing the analysis and evaluation component. And actually, beginning to think through the actions that need to be taken in order to develop practice.

Topic 76

Reflecting Effectively: Critical Incidents

Critical Incidents

Reflecting effectively in terms of critical incidents, we mentioned critical incidents recently. what we need to do as reflective practitioners is be continual in terms of reflection, and we can use tools like professional development journals to do that. And we know that a professional development journal can have, a useful structure that can help reflection.

However, if we just, telling a story in the classroom, the effectiveness of reflection can be reduced. What many reflective practitioners do is. Actually, just focus on critical incidents that occur in their teaching and only reflect on these in their professional development journal, critical incidents.

So those things which happen to us while we are teaching, which stand out for us, which per some reason become very, very important. They can be positive as well as negative. Very often it's easy for us to focus just on the negative. But we must remember that critical incidents can also be very positive incidents for us as teachers and really critical incidents can be considered as a light bulb moment. When the light goes on a sudden realization that something good has happened or that some problem is occurring.

Examples

There are some examples, for example, behavior issues in the classroom can suddenly come to the fall it could be a student who has a particular problem with an activity that you want the whole class to perform, or it could be something quite positive where a student is performing much better than you expected.

How Critical Incidents be Used

Reflection, sorry. Reflecting on critical incidents then is really something which helps the reflection process. It gives a focus for what you're actually reflecting on rather than just the day-to-day routine you're picking on particularly important components of your work.

Possible Outcomes from Undertaking Critical Incidents Reflection

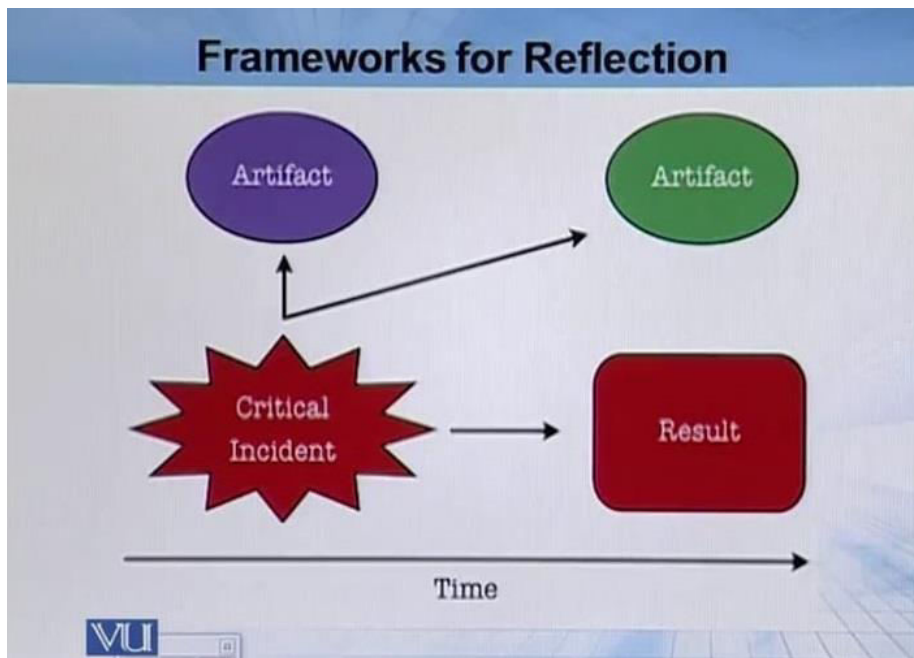
And as I've just mentioned, critical incidents can be focused on negative aspects, negative experience, and they can also be focused on positive experiences that we have and therefore critical incidents and critical incident analysis is very much something that we can use to affirm. What we think we're doing in the classroom to actually, reflect and know that we're doing the right thing. It's a way to sort of congratulate ourselves as well as, as a means for giving us some immediate action points and also looking further beyond what we need to be considering immediately.

Critical Incidents Reflection

So, critical incident analysis can be used in a number of different ways. It's not just debates producing a narrative, but it's about, it's about focusing that narrative on particular aspects of

teaching. For example, critical incident analysis could be just one event one thing that happened while you're in the classroom while you were teaching, or it could be reflecting on something which is an ongoing phenomenon that you're experiencing as a teacher.

And therefore, we can diagram this process of critical incident analysis within the professional development journal.



And what we can see is that there is a critical incident, which generates certain artifacts. Artifacts are what we write about in the professional development journal. The what? So, what, and now what framework that we use and the most important thing that over time that the critical incident leads to some action. Point time here can be short. It can be extended depending on whether the incident is a one-off or whether the incident is a recurring process that we're experiencing.

Topic 77**Reflective Action Planning**

Reflective action planning. Part of the reflective process, perhaps the most important part of the reflective process is taking action in response to what we reflecting them. And therefore, their action planning process is very much about selecting a specific target, a specific action to accomplish. And this involves a number of things.

It certainly involves planning eight a program, not only of reflection, but the actions in relation to that reflection, this could include, discussing with colleagues, notes in the reflective journal. And your actions, which you're planning, it could also be a process of observing other teachers or having other teachers observe you to give you feedback. And for you to acquire more knowledge about your approach as a teacher, it's very much about not only action planning, but focusing on the effectiveness of quality of what you're doing as a teacher.

The active action planning process then is about identifying the opportunities that you have in discussing these opportunities. Are they appropriate? And also using this process to reinforce what you're doing well, and to identify where you need to make improvements, where you need to make changes.

And effective action plan then is something that we need to think about. It's not just about putting action points on paper.

- The effective action plan is a very, very useful document for the reflective practitioner.

- It helps you build up a profile of your work and your development over time. It's certainly something that is a professional document and therefore should not be just for your, consumption, but also for, it should be shared with your line manager, the principal in the school and others.
- And of course, therefore the action plan needs to be very precise in terms of how it's written, not vague. And so, an action plan answers certain questions for the reflective practitioner.

Answer of the Following Questions

For example, questions like, well, what is my priority here? What do I need to focus on? What is it that needs to change? What do I need to achieve with this particular change? Within that identification of the what there also needs to be an understanding of when these things are going to occur and when they will be completed. When am I going to do this? And when will I know that I've completed this.

As well, we need to consider in the action plan, is who can support the reflection process and the action process. You are not operating in isolation in the school, you're operating as part of a team. And so, there are those people who can help you, how will you get their help? How will you also collect evidence of what you're doing?

And how will you collect evidence, which will help you measure the level of success that you're having. These are other aspects which need to be included other questions, which need to be included in the action plan for which you're seeking answers.

What is my priority and do I want to achieve?

And what do you want to think about is, the action planning process, not just as a means for directing what you're doing, but as a process, which is going to help you develop your confidence.

Because through this process you will become more effective as a reflective practitioner, more effective as a teacher. For example, you could ask a question like, that you're going to discuss the school particular school policies or approaches, of the school with your head of department.

This is something that you could include in the action plan as something very valuable. And what sort of support arrangements would you need in order to make this work? And really the success criteria, what we'll **demonstrate** through the evidence that you collect, that you've been successful with the action planning process.

Topic 78

Indicators of a Reflective Practitioner

There are some key teachings and learning practices, which contribute to what we do as reflective practitioners. And what we can do is identify particular attributes, which will indicate when a teacher is being a reflective practitioner.

Intellectual Quality

Key attribute really is intellectual quality. The reflective practitioner is somebody who is engaged in higher order thinking rather than common sense thinking this is very critical thinking. In terms of intellectual quality, the reflective practitioner is somebody who has a deep knowledge and a deep understanding of the subject they're teaching and also the pedagogy of the subject that they're teaching.

And the intellectual quality of the reflective practitioner is exhibited through the way they communicate with other professionals, or in other words, how they talk about teaching, how they talk about language or in other words, the matter language that they use to talk about the profession.

These particular attributes, we can identify through some very simple questions that we can ask ourselves. And these are questions that we can reflect on as we're writing, for example, in a professional development journal. A question, a very good question is, how do I use students prior? Experiences to support their current learning.

This is a matter language approach to teaching in the classroom. Other questions, how do I encourage my students to be agents of their own learning or in other words, more autonomous and how do I move students towards a higher order thinking? These are questions, which indicate that the reflective practitioner has a particular intellectual quality, which they're bringing to the role.

Supportive Classroom Environments

Another indicator of an effective reflective practitioner is that the classroom environment is supportive of teaching and learning. For example, there is very clear student direction in terms of activities and learning, which is taking place. There is social support for our students within the entire room.

Also, their classroom environment is very active rather than passive, and therefore students engage much more with, the teaching and learning, which is taking place. And what is key to identify here where you have effective reflective practice is that the students are to a very great, a great degree self-regulated, or in other words, learning happens almost without direction from the teacher.

These can be operationalized through, and again, a number of simple questions that we can consider when we're writing in a professional development journal. How do I provide student responsive lessons and engage students with who have diverse interests? This is where the reflective practitioner is thinking very critically in terms of higher order, cognition of what they're doing.

How, do I collaboratively plan aspects of the curriculum? This is another key aspect of an effective reflective practitioner. How do I motivate learning? This is not just about teaching. It's actually thinking about how to engage students more.

The indicator of reflective practice is how the individual teacher is engaging with difference. Whether it's a social status or whether it's gender or group identity. This actually means that the teacher is operationalizing differentiated learning in the classroom. And again, in terms of reflection, there are particular questions that we can ask.

How do I acknowledge respect and value? Students' diverse learning needs is a very good question to ask ourselves. How do I promote student voice is about student empowerment and student autonomy? How do I acknowledge different ways that students learn? If you can reflect in this way, you are showing higher order skills.

And perhaps importantly is connectedness or in other words, how the teacher brings together knowledge and practice background, understanding of students and of the school and of the families and of their own role as a teacher, into a cohesive and complete approach to teaching.

Topic 79

5-Key Features of Reflection

What's important to remember is that teaching is a very complex activity. It requires the teacher to make difficult decisions in complex situations. And therefore, a key feature of reflection recognizes the complexity, the difficulty of the teacher's role. Added to this is the fact that this complexity has to be linked back to theoretical underpinnings for the teacher, these theoretical underpinnings guide our approaches and, help us make decisions in the classroom.

So, there are some key features that we can look at in terms of reflection and reflective practice.

Reflection Must Lead to Learning

One key aspect and perhaps the most important is that reflection must lead to learning. It must lead to change. The process of reflection is about professional development and therefore it's an opportunity for the teacher to learn for ideas, to evolve, to change, and for understanding to become much deeper. And for us to get a much better appreciation of the contexts and the situations in which we teach

Reflection is an Active Process

Another key feature of reflection is that it is very much an active process, it's not passive. The reflective practitioner is somebody who is proactive about changing is, focused on reflection on review, on analysis. And of course, on action and is doing this in a very thoughtful and measured way.

Reflection Involves Problematizing

Another key feature of reflection is that it is very much about problematizing. The teaching that we do, it's about looking at critically looking at what we do identifying areas which need to be improved or to understand problems that we're facing and to come to some resolution for these issues and problems. Reflection is not just thinking about teaching. It is very much about problematizing what we do and identifying action points.

Reflection is not Linear Process

Another key feature of reflection of course, is that it's not a linear process. Reflection does not happen in a straight line. It actually is cyclical. It is a cycle, where there can be any number of iterations or in other words, journeys around the cycle of reflection, this identifies the fact that reflection is an ongoing process and not something that will just happen one time. It is actually a continual process.

Reflection Process

And another, the key feature of a reflective practice is that it is about looking at the experience that we have as a teacher from different viewpoints, from different perspectives to get different understandings of our own experience. So, what we do as a reflective practitioner is not only reflect for ourselves, but also consider things from other people's points of view. And therefore, the term critical reflection is used for this process. It's not just about thinking. It is very much

about combining all aspects of a very critical approach to thinking which is description, analysis, evaluation, and then conclusion. This all makes the reflective approach.

Topic 80

Ensuring Reflection Leads to Learning

What we have to do is make sure that there's a very clear distinction between the level of reflection that we're engaged with as reflective practitioners. If we're not careful, reflection can actually become quite routine and therefore not very meaningful in a way it becomes an unthinking process.

And what we need to ensure is that reflective practice is at a much, is thinking at a much deeper level. It's about consciously thinking through what has happened, taking control, having some measure of analysis in terms of that experience. And standing back and reflecting, looking at questioning that experience.

And so, in the literature, what we can see in terms of reflective practice is that there's a distinction between what some people call common sense thinking and what others call pedagogical thinking. Common sense, thinking and pedagogical thinking are in a way, two extremes of a straight-line continuum.

Common Sense Thinkers

Common sense thinkers it has been said, tend to think in a very unconscious way. That's not just saying that it's a bad thing. Common sense thinkers are those people us as we think through everyday life it's very normal. It's a very normal thinking process. It therefore can lead to particular process in processes in the classroom like trial and error, or in other words,

experimenting with something to see if it works and if it works well, if it doesn't change it, this is very common-sense thinking.

Pedagogical Thinkers

Pedagogical thinkers very different to common sense thinkers with a pedagogical thinker. We're looking at a much more conscious process in terms of, reflecting on teaching in the classroom and it's that consciousness. In terms of reflection that actually ensures that the reflective process leads to learning it's about the individual taking control and about taking a much longer-term view of the professional aspect, the career aspect that we have as teachers. It's not just common-sense thinking which is in the moment and immediate. Pedagogical thinking is much longer term.

Four Key Principles for Learning

And what we can do then is look at four key principles of learning for the pedagogical thinker and these define process of pedagogical thinking. We have continuous reflection, which is ongoing, connected reflection, challenging reflection, and also contextualized or situated reflection.

- Continuous Reflection
- Connected Reflection
- Challenging Reflection
- Contextualized Reflection

- Contextualized Reflection

Continuous Reflection

Continuous reflection as the word demonstrates is something which is ongoing for the reflective practitioner. The pedagogical thinker will continuously think on and think about their experiences in the classroom in order to help lead the process of professional development. And this therefore gives the reflective practitioner a lot of material to work with reflection.

Connected Reflection

Connected reflection is essentially the component which links experiential learning from the classroom acquired knowledge from the classroom, with the form of the learning that we have on courses or in training. Without structured reflection teachers may actually fail to bridge the gap between their experience and what the literature what theory tells us about teaching and learning. And therefore, this is a very important component of thinking for this level

Challenging Reflection

This is where the teacher is prepared to pose questions and perhaps very difficult questions for themselves in order to begin the process of improvement and development.

Contextualized Reflection

And of course, there's contextualized reflection or situated reflection. This brings all the other levels of reflection together within the context of teaching for the teacher. For example, a

reflection could be more formal or informal depending on the context in which the teacher is teaching. So, contextualize reflection takes all of these considerations and actually makes it meaningful for the teacher within the context that they teach.

Topic 81

Tools for Reflection

Reflective Journal

Tools for reflection, perhaps the most often used tool is the reflective journal the professional development journal these very popular they can involve teachers in self-assessment, collaborative critique and also action planning.

Reflective journals can also be a means for sharing dialogue with other practitioners. It's a means for putting on paper ideas and being able to share those with others in a very concrete way. It can be very individual but it also can be very collaborative. And what we can do is consider questions and checklists which help us frame our thinking in the journal. And there are many, many different types of journals that we can use the reading response journal is one the reading response journal is where the teacher reads. It could be some recommended text or it has access to texts in the school or at home and uses the journal to reflect on the content of what they've read.

We also can get something called a double entry journal. This is a very popular approach for the professional development journal where one side of the page the left-hand side describes the context and the situation and on the right-hand side is where the reflection the analysis evaluation takes place.

Based on **Smyth's four phase model** of describe informed confront and reconstruct this is where journals become quite powerful.

In **interactive journal**, this is where the teacher writes regularly in a professional development journal. But these writings are regularly as a matter of process shared with an audience that could be one individual or it could be a group of individuals.

This is a means for encouragement and support of the teacher.

Dialogue Journal

And you can also get a dialogue journal or sometimes called a dialogic journal. this supports the process for the teacher of deconstructing and reconstructing the experience very methodically. It helps the teacher makes, make sense of the conceptual and theoretical understandings that they have in the classroom by critically taking them apart looking at the components and then reconstructing them in a meaningful way.

Narrative Journal

There's also something called the narrative journal. This is where the teacher uses the writing process to reflect on values and beliefs about their role as a teacher what is the essence of teaching? And it says very much here where the teacher can draw on influences, make inferences about their teaching.

Practicum Journal

There's also practicum journal. This is perhaps something that teachers will experience during training where there would be a sequence of guiding questions which need to be answered by the teacher. This gives a very strong structure and helps the reflective practitioner critique and modify their teaching in a very processed and sequential way.

Self-Assessment

Self-assessment is another tool for reflection that we can use. And there are many checklists available which we can use. And of course, we can devise our own self-assessment checklist in terms of supporting the process of reflection.

Portfolio

And of course, there is also the portfolio that the reflective practitioner can use. The portfolio is a collection of materials. Some people would call artifacts from the process of teaching in the classroom. These artifacts these materials could be paper-based or of course they could be electronic. And what this is used for the portfolio is useful is demonstrating the teacher's higher order thinking and their cognitive thinking.

Examples could be things like lesson plans, examples of students, work recordings, photographs of students, or even appraisals of students, which taking place.

Group Reflection

And of course, there's group reflection. This is where the practitioners, the teachers, the colleagues get together to share experiences, discuss and describe. And this not only give support but actually supports a much deeper level of reflection.

Mentoring

And mentoring is another significant process for the reflective practitioner. This is a jewel process where, the teacher is coached and supported as part of reflection.

Topic 82**Social Criticality**

What we have to remember is that reflective practice does not happen in isolation. And therefore, there is an element of looking at the reality of the situation in which we're working and deconstructing reflecting on that and perhaps overturning what we would normally assume in terms of new understandings.

Only when the teacher takes this reflective stance that we're able to really consider our roles as teachers and the type of learning which is taking place in the classroom from a social critical standpoint. And therefore, the reflective practitioner is somebody who's not only practicing theory but also theorizing practice bringing experience together with theory in order to create something very meaningful for themselves and also for the profession as whole.

Self-Development is based on

And therefore, for the reflective practitioner, self-development in terms of social criticality is based on a number of premises. One premise is that received knowledge and that there was the intellectual content of the profession that we're engaged with, comes together with the acquired knowledge, the experiential knowledge that we gain from the classroom, along with the reflection of that experience.

Dialogue and Discussion

What is also involved in that is a process of dialogue and discussion. Social criticality recognizes that as reflective practitioners, we're working within the context with other teachers and

therefore development is very much a process of shared understanding and dialogue and not an isolated individual activity as such and therefore, it's very much about articulating our understandings and using that language to shape our pedagogical thing.

Cooperative and Collaborative Process

And therefore, reflective practice is a cooperative and collaborative process. It involves others we are not working individually. In order to develop ourselves we are doing that development with other people.

Constructivism

And self-development, therefore is based in constructivism. Constructivism is a theory of learning, which is very much mediated by the language we use to describe things. And we use that language to construct our understanding jointly with others. And as such teachers are guided than through higher order levels of thinking through this social critical process and that this, knowledge is socially derived within the group that we work with. And what we have to consider then is that there is a **zone of proximal development** as a reflective practitioner. There are those that who are closer to us can have much more impact and can support us. Those who are not so close they can offer less support and less, criticality in terms of our reflection.

The process of reflection then allows. Reflective practitioners to develop their skills for inquiry and to take an inquiring stance, in terms of their role in the classroom. And it's through this process that teachers advance their skills as teachers advance. Through **reflective**

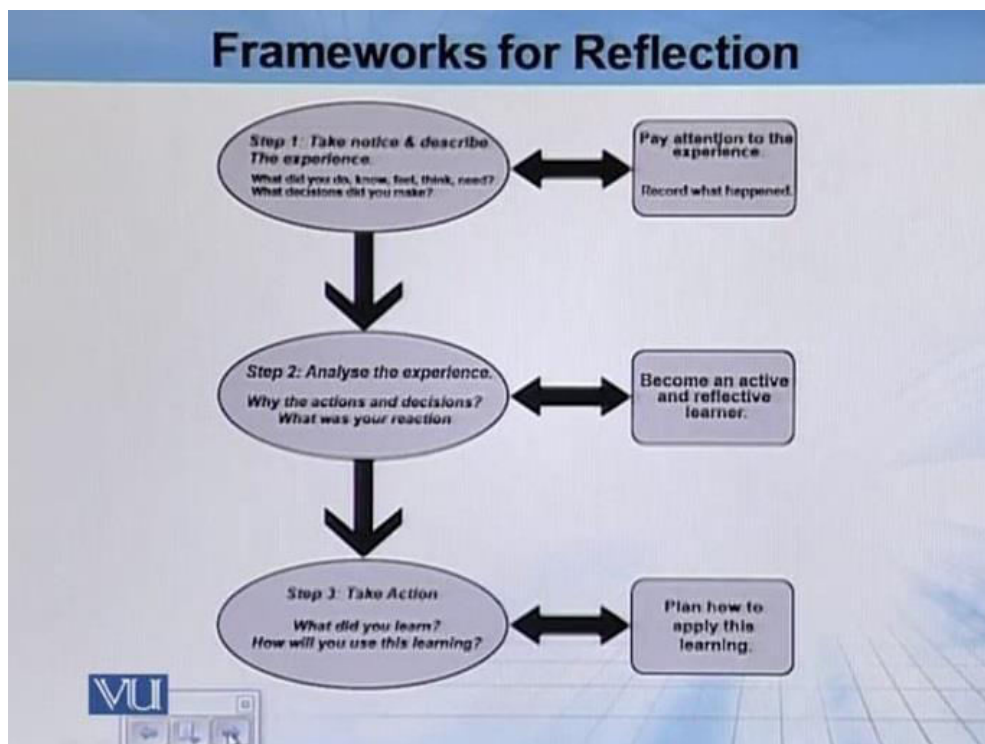
practice by just challenging things which have been uncritically thought about before, by thinking critically about them. And therefore, in terms of social criticality reflection is a group process. It's a social activity, not something which is done in isolation and the social component provides multiple opportunities for reflection.

Topic 83

Hegarty's Reflective Framework

Haggerty's reflective framework provides a template that the reflective practitioner can use to support the reflective process. It's essentially three simple straightforward steps that encourage the reflective practitioner to move beyond simple description and to make sense of the experiences and the analysis of those experiences in order to move towards action as a teacher in the classroom.

Hagerty is reflective framework is nice and simple to use and therefore very effective as a framework for reflection.



- The three steps quite simply are about describing the experience, taking notes of what happened noticing. Who's doing what, how things are happening, paying attention to the experience in the classroom and recording that experience.
- Step two is about analyzing the experience. Why were particular decisions made? Why do you think that certain things happened in the classroom? What was your reaction? What was your students' reaction? when these particular things occurred, and this is where, as a reflective practitioner, you are becoming very active and reflective as a learner.
- And then the final step in the framework for reflection is about taking action. What do you need to do next? What do you need to learn about now in order to develop? And this is where you are planning, how to apply what you're learning from the reflection process.

So, the three steps, the first step is about **taking notice and describing the experience**, pay attention and record it. The journal here is the place where you can use this framework to go through each of the three steps.

The first step is where you're describing. What did you do? How did you feel about it? Hey, do you think the students, experienced that particular lesson? The second step is **analysis of the experience**. what were the actions and decisions and why were these actions and decisions taken? what was your reaction at this particular point to the teaching or the experience that you had, analyzing and evaluating is the second step where, the reflective practitioner is beginning to understand what needs to be learned?

And then the final step reflects and *take action*. What did you learn? How will you use this learning and, how do you plan to apply this learning? You can see the three steps, take the reflective practitioner through a journey of learning. From describing understanding what needs to be learned and then analyzing the complexity of that learning in order to reach at a point where learning can begin to happen through actions.

Topic 84

Personal Practice Theory (PPT)

What has been seen in the literature? What a lot of researchers write about is that teachers begin to build their own theories from their values and beliefs about education about teaching and the experiences that they have in the classroom. And these theories for each teacher become very powerful because it links the experiences they have and the values they have together, into something which they hold very powerfully very strongly

Personal practice theory then is very much about a personal. A systematic set of beliefs that a teacher has which describe theories for the individual teacher and how the teacher operationalizes these theories or in other words the theories which guide their practice. So, there is a practical component to personal practice theory.

And then this is all brought together through the experiences. The work experiences as well as the life experiences that the teacher has personal practice theory is something that all teachers will develop in time through the experiences that they have and their evolving values and beliefs.

So, what does this really mean for the reflective practitioner? Well, what it does mean is that the reflective practitioner by bringing a personal practical theory to the surface can actually reflect much more, deeply, much more critically. And this can help with decision-making. It can help with analysis and evaluation of the activity in the classroom. It can help with action planning and action in terms of critical incidents. Most importantly, it's a very useful way for the teacher to

feel more empowered and more in control of their role in the classroom and their role as a professional.

Developing Your Own PPT

So how do we develop a personal practical theory? Well, there is, there are no, there's no one way to do this. There are no right or wrong answers. We're talking about values and beliefs linking with experience, in order to generate theory. So, these are not fixed attributes, but we can consider the following chart which can help in terms of understanding personal practice theory. For the individual practitioner, it's very much about looking at practical experience in the classroom. For example, thinking believing that excellent teachers have high expectations of students.

Frameworks for Reflection

Personal Practical Theory (PPT)

- Developing Your Own PPT

Personal Practical Theory	Source – Where did I learn this from?
<i>Example:</i> Excellent teachers have high expectations of students.	<i>Example:</i> My school English co-ordinator had exceptionally high expectations of her students and she pushed them to become better writers than they thought they were capable of becoming.
<i>Example:</i> Class activities ideally should last no longer than 20 minutes.	<i>Example:</i> I remember getting distracted when my teacher would lecture for 50 minutes but engaged a lot when the class was involved in many different activities.

VU

This is a value that we have. And we bring this together with experiences that we have an example might be that the teacher in their own school had an English coordinator who had very high standards of their students and pushed them very hard to work and to be better writers. And it's because of this, that the students achieved.

So. In terms of personal practical theory, the teacher is bringing their own belief together with an experience they have. And this generates a theory of approach for the teacher. Another example is that class activities it is believed should last no longer than 20 minutes. This is what a reflective practitioner might believe. And an example to support. This might be that the teacher sees that students get distracted easily distracted or off task after more than certain periods of

time say in a lecture. And therefore, this generates a theory about how the teacher should be teaching and how the students will better learn.

Topic 85

Understanding Self and Others: Professional Identity

Professional Identity

What we need to ask ourselves to ask ourselves is what is professional identity? Well, professional identity is something that a teacher develops quite consciously over time. It's an apprehension of what constitutes what makes good teaching and learning. It Develops through participation in professional networks, professional collaborations with others, it's not an individualistic.

And it is based in knowledge and skills which are transmitted by the reflective practitioner communicated through the use of professional language. So, this implies something about professional identity. It is very much about the reflective practitioner taking theoretical perspectives and the particular habit of reflection which then underpins the experience of the teacher and actually becomes part of their normal working practice.

So professional identity is founded within certain premises.

Practice Oriented

One premise is that, professional identity is **practice oriented** or based in practice-oriented reflection. This means that the teacher uses their experience, finds out what works and what doesn't work and uses this in order to create that their own identity as a teacher in this sense theory is not important. It is the experience which has more value.

Practice as Education

But there is another premise about professional identity, which is that it is based in **professional reflection** or in other words **practice as education** in this sense theory is an important component of professional identity and actually professional identity is developed through critical reflection and self-reflection. So professional reflection is necessary to the educator in terms of being authoritative as a professional and in terms of being independent and confident as a competent teacher.

Reflection in Advance

So, reflection can also occur in terms of advanced thinking about teaching in the classroom. So, another premise that we can look at in terms of a reflective practitioner, developing a professional identity is that they are able to reflect in advance, of any teaching that they do. And this becomes central not only to their intellectual growth, but also the reflective practitioners, professional growth. And part of what we're looking at here is the professional identity is focused in technical aspects of the role that the teacher plays, that the teacher is building identity based in the classroom from the experiences that they have day to day, week to week.

Topic 86

Understanding Self and Others: Developing Professional Identity

Developing Professional Identity

Understanding self and others. We've looked at professional identity. We need to look at, how a reflective practitioner can develop a professional identity. What we know is that meaning is constructed through communication and cooperation with others. It is by participating in this communication and cooperation that teachers start to develop a professional identity.

Finding A Mentor

And what can be very useful in developing a professional identity for reflective practitioner is to have a mentor. A mentor is another teacher somebody who is experienced, highly competent and can be a model for the teacher in terms of their role in the classroom. They're improving, developing professional identity. And in this sense, professional growth for the reflective practitioner, means that the mentor is working with the individual, to develop their professional, professional practice and to develop the work that they do on an ongoing basis in the classroom.

In this sense for the mentor and the mentee, the person being mentored. Experience and critical reflection of the experience is important to the development of pedagogical understanding and therefore professional identity. And therefore, there is a relationship between the mentor and the mentee, which is critical and detailed.

It can involve looking at assumptions and making these very clear. And maybe even challenging them in order to arrive at more clarity and deeper understanding.

Experiences with theory-based practice can also be looked at between the mentor and the mentee. This is where the teacher is putting into practice theory as described in the literature. And then with the mentor reflecting on that application of theory. How well, it went and how it could be improved in the future, whether, changes need to be made to the approach in relation to the experience. And such experiences and become expressions of competence and good teaching for both the mentor and the mentee. It is all about then developing that identity as a professional, a highly performing professional.

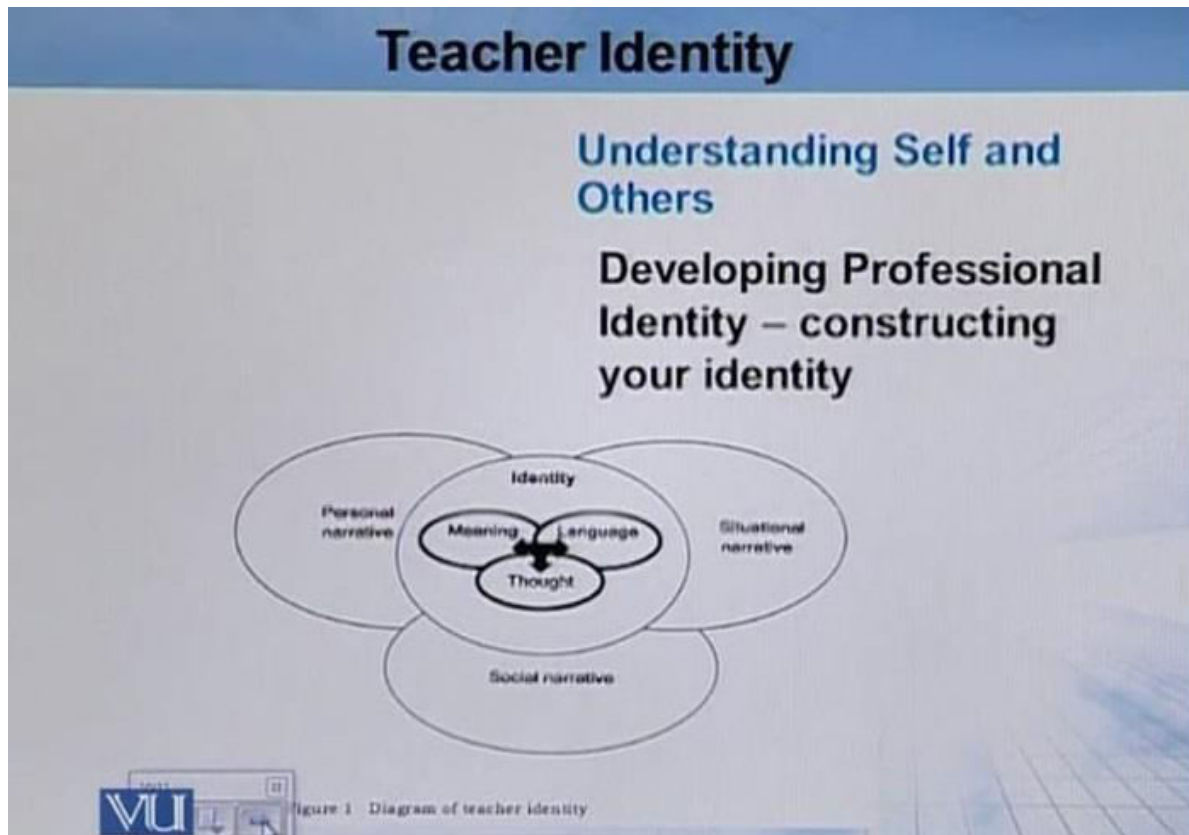
Constructing your Identity

And therefore, professional identity is constructed developmentally by the individual reflective practitioner and also by the mentor. And therefore, we can consider it as a maturation process. The teacher matures as a professional identity develops over time and matures also. And therefore, it begins as a process for a novice teacher, somebody who's just starting the teaching profession and evolves continually over time. The mental has a part to play in that professional development and in the professional identity maturation.

Ultimately, what happens is that both the mentor and the mentee benefit from the process. But in particular the mentee starts to build their professional identity. And what we can see then is that all of this comes together into a constructed meaningful whole. Where the identity of the

individual teacher the reflective practitioner is based in not only thought, but also an appreciation of that thought what it actually means.

And also, the language that they use to express that understanding and the mentor's role in this is to provide a social and a personal narrative for the reflective practitioner. Along with the situation or context, which helps the teacher develop their professional identity.



Topic 87

Understanding Self and Others: Multiple Intelligence Theory and the Reflective Practitioner (Part 1)

Multiple Intelligence Theory and the Reflective Practitioner

Understanding self and others. there are a number of benefits to the reflective practitioner of using multiple intelligences theory. There are many benefits that can be had. One benefit is that multiple intelligences (MI) theory emphasizes the process of learning and especially in terms of the outcomes that learning delivers.

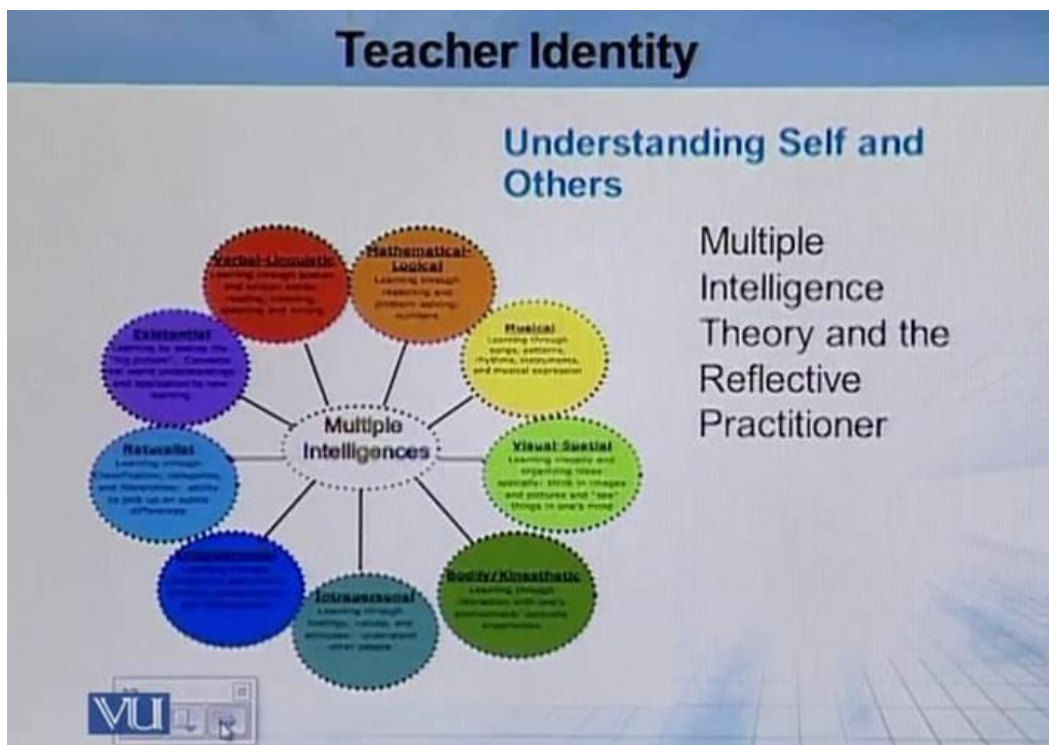
A multiple intelligences theory also promotes for the reflective practitioner, thoughtful consideration of learning and the learned experience looked at from a variety of different perspectives. A different modality can give a different point of view on what has been experienced.

Theory also generates a broad experience for the reflective practitioner. It gives a much wider survey of events that occur in the classroom for the teacher. And therefore, gives a much deeper and a more thorough appreciation of the occurrence and therefore a better reflection. And (MI) theory also encourages the development of strategies beyond the strengths of the teacher because there are a number of different intelligences being brought to the reflection.

This uses the individual teacher's strengths but also helps the teacher develop more strengths in relation to the different modalities. And (MI) theory also provides a way for the reflective

practitioner to pace their development to understand the experience that they're having from a much more considered and developmental perspective.

And (MI) theory also, fosters a real-world appreciation of real-world experiences because of the range of different perspectives that their reflective practitioner is reflecting from. And we can represent (MI) theory, multiple intelligences theory diagrammatically and we can see that there are altogether nine intelligences.



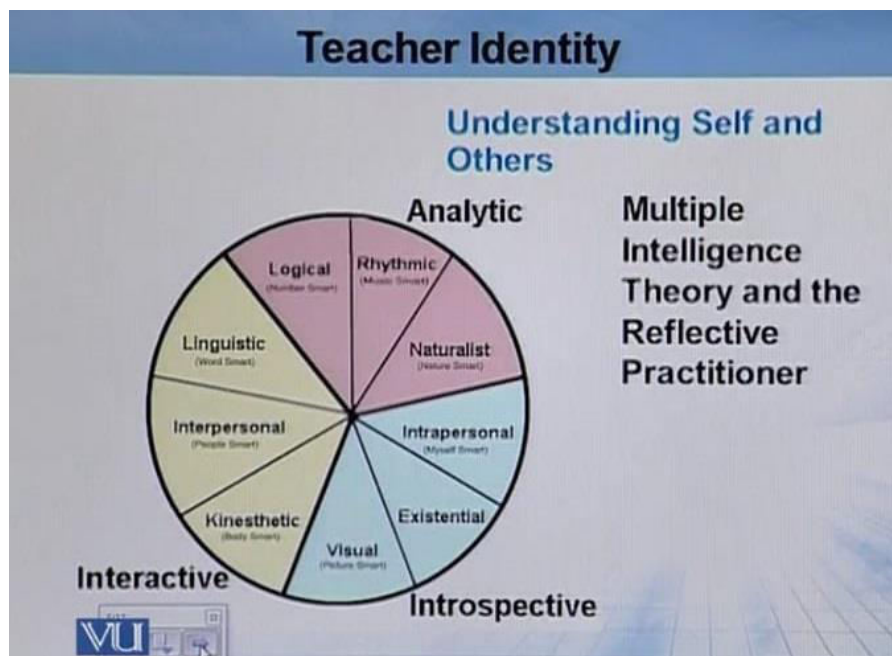
Verbal linguistic mathematical logical musical visual special body, kinesthetic, interpersonal, and interpersonal naturalistic, and existential. All of these intelligences can be brought together by the reflective practitioner to give a very thorough, very broad perspective on experiences that they're developing.

Topic 88

Understanding Self and Others: Multiple Intelligence Theory and the Reflective Practitioner (Part 2)

Multiple Intelligence Theory and the Reflective Practitioner

In terms of understanding self and others, we can use multiple intelligences theory and there are nine multiple intelligences. As we've seen all of these come together to help the reflective practitioner reflect and develop their reflection skills. What we need to do is. Consider each of these multiple intelligences and a little bit more detail and how they are translated into reflection for the reflective practitioner. So, what we can do is actually look at the nine intelligences from the reflective practice point of view.



And we can also diagram this for ourselves as well. What we can see is that for the reflective practitioner. (MI) theory can be broken into three areas, **the analytic** component of reflection.

The interactive component of reflection and **the introspective** component of reflection.

In terms of analysis therefore, the reflective practitioner something the reflective practitioner engages with all the time then the intelligences which are based in a **logical and rhythmic and naturalistic, learning**, become very useful.

Where the reflective practitioner is being more introspective or in other words, thinking about the experience, reflecting on the experience and the interpersonal existential and visual components of (MI) theory become very useful. And what the reflective practitioner can apply from (MI) theory in terms of how they action, their reflection, are based in **linguistic interpersonal and the kinesthetic** modes of learning.

So, what we need to do is consider how each of these help the reflective practitioner develop their professional identity. The visual spatial component is about learning visually and organizing ideas, **visually spatially**, seeing what concepts, come together in action and how we understand them. This might be translated into diagrams. For example, in a learning journal. It's the ability to, to see things very clearly to get a picture of things in the mind. how are things working out?

Verbal/Linguistic

The verbal linguistic intelligence is translated for the reflective practitioner into perhaps a dialogue with a mentor or with a colleague or it could be about gathering feedback from students that you're teaching.

Mathematical/Logical

The mathematical, logical learning part of (MI) theory can be used by the reflective practitioner. In terms of how they think about sequences and the logic of what's actually happening in the lesson. For example, the pacing of activities throughout the lesson is something where the logical and mathematical component becomes very valuable.

Bodily/Kinesthetic

This is, very much based in the action component of the reflective practitioner. And this is learning by doing and the actions which are taking place. It's if we think about Kolb's learning theory it's very much based in concrete experience. And this gets reflected on in the descriptive component, say in a reflective journal.

Musical/Rhythmic

The musical rhythmic intelligence can be used by the reflective practitioner in terms of how the teacher is using the information being gained auditorily. It's very much based in patterns and rhythms and therefore about the interactions that the teacher is having with the students.

Intra-Personal

This is part of introspection for the reflective practitioner. It's very much about looking at values, looking at feelings, looking at beliefs and assumptions about the roles that the individual has in the classroom.

Inter-Personal

And then of course the interpersonal multiple intelligence. This is not about just talking with fellow colleagues. It's very much about interacting with others on a professional level.

Naturalistic

Naturalistic multiple intelligence this is about categorizations and classifications of knowledge how we package knowledge meaning into meaningful holes for ourselves.

Existential

existential intelligence for the reflective practitioner. This is very important because this really looks at the big picture. In other words, he brings all of the other learning together from the other intelligences that we can bring to bear to the practice. And therefore, helps us understand things much bigger, much broader perspective.

And so multiple intelligence theory is very useful. And in particular, the existential intelligence helps us make connections with the real world of teaching for ourselves and helps us develop our professional identity.

Topic 89

Understanding Self and Others: Multiple Intelligence Theory and the Reflective Practitioner (Part 3)

Multiple Intelligence Theory and the Reflective Practitioner

Understanding self and others. What we have to ask is how multiple intelligence theory translates into action for the reflective practitioner. What we need to understand is that there are a lot of multiple intelligences that we can use to build on learning for ourselves as practitioners. For example, the verbal intelligence, verbal logical, there could be lectures that we could attend.

Verbal Intelligence

It could be engaging with reading, reading around theory. Certainly, writing in a professional journal would be a component of this approach to learning. It could also be about discussing or presenting to colleagues or maybe even, online through a blog. For example, would be a way where the reflective practitioner could activate this particular intelligence

Logical Intelligence

Along with verbal of course, is the logical intelligence. This is very much where the reflective practitioner can brainstorm, problem solve. Actually, begin to hypothesize about actions and results of actions in the classroom.

Visual Intelligence

In terms of the visual learning this could be about the reflective practitioner, observing another teacher, perhaps a mentor and learning from that observation. It could be about drawing or outlining in a professional journal. Ideas, experiences maybe using symbols or, graphs or charts in order to get more clarity, more idea, and to learn from the experience that they're having

Kinesthetic Intelligence

kinesthetic learning is of course, very practical and is therefore for the reflective practitioner based in action and activity. It could be about building things constructing things, it could be also, about imitating, useful, activity could be to observe a very experienced teacher and then try imitating their particular approach in your own teaching.

Musical Intelligence

They musical intelligence, is not so much about music, but more about rhythm and pattern. And so, learning for the reflective practitioner here can be about listening to others in discussion. It can be also about repeating what has been heard. So, that you get more clarity, a deeper understanding mirroring, or in other words, copying what people are saying can also be actually a very valuable tool to help things become internalized.

The intrapersonal Intelligence

The intrapersonal modality of learning is very much about introspection and roles that can be taken on here for the reflective practitioner are about other people advising and supporting, providing guidance. It could also be about the reflective practitioner defending their values and

ideas about approaches and listening. To the judgments of those things, and also challenging themselves and being challenged by others.

The interpersonal Intelligence

Interpersonal intelligence, promotes learning from sharing and collaborating and cooperating with others. It's very much part of a team process and can actually help.

Team building and therefore, is seen as a supportive and helping process for the reflective practitioner.

Naturalistic

They naturalistic intelligence is a way for the reflective practitioner to bring order to the experience and to bring order to the reflection of the experience. Naturalistic intelligence promotes learning through finding themes and categories within the experience. So, by looking at a professional development journal, for example, A reflective practitioner can begin to find commonalities and differences in the experience and start to make meaning from that.

In all of these intelligences, there is a lot that we can use to learn from in terms of being a reflective practitioner and building our professional identity. The important thing to remember is that there are many multiple intelligences and really to try and learn from all nine modalities is very problematic. It's better to try and focus on a few, maybe three, four or five would be enough for any individual.

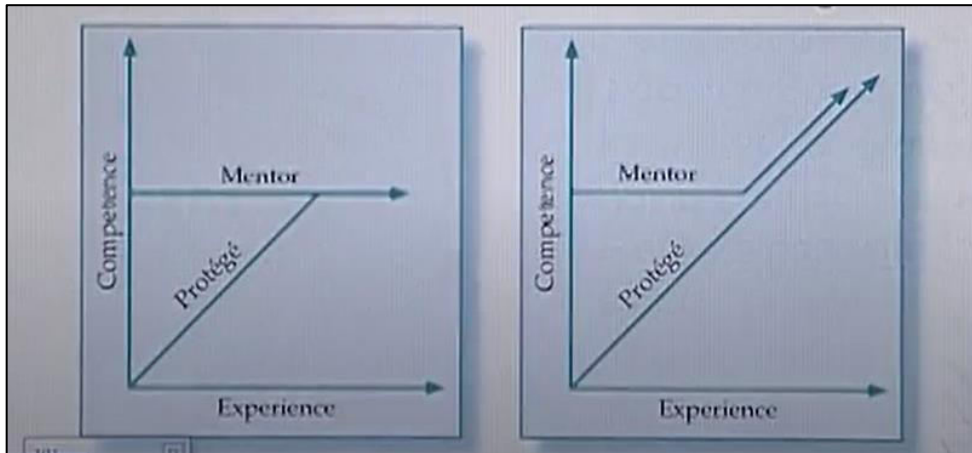
Topic 90

Understanding Self and Others: Making Professional Identities through a Mentor

We can look at building a professional identity through a mentor. Finding a mentor in your workplace of course the starting point. It can a little bit problematic at first because you are looking for a particular type of person and the mentor works with the mentee regarding their professional identity and also their professional development. And it is under a formal mentoring process that the mentee (the person being mentored) can actually build their level of competence, build their identity as a teacher to ever-increasing heights. It is not about reaching a level and stopping. It is about continued development and the interesting thing is that in the mentor-mentee relationship, the mentor will grow professionally also.

And we can look at this in terms of a diagram that represents the relationship very simply. On the left, we can see that it is not about competence for the mentee developing up to a fixed point that of the mentor and it is very much as we see on the right about two people (the mentor and the mentee) coming together and overtime the mentee develops in competence and confidence. And there comes a point where both mentor and mentee grow professionally and in terms of their identity and it becomes a mutually beneficial relationship.

Mentor-Mentee Relationship

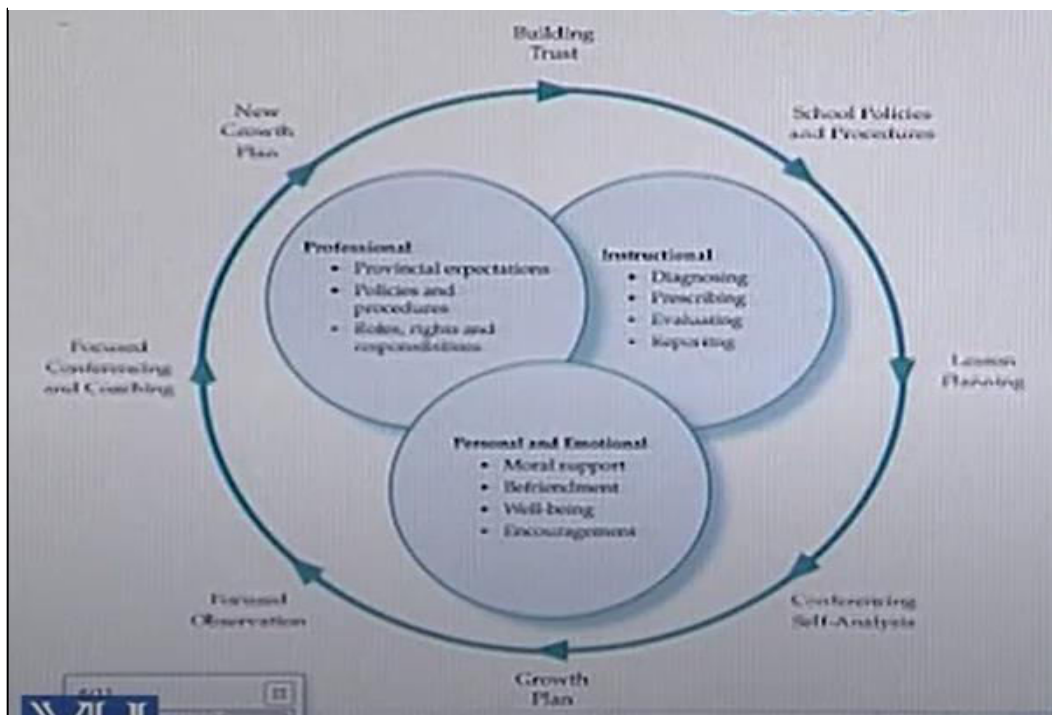


So, what is the role of the mentor? Well, the mentor shares the materials but also goes beyond the very sort of practical aspect of the relationship. The mentor can actually share their goals, their ideas and can also share their values and beliefs about teaching and education. This is about sharing, understandings, and therefore, building a collaborative relationship. This requires reflective practice to develop along with this relationship. It is, therefore, a combined journey. It is not just the journey of the mentee and but also the journey of the mentor. So, it is through this collaborative process that both the mentor and the mentee, the experienced teacher and the novice perhaps reflective practitioner can develop two levels of exceptional practice.

We can represent this in a cyclical diagram. What needs to happen is that there is a good degree of trust between the mentor and the mentee. This is situated within the school, within the school policies, and within school procedures and practices. This then reflected into the lesson planning and then analysis of that lesson planning which can be individual by the reflective practitioner but then also a part of a collaborative, conference process with the mentor. This with the two

people then can be developed into an action plan in the formal mentoring processes. This can be referred to as a growth plan and in terms of action from the action plan, the mentor will observe or watch the other teacher in terms of their action to support and to guide that process and to be critical about that process also. This then, will move into another phase of discussion, dialogue, analysis, and also some coaching from the mentor with the person being mentored which builds to another action plan and then builds trust for the pair in terms of their collaborative working. This circular process builds through both the professional, the personal, the emotional, and also the instructional competencies of both which is what actually builds the professional identity of both.

Understanding Self and Others: The Mentoring Context



Functions of Mentoring

What do you do when you are seeking a mentor? Well. What you want to do is actually understand what the functions of a mentor are and try to identify or find somebody who can meet those functions and who can provide that facility for you.

Well, one function of course is **teaching**. The mentor is somebody who you would regard as highly experienced and highly proficient at teaching. Somebody who you could watch, learn from, and experience with.

Another function of the mentor is that they are somebody who can **sponsor** another person. Sponsoring means that they support and guide the growth of that individual. They can identify the strengths of the individual and help the individual build on those strengths, identify weaknesses and build their weaknesses. There is somebody who may be will even advocate in the school environment for somebody else.

Another function of a mentor is to **encourage**. Encouraging is very important because teaching is a very complex and very difficult profession. And therefore, encouragement especially for the reflective practitioner is a vital component of building confidence and developing professional identity.

And also, the mentor needs to be a good **counselor**. Somebody with good listening skills, somebody with good communication skills, somebody who is non-judgmental perhaps unbiased,

and somebody who and we can confide in knowing that anything we say is confidential and will not be judged.

And finally, we need to think about in terms of looking for a mentor is somebody who in a sense can become a friend. Most importantly a critical friend. We are looking for somebody who can **befriend** us as reflective practitioner and, in a while, look after and guide us as teachers as we build our identity.

Topic 91

The Importance of Self-Awareness: How does RP Support Professional Practice?

How does RP support professional practice?

The importance of self-awareness to teacher identity and what we have to ask is how reflective practice in this sense supports professional practice. Well, what we can consider is a model called the **conscious competence model**.

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)
1. Unconscious Incompetence (not aware of the skill (and lack of skills) and its relevance)	4. Unconscious Competence (the skill is so practiced that it becomes second nature)

We can see that the **conscious competence model has four quadrants**. The first quadrant is **unconscious in competence**. This is where the reflective practitioner is unconscious of what they do not know.

The second quadrant is **conscious in competence**. This is the reflective practitioner growing in awareness of what they do not know.

The third quadrant is **conscious competence**. This is where the reflective practitioner becomes more aware of the skills that they do have.

And finally, the fourth quadrant is **unconscious competence**. This is where reflective practice seems very easy where the teacher (the reflective practitioner) is unaware of what they do know. So, we can see that this model demonstrates how a teacher how a reflective practitioner moves through different levels of knowing.

The model is very useful for the reflective practitioner to consider because it is important and useful also to know where we are at any particular point in terms of our learning. And what we have to remember is that we can be at any stage in the model at any time indeed. For example: if you become a student on a new course, you could be in the unconscious incompetence phase of learning rather than any other phase.

So, the model highlights two key factors here. These factors are about the teachers' awareness of what they know and what they do not know. The consciousness aspect and also the competence aspect. The skill level that the reflective practitioner is at any particular point.

Understanding the Conscious-Competence Model

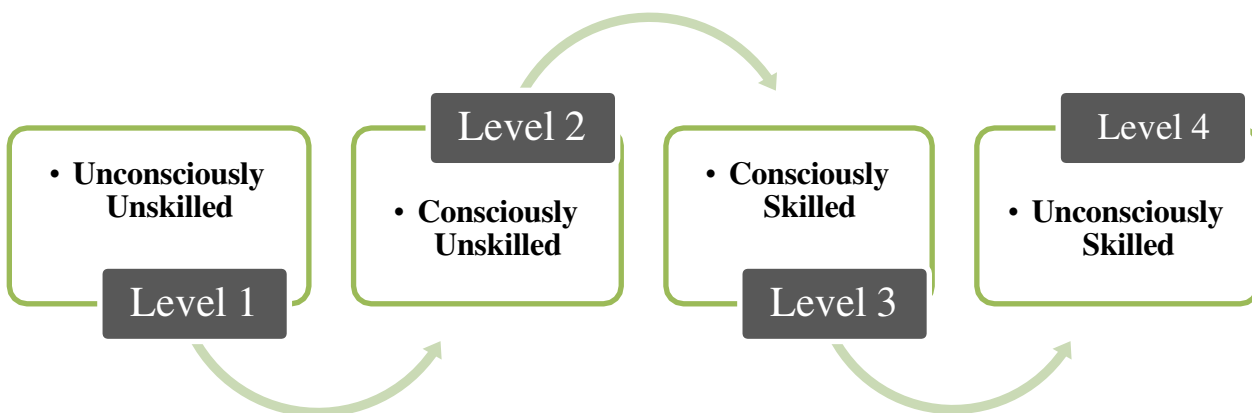
According to the model, we move through these different levels as we learn and we will always start at level one, which is **unconsciously unskilled**, or in other words, we do not know what we do know. This clearly relates to entering into a new situation where learning is new for us and of course for teachers that could be just starting out in teaching.

The next level is **consciously unskilled**. This is where a teacher becomes aware of the skills, the knowledge, and the abilities that we do not have. Therefore, what we need to develop.

The next level is **consciously skilled**. This is where we realize that we have learned the skills. We are aware that we have those skills. We are actively thinking about using them and actively regarding the knowledge that we have.

The fourth level is the level that we aspire to this is **unconsciously skilled**. This is where teaching seems very easy. This is where we have learned sufficiently to develop a professional identity to point that everything seems very easy. It is an application of skills in a way that we do not even think about. It seems very natural. And instead of the matrix which we have just looked at. We can also consider it, therefore, in terms of a ladder from level one, three to level four and here we can see the learning ladder. The conscious competence model is applied to a ladder of learning. Level one is unconsciously unskilled. Three to level four which is unconsciously skilled. We can refer to this model as a reflective practitioner in many different ways.

Conscious Competence Model



Topic 92

The Importance of Self-Awareness: Applying the Conscious Competence

Model Level 1- Unconsciously Unskilled

Let's look at how we might apply their conscious competence model as reflective practitioners. First of all, we can start at level 1: unconsciously unskilled. Further, as a reflective practitioner, this is where we are ignorant of what we do not know, what we do not know is invisible to us, we have not yet uncovered what is missing from our practice and what we need to develop.

To move out of level one to move away from being unconsciously unskilled, it can be very useful for the reflective practitioner to do a personal SWOT analysis. Looking at strengths, weaknesses, opportunities, and threats in other words to conduct a personal training needs assessment to identify those areas where you are unskilled and where you need to develop.

As part of this, it is very useful to ask other people, to ask colleagues for their input to your training needs assessment. This can help you uncover weaknesses that you are not aware of because you are unconsciously unskilled. There will be areas that you do not know are lacking and therefore input from outside is incredibly valuable. Also, it is important to make sure that you are very clear about their learning objectives that you have as a teacher because this will give direction to the skills that you need to develop.

Applying the Conscious Competence Model Level 2- Consciously Unskilled

At level 2, you are consciously unskilled, in other words by this stage, you discovered those areas which are weak, those areas which need to be developed and you are aware that you need to learn new skills and acquire new practical ways of doing things. You also realize that you are perhaps much less competent in the role than others that you see around you. It is very important at this point to remember that you are in a development process and not to lose confidence because it is very easy when you are at level 2 when you are consciously unskilled and when you are aware that you have many weaknesses and you have a lot of growth to go through too. It is very easy to become unconfident. It is very easy to get demoralized by where you think you are within the profession and so it is very important to remember that you are developing and to try to maintain that level of confidence.

Applying the Conscious Competence Model Level 3- Consciously Skilled

At level 3, you become consciously skilled. This is where you realize that you have learned and you can apply skills in practice. It is where you are starting to put your learning into practice in the classroom and you can see the benefits of it and you are also reaping the reward of that. It is at this point, where you are starting to build your confidence. You are becoming more confident with the skills even though you are applying them in a very measured and thought-out process. It is not unconscious. It is still conscious at this point. Therefore, as a practitioner, you are concentrating very hard on applying skills and making sure that you are applying them in the right sort of way. It is very much about being more aware of what you are doing and what is important to move from level 3 to level 4 is to look for opportunities where you can practice

your skills, develop your skills in new ways in order to move away from the consciously skilled component to the unconsciously skilled aspect of the model.

Applying the Conscious Competence Model Level 4- Unconsciously Skilled

And if you can practice enough and build up your confidence, then you move to level 4, which is unconsciously skilled. At this level, you are using the skills effortlessly. It seems very easy. There is no hard work. You are not having to think too much about what you are doing because it seems very natural.

And at this point it is important to remember that the learning does not stop and what is important to remember is that you can continue to learn even though you are unconsciously skilled, you are at level 4. And a good way to do this is to work with other people, maybe to teach other practitioners, other teachers and so pass on the skills that you have learned to others or to share the skills that you have within the organization. It is important to do this because this keeps the information fresh for you and more than that the best way to get a really deep understanding of knowledge and a well-practiced set of skills is to teach other people rather than just to learn them yourself.

So, always remember that without constant practice and constant reflection you can always go back down the ladder. You can go through the matrix backward back down to level 1 unless you are constantly reflecting and constantly learning.

Topic 93

The Importance of Self-Awareness: Learning to Learn

The importance of self-awareness to teacher identity, we have seen relies on two factors: the skill level, the competence, and the reflective practitioners' awareness of skill level the consciousness. And this all comes together in terms of the reflective practitioner learning how to learn and what we need to do is consider what this really means learning how to learn? Learning to learn is the ability to be able to pursue learning and to persist in learning throughout one's career, even when learning can be very difficult. In this regard, it is very much about the individual knowing what works for them as a learner, their different approach to learning, and also being able to organize the way they learn and what they learn. It is very much also about effective management of time and also of things like motivation and approaches that you bring as a learner to a learning situation.

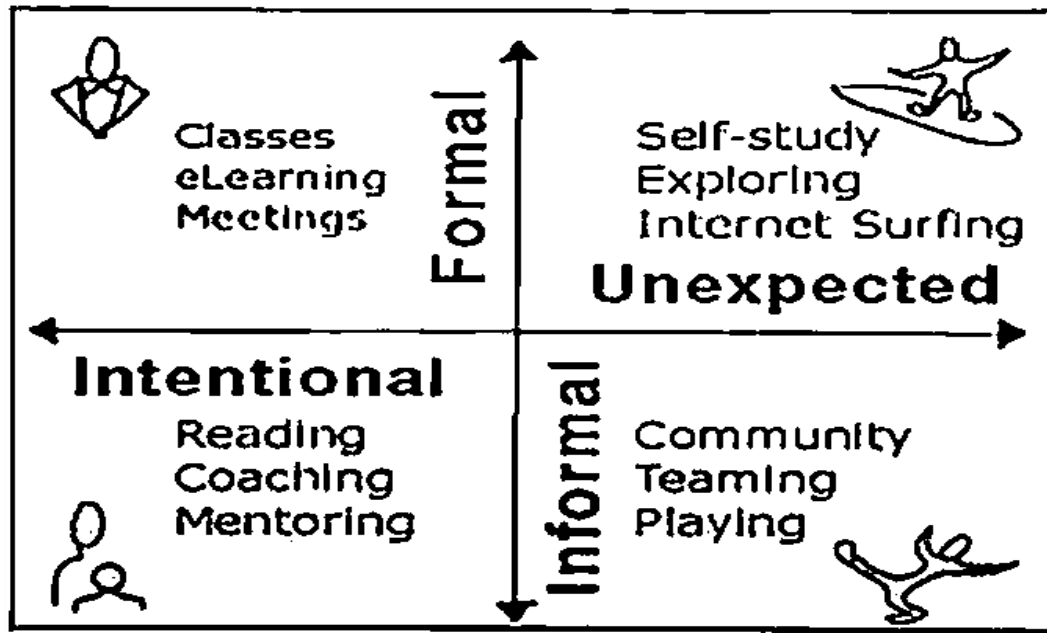
Learning to learn then is very much an awareness-rising process. It is about the reflective practitioner learning the processes and needs that they have in terms of being a learner and identifying the opportunities associated with the need for learning. And what we must remember is that learning deep learning is very difficult and therefore part of learning to learn is understanding how to deal with and overcome obstacles to learning. Learning to learn is also about assimilating, acquiring, and assimilating knowledge and skills to meet some specific goal and using these skills productively in terms of achieving that goal.

So, what you have to do as a reflective practitioner in terms of learning to learn is to look at prior learning that you have and to build on that learning as a foundation for a very strong set of skills and what you also need to learn is about motivation and confidence in terms of how you hold onto those skills and use those skills productively, how you build them into the competence framework that we have been talking about.

Learning Perspectives

In this regard, therefore, we can consider several perspectives about learning. We can think about their orientation that we bring to learning or in other words, is learning purely an individual approach or is it about learning within a group or learning with it within a team and it can also be much wider than that it could be learning within and for the organization meeting the needs of the organization as much as meeting the needs of the individual. And of course, another perspective is the actual approach to learning that we take as reflective practitioners. Are we focusing on the causes of situations? or are we actually focusing on subjects? Or are the subjects that we are interested in not so important? so, we reject those and just focus on the situations so the perspectives that we have to guide the learning process. We can look at those perspectives diagrammatically.

Learning Perspectives



We can see here the learning perspectives fall into a very neat categorization of formal learning, informal learning, intentional learning, and unexpected learning. Where learning is very formal and intentional, we are thinking about courses and classes. It could be even about meetings attending a meeting can be a form of professional development. Where learning is formal and unexpected that could be through for example self-study or surfing on the internet amps or talking to others exploring issues with colleagues. Where learning is informal and unexpected, this is where we do not have any intention for learning, and therefore learning is quite incidental. It could be within a community of friends or it could be just in terms of you know playing games or sports with others and we learn through our interaction. And then finally learning can be intentional but also inform. In other words, we intend to learn but it is very relaxed and not as

directive as formal learning. So, through things like mentoring relationships, coaching, or even just independent reading.

Topic 94

The Importance of Self-Awareness: The Jo-Hari Window (Self-Evaluation in Practice)

We will look at a model for self-evaluation called the Jo-Hari Window. The Jo-Hari Window is a communication model that is used by people to develop a better understanding not only of themselves but also of other people that they work with. “Johari” comes from the two people who originated the model: Joseph Luft and Harry Ingham. The model has developed a long time ago but it is a very popular model for communication and therefore for learning,

There are two ideas behind this particular approach to developing teacher identity and that is that it builds trust between people and therefore opens up communication. Communication is the key to learning in terms of being a reflective practitioner. The other aspect of the Johari Window is the level of feedback that you get as an individual this builds on trust and also becomes part of the reflective cycle.

Explaining the Jo-Hari Window

So, the Jo-Hari Window is a model that is built on four quadrants. We can see in the model that the quadrants are not fixed they can actually shift. In **the Jo-Hari Window**. There are four quadrants. The top left quadrant is called the **Open Area (Quadrant 1)**. This represents for the reflective practitioner the things that you know about yourself and the things the other people know about you as well. This includes things like your behaviour, your knowledge, the skills

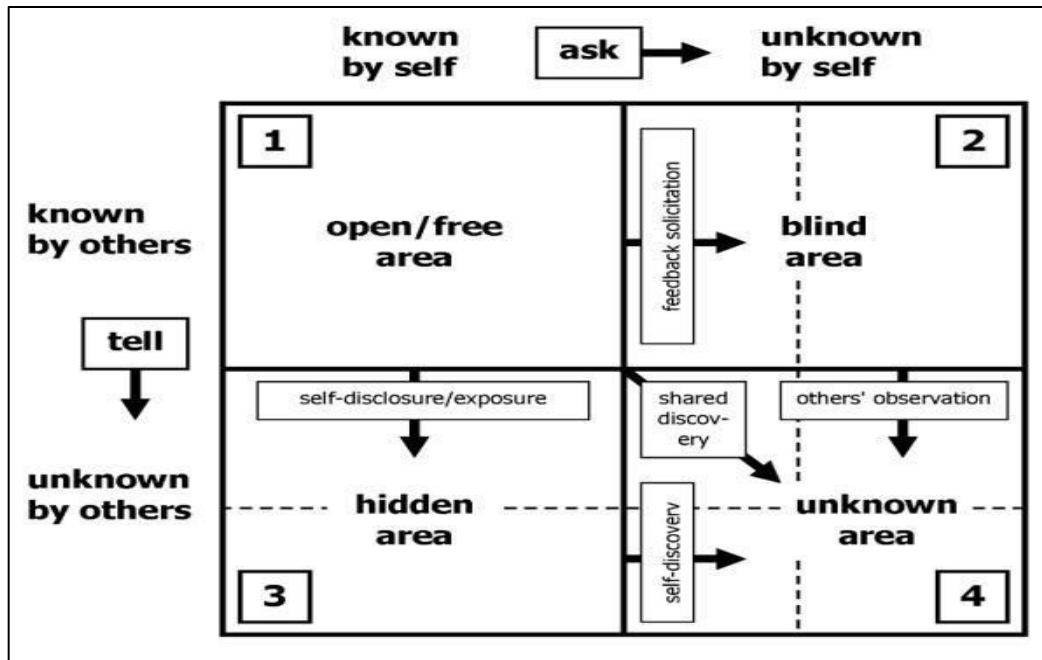
that you have, and the attitudes that you have as a professional in a way it is almost like your public history.

The next quadrant area 2 is known as **Blind Area**. This area represents the things that you are not aware of but are known by others in a way this is like being unconsciously incompetent. And this can involve simple information that you do not know or it could be even deeper issues that you do not know about yourself but other people do know.

The third quadrant is known as the **Hidden Area**. It is hidden because it represents the things that you know about yourself but the others do not know. This is the private, closed-off area that you keep secret to yourself and the others do not know.

And then there is also a quadrant for the **Unknown Area**. This area represents all those things that are unknown to you and which also unknown to other people.

The Jo-Hari Window Model



So, we can see we have these four quadrants in this model quadrants which relate to how much we know about ourselves and how much other people know about us. And what we are always trying to do in terms of developing our teacher identity is to raise our own awareness about our skills and knowledge about ourselves and also helping others to become more aware of those things in us too.

The ultimate goal of the Jo-Hari Window is always to increase the size of the open area and reduce the size of the other areas in the model. The more which is open, we mean the more we know about ourselves and the more others know about us. The more others know about us means they can support and guide us much more effectively. So, the open area is the most important

quadrant for the reflective practitioner because it is generally where the reflective practitioner will be most productive and most cooperative and therefore effective in their role as a teacher.

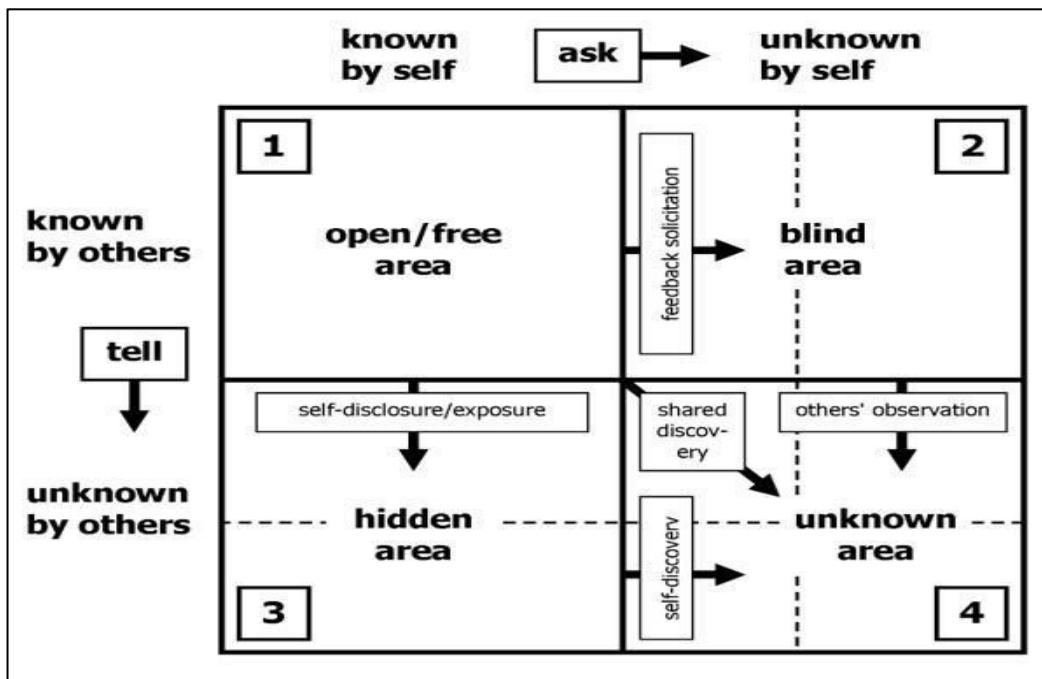
Topic 95

The Importance of Self-Awareness: Using the Jo-Hari Window

Using the Jo-Hari Window

We have looked at the Jo-Hari Window and we have now come to understand the importance of the open area in this particular model. What we want to think about as reflective practitioner is how we can use this model to help ourselves develop as teachers. And it, therefore, is essentially about increasing the size of the open area to improve understanding about ourselves for ourselves and also about ourselves concerning other people.

The Jo-Hari Window Model



So, using the Jo-Hari then is this process of increasing the open area. The process of enlarging that area is really about more self -disclosure and simply put this is being much more open-minded about our thoughts, feelings, and our goals for education. And therefore, is becoming much more aware of these things and also then making sure that the other people know these things about us as well. We can do this by sharing what we learn with our colleagues and also taking time making effort to disclose experiences, feelings, concerns, and problems with others. The other thing which will widen the open area will be feedback from colleagues on what we disclose and what we discover. This will shift the boundaries of the open area and thus reducing the size of the blind area and the hidden area as well as the unknown area.

So, we can see how we can use the model through feedback and through disclosure and discovery to help us develop our professional identity. It is most important to remember that a key to widening the open area is feedback from colleagues This feedback helps us learn things about ourselves concerning the work that we do and helps us see ourselves in a new professional light. This is important for professional growth for the reflective practitioner.

Using the Jo-Hari Window for Self-Evaluation

And self-assessment therefore in terms of opening or widening the open area is an important or integral part of the teachers' professional growth. Because it encourages you as a teacher to identify your strengths and to be honest with yourself about weaknesses and get support guidance feedback from others in terms of developing both those strengths and those weaknesses.

Therefore, the Jo-Hari Window is a model for self-evaluation and actually helps prepare you for things like professional discussions and for improvement opportunities whether those are in school or whether those are in the part of your study. It can also be very productive in terms of helping you develop collaborative relationships with colleagues. Collaborative relationships are very important for professional growth but they are also very important in terms of team building and team working.

So, the objective of using something like the Jo-Hari Window is ultimately about helping you develop a greater sense of satisfaction with your role as a teacher which ultimately leads to excellence in education.

Topic 96

The Importance of Self-Awareness: Using the Jo-Hari Window in the Team Context

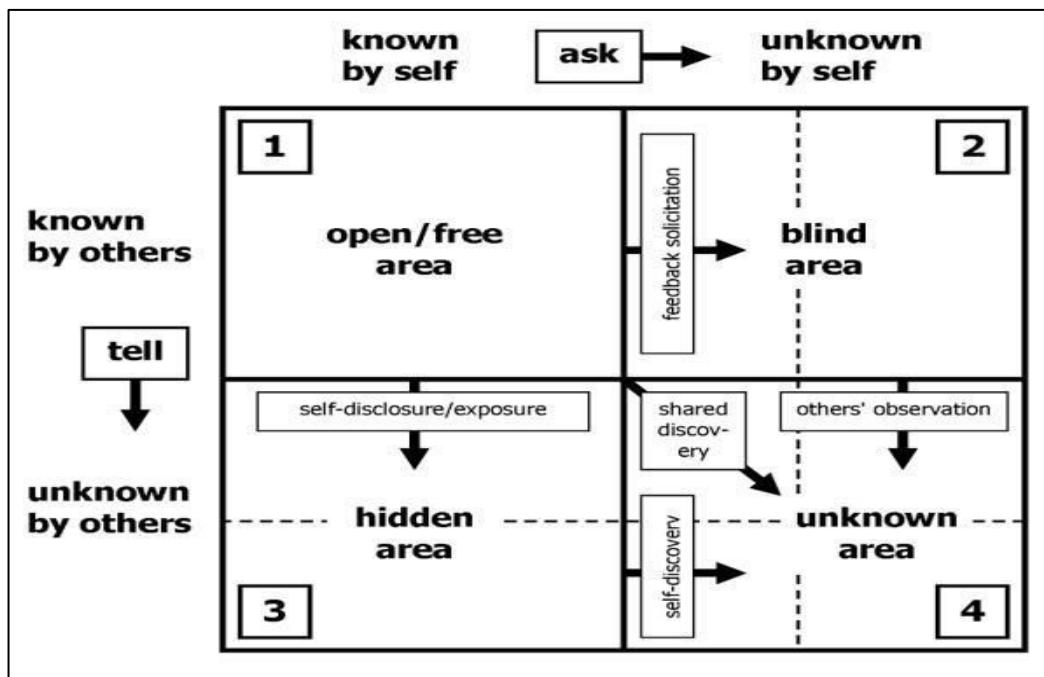
The Johari window needs to be considered of course in the team context. Although we are applying it to ourselves as reflective practitioners. It does rely on interaction with colleagues and therefore, we have to consider the team aspect of this model. It is important to remember any new people any new teachers joining a school for example will have a much smaller open area than the existing team. The existing team will have had time to share ideas, to discover and share with the others to disclose things about themselves to others and to and to get feedback from others and so generally peoples' open areas in terms of this model in an existing team will be much bigger than somebody who has just joined the school a new person because a lot of what they know about themselves will be hidden to others.

We can see this applied to the model here. The important thing in terms of a new teacher joining a school where they are open-air is smaller and will be the importance of feedback because this will be vital in terms of reducing the size of the blind area and increasing the size of the open area. And where feedback becomes significant is in terms of helping an individual understand where they fit in an organization, the spoken and unspoken rules, and the consequences of working there.

Feedback for group members is very much than about striving to help the whole group increase the size of the open area within this model. And therefore, feedback needs to be constructive.

Any non-constructive feedback will actually reduce the size of the open area because the hidden area will start to increase. People will stop disclosing and because of the non-constructive feedback that they might get. So, feedback should always be constructive and therefore the size of the open area can expand vertically downwards reducing the hidden area and increasing the size of the open area for reflective practitioners. This is due to increased disclosure telling people about feelings and experiences the problems that you have the worries and concerns. These are all things which can help increase the open area and therefore get more support and reduce the hidden area.

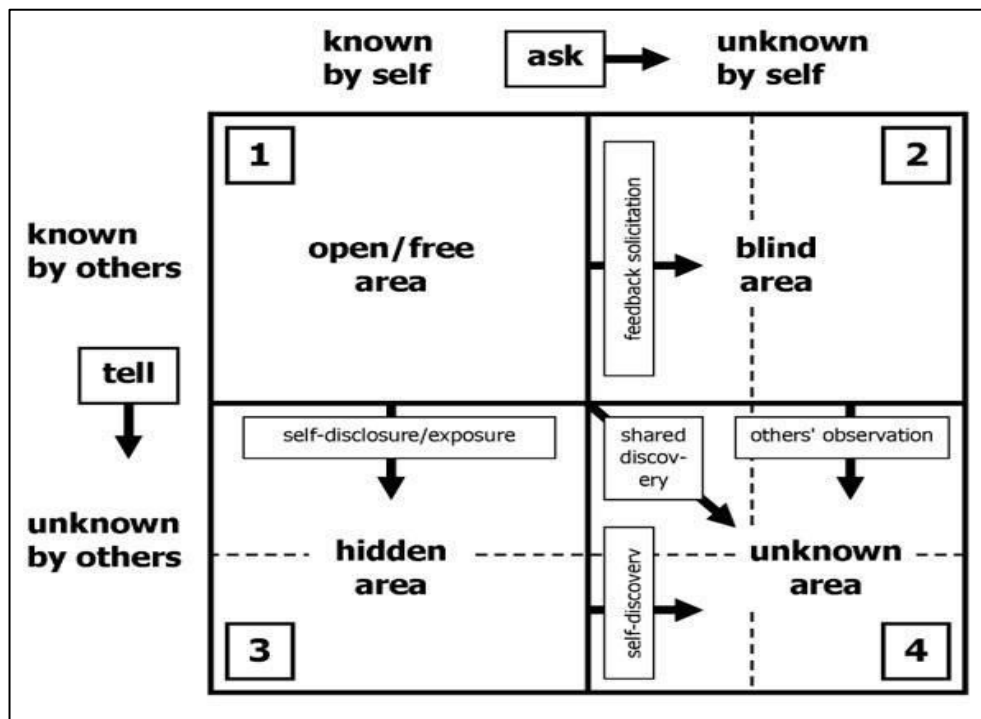
The Jo-Hari Window Model



The open area can also be expanded vertically with self-disclosure and horizontally with feedback. By encouraging healthy self-disclosure and sensitive feedback, you actually start to build the team and an individual can become a much stronger team member because of it. And

we concede in the final model. Here the two key simple processes that a teacher a reflective practitioner can engage with to increase the size of the open area to move horizontally to widen the open area it is simple enough to ask for feedback, to ask for advice and guidance to ask for direction. This is a very simple way to get feedback and therefore increase the size of the open area and reduce the blind area. That area which you do not know about yourself and to increase the open area vertically, you need to decrease the hidden area. This is therefore due to more self-disclosure simply telling people, telling colleagues the experiences that you have had, what's gone well, what's gone badly, why you think it is gone badly, letting them know about your experiences in the school. This will increase the open area vertically downwards. So, two simple tools there is, two simple techniques to increase the open area is asking and telling.

The Complete Jo-Hari Window



Topic 97

From Theory to Practice: Theory, Pedagogy and Reflection

What we need to look at as reflective practitioners is how we translate theory into practice and how this is professionally and personally empowering for teachers. What research shows us is that reflective practitioners are people who are regularly evaluating their approaches to teaching and the impact that this has on learning.

It also means that a reflective practitioner is somebody who understands more about the positive impacts that good quality teaching has on learners and the quality of education that occurs in schools. What we also know about reflective practitioners is that they are teachers who can draw upon a range of strategies and approaches to helping students learn.

And also, perhaps most importantly reflective practitioners are teachers who can co-construct learning with students, with the people that they are working with in a way that is mutually empowering. Therefore, what we need to do is think about what this means for the reflective practitioner. What does critical reflection actually involve? Well, it really means that it involves understanding our own learning and understanding ourselves as learners. So that we can bring this to the pedagogy that we use the teaching approaches that we apply in the classroom. These are relevant to several areas.

One particular area is that the reflective practitioner understands children and their needs as learners. The reflective practitioner also someone who can build effective and supportive relationships within the context that they work.

The reflective practitioner is also somebody who can establish learning environments that are flexible and adaptable. More than that, the reflective practitioner is somebody who can explore what children are learning, what they are interested in learning, and also how they are learning.

This means that teachers hold multiple roles and certainly the teacher as a reflective practitioner is somebody who takes on these many roles within the classroom. And therefore, the reflective practitioner is someone whom we need to look at through various lenses because of the different roles that they take on.

This raises several questions for us as reflective practitioners. Questions such as: how do we build and manage relationships with people, relationships with colleagues, relationships with management, and also relationships with students? we also have to know how we support and guide students' learning? This is a significant question for the reflective practitioner because what we are always doing is questioning our approaches to reinforce and develop them. Another question that the reflective practitioner needs to ask is how well do we plan for learning and how good is our preparation to maximize the effectiveness of what we do. Then a final question is how would we describe ourselves as a learner part of being a good teacher is understanding what makes us good learners?

Topic 98

From Theory to Practice: Application

We are looking at how reflective practice is translated from theory into practice. There are certain applications that we can consider in relation to operationalizing reflective practice. What we have to remember is that reflection for the teacher is really about questioning. Questioning the status quo, questioning what we already know and this is essentially about bringing clarity to unclear situations. It is about becoming more aware, more cognitive, and more understanding of the role that we are taking on in the classroom. What does this mean for the reflective practitioner? Of course, is that we begin to realize that teaching is a very difficult process. It is not simplistic. It is complex. It is multifaceted.

Therefore, the reflective practitioner is always doing is looking for ways to support change, to question the need for change, and the question approaches that can be used to facilitate change. what this means that the reflective practitioner is somebody who is always learning, always taking opportunity through reflection to learn, develop, and then apply that learning in the context of the classroom.

We looked at the model for professional learning previously. The conscious incompetence model and in this model, we remember that there are four quadrants. Quadrants of developing practice, quadrants of how the reflective practitioner moves from being questioning to being more knowledgeable about what is happening in the classroom and what is the starting point for learning for the reflective practitioner. We remember is unconscious incompetence or in other

words, the reflective practitioner not knowing that they do not know. From this, we move to conscious incompetence or in other words conscious unskilled practice and essentially this is recognizing the gap the reflective practitioner recognizing and understanding that there is a gap in their knowledge or skills. When this happens of course through training, reflection, through working with colleagues and the reflective practitioner can move to conscious competence. This is where the reflective practitioner has developed skills and is applying them in a very focused way and is doing them in a very measured way. They know what they have to do and they are applying those skills practically. It is only with experience and building confidence that the reflective practitioner moves to unconscious competence or in other words unconscious skilled behaviour. This is where teaching seems very natural, very easy, and happens almost without thought.

From Theory to Practice

Unconscious incompetence - not knowing what you don't know	Conscious incompetence - recognising 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 skilfully without having to consider everything closely

We are revisiting this model because it is a very important model for learning for the reflective practitioner and this model is important because of the complexity of teaching, because of the

nature of the role that the teaching professional (the reflective practitioner) takes on in the classroom. It is very specialized, very focused, and therefore requires a body of knowledge that is not only unique to the individual teacher but which is something that becomes unique to the profession.

What we have to understand is that then this complexity is not about the profession being static. It is fixed. A set of skills that you learn as a teacher is never going to be fixed. Therefore, the value of being a reflective practitioner is in this understanding that the complex nature of teaching is always evolving and therefore, reflection is a way for the teacher to evolve along with the complex nature of the work. It, therefore, means that the reflective practitioner in terms of becoming professionally and personally empowered is really about becoming very much more thoughtful within the work that we do and responding to the experiences that we have. Always questioning the work that we are doing and it is through this that not only our teaching improves but also our sense of fulfillment improves. And with this, we become more personally and professionally empowered.

Topic 99

From Theory to Practice: RP and Professionalism

A framework for empowerment moving from theory about the reflective practice to the practice of reflective practice. An important question for us at this point as reflective practitioners is to consider what we mean by professionalism? What do we mean by talking about ourselves as professionals? What constitutes professionalism within teaching?

Well, one thing we can identify as an attribute of being a professional is our autonomy as professionals as learners within the complex environment of teaching. This is important and this illustrates the fact that there is a conflict for us as reflective practitioners between the work we are doing and the nature of working in an environment that tends to be quite rigid and quite strict. By developing autonomy, the reflective practitioner develops becomes more empowered as a person and as a professional.

Another aspect of professionalism is the knowledge that we bring to the role of teaching. Their professional knowledge that we have and perhaps more than in any other profession. This is a complex issue because it has two strands. Of course, a teacher has to have subject knowledge. For example, a math teacher must be very knowledgeable about mathematics but the reflective practitioner is awesome also somebody who knows how to teach their particular subject, the pedagogical knowledge. So, these two things come together to actually make a professional knowledge and this is an important aspect of professionalism.

Also, an important aspect of professionalism is the accountability that we have as teachers because we are teaching to other people so we have the responsibility to the families and to the children, the people that we work with. In terms of our role and of course, there is in this respect a responsibility to the profession because we all take a particular ethical moral values approach to what we are doing. We cannot do certain things in the classroom. Certain things we can do and we need to work within certain ethical and moral frameworks.

And what all of this means for the reflective practitioner is that we need to develop a particular rigor and relevance in terms of our professional role. This is something that we bring with us into the classroom. We bring with us into the school environment. It's something that underpins their approach to reflective practice. The real issue here is that teaching especially in the modern era is very complex. It's very messy very under very undefined and therefore the reflective practitioner as a professional is somebody who is working within this very unstable very messy framework. Therefore, if the reflective practitioner is somebody who is simply remaining fixed to theoretical backgrounds, then we are not being responsive and losing that particular rigor and relevance that we need to work effectively with the students.

So, this becomes not only important for us as professionals but actually becomes a significant component of the work that we do within society, within the communities particularly that we serve. So, to deal with these particular issues, the reflective practitioner is a professional role and that role is defined by a certain level of artistry. Teaching is not a mechanistic activity. It is

unique to each teacher. Every teacher will over time develop their particular style and it's this style that is underpinned through the professional aspects of the role.

Topic 100

From Theory to Practice: Good Professional Standing

Moving from theory to practice for the reflective practitioner is about developing a good professional standing becoming seen as a high-performing professional. This means that the reflective practitioner has particular commitments. One particular commitment is to the learner of course and perhaps this is the starting point for reflective practice. What the teacher must do is maintain professional relationships and take on a professional role at all times with learners. It is simply because of the learners, their families of learners, the people that we're working for, and trust learning to us as teachers. And therefore, there has to be a certain level of respect that we pay to the learners as reflective practitioners.

In terms of the commitment to learners, we also need to acknowledge be aware of and communicate our understanding that all the people we work with are unique individuals. They all have particular learning needs and interests and therefore the reflective practitioner commits to recognizing this and attending to this in the work that they do.

And also, in terms of a commitment to learners, what we need to be aware of as reflective practitioners is that we have a role in terms of motivating students and also encouraging and supporting our students in terms of learning. Learning real learning is actually a very difficult thing for anyone to do and therefore part of our role is to help, support, and therefore motivate students in terms of their roles as learners.

We also have a commitment to the people that we work with. We have a commitment to colleagues and we have commitments to the organizations that we work with and what this translates into is that the reflective practitioner is somebody who works within a community, a professional community, a community that not only supports growth for students but has a place in terms of intellectual, social, moral and ethical growth of everybody working within the community. We also have a commitment to our colleagues in terms of promoting professional relationships and the collegiality that we have with others, sharing knowledge, and giving feedback to each other and on the work that we're doing.

And in terms of having a commitment to colleagues, we need to work as people who will cooperate effectively with others, spend time supporting, sharing resources, and learning from others, and it through that actually raising the standard of the profession.

And along with this particular commitment is that we need to understand that we have a professional role with parents of children families who are bringing their children into the school and therefore we need to engage them as part of the educational process.

Commitment to colleagues is also concerning a confidential role. As teachers, we have the opportunity to access information. We develop information about the people that we work with and we should see this as confidential and not for the public domain.

And of course, we have a commitment to the profession as a whole. We need to ensure as reflective practitioners that we are contributing to the profession that we're contributing to

policies and understanding practice in schools and that we're always looking to build on this particular commitment.

And in terms of a commitment to the profession, we need to hold the profession in very high standing. We need to maintain its integrity, value it, and assume responsibility for looking after the qualities of the profession.

Topic 101

From Theory to Practice: Personal Challenges to Effective Reflective Practice

Building more professional and personal empowerment for the reflective practitioner is about moving from theory to practice. There are certain challenges that we can face as reflective practitioners. For example, we can have expectations that are unrealistic or in a way misplaced in terms of what we expect from ourselves and colleagues and from the students that we work with. Another challenge is that early on in our training we can develop our notions about what education is about, about teaching and learning as a whole. These notions can begin to interfere with our work in the classroom if we are not being flexible and adaptable enough.

There can be misconceptions or misunderstandings and from what we have learned from theory when we are confronted by the reality of work in the classroom. There can also of course be personal preferences which can become a challenge in other words the way we like our classroom to look the way we like students to behave may not be what we experience and of course, then there are also things like personal egotism and pride which can get in the way of being a reflective practitioner. These can actually become barriers to development and of course, we all have we all hold our own beliefs about education and therefore the philosophy that we have about education can be something that can become a challenge for us once we are confronted by the work that we are engaged with. And of course, not least is life can actually get in the way. We all have families, we all have a home life, we have friends, and trying to balance the demands that education as the work we have as professionals as teachers can be challenged by the commitment. The responsibilities that we have in our life in general.

So, the way to try to overcome these things is very personal to each teacher and really, it is about trying to find your own strategy for overcoming particular barriers in terms of expectations that may not be realized the thing really to understand is that you need to be honest with yourself about what is possible what is not possible. This can be very difficult because it does require you to be very open-minded and perhaps a good approach would be to have a colleague as a critical friend and with who you discuss particular expectations. They can give you a different perspective on the reality of the work that you are doing.

They can of course be the preconceived ideas about the way we should be teaching, the way students should be learning the way to try to overcome these is perhaps to refer back to the literature, refer to research develop a broader understanding of what is possible and again share these ideas and explorations with colleagues is a good way to actually develop a better understanding of the notions.

Misconceptions about teaching and learning a good thing to do is perhaps develop and for yourself will develop with colleagues a set of checklists that you can use to guide what you are actually doing. In terms of personal preferences, we all have our own style as a teacher and really what you need to do again is be honest with yourself as a practitioner and to realize that what you may need to do is to change your approach and to change your preferences to meet the needs of the learners that will require you to be quite flexible and adaptable in your approach.

If you have a personal egotism this can get in the way of learning and what you need to do is try to move away from that a good thing to do is to observe other teachers and to see how they

teach. Therefore, to get a bigger perspective on the role that we take on and if you develop a certain level of pride this can become a barrier to reflective practice and also be empowered as a professional. The key to this is to have somebody you can confide in, somebody you can talk to about your professional role to stay grounded, to stay realistic about what you are doing.

Your personal educational philosophy is something that can become a hindrance. This can be overcome simply by sharing understandings with colleagues about philosophies of teaching and learning, about personal values and beliefs along the lines of education. And life is perhaps the biggest barrier that can get in the way the key thing is not to try too hard remember that teaching is ongoing. You cannot do everything in your life and sometimes you need to find a better balance.

Topic 102

From Theory to Practice: Questioning

Developing a framework for personal and professional empowerment is about moving theory about reflective practice and to the practical application of reflective practice. A key requisite for doing this is really taking on a questioning role for ourselves as teachers. It is, therefore, useful to explore some key questions that we can relate to our professional role, and through this questioning approach, we can start to develop a sense of personal empowerment.

So, one set of questions that we can explore our questions which get us to look backward, look into the past, look at what has happened in the classroom. Questions like how much did you know about the subject before you started teaching it? Questions like have you done similar kinds of work in the past? and also questions like what problems did you encounter when you were teaching these subjects previously? Backward-looking questions provide a foundation for us to explore current experiences. They provide a foundation from which we can build.

After we have engaged with some questions which get us to look backward, look historically at our practice. We can consider some questions which help us look inward. Inward-looking questions are those which help us understand our reactions, our responses to experiences that we have in the classroom. Questions like what did you or do you currently find frustrating about work? Did you meet particular standards for teaching when you were working in the classroom? and perhaps one of the most important is how do you currently feel about the work that you are doing? By looking inward, the reflective practitioner is taking chance to contextualize the

backward-looking responses. And thereby, understanding within different this particular framework how we are working as reflective practitioners.

So, we have backward-looking questions and we have inward-looking questions and we also have outward-looking questions. This is where we are looking at the context that we are working in as reflective practitioners and trying to develop an understanding about where we fit into the jigsaw picture that is the whole of education whether that is just within the school, the educational environment that we are working in or whether it's a bigger picture nationally but there are questions that we can ask here for an example: did do we teach in the way that other people are teaching in the school? how do we compare others? and questions like in what ways there are approaches to teaching similar to others? how are they different? and what grade would you give yourself concerning others if you are going to try and measure the work that you are doing?

So, what we need to think about is how we can put these questions, these categories of questions into a form that we can operationalize. We have a foundation in backward-looking questions and we analyze our role with inward-looking questions and outward-looking questions. So, we need to do is ask forward-looking questions. In other words, what will we do next? what changes do we need to make? how will we operationalize things of which we are learning? And another question is, what will I change for the next lesson? It is a particular forward-looking question that helps us put into action the learning that we require from the previous types of questioning.

Topic 103

Frames, Perceptions and Interpretation: Frames 1

As reflective practitioners, we need to be concerned about the way we learn as teachers and therefore what we need to explore the frames that we use for learning. We as teachers use as learners as well, we use frames and perceptions and interpretations of frames and perceptions in order to learn. What this means for the reflective practitioner is that we are always thinking about learning but also thinking about the process of learning.

What are Frames?

What are frames? Frames are simply particular ways of making sense of our experience of putting into a frame that we can understand which relates to the complexity of the work that we do. Frames are essentially constructed from our beliefs and values and assumptions as teachers about education and learning. We can have multiple frameworks to work from as learners.

The Process of Framing

What are the processes of framing? Well, the starting point is what Dewey called a problematic situation. The way we frame something is based on our values and beliefs and but is generated from something we experienced directly.

The elements of the frame help us organize the information that we get in a very coherent and structured fashion. Without the frames for learning, the learning becomes very inconsistent and

very unstructured and therefore perhaps less effective. Frames provide direction and transform information a data learning into a coherent meaningful hole for ourselves.

Rhetorical and Action Frames

Frames can fall into two categories. We can talk about rhetorical frames and we can also talk about action frames. Rhetorical frames and very much relate to the values and beliefs that we have. How we actually believe that we operationalize our understandings and our skills in the classroom. The Action frames are those frames that we use to put into practice and our beliefs and values and assumptions.

Frames and Metaphors

So, frames are a little bit complex to understand and a good way to begin to unpack what we mean by frames is to think of them in terms of metaphors or in other words particular ways to communicate and to understand what we are talking about. Metaphors are a great way for us to interact with ourselves and to interact with others as professionals.

So, based on metaphors actions that we take become much more familiar and much consistent and this means sometimes as reflective practitioners that we need to go through a process of change.

So, frames can be double-sided in the sense that we have frames and we have particular interests and these two things tend to influence one another. It's true to say that frames influence the way

we perceive the world but our experiences actually influence the construction of the frames that we use to make that perception.

Circularity of Frames

And this then leads to the understanding that the frames that we use to understand our experience are in a sense circular. They are not fixed. They rely on interaction with the environment. The information that we receive and understand through the frame and actually ultimately influences the frame that we using for that perception. And therefore, what this means is the frames that we use for learning, the frames that we use for understandings are actually tacit rather than explicit. they are something that we know but are quite difficult to explain.

Topic 104

Frames, Perceptions, and Interpretation: Frames 2

So, we are looking at frames, perceptions, and interpretations of our experiences and we have explored how frames are tacit boxes through which we understand and make meaning of our experiences. The truth is that in most cases what we are doing as reflective practitioners are operationalized in terms of problems, we are working with problems but actually, the reality is that we are working with untidy situations, complex situations. The complexity of these problems that we identify can be complex things that we need to engage with in terms of framing a problem or framing a situation. And therefore, the language that we use to frame our understanding becomes an important part of the framing process of actually being able to look at a particular situation.

And as we saw the way we organize situations through frames is through two particular types of frames: rhetorical frames and action frames. Rhetorical frames are those ideas that we have and how we think we should be working our beliefs and assumptions about teaching-learning and of course the action frame so how we operationalize those beliefs.

So, in a way rhetorical frames are powerful in the sense that they give us the framework for the way we work and our beliefs about the way we work and, in a sense, we hold onto these frames very tightly in a way we can use these frames to questions and challenges other people's frames. It is through this process that we develop our professional identity and develop our skills for learning.

So, frames work with metaphors. Metaphors are descriptions about how a particular understanding is made and through the frame and what the metaphor does is help us more clearly understand and the experience that we have in the classroom and how we are actually working with that understanding. Frames don't just run emerge spontaneously. They are something which we develop as learners through life. They evolve and constantly evolve and especially for the reflective practitioner, frames are something which we're always looking at within ourselves and questioning and seeing if we can change them to understand our experiences in the classroom better.

So, the way we frame problems affects our perceptions of those problems and affects our interests in terms of how we are dealing with those particular problems, and in a way, it's difficult. Therefore, to discover the limits of our thinking concerning frames simply because of the tacit nature, the unspoken unknown nature of what our beliefs and values can be.

So, the frame is the way that we digest take in information, and the way we process the information and essentially frames then are a way for us to understand and work with and our assumptions and the level of other people's assumptions as well.

The frames give meaning to our understanding and provide logic to the way we interact with our experiences. Because of the tacit nature what we are always doing is working with frames in a way that is very implicit to us and not explicit to others. The way to solve the difficulty in terms of our own learning and development as learners are to try to make frames more explicit to ourselves and explicit to others.

So, in terms of frames, there are some particular questions that we can ask ourselves as reflective practitioners which help us question the frames that we have for interacting with their experiences. A simple question is let's define the problem to understand the frame. The next question is well why is it a problem? why are we perceiving this particular thing as a problem as a difficult situation and that's affecting us? The next question is what factors will contribute to this particular problem? And a final question would be what you see in the impact of the particular problem and how do we analyze the consistency of our thinking about that particular problem? these questions help us challenge the frames that we have in terms of our experiences.

Topic 105

Analyzing Frames 1: Discovering Underlying Assumptions and Values in Frames

So, we have looked at or we are looking at frames for learning. So, let's see if we can analyze frames. Analyzing frames is essentially about trying to discover trying to uncover our underlying assumptions and values which are held within the frames. let's look at an example. An example of a frame could be about education within a country and the way education is viewed as a problematic situation. For example, part of framing education that is in trouble could be about saying that there's no system of licensure within education, or in other words, it's about recognizing that there are inconsistencies in the way different education providers are undertaking the work. We can actually look at the quality of teachers' education within that same frame in terms of how teachers are being prepared consistently and for work in education. The differences, the inconsistencies between different training providers for teachers. We can also look at this particular frame from the point of view of the quality of education that's going on, in other words, having some framework a common framework for how we measure the quality between different education providers. between different schools.

Assumptions

Assumptions are then very powerful in terms of how we frame our learning and how we frame our experiences in terms of learning and assumptions just to be clear about them are essentially the ways that we view the world. There are different ways that we can talk about assumptions an

example I have here is to say the ninety percent of students are happy in our school that's an assumption that we might make as a teacher. Another assumption is that education improves the quality of life again that's another assumption that we might make as a teacher.

We can look at these two assumptions from two different perspectives and the assumption about the first idea there is that it's situational. We can have assumptions about the situations in which we work and the other assumption there is quite theoretical. It's not from direct experience that we draw but from the discussions, the dialogues that occur theoretically about the issue.

And in a way then our assumptions are not necessarily explicit to other people and sometimes not explicit to ourselves. They're quite tacit. There perhaps undefined although we can hold them quite strongly and if we can't give a name to an assumption then it remains as an assumption as soon as we can start to qualify it, as soon as we consult start to describe our assumptions within the frame then they move from assumptions to become hypotheses.

What are Values?

And along with assumptions in terms of framing our learning, we are also looking at values. The values that we have to underpin our assumptions and values are essential criteria that we use for measuring our response to experiences. It is a process by which we define what's good and what's bad what's right and what's wrong and every time we try to evaluate a situation, we have assumptions about that but we are always drawing on the values that we hold to interpret it.

So, in terms of the example, we were looking at the values of the quality of teacher education is really an example of what we think should be uniform. What should be consistent and therefore, what is inconsistent and the value that we can look at in terms of quality education is that and the quality should be consistent across the whole spectrum of education and so very much then frames for learning are about and boxes in which we place information. The reflective practitioner then is always questioning these boxes and trying to think outside of the box to get a wider perspective and a wider clarity of understanding about the experience.

Topic 106

Analyzing Frames 2: Discovering Assumptions

Discovering Assumptions

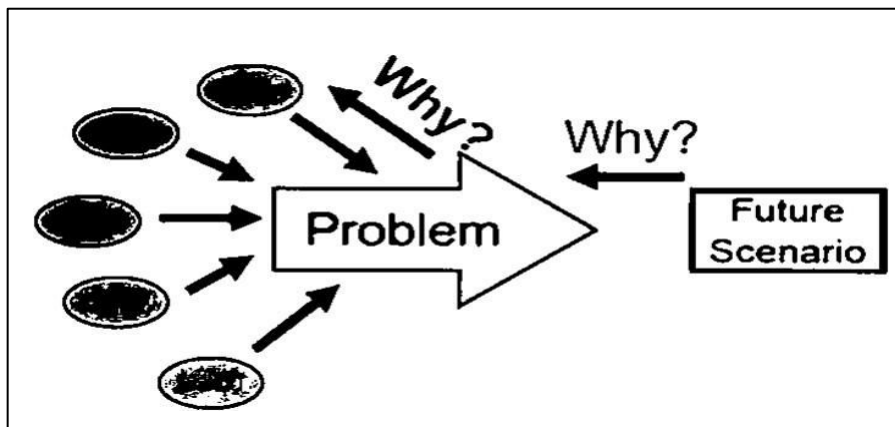
Analyzing frames for learning is very much then a case of discovering our assumptions and in some instances uncovering our assumptions. The reflective practitioner is somebody who is always then questioning assumptions to verify the frame that is being used to understand the experience to learn from experience. Assumptions are then a set of beliefs we have that give a framework for our actions. For example: if something happens, we have an assumption about something and the result will be another thing. We have an assumption that the result will occur. The possibility for then discovering assumptions by the reflective practitioner means going through quite a careful process of understanding the components of our assumptions.

And therefore, this means that what we have to do is teach us is in a situation where we are comfortably falsifying our assumptions or in other words look at our assumptions and check that they are correct and test them to see if they are incorrect.

So, if a situation for example is framed in a particular way it generates a set of problems within the situation and it's these problems that we look at as teachers as reflective partitioners. It is these problems that we are looking to explore and understand and change and so the exploration of our assumptions goes some way to helping us and frame the problems much more realistically and therefore deal with them much more effectively.

We put this into diagrammatic form in a very simple way by looking at how problems and situations interact. We can identify one particular problem but that might actually have several causes. There could be one cause, there could be three. there could be 30 different causes that will create a problem for us and what we are always asking ourselves as reflective practitioners with this particular problem that we are confronted with is why these particular causes are creating the problem? and that's part of exploring our assumptions about the situation and beginning to identify whether the problem actually is a problem and what we are also doing is looking at the context in the situation in which the problem occurs. And also, how the problem might evolve over time if it's not addressed. And again, that is based on a particular number of assumptions that we have as reflective practitioners. So, we always want to ask the question. Why a particular problem may evolve into something else in the future? what will it evolve into and how will we deal with that? So, by simply looking at assumptions we are actually exploring how we are interacting with our experience.

Analyzing Frames 2 Exploring Assumptions



So, assumptions then are significant for the reflective practitioner because they are essential for us in terms of understanding the frames that we have for understanding our experience and interacting with the experience what is the problem how we perceive the problem. This is important because our assumptions may identify a problem may even create a problem that another teacher may not perceive as a problem. So, our assumptions are very significant here because what we want to do is see the real situation, and frames for learning can alter the situation so that we perceive it differently.

Questions for Exploring Values

So, some questions that we can ask about assumptions and also about the values that we have and can be useful at this point in terms of uncovering the assumptions and values. For example: why do you think a problem is a problem? this will help you begin to see the reality of a situation. Which values do you have might be threatened or challenged by an experience that you are having in the classroom? and which motivations are there behind the experience of the situation? By asking simple questions like these. we start to discover the assumptions that we have and through this discovery that we start to become better learners as reflective practitioners.

Topic 107**Interpolating Concepts and Ideas**

Having a consistent for learning then is a process of understanding the concepts and the ideas that we bring to the professionals' role. We can translate this clearly in terms of a theory-in-use. A theory-in-use is basically what we bring as professionals to the profession in terms of how we explore our concepts and ideas how we develop our concepts and ideas.

Schema of Theory and Action

This relates to the reflective practitioner in terms of having a schema for the theory and how it is applied. In other words, the application and the applicability of the theory onto action. A theory in action then is a set of assumptions about interconnected propositions that we have or in other words, it's the subject concerning the theory. For example, we can say will in a particular situation, for example, the situation is: if we want to achieve a certain outcome. a consequence and we have certain assumptions assumption a1 a2 and a3 then we need to undertake a particular action A. It's through this framing of theory or in other words theory in use and that we use as reflective practitioners. This theory in use this schema becomes a way that we can explain and understand situations and begin to make predictions about the experiences that we have. And also, then to begin to take control of the experiences that we are having.

Theory-in-use

This is described very clearly in the literature theory in use by several writers and it's really about explaining how as people we have existing concepts and ideas about people and the world

and how these determine, how we interact with the world and certainly in the classroom with the students that we work with. And in a way, this is, therefore, a way for teachers to become or reflective practitioners to become much more aware of their role in their professionalism. It is very easy to hold on to fear ease in use and therefore to become blind to problems that might exist.

Theory-in-use, Assumptions and Everyday Life

Therefore, the reflective practitioner needs to be looking at the theories-in-use and the assumptions which guide that theory-in-use in terms of how the reflective practitioners interacting with students in the classroom. This is not just relevant to the teaching profession. All professions will have theories in use. For example, architects will have a particular or any particular architect, will have a particular perception about how buildings should look or how a building should function and doctors will have a particular viewpoint, a particular theory about how to work with patients.

How to make Theory-in-use visible

So, the theories in use are a way for us to get what we want as professionals. It is a way for us to construct reality through our frames of perception. Therefore, frames of learning and can be described in terms of several general characteristics. For example, there are variables that we bring to our understanding of the world that will impact on how we perceive our variables like gender about social-economic status, etc.

There are strategies that we use in terms of interacting with the world and again these will be different for different people. So, these general characteristics have an impacting factor on theory-in-use. The important thing to do as a reflective practitioner then is to question these theories in use. Through the why questions, we have been exploring a chain of why questions will lead the reflective practitioner through challenging water to the point where we are looking at our frames for learning, looking at our theories in use, and testing them to find out how effective we are actually being with them.

Requirements for Discovering the Theory-in-use

The requirements for this then from the reflective practitioner, is a process of being very honest and open, being committed to a process of discovery about the profession and our role within the profession. It's also about being very clear and open with other professionals in terms of this exploration and also, looking at how we are giving validity to that exploration and that understanding so that we can develop an aptitude for reframing our perception of experience.

Topic 108

Promoting PR through Inductive Action Planning

Frames for learning helped us develop as reflective practitioners. They're part of the learning process that we use to develop as professionals. One way to promote reflective practice through a frame for learning is with inductive action planning. What's true to say is as a teacher you'll be learning every single day during your work and knowing what you have learned or what you want to learn is part of the action planning process. The experience that you're having helps you decide what needs to be learned and what you will do to activate that learning and this is quite an inductive process. It's developed from experience rather than anything else.

Inductive action planning essentially involves certain steps. The first thing is to identify something to achieve an objective, a target, and that needs to be worked towards. It could be anything from routines that you have in class through to how you work with educational technology in the classroom. Then, the inductive action plan needs to have a plan for meeting that target what sort of things will you do to move towards the achievement of that target. It could be things like training or it could be independent study. It could be observing other teachers, it could be a whole range of different things. Of course, part of an inductive action plan as with any action plan would be how will you evaluate and measure the success of achievement of that particular target. Simply because there's no point in having a target unless, at some point, we can say we have achieved that target and then, of course, needs to be a process then of reflection as part of action planning which helps you identify future targets that you can work on.

So, inductive action planning further reflective practitioner is very much about looking at opportunities, identifying opportunities, and seeing how we can work with those to develop our practice. Inductive action planning is then a process that helps you gather information, direct your activity and then monitor your progress in terms of your development.

And it's a very valuable process because it can help you build a professional profile for yourself. If you keep a log of the action plans, then it shows that you are continually involved with professional development and the thing about inductive action planning. It's also quite a precise thing to do you can see on paper the targets the actions and the outcomes that you're engaging with. It's also identifying how you're interacting with people in the school and how people are being used as a support mechanism for you as a reflective practitioner.

So, an important aspect of inductive action planning of course is, first of all, identifying the priority areas that you need to work on. This is the foundation work for identifying specific targets that you can work on. Then the next step is to identify how you will actually work towards achieving a particular target. What will you do? how will you do it? And of course, the date by which you will achieve that target.

We must remember that as teachers we're working within a community of professionals and therefore part of inductive action planning is to identify those people who can support us in terms of achieving a particular target and certain support mechanisms, we can include within the action planning as part of developing our professional role.

A very significant part of the Inductive action planning process is identifying the measures that we will bring to looking at the achievement of the target. What will be the exact success criteria? how will we know that we have successfully achieved this particular target that we've set for ourselves? how we demonstrate to others that the action planning process has been successful and that we have actually achieved the target and what we're doing then in this sense are looking for an example that we can show people that we can show out. we can reflect on ourselves that demonstrate that we've achieved the target. For example, it could be examples of lesson plans or it could even be videoing ourselves teaching using a different approach than we've been using before.

The interesting thing for the reflective practitioner then is that in the inductive action planning process is very much responsive to your needs and your interests as a teacher rather than directing your needs and interest and as such then the inductive action plan is directed by you rather than anyone else.

Topic 109

Reframing for Resolving Difficult Controversies: The Reframing Matrix 1

We've been looking at frames for learning for the reflective practitioner and what's important for the reflective practitioner to do is to be able to reframe problems to be able to solve them. Reframing is simply a way of looking at a problem from a different perspective because by doing that we get to see the problem much more clearly. By reframing the different perspectives help us to see things much more clearly.

When you're stuck particular issue or problem in the classroom for example: as a reflective practitioner being able to stand back and reframe the problem is a way for you to reflect effectively on that particular problem it can be very difficult to do because as we've discovered frames are very much faced based in our values and assumptions and trying to reframe can be quite a difficult thing to do. Because it requires a change in our values and assumptions.

What we can do is use a very simple matrix to help us reframe particular problems by using a tool such as this it simplifies the situation and forces us to look at problems or issues from those different perspectives. The simple thing to do is to start with a full square grid in terms of looking at perspectives. This is a very simple way for us to focus our attention on particular aspects of a problem and in the four-square grid we will have four boxes and what we can do is use the four boxes to focus our attention on particular perspectives. So, in the center of the grid, we will identify the particular problem or the issue that we're having in the classroom in as much

detail as we can provide, and then around the problem, we will have those four boxes and in those four boxes will identify the four perspectives that we can use to explore the problem.

So, the question is what do we put into those four boxes? Well, what we can do is that we can use what's called the 4 P's approach there this is simply looking at the particular issue or problem from four different perspectives concerning our work in the classroom. The first perspective is known as the product perspective. This is where we're looking at the issue or problem from the point of view of the outcome of what's being achieved and a better way to look at this is in terms of some key questions, for example: does the lesson that we're delivering our response to the needs of the learners that would be an example of looking at the problem from the product perspective.

We can also look at it from a planning perspective as well. In other words, is our planning at fault concerning this particular problem that we're experiencing. How good other resources that we've prepared and planned to use and for the lesson? how are these in terms of influencing the problem? we can also look at it from the potential perspective or in other words how could things improve? what different learning outcomes could be achieved? how are others doing the same work like us? how is another teacher doing similar teaching? how are they going about it? so looking at the problem from the potential perspective is another way to reframe our learning of our experience.

And then, of course, the final point would be the people perspective on who are the people that are impacted by this and what do they think and how are they involved in this particular

problem. So, these are just some simple questions to help us focus our attention on particular perspectives concerning a problem or issue that we're faced with within the classroom. By noting them down within quadrants of a matrix it forces us to focus our attention on particular aspects of the problem rather than looking at the problem from a very holistic point of view.

Topic 110

Reframing for Resolving Difficult Controversies: Reframing 2: The Professions Approach

In terms of reframing problems to resolve them for the reflective practitioner, we can also use what's called the professions approach. The professions approach is simply a way to look at a particular issue or a problem that you're faced with as a teacher. By focusing on the different viewpoints, the different perspectives of other stakeholders who are impacted by that particular problem. For example; the way a doctor perceives a problem would be different from the way a patient perceives a problem, the way you as a teacher perceive a problem would be different from the way a student in your class would perceive that same problem.

Professions approach is focused then on helping us take a particular and useful point of view on a difficulty that we're being confronted by and it is a way of helping you stand back from the problem and look at it much more objectively because the problem with being a teacher is that problems can very often be viewed very subjectively bias.

The first thing to do is to resolve a problem is to perhaps brainstorm the factors and we've looked at the 4 p's approach in terms of resolving the issue. We take different perspectives on the issue: the product perspective the planning perspective and also the potential perspective and the people perspective. By looking at these different views, we can stand back and start to analyze and understand the issues that we're facing.

We can fill out the 4-piece matrix in this regard to explore the problem from this professions approach, from this more objective perspective rather than a subjective perspective.

Reframing for Resolving Difficult Controversies

<u>Product Perspective</u> The subject is complex The subject needs some introduction in previous classes The subject is new in the school	<u>Planning Perspective</u> My planning follows a rigid pattern I use the same resources in every lesson I plan to get through a great deal of information in each lesson
Students are not interested!	
<u>Potential Perspective</u> The students are very comfortable with technology Students like to talk a lot and guided discussion would be a useful approach to exploring the subject	<u>People Perspective</u> Students seem generally bored in school Students do not see the need to study Other teachers are facing similar issues

In this example, we can see how a teacher might use the 4 p's approach and the professions perspective to reframe their perspective of an issue to resolve it. For example, the issue that you might face or any teacher might face is that students are not interested in the content of a lesson. So, by looking at it from the **product perspective**, if we can start to deconstruct issues and which students might be faced with in terms of the particular subject. For example, it might be that aspects of the subject are quite complex and difficult to understand. By looking at it from a **planning perspective**, we can then start to think about how we're working with students in terms of the subject content and for example, you know are we planning our lessons in very rigid and

strict fixed ways rather than being much more diverse and flexible about it, By looking at the problem from a **people perspective**, we can start to understand the problem from other people's point of view, from our students point of view and for example it might be that the students don't see the need for certain aspects of a subject and in terms of their future goals or indeed their future life.

And of course, we can look at a particular problem from a **potential perspective**, it could be for example that the students especially nowadays may be very much inclined to the use of technology in terms of learning. This can help us as teachers to find new ways of working with students and therefore helping them become more interested in terms of that learning.

So. we can see the 4 P's approach. This professions approach helps the teacher start to frame their learning from experiences and use a very structured methodology to help them understand difficulties and start to resolve them. 4 P's is very simple to use but very effective.

Topic 111

Reframing for Resolving Difficult Controversies: Problem Statements

So, reframing for learning in terms of resolving problems and can start with the reflective practitioner. First, identify a problem statement. A problem statement needs to be formulated to identify explain the problem. Now the key thing to remember here for all reflective practitioners is not to identify a problem statement too deeply because providing a very structured and detailed problem statement in the early stages can prevent the process of learning from experience and reflection.

So, the important thing to do is to select the level at which you want to work with a particular problem statement, and the key thing to remember as a reflective practitioner is that you want your problem statements to be quite unsatisfactory because part of being a reflective practitioner is the constant seeking to refine and better define your problem statement as part of the process of learning. So, by working with unsatisfactory problem statements we're being much more critical in terms of our thinking about situations that we're working within the classroom, and critical thinking and reflective practice come together in terms of framing and reframing problem statements that we're working with. And what you need to do then is to design and develop your approach to working with problem statements. The cognitive strategies that you apply in any particular case. And in terms of cognitive strategies, the reflective practitioner has two key levels that we can work at. One is the action level which is very practical and one is the cognitive level where we're thinking and reflecting about a particular problem and what we need to do as reflective practitioners? Therefore, is to find a way with a particular problem statement to

combine the action level and the cognitive level so that we have a very full and deepening understanding of the problem.

What this leads to ultimately is conceptual innovation for the teacher and what we're always doing in terms of learning is developing connections in our brains about our understanding of experience and learning and seeing where things fit together. Therefore, our concepts can change, can evolve, and also can disappear with experience and with thinking through problems.

So, conceptual understanding is essentially about how we look at situations and abstract our understanding concerning those situations. How we stand back from the experience, from the reality, and begin to theorize and understand the experience from a very abstract point of view. So, conceptual innovation then is very much about working with concepts and their concepts in terms of how we're understanding situations? how we're perceiving situations how we're monitoring situations? and how we're understanding how others are working and experiencing those situations.

So, reflective practice as a process then brings new concepts to the reflective practitioner and these concepts then are a way for us to develop and grow as high-quality and highly effective teachers.

Topic 112

Reframing for Resolving Difficult Controversies: Concept-based Teaching and Learning

So, in terms of reframing to deal with difficulties that we experience as teachers, we can start to begin to think about conceptual innovation and what this implies is that as reflective practitioners. We're working with a concept-based approach to teaching and also learning. The thing about a concept-based approach to the work that we do is that it very much enables knowledge transfer and also promotes more engagement and more motivation in terms of learning. This is very true for the reflective practitioner because what we're always seeking to do is continually grow and develop as professionals. And therefore, concept-based teaching and learning are going to help us continually reframe issues transfer knowledge that we're acquiring from our experience, and in the same way, define a better level of engagement and motivation for ourselves and with the work that we do.

Concept-based teaching and learning is very much a process that is very critical but also very creative and helps us reflect and develop our conceptual abilities. These things come together in a very powerful way to enable reflective practitioners to develop not only their teacher identity but also to personally and professionally empower themselves in terms of their work. Concept-based teaching is, therefore, very synergistic it brings all of these aspects together the creative and the critical and the reflective components so that the reflective practitioner acquires a much deeper intellectual capacity to work with issues and problems that they face. And also, to develop skills and knowledge about pedagogy.

It is, therefore, a process of developing conceptual structures in the brain. We build new frames for perspectives and how we interpret our experiences and it's through these frames that we start to make links between new knowledge and old knowledge, existing knowledge, or prior knowledge that we've had. It's this ability to build frames upon frames to develop our conceptual understanding that the reflective practitioner starts to become highly effective teaching professional.

Concept-based teaching helps us transfer what we're learning the knowledge from experience the acquired knowledge that we get from teaching with the theoretical of the academic understanding that we have about teaching and concept by concept-based teaching and learning facilitates the knowledge transfer across boundaries of those two domains.

And of course, concept-based teaching and learning promote engagement and motivation, and if we are more engaged in what we're doing and if we're very highly motivated then the chances for learning and development and becoming highly effective greatly increase. Because through increased motivation we can make better linkages between facts and our understanding of facts and how we linked learning from experience to the academic learning that we have. And this also, values and respects the thinking that we have as professionals it helps us further our professional identity.

Therefore, what we can see is that it's very constructivist from a theoretical point of view. It's an understanding that teaching and learning are not fixed and that as teachers, we will constantly be building new understandings constructing our understanding of our experiences in our

profession. What this implies as always is that we need to look at this from a very collaborative and cooperative point of view. From a constructivist perspective, we are not working in isolation, we're working within groups, within teams, within society and therefore concept-based teaching and learning need to be something that is shared with others and happens with the collaboration of colleagues.

Topic 113

Reframing for Resolving Difficult Controversies: Benefits of Concept-based Teaching and Learning

So, reframing for the reflective practitioner to resolve difficulties and controversies in the classroom is very much promoted by conceptual innovation and concept-based teaching and learning. There are particular benefits that we can identify in terms of this conceptual approach for the reflective practitioner. If we think about the reflective practitioner as somebody who inquiries into teaching and learning. Then this identifies as a teacher who is constantly questioning and investigating issues and problems. Somebody who is interested to explore and discover new understandings about teaching and learning.

From a conceptual point of view, then the reflective practitioner as an Inquirer provides a standpoint that directs the reflective practice process. We can also think of the reflective practitioner as somebody very knowledgeable, somebody who has a very sound grasp of the subject that they teach, and also, they have a very clear understanding a very precise appreciation of how to teach that particular subject in the most effective way to students. Therefore, a concept-based understanding of the reflective practitioner as somebody who is very knowledgeable again helps us understand that the teacher is always looking to be the most knowledgeable that they can about their subject.

We can consider the concept of the reflective practitioner as a thinker; this really embodies the idea of reflection on and in practice and we can consider this as the teacher as somebody who

thinks things through who ponders situation who is looking for cause and effect, I'm trying to identify reasons for things and looking at the effects of actions. And of course, the final outcomes of those actions. If we look at this particular concept, then this underpins the notion of the reflective practitioner.

We can also look at the concept of the reflective practitioner as a communicator, for an effective reflective practice where we need to look beyond the solitary aspect of reflection and look at more collaborative and cooperative forms of reflection and if we conceptualize the reflective practitioner as a communicator then this is a teacher who can express issues, problems very clearly to others to get feedback and information to help them reframe the problem and maybe find ways to resolve those particular problems.

We can also conceptualize the reflective practitioner as somebody who's very open-minded. This means that the teacher is somebody who is not biased and doesn't hold any judgments about the work that they do or the people that they work with and it's somebody who will tend not to jump to conclusions very quickly but will always be looking to explore conclusions rather than finalize them. And of course, we can always conceptualize the reflective practitioner as an ultimately reflective person, somebody who is looking at the world and looking at the work they do not just in terms of it being a mirror but rather than it being a window through which to perceive and this gives a very different point of view conceptually about the reflective practitioner.

Topic 114

Reframing for Resolving Difficult Controversies: Pedagogical Shifts

Reframing for resolving controversies for the reflective practitioner then relies on the ability for synergistic thinking. Synergistic thinking is the ability to bring together learning from experience with learning from theory and learning from academics. Synergistic thinking is essential for intellectual development and is very much from the conceptual point of view determined by the connection the interplay between the experiences that we have and the knowledge that we build up through those experiences with the ability to abstract and conceptualize thinking and then to relate this to a theoretical understanding of a particular point of view.

And what this means is that the reflective practitioner needs to develop skills for transfer of knowledge, transfer of knowledge at the conceptual level. Simply because the transfer of facts is not possible facts are fixed. They're determined there's nothing we can do about them but knowledge transfer to occur needs to happen at the conceptual level. We can't transfer facts but we can transfer concepts and the ability to develop thinking at the conceptual level to relate knowledge from experience with knowledge from theory, from academics, and from literature becomes the key conceptual approach for the reflective practitioner.

And for this synergistic thinking to occur what the reflective practitioner needs to become skilled in is the ability to construct meaning from the experience that we have. It's very much within a social framework that we're working remember so the reflective practitioner needs to become skilled in working with us and sharing understandings and experiences with others and what this

implies of course is that the level of thinking that we're doing as reflective practitioners are very difficult, it's very hard to do. Being able to shift our thinking, move our concepts and connect ideas and concepts together is actually a very difficult thing to do. What it implies is that we need to work at a very intellectual level to do this.

So, there are required several pedagogical shifts that we need to undertake to be reflective practitioners. One of those is how we focus on the learner or in other words the strategies that the students themselves are using to learn and how we work with these at a conceptual level. For example: what are their needs? what are their developmental needs? what are their interests in terms of the work we're doing with them? how do we understand that at a conceptual level will impact on? And how we actually approach teaching that to them?

It also means we have a focus on the teacher as well on ourselves what are the difficulties that we have teaching particular subjects? What anxieties do we have about being in the classroom with the learners or about teaching particular aspects of a subject? and what we're looking at in terms of framing this concept is making a very clear distinction about what is possible and what is not possible? and also the reflective practitioner can focus on very practical aspects of the work that we do. Things like lesson planning but also professional development, journal writing, and using questionnaires to gather information. This leads the reflective practitioner to gather data for and synergistic thinking.

It also requires a focus on the cognitive development of the teacher and this could be through processes like action research in the classroom. Some small-scale research an investigation into a

particular use of some technology. For example: and this can help this exploration approach can help with building our conceptual understanding. We also need to focus on critical and conceptual aspects of the work that we do how do we describe intellectualize our roles as teachers? how do we describe teachers' practice? This becomes a very metacognitive aspect of conceptual development.

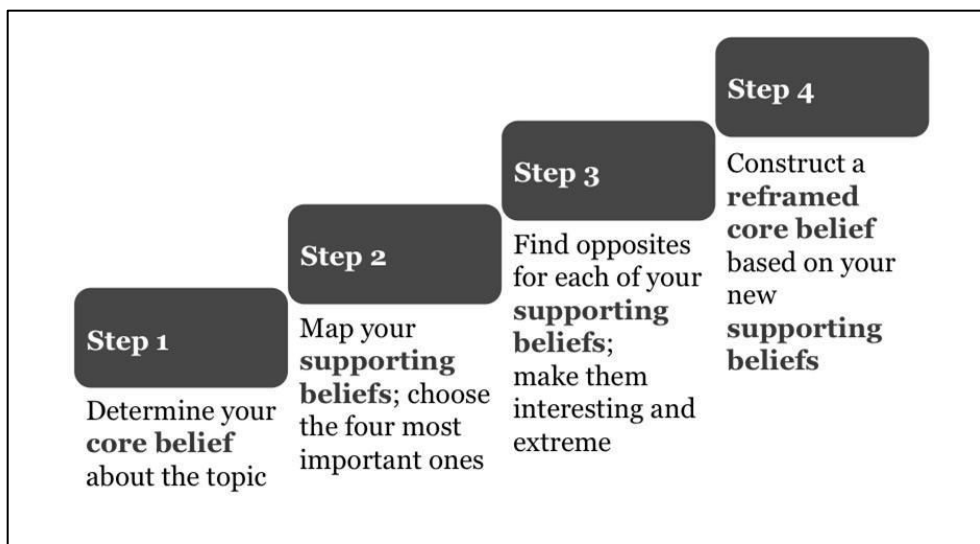
And finally, we have to also as reflective practitioners focus on moral and ethical and also values parameters concerning the work that we do. This focus will help define the extent of our thinking intellectualizing about the work that we do and provide a very strong foundation to the synergistic thinking which is required another reflective practitioner.

Topic 115

Reframing for Strategic Creativity: Framing in Four Steps

We have been looking at how a reflective practitioner frames concepts and understandings to produce a framework for professional learning. And what is important for the reflective practitioner is to be able to reframe concepts and ideas in order to benefit to learn from reflective practice. Reframing is a four-step process and we can look at these four steps diagrammatically to understand them.

Reframing in Four Steps



To reframe our concepts and ideas, we first all need to determine the core beliefs that we have about a particular topic, our experiences, our approach to teaching, and our beliefs about learning. This is the starting point but should not be considered as at all superficial. This is

perhaps the most significant step for the reflective practitioner to take. It is significant because it is perhaps the most difficult to do. To determine your core beliefs takes a certain degree of honesty and enlightenment to look at your beliefs correctly, accurately and to be able to understand where those core beliefs come from.

The first step is to determine what your core beliefs are about teaching, about learning, about education, about your role, your professional role within this environment. Once you've taken that first step, the next thing to do is to look at your supporting beliefs. Supporting beliefs are those which underpin your core beliefs they are if you like the foundation stones for the core belief that you hold. There could be two, there could be three, there could be four, there could be any number of supporting beliefs, and what you need to do as a reflective practitioner is begin to catalog these, to list these, to be able to map them, so that you can see how they support the core belief. So, the first two steps are complimentary here. We have the core belief and the supporting belief.

From this, you need to take the third step. The third step is where you begin to question your core belief and you're supporting beliefs. What you want to do is quite simply look at the other side of the coin, find opposites to your beliefs or your supporting beliefs. This process will help you question your core beliefs to validate them or to begin to reframe them. So, step 3 is the beginning of reframing the belief system and then you go to step for step four is where you begin to reframe the core belief and this will be based on new supporting beliefs which you developed from the questioning process. So, step four is where the concepts will be looked at differently and understood differently by the reflective practitioner.

So, we have a four-step process. Step one, where you are just looking internally at your belief system. Step two, where you're looking at the support system for that and it is steps three and four, where you are beginning the process of reframing. Step three is a questioning process and step four is the actual production of the new frame for your reflective practice.

So, what this means is that the process of reframing is essentially about uncovering and discovering assumptions and beliefs about the professional role and what we are always doing with reframing our ideas and our concept is looking to generate new ideas and to stimulate creativity as reflective practitioners.

Topic 116

Reframing for Strategic Creativity: 3-Dimensional Instruction

What the reflective practitioner is aiming to do by reframing their conceptual understanding is essential to achieve what is known as 3-dimensional instruction. 3-dimensional instruction is for the reflective practitioner, a process of not only teaching but learning from teaching, and 3-dimensional instruction therefore for the reflective practitioner is about increasing conceptual understanding of the processes involved with teaching and learning. It's therefore, a process of supporting knowledge acquisition and also knowledge transfer across frames for learning. In this way, 3-dimensional instruction is for the reflective practitioner, a process of working collaboratively with students. It's about facilitating the student inquiry as well as their own inquiry collaboratively in terms of developing and improving the instruction that takes place in the classroom.

It, therefore, requires a range of disciplinary topic understanding as well as interdisciplinary topic understanding and it is through this disciplinary and interdisciplinary understanding that the reflective practitioner can begin to question the supporting beliefs of the conceptual frames.

It is from a very practical point of view then about looking at the instructional practices and the learning experiences. So, looking not only at the teachers' role but also at the student experience. How concepts ideas and knowledge is transferred by the teacher to the students? how concepts and facts are learned by the students in the classroom?

And in this way, therefore, the reflective practitioner is working to not only develop their skills as a teacher, develop their reflective practice but working in a way that encourages group interaction and facilitates a shared inquiry among the students and this shared inquiry becomes a key aspect for the reflective practitioner in terms of learning and developing skills. And what this means then is that the 3-dimensional instruction process is an inductive process of learning rather than a deductive process of learning. It is looking at broader bigger picture issues, larger questions and through collaboration, through shared inquiry, through exploration and investigation taking those big questions and starting to focus them more and more to a point where much more clarity is achieved. By this focusing of thinking and an understanding by the teacher and also with the students what happens is that the classroom environment becomes a synergistic environment or in other words, the students are learning but the teacher is learning at the same time.

Topic 117

Reframing for Strategic Creativity: Conceptual Learning

What we've discovered so far is that a significant process for the reflective practitioner to engage with is reframing concepts. Through this reframing, the reflective practitioner can structure and direct learning. So, the key question in terms of frames for learning is what is conceptual learning? Well, conceptual learning for the reflective practitioner is a process of learning in terms of organizing facts into convenient and specific structures, logical mental structures which we then can draw on regularly in the teaching that we do.

As such, conceptual learning focuses on key principles of learning and organizing learning rather than just facts and figures. In this way, it's about putting pieces of information into certain areas of our understanding making cognitive links between aspects of what we're teaching. In this way, conceptual learning is very much a catalyst for development. Conceptual learning provides the opportunity for the reflective practitioner to challenge core beliefs and understandings, to look at supporting beliefs and assumptions, and through this process begin to challenge those beliefs and therefore begin to develop as reflective practitioners.

And because conceptual learning helps the reflective practitioner move to a place of advanced thinking. Conceptual learning has certain benefits. These benefits are that the reflective practitioner can solve problems that are experienced in the classroom much more readily simply because we have packaged our understanding into particular conceptual frames and therefore the

information is easier for us to draw on and for us to make connections with cognitively from the different experiences that we have.

Another benefit of conceptual learning is that it helps guide the methods that we employ to add to the knowledge in our conceptual frames. So, for example, a benefit of conceptual learning is that it will provide a much stronger structure for us in terms of observations that we may want to conduct in other teachers' classroom observations which are focused on particular issues that we want to address for ourselves. For example, a particular frame that we're challenging could be about how we're managing or not managing student behavior in the classroom and therefore by questioning our belief system we can start to identify the key questions which are important to us in terms of resolving that particular issue and then once we know these questions, we can then go to other teachers' classrooms observe particular aspects of their approach which will help us resolve our issues much more quickly.

Therefore, conceptual understanding helps us build relationships in our thinking. It fosters that understanding of how problems, events and conditions are linked together in the classroom and cognitively. Therefore, it gives a good focus for the reflective practitioner in terms of the actions which were taken.

Tanner's Model of Reasoning

We can talk about a model to help us work conceptually in terms of our learning and the model is called Tanner's Model of Reasoning. It looks quite similar to the models of reflective practice that we've been speaking about. So, this is a very convenient model for us to think of in terms of

conceptual learning. The first step is **noticing** or in other words describing the experience that we're having. The next step would be to **interpret** or in other words begin to analyze that experience. The third step is what is our **response** to the experience, the emotions, the feelings which are developed, and then this leads to **reflecting** or in other words how we're going to work to resolve those particular issues.

Topic 118

Reframing for Strategic Creativity: Epistemic Stances

Reframing for Strategic Creativity

Reflective practitioner can take different perspectives on their roles and in the discussion around reflective practice we talk about epistemic stances

Epistemic Stances.

An epistemic stance is essentially a way of knowing, how we come to know about particular facts, how we come to know about application of particular skills in the classroom. An epistemic stance recognizes the processes where engaging with developmental and because the processes are developmental the thing about epistemic stances is that they will always be changing as we become more experienced and more mature as teachers. As reflective practitioner believes change, epistemic stances changes in relation to those experiences.

Categorization of Epistemic Stances

We can categorize epistemic stances into four key areas. The first key area is Absolute Knowing. Two other areas are Transitional Knowing and Independent Knowing and the fourth are is Contextual Knowing. There are four different stances; we can take in terms of the reflective role. Absolute knowing is the easiest one to understand for the reflective practitioner. This for the reflective practitioner is acquiring facts, knowledge from others that we work with others. It's simply a transfer of knowledge and experience. The second and third stage is Transitional

knowing and Independent Knowing. The intermediate stage is they move the reflective practitioner from the absolute knowing to contextual knowing. Transitional and Independent Knowing are simply part way phases that the reflective practitioner is working with, beginning to take facts and figures from others and internalize understanding and begin to own particular skills and knowledge in relation to their own role in the classroom. Contextual Knowing is where the knowledge and skills we have; we are applying and understanding them from different contextual viewpoints because they will be different from different contextual viewpoints. Contextual Knowing therefore is perhaps the most advanced epistemic stance we can take. Contextual Knowing for reflective practitioner is highly critical and is always pursuing information, investigating understanding and looking to gather more facts and figures for our self in order to build conceptual frames.

Frames for Learning		
Ways of Knowing	Patterns of Reasoning	
Absolute Knowing: Knowledge is either correct or incorrect; correct knowledge is obtained from authority	Mastery: Peers debate and quiz each other for mastery	Receiving: Peers talk to create a relaxed atmosphere
Transitional Knowing: Some knowledge is correct; other types of knowledge can never be discovered; Teacher should understand rather than memorise facts; not all knowledge comes from authority	Impersonal: Teacher exchanges views with peers and express their opinions	Interpersonal: Teachers collect ideas from others who provide exposure to new ideas

Frames for Learning		
Ways of Knowing	Patterns of Reasoning	
Independent Knowing: Most knowledge is uncertain so teacher thinks independently; values knowledge that does not come from authority	Individual: Teachers focus primarily in thinking independently; exchange with others is of secondary importance, though appreciated	Inter-individual: Teachers place equal value on hearing others' perspectives and thinking for themselves
Contextual Knowing:	Peers enhance learning via quality contributions. Teachers exchange and compare perspectives, then integrate and apply knowledge	

Absolute Knowing

Absolute knowing is perhaps the foundational level that does not mean that it's not information important. Acquiring information from others is very significant and important foundation part of reflective practice.

Transitional Knowing

Transitional Knowing is where we starting to build understanding and develop concepts and the way we approach these as reflective practitioners is impersonal process and interpersonal process. Impersonally the teacher is transferring ideas, exchanging ideas. An interpersonal process is where teachers are collecting ideas from others and exposing there thinking to others.

Independent and Contextual Knowing

Independent knowing is more advance and traditional knowing but still in terms of the processes involved is a solitary and a collaborative process, it is both individual and inter individual. These processes lead the reflective practitioner to Contextual Knowing, this is where real quality contributions too arose as teachers in the classroom begin to manifest themselves, where teachers exchanges and perspectives exchanges and used productively by reflective practitioner. So, epistemic stances are really about not only ways of knowing but how we approach acquiring the information in order to know and therefore, it requires quite sophisticated types of reflection in order to move from Absolute Knowing to Contextual Knowing. Absolute knowers will find and accept information from authority without question. Authority is somebody who is more advanced level of knowing, Contextual Knowing, is somebody who is much more empowered by their knowledge and that empowerment is reflected in their quality of teaching.

Topic 119

Reframing for Strategic Creativity: Taxonomy of Reflecting Thought

Taxonomy of Reflective Thought

An aspect of reflective practice we can consider at this point is how we look at reflect thought, how we define reflective thought and, in this way, can begin to look at taxonomies of reflective thought.

Taxonomy

Taxonomy is simply a definition, it's the study of the system which is used to describe and define something and what is in teaching and learning and into the process of reflection have done is to begin to define taxonomies in order to support the process of reflection and what these taxonomies will always do is to define levels of thinking and knowing level of reflection. Starting from basic foundation may be in simple levels through to critical and advanced levels of thinking and knowing and reflection.

What the taxonomy does for the reflective practitioner is provide a structured framework to move from absolute knowing to Contextual knowing. So, for teachers, the critical reflection is type of reflection which is most closely associated with models of teaching and reflection which we have looked at in the past. Some of the foundational models we are looking at for example Dewey and Shwn, both define processes of reflection which taxonomies tend to reflect quite closely. Essentially taxonomies will look at aspects of teaching and aspect of knowing but within

a contextual frame and that contextual frame can be the moral and ethical considerations, the teacher has to confront in the classroom.

The taxonomy therefore categorizes thinking into defined levels of reflective practitioner and these levels identify the quality of thinking that takes place, the quality of reflection that takes place for the reflective practitioner and we can look at very simple taxonomy where the process is divided into three distinct levels.

Non-Reflective Action

The first level is Non-reflective action. Non-reflective action is essentially absolute knowing. It is the point where the reflective practitioner is describing noticing events, problems and is starting to put these into a framework. Starting to conceptualize them in order to begin to challenge to explore investigate these and experiences. So, Non-reflective action sounds unproductive but in reality, it's a very significant start of any taxonomy. Although it is considered non-reflective but without this process reflective cannot take place.

Reflective Action

Next level of course is reflective action. This is where the description and information we have has been challenged and we starting to explore new approaches to think differently about the roles we have and to begin to rethinking the knowledge and understanding we have.

Premise Reflection

Once we have engaged with reflective active action, we are able to move what is known as Premise reflection. This is where we are working at much more conceptual level of thinking rather than a much more practical level in terms of conceptual learning the premise reflection is very important because this is where we are able to the frames we are using and to begin to challenge our thinking.

Topic 120

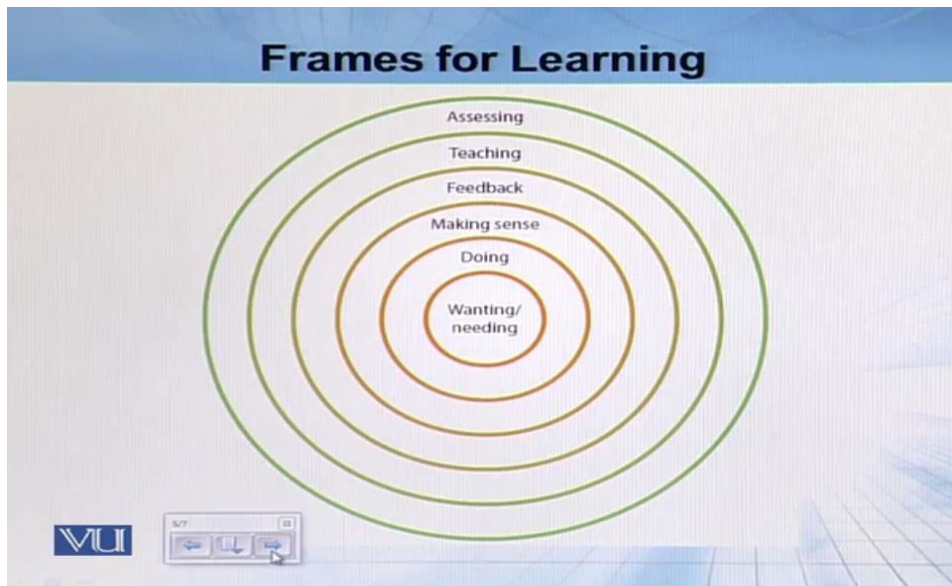
Reframing for Strategic Creativity: The Ripples Model

The Ripples Model

In exploring taxonomies for reflection, there is a very useful model we can use called the Ripples Model. Ripples Model is used by the reflective practitioner to begin to address certain issues in teaching by raising questions in particular key areas. So first what we would do is to consider what some questions are for reflective practitioner. We can actually look at the learners, as a reflective practitioner begins to understand what their experience of learning is? How are they approaching their roles as learners? What motivates them? What desires and interests do they have? From this perspective for the teacher, for the reflective practitioner begin to wonder how the students are taking ownership of the process of learning and therefore being empowered by the experiences in the classroom. Are the questions taught in the Ripples Model useful in terms of strategies that we are using for teaching? Are the learners learning through practical activities through processes where they can directly engage in knowledge and skill development? And learn inductively as well as deductively in the classroom.

What the useful question to ask within this model things like, guiding the learning for the students. How we are providing feedback that structures learning for the students? How effective and critical is the feedback process? Through this feedback process we can consider the extent to

which student are developing are learning and how much they are part of that process of learning



In the Ripples Model here we can see how these questions can come together in a particular taxonomy. It's called Ripples Model because it is like ripples when you through stone in water. At the center is what is known wanting our needing aspect of reflective practice process which is focused as what the learners want for learning? What the students need in to learn? This has a consequence of what we do with them, how we work with them. The strategies and approaches we are using for teaching in the classroom. From this doing in the classroom the reflective practitioner begins to make sense of teaching and learning, starts to create frames for the approaches which are being employed. From making sense of doing in the classroom, there is the system of feedback or in other words the reflective process that takes place where the information is brought back internalize by the teacher and therefore inform the next level which is teaching the actual process of developing the approaches and strategies. In the Ripples Model

what's important to realize is the final stage, the final level is assessing the effect of our teaching. What is actually the benefit or outcome of what we are been doing with the students?

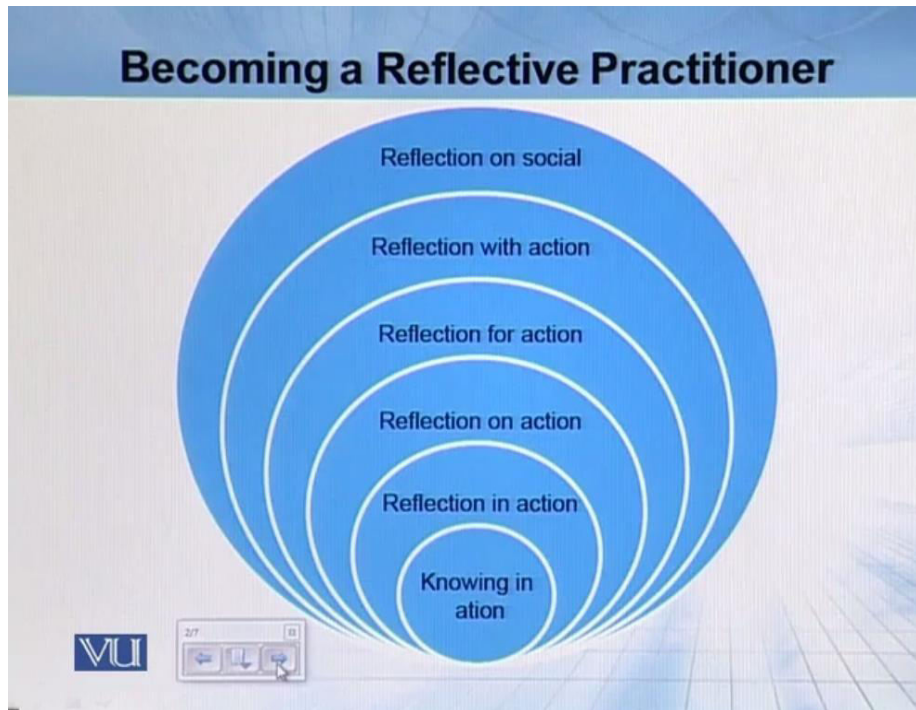
We conceive from this is that the Ripples Model is not the cycle. It is the progression starting from the center point which is wanting and needing and doing or in other words we are learning by doing as reflective practitioners. Through this progression moving through the reflective practice process very systematically by looking at different strategies in terms of reflection. Therefore, in terms of Ripples Model, real learning for the reflective practitioner begins at that center point radiates out like ripples on the water through very specific stages of understanding and skill development.

Topic 121

Reflective Teaching Practices: Criticality

Framing Reflection in External Constraints

Teaching practices need to be very critical if they need to be effective and what we want to do is look at different aspects of criticality in terms of reflective practice. One critical aspect of reflection of critical practice is that we need to be aware of is that reflection does not happen in isolation. It happens within an external framework within an environment. Therefore, being critical about reflective practice means that we need to understand the environment and how those external constraints can affect the reflective practitioner. It's important for us as teachers as always to be aware of the fact that reflection happens in a social setting in a context and does not happen in isolation in a person's head, in a teacher's head. It's always within a school environment or an educational setting and we can look at from the perspective of a model. Criticality for the reflective practitioner includes a number of key levels that we can think about in terms of reflection.



Key Levels of Reflection

At the core of reflection is knowing in action, knowing what we are doing is correct, knowing that we have the skills to apply to teaching and learning and radiating from this reflection is in action and on action. So, from knowing action acquired knowledge we are reflecting immediately experiences in the classroom and after experiences in action and on action. From this criticality will help us begin to look at reflection for action and reflection in action.

Reflection for Action

Reflection for action is where reflection is guiding to changes that occur in the classroom.

Reflection with Action

Reflection with action is very much about how the process of reflection and practical aspect of teaching combine and synthesize into professional approach to the roles we are taking. They come together and define the process of teaching and what criticality is telling us that all of these types of reflection occur within a context, within a social setting. In order for the reflective practice to be effective we need to reflect on the social context on that social setting to provide a background to provide reflection on our experiences.

So, the teacher plays in terms of reflection is always within that social setting, within schools, within departments, within communities. Therefore, then is to be a level of criticality that the reflective practitioner engages with in order to be effective. There are some of the rules we need to be aware of and we need to be followed and these could be written, they could be unwritten, they could be expectations. Therefore, these can either support or they can constraint the reflective process. It's because teachers are not working in isolation are not working separately. All that experiences we have come together and create their reflective practice environment and this understanding which is critical about reflective practice. It's the colleagues that we work with, it's the biases we have, the expectations and biases that our colleagues have which come together in the environment which creates the reflective practice environment. These actually become constraints or also they can become embarrass to the process of reflection. What therefore the reflective practitioner needs to do is understand these contexts very thoroughly in order to ensure that there is correct level of criticality in terms of reflection

Topic 122

Reflective Teaching Practices: Criticality

Critical Reflection= Critical Thinking

Critical Reflection and Critical Thinking

Considering therefore that criticality is important to reflective practice. Then we begin to understand that critical reflection is actually the same as critical thinking and there are number of models of critical thinking that the reflective practitioner can use in order to achieve a good level of criticality in the reflection that they engage with and what all of the models of critical thinking do is look at particular aspect of experiences from different perspectives.

Retrospection

The first perspective we can consider is what's called Retrospection, or in other words looking back on the experience and then reflecting on that experience as a past event. In a way it's like reflection on action and what this actually does for the reflective practitioner, this retrospection engage with process of description of noticing experiences and to begin to frame them conceptually from a distance rather than immediately in the classroom.

Self-Evaluation

The next level of critical thinking is self-evaluation. For the reflective practitioner it is important to think analytically and in evaluative terms about experiences. Critical evaluation and analysis of our actions and also of the feelings that we have, our responses to experiences we have. It's

important to understand all of these from theoretical academic perspectives and begin to make cognitive links.

Re-Orientation

The next step is perhaps the most significant step for the reflective practitioner in terms of critical thinking is what known as Re-orientation. In other words, using the analysis, using the results of soft evaluation to generate new action to influence processes, procedures or approaches to teaching in order to resolve problems that we are experiencing or to create new situations and new experiences in our teaching. So, therefore criticality and critical thinking is essentially not seeing problems as problems but trying to transform problems into opportunities for learning.

Critical Reflection Analysis

The critical thinker, the reflective practitioner operating at critical reflection level does not sees problems but sees opportunities to construct ways for learning to construct new ideas, new approaches in order to develop professionally. So, what you always trying to do is to challenge yourself as a reflective practitioner not just to dwell on the problems but to look at the problems from a very constructive point of view. So, there could be some useful questions that you can ask yourself as a reflective practitioner. For example, when you are analyzing and self-evaluating, did you analyze deeply enough? Did you analyze broadly enough? In order to see the problems, see the situations and experiences properly. Another question you can ask yourself at this point is although you see the problem, do other people see the problem. Did your students experience

the problem as you experience it? Did your colleagues in school experience the problem if they were to observe your lesson, would they identify the same problem that you identify? So, this level of critical thinking is important for the critical reflection that the teacher can engage with. Another question is if you are going to try some improvement in your teaching, does it really address the problem or you just trying to overcome the hurdle overcome the problem rather than then looking conceptually what the problem really entails and the final question you can ask in terms of being a critical thinker is, is the analysis specific enough? Is your thinking around the experiences you are having, the problems you are attempting to address is detailed enough? Are you thinking about all of the issues, all of the factors and using this thinking for developing strong strategies to move forward?

Topic 123

Critical Reflective Enquiry: Critical Philosophy

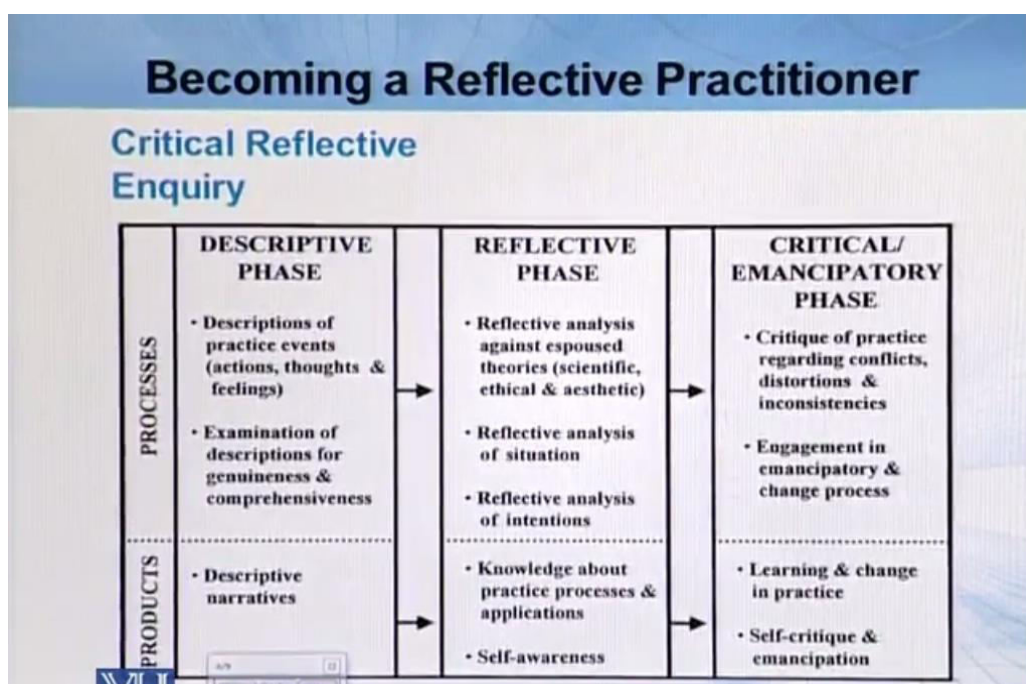
Critical Philosophy

A reflective practitioner is important in terms of processes that you engage with from a sort of research perspective in the classroom and what we can consider is Critical Reflective Enquiry in this regard is an independent idea in relation to the reflective practitioner experimenting, investigating and developing from those investigations is to understand the philosophical underpinnings to reflection and criticality and in this regard we can talk about criticality philosophy or in other words the perspective of teaching that we hold and view as important and we as reflective practitioner can alter the experience of classroom, alter the perception of issues and problems as they arise and therefore the certain distortions and the effects that the philosophy we have can have on our critical reflection. Perhaps the most important think in terms of critical philosophy is that therefore needs to be a component, which is about freedom about emancipation about empowerment.

The reflective practitioner who is engaging with critical reflection is somebody who experiences a good deal of freedom in terms of applying the skills and knowledge in the classroom. They are free to explore without hindering the quality of learning. Critical Reflection has a number of key phases.

Description Phase

One phase is description of the experience. Another phase is of course reflection analysis and evaluation but in terms of the critical philosophy a significant aspect of reflection here is about freedom and emancipation about developing competence sufficiently to be able to investigate and we can look at this diagrammatically from the point of view of teaching products and teaching processes.



Reflective Phase

The descriptive phase will define certain aspects of the reflective process, where will be things we can examine and look at from a product point of view or in other words the reflection we have write down in reflective journal. We might even look at reflective action plans or even just review regularly lesson plans and the processes and interaction with these products of reflection.

There is then a reflective phase and a product of reflection is our growing awareness of teaching role and the processes we have discussed many times that we engage with in order to do this reflective cycle analysis process.

Critical/Emancipatory Phase

Most importantly here in terms of critical philosophy is emancipatory the freedom phase. The products of this being able to be self-critical without self-harming and it's this emancipator phase which means that actions in the classroom become much more critical and much freer in terms of how we apply them with rigor and with confidence. So, this phase is really moving something which is much more significant for the reflective practitioner much more powerful because it really puts reflective practitioner in charge of teaching approaches and strategies. This is due to the fact that this process of framing the understanding actually helps us more easily develop to change and create and innovate in the classroom in order to develop the skills that we need at very high level. Therefore, it involves a number of discourses, number of ways of thinking about the roles we take on the critical philosophy we hold. It's very much about looking at values and beliefs as well as practices in the classroom. It's about looking at the assumptions we have, the intentions and the actions take place on the day-to-day basis. It's also about looking at the needs and interests of the students and the teachers within the reflective practice process.

Topic 124

Critical Analysis 1

Becoming a reflective practitioner requires us certain level of critical analysis. Critical Analysis is certain a way of deepening our ability and the skills that we bring to the process of reflection in order to engage critically with the processes involved in reflecting and analyzing situations that we experience. Situations which are very often very complex in terms of what constitutes those experiences and how understand those experiences. Critical Analysis can occur at number of different levels.

Ethnomethodological Analysis

One level of critical analysis is ethnomethodological analysis. This is where the reflecting practitioner is examining assumptions which are widely accepted in order to understand the governing rules of social behaviors', social experience that we have in classrooms and in communities.

Hermeneutic Phenomenological Analysis

Another level of critical analysis is Hermeneutic Phenomenological Analysis. This is essentially reflecting on interpretations of experiences. Both our own and how we perceive the learners' experiences in the classroom. It is moving beyond, perhaps insufficient understandings to much clearer, detailed and therefore critical understandings of experiences in the classroom.

Discursive Analysis

Another level of critical analysis is known as Discursive Analysis. What we have to aware of as teachers is that the process of reflection is constructed in a way by the language, we use to describe those experiences. In other words, the social truths we use to draw on to understand the experiences we have.

Critical Analysis and RP Models

Where there are different models of the range of reflection and there are a lot number of models of reflection. What this tells us from this criticality perspective is that all the models are there as tools and they are only tools to help us in the process of reflection. They are never going to be perfect and there is never going to be one model that we should or could drawer on for the hold of reflective practice process.

Models to Trigger Broader Reflection

Essentially what criticality helps us understand is that reflective practice models are there to help us engage in the process of reflection and essentially, they are just trigger points, opportunities, guidelines that we can use to help reflection. Therefore, they are not something to be used for the sake of using them. They are something to be employed as tools to reflective practitioner. Therefore, we should never be engaging with model of reflection because reflective practice within a social context within constraints will vary from day to day and therefore one particular model may not work all the time and we need to engage with range of models as reflective practitioners in order to get to the correct level of critical analysis.

Teachers need to understand they need to grasp different models in order to engage with them properly, engage with the complexity of the models and also with the complexity of the experiences they are reflecting on. Therefore, the models need to be used very carefully and very selectively by the teacher in order to be selective in the reflective process.

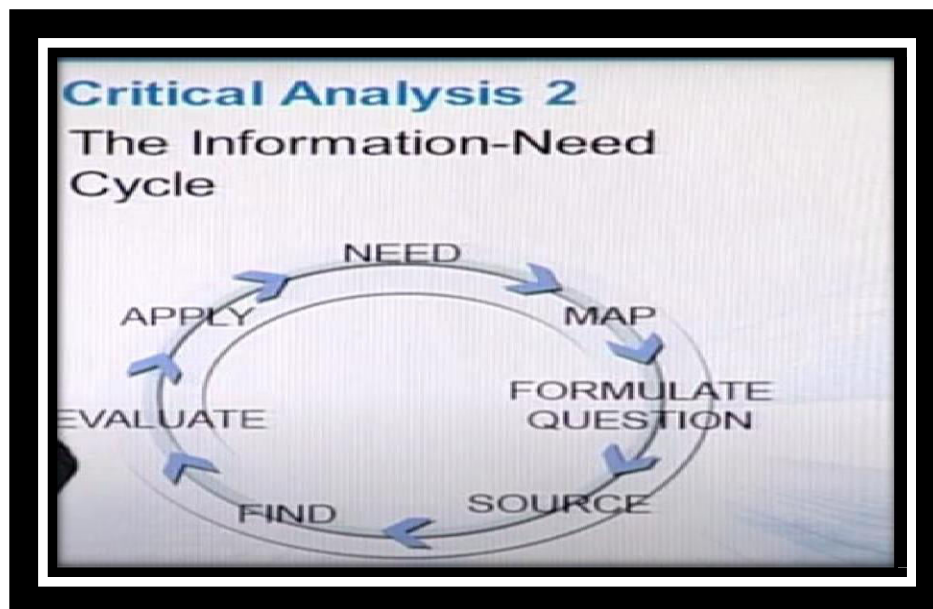
Most importantly we must remember that the reflective practice within a context means that the students are also engaged with this activity and what we are always trying to do is help them understand, what we are trying to do as teachers in order to create the collaboration for learning and development.

Topic 125

Critical Analysis 2 (Part 1)

Becoming a reflective practitioner therefore requires critical analysis and critical analysis requires reflective practitioner to break down the elements of thinking and elements of thinking into the component parts that construct the thinking experience. It's through this thinking process that the teacher is able to differentiate the important aspects of experiences in teaching and also to distinguish the different elements of those aspects

Quite simply the critical analysis for the reflective practitioner can be viewed as a process of applying theory in practice. This is for the reflective practitioner is foundational principle of critical analysis. How to move theory into practical domain and this is viewed conveniently from a point of view of cycle of critical analysis and we can see below this cycle displayed.



First, we will talk about need that arises from an experience of a problem. By critically analyzing we are doing is trying to map, trying to look at the components, the elements of the problem and our thinking about the problem because from these elements we can formulate questions to challenge our conceptual frame. What important in terms of critical analysis is not only form those questions but also to understand to look for sources of evidence for those questions so, that we have some backup some foundation for what we are really doing in term of being critical and from this we are beginning to find to experiment with that thinking to begin to reframe the concepts we have and then to evaluate the change to evaluate how our thinking is changed before making the next application, before applying the change action in our teaching. As a cycle this brings us back to the action and experiences of that action how is the problem resolved or new problems arising. So, what we need to do about critical analysis perspective is to look at certain questions and try to refine those questions in terms of determining the outcomes of the information. We could ask a question for example on personal level “I need something on smoking” some information, some evidence to work with the students in the classroom about the dangers of smoking. This could lead to another question of “I have an assignment for which I need to complete for which I need evidence in order to support the suggestions that I have been making. Another question generating from this could be then that would be “what research do I need to engage with? What research do I need to engage with? What evidence do I need to find? In the cycle this is about mapping the thinking, mapping our conceptual understanding about the different routes we can take through resolving at particular issues, looking at questions to answer.

Therefore, the mapping process is really about identifying the keywords that can drive our thinking that can support the way we are been creative and innovative and the way we are using language around describing issues and the process of reflection. Formulating questions is about being very critical in the way questions are formed. We have to look at the language, for example a question generated from bad experiences of managing group work, could be about looking at the strategies and approaches teacher is using, which sources of information are you looking at as a reflective practitioner? In order to support the mapping process are you looking in the correct locations for the evidence? This search strategy will help you to develop the framework for reflection becomes much more critical how you are analyzing situations. The final part of the cycle is evaluation and application. Evaluation is doing the information, does the research I have done help me solve the problem help me answer those questions and when you are applying, what conclusions can you draw from that application?

Topic 126

Critical Analysis 2 (Part 2)

Influences on Critical Analysis

Becoming a reflective practitioner requires us to engage in critical analysis and there are influences we can consider in terms of engaging with critical analysis. Essentially the influences on our ability to analytical and critical or amount the time we have about to dedicate to this process and the psychological space we have, the work environment, the people we interact with, the context in which we are working will have an impact, have a influence on the process of critical analysis. Reflective practice tools that we use have an influence on the critical analysis that we are engaging as a reflective practitioner.

Critical Analysis Strategies

There are different forms of reflection we can think of being reflective practitioners and we have looked at these in previous lectures. For example, teacher may rely on particular strategy for example like reflection in action and there is nothing wrong with it. There are different contexts in which we are working and therefore different influences which impact on the process of criticality. Another important consideration is within the context of work teachers are always in a dialogic context. Therefore, there are range of perspectives and beliefs about teaching and learning which are influencing us as teachers. What we can use in terms of tools are things like case studies, reflective journals, observations and looking at critical incidents in the classroom. These are strategies which can influence the process of reflection, how we are reflecting can

actually influence the outcomes of reflection but we are always trying to do is being critical based on certain competencies.

Competencies of Critical Analysis

Clarification

One competence of critical analysis about gaining clarification of experiences we have or in other words trying to understand the experience, identifying the focus, analyzing the experiences, looking at the questions we are raising, the arguments we are putting in relation to the experiences. How we are challenging and turning those challenges into decisions and judgments. Through this we begin to not only identify our assumptions, we begin to not only identify our assumptions and we gain clarity about our assumptions that are known to us. Another competence of critical analysis is about to provide an ability as a basis for thinking. In other words, it's about being a good judge of evidence of sources of information. Looking at the credibility of information, how to judge observations and the quality of information from observations.

Inference

Another competence of critical analysis is inference and in other words the ability to deduce and induce knowledge and understanding from the experiences. Judgments about our deductions and to make judgments about our inductions in relation to the experiences and also the value judgments we are making about the experiences we are having.

Metacognition

The final competence of critical analysis is Metacognition. Metacognition is essentially the ability for the teacher to reason about thinking and to think about thinking. To look at our assumptions without disturbing the value base we are working with and this lack of interference is the metacognitive key point. It's very much about developing our abilities in terms of judging and making decisions and working with experiences in the classroom

Topic 127

Ways of knowledge Generation: Experimentation

Experimentation

Becoming a reflective practitioner requires us to think about the ways of generating knowledge as work in the profession. One way to generate knowledge is through experimentation. Experimentation is essentially about trying something through trial and error in order to generate something positive, something constructive and therefore it's a process of design of abstraction in relation to action and then action and then evaluation.

We can think about experimentation in the classroom as bad thing. We should not be trying things at, we should not be experimenting. For the reflective practitioner experimentation is very useful strategy in order to generate understanding and to build knowledge. Experimentation is very useful process to engage with indeed a lot of technological advancements for the 17th century and beyond has a cure because of experimentation and procedure. Experimentation is activity where we are designing actions in the classroom. Abstracting our understanding of the concepts in order to develop strategies and to introduce new procedures. We put those into practice into the classroom, in other words some form of action and it's from action we evaluate and look at the results to see how effective they are. Based on that evaluation we think about how to change them further if they need to be changed at all. In other words, we need to engage with another process of abstracting the concepts and devolving and understanding.

Speculation

The key component of experimentation is actually speculation. Experimentation is not a bad thing in the classroom. It's not going to do any harm. The basis for critical thinker for the reflective practitioner is speculation or in other words I did, I could change my teaching in this way, what would be the impact of it. If I experiment with this new procedure, what would be the impact in terms of student learning and effectiveness of my teaching. This is very much about is working with current knowledge. Using that build knowledge, we can talk about this very simply about building theory.

Theorem

The theory or the theorem is around for many years and is been used to inform actions and our understanding of what we are have been doing all the time. Speculation has a particular core of theorem A and B. A is the particular hypothesis we are using and B is the result which needs to be proved. If we do a certain thing in the classroom hypothesis A the result will be result B. If this speculation for the reflective practitioner which helps us to develop hypothesis about our teaching and to build our understanding of the procedures and the processes we are applying for critical thinking and for teaching.

Topic 128

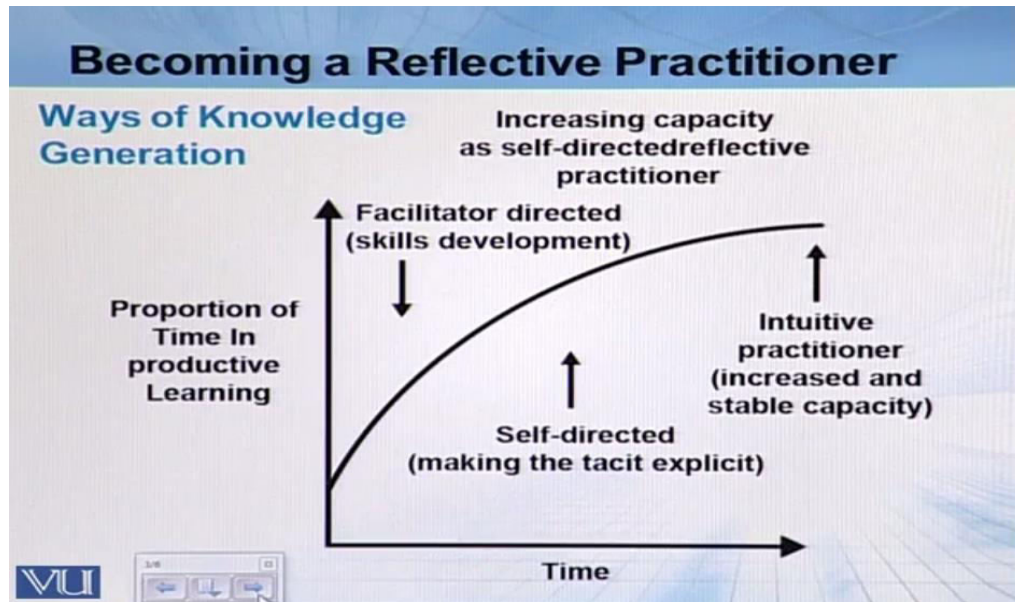
Ways of Knowledge Generation: Nurturing Relationships

Nurturing Relationships

Becoming a reflective practitioner requires us to explore ways of generating knowledge. One way to do this through nurturing relationships that we have in our professional roles. Critical reflective learning is actually nurtured by such relationships, there for becomes a much more reflective process. What we need to consider is the nature of these nurturing relationships.

Key Aspects of Nurturing Relationships

There are some key aspects we will consider. First of all, any sort of positive constructive relationship is mutual for everyone involved, in other words everybody benefits from it. There is of course in way people are interacting with each other. Within the domain of reflective practice there also need to be challenging relationships, in other words critical but supportive. The relationships we have in order to help us generate knowledge also need to be representing properly in the context we have. Perhaps fundamentally relationships are defined by the language we use, the dialogue, the context of the dialogue that we have with others and we can look at this from the perspective of a simple chart



The increase in the capacity of reflective practitioner to be more self-directed in terms of their reflected practice to develop knowledge and to generate knowledge about their roles is in terms of the amount of time that they have within their roles and also the amount of time they give, they are able to give to the process of development to the activity of learning. For teachers who enter newly into the profession of teaching, we conceive that very much knowledge is much lower and therefore needs to be built. Therefore, the activities we have as reflective practitioner as teachers in the classroom is very much focus on the skills we need to survive in those environments. Therefore, it is very much directed by this particular need but with time and with experience with opportunity to give to reflection and to learning the teacher becomes or can become much more self-directed. In other words, learning is moving from being tacit to much more explicit to being sort of very vague and be known to something we not know very clearly.

As we mature in our roles, we become much more intuitive in terms of the practice of teaching we are doing and this where we experience a level of emancipation as reflective practitioners. The amount of knowledge generation that we can engage with and the amount of knowledge we can develop become much greater at this level because we are solely focusing on surviving and developing our skills but actually broadening and deepening of the understanding of teaching learning. So, nurturing relationships is a very useful strategy for the reflective practitioner to engage with in terms of developing and generating knowledge.

Self-Directed Learning

With time nurturing relationships can actually help us to develop as practitioners and essentially the relationships we have with our students and the relationship we have with our colleagues in the work environment. These relationships can help us become much more self-directed as learners and self-directed as reflective practitioners and it really as we conceive from the job moves us from focusing things purely like skill development to be much more intuitive and much more investigations of the teaching that we are doing. Self-direction is quite powerful with self-directed learning. With self-directed learning we generate knowledge in a way which is responding to the learning needs and also is part of the responsibility of being a reflective practitioner.

The individual teacher is when they are being very intuitive very self-directed is empowered to select what knowledge is powerful and useful and to manage that knowledge in terms of application in the classroom. Assessing the quality of that knowledge and how it is used. Perhaps

the key thing to be aware of in terms of self-direction as a reflected practitioner is that motivation drives the whole process.

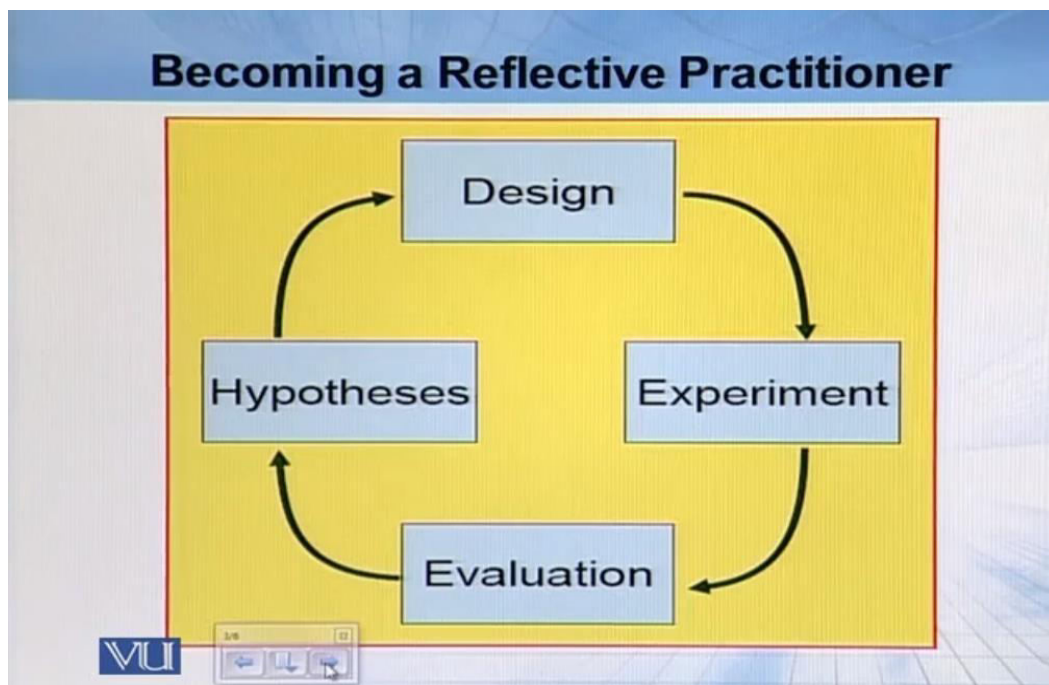
As a teacher, as a reflective practitioner if you are not motivated to learn, not motivated to develop then the reflection is not going to help that development at all. Therefore, independence is significant part of self-directed learning as well as the ability to set goals to define what is worthwhile to learn, teachers have to focus on the particular aspects of experiences in the classroom and then to look at the people who can support the process whether they are colleagues' or critical friends.

Topic 129

Ways of Knowledge Generation: Scientific Method

Scientific Method

A way of generating new knowledge for the reflective practitioner is through the scientific method. The scientific method has proved essential in terms of knowledge building through history. Essentially it is based on identifying certain hypothesis and trying to experiment in order to see whether these hypotheses stand up to experiment or fail in terms of the experiment and we can look at the scientific method from a nice simple design where the reflective practitioner is abstracting thinking, designing their concepts and experimenting on these concepts.



Experimentation

For the reflective practitioner teacher this is looking at issues and experimenting to overcome those issues. From that experimentation we look at the results and we evaluate the effectiveness of the experimentation and refer the evaluation back to the hypothesis. Is our hypothesis correct or is it false, if it is false, we need to re-hypothesis and re-design in order to experiment again and re-design and refine thinking about the issues. This process which is very useful for the reflective practitioner although of course can be argued that teaching is not a scientific process but the scientific method is very useful in providing a structure for the experimentation where experimentation can be seen as trial-and-error process.

Statistical Analysis

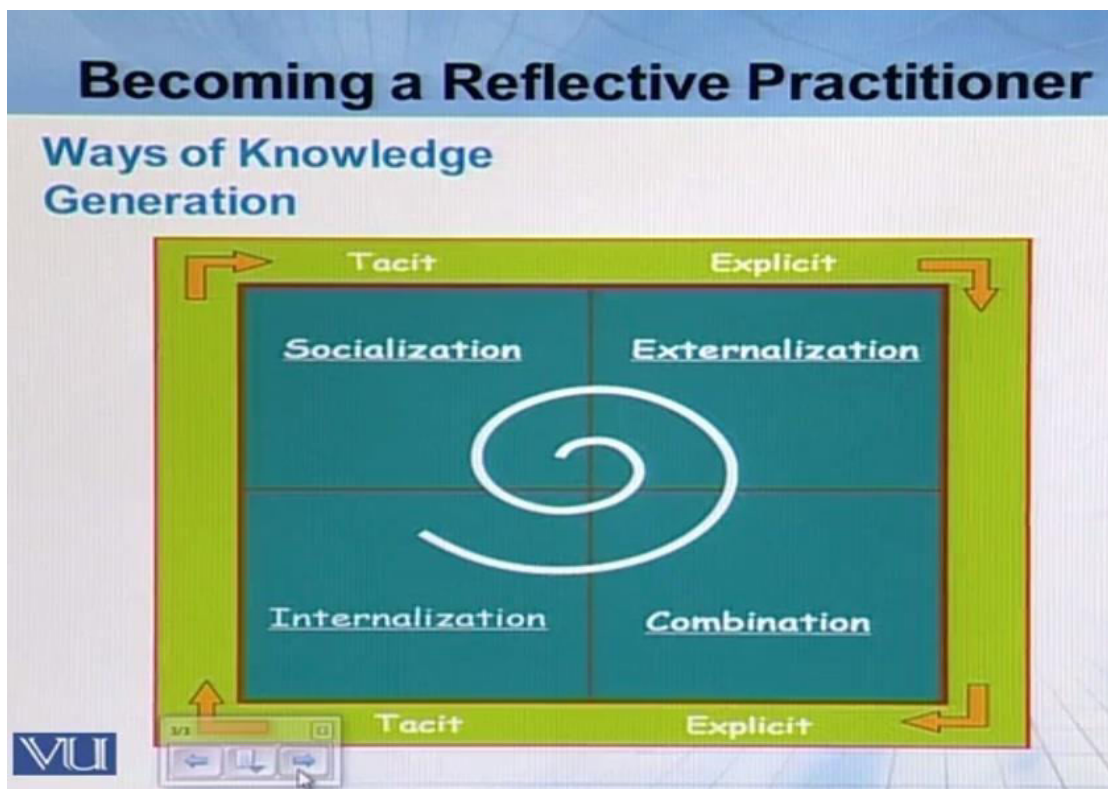
The scientific method gives experimentation a much more scientific structure and a much more valued structure. What plays a important part in scientific method is analysis and what we bring to that is essentially is systematic evaluation of the information we are gathering. The analysis phase is very much about looking at the variables which we set in the hypothesis and then seeing if we can verify those variables seeing if these stand up to the scrutiny and looking at the within the whole context of teaching. The data results that come from this is observation of reality is very much not about changing our experience but trying to be reflective about the experience without any change taking place. Statistical analysis from this scientific method perspective for the reflective practitioner is very much about possible to experiment in the classroom. To make that experimentation the object of research, we had to remember that statistical analysis is quite key when dealing with human beings simply because working with variables constantly rather than fixed items we can catalogue.

Topic 130

Ways of Knowledge Generation: Cycle SECI

Cycle SECI

In becoming a reflective practitioner, we are looking at ways of generating knowledge. One way to do this through the SECI cycle. SECI cycle was developed by Hirotaka and Takeuchi. A way to generate knowledge by transforming it from tacit knowledge to explicit knowledge and then back to tacit knowledge. This is represented in the diagram where we can see that knowledge transforms through number of phases in a never-ending cycle



Socialization

Looking at this in more detail what we can see here in model is that if we can look at the bottom left-hand corner knowledge is generated and internalized by the teacher by the reflective practitioner. As an internal process it's quite tacit and perhaps, unknown to us, it's just acquired experience but through discussion with colleagues through further experience with the context of the work environment. The knowledge through socialization starts to become much clearer to us. It is still tacit knowledge, it's still little bit unknown and vague but we are starting to realize that it's not just our knowledge but there are components that are shared by others in the context in which we work.

Externalization

From this the reflective practitioner through dialogue through the process socialization begins to externalize that knowledge. In other words, it becomes explicit within the context of the work. Externalizing that knowledge begins to make it more clear and understand it in greater depth and detail and as we think more about it and externalize that knowledge through the socialization process, we begin to find points of comparison and contrast with that knowledge.

Combination

Comparison and contrast with theory and comparison and contrast with other people experiences. So, we start combining pieces of knowledge together in a very explicit knowing way in order to rationalize the experiences we are having. From this process of combining the

components of knowledge, we start to internalize into the conceptual frame so that it becomes much more tacit to our experiences.

Internalization

We do not think explicitly about this new knowledge, about this new learning instead we simply apply and understand what we have learned in a very intuitive way. This leads to new experiences, new internalizations which are again tacit but through the process of socialization we begin to develop tacit knowledge into much more explicit understandings. From socialization again we move to externalization where we are sharing that knowledge with others and others are sharing that knowledge with us. Through this new knowledge is combined with existing knowledge. So, we are constantly as reflective practitioner using this cycle to generate knowledge by transforming nature of it from being tacit to explicit and from being explicit to being tacit.

Topic 131

Ways of Knowledge Generation: Modeling and Conceptual Innovation

Modeling and Conceptual Innovation

Another effective tool for the reflective practitioner is through Modeling and Conceptual Innovation. Modeling is used essentially for two key purposes and that is to confirm theories that we are building and also to make prediction about the results of actions that we are undertaking. We can look at Modeling and concept innovational concept mapping. In the literature, there are different models we can look at for different things from science through to nature.

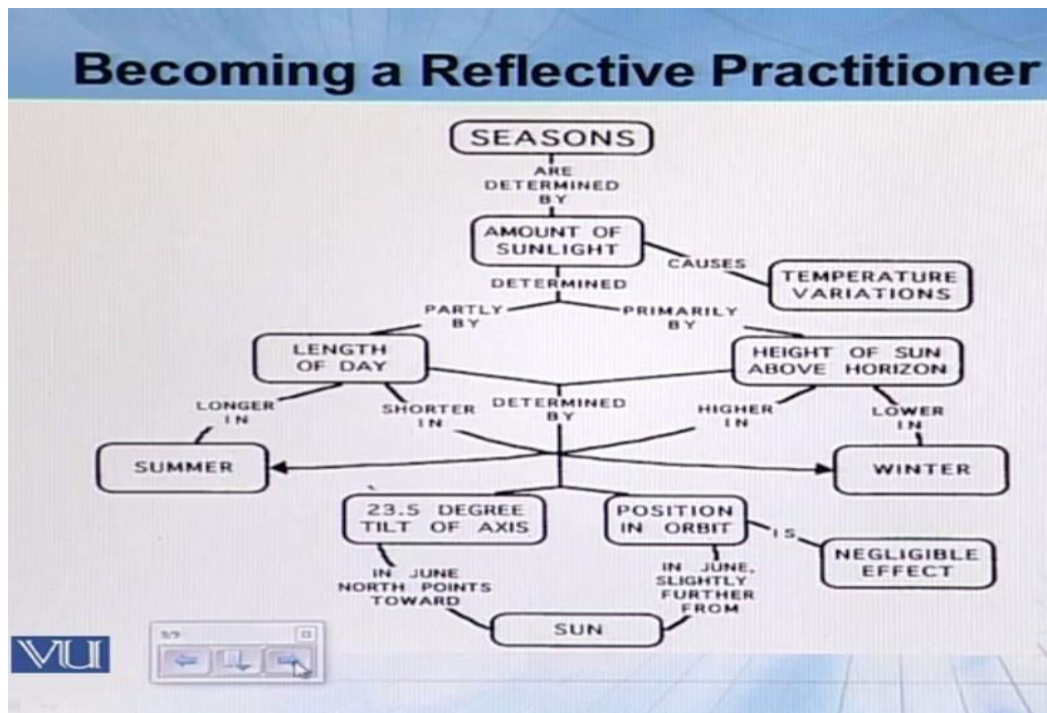
Modeling and Concept Mapping

For the reflective practitioner the notion of modeling and concept mapping is very new. Essentially modeling is something which is going to grow in the future, as a process of knowledge generation for teachers, as a process of generating knowledge the reflective practitioner is using models, using concept maps in order to build connections and to develop understanding between components of knowledge. In order to make sure that the knowledge is constructed and through this process of reflective practitioner is looking to build theories of practice from theories of teaching and learning and moving the theory into action.

Concept Maps

Concept maps are very graphic form for the reflective practitioner to use to represent the knowledge which they are acquiring and building over time. Concepts maps provide number of

insights for the reflective practitioner into not only the concepts they have and the connections between those concepts. Concepts maps therefore are therefore comprised of two key components. The first component is the actual concepts that we are engaging with. The other component is linkages between those particular concepts. The linkages can be in form of linking words or linking phrases' which connect one concept to another. Very much they are about the relationship, specifying the relationship the type of relationship between those concepts of knowledge.



Model of Concept Map

We can see above a model of concept map for seasons and for weather. It's a very simple model to look at from the reflective practitioner point of view because it can help us to understand how

a concept map can be use. A concept map can have a number of highlighted features of concepts that the reflective practitioner is dealing with. In this example we talk about amount of sunlight and temperature variations. These are the individual concepts the individual is looking at within this domain. Then the linkages between the concepts define the nature of relationships. For example, the amount of sunlight and temperature variations, the linkage is there about the causes the temperature variations based on the amount of sunlight. For the reflective this means will be identifying and noting the individual concepts as they become explicit to us. Then our time building up the connections between these individual concepts as they become clear also. Most importantly the reflective practitioner in terms of generating knowledge will be looking to understand the nature of those linkages. In other words, what is the link and how do we define that link in terms of two concepts, in terms of three or more concepts

Concept mapping is a modeling procedure which is very new for the reflective practitioner. Something which is extremely powerful because knowledge will build and build over time and this is a way of recording that knowledge for the reflective practitioner.

Topic 132

Ways of Knowledge Generation: Design

Design

Reflective practitioner can generate new knowledge through the process of design. Design is a way for the reflective practitioner to gather artifacts which are outcomes of experiences and use this overtime to build up bodies of knowledge. These artifacts automatically part of the design and then become huge amount of knowledge which the reflective practitioner is holding. The process of design is very much a dialogic process about reflecting with self through the reflective journal. It's also about dialoging with other colleagues, other stakeholders and also with students in order to build up the framework we are using for the design which is the process of knowledge generation.

The design process therefore is very interactive and as an interaction process it's about the ideas we have, the values and beliefs embedded within those ideas and also recognition of the context in which we are working, the situation which influences those beliefs and ideas and of course the expectations and the impositions of the others involved in the situation. In other words, the colleagues or stakeholders. So, design is a mean for these three components to come together to inform to another. As such the knowledge generation process through design is very much about making visible the process of expertise. As a reflective practitioner it's therefore about experts about experienced practitioner sharing knowledge within the particular discipline. In order to

create that design and also its sometimes perhaps complex it's a very detailed activity for the reflective practitioner to engage with to generate knowledge.

A key thing to remember here is that design as a way of knowledge generation is a socially constructed process rather than individual process. It's through this explicit social process where perhaps the power of design really comes through. It is important for the reflective practitioner to remember that the process of design for generating knowledge is has a very key foundation and that key foundation is that the reflective practitioner is able to engage with conceptual frames for learning and be able to reframe concepts, reframe understanding in order for the knowledge generation to take place. Without reframing of concepts without reframing of our understandings and reframing the way we approach our understanding; design cannot work as a means of knowledge generation. So, the key framing of reframing in terms of design is what will generate as a new knowledge for the reflective practitioner.

Topic 133

Theories, Knowledge and Practice: Teacher Professionalism

Teacher Professionalism

Becoming a reflective practitioner is a process of combining theories and knowledge into coherent whole which is meaningful for the teacher and this all comes together to generate a process which we can think of as teacher professionalism. The fundamental question we have to ask ourselves here is good teaching is direct consequence of reflective practice. As we have seen reflective practice is very much a process of inquiring into a problem of investigation and understanding a problem in order to come to some sort of solution to drive processes to solve that problem. What this means is that we need to think of reflective practice from certain viewpoints in terms of professionalism. For example, we need to think of how reflective practice can boost teacher professionalism and improve and sustain teacher professionalism.

Caliber

One thing we need to look at here is the caliber of teaching, the quality of teaching. The caliber of teaching, the caliber of reflective practice is very much about challenging the assumptions we have about the practices of teaching about the pedagogical practices we are using. Using these to established for us the principles of good practice. In other words, to see teaching as an art and the process of reflection is to refine and to improve the quality of the art of teaching.

Discourse

Teacher professionalism through reflective practice is also about discourse. Discourse dialogue helps us cultivate for ourselves a level of confidence in our abilities and discourse also helps us to describe those abilities to others to articulate the level of knowledge, the level of expertise, the level of professionalism we have.

Knowledge Creation

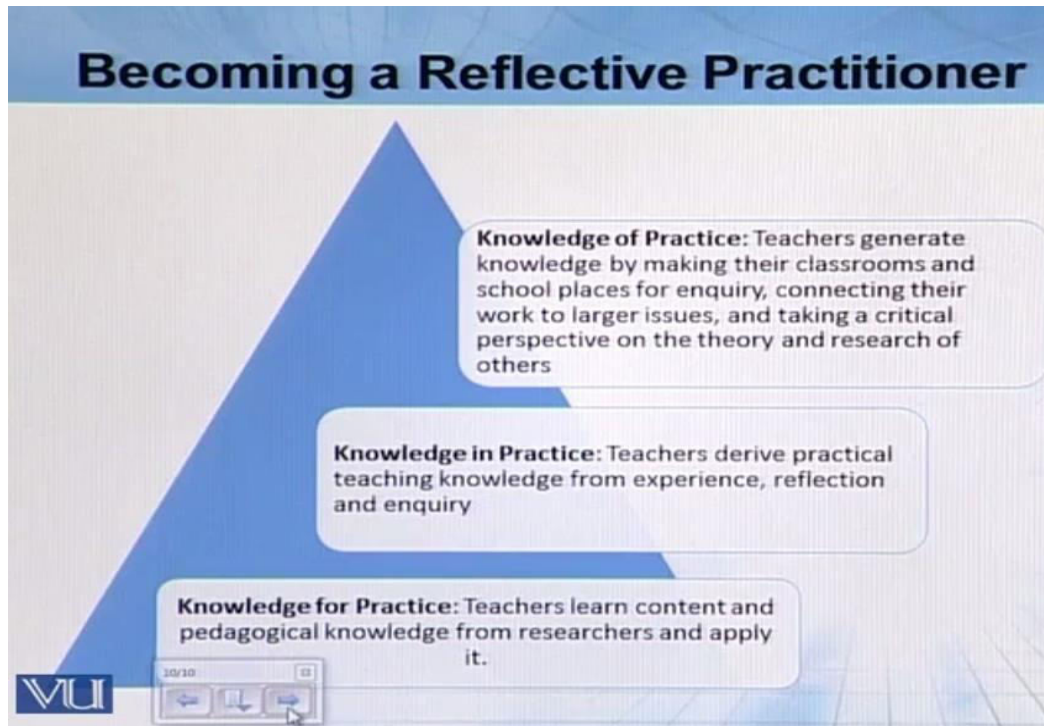
We also know that teacher professionalism from the reflective practice standpoint is also about knowledge generation, knowledge creation because what the reflective practitioner is doing thinking critically, observing critically and using this criticality to frame changes in terms of our frames of understanding in order to develop for ourselves new models and theories of teaching. What this means of reflective practitioner is we think of teacher knowledge and teacher inquiry from three levels.

Levels of Teacher Knowledge

We have got the level of Knowledge for Practice acquiring and generating knowledge for improved practice. We have also got Knowledge in Practice or in other words knowledge as applied in the classroom and also of Knowledge of Practice. In other words, our metacognitive processes in relation to the work we are doing.

Knowledge for Practice

What we can do with this is begin to think of a diagrammatic representation for this knowledge and practice generation and this format we can see that knowledge for practice is the foundational stone of teacher professionalism.



It's where the teacher is learning content and learning pedagogical knowledge from theories, from researches and beginning to apply this in practice and although we can consider it a very basic level of professionalism. It is rather a foundational level of professionalism equally important to any other level without it we cannot call ourselves professionals. The next level we can think of knowledge in practice. It is where teachers are acquiring practical teaching knowledge from the experiences they have of teaching over time. From the reflection of that experience, inquiring into experience from day-to-day basis.

Knowledge in Practice

Knowledge in Practice is ongoing and forms perhaps the most significant part of teacher professionalism. On top of this we can think of knowledge of practice. This is where teachers overtime developing skills sufficient enough to be able to generate knowledge which is coming from the experiences of the classroom and the school and whether teacher is seeing such contexts as places of learning for themselves, as process of inquiry in process of teaching. It's a way for the teacher to make cognitive connections between theory and practice, between the issues that they are having personally with the bigger issues concerning education as a whole.

Knowledge of Practice

Knowledge of practice is therefore very much taking a very critical perspective not only of theories but also of experiences of others and their own experiences in order to bring these three things together into a new generation of knowledge and understanding. From this generation of knowledge that we have start to develop the profession and also to develop our own roles as a professional within the context in which we work. So, the three levels of thinking here and knowledge generation fundamental to the process of professionalism. The foundational level knowledge for practice is not insignificant it's a foundational level and therefore as important of knowledge of practice which is generating knowledge over time.

Topic 134

Theories, Knowledge and Practice: The Moral-Ethical Dimension in RP

The Moral-Ethical Dimension in Reflective Practice

The theories and knowledge and practice which come together to help teacher become a reflective practitioner and also have a moral and an ethical dimension to them. As teacher working in a social context, the moral and ethical dimension of reflective practice is important to them and should not be over looked and understanding this particular dimension to reflective practice.

Open-Mindedness

The starting point is really “attitudes” as teachers too towards the profession of teaching and learning. Our attitudes include things like open mindedness. This is important for the reflective practitioner because it underpins beliefs about the diversity of our students. The intellectual, the social and the other dimensions of diversity that we can be working with when we are in the classroom working with the groups of people. Another aspect of open-mindedness that we need to embrace as reflective practitioner is humility. We must remember that teaching for the reflective practitioner is the process which is not one way but two ways.

The reflective practitioner is learning from and with the learners and with the students as much as they are learning from the teacher. Therefore, this does require open-mindedness and humility in order to be honest with ourselves about the mistakes we are making and about the direction

we are travelling in. Another attitude which is significant for the ethical and moral dimension of reflective practice is that we are very caring about ourselves and we hope for them in terms of their learning and in terms of their future. What we are doing with them in the classroom is preparing them for their future for five years, for ten years, for fifty years hence. Therefore, that's a very great responsibility for us and part of the attitude which underpins the process of reflective practice.

Responsibility

Another attitude which is significant for the reflective practitioner needs to be aware of this moral and ethical dimension is the sense of responsibility that we have. As reflective practitioners we need to consider the consequences of our actions. Our actions and experiments with our practices, the approaches and strategies we use are always for the good of students not for the sake of personal development. Therefore, the responsibility is that we are always looking at the consequences of our actions. The consequences should always be positive and good and there is also responsibility that we are developing from the experiences we are having. We are making meaning from them for ourselves as professionals in terms of teacher learner interaction and how this comes together for the reflective practitioner as a professional.

Engagement (Whole-Heartedness)

There is also an attitude of engagement or in other words whole-heartedness. Reflective Practitioner is somebody who is being very critical, asking questions about their role as teachers and what this means is that we need a certain bit curiosity about our professional role, about the

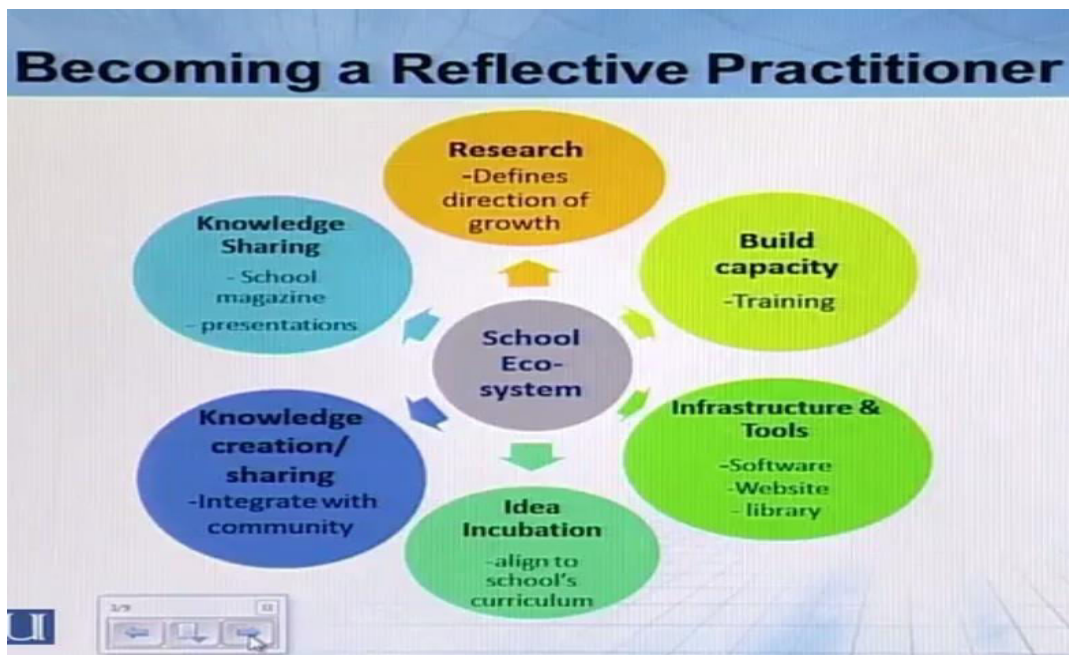
subject we teach and about the pedagogy of that subject. The impact of approaches on teaching and learning and on students and therefore this whole-heartedness is part of the moral and ethical dimension of reflective practice. We need to remember for the reflective practitioner is that the teaching is very much an art individual to the teacher but is far reaching in terms of its impact. Therefore, it can be directed and guided in any particular way by the reflective practitioner so therefore it is something which is very much developed over time and evolves with the teacher. So, this moral and ethical side of reflective practice realizes that the teacher the reflective practitioner is a growing and evolving practitioner.

Topic 135

Theories, Knowledge and Practice: Teacher Knowledge and Enquiry

Teacher Knowledge and Enquiry

Becoming a reflective practitioner then is about combining knowledge and theories and practice. It's easy to think of this in terms of teacher knowledge and teacher inquiry. We know that the process of teachers in terms of becoming reflective practitioner is very much about thoughtful and reflective process and the purpose of this for the reflective practitioner is to be active contributors to community the work, the educational community. What we need to think about this is where this all comes together in terms of developing as a professional, developing as a reflective practitioner and we can look at this in terms of very simple model for becoming a reflective practitioner based on knowledge development.



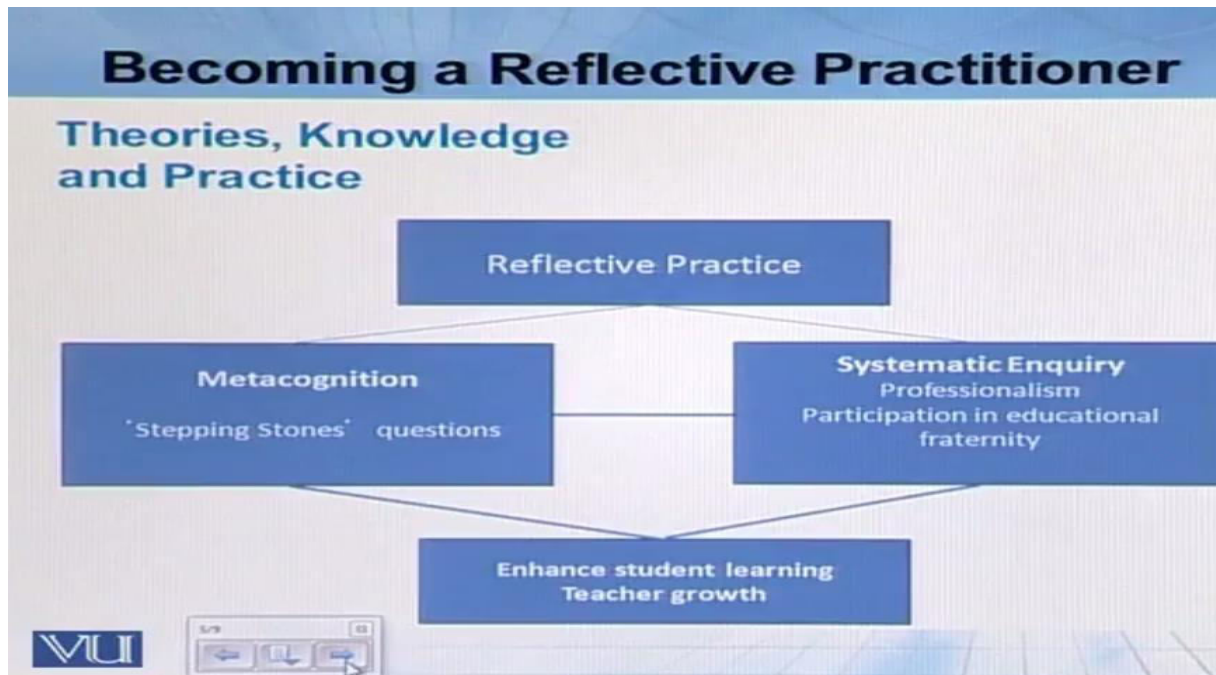
Approaches to build Professionalism

We as teachers are working within a community. We can think of it as an eco-system from this we can use different approaches in order to build knowledge and therefore professionalism. For example, we can look at research and this personal research defines the direction of personal growth. So, think of it in terms of training, capacity building and this approach very often taken by the schools in terms of building professionalism in teachers. We can also look at in terms of tools that teachers can use and infrastructure which schools provide and this could be things like internet access or libraries where teachers are able to access information.

Components of Reflective Practice

Perhaps the new idea is thinking of school as an eco-system where people, professionals are working together to order to explore, define and re-define the components of teaching profession. In other words, it's like idea incubation where ideas are defined and tested and then built on and of course within a collaborative environment we can think of the school eco-system as a place where knowledge creation and sharing occur, where colleagues are working together. There are more pure forms of knowledge sharing through things like knowledge sharing and presentations and so on. Within this model we have to think of over selves, where does this reflective practice fitting to this knowledge acquisition process. We can look at another model

define this, where reflective practice has two key components.



Systematic Inquiry

One component is about inquiry about investigation and its inquiry into professionalism in terms of teaching and its inquiry into have an individual is not only participating but contributing to the educational fraternity to the community as a whole.

Metacognition

The other component of reflective practice from this knowledge point of view is essentially metacognition or in other words how we are thinking about the process of professionalization and participation. The questions we are asking ourselves and challenging ourselves in order to move towards the professional identity. It's these two things that come together within the

profession to enhance student learning and promote teacher growth. So, we see that these two comes together what we can call Teacher Growth Model.

Teacher Growth Model

The Teacher Growth Model is therefore manifested it comes from many perspectives from it in terms of knowledge creation and knowledge generation through the system, also in terms of becoming experts in pedagogy and the subject pedagogies which will move the profession forward in the 21st century. The Teacher Growth Model that we can talk about therefore is significant for teachers now to engage with because it's through this process of multiple mode of learning that the reflective practitioner actually through research through capacity building through knowledge acquisition becomes a true professional in the 21st century.

Topic 136

Theories, Knowledge and Practice: Communities of Practice (Part 1)

Communities of Practice

Becoming a reflective practitioner based in knowledge and practice can benefit from the use of practice. What is therefore a community of practice? The community of practice is quite simply a group of people who come together to share information and experience to offer insights to one another and use this group process as tool to develop areas of common interest and common needs. At the heart of community practice is certain components. One community, its membership whose actually is in the community? The relationships and the interactions between the members of the community of the practice. The community here would be group of teachers within the department, the group of teachers within the school or even in the school system.

Collaboration

The community can vary according to the weight set up by those involved. Another aspect we need to think about from this point of view of this community of practice is the context, the domain in which the community occurs because the context very much provides the identity to the group. It actually drives the focus of sharing the experience and the insights the group engages with. Of course, part of community of practice is actual notion of practice or in other words the methods we applying, the knowledge about those methods and the notion that we bring to the community of practice of expertise and professionalism. These all provide the defining criteria in which the community of practice operates. The community of practice is

really in order to bring value to its members. Value in terms of the quality of learning, the extent of learning and the depth of learning. Therefore, all members of community of practice are willing participants in the process of collaboration of working together in the process of contributing knowledge and sharing knowledge around those within the community

Good Practice

We have to think about why establish a community of practice in the school. It's a very good mechanism; it's a very good means for developing rapidly because the individual teacher is not reflecting individually. In community of practice all reflective practitioners are going through the process of reflection and sharing, the experiences, the new insights and the new understandings with others. Therefore, knowledge and expertise grow rapidly in comparison to individual reflection. As a forum for exploring and testing ideas community of practice move the professionalism and the profession of teachers much more quickly towards good practice. Therefore, community of practice is therefore a place where the new knowledge is more easily originated, where new understandings are created much more readily and explored and considered in more detail, therefore develop much more strongly over time. Perhaps most importantly is that knowledge development for a reflective practitioner through a community of practice is very much responsive to the context in which teachers are working. The context will have unique issues associated with it, new problems arising all the time which are individual to the context. Therefore, the reflective practitioners within the community of practice have the opportunity to respond uniquely to those issues or problems as they arise within the context in which they occur.

Topic 137

Theories, knowledge and Practice: Communities of Practice (Part 2)

Communities of Practice

So, communities of practice are useful for teacher becoming a reflective practitioner. Communities of practice support the individual professional's ability to generate knowledge and to manage knowledge from experience. Communities of practice are knowledge management therefore is essentially about solving known problems about known solutions. A new teacher can present the problem to the community which is experienced by somebody else and therefore the solution to that problem is readily available. Its therefore about sharing about transferring know how about what we already know about the problems and how to solve them. It's very much about applying principles of good practice to what we are doing in the key areas of learning.

Communities of Practices and Knowledge Management

The community of practice is a place where good practice has been stored and therefore can be transferred to the other shared and the community. Therefore, good practice by all members of the community and everyday occurs. It's very much a process of sharing trust and building relationships with colleagues in order for this knowledge transfer and knowledge sharing to occur. It's therefore, also a process of making knowledge acquisition much easier and because this is easier for the reflective practitioner for a teacher to find somebody else with answers to problems which they are experiencing. Therefore, it's a very easy way to access that knowledge

to organizational group intellect that available and therefore it's a very powerful tool for the reflective practitioner to use.

Types of Communities of Practice

There are different types of communities of practice and these are based on the strategic intentions of the community of practice. One aspect here is that the community of practice is a helping community.

Helping

Helping in terms of its forum for helping an individual or individual selves' problems and work with solutions that manage day to day classroom experience. It's very much about making sure that good practice becomes best practice. In school or some other educational environment, it is an opportunity to develop and disseminate to share around the best approaches, the best strategies that are already known by others with those particular students with whom we are working. Therefore, we can say that this becomes the best practice rather than good practice

Custodian of Knowledge

Another aspect of community of practice is about being custodian of knowledge, knowledge stewardship. In a community of practice knowledge is organized, managed by the group and held carefully like a repository where knowledge can be drawn upon by any particular member at any particular point and therefore a community of practice a key point of knowledge input for the reflective practitioner.

Innovation

Another aspect of community of practice is innovation. It's a way to explore with other professionals' new ideas, break through ideas, new innovations to create and generate new practices which can become highly successful in terms of managing students learning. The critical factors for the community of practice are that it does reduce the numbers of hours any individual needs to give in solving problems or issues that they are experiencing because answers may already be within the community. Therefore, it decreases the extent of the learning curve.

Critical Success Factors of Community of Practice (CoPs)

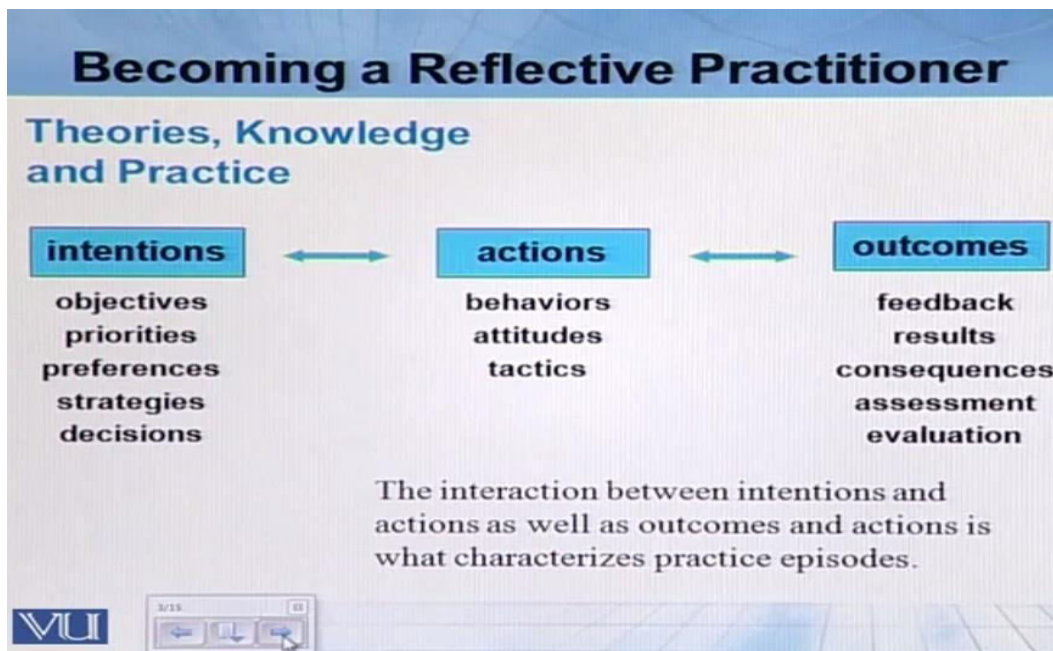
Learning for reflective practitioner happens much more quickly, much more rapidly because of the knowledge which is being shared. Therefore, it cuts the amount of experimentation which is needed by the reflective practitioner. There is no need of re-working and re-inventing when somebody has already done that. It's also about increasing the amount of innovation that can take place. As innovation is supported by the community and because the community is to provide support, it means that the number of mistakes and errors that can occur will reduce because people will anticipate them and will have solutions for them and because the community is there to support reflective practice. It means that changes happen very quickly rather than taking time because of the reflective process.

Topic 138

Theories, Knowledge and Practice: Practice Episodes

Practice Episodes

Practice Episodes are a useful means of an individual to be a reflective practitioner. Practice Episodes are made of three components. Antecedents this is very much related to context in which the reflective practitioner is working. Theories of Practice that we are applying to teaching and something which we called practice episodes. Practice Episodes are comprised of three components. Our intentions within our teaching that action we can take and the outcomes of those actions. The intentions that actions and the outcomes form are a cycle that we can use as a reflective practitioner which brings substance which built the quality of the experience in the practice episode.



Intentions

We can see in this diagram the intentions that we bring in this practice episode. Things like our objectives, our priorities, preferences we have about the way we teach and the way we interact with students, the strategies we employ and the decisions we make in a lesson and about lesson. This interacts with the actions we take and the actions are based on our attitudes, behaviors and the strategies that we are directly applying.

Actions and Outcomes

The actions interact with the outcomes or in other words their consequences on the students learning, there results that comes out of the actions, their feedback we get and how we can use feedback for evaluation and assessment. The interaction between these components, between the intentions and actions, between the actions and outcomes is really what categorizes a practice episode. From this we can say that practice episodes are actually very much dynamic. This very much about the relationship between the intentions and actions on the comes. How the actions reflect the intentions and how the reality reflect the actions and of course how the intention reflect the outcomes, how these three things come together and interaction with one another. Within this interaction which occurs within a specific context, practice episodes occur within a specific cultural context which is the antecedents' part of the framework.

Cultural Milieu (Antecedents)

The cultural context, the social context, the pedagogical context, the religious context the so many different contexts which provides background in which practice episodes occur. This context or antecedent component of practice episodes influences directly and quite powerfully the practice episodes that the reflective practitioner is engaging with. Therefore, we can understand the dynamism within the practice episodes not within the episodes but within the antecedents which impact on the practice episodes. Therefore, these can intrinsically affect the theories of practice in relation to the work that they are doing. So, practice episodes can feedback to a teacher understanding of theories as they are applied to practice. Understanding of the theoretical foundation that we are applying. Practice episodes inform us about the practice of theory. This is really not enough for the reflective practitioner. While integrating the theories of practice and the practice episodes, we need to do as reflective practitioner to add in the antecedents to this because they are powerfully influencing what we are doing and also incorporate all of this into decisions that we are making about the practice on the actions.

Reflective Practice

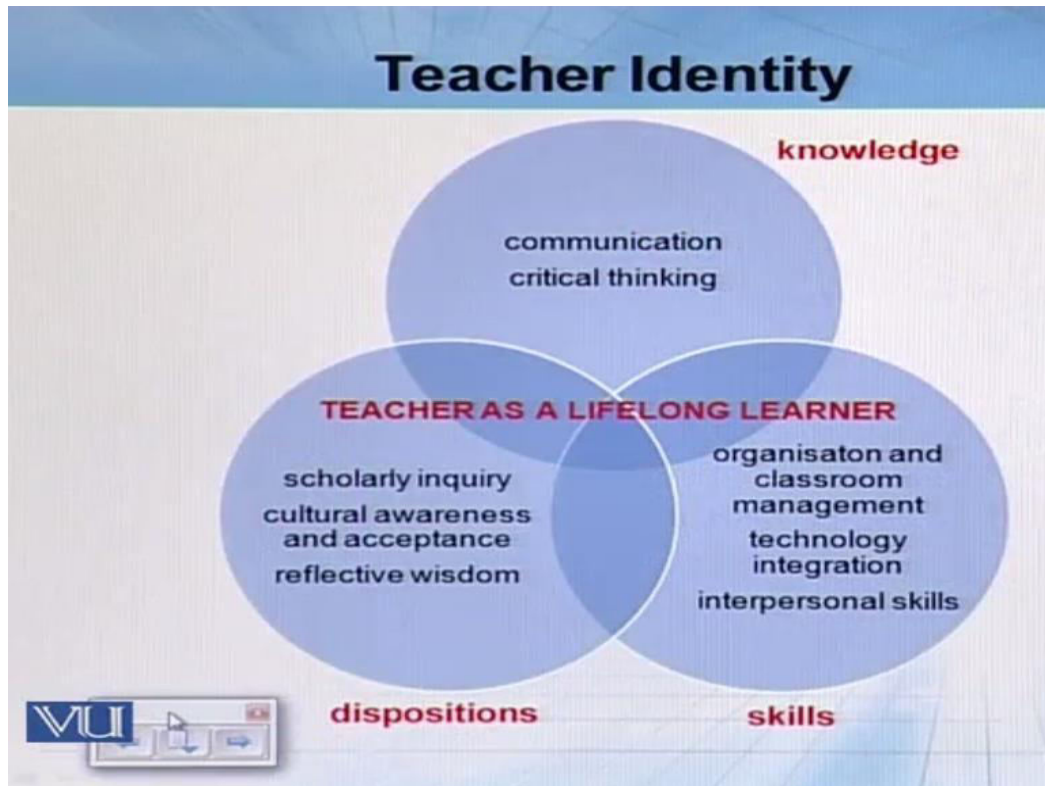
Therefore, we need to build antecedents into the model where the practice episodes and the theories of practice that we have interact with one another and the antecedents' than inform that interaction. In other words, we are getting information which we are feeding into the practice episodes from the antecedents which inform the interaction between the components of the practice episode. Therefore, it creates an opportunity for the development of professional knowledge for the reflective practitioner in the way we are linking facts and interpretations into a combined hole which we can call professional knowledge.

Topic 139

Reflecting and Connecting with Lifelong Learning: Teachers as a Lifelong Learners (Part 1)

Teachers as lifelong learners

To develop teacher identity, reflective practitioner needs to connect with lifelong learning. It's important for us to consider teacher as a lifelong learner. For reflective practitioners there are certain areas of learning that we need to engage with as a lifelong learner. There are certain proficiencies within these domains that we need to develop as reflective practitioners because they really guide us as lifelong learners. We can see here that the reflective practitioner is working with three domains of learning. Knowledge, skills and dispositions.



Skills

In terms of skills the teacher as a lifelong learner is working with classroom management and organization of management and technological integration for example, interpersonal skills within the context of working. In terms of the dispositions the reflective practitioner is someone who is working to develop certain wisdom in terms of reflective practice and to also a cultural awareness and acceptance of values within the school environment. As well as a confidence and a competence with inquiry into the process of teaching and reflection.

Knowledge

In terms of knowledge teacher identity is developed through communication and through critical thinking and through these three domains we can consider particular aspects of the process of reflection. Knowledge definitely includes courses of education in order to develop us intellectually but also developing practical skills whether written or oral. Its written or oral communication which is a means of developing knowledge, quantitative literacy of what we are doing and also the ability to think what we are doing and also the approach to manage successfully as teachers. In terms of knowledge, we must be highly performing teachers very well versed in the subject we are teaching in the pedagogy of subject we are teaching. In essence we must be expert in the field and perhaps this is one of the defining characteristics of this domain of teacher identity. As reflective practitioner we must be able to demonstrate the ability to apply that knowledge to apply content and to also apply to apply the teaching of that content to the students and be critical about that within the educational setting.

The knowledge domain for the teacher is about possessing knowledge and the materials we need to acquire, the materials we need to find in order to access the knowledge especially within the subject we are teaching. There is the skills domain also which is very much focusing on the practical abilities that we are bringing to the roles of teaching and it can be very broad and expand across the school environment but can also develop from teacher beginning phases, teacher preparation through to experience practitioners. With experience skills domain become very powerful area for teacher skill development because through this our metacognition becomes significant through emancipation processes.

There are examples we can draw on in terms of the skill domain and what this means that we are looking at the skills within the context within the climate of the school. The micro politics within the school and the issues around the politics that occur and how this impacts our motivation to teach, the passion we have as teachers. This also generates for us the curiosity that we have about our professional identity and how we grow as professional selves.

The skills domain is also significant for building confidence, confidence as teachers and confidence as experimenters in reflective practice. Experimentation involves certain amount of risk. We need to be confident to deal with risk. There is also an underlying premise for the teacher as a lifelong learner in the skills domain and that is we believe that all students can learn and learn very well and achieve well and this belief underpins the skills domain so that it becomes a key component of our identity.

Dispositions

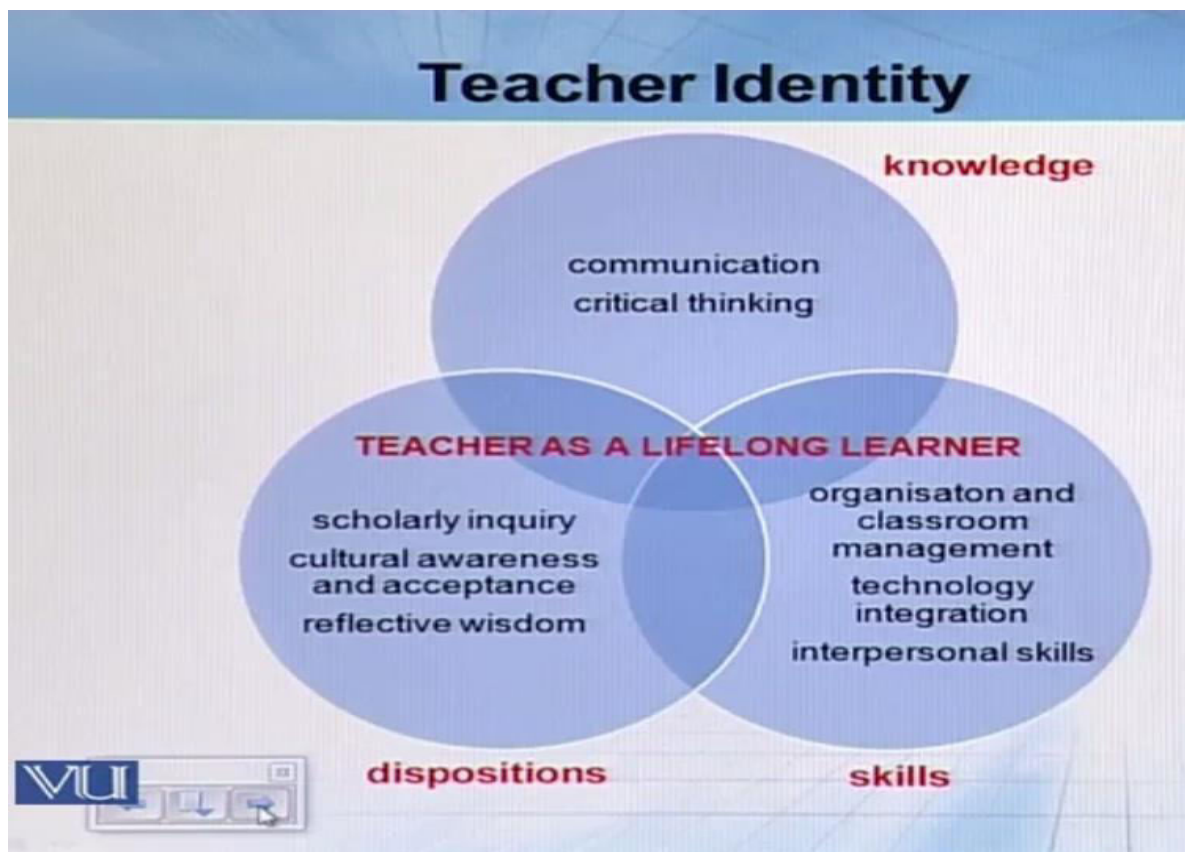
So, the teacher as a lifelong learner is always extending his knowledge, the practical knowledge, the subject knowledge and the experiential knowledge they are acquiring over time. Through this teacher identity really evolves into something quite powerful and of course there is dispositions domain the attitudes, the beliefs and the assumptions that an individual reflective practitioner has about teaching and about the patterns of professional selves. The teacher therefore within this domain, the teacher who has grown identity is somebody who can demonstrate behaviors consistent with ideals of best practice and bring these to classroom in terms of fairness and openness and honesty so that all students have best opportunity to learn.

Topic 140

Reflecting and Connecting with Lifelong Learning: Teachers as Lifelong Learners (Part 2)

Teachers as Lifelong Learners

We have seen that there are three domains of learning and there are certain proficiencies and we need to understand and explore these particular proficiencies within these domains



Knowledge Communication

In terms of knowledge domain there is communication, how the reflective practitioner uses communication skills effectively in terms of teaching and in terms of their reflective practice.

The reflective practitioner is using appropriate verbal and written communication, articulation of ideas in order to develop their practice and develop the practice of others and it's not about necessarily communication but it's about using language to build an understanding of ideas and to bring experience together with theory. Additionally, it's also about how the reflective practitioner uses different media different means to communicate ideas whether it's written to journal or through magazine a professional magazine or through other medium may be a blog or through other writing. Communication therefore brings clarity to the reflective process and it provide opportunity for feedback and developing ideas and goals for further development. This very much contributes to the ability to structure and restructure knowledge and to reinforce their learning. Communication skills also allow the teacher to achieve the goals they have set for themselves because it is a means for clarifying those goals and therefore motivating towards the goals and therefore motivating towards the goals provide enthusiasm about the subject and about the learning of that subject. Teachers as lifelong learners are therefore continually in the process of using and refining communication skills with themselves with colleagues with students in order to develop the teacher identity

Knowledge: Critical Thinking

Another component of knowledge is critical thinking and the teacher specifically needs to engage specifically with critical thinking because this focus understanding of key aspects of professional practice and professional identity and informs the creation and generation of the skills for the profession in a very reasoned and logical and informed way which can be trusted by teachers and by communities of practice. Critical thinking is very powerful model for the

teachers to use in terms of the process of thinking through teaching in the classroom and working with students and therefore, it does contribute to the context of teaching and even contributes to the wider society

Skills: Interpersonal Skills

In terms of domains of teaching interpersonal skills becomes very significant for the lifelong learner. The capacity to interact with people to sympathize with others to share sensitivity towards other people in the community and to work with both adults and children very productively very positively in caring and meaningful ways and therefore producing environments which are good examples of these qualities. Interpersonal skills we possess therefore in terms of the skills we need to foster in terms of peer collaboration. The teacher therefore must be willing to work with others to seek help from others and advice and guidance in order to develop themselves as lifelong learners. Therefore, interpersonal skills form a basis for this continuation process.

Skills: Integration of Discipline

Integration of discipline knowledge is very important. The discipline the subject we are working in is significant for lifelong learning because it's the subject we are teaching, we need to integrate the different perspectives of the discipline into our views of the subject and how we intend to teach that subject to the students and how the teacher brings all of these together actually helps with teacher identity.

Skills: Technology Integration

Technology integration in the classroom or in the school environment is useful for constructing knowledge because it's through this process which brings reflective practice into the 21st century

Skills: Organization and Classroom Management

Organization and classroom management is another proficiency that the teacher is engaging with, because classrooms are very complex environments. Teaching engages with very complex activities and therefore there needs to be very careful supports mechanism for the reflective practitioner in this regard with relation to reflective practice. We need to therefore adopt strategies which are very productive in terms of developing skills for classroom management and organization management and which support the organization as well as our own positive expectations of teaching and learning.

Dispositions: Scholarly Inquiry

Scholarly Inquiry is a very fundamental principle of reflective practice. Teachers need to be well versed with experimentation, exploration and also be knowledgeable about trends and issues which are emerging in teaching and how can we bring these to our own teaching through research and through experimentation within the academic environment.

Dispositions: Reflective Wisdom

Through reflection teachers gain more understandings of their roles and the knowledge they bring to the teaching and therefore this can help teacher become much more effective as a

teacher, develop the teacher identity and this is very useful for lifelong learning. Reflective wisdom is ongoing it's not something that we acquire. It is ever evolving and ever changing. It is something that the reflective practitioner will grow on continuously as a means of ongoing learning and development

Dispositions: Cultural Awareness and Acceptance

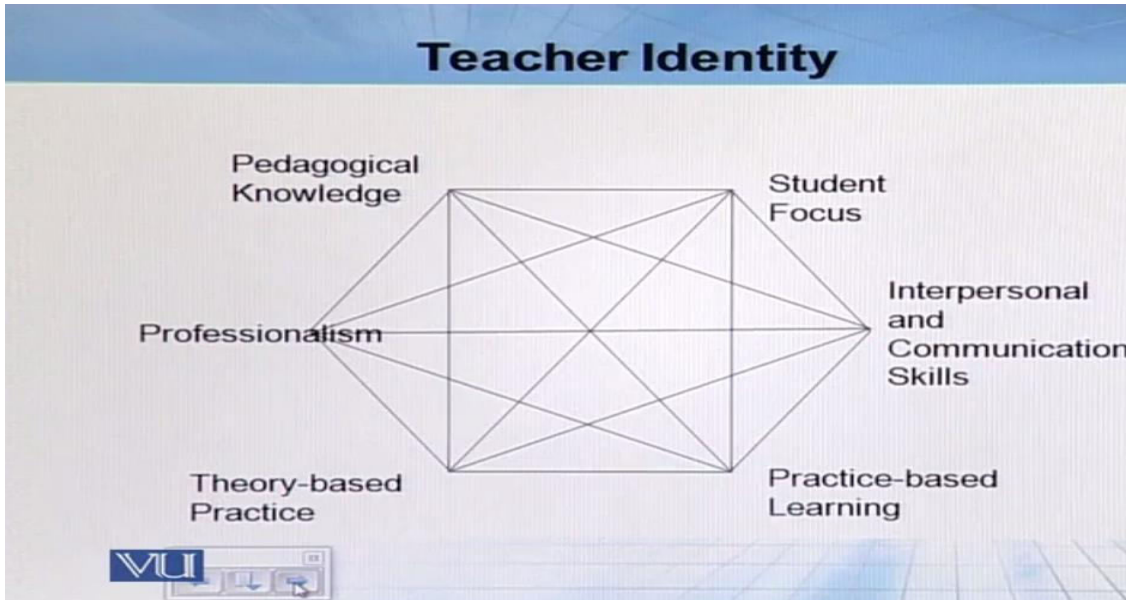
And also, the cultural awareness and acceptance, the context in which the teacher is working and the diversity of personalities and experiences the teacher is working with. The teacher must provide educational opportunities for everyone, themselves and the students they are working with and their colleagues because this will strengthen everybody's appreciation through the diversity of what is potential and what is possible.

Topic 141

Reflecting and Connecting with Lifelong Learning: Competency Framework for Lifelong Learning

Competency Framework for Lifelong Learning

To develop teacher identity, we can look at the competency framework for lifelong learning. This is a framework which enables the reflective learner to consider components of their practice which will help them develop their identity as teachers. The competency framework which is about lifelong learning is a framework which is continuous and supportive and most importantly it is also impairing for the individual. The competency framework therefore evolves overtime. It can be added to and is used long term. It lasts for the life span of the teacher. It is not theoretical; it is very much an applied framework for the teacher and is useful in terms that it builds confidence within into the teacher identity development process. Any competency framework that you use is very useful for the reflective practitioner because it helps define not only the components of teacher identity but also the interaction between those components of teacher identity.



For example, in this framework we can see that interpersonal and communication skills form parts of teacher identity as well as learning from practice and the theory-based practice. These are three components of framework for competence. Also, another component which we can think of in terms of professionalism as well as pedagogical knowledge the knowledge we have about teaching the particular subject and then the final component of the competency framework could be something like our focus on the learners we have and the students we are working with. So, we see a number of components of teacher identity and there can be connections between any of these components. For example, how does interpersonal skill interact with professionalism? How does interpersonal skill interact with pedagogical knowledge? We are not only identifying the components of framework but how these components interact with one another. So, the competency framework then is very much about active participation in the process of teaching and the process of reflection. It very much helps us define the goals and how

to accomplish those goals for teaching. It helps us set goals which are very specific, very measurable that we can define and realize the outcomes of our actions. They can set the timeline that we are working with in terms of development and also help us to identify the resources we need in order to help us develop as reflective practitioners. It's also senses about defining the goals, setting the goals. We need to consider that the particular goals can be set in terms of teacher identity as a reflective practitioner.

Essential Goals

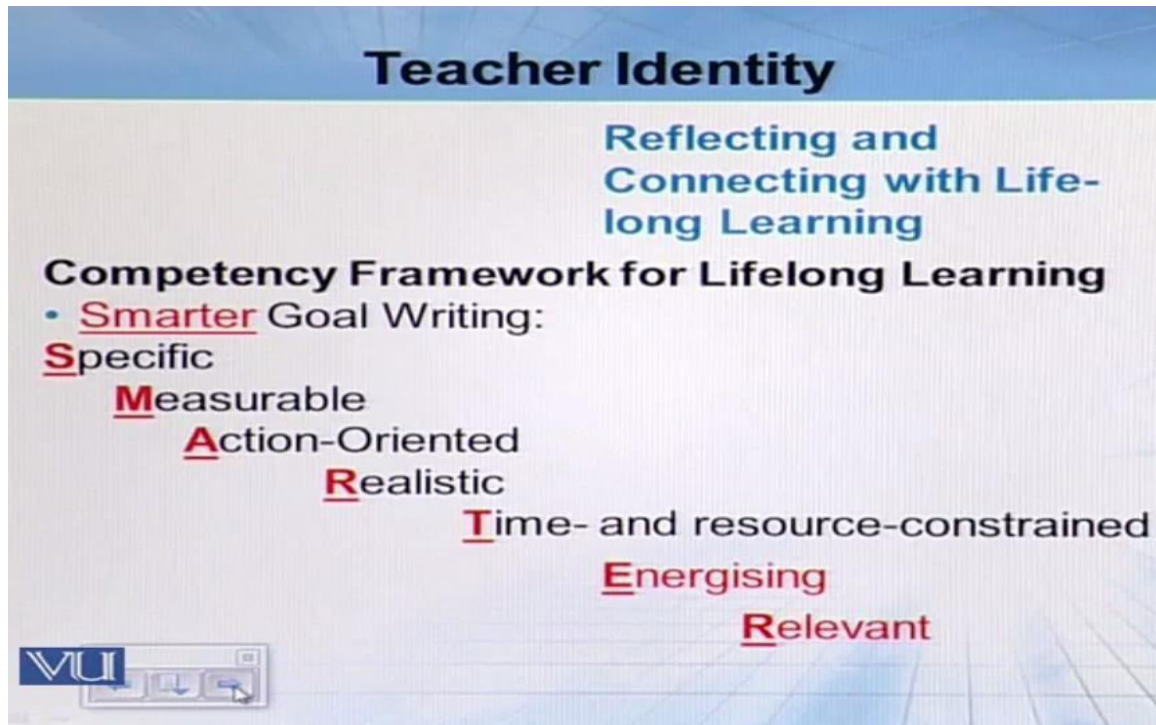
There can be essential goals, dictated perhaps by the school community or by wider society. These are goals that are essential for us that we do not have a choice about.

Problem-solving Goals

We also have problem solving goals. We experience issues in the classroom, problems in the classroom and therefore we have goals which we set to overcome those problems.

Innovation Goals

Then we have innovation goals. Goals which are about change, development and about professional growth which all come together to lead to professional teacher identity and we can look at this in terms of smarter framework



Smarter stands for specific. Goals need to be specific. We need to identify what they are, so that they become measurable to us. Goals need to be achieved and we need to know that we have achieved them. So, we need to measure that achievement. Goals need to be action-oriented. In other words, because we are working as reflective practitioners, we are doing things in the classroom and those actions are translated into goals. The goals need to be realistic; we need to be aware that we have achieved them. They also need to be happened within a time frame and within the constraints of resources that we have available to us. Most importantly these goals

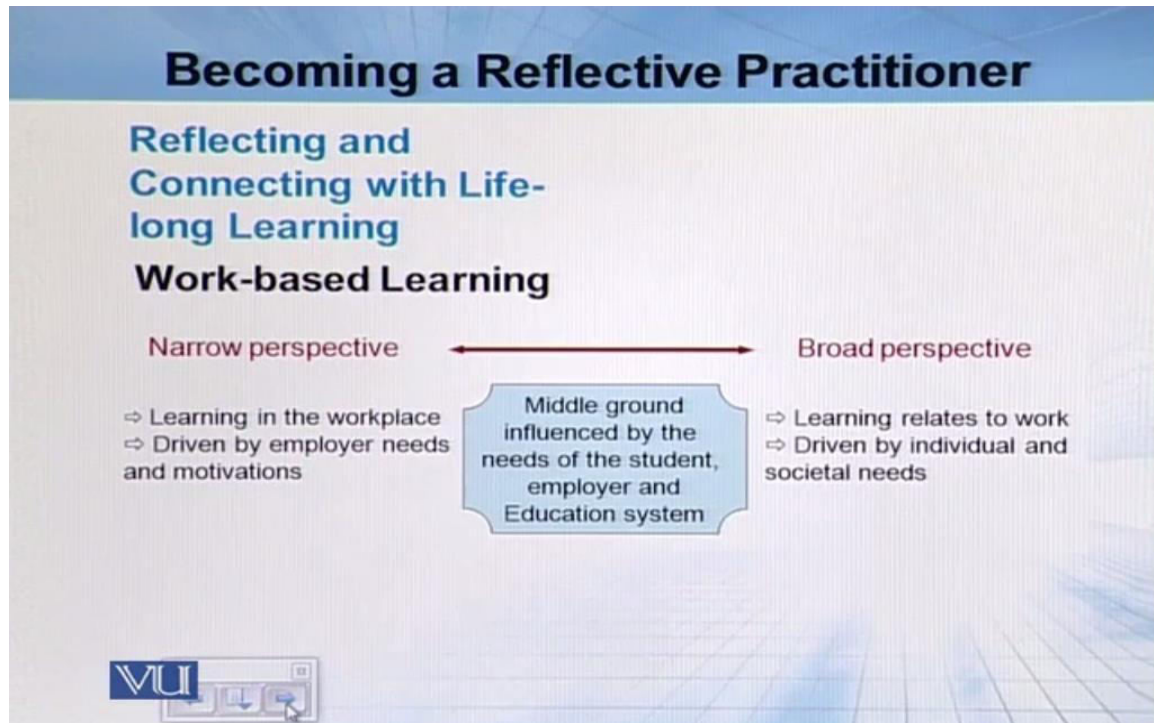
need to be energizing because they very much help us continue the process of development and improvement and of course for individual they need to be relevant. They are not general goals they are specific to us and our teacher identity and how we can build our teacher identity.

Topic 142

Reflecting and Connecting with Lifelong Learning: Work-based Learning (Part 1)

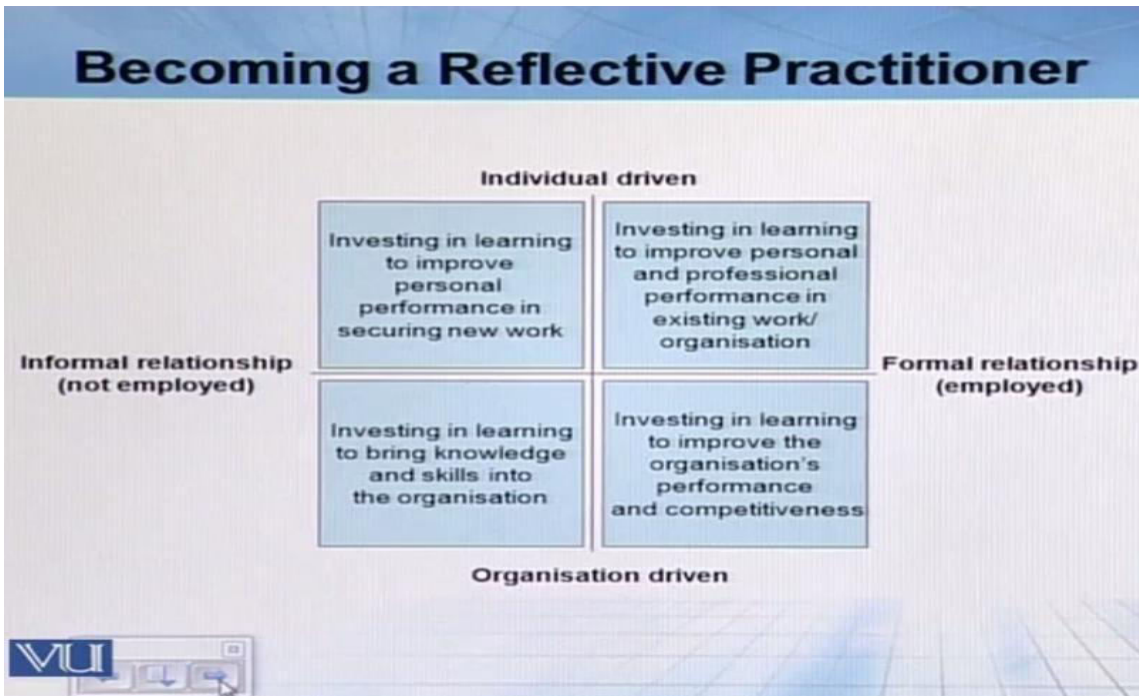
Work-based Learning

A process of connecting lifelong learning is through work-based learning. There is a question we can ask here, a very simple question, what is work-based learning? Work-based learning is that it incorporates range of words and phrases we describe it. Things like CPD or continuing professional development, things like vocational learning things like work-based learning, lifelong learning. Always of words which are used to describe what work-based learning actually is. We can see that what everybody has view on what work-based learning is. All of these views can be quite different. So, clearly a spectrum, a continuum that exists in terms of work-based learning



This continuum can actually define different perspective of what work-based learning actually is. It can actually be a quite narrow perspective. In other words, it's about learning in the workplace and therefore its perhaps driven by employers rather than the employees. Work based also could have a very broad perspective which is about learning which relates to the professional roles relating to our roles. In this regard work-based learning is very much driven by individual or by community needs rather than organizational or employer needs. In the spectrum there is a sort of middle ground that we can consider. The middle ground where work-based learning is influenced by the needs of the students that we are working with or perhaps by the system in which we are working. So, work-based learning is very complex to understand and it very much extends the skills and knowledge of the reflective practitioner and has a potential for extending

the abilities of the teacher. In terms of this extension, we can consider work-based learning within a matrix of components



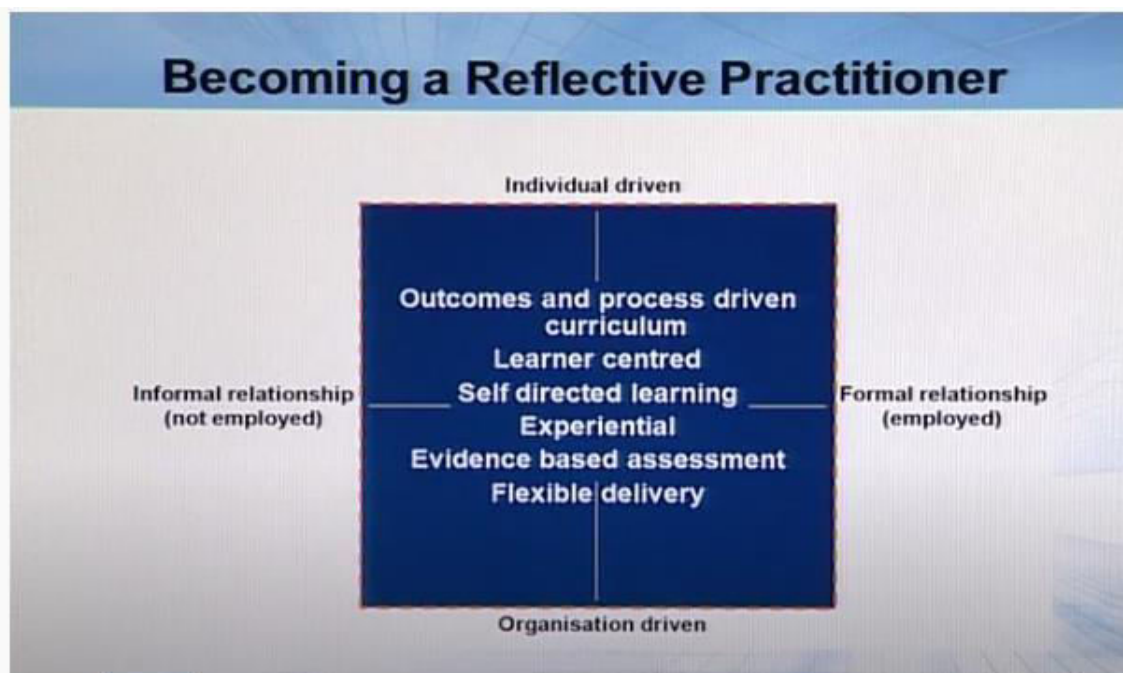
We can see that work-based learning can be individually driven or can be organizationally driven. In other words, is it the teacher learning in the work place or is it a teacher working from the work place and it can be formal or informal in terms of its approach. If we look at the components of this matrix, if work place learning is individually driven and is informal. The process you see are, is very much about improving performance from individual personal perspective and it could be about developing skills in a new work setting or within a new framework. From an individual formal perspective, it is very much about investing process of learning not only personally but also professionally to extend performance within the work environment, within the organization. From an organizational and formal perspective, it is very

much about investing in learning to improve organizations overall performance. In the 21st century it can also be about market competitiveness for an organization. From an organizational informal perspective, it's very much about investing in learning to bring skills to the organization which is currently missing or deficient in some way. So, we can say that work-place learning, it's complexity when viewed in matrix form actually help define the type of learning that takes place whether it's from an individual or organization perspective or whether it's from an individual or formal perspective.

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Topic:143**Reflecting and Connecting with Life-long Learning: Work-based Learning
(Part 2)**

Connecting to lifelong learning through work-based learning. We've seen is quite complex There are a number of assumptions that we need to consider. In terms of what makes good work-based learning. We need to think about, what works well in terms of practice in work-based learning, what makes it work well. What makes work-based learning work well and we saw a model of a matrix previously about work-based learning.



The different dimensions of work-based learning and essentially bringing all these things together there are certain outcomes that we can begin to appreciate for example, outcomes and process driven curriculum.

Learner-centered approaches to teaching, self-directed learning is a valuable outcome of work-based learning. Experiential processes evidenced based assessment, also work based learning is very flexible in terms of the way learning can be managed. These form the key pedagogical features of work-based learning. It's very much focused on achieving that outcomes identified within the context perhaps related to the curriculum the process and objectives of the curriculum.

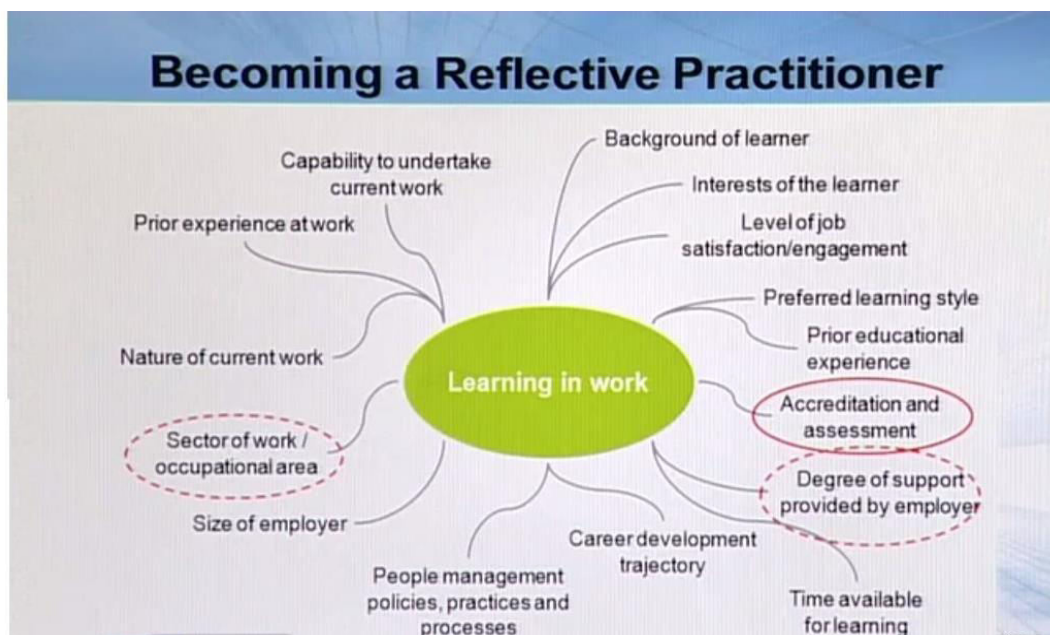
Work-based learning tends to be very learner –centered. It can also incorporate a contract whether a formal or a hidden contract between the organization and the learner. It's very much focused on self-directed learning driven by the individual and perhaps most importantly work based learning has a focus on learning how to learn.

This is a metacognitive aspect of learning for the reflective practitioner. Work based learning because it's in the workplace is experiential and therefore relates directly to the practice of the teacher. The application of learning in the workplace is another key feature of work-based learning rather than the teacher learning in a classroom outside of the work environment.

Work-based learning has immediate applications and therefore immediate outcomes immediate benefits for the teacher. Within the workplace of course there's opportunity for support from the organization whether it's just through colleagues or through a critical friend or through a formal process like a mentor or a coach within the school.

The outcomes for work based learning also very much evidence based .We can look at the outcomes as they're applied in the classroom and lends itself work based learning lenses so very nicely to reflective practice because it's on-going learning in the context of the school in the classroom environment and work-based learning of course then has the potential to be very flexible in terms of the way learning is managed and engaged with by teachers in an on-going basis and so there are certain factors which can affect work based learning and these are context specific .

There are some ideas here but there are certainly many other ideas which can impact on work-based learning.



Perhaps the most significant to consider is accreditation and assessment of work based learning .How is learning in the work environment assessed and how is that assessment verified and most importantly how is it accredited how do we evidence the learning which is taking place so this is

a key consideration for work based learning another area to consider in terms of an influencing and supporting factor is how much support the provider that the teacher the school can actually give to the individual teacher during learning in work.

The idea of work based learning is that it's flexible and because colleagues are available in the environment then there is a lot of support for the individual to develop another key area perhaps is the specific subject area the Occupational area that the teacher is working in there is within for example a department expertise that an individual teacher can draw on to develop so there are a number of factors there are some here there are potentially many more that are influencing and supporting factors for work based learning.

Topic 144

Reflecting and Connecting with Life-long Learning: Work-based Learning (Part 3)

Reflecting and connecting with lifelong learning?

For work-based learning what are the issues and the challenges and the operations that the reflective practitioner has to deal with. First **and foremost** is perhaps overcoming the language barrier the communication barrier for work-based learning to be effective there needs to be very clear interaction with colleagues and with other professionals about the experiences. We have ring and about their support and their knowledge transfer to the individual.

The opportunity is very much about expanding skills pedagogical skills. How in particular these skills can be enhanced to a very high quality. In other words, work based an opportunity we work based learning is to set a very high standard of good practice or best practice.

We need to engage very carefully and very effectively with the work environment with the employers in order for work based learning to be successful .It's very much about identifying quality and transforming the level of quality .We can bring to teaching and therefore work based learning needs to meet certain requirements for teaching and for the design of that whole process in order for it to be successful and what we can do is consider three simple guidelines for work based learning to be successful . Work-based learning is essentially than to be structured and

measurable so that it becomes successful. Work based learning which just happens in a very informal way is less successful than that which is supported by the school, by the author.

The organization and structured to be incremental over time and supported the support is important because this provides proper planning and proper training for work-based learning and therefore ensures its level of success.

Work-based learning needs to be supported by other activities for learning whether those are out of school college or university courses whether it's independent reading self-study whatever there are other approaches which need to be in place to support learning in the workplace.

Work-based learning through reflection then is where work-based learning connects with reflective practice. We remember that reflection is an active process but also a very detailed and rigorous process for the teacher. It's very much about contributing professional knowledge to ourselves unto the profession to the practice.

We're teaching and bringing these two things together work based learning through reflection then is a very deliberate process. Where reflection and work learning occur simultaneously in a critical process of examining practice.

Reflection for work-based learning then is where the teacher sets some goals sets a challenge for themselves and undertakes a process of self-inquiry to realize certain outcomes in relation to that practice.

Learning for the reflective practitioner who's bringing reflection together with work-based learning is derived from experience. It doesn't just happen in a very informal ad hoc way. It's very much focused in place and in time and within the experience of work and reflection. It's by recording that experience recording the reflection and by thinking through what we're doing and understanding trying to understand it in more detail.

We start to bring meaning to our learning which is where reflection and work-based learning becomes very powerful for the reflective practitioner. It's through this that learning can increase and consequently our professional knowledge starts to take a very important part in what we play

Topic 145

RP and the Socratic Method

RP and the Socratic Method

A useful strategy for developing teacher identity through reflective practice is the Socratic method. The Socratic method is essentially aimed at developing understanding. Socrates developed an approach to questioning reality based on a thorough understanding of skills for questioning and exploring cross-examining evidence in order to arrive at the truth. The Evidence and what the reflective practitioner can do is use the Socratic method.

In particular use questions within the Socratic method to help the reflective practice process. It is essentially not focused on developing knowing from not knowing but as a process in itself. It's about developing thinking skills and developing the ability to reason thoroughly and deeply. It's through this deep and thorough reasoning that the reflective practitioner will be able to explore very deeply.

The experiences that they have and the suppositions that they have about those experiences in this light of Socratic method, is useful for the reflective practice in it. In terms of reframing the concepts that they have only reframing thinking about experiences.

It is essentially a thinking tool and therefore very helpful in developing critical thinking skills for the reflective practitioner. What we need to do is consider the questions that are involved in the Socratic method.

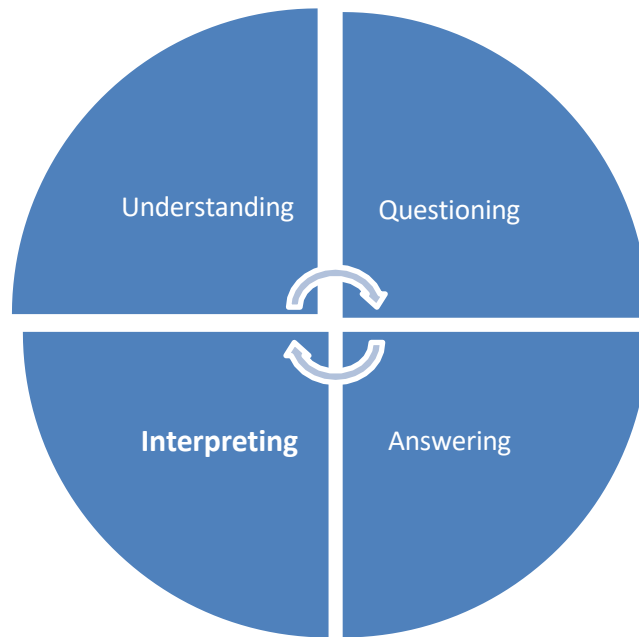
There are **six questions** that we can consider first of all the question about which topic to actually choose to question? How this is useful to explore for the reflective practitioner the next question that we will be looking at as reflective practitioners using the Socratic method is what examples can we find which questions do we ask in order to find the right examples to help us explore the experience.

The next question that the reflective practitioner will use using this method a question around trying to find the correct examples that fit the topic most appropriately. Then the next question is looking about looking at the examples and explaining those examples it could be explaining verbally. It could be explaining in written form.

Then the final two questions worked is perhaps significant to realize with questions in the Socratic method is that these final two questions are where most of the thinking will take place and where real learning begins to occur.

The fifth question is actually examining the underlying principles and the suppositions of the experience. The reflective practitioner is looking at and then finally how to generalize from all this questioning how to actually make broad understanding from specific experiences and this is known as **regression abstraction**.

We can look at the Socratic method diagrammatically.



It's useful to understand for the reflective practitioner to see that the Socratic method relies on questioning and answering continually back and forth and through questioning and answering the reflective practitioner will begin to interpret situations experiences very thoroughly very deeply and so then come to much more detailed and useful understanding of those experiences.

Topic 146

RP and the Socratic Method: The 4 Steps of the Socratic Method

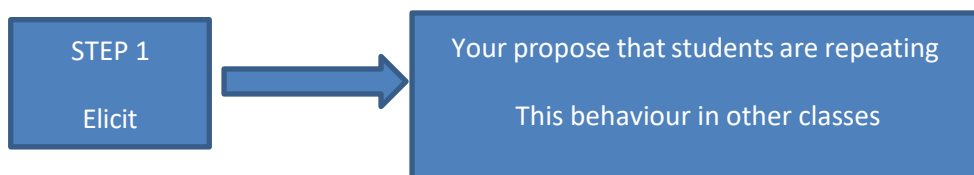
RP and the Socratic Method

Using the Socratic method in order to develop teacher identity by the reflective practitioner relies on a very systematic way of questioning and thinking and in the Socratic method there are four steps that the reflective practitioner needs to engage with in order to work through that questioning and thinking process.

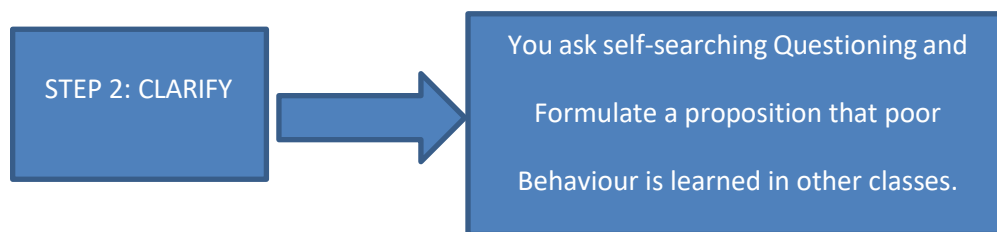
The true goal of the Socratic method is not so much about finding answers but the process itself actually engaging in a critical questioning enquiring in order to move to better understandings about experience and therefore what happens when a reflective practitioner engages with the Socratic method is that the individual teacher becomes much more independent in terms of thinking.

In terms of professional practice and ultimately professionalism. What that leads to in time is a regular process of thinking and learning which is on-going and very rigorous and very vigorous what we can do is look at the steps.

These four steps of the Socratic method diagrammatically.

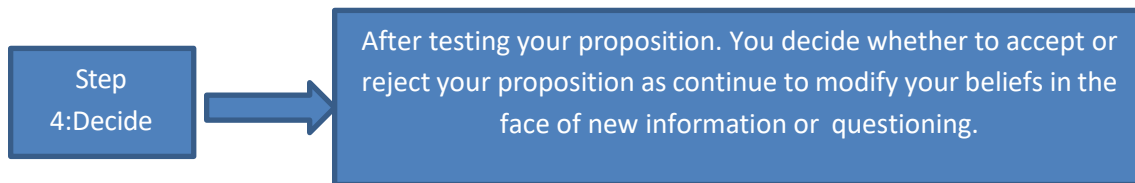


Here we can see that the Socratic method is defined as a sequence moving from a situation to a decision let's look at an example the learning situation in terms of the Socratic method it might be that you're as a teacher experiencing some problem behaviour in the classroom note how this is framed differently not as a problem not as an experience but as a learning situation and this is quite key for the Socratic method .The experiences that we have the problems that we're experiencing are not spoken of in terms of problems but in terms of potential for learning. The first step in the Socratic method is to elicit meaning and to elicit the detail from the learning situation and in the example, we're looking at it could be that the teacher might propose that the students are misbehaving in all lessons and not just in their own lesson and that might be a starting point for further questioning and further exploration.



The second step is for the reflective practitioner to clarify the learning situation to get a better appreciation of the components which are creating the learning situation so at this point the teacher may be asking some questions about their own role in relation to the students behaviour and trying to come to some sort of proposition about why the behaviour is occurring it might be that for example that the students are misbehaving in all of their lessons and therefore this is some sort of learned behaviour which is carried through the whole of the school day .

The third step is about testing the propositions it could be speaking with colleagues in this instance it could also be about observing behaviour in the other classes just to see for yourself whether the proposition about poor behaviour across all of the lessons is actually true.

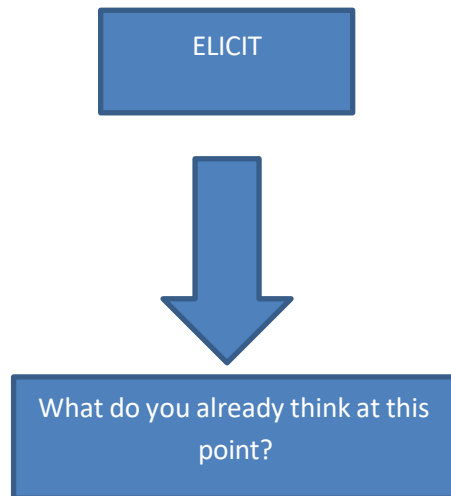


The fourth step is making a decision. Deciding whether the proposition is true and whether the experience needs to be questioned. This point you're actually testing whether what you believe is true? Making a decision to either accept the proposition or to decline it. Rethink the initial idea about what is the cause of the problem in order to then begin questioning again to find a better solution.

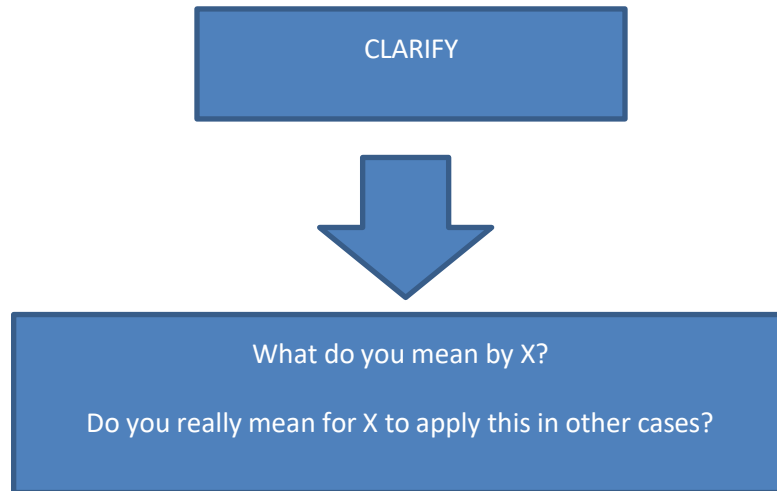
Topic 147**RP and the Socratic Method: Questions for Each Steps in the Socratic Method (Part 1)****RP and the Socratic Method**

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.

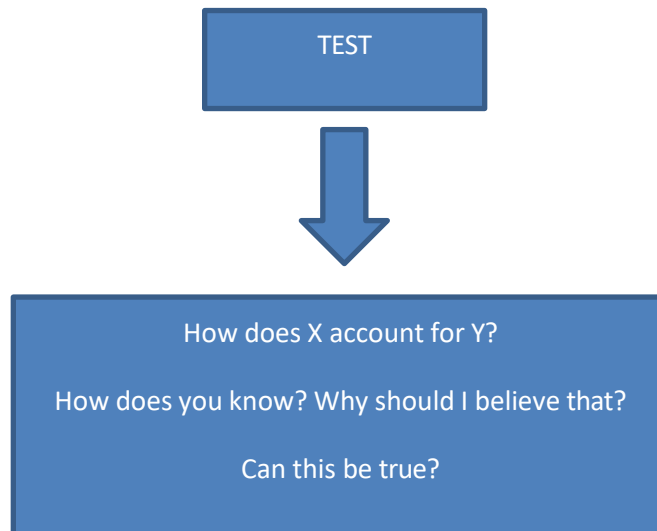
The first step of the Socratic method is called elicit.



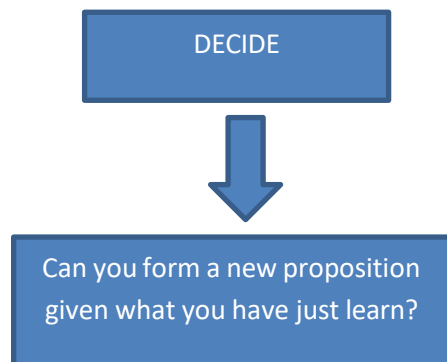
Elicitation of facts and understanding from a situation and a question that the reflective practitioner can ask themselves at this point is what do they already think about the situation what are they already know about the expiry the experience and what other experiences are informing them at this point.



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 about and the situation as I experience it as I perceive it?

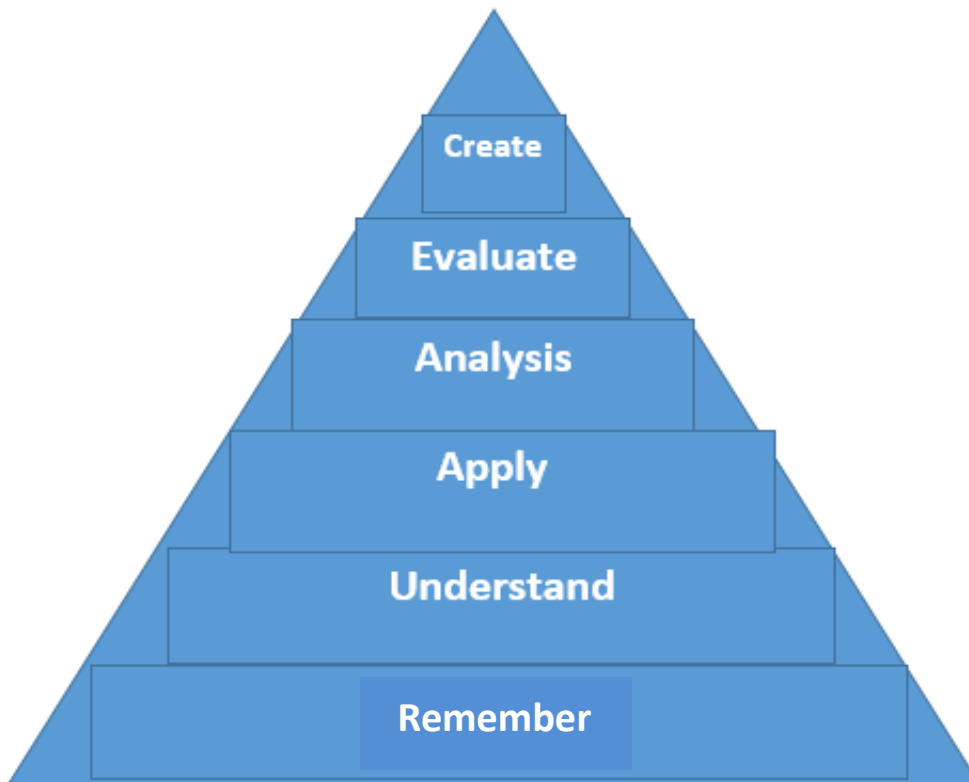


The third step of the Socratic method is testing our understanding testing the assumptions and the presumptions that we are building as reflective practitioners so questions like or what how does X relate to why how do I know what I'm saying from this experience can it actually be true and can it really be true what I'm saying is happening or is there another way of saying this is there another reason.



And then the final step of the Socratic method is decision making for the reflective practitioner can the reflective practitioner form a new proposition a new understanding of the situation based on the questioning process. In this slide we can see that the steps of 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 routine of description interpretation and outcome.

We can apply the Socratic method to blooms 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 in other 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 blooms 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 explained the situation a deeper level of understanding so we can see that as a tool the Socratic method is extremely powerful for the reflective practitioner. It provides a very strong structure and it engages a reflective practitioner in a process which is both deep and powerful both at the same time.

Topic 148

RP and the Socratic Method: Questions for Each Steps in the Socratic Method (Part 2)

RP and the Socratic Method

There are questions that we can apply to the Socratic method which support the process of reflection for the practitioner and this whole process helps a reflective practitioner develop their identity as a teacher .We've seen how questions can be applied to different levels of cognition different levels of thinking from lower order to higher order and in terms of these questions .There are very different question types at each level, We need to be thinking about asking and these question types again provide a stronger structure for the reflective practitioner to use when they're applying the Socratic method .

Questions of purpose force the reflective practitioner to look at a situation critically and try to define the situation as clearly as possible. Questions of information require the reflective practitioner to look for evidences look for day to look for information in the situation in order to **elicit** understanding of the experience questions of interpretation forces a reflective practitioner to take the information and begin to make meaning from that information to interpret to analyze and understand the situation from different viewpoints .Questions of assumption force us as reflective practitioners to look at the information understand the information and then to reflect internally to think about ourselves about how we're examining the information .

What assumptions we have which are affecting our interpretation questions of implication mean that the reflective practitioner needs to follow where the information is leading, begin to predict outcomes predict conclusions from the experience questions of point of view are about the reflective practitioner examining their own concepts and their own frames for understanding in relation to experiences.

The reflective practitioner is not removed from the process of reflection or thinking or the experience itself but understand the connections and the interrelationships. Questions of relevance force us to make decisions about our thinking and about the evidence that we're using from situations. So that we can make better decisions about the questions that we're forming and the way we're perceiving a situation.

Questions of accuracy are focused on helping the reflective practitioner I see reality the questions that we're asking our about understanding the truth of a situation rather than allowing ourselves to remain blind to a situation.

Questions of precision force a reflective practitioner to be accurate about the questions which are being asked are the questions giving in sufficient detail and are they significant enough to gather the information that we need. Questions of consistency are forcing the reflective practitioner to consider data information over time to see if the information is consistent to see if contradictions occur contradictions can help us reframe the questions to look more deeply.

Questions of logic help the reflective practitioner consider the situation as a whole and consider how the questions connect with one another in a sequential and logical way leading the teacher from a starting point to a concluding point in the process of reflection.

All of these questions' types come together in a meaningful whole for the reflective practitioner making sense helping the reflective practitioner make sense of a situation moving through levels of thinking from low order to higher order.

Topic 149

RP and the Socratic Method: Questions for Each Steps in the Socratic Method (Part 3)

Reflecting on Professional Roles

Questions are perhaps the most useful component of applying the Socratic method to reflective practice and we've seen how questions can be used there's a very simple mnemonic that we can use to help guide the questioning process and that mnemonic is paperclip this helps move thinking from low order to higher order and use uses questioning to guide that process. Use within this framework for questioning we know that questions are automatically exploratory and spontaneous and also need to be focused exploratory questions are those initial questions helping us to understand the situation and spontaneous questions are about our response to a situation and then focus questions help us get detail from the situation.

So exploratory questions are very much about the reflective practitioner using the Socratic method and using this particular mnemonic paperclip to get a thorough understanding gather all the information required to get very much clarity about an experience that they're having and from this we move to spontaneous quest questions which are very much related to the immediate response and the teachers assumptions in relation to the situation that they're experiencing and then from the spontaneous questions we're moving to another level of questioning which is focused questioning where we're taking broad ideas and starting to get more clarity and narrow down the type of question get more focus moving from and broad ideas to very specific and detailed ideas.

So, using the mnemonic paperclip can help guide this questioning process.

P	Precision questions .Can you be more specific?
A	Accuracy questions. How could we test that?
P	Perceptive question. Is there another point of view we could examine?
E	Equity Questions. What conflict of interest exist here?
R	Relevance questions. How does this relate to the problem?
C	Complexity questions. What make this difficult question to answer?
L	Logic questions. Does this all make sense tighter?
I	Importance questions. What is more important issue on which to focus?
P	Perspiciuity questions. What to do here?

The mnemonic paperclip identifies particular types of words to ask at any particular point. Using paper clip, we start off with precision questions or in other words questions which are helping the reflective practitioner become more aware of the situation and the details in the situation.

For example, as a reflective practitioner you might ask yourself can you be more aware of what is going on can you be more specific about what is going on. Accuracy questions how could you

test that particular assumption how could you get a better understanding of whether the assumption is true or false.

The next letter in the mnemonic is about perspective questions is there a different way of seeing the situation or the problem is there a different perspective that you can use to examine the situation what are equity questions what are the conflicts of interest or what are the biases that may exist within the situation which can affect the way it's being perceived the are in paperclip stands for relevance questions .How does this relate to the problem how does X relate to Y, how is all of this understood as a whole as a logical whole the sea in paperclip stands for complexity questions.

What makes this a difficult question to answer for example is useful for the reflective practitioner to engage with remember as reflective practitioners we're always working in messy situations and always trying to set unsatisfactory questions so that we're always questioning rather than just finding solutions. The L in paper clip stands for logic questions does this all make sense how does all this come together how do all the component fit together into a logical whole the I stands for importance questions what is the most important issue here what is the most significant component of this situation and then the P letter in paperclip stands for perspicuity questions in other words what does this mean to me what does this actually mean as a whole how is all of this translated and perceived by all the actors in the situation .

So, we can see that am paperclip this mnemonic provides a very sound structure a list of trigger words that we can use to question a situation from the perspectives of description through to a decision and for the reflective practitioner.

Topic 150

RP and the Socratic Method: Socratic Questioning and Critical Thinking

RP and the Socratic Method

It's useful for the reflective practitioner to consider how Socratic questioning links to critical thinking there's a very simple premise here that we need to understand and that is that without questioning there is no understanding and therefore Socratic questioning and critical thinking and come very closely together to enable understanding to develop.

The key distinguishing factor of Socratic questioning is that it is quite systematic and aimed at developing a deep understanding of issues of concepts of experiences situations, principles, theories and because of this and it holds a lot of power.

Socrates was actually more interested in the process of thinking through a problem rather than arriving at a solution to any given problem .The key is about the quality of the reasoning and the quality of the questioning that the individual is engaged with rather than simply trying to find a solution and therefore the Socratic method is essentially focused on the process of learning rather than just simply trying to solve a problem and in this way then we can think about the Socratic method and Socratic questioning as a process of trying to frame issues that we're experiencing and we can actually take the process in one of two different directions we can either consider the Socratic questioning as a destructive process or as a constructive process as a destructive process what we're doing is looking to see if our questioning if our reasoning is

illogical or doesn't make sense or is in some way unsound and from this perspective trying to identify the flaws within the questioning, within the reasoning .We can actually stop that particular line of questioning .

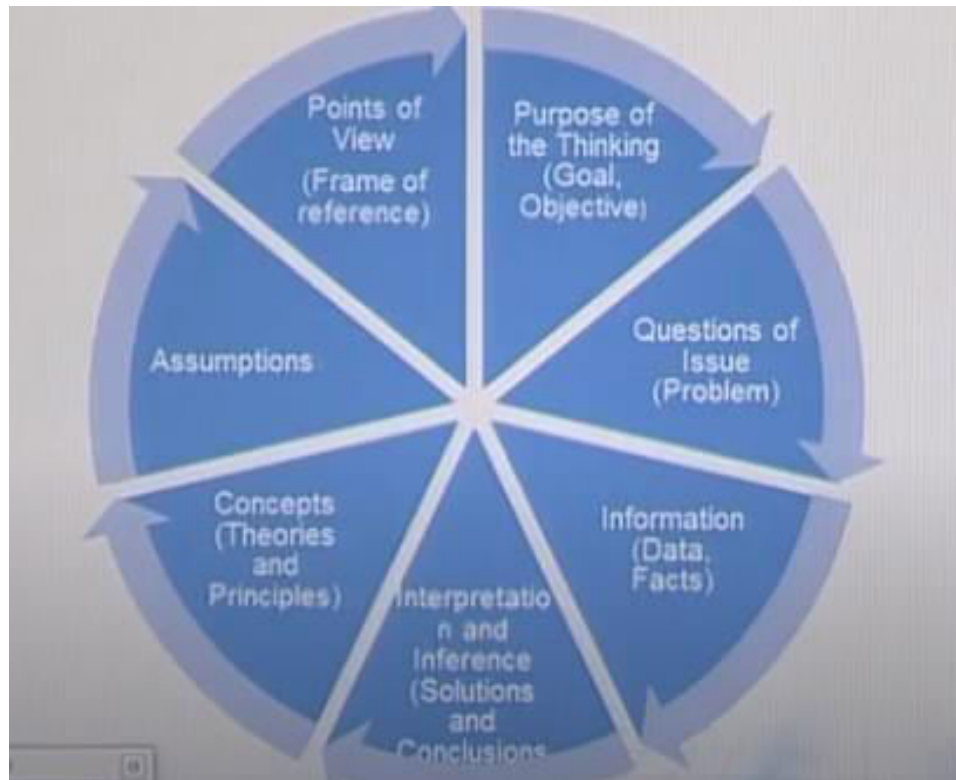
Opposite to that is the constructive process this is where we're looking to find replacements for the flaws in our thinking for the flaws in logic and constructively making our thinking reasoning our questioning much more logical, much more precise and ultimately must much more justifiable for ourselves and for others. In this way both critical thinking and Socratic questioning and share some common goals they are both focused on the process of questioning and learning and the quality of questioning and learning.

Critical thinking gives a comprehensive view of a situation and by looking at it from lots of different perspectives and understanding.

How bias and prejudice can influence the questioning process and essentially there for the ultimate outcome of critical thinking is about quality just as with Socratic questioning and the goal of critical thinking is essentially to establish levels of thinking about our thinking and creating a questioning reflective in a voice for ourselves.

In order to take the situation reconstituted in a very meaningful way for ourselves develop a much deeper understanding. Understand our responses to that extra situation. In a way Socratic discussion reflecting that is a process of dialogue whether it's dialogue with self or dialogue with others in relation to a similar explicit and deep appreciation of the experience that we're having.

The critical thinker is looking at particular elements not only of the situation but elements of thought, which is also part of the process of Socratic questioning. What we can end up with at this point is a sequence a cycle of thinking and questioning when we bring these two things together.



Then from this we're divining concepts bringing clarity for ourselves about theories and principles which lead to assumptions for ourselves as reflective practitioners which help us develop new frames for thinking and this ultimately leads to new goals and objectives as part of the reflective practice process. we can see that critical thinking and Socratic questioning share very common processes and very common goals.

Topic 151

The Practice of Reflection: How to be Reflective?

The Practice of Reflection

The practice of reflection how can the busy teacher find the time for being reflective well there are a number of tools approaches that the reflective practitioner can use and it's useful just to be aware of some of these tools which are actually very efficient in terms of the time that we spend on them.

Perhaps the most efficient approach to reflection for the reflective practitioner is simply to gain feedback on our experiences. Feedback can be both written and verbal. We receive feedback on our approaches to teaching but also on our values and the beliefs that we have about our teaching and the behaviours, we engage with in the classroom.

The key question for the reflective practitioner in terms of seeking feedback is how can I see and understand the experiences I'm having with more clarity and perhaps not through a conceptual frame which is unique.

So, by asking others we seek to get more clarity about the experiences that we're having our own perceptions of those experiences and the feedback helps us very efficiently to reflect practically, who should you ask for feedback well the list is an ending.

It can be anybody student's colleagues even line managers but, really what you want to find is somebody who you trust as a professional and somebody who can be aware of your needs.

You want to try and find somebody with sufficient experience to give you the sort of feedback that you're looking for. It is also very wise to ask feedback from a range of people rather than just one person. Most importantly you need to be very specific in terms of the feedback you're requesting don't be general in what you're asking?

Focus on particular aspects of the teaching that you're engaging with, so a good starting point is just to ask yourself what have you learned today? what did you learn yesterday? what have you learned recently, and use this with in a very positive frame in terms of being reflective and it is therefore a way of valuing the strengths that you have as a teacher your personal strengths. How you can build on these regularly reviewing these strengths can not only give you more confidence and greater self-esteem as a teacher but they provide a very strong framework for development for the future.

It's important therefore to review experiences from a point of view which is objective rather than subjective and for many reflective practitioners. This is quite a complicated thing to do to remove ourselves from the experience. Perhaps a strategy for this would be first of all, to think about the experience and then to imagine yourself on a stage and viewing yourself from the audience. This simple imaginary technique can give you a strategy for separating yourself from the experience to be more objective and by being more objective than you can look very carefully at the experience question.

It much more openly and understand what is happening and the people involved in what is happening? From the reflective practice point of view this is actually called participant observer approach. This is where the participant the reflective practitioner is actually observing themselves in terms of their teaching.

The important thing to remember is to have a lot of empathy in terms of the experience try to see and hear and feel not your own point of view but other people's experiences and feelings about what is taking place. A strategy which is very useful is to keep a journal and this will provide written feedback. It is a little bit more time consuming than just verbal feedback from people. But it does provide a useful means for looking back on experience and having a record of experience which you can use for the present.

Topic 152

The Practice of Reflection: Who Can We Reflect With?

The practice of reflection we've looked at how the busy teacher can use approaches for aiding reflection and it's important therefore now to consider the process of reflection the process of feedback on supporting reflection.

Feedback can be personal or individual our own reflection but it also can be shared with colleagues or even and the families of students or the students themselves and so let's look at the first type of individual reflection here individual feedback and some critical reflection is quite deep.

It can actually take some time for the individual to process the information before taking it further in terms of sharing it with others and so some time is needed for this to take place shared reflection is very valuable especially since it is with other professional colleagues in the school but and feedback and reflection to be productive can't really be all the time individual.

It's always good to look for other people that you can share and reflect with in order to facilitate this sharing of experience and sharing of feedback and reflection and there are a number of approaches. A very efficient approach would be to simply engage in dialogue and conversation in debate with other people other professionals the colleagues that we work with in schools and this debate that we can engage with other professionals is very valuable. It is a professional dialogue but a very efficient in terms of time and very easy to conduct.

In terms of other people that we can reflect with families of the students can be very useful but we reflect in a different way here what we're reflecting on is the experience that they have in terms of their connection with the school the sort of values and the culture that they hold and how this is supported by the work in.

The school their understanding of their children, their children's interests their needs and their expectations and their abilities.

This is valuable feedback for the reflective practitioner because it provides information in terms of what we're trying to do and most importantly we can get feedback from the parents from the families in terms of the students' progress what their expectations and their interests are in this regard.

Reflecting with families and is an important addition to the process of feedback but essentially, it's looking at their perspectives on things like learning rather than the professional approach that we would get from colleagues.

How they add to what we do as professionals in terms of the children's learning is not to be underestimated. It is extremely valuable and helps us develop our experience with the students are experienced in the school opportunities for learning for teachers occur from everyday experiences in the classroom.

In the school environment and what we're always able to do therefore is to get feedback from the students that we work with. It's important if we're gathering feedback from the students is to be

very careful about the questions that we're asking we don't want to be asking too many closed questions those which just have yes or no answers we want to try and get reflective interpretive information .We need to be using more open questions rather than closed questions and by doing this this can also motivate the students as well as the teacher and it helps develop dialogue and communication between the teacher and the students in the classroom .

It becomes a very useful technique reflecting questions with the students in terms of gathering feedback and this doesn't necessarily have to be an on-going dialogue a very good way for the reflective practitioner to get feedback could be for example displaying students work on the classroom walls this is part of the learning process for the students and becomes quite motivational for them but it becomes a means for the reflective practitioner to actually see the progress of the work and to understand the impact that they're having on the students

Topic 153

The Practice of Reflection: Bloom and Professional Careers

The practice of reflection we've been looking at how to support reflection especially when teachers are very busy.

A useful scaffold for engaging with reflection is Bloom's taxonomy. Bloom's taxonomy is divided into three domains. The first domain is the cognitive domain which is knowledge-based the development of an acquisition of knowledge for the reflective practitioner.

The second domain is the psychomotor or the skills-based domain, the third domain is the affective domain or in other words, their feelings and attitudes and values that the reflective practitioner has.

The cognitive domain is divided into a number of levels at the lowest level we're talking about simple recall of information.

This is an important part of the reflection process because a reflective practitioner needs to, describe experiences and therefore recall very clearly those experiences and link that to knowledge that they hold that's at the lowest level at the highest level we can talk about synthesis and evaluation of the knowledge that we're acquiring.

Synthesis and evaluation provide a high degree of critique and a judgment of the information that we're gathering. At this level we're engaging with ideas, our own values about our

experiences from a highly interpretive and evaluative standpoint so that we're being extremely critical in terms of what we're doing and the thing about Bloom's taxonomy providing a structure for a reflection.

The important thing to remember is that the reflective practitioner is a professional working in a highly dynamic environment and the thing about reflective practice is it can be used as a tool for developing individual careers and in people looking at teachers at reflective practitioners are looking for a number of things.

For example, they are very interested in teachers with a high degree of analytical ability they can analyse skills and experiences very precisely and in a lot of depth and detail.

They're looking for people with a good degree of interpersonal skills because teachers do not work in isolation. They work as part of a group or ideally part as part of a team and they're looking for reflective practitioners who can engage in self-development, reflective practice provides this opportunity for the individual to continually develop their skills and their knowledge, therefore develop their career.

Being able to reflect on performance and an experienced tool that can be used to show future employers and that the individual is a highly performing and highly skilled and therefore in terms of using Bloom's taxonomy to support this.

The reflective practitioner needs to set some objectives and in terms of reflection the objectives are similar to the objectives that we come across all the time as teachers.

Objectives for reflection need to be very specific we're focusing on key areas problematic areas of our practice in order to reflect and develop. We need to set objectives which we can somehow quantify, we can measure the progress that we're going through.

Of course, any objectives that we set need to be focused in action a key aspect of reflection is always the action component and therefore any objectives need to be actionable and of course objectives that we set in terms of reflection should be in a realistic and time-bound. We should be able to develop them rather than just setting ourselves a conundrum which we can't fathom and so in terms of developing an individual career reflection provides the opportunity for this analysis development as well as the interpersonal skills development and the opportunity to engage in terms of lifelong learning.

Topic 154

The Practice of Reflection: The Professional Development Plan (PDP)

The practice of reflection can be supported with professional development plan (PDP).

What is a professional development planet?

It's very simply just a way of recording experiences. Then reflecting on those experiences through a writing process. The professional development plan is very much focused on outcomes learning from those experiences. It's a very personalized record, one which is very useful for the reflective practitioner because it can be used in terms of cataloguing the career experience and the career development. It therefore provides you with a record and on-going record of your professional experiences and your professional development, as a record it's there for a very useful tool for you to update your curriculum vitae. As a record you can always check back to see what skills you're developing and what knowledge you're acquiring.

The PDP is a way of personalizing your learning as a reflective practitioner.

Becoming a Reflective Practitioner

The Practice of Reflection

Example of a PDP

What am I good at?	What am I not so good at?
What practices I want to continue?	What areas I wish to improve in?

Personalizing it in a way which values your experiences and your attitude towards those experiences whilst encouraging and motivating your development of positive traits and strengths.

It enables the individual therefore because of its detail to demonstrate what they're learning and to demonstrate that their career is following a very definite thought-out progression. A simple format for the professional development journal is to use a framework of questions, an example here of questions in a PDB could be what am I good at that would be a good starting point for the reflective practitioner.

In terms of identifying strengths and interests and in connection with this it would also be good to ask well what am I not so good at. To identify those to add into a PDP could be well what practices do I want to continue development needs another simple question. What ones do I want to develop in more depth and detail? In contrast to that what areas do I wish to improve in. What

weaknesses do I need to overcome, so we can see that a professional development journal can provide a very simple framework for reflection and engages a reflective practitioner in a well-defined process.

Which can be very efficient and very supportive. What you want to do is to think about how you will take the information in the PDP further how you will move it forward. Therefore, it is a process that you need to engage with rather than just a matter of filling in the PDP, so you want to be thinking about what sort of time frames you want for the reflection that you're engaging in the development that you're engaging in, so that you're actually achieving the end of a cycle to start a new cycle.

- **What you want to do is also to consider how you will check the information that you're writing into the PDP?**
- **How will you get feedback in terms of what you're writing and in terms of the development of skills the reflection on the development?**

It's a very valuable tool to help you reflect on and how far you've succeeded herb to be able to measure your academic growth and your professional growth, as well as your pedagogical development. It's because it's written down, you're able to look at the reasons, why you're succeeding but also to look at the reasons why you may not be succeeding? In this sense because its developmental,

It gives you an opportunity to look at how you might change your direction in terms of the approaches that you're using. To adapt the PDP as you reflect in an on-going way on your

experiences and the key thing is to consider what have you actually learned from the process of completing the PDP?

What other things do you think you could learn by maintaining the PDP? So, see it as a process rather than just a product of the engaging in reflective practice.

Topic 155

The Practice of Reflection: Why Be a Reflective Practitioner?

The practice of reflection we're talking about different approaches different efficient approaches to reflection. It does beg the question, why be a reflective practitioner at all, why engage in all these processes which do take up some time, away from our teaching in the classroom.

Reflective practice enables professional development. Professional development which is meaningful and keyed into our direct experiences, in this sense therefore reflective practice helps us develop ourselves in terms of a new notion of the 21st century. Which is about professions being part of a knowledge economy.

Where the skills and the knowledge and the experiences we have a more substantial but at the same time less tangible than the X than the things that we've had in the past. Therefore, undertaking professional development has become and is increasingly becoming a prime requisite for teachers as professionals because we need to show as teachers that we are highly skilled and highly proficient. It's important to be a reflective practitioner because as a very simple process it enables us to ensure the quality of what we're doing?

We can focus on, why things are going wrong and why they're going wrong? This gives us a focus for improvement at the same time. We can focus on why things are going well and how we can not only maintain that good work but also develop that expertise in other words it enables us to achieve what we would call good practice?

The thing about reflection is it does require a level of systematic thinking very logical and detailed thinking but at the same time, requires the individual in initiative and in a way soft thinking around issues and attitudes and feelings.

These two things within a framework with an outcome of action leads to a level of criticality within the profession, so the reason why we reflect is not just to reflect on what went well and what went wrong but actually to look at the whys and the how's of these **questions? To** begin to really think about these things within a broader context and that broader context is about quality and about improvement, so the reflective practitioner in order to develop skills for practice really need to develop their self-awareness their role as a professional, their role as a colleague and their role as an individual, Within a team a group setting.

The reflective practitioner needs to be very creative in terms of their interpretation of experience. The development of solutions to complex problems issues that we're facing, therefore a good outcome of being a reflective practitioner is a developing strong set of skills for problem-solving and critical thinking. Reflective practice is a way to develop skills for synthesis of knowledge and evaluation of knowledge, as practitioners in the classroom we're always acquiring knowledge from the experiences that we have we're learning new things all the time. In terms of reflective practice using higher levels of Bloom's thinking, we can develop skills, develop abilities in terms of judging and evaluating being creative around what we do?

In this sense we can develop high degrees of ability for planning and auctioning ideas that we may have. This can help become a very effective and efficient teacher in the classroom .in terms

of career progression can very much help an individual develop skills, which can lead to management positions.

Topic 156

The Practice of Reflection: Ghayle's Process of Development

The practice of reflection can be supported by Gail's process of development. This process is focused on a certain key aspect of the experience that a teacher has in the classroom. It's essentially about looking at good evidence, what's important and collecting that evidence. This care and attention help the reflective practitioner set a standard for their reflection and for their practice.

This standard can be reflected in professional standards; it therefore enables the reflective practitioner to demonstrate their competence. Their achievement of standards. It's important using this process that reflection is personally meaningful. It's not just engaging in the process because that's what teachers do,

It's about engaging in the process because it aids us, it supports us, it interests us to do that it needs. Therefore, to be very insightful and relevant to what we're doing, ideally it needs to be connected with our other experiences and other understandings.

We can look at Gail's process and in terms of different levels of reflection.

Becoming a Reflective Practitioner		
'Navel Gazing'	Learning from the day's chaos	Talking about what you do with others
Learning from experience	Reasoning	Remembering when
Being honest with yourself	Becoming more aware	Constructive criticism
Improving what you have done	Doing it after a lesson	Understand your feelings
Re-assembling what you do	Questioning yourself	Letting go of personal prejudice
Something done by reflective practitioners	Gaining confidence in your work	Hard work
The latest bandwagon	What you do academically	Dwelling on mistakes
Justifying what you	Personal growth	Seeing what you would or would not do again and why

A level of the process, a level of the reflective process is about looking very closely internally at our own experiences what Gail calls navel gazing? This is simply about being honest and developing our self-awareness and considering the process of reflection as about improving on what we've done and learning from the experience and learning from that improvement.

It's about finding connections and reassembling what we're doing to make more sense adjusting and manipulating it. It's about developing an individual identity and not just fitting in with what everybody else is doing it's something which is part of the reflective practice process. In a way therefore it supports the reflective practitioner in finding justifications for their actions in the classroom

Another level part of the process is about understanding and learning from the day-to-day experiences. what Gail calls the chaos of the experience and this leads the reflective practitioner to do things like find reasons to reason through the experiences, to find connections and in this way the reflective practitioner is developing their work awareness and becoming more we're of their role and other people's role in the experience.

It's therefore based in things like questioning of self and questioning of others. This can lead to increase in confidence of the reflective practitioner in the classroom. Knowing that they are learning and developing and managing that development.

At another level Gail's process is about sharing and learning from collaborating with others, so at this level the reflective practitioner is describing ,remembering the experience and seeking feedback which can be constructive in terms of the reflective practitioners development So, the reflective practitioner is understanding feelings and understanding their personal response to experiences .Where their response may be influencing the outcomes ,so it might be about I'm focusing on mistakes but this is from a very developmental and improvement focused point of view, so Gail's process of development is sees a reflective practitioner as somebody who is automatically reflecting .

This automatic reflection is something which is carries on throughout the life of a teacher. It's looking at questions which focus on how and whys and where things are happening?

The skills which can be taken forward from those experiences. Gail's process asked the question well how will I do this how will I move forward?

The best reflective practitioners are people who are constantly learning and constantly evaluating and judging and refining their understanding of their experience, even after years of practice, so the next stage in the process is to apply what has been learned and this application is an on-going process also it's never-ending.

Topic 157

Reflection on Professional Roles: The Nature and Purpose of Professionalism (Part 1)

Reflecting on professional roles the reflective practitioner needs to engage with one key understanding and that is what is professionalism. A lot of importance these days is placed on teachers meeting standards and having a commitment to meeting standards of quality in teaching and learning.

Professionalism for the reflective practitioner is about looking at the values and the practices which encompass these standards, which we can consider as being a key foundation stone to professionalism, so for reflection for the reflective practitioner we need to think about a concept called professionalism in action.

We should question then what do we mean by professionalism in action Professionalism in action is simply looking at our professional role our professional attitude and behaviours the skills.

We are having and are developing as professionals, in action in terms of how these relate to the students that we work with our pupils, but also how they relate to other professionals, our colleagues and also even parents of the children.

We're teaching or significant others, of course teaching happens within a context and so part of professionalism in action is the reflective practitioner relating their professional skills and their development of professional skills to the school context in particular, so the professional role of the teacher we can see actually is as many facets as many sides to it. Therefore, these facets create an idea for us of the dimension, the size, the extent of the role that we take on as teachers and the professional.

The professionalism that we bring to it, therefore that requires a number of avenues that the teacher needs to explore in terms of being a professional. One Avenue is the teacher's role in terms of a pastoral role, within the school.

This is essentially about the care and the attention that we give to those that we're working with. There's also the idea of professionalism, of course around the knowledge that we have about the subjects that we teach, as well as well as the teaching of those subjects, in other words the academic professionalism. This leads there for their reflective practitioner to a point, where we're reflecting on the reasons, behind the deficiencies.

We're experiencing, reflecting on things like for example poor performance or bad experiences and developing an understanding of how to use these effectively to further development and become more professional. We can think about, how the reflective practitioner is reflecting on on-going planning?

How this is used to integrate and also bringing together, for example students in the classroom students who were shy and withdrawn or lacking in confidence, we're focusing reflection on the

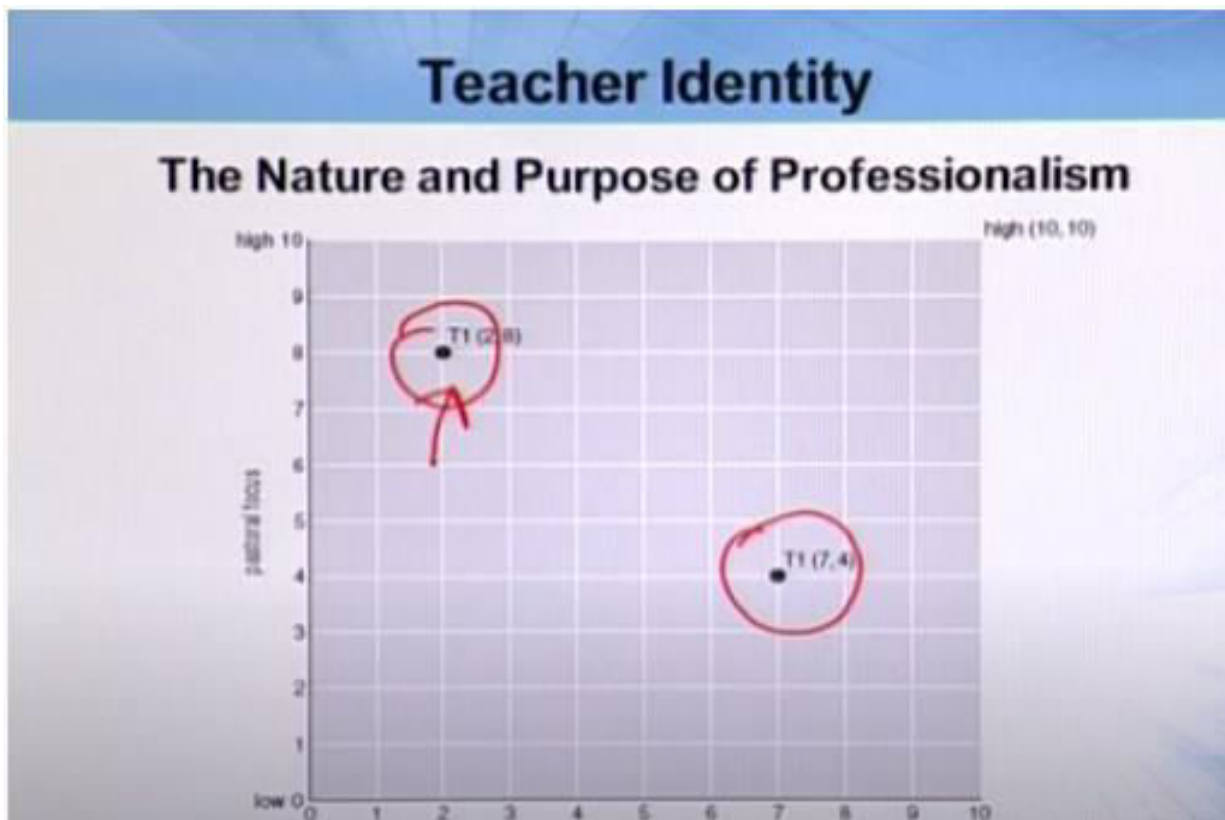
approaches that we're using to help those particular students integrate. This is an example of where the reflection is not just academic but also pastoral.

Topic 158

Reflection on Professional Roles: The Natures and Purpose of Professionalism (Part 2)

Reflecting on professional roles the nature and purpose of professionalism is actually different for different teachers. The way teachers reflect will be dependent on a particular preference, for their idea of professionalism a particular preference, for the way they choose to interact with others in the work environment.

We can look at this diagrammatically.



What we can see here is that there are two teachers perhaps working in a school teacher one we see as somebody who has a very high focus on the pastoral care of students, in contrast to the academic focus that they may have for teaching.

Another teacher in the same school may have a different focus their focus is more towards the academic attainment of the students, rather than a very strong focus on their pastoral care. We can see that teachers can be located differently within the school, what that actually shows us is that no teacher is the same as any other teacher.

Indeed, each teacher will have a unique identity, with this identity it actually shows that there can be professionals working in a school environment, with a very different approach to teaching and a very different focus for their attention, in terms of reflection.

For the teacher who is interested in looking after the students and the students' enjoyment and engagement with learning. Reflection can be focused in this area rather than on academics whereas the teacher who may be focused on academic attainment will reflect closely on this, pay less attention to the students' engagement, so what we're always looking at in terms of teacher identity, is this difference in terms of how teachers are seeing themselves within the school environment.

What this tells us about the nature of professionalism is that the teachers within their particular environment need to be mindful of their idea of themselves, as a professional their identity because too much of a focus in one particular area, actually can mislead us into think we're performing well.

What these teachers in this example could be doing, one should be doing is looking to see how they can move their practice to different levels of attainment.

The reflective practitioner who has a strong focus a strong personal focus on the pastoral impact of their work, needs to look to increasing the academic focus so they're high in both areas and similarly the teacher who has a stronger academic focus needs to think reflect more on the pastoral approach that they're taking with the students, so that they're moving towards ever increasingly high levels of reflection.

This leads to what we might consider as high levels of practice, for the teacher and a high level of identity development, for the reflective practitioner this is a very key understanding, so the ability to be flexible becomes quite significant for the reflective practitioner.

We need to become very self-aware of particular focuses that we may have in terms of our teaching and we need to be seeing, how we can move these focuses to a place which we were considered to be professional, that professionalism is that high degree both pastoral and academic care, so what this tells us is that although we have preferences, we need to be very flexible about how we're working with students in the school.

How we see our professionalism and our identity as teachers, within the whole school environment and how we can move this to very high levels in all axes that we're looking at, so the idea of living out this professionalism in the school is, where this takes us, we're looking how to shape our identity, how to help continually develop our identity.

Within the classroom within the school as a professional and this leads us to a place of good practice and excellence, but enables us to do it in a very unique and individual way, so we don't lose our uniqueness, we actually develop and grow that uniqueness through this movement towards excellence.

Topic 159

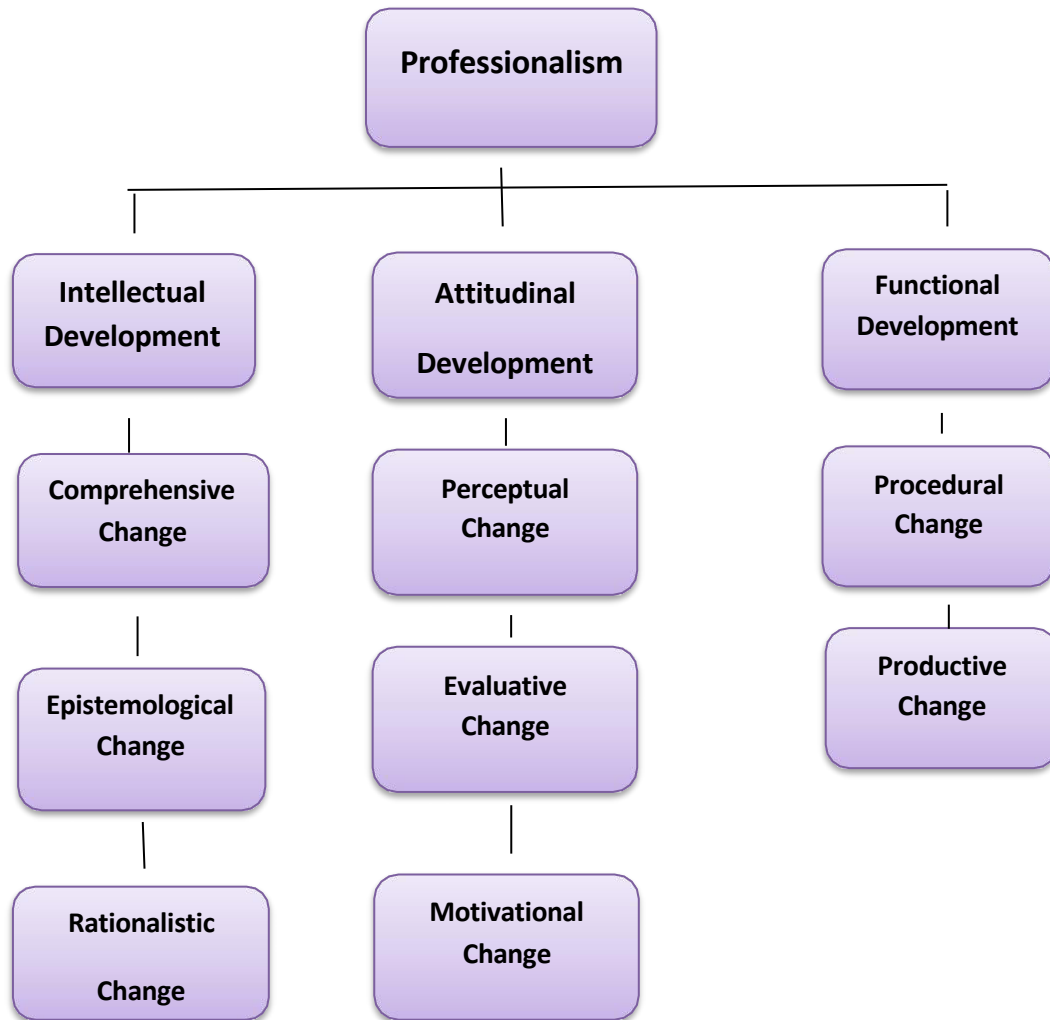
Reflection on Professional Roles: Reflecting on Notions of Professionalism

Reflecting on professional roles means we need to think for ourselves, what we really mean by professionalism. It's true to say that professionalism for a teacher is not simply a matter of having expertise of a subject that's clearly insufficient.

There are other things for the reflective practitioner, for the teaching professional which are equally important.

One of those is the ability to work with their subject knowledge that the content of what they're teaching, in innovative and imaginative ways. There's another consideration and that's the pedagogy of the subject.

Professionalism is about being able to teach and share our knowledge, in ways which are varied and a very wide-ranging because our students will all learn uniquely and individually.



We need to use approaches which can catch every student. In this regard a significant notion of professionalism, we need to consider is, that we should have a concern for all students learning rather than making sure we're achieving the curriculum objectives on a day-to-day basis, whether we're getting through our lesson plans, but actually whether the students are keeping up with the pace of the lesson. All of the students are benefitting and learning as we go. What underlies all

of this is a notion of fairness in terms of professionalism, how we're working to support all students?

How we see all students as not only unique but also in need of our support and encouragement so, we can look at these focus areas, when we're considering professionalism.

These focus areas in relation to the roles that we have and the identity that we develop as teachers. In this regard we can consider particular areas of focus, professionalism is made up of many different components.

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's intellectual development in other words the knowledge of our subject.

There's also functional development there the ability that we have to pass on that knowledge to others. Then there's also attitudinal development.

Professionalism is made up of our values and beliefs about teaching and learning. How these describe to people and experienced by people in the classroom. In terms of these development areas for professionalism there are certain areas of change that we can look at, change in terms of the knowledge that we have, how we rationalize that knowledge? How we perceive, change and also the procedural changes that we go through as we develop.

There can also be evaluative changes that we need to make. How we go about our work and thinking about our work. Even the outputs the outcomes our development can be looked at from a change point of view.

Perhaps the most significant change that we can look at would be the motivational change that occurs as teachers develop their identity. This becomes a strong mechanism for how teachers motivate themselves throughout their careers.

Topic 160

Reflection on Professional Roles: The Reflective Practitioner-Professional Relations with Pupils

Reflecting on professional roles leads us to consider our professional relationships with pupils. What is regarded as professional must therefore be linked with the responsibilities that we have the in-action responsibilities that we have as teachers as reflective practitioners in the classroom. Reflective practitioners must be seen to treat pupils with respect and fairness. This underlies the professional relationship that we have.

We need to be consistent with our approaches, that we can be seen as professionals. This underlies a particular notion for the reflective practitioner which is that we have a particular stance as a professional. Which is about an unconditional positive regard for our students as learners.

This requires the reflective practitioner to operate with a working knowledge of students backgrounds their social and cultural backgrounds, as well as their interests and needs for learning and the experiences.

Experiences that they're developing as they grow and move through the school. This is actually not simple knowledge to acquire. It is a knowledge which is very complex because our students are always growing, always changing and their backgrounds and cultures influence this development.

Therefore, any relationship that we have needs to reflect this development and this change, any experiences that we have need to change. Need to interpret and need to understand this change.

Further professional this leads reflective practice into an area of focus for reflection and what we need to be doing in terms of our professional relationships with students is reflecting on particular roles that we take on.

One particular role is the teacher as a mentor. A mentor is somebody who is working alongside students in the classroom, supporting and encouraging whilst challenging and cheerleading the successes of the students.

The teacher is also within a professional role taking on some responsibilities as a parent in the classroom. There a teacher with students in the school environment must realize and also reflect on their responsibilities of care and nurture and support, that they have within that parental role in the classroom.

The teacher as a professional in there in action professionalism, in action responsibilities in the classroom need also to work as a participant observer of their own practice.

In this way their professionalism can grow and their objectivity about their professional role can support the professional relationships that they have with students, also there's the teacher as career in the classroom.

The professional relationship that we have with students is such that we are not simply there to teach the students a subject or for the students to show that they have achieved certain facts and figures.

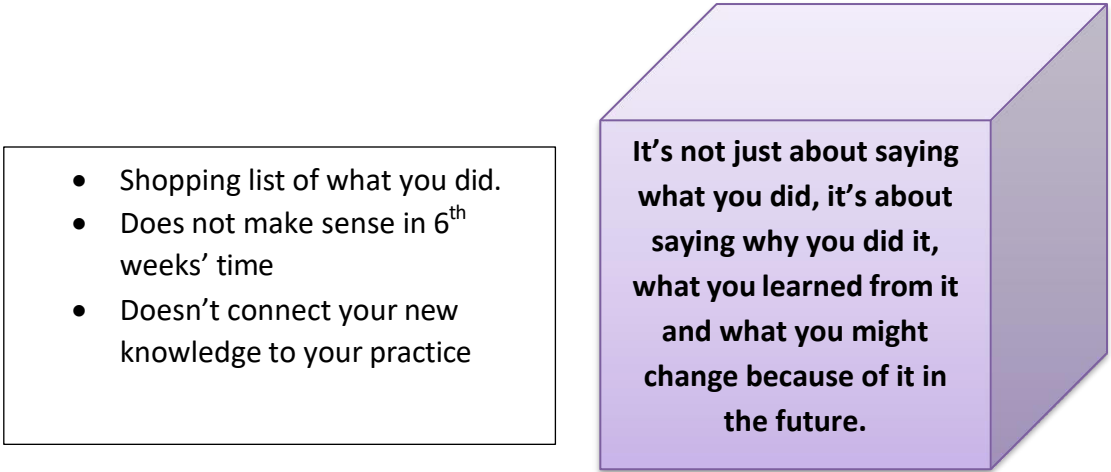
What we are engaged with is the process of development as well as learning and part of this means that we need to care for the students on a personal level as well as a professional level. These come together to define the professional relationship that we have with students.

Topic 161

Reflection on Professional Roles: The Reflective Practitioner-Professional Relations with Colleagues

Reflecting on professional roles leads us to a consideration of reflecting on our professional relationships with colleagues. When your inner school as a teacher of course you're not working in isolation. you're working as part of a group of professionals ideally as part of a team in the school. What you need to reflect on is how you are regarded within the team by the team members. Are you a productive and contributing member of the team? your professional relationships with colleagues are a real opportunity for you to develop as a professional provide a real opportunity for you to extend your thinking.

This is in stark contrast to solitary reflection. What this means is that this opened up world for us in terms of our professional relationships with colleagues is that our thinking takes on an extra dimension rather than being a two dimensional.

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- Shopping list of what you did.
 - Does not make sense in 6th weeks' time
 - Doesn't connect your new knowledge to your practice

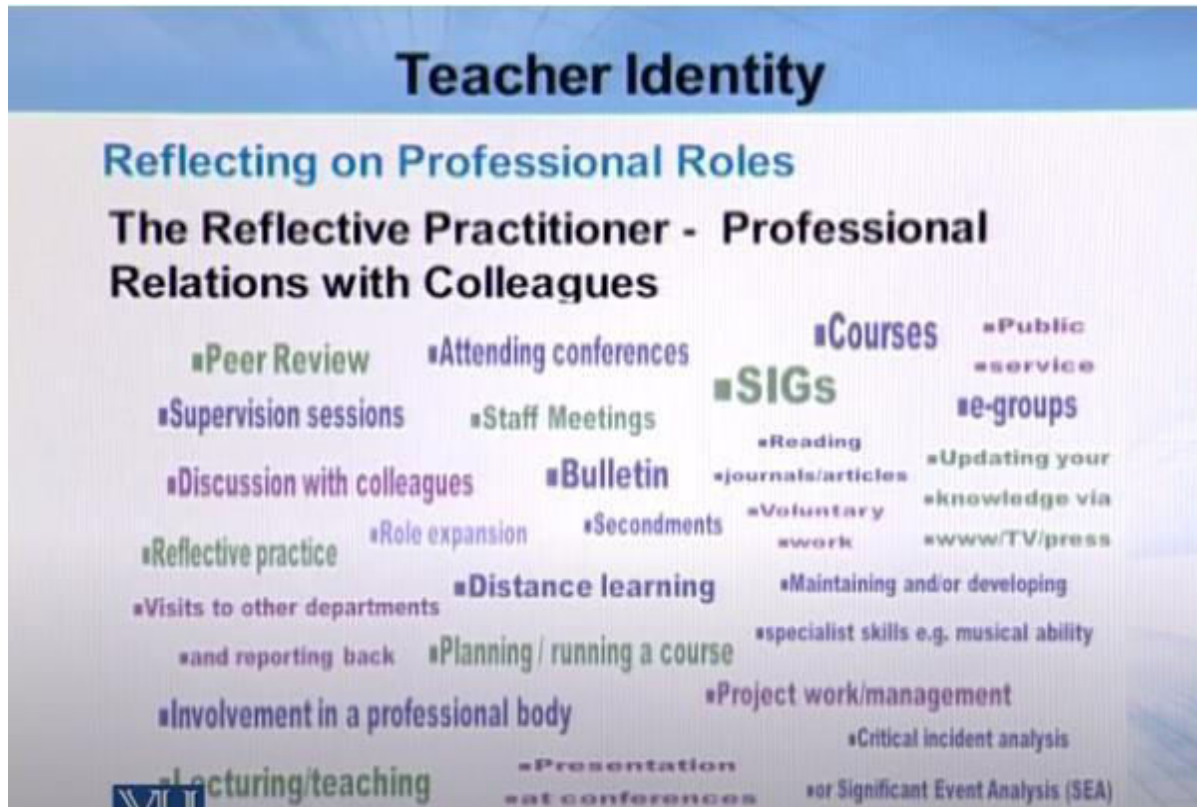
It's not just about saying what you did, it's about saying why you did it, what you learned from it and what you might change because of it in the future.

We're looking at things simply in terms of lists and timeframes and how we're proving ourselves. It's very much looking at extra dimensions, in terms of the depth of what we're doing and the extent over time the influence we have over time.

Also, where this leads us to in the future this thinking is part of moving our teacher identity to a new level. A level which reflects the depth and extent of our professionalism. We can see that the professional relationships that we have with colleagues open up a number of worlds to us, open up our professional roles to opportunities that we have in terms of working with others.

These opportunities are many and varied in terms of how we can develop our professional roles. We can think of our professional identity, in terms of colleagues through any number of approaches and relationships for example, things like specific interest groups are very useful to build up.

In a school environment working with colleagues sharing with colleagues and working with others. we can also think of contributing to the school, a contributing to our colleague through things like working together.



We're always there for building the relationships that we have within the team. As part of a team and contributing to the team learning from each other and sharing with each other and from a very simplistic point of view. We can think of their professional relationships with that we have with colleagues in terms of staff meetings. Even informal meetings that we might have in the classroom at any particular point or in the school.

We can see that there are many different ways that we can engage professionally with colleagues and with other professionals in the school. Reflecting with colleagues is very important for us because it really does not only help us integrate into the school and feel valued with other

professionals in the school but it really is an opportunity, to grow professionally with support and encouragement from others.

Topic 162

Reflection on Professional Roles: The Natures and Purpose of Professionalism; Reflecting on your Contribution to the School

Reflecting on professional roles also leads us to the consideration of how we're contributing to the life of the school. Contribution to the school is important because it's an indicator of the vibrancy of the school and the quality of what's going on there.

This generates a number of important gains for the whole school, the school community. Reflecting on your contribution to the school, your contribution to the life of the school can be realized in a number of ways, of course one way would be to engaging cross curricular activities rather than simply teaching the subject that we're there to teach.

We engage in a much wider forum in the school. It's also about participating on particular projects or activities with other colleagues and students. Therefore, contributing to the individual significance that the presence of the school within the community.

School effectiveness becomes important for us here because we can view this from a number of outcomes, outcomes in terms of how well students are attending classes, attending the school throughout the year and also the individual students' attitudes towards teachers and the school and towards learning.

This translates into things like student behaviour and then also individual student achievements in relation to being in the school. This underpinned school effectiveness and is a direct result of our contribution to the school.

The reflective practitioner needs to reflect on this particular role in terms of uncovering their presence. How their contribution makes the school more effective? what do you need to consider?

You need to consider the contribution from nine particular perspectives in terms of very high performing schools high quality schools with high outcomes.

One contribution you can make here is having a very clear and shared focus for what the school is trying to achieve. Another characteristic of a high-performing school would be that it sets high standards and has high expectations of students' achievements.

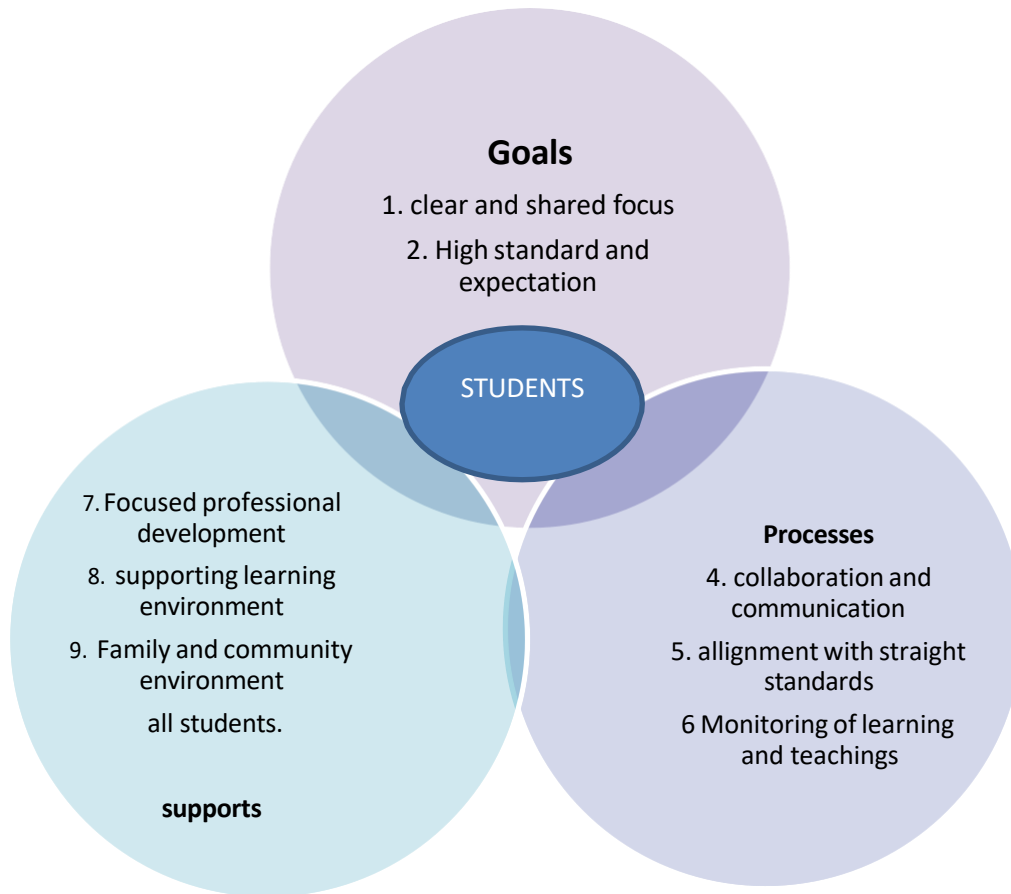
Another contribution that the reflective practitioner can make to the school is in terms of effective school leadership. How leadership is promoting and sustaining excellence within the school.

This is an important area for reflection, another characteristic for the reflective practitioner is to look at how much they are cooperating and collaborating with others within the school. This cooperation and collaboration are focused on a high level of effective communication.

Another characteristic to look at in terms of a high-performing school, for the reflective practitioner to focus on is the curriculum and the quality of the curriculum. The instruction and the assessment associated with the curriculum content and the curriculum objectives.

These need all to be a line together in terms of high-performing standards. The reflective practitioner can look at these as a very significant characteristic of their role in their contribution to the life of the school.

Another characteristic of high performing schools is the quality of monitoring of learning and teaching and the quality of that learning and teaching. This needs to be an on- going process, therefore reflection can look at the regularity and the quality of that monitoring. The reflective practitioner there's always a focus on professional development.



Therefore, in terms of contributing to the life of the school. The reflective practitioner is always having a focus on their professional development.

In terms of reflecting on the school another characteristic would be to look at whether the learning environment is actually conducive to learning. How this impact on the effectiveness the quality of teaching and learning? There's the interaction and communication that the school has the individuals with, within the school have with the community that they serve with the families, with the parents.

This translates into a number of interconnected characteristics that we can consider from the reflective practitioner viewpoint at the center are the students that we're working with.

The characteristics which surround these actually lead to high performing schools ,high-performing teachers .They are characteristics around the goals that the school sets for learning and the processes .The teachers engage with in order to achieve those goals and this all comes together in terms of the school environment and how it supports effectiveness and high quality teaching and learning so, that we can see that engagement is key here in terms of professional development and the reflective practitioners contribution to the life of the school.

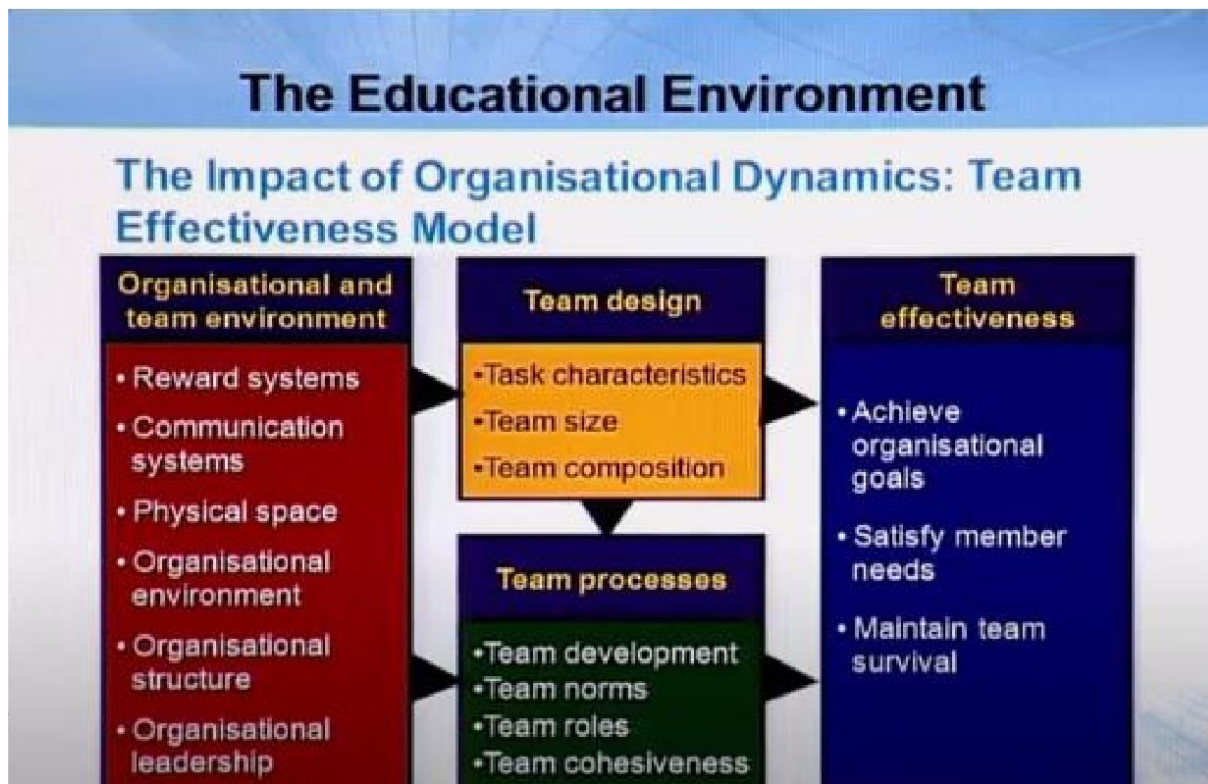
Topic 163

The Impact of Organizational Dynamics: What are teams?

For the reflective practitioner there is an impact on reflection due to organizational dynamics. What the reflective practitioner needs to think about is how to reflect within an organization. Within a framework of the effects that dynamics can have.

The first question for us as reflective practitioners, when we're in a working environment is to think about the team that we're a part of the teams that exist in the organization?

What is a team well a team is more than just a group of people? A team is people coming together with a common objective to achieve. All of whom are mutually accountable for the work and see themselves as a social entity within the organization.



The reflective practitioner needs to understand the impact of groups and teams on their role within the school. It's true to say that all teams are groups but all groups are not teams.

Some groups are just people assembled together in the same place without any common goal or mutual accountability. Teams therefore have something known as task interdependence. Task interdependence is where each member of the group relies on other members of the group for the work that they're doing. Within teams within organizations, we can consider different types of teams. There are teams which are permanent in an organization for example departmental teams.

Homogeneous Teams

- Higher satisfaction
- Less conflict
- Faster team development
- More efficient coordination
- Performs better on simple tasks

Heterogeneous Teams

- More conflict
- Slower team development
- Takes longer to agree on norms and goals
- Better knowledge and resources for complex tasks
- Tend to be more creative
- Higher potential for support outside the team

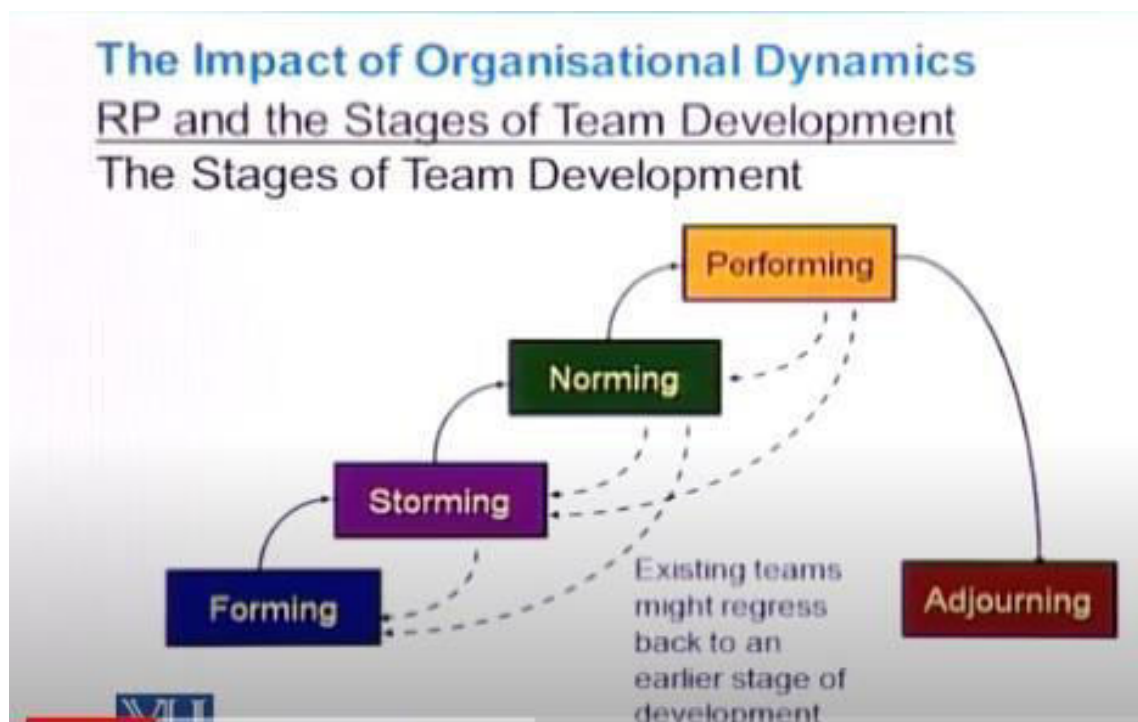
There are teams which are perhaps more transitory within the organization team's coming together for particular tasks or particular activities, within the school environment. Then there are other types of teams that can work together in a group for example a total quality management group, or a steering group.

Topic 164

The Impact of Organizational Dynamics: RP and the Stages of Team Development

While we're looking at the impact of organizational dynamics on the reflective practice, we need to understand that a group of people working as a team go through different stages of development and functioning,

We can represent these stages diagrammatically.



Here we can see that the group dynamics of a team go through different levels of functioning, at the initial stage of functioning is something called **forming**.

This is where the group comes together and starts to get to know other members of the group. This is the first stages of team development and essentially sets the tone for how the work occurs within the group.

The next stage of the group is called **storming**. This is where there can be conflict arising in the group because people have different ideas about how the work of the group should be achieved. Different people could try to lead the group towards achieving those goals. This can impact on the effectiveness quite severely of the group.

Once the group gets past the storming stage this point of potential conflict the group is known to move into a stage called **norming**. This is where the individual group roles are very clearly defined and people are undertaking those roles efficiently and effectively supporting each other in those roles. This is where the group of people starts to become a functioning team to the point where the team ultimately starts to perform at a high level at the performing stage everybody supporting each other working together and understanding how that work supports the achievement of the goals in permanent teams.

These four stages can be transitioned through backwards and forwards the group can always go back to storming. It's been performing some for different reasons. It could be that a new member joins the group or there is some change in the functioning of the group. It's certainly not a one-way road it is a journey backwards and forwards potentially that the group goes through.

If it's a temporary group then there will be a point where the individual members leave the group. The task is completed and this is known as **Anna Journing stage**, at this stage the group members are leaving each other the work is completed.

There's no reason for them to see each other or to be involved with one another again, so we can see that these stages in terms of group dynamics are quite important, in terms of team norms and the norming stage.

We're looking at how the individuals are learning about each other, setting rules for the group and identifying commonalities in terms of the way they work. The expectations about particular frameworks in which other members are working the values and the assumptions that they have about teaching and learning and about education in order to reflect on team norms.

The reflective practitioner needs to look at these aspects of the group how the members of the group are interrelating with one another and developing an understanding of, how to work efficiently and productively.

The reflective practitioner can look at how the group is supporting itself? How individual members are rewarding other members for the work that they're contributing. How the group as a whole is managing with disparate dysfunction and conflict.

The key point for the reflective practitioner here is to look at how the group is moving through these stages and ultimately working towards performing as a team. How they are dealing with

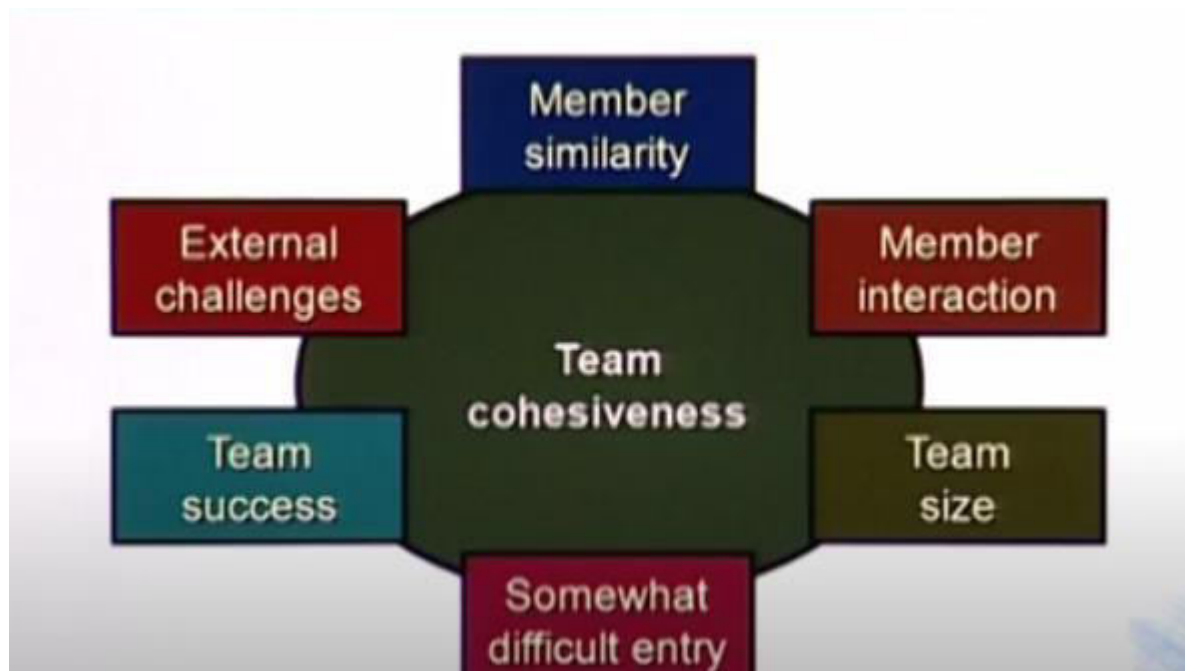
the storming part of the process, where conflict is arising and how the individuals are maintaining the level of performance when they achieve it.

The reflective practitioner can observe this forwards and backwards movement of the team in, which they operate and begin to unpick the ideas which are supporting the team and which are perhaps moving the team back down the cycle towards storming

Topic 165

The Impact of Organizational Dynamics: Team Cohesiveness and Performance and the Reflective Practitioner

A factor which can impact on organizational dynamics for which the reflective practitioner needs to be aware is therefore about team cohesiveness .How the individual members are performing together as a team .Where the reflective practitioner fits into this team cohesiveness and in terms of team cohesiveness .We can look at a very simple model of what makes team cohesiveness .Team cohesiveness is based around a number of factors of team and the way the team works .The individual members of the team have similarities and the extent of those similarities the amount of member interaction actually creates team cohesiveness with less interaction less communication.



The team becomes much more disjointed the team size has a significant impact on team cohesiveness. A smaller team will be more cohesive than a larger team if it is difficult for a new member to join the team this suggests that the team is actually very strongly cohesive,

A new member joining would be able to join very easily if the team is not cohesive and, how the team deals with challenges and, the success associated with those challenges.

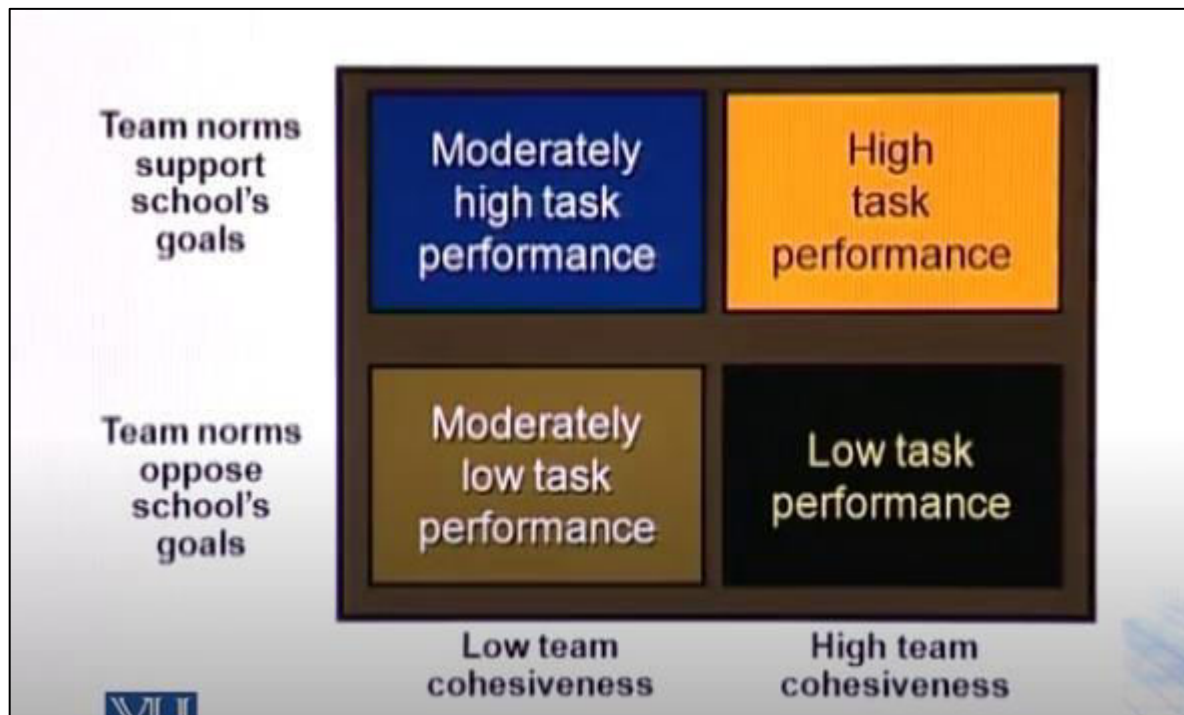
All come together to create team cohesiveness so the reflective practitioner needs to consider the members of the team. The cohesive team in terms of their reflection and what they are looking at from their own regard is the extent, to which members want to actually be within the team.

They also can look at how willing people are to share information and to communicate information with others in the team. They can also look at how strong the bonds are the interpersonal bonds between individual members of the team.

They can also reflect on the extent that support is part of the team process and how to what extent individual members want to support others. Another important factor for reflection is how the team, how members of the team resolve conflict especially when they're in the storming stage of the group development process. Certain members are more or less satisfied with the experience that they're having in the team is there homogeneity within the group.

We can look at the impact of this in terms of the functioning of the group, certainly how the reflective practitioner should focus their reflection where the team norms are very much supported by the goals of the school. Where there is low cohesiveness.

The amount of focus on task is fairly high but it could be higher it'll be much higher. Where the team cohesiveness is very strong where the teams' norms their rules and regulations and their expectations and intentions match those of the school. There is low cohesive mess in the group then the focus on task becomes quite low relatively low. In a highly cohesive group then the team is still performing at a very low level because of the dysfunctionality in the norms.



The reflective practitioner is looking at individuals and seeing to what extent they are supporting the team effort and coming together to support others and turn to work towards the goals.

The reflective practitioner is looking in the way that looking at how the team is supporting the goals of the school overall? How these dynamics are impacting on that achievement so it can mean especially in larger groups that some individuals are hiding in a way. It's a term called

social loafing, where they're in the group they're actually not participating or contributing to the group. Certainly, this happens where the team cohesiveness is low.

There is a low focus on task achievement and low connection between the team goals and the school goals. This means that routines become very routine and mundane and actually the performance of the team reduces. It introduces there for a very low performing ideal of the team and does not therefore at all lead to any sort of excellent performance. These aspects of the team are important for the reflective practitioner to consider.

Topic 166

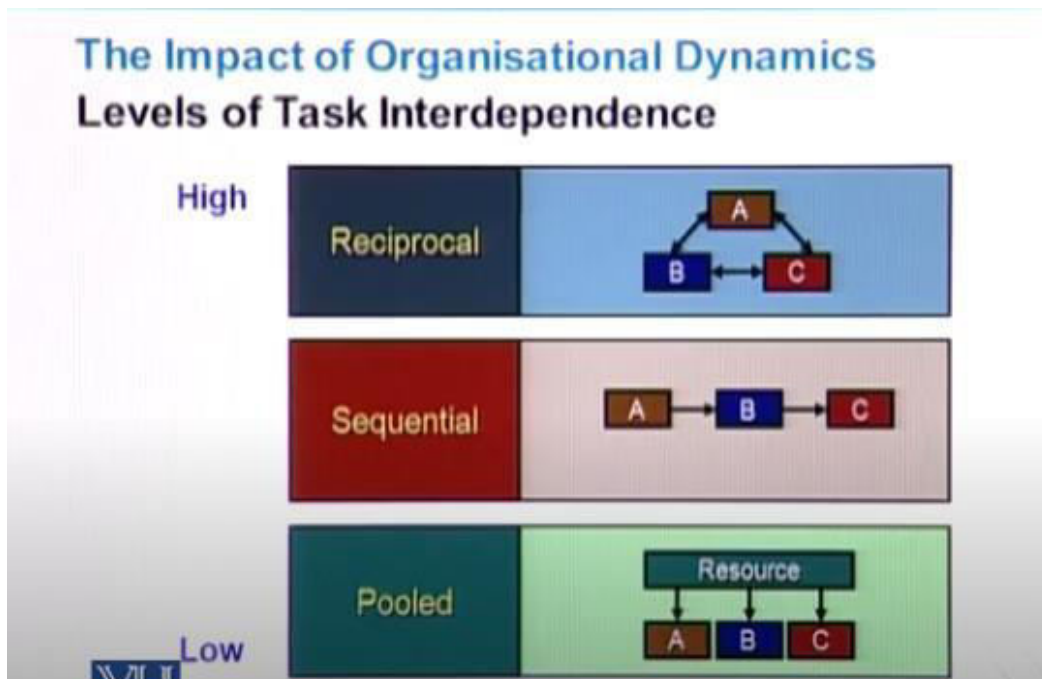
The Impact of Organizational Dynamics: Task Interdependence

Task into interdependence is an important area to reflect on for the reflective practitioner. In terms of organizational dynamics, it's important to reflect on because as a teacher you need to understand where you fit into the team? Where you can have more impact or where the impact of your work can actually be affected.

We've seen before how the reflective practitioner can deconstruct the identity of the team into particular categories. This task interdependence becomes very important because as teachers in a school environment were all dependent on each other for the effectiveness of our work and to support the effectiveness of other people's work.



What the reflective practitioner can consider in terms of their reflective processes. How the team and how their role in the team is managing this performance. What the reflective practitioner is doing is looking at the levels of task interdependence within the group.



Task interdependence can be very high or it can be very low. When task interdependence is high the team is able to function very cohesively and achieve high levels of performance. We can think of task interdependence as reciprocal. This is where every member of the group is able to talk to every other member of the group. This is known as reciprocal interdependence because every member has access to others.

Where task interdependence is quite low this is where all the members of the group actually communicate actually interact through some other medium a resource or some other individual resource person.

There are no direct lines of communication between individual members of the group. In the middle ground we have sequential interdependence. This is where individual members of the group refer only to certain other members rather than all members. A chain is formed of communication through the group. Team composition can have an impact on this interdependence. An effective team is one where people are not only willing but able to communicate directly with every other member in the group. In this regard the reflective practitioner can focus on what are known as the five C for team composition.

The first C is cooperating how our individual members in the team cooperating with other members of the team.

The second C is coordinating, how are that the team members working in a coordinated way supporting each other guiding and directing each other.

The third C of team composition is communicating a high level of communication between all team members will promote team effectiveness.

The fourth C of team composition is known as comforting or in other words psychological support. This is how the team is actually managing difficulties overcoming conflicts supporting each other through difficult times.

The final C is conflict resolving, how the group is moving from the storming stage of its development into the norming and the Performing stage of its development .Team interdependence and depends on a number of factors and the reflective practitioner can try to

identify these factors ,The extent to which these factors are having an impact a positive impact on the group ,things like understand individual or understanding of the roles that people take on in the group and also learning to coordinate activities between each other in the group .

In the team therefore the reflective practitioner is looking at his or her own role. To the extent to which they're reaching the area of reflection. A movie how effective the team is in terms of moving forward. What you have to remember is that you may be reflecting on yourself within the group as well as the individual members in the group. Both of these need reflections in order to understand the impact of the dynamics is on teaching.

Topic 167

The Impact of Organizational Dynamics: Behaviour in Organizations

Teams therefore in organizations have particular dynamics. The way teams behave within a school or an educational setting has potentially very positive impacts but also there can be barriers to reflective practice are caused by the team. Probably the biggest factor for the reflective practitioner to overcome is the idea of group think. This is where the individual members of the group are so strongly cohesive and so focused on the task and the social identity of the group that individuals will not question the activities of the group not question to what extent they're achieving the objectives in favour of just maintaining the group identity. This can actually lead to a number of factors which are barriers to reflection.

The barriers actually prevent the reflective practitioner undertaking any sort of reflection because it would challenge the group, to an extent that it couldn't cope with and this would be very uncomfortable for the individual group members. There could be for example negative feedback to the reflective practitioner and also a very unquestioning nature in terms of the roles that they're taking on. The teaching that they're engaging with, we know that reflective practice requires a very questioning approach to teaching.

What a group think creates is a very strong stereotype within the group. The individual members of the group become so strongly cohesive that in a sense there's no single identity anymore. Another person a reflective practitioner trying to introduce some sort of questioning or reflection of the process becomes an enemy to the group potentially.

This can block effective reflection and the upshot of this is that it's very difficult to break the ideas. The illusions that the group has about the work that they're doing and the goals that they're trying to achieve so the symptoms of groupthink are that people are very careful and conscious of who they're talking to and the way they're interacting with one another. This actually breaks down open communication which can block the process of reflection for the reflective practitioner. In a sense people can become so protective of the group identity that certain pieces of information become withheld from the reflective practitioner simply because it would challenge the identity of the group too much.

The impact of this on the behaviour in the school can be quite significant. The idea of groupthink they said this barrier to reflection we're within teams leads people to thinking in very unique ways and also in a sort of divided way from the school identity.

How specialized the roles and functions are how they're coordinated within the group is something which can impact on the effectiveness of the school. How information flows between members of the group is another impacting factor on the behaviour of the team within the school.

How the system of controls that the measures and the checks and balances for what people are doing? How they're working within the school is another behavioural impact of this group dynamic. Each school with its structures can be affected to a very great extent by this behaviour, because the group can affect other peer groups and other individuals vary significantly through the pressure that they can exert within the school and entire schools' structure.

Group norms and the social identity of individual members gets affected and can be put at risk and by such dynamics in a group. The reflective practitioner there needs to be somebody who works within organizational structures and reflects on those structures and how people are working within those structures how teams are working within those structures.

The reflective practitioner not only needs to reflect on good practice but also needs to reflect on the level of dysfunction that teams are exhibiting.

Topic 168

The Impact of Organizational Dynamics: Reflecting on Motivation

Reflecting on Motivation

In terms of organizational dynamics and dynamic of teams of reflective practitioner can focus on what motivate individuals within the organizations and within the teams of they work. The Hawthorne experiments in America showed that how workplaces are predominantly social institutions and as such they affect the quality of the work and the outcomes that can be achieved and what motivate people to make these achievements and to understands motivational to be more clearly, we can look at Maslow 's Hierarchy of Needs.



We got revised hierarchy which identifies different levels of motivation for an individual moving from a basic level at the bottom where any member of the team focused on a very specific aspects which are important to them basic needs and this leads up to higher level of functioning of motivation with the group and individual is looking beyond basic needs and looking at more of fundamentals attributes of motivation. What is true is that people will move through different levels and can also forth back down through levels if anything should go withing the group over within the organization structure. So, people can be motivated or demotivated at different times and they reflect practitioner can consider how people are motivated to the organization are moving through the structures.

So, to reflect on motivation there are certain assumptions about a behavior of a reflective practitioner can look at. And certainly, in very large public organizations there are very strong philosophies that the reflective practitioner can consider.

Self- Reflecting for Motivation

In motivation there is a choice, but it depends on the amount of impact of motivation certain motivating factor are so fundamentals to us that we perceive them as not being something we choose or something we depend on the need. In terms of choice, we can consider motivation from self- regulation point of view or in other point of view says a certain degree to which an individual can influence the work environment that influence the involvement in work environment which will impact on the motivation.

Self-regulated teachers

- Self-regulated teachers therefore people who are aware of their strengths and weaknesses and this is something the teacher to reflect on.
- Self-regulated teacher is also able to think about the way they are thinking and look at the why they are learning and reflect in a metacognitive sense on their role in the team or in the school strategies: e.g., questioning one's learning and monitoring one's learning, to approach academic tasks.
- Self-regulated teacher also has certain attribute around success of failure, and this effects how much control they feel they have over their work role.

Self- Regulation as a Process

Self-regulation is a cyclical process it is not a linear way process and teacher can move through different levels of self-regulations in terms of their motivation in a cycle of motivational learning and what this means is that self-regulative teacher is who are motivated to reach a certain goal will engage in self- regulatory activities they feel will help them achieve that goal.

Self-regulation therefore promotes learning and is something for the reflective practitioner to aspire to in terms of their reflective practice then they are managing their own motivation levels. Self-regulation leads to a perception of greater competence, which sustain motivation toward the goal and to future goals.

Dimensions of Self- Regulation

Researchers identify three critical dimensions or characteristics of self-regulation:

- Self-observation
- Self- judgement
- Self- reactions

Self-observation

- Self-observation is essentially being able to stand back and objectively look at your activities and actions you are taking refers to the deliberate monitoring of one's activities. Self-observation may take the form of recording frequency, duration, or quality of a behavior.
- Self-observation aims at being very critical to the regulation of performance.
- Self-observation therefore can lead to higher level of motivation. It can lead the practitioner realistically through a cycle of learning so that the reflective practitioner is able to move through different levels of Maslow 's Hierarchy.

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- judgement

Self- judgement refers to the extent to which you can evaluating one's current performance levels compared to the goal level.

Self- reactions

Self- reaction refers to one's behavioral, cognitive, and affective responses to self-judgments. Self- reactions can be motivating if you believe you are making progress towards your goal. This means is that again you are moving through a cycle as reflective practitioner and looking very critically at all these different cognitive an output that you have.

Topic 169

Models and Mentors: Peer Mentoring

Peer Monitoring

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 the reflective practitioner and a colleague which involves both giving and receiving in terms of knowledge and information. And as such peer mentoring is very much in equal partnership is an equal relationship between two people who value and respect each other and believe each can enrich the other.

The effectiveness of these relationships is because of the interaction between the individual is unrestricted and there is high degree of openness, trust, commitment, sense of responsibility for each other and mutual accountability which is already present in good friendships. Peer mentoring is that it can fit very neatly into friendship and relationships that an individual can have so can become very easy to conduct.

Unfortunately, this is so readily available, and most effective form of mentoring is overlooked by many or not developed to its full potential. What is important for the peer mentoring is a professional relationship and not just two friends talking.

So perhaps the starting point is to begin with a friend somebody who you can trust a colleague very closely. And what you need to do is put time aside regular times to be together every day,

once a week or once a month to talk to discuss / share ideas about the experience that occurring in a school and what is important to remember is this relationship must be balanced. The peer mentoring and the reflective practitioner are equal partner in this relationship.

The nature of the discussion the sharing takes place is to focus on major areas of concern not just to be general discussion will just be two people talking rather than a peer mentoring. As it is important for the reflecting practitioner to ask very good very powerful questions in relation to areas of concern and for both reflecting practitioner and peer mentor to be accountable for the answers which explore through the questions.

The Best Peer Mentoring is Characterized by:

- Honest in terms of the exchange of information and ideas.
- There should be respect for discussion and questioning for the reflection and for feedback.
The power between the two individuals should also be an equal partnership.
- There is a mutual regard between peer mentoring and reflecting practitioner as an equal relationship it is unconditional acceptance and the peer mentoring activity that takes place happens within limits and boundaries it is not something that still over in every day of life.
- Respect for limits and boundaries

Benefits of Peer Mentoring

- * The benefits of Peer mentoring are many and there lots of literature to took by peer mentoring it does create a sense of belonging within an organization because of support provide.
- * It Contributes to work successful and helps people to develop networking and relationships in the organizations.
- * And by helping to build a sense of individual joining the community builds on the culture of organization that helpful in culture success and it also when helps people identify resources available to support effective work.

What does a Research say about Peer Mentoring?

According to Ferrari (2004), Peer Mentoring improved academic performance and individual self- efficacy in terms of their academic performance towards that how they manage their own academic performance. It also creates larger degree of satisfaction in terms of work.

It also has been shown that peer mentoring helps people develop sense of autonomy in terms of choice and this leads to increased persistence to achieve goals Brown, David and McClendon (1999).

Research also shown that it improved interpersonal communications and interpersonal skills between members of an organization and the psychosocial support within the organization become very powerful and when a reflective practitioner for example is dealing with behavioral problems this becomes very significant positive impact (Sosik and Godshalk, 2005).

Making Good Use of Your Peer- Mentor

The roles of the Mentor are to:

- Listen to the reflective practitioner
- Share experiences and understanding about practice
- Work together to mutually develop skill for teaching and working in school building
- Work together to develop network around the school environment
- Be one of many influences.

Reflective Practitioner Roles

Reflective Practitioner Roles are to be active in term of participating in this relationship and the communication of the interpersonal becomes very important. The Reflective Practitioner must remain open to the share experiences, the ideas, and the feedback from the mentor. Also, to accept the responsibility for the success of the outcome of the peer mentoring process.

Topic 170

Models and Mentors: Mentoring Skills (Part 1)

Mentoring Skills

In terms of the educational environment, we know that models and mentors are useful for the reflective practitioner. A mentor is important because a mentor helps provide support and guidance for professional development. Also, a mentor demonstrates the employer's recognition and understanding of an individual knowledge, skills, and abilities of the mentee.

The peer mentoring relationship also helps an individual teacher reflective practitioner to develop their career much more quickly when if they work independently and peer mentoring also been shown to help individuals develop the self-confidence about their role in school.

A mentor is also important because it helps an individual reflective practitioner to develop their skills for critical thinking about the work they are doing and to develop a sense of independence and autonomy in terms of their work. And where a new teacher is joining the school, a mentor can the new teacher acclimatize much more quickly into a climate/ culture of the school.

A mentor is important because it helps teacher feels more in touch socially and professionally in terms of culture of school environment. It results in a greater awareness of organizational politics and culture functioning at all levels.it can also support networking between individual and group and create connect between individuals which support both emotionally and professionally.

The mentor also helps reflective practitioner become more proactive about their work and to think critically about the approaches they are taking and proactive about may be changes these approaches. Therefore, what mentoring can do is help reflective practitioner to move toward “expert” status much more quickly than if they are working independently.

What Can You Expect from a Mentor?

A mentor in one sense can take a role of coach, a coaching is a partnership between colleagues where one individual the mentor is helping the reflective practitioner develops skills and understandings about the job and the performance, they are engaged in. Therefore, what the reflective practitioner needs to expect from a mentor is the relationship will be held together by the trust. Trust is very important in terms of mentoring because trust is needed to create the climate for learning, climate for honesty and real reflection. And with this trust the strong bond between the reflective practitioner and the mentor which means that the reflective practitioner knows that they wholly supported and encouraged therefore can accept the criticism and difficulties much more effectively.

Another thing expect from a mentor is feedback- the reflective practitioner needs honest feedback which is positive constructive rather than just destructive. Constructive criticism is valuable for reflective practitioner.

It also about passing on learned behaviors a mentor has experienced of productive approaches and therefore can identifies several behaviors which reflective practitioner can jubilate and benefit from. Also, what can you expect from a mentor is about ideas for replacing in effective

approaches as reflective practitioner if you are engaging in certain activity which you are finding difficult and nonproductive in term of students learning the mentor can help you identifies strategies to replace these become more productive.

What to Expect from Constructive Criticism?

For reflective practitioner it is very much focus on the behaviors, not the person. In this sense the trust becomes important because it not a personal attack it simply looking at what is working and what is not working. It focuses on describing effective behaviors and ineffective behaviors within a team of organization. Therefore, it is a very focused approach to reflection its important to remain calm specially when reflection is quite difficult.

What to expect from constructive criticism is also about how reflective practitioner receives information and chooses certain pieces of information and the quality of relationship is also not in not in what is said but also what is said and perhaps what is even nonverbal communication. The reflective practitioner then needs to listen very carefully from the perspective of objectivity in terms of developing skills.

And what constructive criticism does is help an individual identifies the benefits of improvements in their approaches so that they are thinking meta cognitively about their working in the school. And any feedback should be balanced it should be constructive as well as positive information what is going well.

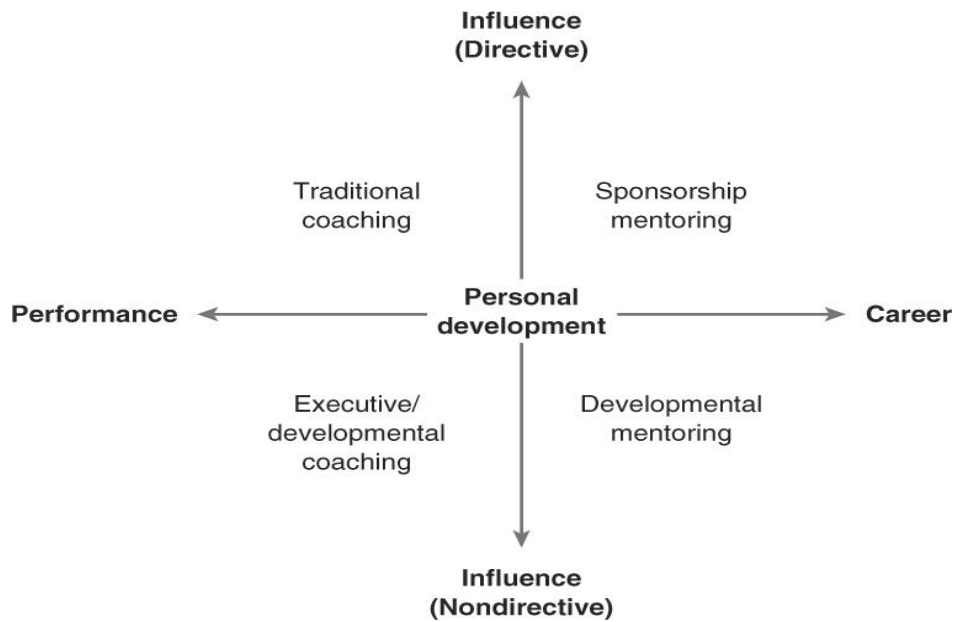
Topic 171

Models and Mentors (Part 2)

Mentoring is used by the reflective practitioner help develop their practice and there are several considerations to be aware of. It is important that the relationship is understood as an equal relationship. In other words, this is not a power gap of hierarchy between the mentor and reflective practitioner. It's also important for both mentor and reflective practitioner not to overcompensate in term of political correctness its private compensation feelings can be explore without being censored.

It is important that two individual share common understanding of the word they used to describe and understanding the language they are using so that common meaning between the two. Of course, what important is not just a description of events and ideas for improvements but also an exploration of feelings and responses around experiences and the values which underpinned the role of reflective practitioner. In the mentoring relationship that problems are not ignored nor denied they do need to be focused on and worked on so that development can takes place.

How Difference Strengthens the Mentoring Relationship



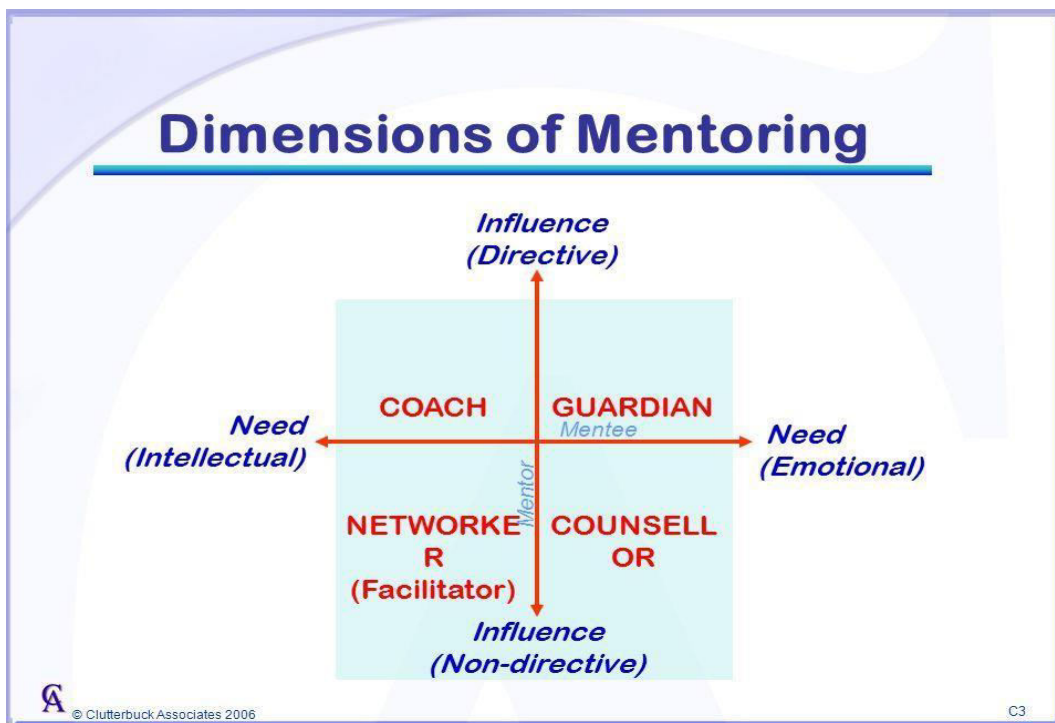
Now what we do is to look this diagrammatically because the mentor and reflective practitioner are not the same person, they are individuals.

In this sense there is a potential benefit that can occur because of the difference between mentor and the reflective practitioner. In terms of personal development, the mentor and reflective practitioner that different perspective can lead to different dimensions of reflection and discussion. At one dimension we can think about focus sing on performance this is perhaps the focus point for the reflective practitioner. But for the mentor the focus on career and career development in terms of reflective practitioner is developing their role thus also inherent the mentoring relationship.

An idea of equality but also different and thus therefore the mentor can be quite directive in terms of influencing the reflective practitioner in terms of certain work especially where

replacement behaviors being suggested. But they can also non-directive influencer towards sharing of experience so that the reflective practitioner has options to consider the choices to make. And these different dimensions suggest different approaches that mentoring can take. It could be very traditional coaching for example which is a directive input from the mentor focusing on development performance. It could be more developmental mentoring where the mentor is not being directive but offering suggestions and ideas with a longer-term development in finding immediate solutions of the problems.

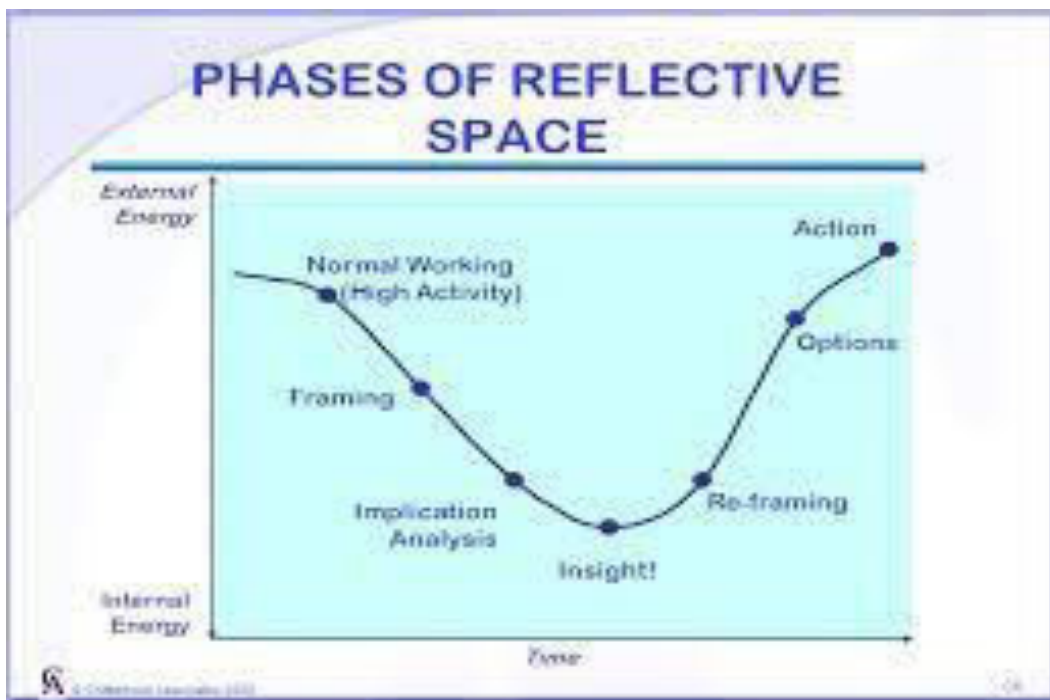
Dimensions of the Mentoring Relationship



Therefore, a mentor takes on different roles in maintaining a relationship that of a couch where the performance being focused on. The mentor is being quite directive. It can be a role of a

guardian somebody supporting, protecting, nurturing a reflective practitioner where the needs become much more affective rather than a performance oriented. In terms of mentor being non-directive in their role the mentor can act as a facilitator or networker in the relationship. In other words, how been the reflective practitioner find connections between people working in the organization and fit in those networks and where the need of reflective practitioner is much more about their feelings, responses, reactions, and experiences. The mentor can take the role of the counsellor somebody who listens and understands and emphasizes with reflective practitioner.

Phases of Reflective Space



The relationship between two can be looked at in term phases a journey that reflective practitioner goes through in maintaining relationship. At the beginning, it is very much about the

two people identifying how to work together, understanding their role that each of them can take their responsibility and accountability that each have.

Then this moves to point where their relationship between the mentor and reflective practitioner begins to focus on analysis of experiences and events and the implications of this under work is happening. At this point we can think the relationship in terms of changing levels of energy that occur between the two when the mentor and reflective practitioner are learning to work together and developing the relationship the amount of input and energy required is quite high but once the peer once begin to work constructively with one another and they can be focused on analysis much more rather than have the working relationship of work. In a sense meant of energy that you must input as a reflective practitioner becomes much lower and easy easier process.

From reflection with mentor you get some insight some learning occurs and this then can actually leads an attempt to change practice ,experiences , assumptions about the way we are working and consequently the amount of work done by the mentor this points starts to increase quite considerably because lots of suggestions, thinking around the problem and sharing the ideas needs to take place and but alternately this process of energizing the reflective practitioner leads to the point where the teacher is changing practice putting in to practice, actions and procedures suggested within the mentoring relationship.

We can see this journey that the reflective practitioner goes on with the mentor moving through stages of action and thinking external energy use in internal reflection.

Clarity of Purpose vs Rapport



In terms of the purpose of the mentoring relationship and the quality of the relationship we can consider again certain focused areas where the purpose is very clear and where there is very high rapport between the mentor and reflective practitioner you would expect high degree of openness and open dialogue a sense of working to solve something which needs to be resolved. Expectations and experiences being shared between the two where there is not much clarity about what needs to be resolved whether rapport level of interaction between the mentor and reflective practitioner is quite low then it simply becomes habitual unthinking process of talking and dialogue rather than reflection. So, it is important as a reflective practitioner to be very clear about the purpose you have in terms of mentoring relationship and to build very strong rapport with the mentor and to get the most benefit from mentoring relationship.

We can see mentoring and the model to work with can be very powerful tool for the reflective practitioner if it remains honest and open and there is very clear purpose for the mentoring process.

Topic 172

Models and Mentors: The Skills of Dialogue

The Skills of Dialogue

Clearly mentoring within the educational environment require developed very highly developed skills with dialogues and dialogues involves understanding of stereotypes that we hold and how we manage those stereotypes. It requires fearlessness in terms of questioning and discussion. It requires us to analyze assumptions and values that we have the behaviors we regularly and engage with and most importantly the dialogues need to supporting interactions of ideas and valuing of different perspective.

Four Key Issues Relating to Difference in Mentoring

There are 4 key issues relating to difference in mentoring which will impact on the level of dialogue and the quality of dialogue between mentor and reflective practitioner. These four issues are:

- Perspective: the ability to realistically look the environment
- Networking: ability to make connections between the individuals may be departments within the organizations.
- Power: sense of power between the mentor and reflective practitioner there should be an equal relationship and one person is more powerful.

- Dependency: mentoring relationship is very supportive, but it must be clear that the reflective practitioner should not become dependent on the mentor for that work.

How the Reflective Practitioner Views Differ in Mentoring?

Issue	Same group	Different group
Perspective	More empathy	Wider perspective
Career	Less likely	More likely
Network	Sharing same concerns	More influential
Power	Easier rapport	Insight into politics
Role modeling	Occurs more naturally	Promote wider range of responses.

Now we can look at these issue that specifically the dialogue of the mentor and reflective practitioner where they all part very closely and cohesive group. They can be more empathy between the mentor and reflective practitioner. This is very powerful tool for the dialogue where the mentor is may be a sider from a different group this alive a much wider perspective to be gain by the reflective practitioner.

In terms of outcomes and networks where the mentor is a part of same group as the reflective practitioner. The outcomes are less likely because the outcomes that concerns tend to be the same. Where the mentor is from the different group or outside the school the networks can be established or much more influential and the positive outcomes much more likely. The mentor

and the reflective practitioner shared lots of commonalities by being in similar working environment.

The sense of power can be overcome very easily because of very strong rapport between the two people. Perhaps the mentor in different group this gives reflective practitioner a much greater insight into micro politics in culture/ climate of organization.

Also, there is role modeling by the mentor where the mentor is from the same group as the reflective practitioner. Role modeling is occurring more naturally without any intention but within different group it does promote wider range of responses.

The Value of Difference in the Mentoring Relationship

- Difference in mentoring does encourage reflective practitioner to set targets to set high performance targets and to work towards those ambitious career goals. It does provide lot of clarity/ visibility to the higher levels to management in the organization of developing practice.
- It also helps reflective practitioner get the much insight into the culture and climate of people working in a school.
- It encourages reflective practitioner to recognize their value and enhance their self-confidence.
- It is a significant factor that reflective practitioner to consider to stimulates a lot of networking between individuals and groups of individuals in schools.

Your Mentor Should:

- Mentor should establish confidence by the beginning with work-related issues rather than personal or family issues.
- Mentor should identify common areas of interests and values.
- Mentor should also make effort to learn about reflective practitioner as much as the reflective practitioner needs about the mentor.
- Mentor should be able to demonstrate the high degree of empathy towards the reflective practitioner.
- Mentor should also be clear about needs of reflective practitioner and expectations of the mentoring relationship.
- It is important for the mentor to avoid stereotypes and untested assumptions about what is good what is bad, what is work what is not work.
- Mentors need to provide degree of risk to the reflective practitioner in terms of their work but support that risk so that to minimize the amount of discomfort that will reflective practitioner experienced.

Areas of Dialogue for the Reflective Practitioner and the Mentor

Reflective practitioner and the mentor have the certain areas of dialogue to consider:

- In terms of content the dialogue between the reflective practitioner and the mentor it can focused on very general/ universal aspects of working in an organizational setting or it could be focused a particular minute area of practice.

- It could also be related to the individual is settling working in group environment or it could be focused on team community within a school.
- The dialogue can also be quite neutral in terms of description, explanation, and analysis but it also focused on emotion, feelings, and reactions. The dialogue goes on between reflective practitioner and the mentor can be very specific or can be quite nebulous, diffuse, and varied in terms of ground covered.
- It focused on achievements or ascribing standards to the work that the individual is doing.
- The dialogue can be on going its synchronous with the work of reflective practitioner it could be in response to after an event, in other words sequential to the work of reflective practitioner.
- In terms of control dialogue can go between internal control in other words autonomy of reflective practitioner as well as external control or in other words control by the school or by line manager so the dialogue between the reflective practitioner and the manager can vary between extremes in whatever area the two are looking at.

Topic 173

Models and Mentors: Situated Learning

Situation Learning

Learning and development for the reflective practitioner does not happen in isolation and there is a notion around modeling and mentoring in school where learning is situated. This is in a sense looking at formal integration of learning from the workplace. We can think of it as ‘learning to teach’ and ‘teaching to learn’ (Loughran, 2006).

Teacher is not only teacher but also a learner and as such learning to think critically, question practice and to explore new principles (Taylor, 2008).

Situated learning therefore employs that learning is not simple transfer of knowledge or skills from one individual to another from one individual to another from mentor to reflective practitioner to mentor. Indeed, transfer of learning is in sense quite inadequate. It is better to think the situated learning model as transformational process and transitional process of reflective practitioner.

Becoming an expert and moving across boundaries of teaching and learning to achieve high levels of performance (Hager & Hodkinson, 2009).

Teachers as reflective practitioner need to learn to think like a teacher and to see teaching from the perspective of the learners.

The Reflective practitioner and Situated Learning

There are certain stages that considered about situated learning that support reflective practitioner.

Stage 1: Implicit modeling of strategies and values at this point the individual is practicing and behaving certain ways and through their behavior expressing values which are reflective in an organization.

Stage 2: Explicit modeling of reflective learning and change in practice.

Stage 3: Reflective practitioner begin to link practical wisdom to abstract theory. At this level reflective practitioner is using situated learning to make sense of the learning they have been expose to an abstract sense.

Stage 4: Reflective practitioner is making a reconstruction of the learning in the classroom putting in to practice new ideas new techniques, strategies being developed based on the connection between practical wisdom and abstract theory.

Reflective Practitioner as teacher and learner

Situated learning focuses in a holistic way on teacher learning-enabling teachers to think critically and originally about the work they are engaging in, question existing practices and exploring new principles -this has resonance with Loughran's learning to teach and teaching to learn. We can look at this as a powerful tool for the reflective practitioner.

Topic 174

Models and Mentors: Social Learning Theory: Elements of Social Cognitive Theory

Elements of Social Cognitive Theory

Social learning theory influences the mentoring relationship and the process of reflective practice in an educational environment. Social learning distinguishes between the acquisition of knowledge (learning) and the observable performance based on that knowledge or (behavior).

Both internal and external factors are important because they are interacting in the process of learning for the reflective practitioner. There is an idea of reciprocal determinism. And explanation of behavior that emphasizes the mutual effects of the individual and the environment on each other. In this sense the distinction between enactive and vicarious learning.

Enacting learning is learning by doing and experiencing the consequences of your action. Consequences are seen as providing information about appropriate actions, creating expectations, and influencing motivation.

Vicarious learning is learning by observing others. Emphasizes the powerful effect that modelling and therefore reflective practitioner imitating those behaviors and values and learning occurs through this imitation.

Learning by Observing Others

Two main modes of observational learning are:

First, observational learning can take place through vicarious reinforcement.

Second, learning by observing others imitates the behavior of a model even receives no reinforcement or punishment while the observer is watching.

The other aspect of observational learning is that observation can be a very efficient learning process there is no effort in terms of having right it just understanding and observing. Social cognitive theory distinguishes between acquisition and performance of learning.

Four important elements to be considered in Observational Learning

Attention-pays in watching a role model

Retention-understanding and learning from that observation

Production-individual putting in practice what has be learned

Motivation and Reinforcement- reflective practitioner uses his observations to motivate themselves and to reinforce new behaviors.

Observational Learning for reflective practitioner has five possible outcomes.

1. Teaching new behaviors. Modeling cab be applied deliberately in the classroom to teach mental skills and to broaden horizons-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

behaviors of others tells us which our already- learned if you can see another teacher doing the same things as you then that reinforces it encourages the behavior that you are engaged with.

3. The third outcome for reflective for observational learning is what's known as the ripple effect and by observing a teacher not managing say particular behaviors in the classroom though it's possible for the reflective practitioner to make conclusions based on that observation for example it could be about the poor behavior and the teacher and the reflective practitioner can make connections and try to understand what that means.
4. It directs attention to areas of need and interest.
5. It arouses emotion in observational learning you may developed emotional reactions to situations that you have never personally experienced, and this can help you develop better reactions in the future.

Topic 175

The Dialogic Process in RP: Dialogue as a Self-Assessment Tool

Dialogue as a Self- Assessment Tool

We have seen that reflective practice can be a dialogic and as such dialogue process and as such dialogue can be self-assessment tool for the reflective practitioner. It is useful assessing as well as practice but in terms of evidencing reflection and development for reflective practitioner.

Characteristic elements of dialogue for reflection

There are some critical elements to the dialogic process in terms of reflection and these aspects of trust; empathy; understanding and openness to learning and in terms of reflection taking responsibility and challenge to develop.

It involves exploration as well as critique of experience and is a process of communication at many different levels from a very descriptive level through to an analytical and evaluative level.

Defining Dialogue Reflection

What we need to do then for the reflective practitioner is trying to define what would be included in terms of dialogue for reflection it is indeed conversation with a purpose it is not just general conversation, and it involves the reflective practitioner in moving forward professionally. It is learning which should emerge over time dialogue helps learning develop rather than just become instantaneous and therefore the reflective practitioner needs to take care in terms of the professional dialogues that takes place.

There is of course an inherent power differential in any dialogue that a reflective practitioner engages with and this power differential can be quite useful but needs to be fully understood by the reflective practitioner. And there is an understanding that there for the reflective practitioner should access the quality of the dialogue that is being engaged within the evidence of the understanding that's growing from that and as tool for the reflective practitioner to use it as a much more process as product it's a much more about learning evolving over time from engaging in dialogue rather than just outcomes of the dialogue.

Dialogue has a shared purpose it's not just one way it is a two-way street and there are genuine questions which are based in experience and develop the reflective practitioner to higher level of performance.

For the reflective practitioner it is formative in the sense that dialogue can move backwards as well as forwards reflecting on previous experiences as well as looking towards the future and the power relationship the two-way power relationship enables this backward and forwards movement as part of the learning process.

Consider that criteria especially assessment criteria learning outcomes for teachers may have on the dialogic process they may influence or guide the dialogue, and this affects the quality of the dialogue and can be beneficial to reflective practitioner.

The dialogue is quite complex and involves complex interaction with another. There are not only needs to be speaking but also listening. Effective dialogue in terms of professional conversation engages in turn taking a mutuality in terms of sharing information and working with

understanding and there of course is based on different expectations and intensions for the dialogue.

There is a notion that the process of the dialogic reflection is critical rather than superficial and there is an emphasis on growth and development with dialogic reflection. It is important to consider how much student engage in this process.

Topic 176

Reminder: Dialogue as a Self-Assessment Tool

The Dialogue Process in RP

For remind, reflective practitioner can engage in a dialogic process to develop their practice and dialogue is a self-assessment to access knowledge and practice. To evidence that assessment and to access the quality of professional learning. We can look at this in terms of the types of dialogic reflection that an individual can engage. Dialogic reflection is different to written reflection.

- Written reflection is quite static and ordered because it is written down whereas dialogic reflection is much more flexible and multi-layered because of level of interaction.
- Written reflection is simply about writing reflectively and we know about professional development journals and the structure of those whereas dialogic reflection is much easier to reflect compared to formality of written reflection.
- In written reflection the values we hold will tend to emerge over time whereas in dialogic reflection it is much easier to engage and explore values or assumptions with some immediacy.
- With written reflection there is certain word limit there is only so much that you can write on an ongoing basis and but with dialogue reflection because it is so quick and easy it provides opportunity to really question and to probe in detail certain aspects.

- Written reflection is limited in terms of that ability to explore and therefore can be quite limiting in terms of the depth of learning and depth of learning is one positive attribute to dialogic reflection because of the level of questioning by other people.
- Written reflection is useful because it's possible to evidence all that is present in the experience and in contrast to dialogic reflection is very natural because we are just engaging talking with people about ourselves and about practice the thing about dialogic reflection because there is no permanent record it may need some backup evidence in terms of professional learning so the dialogic process is very useful because it is very quick and easy to engage with but there are limitations to it as well as positive attribute.

The Outcomes of Dialogic Reflection

The outcomes of dialogic reflection include:

- An assessment of informal learning which is engaged within the school environment and from experiences in the classroom.
- It is useful because it creates a space for learning between individuals and regularity in terms of reflection and therefore learning and because it is a process of interacting with others.
- It is a way of revision approve and professional roles and refiguring notions about teaching and learning.
- Dialogic process is very useful as a professional development tool and a career management tool for individual teacher.

- It is a process of sharing and working with others and it is useful means for an organizational change and development.

Topic 177

The Dialogic Process in RP: Asynchronous Discussion-The Theory

Asynchronous Discussion-The Theory

- The dialogic process for reflective practice can be asynchronous. Asynchronous dialogue occurs sometime after experience and between experiences.
- Asynchronous discussion tends to be very theory oriented and allows teachers to have time to reflect and to produce their collaboration and contributions with others.
- Asynchronous discussion enables teachers because of the time to think and reflect and to be critical to develop higher order thinking skills for the evaluation and synthesis and creation and these add to the reflective practitioner our bags of skill.
- Asynchronous discussion allows the reflective practitioner to conceptualize ideas and issues and theories from different viewpoints to understand different perspectives in things.
- Asynchronous discussion promotes collaborative learning – the act of collaboration is an act of shared creation and /or shared discovery (Schrage,1995).

Theoretical Framework

Vygotsky's sociocultural learning theory- learners' experiences at the sociocultural level (i-e; experiences communicated and shared with a community of professionals) and this essential for the internalization of knowledge. There is a constant interplay between social processes and individual cognitive development.

Dewey's experience-based learning theory-experience is shared and reconstructed through reflection. Reflection is the heart of the knowledge-constructing process. A reflective practice is framed by a perplexing and confused experience initially and a unified or reserved situation at the end. In this sense it is very much about integrating deliberation and action.

Halliday's social-semiotic perspective on learning- language simultaneously performs three macro-functions: ideational (experiential), interpersonal and textual functions in terms of how people are interacting. Language's use is a socially shaped and shaping action but also shaping our experience and there is an interplay between language and dialogue.

Topic 178

The Dialogic Process in RP: Asynchronous Discussion-The Practice

Asynchronous Discussion- The Practice

Asynchronous discussion as a process of dialogic reflection needs to be designed it does not happen instantaneously and it can be designed by some other individual perhaps a mentor rather the reflective practitioner. It is very much about asking teacher to reflect on how the theories they have learned about teaching is being understood and explode/ applied in different situation.

Asynchronous discussion (dialogue) between people dialoging occurs over time rather than spontaneously, providing time for thinking about events. It can occur via email/text of course and this is the remains high for asynchronous discussion because their time lag is involved in that written exchange, but care needs to be taken by the reflective practitioner that the dialogue remains as a dialogue and not a monologue they should be a two-way exchange of information and understanding.

Interpersonal discourse: It is about showing/giving admirations, understanding, compliments, supports, encouragement, appreciation, eager for success, consoling people about difficulties and finding solutions, agreements, offering suggestions, clarifications, invitations for more discussion.

Asynchronous discussion is a process of questioning but engaging symbol tenuously, expressive, but responsive, skeptical but respectful and challenging but supportive. So, the other involved in

this perhaps the mentor may need to model explicitly the processes and the means for engaging with that dialogue a sense to teach how to engage in asynchronous discussion.

Thus, teachers can learn critical language to express themselves effectively in both cognitive and socio-affective levels. This is revealed in sense that we can talk about other as a significant other somebody who is important to the reflective practitioner enables the dialogic discourse and to occur in a very focused productive manner. The practice appropriate critical discourse and constructively critiques contributions in the dialogic process is crucial if higher order learning outcomes are to be facilitated.

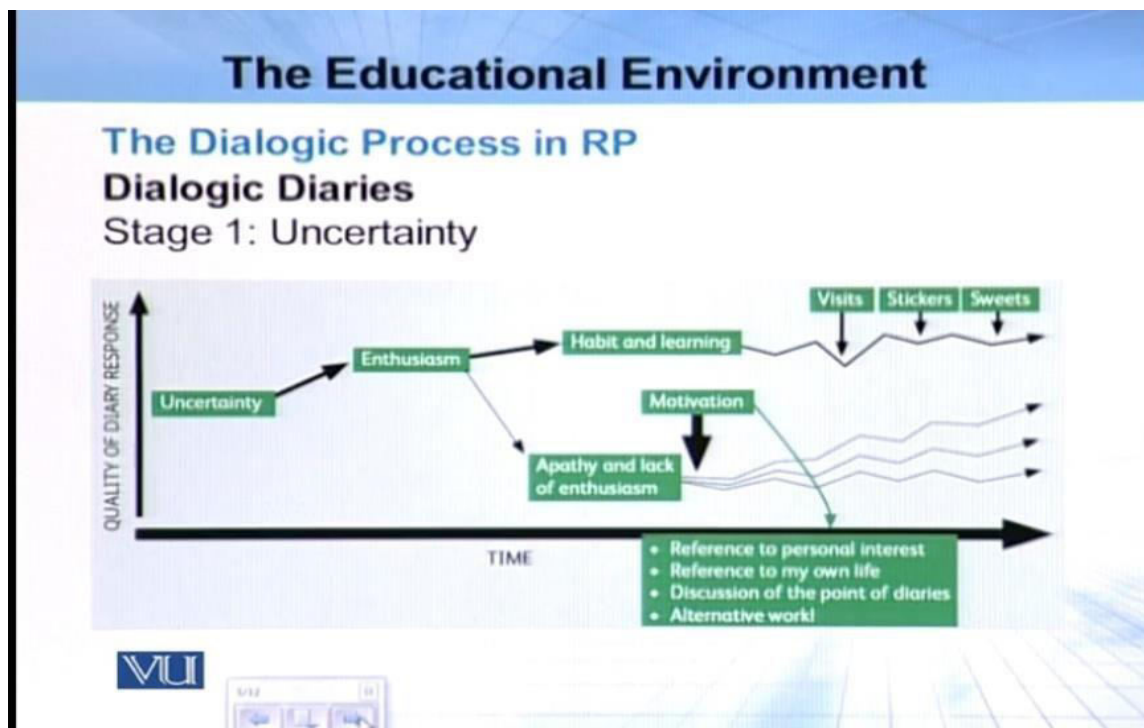
Topic 179

The Dialogic Process in RP: Dialogue Diaries

Dialogic Diaries

Dialogic diaries can be a very useful tool for the reflective practitioner to engage in a dialogic process. A dialogic diary is a type of reflective journal in which reflective practitioner reflect on their learning and a 'significant other' writes a response. Essentially then written thinking passes between the reflective practitioner and significant other and this becomes an ongoing dialogue.

Dialogic diaries are a form of asynchronous discussion. Reflective practitioner will go through four stages in maintain a dialogic diary over time. So a conversation is maintained between two people through journal and because we can look at these different stages:



Stage 1: Uncertainty- At the initial stage of writing a journal is uncertainty at this point reflective practitioner is engaging in maintaining a dialogic diary there is uncertainty about what to write and how to write it the quality of that writing is good enough for reflection. It helps individual develop their practices through reflection and then this moves us to another stage the process which is about enthusiasm.

Stage 2: Enthusiasm – Writing once the level of uncertainty has been overcome the reflective practitioner can find that writing in a journal and sharing the journal with another who also writes in it responds to those reflections become quite an engaging process and can develop a lot of enthusiasm by the reflective practitioner.

Stage 3: Lack of Enthusiasm- Once the dialogic diary has been engaged with for some time it become a little bit habitual and therefore it can lead to a sense of apathy or lack of enthusiasm for maintaining the writing and indeed at this point journal writing for the reflective practitioner could just become things like simple words rather than reflective and explorative sentences and paragraphs however if this stage is overcome it does become a habit and learning can develop very easily very quickly from that habit.

Stage 4: Habit and Learning- This requires motivation and for reflective practitioner its worth at this point mentioning being aware of this and mentioning this to the significant to other. It is quite powerful tool because learning can be ongoing, and the process can continue because the habit is there to maintain it.

There are certain issues with the dialogic diary process which we become aware of in terms of maintaining a diary:

Time: Time is needed for the individual to write in the diary and significant other to respond to reflections in the diary. And needed for the diary writing process to continue long-term. This is a very significant factor because over the long term of lack of enthusiasm can take hold and therefore diary writing starts becoming unproductive.

Writing: It could be via the internet or maintaining a blog and teachers interacting with each other; the blogosphere and of course it does not have to be about illustrations and drawings.

Ethics: Shared writings we are discussing issues may be delicate or sensitive we must be aware of the ethics of putting this into permanent form. Writing reflections is a political process in the sense it does raise questions about roles and responsibility that we have in the classroom and in the school.

Topic 180

The Dialogic Process in RP: The Academic Portfolio

The Academic Portfolio

The academic portfolio can also be used for engaging with the dialogic process. It is self-evaluative mechanism which has an internal focus for the reflective practitioner focusing on learning and assessment. Therefore, it is very deliberate and systematic attention not only to but also action research skills in terms of reflecting on experiences in the classroom. This focus is very different to things like dialogic writing the academic portfolio is an evolving collection of experiences and experiments over time.

It is very much about the teacher's self-reflective, metacognitive stance on their stance appraisal of how and more importantly, why learning and teaching from their experiences.

Benefits of the Academic Portfolio for Dialogic Reflection

- There is an increased understanding of how we are learning and what are our learning outcomes from reflection. Also, about what we are not learning.
- With increased understanding we can explore what aspects of our work and our professional role we do value.
- The role in learning how to articulate in writing those values and our understanding of those values.

- Another benefit of the academic portfolio there is an increased understanding of how others view the work that we do what their ideas are about our professional role.
- There is an enhanced ability to make connections between experiences that boundaries that exist for us as teachers and can be expanded and therefore improve learning.
- It's an opportunity to make connections between what we have experienced formal courses with the experiences and research collaborations that we undertake in the classroom.
- Another useful benefit of academic portfolio is there is for the reflective practitioner an increased sense of learning over time of development, progressing and evolving.

What to include in the Academic Portfolio?

What you should consider including in an academic portfolio that in its useful evidence that we can use for not only reflecting but evidencing and monitoring your progression any sort of documentation of reflection or processes of your work things like lesson plans and materials as well as written reflections there can be commentaries in there almost like discussing mathematical problems you can discuss experiences in the classroom.

It also evolves over time like a speech on paper and there is a history to it you will be able to look back months and see progression of your learning and the journey that you have been on.

Four Basic Processes for the Creation of an Academic Portfolio:

What we need to consider then is there certain processes involved in constructing an academic portfolio.

Four Basic Processes for the Creation of an Academic Portfolio

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 • Your teaching, • Your field of research, its body of knowledge, and its applications • Your service and community experiences

Collection: Firstly, we must consider what we are collecting in terms of material to include should enable us to explore and to reflect not just inclusions for the sake of putting them in academic portfolio.

Select: we need to select those materials quite carefully because part of creating of portfolio is to consider who will read it and who will benefit from it and purposes for which they will be reading.

Reflection: we need to understand that the academic portfolio is a tool for reflection and therefore we need to make sure that the inclusions are there to help us learn until develop our teaching and we are simply part of research of experience that we engage with.

Connections: Finally, the academic portfolio a mechanism that contains materials that enable us to make connections between different aspects of our professional role.

A Document that Evolves Over Time

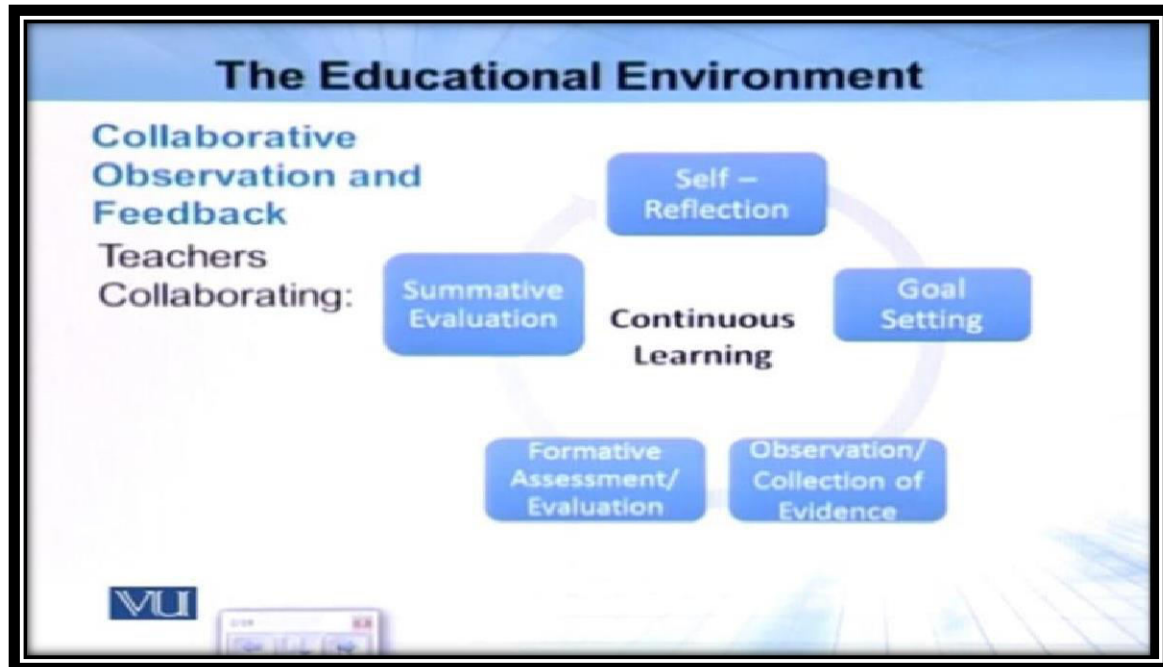
Academic portfolio is a long-term piece of evidence. It is a living material that grows and develops over time along with reflective practitioner new items can be added and others can be dropped as the document evolves.

Topic 181

Collaborative Observation and Feedback: Teacher Collaborating

Teachers Collaborating

Every teacher is an active participant in their reflective practice and there are definite benefits from collaborating with others in a process of continuous learning forms part of a cycle focused on aspects within the process of observation and we can see that step-3 of this 5-step cycle. It is about observing and collecting of evidence and this is the key point where teachers collaborating come together it's at this point where evidence is collected of processes and practices where observation is used as a means for that collection, and it continues every time through this cycle as part of the process of reflection and evaluation.



Observation is one more source of evidence for the reflective practitioner and this forms a significant part of feedback for the reflective practitioner in term of promoting professional growth and development.

We can see clearly how observational collection of evidence fits into the cycle where teachers can collaborate on this aspect of reflective practice.

The Educational Environment		
Collaborative Observation and Feedback		
Observing Practice: What Can You See?		
	Inside the Classroom	Outside the Classroom
Teacher	Student engagement Classroom management Differentiated instruction Cultivating a safe learning environment	Professional collaboration (team meetings) Family and community engagement Collaborative data analysis

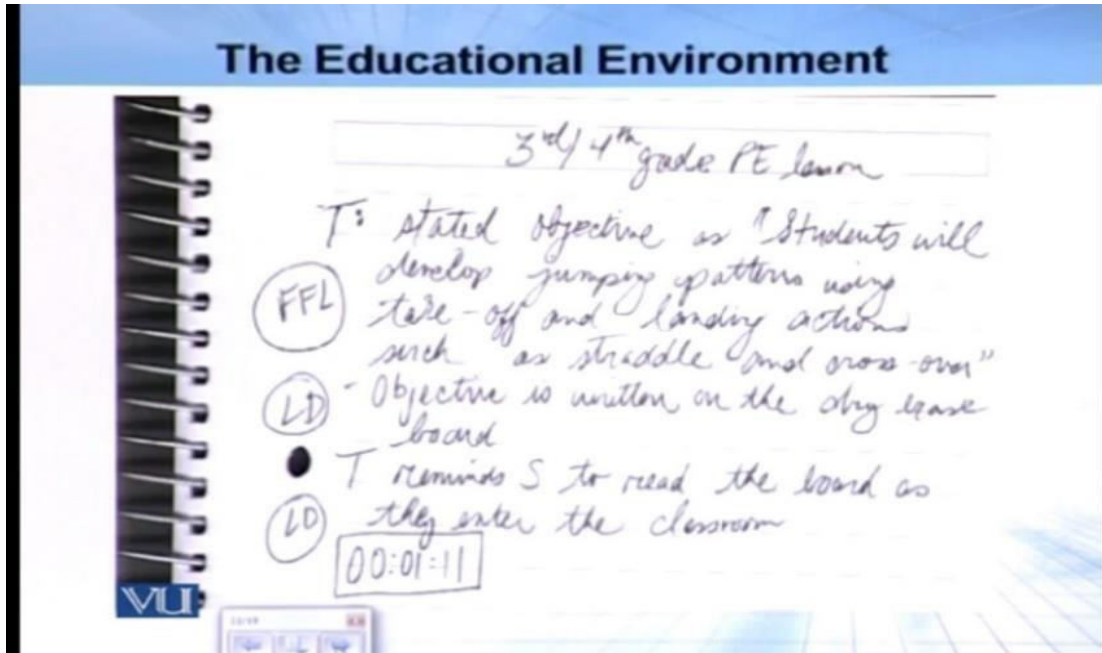
Teacher is observing somebody else in the classroom where everybody is observing the reflective practitioner. There are certain things that can be looked at for example things like the level of student engagement the ability to manage the classroom environment. And how to differentiate instruction for different learners in the class outside the classroom what can be

observed are how colleagues are participate in collaborating with each other that's in meeting or whether it's more informally it can also be about how individuals are engaging with the community as a whole and with families.

There are certain **principles of brief** that we need to consider in terms of collaborative observation as process for reflective practice and these are that observations must be frequent so that learning is always ongoing. They must be focused on aspects of practice rather than just general observational. They must be varied as well as so that they do not fall into a habitual process. They must include useful and timely feedback.

Collecting Evidence through Observation

What can happen in observation is that we take notes as reflective practitioner and focus on aspects of the teaching using a shorthand to explain or define aspects of our observation and it's through this shorthand that we get focus through the writing on things that we need to consider.



We can see that teacher identified by T is focusing on aspects of learning, FFL and lesson delivery. This aspect along with amount of time that this reflection takes place in that becomes a very useful tool for reflection so what happens in terms of collecting evidence through this process.

Teachers Collaborating: Getting feedback from others on observation

Paraphrasing perhaps of short quotes to convey interaction although they would not be the direct word-for-word account of what is being said.

Focused: helps focus attention on the content of that paraphrasing so teachers collaborating is a means for the reflective practitioner to get feedback.

Evidence-based: It is important that feedback is focused on aspect of the observation it also needs to be evidence-based. It should be grounded in what has been observed in the evidence for that.

Constructive: Feedback should reinforce effective practice and identify areas for continued growth.

Timely: Finally, feedback should be provided shortly after the observation so the connections can be made with the information from the feedback process and the activity in the classroom.

Topic 182

Collaborative Observation and Feedback: Peer Observation (Part 1)

Peer observation

There are number of benefits to the reflective practitioner of using peer observation:

- Peer observation helps the individual maintain and enhance teaching quality and therefore improving students learning experiences.
- It is a process of building awareness for an individual about variety of practices that they can be using in the classroom.
- It is a way of reflecting on the various aspects of their approach and their teaching practice that they are aiming to master.
- It recognizes and identifying good practice in others.
- It is reflective of development needs for an individual practitioner's
- It as a process providing evidence of quality teaching practice for promotion applications.
- As a means for development, it is identifying and promoting good practice and innovation in teaching and learning.
- In this way it can help reflective practitioner deepening understanding of the work of colleague in and across teams, departments, and faculties.
- Because peer observation involves our colleagues in the process reflection then it is good opportunity for networking and developing connection with colleagues to discuss various learning and teaching issues.

- Increasing the sense of collaboration and enhanced trust through allowing colleagues that we have in schools to help build the practice that we have the ability to observe and comment on other people's teaching becomes very powerful here.

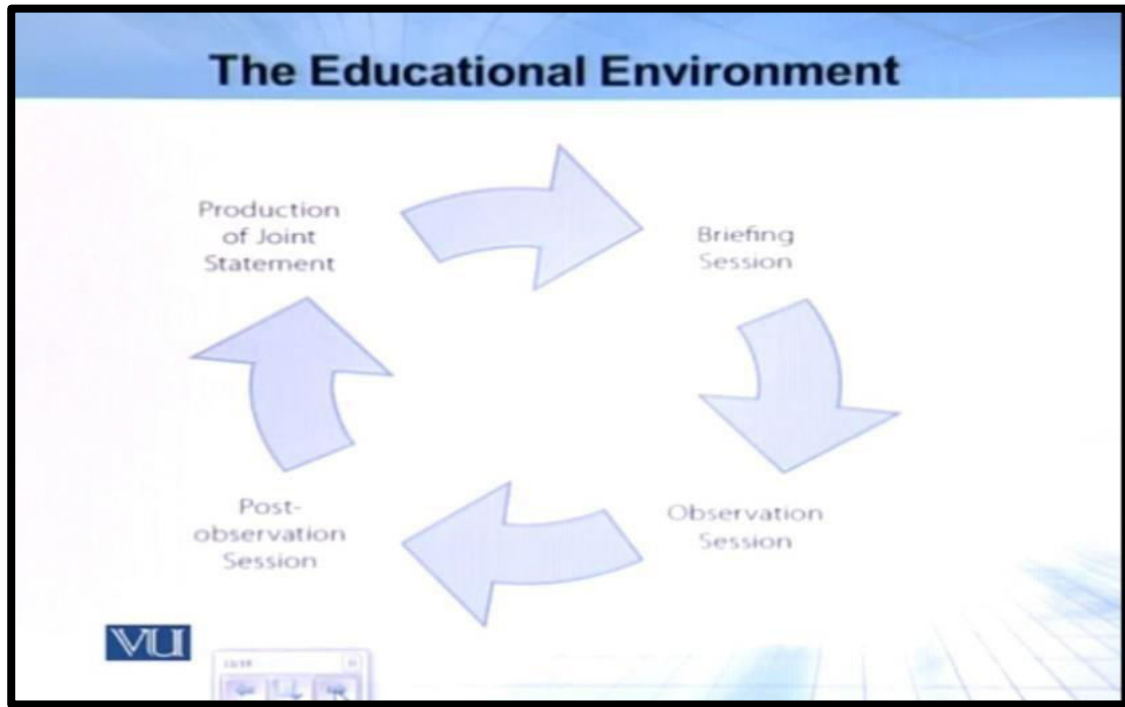
The Process of Peer Observation

For the Reflective practitioner process has four main stages:

Stage 1: Briefing session-before observation where a focus is given to the observation then the observation followed by post observation.

Stage 2: Observation Session-there is reflection and feedback from the observer and then there needs to some recording of the observer.

We look at reflective cycle where the briefing session occurs before observation which leads ultimately through a statement a record observation which can lead then into another pre observation session in terms of development. This becomes very useful very simple approach to peer observation linking it to reflective practice.



Briefing session: the reflective practice 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 collaboration 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.

Topic 183

Collaborative Observation and Feedback: Peer Observation (Part 2)

Peer Observation

There are four key focus areas for peer observation:

- Planning/Organization/ content
- Teaching Strategies/resources
- Presentation/management
- Assessment/monitoring

Planning/Organization/ content

- * Focuses on the teaching purposes are clear and stated in appropriate term, such as aims, objectives and outcomes.
- * Teaching purposes are appropriate to the needs, experience, and abilities of students.
- * In terms of observing their planning and content it would be good for observer to look at how the lesson is structured in term of introduction and content development of ideas and learning how the lesson is concluded and evaluated.
- * Content is appropriate for the levels, abilities, needs and interests of students.
- * Content is well researched and up to date.

Teaching Strategies/resources

- * Observer is checking that the methods are appropriate to purposes of session.
- * Methods are chosen about students' abilities, needs and needs of students.
- * Methods are chosen to gain interest and participation.
- * Class management is effective and appropriate in terms of the number of people in the classroom and the activities they are engaging with.
- * Recourses are used effectively and complement content, methods, and purposes they support clearly the aims and outcomes.

Presentation/management

- * Observer is looking for things like effective communication skills are used.
- * Individual teacher is questioning students and asking effective questioning to monitor and promote understanding.
- * Student contributions and participation are encouraged in a positive atmosphere.

Assessment/monitoring

- * The observer wants to see that individual teacher is monitoring learning throughout the individual lesson and looking at a suitable method are used to identify and monitor students' progress.
- * And part of this aspect of teaching of course is about the teacher continual use of feedback to the students in a constructive way so this enhances learning.

Topic 184

Collaborative Observation and Feedback: Peer Observation (Part 3)

Peer Observation

The process of peer observation of teaching (POT) can be undertaken in several different ways:

Buddy System

We can consider it does not just have to be with two people it can be with more but with people is two people involved in this process of observation. It is important to agree to act as observer and two and share these two roles.

Circus

We can also consider observation in terms of several people observing for example there could be three teachers three reflective practitioner engage in the process of observing each other and we can call this appear observation circus this is where colleague A would observe colleague B , colleague B would observe see and colleague C and colleague C observe colleague A, and this can go around the group continually and can be in reverse order so that all participant observed each other. It not only builds a sense of team, but it does mean that an individual gets observed by two different practitioner and more practitioners involved in a peer observation circle.

When you are the observer:

- You need to make sure that you discuss all aspects of the activity with the person being observed and that feedback is structured around this and provides the sense of exploration that the observer needs it.
- It should be very efficient and not be too time consuming and should be very clear in terms of instructional value.
- During observation so not be distracted by the content if you are there to observe teaching strategies, for example, it could be looking at teaching strategies and rather than resources.
- You should also allow the one being debriefed to say something about the observation before you give feedback.
- Focus comment on the behavior not the person in the classroom rather than products.
- In terms of feedback, it is very important that the observer follows a very simple strategy and that it should be clear and owned, balanced, brief, and specific.
- The important thing to remember is for you as an observer to give feedback as soon as possible after the observation otherwise any feedback you give can lose its sense of urgency it makes it very difficult for the observer to make connections between what is your experience and their experience in the classroom.
- What you want to do in term of giving feedback is to priorities your comments. Focus first on what is most important and then work down from there to what is not so important, and this gives much better focus to the feedback from the observation.

Topic 185

Collaborative Observation and Feedback: What is Lesson Study?

What is Lesson Study?

Lesson study is another collaborative observation technique that the reflective practitioner can use. Study was developed in Japan for teachers to systematically examine their practice. The goal of lesson study is to improve the effectiveness of the experiences that the teachers provide to their students.

The core activity in lesson study is for teachers to collaboratively work on a small number of “study lesson”. These lessons are called “study” lessons because they are used to examine the teachers’ practice.

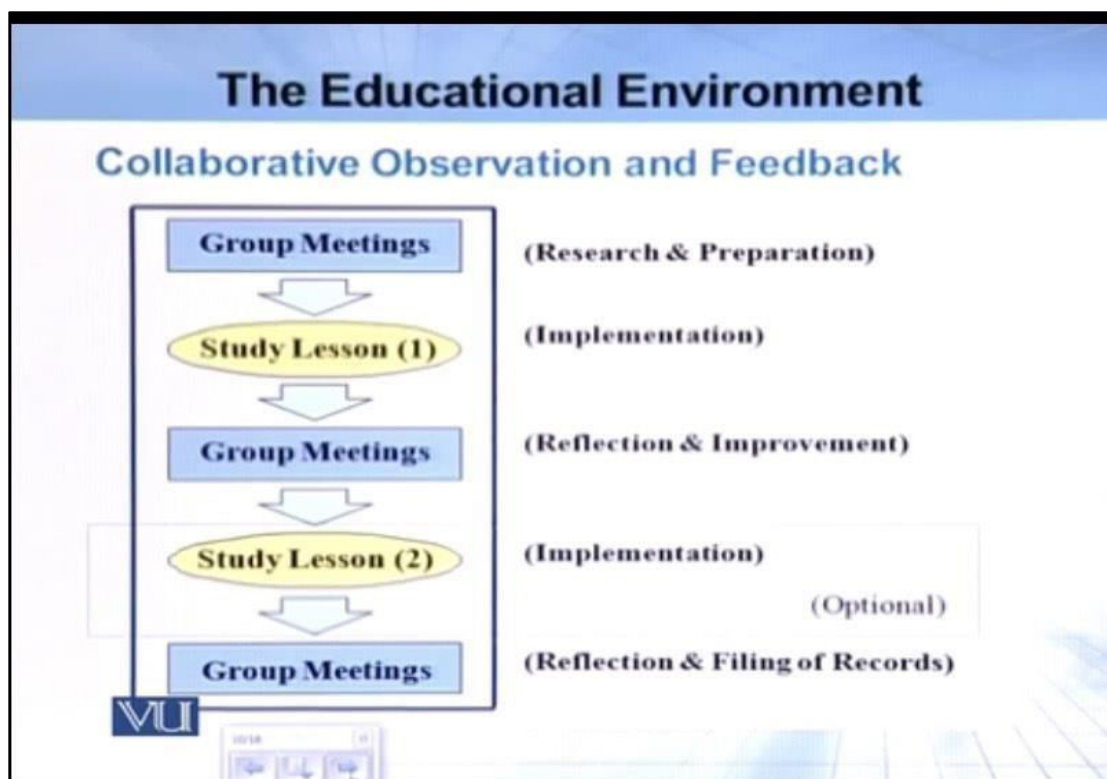
Working on a Study Lesson

- 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: This is optional but after first discussion reflection phase and the teacher may go back and teach the lesson again or another teacher may teach that lesson.

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.

Now we can look at this diagrammatically; it starts off with the lesson study group having member and this is about preparing the study lesson which can involve research by the individual group members in two strategies approaches and resources to be used in that lesson.



Then there is the implementation of that lesson by one member of the group followed by a reflection and improvement meeting this is where the group come together and discuss and reflect on the delivery of that lesson and this may lead to second implementation where changes may be made to the lesson by the group, and these are implemented and then that is again followed by another reflection session where some record may be kept.

The Lesson Plan is the Backbone of the Study Lesson

The lesson plan supports the lesson study process by serving as a:

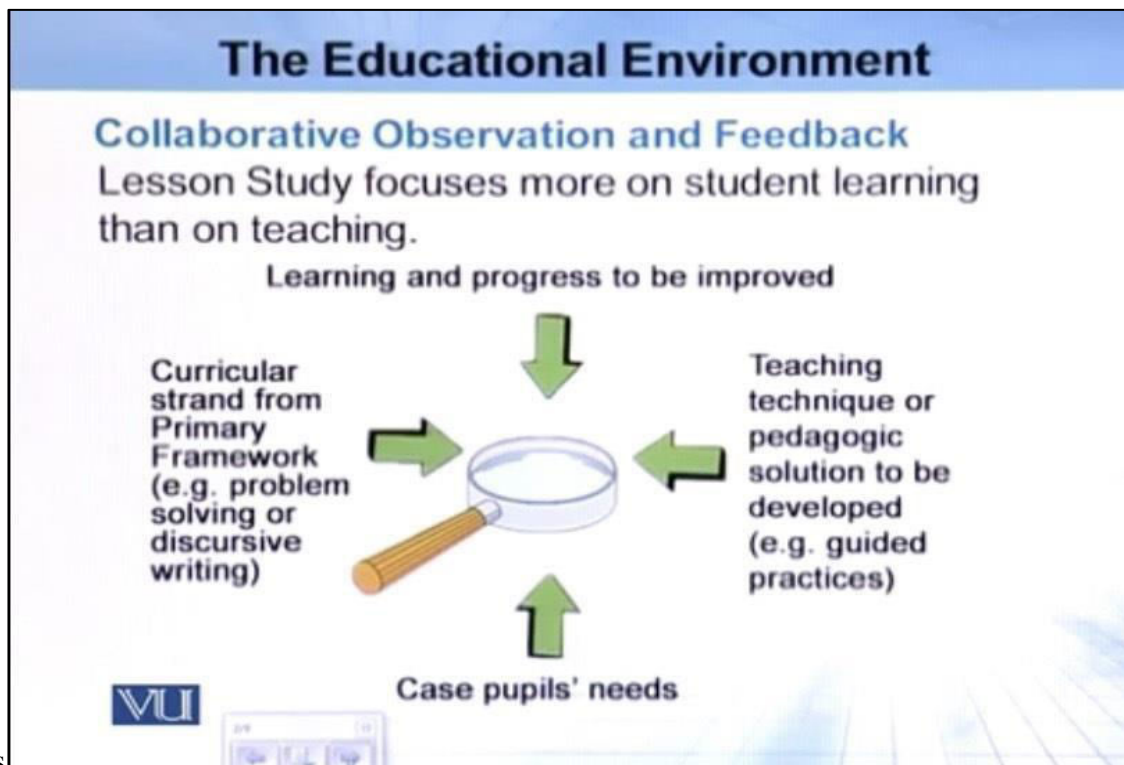
- Teaching tool--it provides a script for the activities of the lesson.
- Communication tool—it conveys to others the thinking of the teacher who planned the lesson.
- Observation tool—it guides what to look for in the lesson; it is a place for the observers to record/share observations. And so all together this process is very collaborative very systematic and can lead to high levels of reflection and development

Topic 186

Collaborative Observation and Feedback: How do RPs Share Learning form Lesson Study?

How do RPs Share Learning from Lesson Study?

Lesson study is a powerful tool of collaborative observation for the reflective practitioner and what is important to think about is how the reflective practitioner shares what is learned from the lesson study process. There are number of ways for it could be very formally through things like **reports and publications** but perhaps it could be more informal through rotating teachers through different grade letters or just through informal mechanism in the school.



What we can do is focus on the passing on of that knowledge by remembering that learning than on teaching. What are the outcomes of teaching and in this sense the lesson study has several imposing factors which is down to do like students' needs as well as the pedagogic approaches used to respond to student's needs?

There is of course a demand from the school in terms of the content that needs to be taught on the timetable that an individual teacher is working to. So, the lesson study is a collaborative process for the teachers focusing on students learning as a center of reflection.

Sharing the outcomes of lesson study can be very formal like in things like reports or publications and what is important to remember is that this type of sharing of knowledge is not just about including materials or lesson plans but there needs to be some sort of reflection there are of the discussions around the construction of those lessons the motivations and the goals behind those intended achievements even challenges that were expected.

Outside observer --It can be useful for the lesson study group to use an outside observer. There are three basic benefits to using an outside observer:

- 1: an individual can give a different perspective when reacting to the lesson study.
- 2: an outside observer can provide information about content/new ideas.
- 3: and observer share the work of other lesson study groups.

Open House—In Japan they use something called open house this is where individual teachers can share their lesson study work with other schools.

Rotation of Teachers—Teachers can be rotated through grades levels within their schools.

Structural Supports for Teachers— There can be structural support in the school itself teachers in terms of sharing the learning from lesser study.

These can be very simple like for example the staff room teachers being able to sit down in a calm and relaxed environment drinking tea can share processes can share learning from experience and teachers can do this very informally that a lot can be gained from that. So lesser study is a very powerful way and a collaborative supportive way for the reflective practitioner to develop.

Topic 187

Collaborative Observation and Feedback: Group and Peer Supervision

Group and Peer Supervision

What we need to consider are roles and approaches to supervision. Within collaborative observation there is a focus person the reflective practitioner and a mediator and supervisor.

Looking at these three roles and how they combine the focus person is the subject of the dialogue essentially, they provide the subject of discussion within the group.

The supervisor listens actively, ask questions in an appropriate way to build confidence and self-esteem, using the answers to investigate further and deeper.

The mediator is one who listen actively to the dynamic process between focus person and supervisor and to work to support the process of dialogue.

The Roles

Focus person: Clearly defines theme and subject of the dialogue.

Supervisor: Asks questions about what has been seen and heard in an investigative, exploratory, and appreciative way.

Mediator: Gives feedback on the process of the dialogue, its structure and depth. Mediator listens carefully and then sums up the content and the process and the dialogue between the two.

We can see that the three together make a reflecting team the reflecting team is made up of the mediator the supervisor and the focus person working together over time.

The Role of Reflecting Team

- The role of the reflecting team is about listening to the dialogue without interrupting.
- Reflecting team take notes on the dialogue to record the content and to give a focus to the individual concerns.
- And notes will also help the reflecting team find connections between experiences and to understand between different aspects of the process.
- The reflecting team discuss what they have seen. They can be posed, directions that can be followed.

Group and peer Supervisor: The Rules

- * There are rules that should be followed the roles within the group need to be very clearly defined theme structured by the focus person.
- * The approach should be very appreciative of the focus person rather than constructive.
- * The feedback needs to be clear and precise.
- * Supervisor should engage in useful questioning technique which help to develop depth and detailed.
- * The whole process should about build confidence for the individual.

Constructive Feedback

- Should be respectful the focus person and acknowledge the insights of others reflecting team, their values, opinions and their ideas.
- Show understanding and recognition of the other's feelings and views.
- Help the others to be better understanding, strength, weaknesses, and potentials.

Questioning technique is an important part of group supervision then open question are used as these and promote examination and exploration for example question like can you give me more details about? to make the other elaborate and argue: like why use this activity...? Why did you do this thing...?

Supervisor should also a challenge the focus person:

What did/do you intend the students to learn?

Direct (which resource are to be used in this activity?)

In Direct (how do you think the students will interpret the result?)

Using close questions for validation and interpretation (is it correct when understand that thing because the answer is yes or no and that's provide clarity in terms of reflection.

Probing questions (what exactly?) and funnel questions can make the other focus.

Developing Dialogues

The process of collaborative observation where there is a focus person, and a supervisor has a number of dimensions to it can be used to inform the group to aspect of practice. it can be used

to influence practice or the focus person and there can be very linear assumptions about the practices which are being employed as well as circular assumptions or in other words the ability to look back and then to change practice from what has been going on.

So, there are roles to be taken on within the process of collaborative observation for example the focus person and supervisor can see themselves as detectives focusing on facts and looking for future understanding can be as an advisor looking for solution in relations to issues and problems. It can be just exploring understandings and getting much better appreciation, or it can be about or looking better perspective from different viewpoints facilitating understanding.

Topic 188

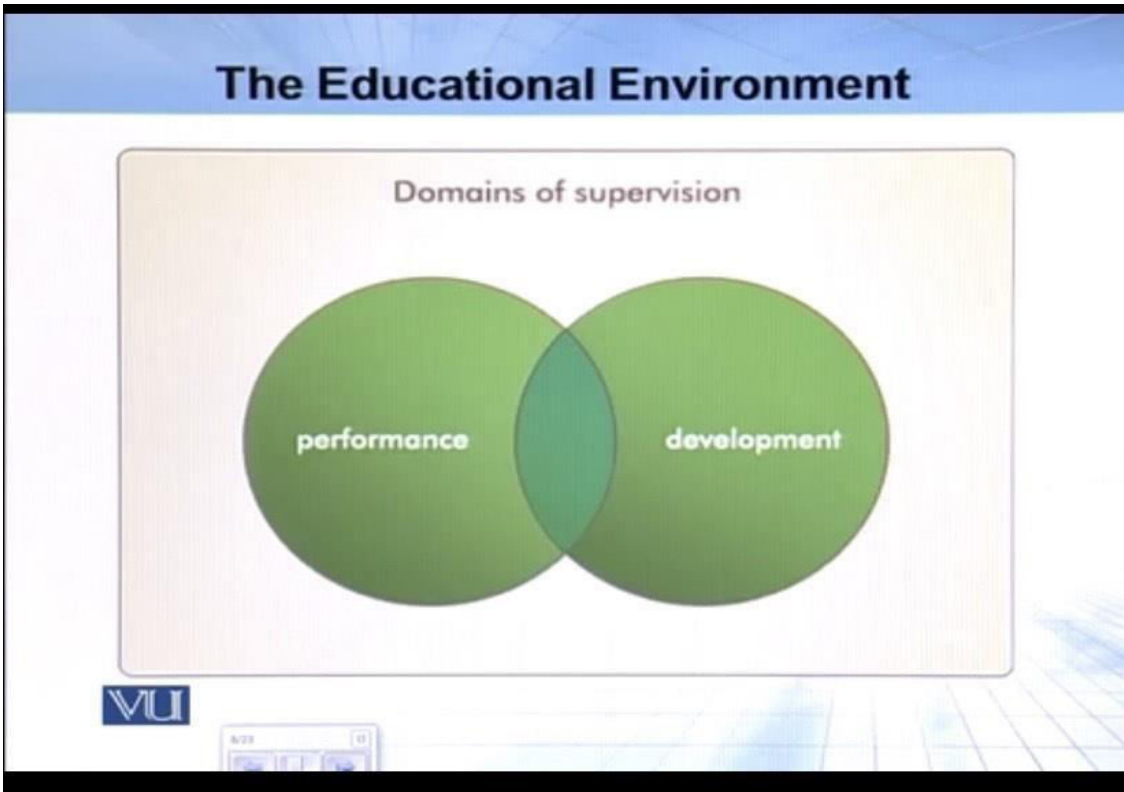
Collaborative Observation and Feedback: Supervision: What Is It?

Supervision:-what is it?

Supervision in education is made up of collaborative observation and feedback and both aspects are important and relevant to varying degree in supervision, depending on the context. It can be helpful to think about supervision both in terms of development (which related to ongoing professional learning) and performance (which is related to clinical governance and standard setting.)

Domains of Supervision

We can look at this diagram in terms of performance and development think about some different context in which supervision can occur., peer supervision, teaching, multidisciplinary team meetings. Although many aspects of supervision are common across all context, in the critical setting it is useful to tease out some of the specific aspects; not least because there is an emerging distinction being made in education between the two closely related and overlapping activities of critical and educational supervision.



So, in which part of the diagram do these supervisory conversations take place? It is very useful to tease out some of the specific aspects and these domains interact with one another performance and development, so they are interlocked key characteristics of the domain.

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.

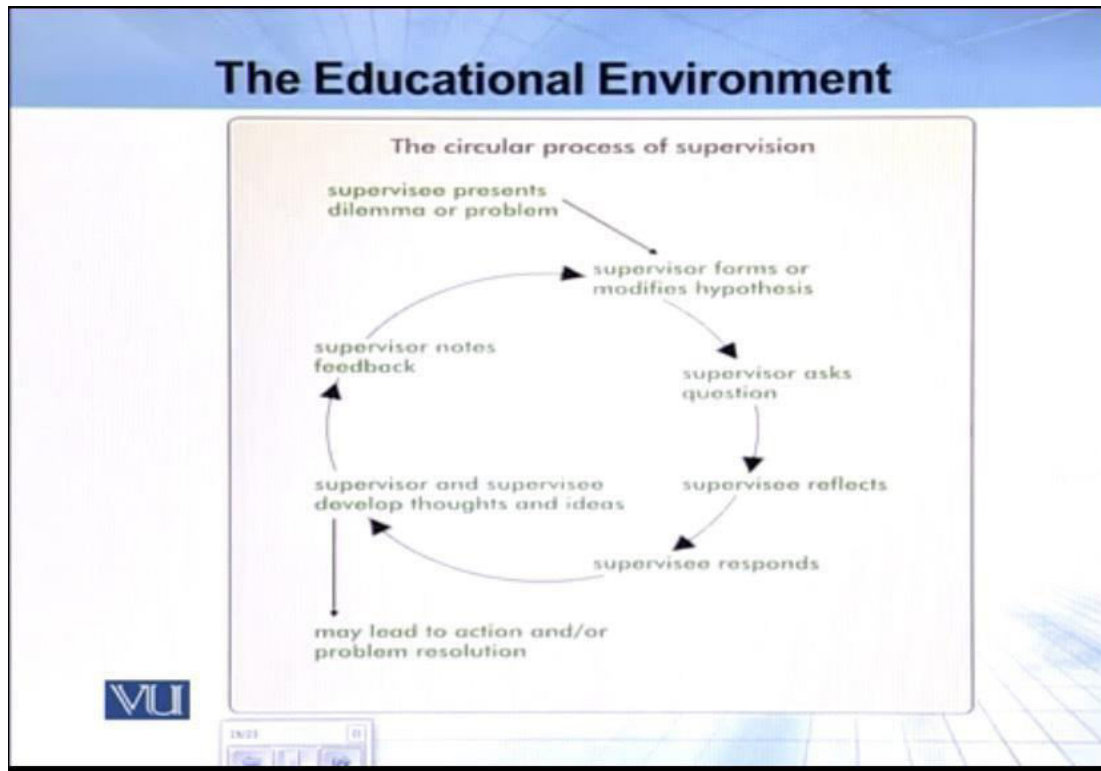
- Ensure that there is confidentiality.
- Be transparent about the extent to which the supervision is about development or performance; this may need to be renegotiated or stated during the session.

What is Supervision For?

Essential for improving experience of students, improving performance within the context. It is also about ongoing development for the teacher especially in terms of career development.

Using question 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. They are trying to help them see things from different perspectives and in different context.
- 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.
- To identify those solutions, we can represent this as a circular process.



Circular supervision occurs within an ongoing cycle rather than as a linear process beginning to the end. The supervisor meets and identifies issues which need questioning. Responses can lead to thinking through and development of ideas around issues which may lead to action or a solution of a problem and this then needs to be recorded by the supervisor.

Constraints and Barriers

- The most obvious barrier would be amount of time that supervision would take.
- They can also be worried about the possible enormity of the problem, opening a 'can of worms',
- There is also need for experience or 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.

Topic 189

Collaborative Observation and Feedback: A Question-Based Approach to Supervision: The 7C's

A Question based Approach to Supervision

To conduct supervision, we can look at a model which describe as the 7C's:

Conversation

Within the question-based approach this implies that the conversation itself is the working tool. Effective conversation creates new understanding of reality for both focus person and supervisor through “rethinking” and reconstructing stories.

Curiosity

This is used to develop story about students, colleagues, and oneself. It involves paying close attention to both verbal and nonverbal and nonverbal language.

Context

This develops an understanding of the RP's network, some cultures, faith, values, history and beliefs, community, and how these geographies affect teaching.

Becoming more interested in interactions

Becoming more interested in interactions/patterns between people and events producing a richer story.

Creativity

Finding ways to create an account of reality that make sense. It implies the creativity process of jointly constructing a new version of the story of process of supervision.

Caution

Looking for cues from teaching. It involves working with a level of challenge.

Care

This encompasses being respectful. Considerate and attentive. It means ensuring reflective practice is carried out within an ethical framework.

Topic 190

Collaborative Observation and Feedback: Differentiated Supervision: The Premises

The Premises

There are certain understanding and premises that we need to explore to use differentiated supervision there are lot of very good teachers in education. Teachers are the best determines of their own professional development needs. Not all teachers need to be observed continuously and this is the good idea of differentiated supervision that some teachers will need more supervision. Therefore, a collaboration cab breed from creativity and motivation.

Four models of differentiated supervision

There are four models of differentiated supervision:

- Focused Assistance which is very much directed at meeting very specific needs.
- Technical Supervision around some practical aspects.
- Peer counselling and self-directed professional development.

Focused Assistance: To solve a very specific problem it identifies that problem and then helps provide direction for teachers in order that problem it is very useful as a supervisory approach.

Technical Supervision: teachers not in focused assistance can choose this form of supervision. All reflective practitioner benefit from participation in this phase.

Peer counselling self-directed professional development: Teachers not in focused assistance can choose either of these options for continued professional development.

What is Peer Counselling?

It is where two teachers working as a team to collaborate around individual development goals in a non-threatening supervisory model.

What is the Process of Peer Counselling?

- To select a partner somebody who have think you can learn from and you can help them in their professional development.
- Set goals for practice which meet both of your interests and needs.
- From this goal setting process, you both operationalize those goals you put into practice certain activities to achieve those goals.
- Then develop clear data and collect data to look at the impact of changes in relation to those goals.
- Therefore, the process of peer coaching will incorporate things like observation as well as sharing data from induvial teaching practice and also modifying practice then looking at the record of those modifications.

Topic 191

Collaborative Observation and Feedback: Challenges of Inter-Professional Working for Reflective Practice: Drivers of Inter-Professional Learning

Challenges of Inter-Professional Working for the Reflective Practice

Drivers for Inter- Professional Learning:

What we need to consider are the driver of interpersonal learning is the:

- need to create some changes to modify attitudes and perceptions.
- for making change remedying certain aspects of the teaching practice between professionals in the learning environment.
- to reinforce collaborative competence to secure collaboration.
- to implement policies
- to implement new services
- to effect changes
- to enhance job satisfaction and ease stress.
- to create more flexible 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/remote areas where resources are quite sparse.

Topic 192

Collaborative Observation and Feedback: Challenges of Inter-Professional Working for Reflective Practice: Principles of Inter-Professional Learning (IPL)

Challenges of Inter-Professional Working for the Reflective Practice

Principles of Inter-Professional Practices:

- * Improves the quality of teaching
- * Focus on the needs of students
- * Encourages professionals to learn with, from and about each other.
- * Respect the integrity and contributions of each professional
- * Improves personal satisfaction

Five Principle of IPL

- * Improves the quality of teaching- IPL underpins the reality of the complexity of education. Individual professionals working in isolation does not develop expertise.
- * Focus on the needs of students-IPL puts the needs and interests of students at the center of the practice
- * Respect the integrity and contribution of each professional- participants in IPL are equal learners.

- * Increase professional satisfaction--This is achieved through mutual support and guidance.

It is through this process that the individual teacher can discuss with others about their roles and responsibilities and is collaborative practice.

Topic 193

Challenges of Inter-Professional Working for Reflective Practice: Effective Inter-Professional Team-Working

Effective schooling requires coordinated and concerted efforts from teachers

So, we are looking at opportunities for the reflexive practitioner to benefit from inter professional learning and this is important for us to at this point consider what effective inter-professional working what is valuable for us to understand at this point is that effective teaching, effective education requires teachers to work together as a part of team to coordinate efforts and collaborate on improvements.

Effective care requires the concerted and coordinated...

Effective care by the teacher requires that an Individual is not working in isolation but working with others with colleagues in a coordinated effort to bring about positive improvements to manage change and therefore this can improve education in total.

Team work can contribute to job satisfaction

And by working with others being part of team this greatly supports job satisfaction for reflective practitioner and this makes teaching much easier.

Teamwork can assist in the development and promotion of inter-professional communication.

Teamwork can assist reflective practitioner in number of ways in the development of their professional identity and the promotion of inter-professional activities and communication between professionals and these qualities lead to improvements in education.

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.

Another aspect of team working as part of inter-professional working is that it provides for the reflective practitioner a very clear understanding of the roles and responsibilities they have the professional identity that they develop within the team that they work and the ideas that people share about teaching and learning and about the profession as a whole and these ideas the developer commonality which helped us not only test the quality what we are doing but develop the quality what we are doing.

The perceptions of one's own professional identity and others assumption about the professional identities of other groups may not align.

And it also helps us develop the perception that we have of our own identity as teachers and along with this where this connects with other people's assumptions about the profession and about the identity of a teacher and the role of a teacher within the group within the community as a whole.

There is an expectation that in professional settings a grouping of individuals will have the capabilities required to adjust their own practice.

There are expectations about the individuals' role within a professional setting and part of

inter-professional team working is that the individual is able to work to develop their own practice within that communal environment and there are many capabilities that colleagues bring to supporting the individual to do this.

Differences in career histories

And interestingly in terms of working in a team all teachers will have different experiences in their professional role and in other words different career histories and these provide a foundation for exploring different approaches and different successes and different failures people have had in learning from those.

Varying levels of preparation, qualifications and status

And what therefore is possible to see from this is that the reflexive practitioner is able to use all of these aspects of working within the team to improve what they are doing to work in a way which helps them develop their professional status and improve on the qualification that they are developing as they go and this helps lift the quality of teaching within the school environment.

Topic 194

Collaborative Observation and Feedback: Communities of Practice and 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.

Inter-professional learning from team work can help the reflexive practitioner become a part of community of practice a community of practice is a very significant body for the reflexive practitioner to be involved with and it is often not a formalized process but is actually very informal but very collaborative and supportive and the Idea of a community of practice has been acknowledged as very significant in the school environment. To manage the quality of teaching and for the individual to manage what they do.

The concept that learning is a social phenomenon (Wenger) leads to informal learning experiences which occur at all levels within a work environment.

The concept of community of practice was developed a number of years ago and relates to the informal learning that an individual that a reflexive practitioner can gain from being within a team being within a community of practitioners learning not only from their insights but also from their experiences and this can occur at any and all levels within a school.

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.

A community of practice then is a way for teachers to consider knowledge to build new

knowledge from experiences from insights and ideas and work with these ideas and insights work with the new knowledge to explore the quality of it to use the opportunity but also to challenge existing practices so that constant improvements can be found constant change can enable the reflexive practitioner to reach heightened levels of quality in terms what they do.

If the working environment allows and encourages this type of learning experience, opportunities for professional and practice development are greatly increased

If the working environment therefore promotes the idea of teachers sharing experiences and learning from other people's experiences opportunities then the opportunity for developing practice is very greatly increased and so community practice for the reflexive practitioner is an extremely powerful supportive tool to manage the quality what they do. So we can compare a community of practice and inter-professional learning to other forms of learning in teams and from the chart we can see that the community of practice is less clear in terms of boundaries in which it operates then we might expect from formal learning opportunities and formal structures within an organization and the purpose of a community of practice is purely then to exchange knowledge and to develop individual capabilities and therefore the structure is not important here it's the knowledge exchange which is important and therefore a self-reflection for the community of practice is based on experience and expertise rather than hierarchy and for people within the community of practice what holds them together professionally is commitment and commitment to an identification of roles within the profession and we can compare this to four more departments for example where the focus is about delivering a service rather than exchanging knowledge and where people communicate through hierarchical structures rather than through

lines of knowledge exchange and what holds people together within a formal department are things like the needs of the work they do in the goals that they have for the work that they are doing and community of practice in contrast is very much more informal and can involve anybody who's interested and not necessarily everyone in the organization and consequently a community of practice can evolve and change over time in terms of its members it won't be fixed which is what you would expect from a formal department.

Professional and practice development are greatly increased.

What we are always thinking about them in terms of community of practice is something which is designed to support knowledge exchange and support learning and support individual teachers rather than focusing on what the organization needs in terms of goals and structure and hierarchy

Topic 195

Collaborative Observation and Feedback:

Communities of Practice and IPL (Part 2)

A community of practice can be described as a group of people who work together to achieve a common goal.

So community of practice is significant for inter-professional learning and a community of practice we have seen is actually very informal and the boundaries of the work of a community of practice are somewhat fuzzy undefined in terms of the normal structures and hierarchies that we experience in organizations and however there is a common goal for people involved in the community of practice and that common goal is about developing skills and experience developing knowledge and by sharing working together

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.

And collaborating the process then of working together and sharing knowledge and also sharing resources is an opportunity for teachers to enrich not only the quality of their teaching but enrich the learning experience of the students and of course it also enriches the learning experiences of individual teachers as they progress in the development of their skills and the progress in the ways of thinking around activities that they undertake in the classroom it's also of course a

means for reflective practitioners to find supportive and new ways to deal with those interesting and significant and a problematic issues that we face in the classroom

We have seen that a community of practice has a specific criterion which makes it so.

There are differences between a CoP and, say, an informal network.

So we can see that community of practice then has some specific criteria and it's these criteria which define the community of practice and which make a community of practice different to a team of people working together in an organization even if fashion even if that team is working quite uniformly

Communities of practice share three specific domains

- **Knowledge – a common body of knowledge within the community.**
- **Community – commitment to forming a group for networking.**
- **Shared practice – sharing of ideas, resources and strategies**

And community of practice then share certain attributes and the first key attribute for the reflective practitioner is about knowledge sharing for reflective practitioner practitioners within the community of practice knowledge becomes a shared commodity there is a body of knowledge which is contributed to by all members of the community and is therefore a benefits to all members in equal portion and another key criteria that helps us define what is a community practice is the fact that it is a community and the community exists because there is a commitment to not only learning from others but learning with others and maintaining the lines of communication and networking between people within the community and there's also a

commitment for the reflective practitioner to share practice what this means is that all teachers are learning from their experiences in the classroom and the community of practice is a forum where teachers can come together share those experiences share understandings and knowledge

Which is developed those experiences even come together to share resources and materials which are developed over time and also strategies which are useful and strategies which have been shown to fail in the classroom all become part of the content of what the community of practice aims to engage with and this extreme engagement with all aspects of the experience that teachers have is what provides the community of practice with real strength in terms of supporting learning and supporting the reflective practitioner in that teaching.

Topic 196

Collaborative Observation and Feedback:

The Role of the Reflective Practitioner in 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.

So what is the role of the reflective practitioner in inter-professional learning the reflective practitioner ensures that inter professional learning is effective at many levels In the organization for example at the level of the curriculum which is being used in terms of its design and the balance of activities which take place the reflective practitioner is ensures that inter-professional learning happens at the level of the timetable and allocation of resources within the timetable and curriculum the reflective practitioner is also concerned about the relationships between individual groups are within the organization and the selection of activities also which support inter-professional learning.

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 micro- culture of the classroom.

So once a decision has been made that inter-professional learning can occur in an organized fashion, they're reflective practitioner is responsible for being involved in terms of what goes on

in the learning environment itself but also within the micro culture of the classroom where they put into practice the skills and knowledge and that they are developing

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.
- Utilize the skills, knowledge and expertise of all the participants.

So we can consider certain guidelines for school management in terms of supporting inter-professional learning the first thing is that there should be an encouragement for individuals to learn from each other rather than just learning with each other the idea about teachers attending workshops or courses is that they will be learning with one another or from some expert the idea of inter-professional learning is that people are learning in collaboration with one another and learning therefore from experiences that people are requiring a knowledge that they are building up over time the reflective practitioner needs to make sure then that within the group there is a sufficient diverse experience to be drawn from a way there is a wide breaths of knowledge and experience and this adds to the quality of learning within inter-professional groups and it's therefore important to make sure that collaboration within the group occurs for everyone and is relevant to everyone in the group so that everyone benefits and everybody feels the value in sharing and therefore with everybody collaborating it's important to use all of the skills all of the

experience and expertise which is built up all of the knowledge which has been acquired by people over time and to benefit the group and benefit all participants within the group.

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.

So, the rationale behind inter-professional learning is really based in learning theory and there are a number of theories which identify learning as occurring within a that gap in knowledge and experience and the idea is that learning occurs when we tried to close the gap between what we think we know and what we actually know

In theory, slightly unfamiliar contexts, such as IPL, create disjuncture, revealing learning needs and motivating RPs to close the gap.

And therefore, inter-professional learning is an opportunity to look at that gap and for the reflective practitioner to be motivated by the need to fill that gap in knowledge or their skills

Skillfully facilitated and planned IPL can utilize constructive friction, creative conflict and the learning edge 'to promote change, stimulate debate and discussion, and promote professional development.

And we are inter-professional learning is used productively where it's planned and it's structured it is an opportunity for the reflective practitioner to identify gaps in knowledge and experience

and skills and to see these as opportunities for constructively managing learning in a sense it's a conflict or a difficulty which the reflective practitioner wants to close and wants to promote some sort of change and this gap which needs to be closed and can stimulate this debate and discussion within the group and it's this debate and discussion within the group and it's this debate and discussion collaborating and learning with people where professional development occurs.

Topic 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.

Grounded theory what is grounded theory? grounded theory is a way for a reflective practitioner to focus on generating ideas theoretical ideas or in other words hypotheses based on their experiences rather than having these pre-defined in texts and by others and therefor grounded theory is derived inductively by the reflective practitioner or simply by looking at the phenomena and trying to understand experiences from a cognitive and metacognitive point of view.

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.

As other a particular core elements of grounded theory grounded theory is a framed by a process of inquiry by the reflective practitioner with the aim to discover both social and also social psychological process within schools within the classroom the another core element of grounded theory is that it's made up of an analytic codes and categories which from data and therefore help us derive theories that in explaining the process would be using and the thing the court thing about grounded theory is that a data collection and data analysis occurs simultaneously and so analytic process for reflective practitioner prompts theory development and a theory discovery rather than the reflective practitioner verifying confirming pre-existing theories which we exposed to and in this sense grounded theory is an inductive process another core element of grounded theory is that it is based on theoretical sampling and the reflective practitioner uses this process to think about and refine and elaborate their experience in order to define very clear conceptual categories and therefore grounded theory is very systematic in the application of methods analytical methods of looking at experiences and looking at how we interact with experiences.

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.

And data analysis for the reflective practitioner begins to develop theories if you like explanations of experiences and it's possible then to take these explanations and generalize from those which becomes a grounded theory and the reflective practitioner uses these two not only

understand data within categories but to refine the data that we are exposed to and to develop new categories as our experience develops

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

And so the purpose of reflective of grounded theory is to identify a phenomenon that we are interested in as reflective practice practitioners and to put these within a very clear framework which is rooted in experience and observation this allows for the reflective practitioner to take on a researcher role is there to underpin the idea that as teachers we are always seeking new knowledge and conceptualizing our understanding around occurrences and around patterns of behavior that we experience in the classroom.

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

And in this sense we are making constant comparison with the experiences that we are engaged with in a way to move the experience that we have to abstract understanding abstract conceptualization which is an interpretation of those experiences and this help us develop patterns of behavior which help us understand the data and the patterns within the data and the key way to do this through grounded theory is by coding the information that we have we look at the data and we can give codes categories to that data in relation to particular attributes that the data has and this can be done both formally and informally.

Topic 198

Grounded Theory: 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.

There are particular stages in developing grounded theory and we can think of a three stages in this process. The first stage is open coding, this is where the reflective practitioner develops categories to identify groups of data. The second stage is axial coding, this is where the reflective practitioner is looking to find connections between groups of data between the categories and the third stage is selective coding, this is where the reflective practitioner is building constructing a story around the coded data which provides a narrative account of the experience.

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 look until new information does not provide further insight into the category Saturation = look for the instances that represent the category and continue.

So open coding is a way of examining an experience and we know that the key process in terms of reflection is about making a record diary or some sort of log and open coding examines the text to look for particular categories and aims to combine data under certain headings within categories in order to provide a label for them and the important thing for the reflective practitioner to remember is not just to describe experiences but to take on the role of trying to understand experience much more and therefore clarity is very important in terms of looking at words and how using words to describe experience and another aspect of open coding is to make sure as a reflective practitioner that you're using a constant comparative approach or in other words you are always looking at and re-looking at a time and again the data in order to check the category is correct and to check that other data can or can be included or should be removed from that category and this process is known as saturation this is why we are looking to find as many pieces of data as we can within a category and to fully understand that data in all its complexity.

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.

And in terms of open coding there is a stress on action it doesn't and what we are trying to do as reflective practitioner practitioners is not just to describe but to understand the things which are occurring the actions which are taking place why things are happening how things are happening what was an individual for example trying to achieve by doing a particular action and this sense coding is very much about identifying both social processes as well as psychological processes a understanding how people have done things but also why people have done things and therefore this constant comparative approach this idea of saturation is very much promoted by ensuring that it is an retrieve process or in other words the data is built up gradually over time.

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.

Axial coding then goes on to take the data which has been categorized and find connections and inter-connections between the pieces of data between the categories and it's from this then that a model can be applied the stages in developing grounded theory come from the activity of axial coding where the reflective practitioner begins to define the model comes from certain conditions which are creating a process of change cause or conditions and these lead to the

identification of a particular phenomenon within the context of teaching in the classroom and this then has a consequence for the reflective practitioner in terms of certain interventions which are made and actions and interactions which can occur in the classroom and the strategies which the reflective practitioner use then lead to consequences and which again further lead to further casual conditions

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.

So in terms of axial coding the reflective practitioner is looking for these particular cause or conditions they the influences which are impacting on events and incidents in the classroom and with axial coding you are looking at trying to define a particular phenomenon the central idea which begins to form a theory for reflective practitioner and from this central phenomenon the reflective practitioner is looking to develop strategies for addressing the phenomenon for solving a problem and the idea then is that these strategies are fit for purpose or in other words they are responsive to the context in which teaching is take place.

Topic 199

Grounded Theory:

Stages in Developing a Grounded Theory (GT) 2

Three stages

Selective Coding

Identify a single category as the central phenomenon then construct a story around this.

Story line: the conceptualization 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 Examine 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.

The third stage of developing grounded theory is a selective coding this is where the reflective practitioner constructs a story around the data in order not only to explain it but to conceptualize the thinking which underpins the data and therefore selective coding is very systematic process in terms of trying to link some core categories with other categories in the data and fill in categories which are not in the data in order to create that story and through selective coding grounded theory then emerges over time by that process of constant comparison always checking

and re-checking searching for meaning in the data and in this sense it's not a forced process it's an iterative and informal and informative process and therefore theory emerges over time and becomes a something which it grows with experience it is then in a sense for the individual a prescriptive process and develops categories in terms of trying to prescribe understanding to the data and in this sense the individual categories coming together and helping the reflective practitioner developed theory are constructed and in this sense we can understand that this whole process is constructivist from a learning perspective and selective coding then examines how that experience is constructed over time how the individual is working with experience and starting to construct knowledge from that experience selective coding is not again purely descriptive it is an attempt for the reflective practitioner to recognize patterns and to put order to those patterns by identifying a particular concept and so grounded theory then is essentially 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 do not know about what we are studying (awareness of our biases)

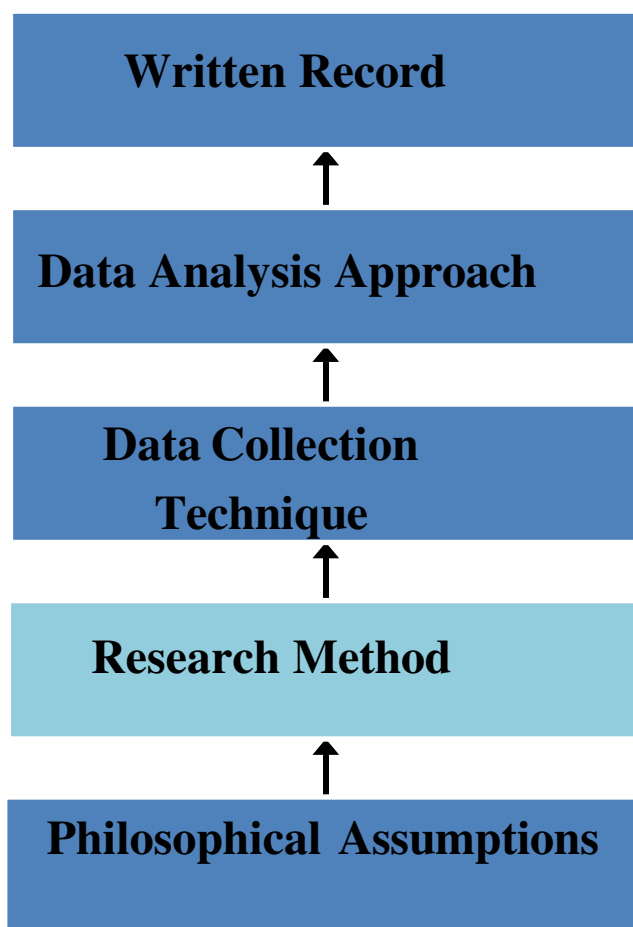
- Forces us to step back and make sure what we are truly seeing is FOUND in the data.

Think of it as a grounding tool for conducting grounded theory

A significant process as for the reflective practitioner to bring to the stages of developing grounded theory essentially about theoretical sensitivity. Theoretical sensitivity for the reflective practitioner having professional experience and personal experience of an event and bringing these two things together and by bringing these two things together it's a process of analysis and theoretical sensitivity for the reflective practitioner is also considering the analysis process itself and becoming sensitive not totally to the concepts and meanings which are being developed and the relationships between concepts but the strategies which are building those concepts theoretical sensitivity that is a good thing because it helps us connect and re-connect with what we know and what we did not know and attempt to bridge the gaps in our knowledge and experience and in this sense for the reflective practitioner it forces us to stand back from experience from reality and begin to conceptualize and understand knowledge which we can find in the data and in a sense this becomes grounding tool for the reflective practitioner something which provides a foundation for further development.

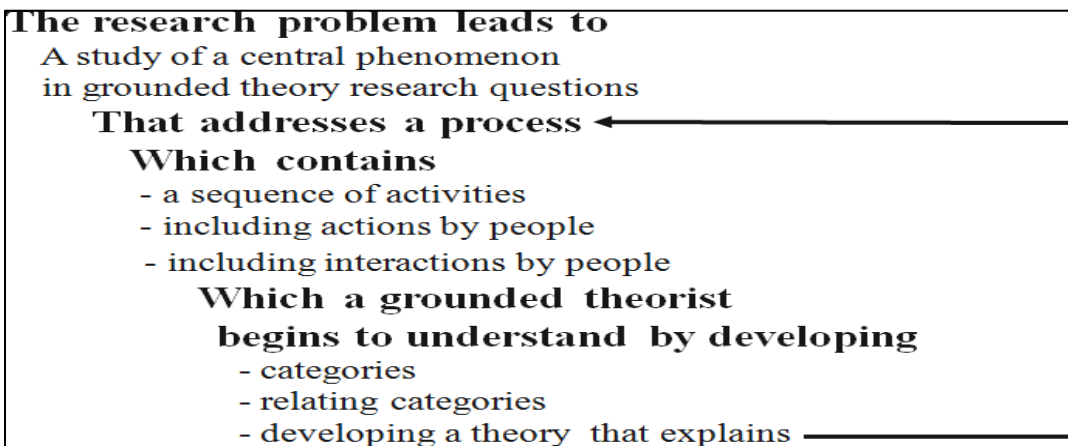
Topic 200**Grounded Theory**

- 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**



In grounded theory then there is a continual interplay between the data collection process and the data analysis process. Prices and what this reveals to us is that there are certain philosophical assumptions that we bring to the job of teaching as reflective practitioner. Our philosophical assumptions not only affect what we do but from the grounded theory perspective affect how we research and practice so our philosophical assumptions affect the research methods we use and consequently the research methods that we are employing affect the collection of data, the strategies that we used to collect data and also our approach to analysis of data and moreover once collection and analysis of data has occurred the way we write about our learning, the way record information is affected by the research method and so we can see that our first philosophical assumptions are key in terms of developing grounded theory.

In grounded theories there are a certain approaches that we can take and there are two key variants to grounded theory that we can find in the literature. The most prominent is the one coding paradigm where we as reflective practitioner are coding things like context and conditions in terms of data, the interactions can be another coding category and the consequences of actions in the classroom can be another category and then there's another variant which instead of just being very singular actually looks at families of categories and trying to bring those categories together. This is much richer for the reflective practitioner but much more complicated and what we have to focus on as reflective practitioner is that by coding data we essentially trying to formulate a theory and that grounded theory is a what we are looking for to explain the experiences that we are having and the process and the categories within this flow of research are what makes the grounded theory process and helps us develop grounded theory as reflective

practitioners and we can look at these diagrammatically what we are always attempting to do is to develop theory which addresses certain processes which explains certain processes and those processes contain the particular sequence of activities that were engaged with and it includes the actions of people including ourselves within the situation and also the interactions between people in that situation and the reflective practitioner using grounded theory and begins to understand more thoroughly their experience or by developing categories relating categories to one another in order to develop that theory and then that theory once again addresses explains the process is involved in teaching and so what we can see from grounded theory as a process for the reflective practitioner is that it is a very much enabling to the reflective practitioner to see themselves as a researcher the teacher as researcher and grounded theory is iterative and cyclical and informs teaching and informs theory.

Topic 201

Types of Grounded Theory Design

- 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.

Types of a grounded theory design and there are certain types of grounded theory that we can consider as reflective practitioners the first is emergent design this is where grounded theory emerges from the data over time and in this sense grounded theory exists in a very abstract and conceptual form for the teacher and it's this abstraction that starts to build theory with experience and with time the reflective practitioner is using the data not prescriptively but inductively to

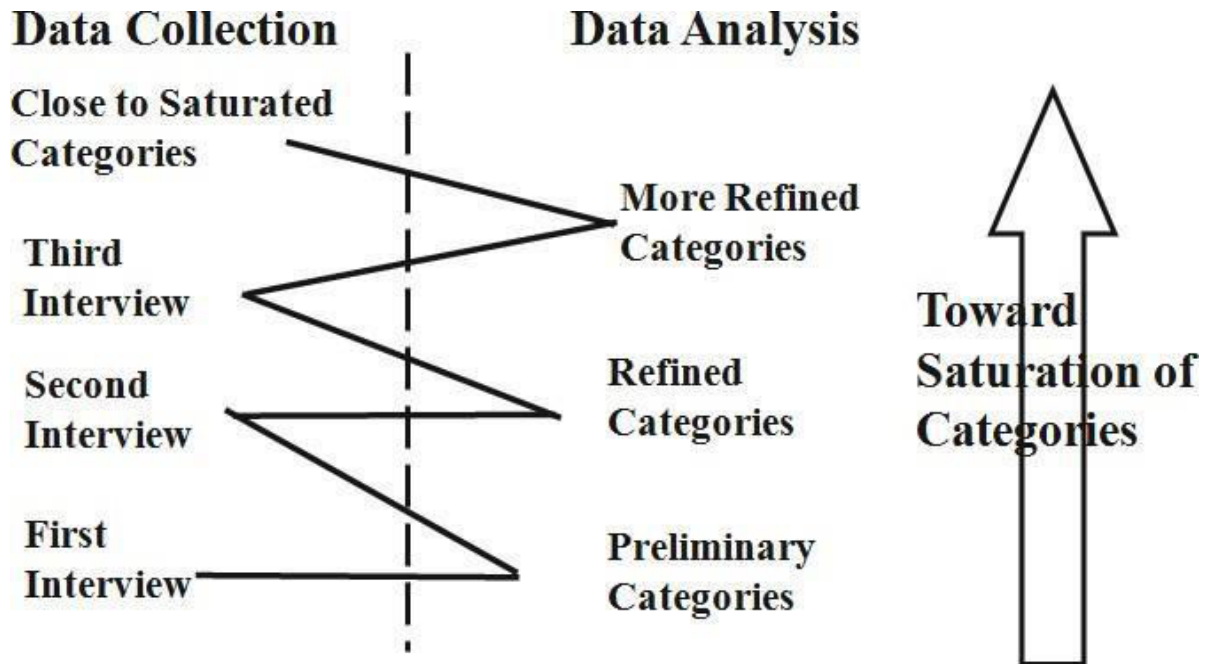
develop theory and most importantly emergent design helps us understand that theory is strongly grounded in the data and it's not forced into pre-conceived categories the categories emerge from the data and for emergent design we think of certain categories that may emerge for example the fit of data within the categories and the nature of the categories in relation to particular aspects of the work that we do we are also considering about the relevance of the categories in relation to the experience and most importantly whether the categories can be modified refined over time there's also constructivist design for grounded theory and this is a philosophical position between the positive perspective learning and post-modern ideas about research and in this sense it's very much focused on the feelings and explaining the feelings of individuals in relation to experiences and therefore putting all of this into a very focused context and constructivist design then helps the reflective practitioner not only study experience but make connections between that experience and their beliefs and values as practitioners and also as researchers and therefore ignores any predetermined categories and develops categories as they become apparent in the data and the narrative then of this whole process becomes significant for developing the theory describing and understanding the theory it becomes explanatory and also discursive and we can look at this in terms of a process that we are engaging with the reflective practitioner is looking at data and defining categories to that data and then looking at the data again and then refining those categories and then going back to the data enables the reflective practitioner to further refine those categories and so this zig zag data collection and analysis process leads to a saturation of understanding where grounded theory develops and this is very useful for the reflect reflective practitioner because it underpins the emergent process is taking place and is very analytical and

very structured but does not predetermine the categories and so grounded theory design is has a number of processes that we can consider whether they are emergent or constructivist but essentially what we are always looking for is for the data to become enriched by the process the process of collection and re-collection of data and the process of analysis and re-analysis of data in order to define and re-define categories all leads to saturation and that saturation is where the theory emerges.

Topic 202

Types of Grounded Theory Design: Criteria for Evaluating Grounded Theory

- 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 inter-relate 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 students' colleagues?

Types of grounded theory design mean that we need to consider the criteria for how we actually evaluate the grounded theory which emerges there are certain questions that we can ask for example is there an obvious connection between the categories that we are developing and the data that we are collecting this is one way for us to evaluate the quality of the theory that we are developing is the theory useful as an explanation as a conceptual explanation of not only the process that we are engaged with but the experiences being studied another question we can ask is whether the theory the grounded theory which we are developed which has emerged from the data actually provides a relevant and coherent explanation of experiences of problems that we are facing and is this therefore strong enough for us to hold the theory or to a change the theory or to lose the theory altogether another question we can ask is whether the grounded theory that's been developed can actually be modified with changing conditions and changing contexts whether the theory can be modified when further data is added to it this is a defining characteristic of grounded theory another question that should be asked by the reflective practitioner is if there is a theoretical model being developed or generated and that conceptualizes the entire process or the action or the interaction occurring in the classroom this

is a good way for us to test the robustness of the theory that's being developed and another question we can ask is if there is a central phenomenon if you like a core category that we can use to describe the model what's at the heart of the model that we are looking at because this again aids us in defining a grounded theory which is very robust and will stand up to scrutiny another question we can ask is whether the model emerges through phases of coding or in other words the development of the data and refining of the data and the development and the refining of the categories and how these come together and interact with one another does it merge through the process of open coding through to axial coding and then through to selectively coding if we can say that these this is the case then this is a good way for evaluating the quality of grounded theory another aspect of grounded theory is how much the teacher the individual reflective practitioner co-relates an interact inter-relates different categories in the data and also we can consider the extent to which the individual teacher and validates the evolving theory by looking at the data and comparing aspects of the data and examining exactly how the theory that is being developed supports the data or refute the data how it supports the evolving theory or begins to break down the theory that is that is existent and also how much it relates to or removes away from the theories that we are seeing in the literature or from other sources that were exposed to

Topic 203

Building Theory from and For Practice: Framework for Organizing Teachers' Learning and Knowledge: Building Theory from and For 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):

- Socialization (S) between individuals using tacit knowledge.
- Externalizing (E) it in individual reflections in an organizational context that builds collaborative knowledge
- Combination (C) facilitates bringing tacit individual knowledge into explicit organizational knowledge
- Making knowledge reusable for individual learning in internalization (I)

Socialization Communication between the members of the community	Externalization Publishing reflections. Comments from community member to peers' reflection
Internalization Monitoring community members reflections and learning from them. Planning own competence development	Combination Collaborative creation of learning resources. Formulating community norms and visions

Building theory from and for practice we need to develop a framework for organizing our learning and knowledge in order to build practice and there's a simple model that we can use

called the knowledge conversion model which essentially helps us not only create knowledge but also transfer knowledge between the tacit the more implicit aspects of it to more explicit expressions of knowledge and also from individual perspectives within the organization to organizational levels and the knowledge conversion model is known as the SEC I Model S stands for socialization this is the process between in the processes between individuals in terms of sharing and using that acquired knowledge from experience and the next phase of the model is the externalizing phase this is where individuals are taking that acquired knowledge that tacit knowledge and I am exposing it within the organization externalizing it to individuals to others so that we begin to build an organizational perspective on that knowledge and we can start to collaboratively construct and re-construct that knowledge and then this leads to another phase of the model which is known as the combination phase this is where the individual reflective practitioner is linking the acquired knowledge the sit knowledge with the externalized knowledge the explicit organizational knowledge which is being created synthesizing understanding from those two perspectives and then that leads to the final stage of the model which is known as the internalization stage this is where the individual takes both the tacit and the explicit knowledge and through a process of reflection begins to build new understandings of process and practice in teaching and we can look at these models this model diagrammatically we can see the sec I components within the framework here socialization is essentially a process of communication. Communication between individual members of the educational community socialization is where tacit knowledge has an opportunity to be externalized tacit knowledge is what we acquire over time what we learn from experience and it's through communication that

we begin to externalize that knowledge so socialization is an important process first to engage with the externalization of that knowledge can occur in many different ways of course it can simply be about individual members of the educational community communicating with one another sharing experiences and ideas but it can be much more than that it can be about publishing reflections what is becoming increasingly common these days is for things like blogs and other social media to be used to add to the reflection process and to support individuals in terms of turning tacit knowledge into explicit knowledge and this externalization process enables the members of a community to reflect on each other's knowledge and learning and therefore becomes community property and it's through this this idea of the knowledge becoming community property that we are able to combine the tacit and the explicit aspects of knowledge together collaborative creation of learning resources can result from this and is a means for bringing together the tacit and the explicit it is a way then for whole groups of teachers for communities of practice to begin to formulate to develop norms and visions values and beliefs around teaching and learning and once the knowledge has been combined synthesized it's possible then for an individual to internalize that knowledge and this is where the teacher identity begins to develop where concepts about teaching and learning are not only a structured but are made stronger through this process so we can see that this model of knowledge building is a very simple but a very structured model that we can follow as reflective practitioners to turn knowledge acquired from experience to turn the knowledge and understanding the learning that we acquire from our teaching and into something very powerful in terms of teacher identity by a

process of both externalizing that knowledge and then synthesizing that knowledge tacit and explicit into something which is shared and owned by the community.

Topic 204

Building Theory from and For Practice:

A Process for Personal Theory Building (Part 1)

The Aims of Theory Building

-Explanation

Examples: what produces bad behavior?

-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 behavior
- 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.

Building theory from and for practice for the reflective practitioner is a process of personal theory building the aims of theory building are essentially about explanation and prediction explaining things which are experienced which are occurring in the platform for example and what produces bad behavior in the classroom and making predictions in relation to the teaching that were engaged with if we do action a what will be the result be and so Theory building for the reflective practitioner is an attempt to construct and also evaluate statements explanatory statements about what we are experiencing and what is going on around us and we can think of some very simple and perhaps common sense examples of this for example punishment deters bad behavior and this is an example of explanatory exploration which we are attempting to define or for example improved teaching increases student achievement again another common sense example which helps us understand the process of personal theory building yes we can say that improved teaching improves student achievement but the question for the individual reflective practitioner is how do they improve their teaching in order to improve achievement and for the reflective practitioner then theory building can occur at one of two different levels and it can be at a very abstract level where the ideas are abstracted in order to come to terms with them we are working with concepts around understanding but theory building can also occur at the empirical level or in other words experience of reality and these two levels can interact with one another for the reflective practitioner as part of the theory building process there are of course issues that we can consider in terms of personal theory development the most significant is that people will tend not to change their beliefs very easily unless there are opportunities to really critically reflect on them and understand how they need to change and

why they need to change we tend to hold on to our values and beliefs very strongly until we are forced by common sense by knowledge in order to change them another issue around personal theory building is that the intention to learn for the reflective practitioner comes from particular problems or issues which are being experienced and it's the desire to change practice to deal with that problem or experience or to remain up-to-date in terms of knowledge and skills which is significant in terms of theory building and the intention to learn is essential to this process because it is a recurring process it's recursive and it is not something which is this going to happen one time and then stop for the reflective practitioner theory building is ongoing and is ever-changing ever-evolving and therefore an issue for the reflective practitioner is that there should always be an intention to learn and develop and so that theory can actually be built.

Topic 205

Building Theory from and For Practice: 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

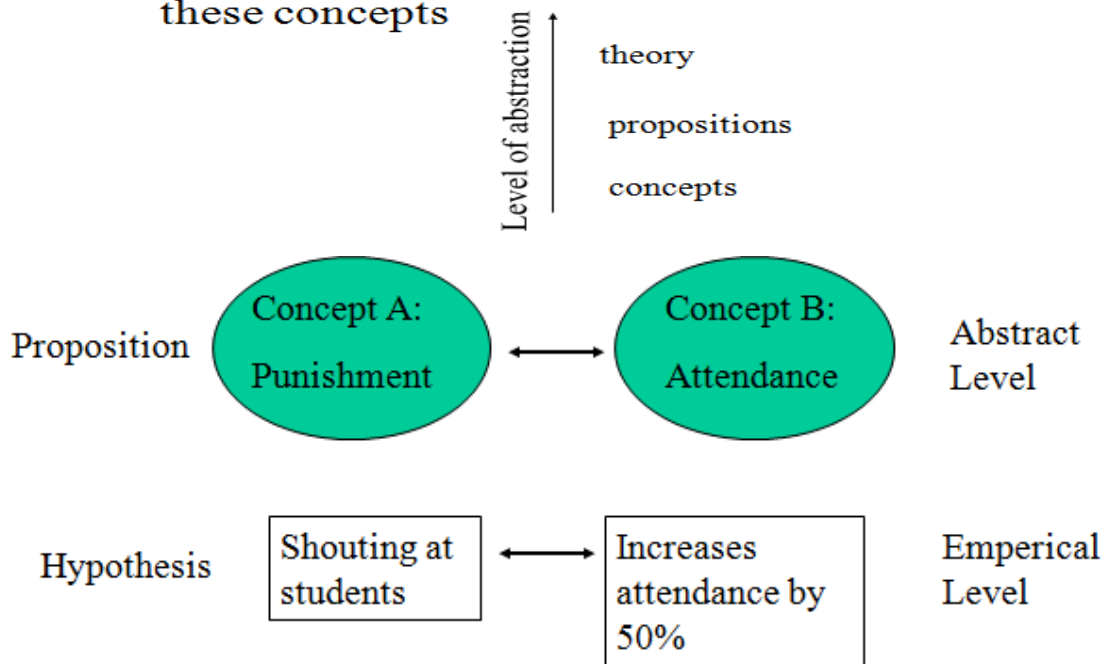
It can be repeated with similar findings

- Constructs

Teachers use concepts (or constructs) as variables Examples: School leadership; honesty; efficiency

- Propositions

- Concepts are the basic building blocks
- Propositions propose the linkages between these concepts



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 —why
- To answer this, we develop a tentative hypothesis as the explanation
- Deduction is the process we use to test the hypothesis

Building theory from and for practice and what is theory what we are thinking about here is that theory is a coherent a meaningful and structured set of concepts prepositions which we use to define our experience their principles of explanation in a sense which we use to observe phenomena and understand phenomena so what makes a good theory certainly validity is important or in other words that the theory that is being developed a grounded theory which is being developed actually fits to the facts that we can clearly observe in the classroom also what makes a good theory is that it is generalizable we can make generalizations from that theory to other contexts other situations and therefore make predictions about how things will occur in different contexts and situations and make predictions about the future in terms of events and occurrences and another aspect of good theory is that it's open to replication or in other words the findings that we have the theory that we have can be repeated time and time again and so for the reflective practitioner there are certain constructs that we can use to help develop good theory and teachers use concepts or constructs as variables in terms of theory development these constructs can be many and varied it could be ideas about school leadership or beliefs about the place of Education in society or many other things and as such the process of personal theory building has certain propositions there are concepts which for the individual for the reflective practitioner are the basic building blocks from which theory Springs and propositions are used by the reflective practitioner to develop linkages between the concepts and ultimate theory and as we move from concept to theory the level of abstraction becomes greater or in other words the level of generalization becomes greater the more we move from concept to theory and we can look at an example for example concept a punishment is related to attendance the proposition

here is that punishment is going to have some impact on attendance and attendance is abstracted in this sense because the type of punishment could affect the amount of attendance and whether attendance is actually linked to punishment is contested and what this means for the reflective practitioner is that at an empirical level an observational experiential level we can look to see changes in attendance through certain forms of punishment so for example a hypothesis would be that by shouting at students we actually increase attendance by some amount of course this is just an example we are not saying that these things are true but the idea is there that concept through proposition develops theory and so what makes good theory good theory needs to be precise of course it needs to be civic in terms of variables and the variables used to measure the outcomes from applying a theory it has specific relationships between variables also and induction occurs when we can observe the fact and ask why that particular thing is happening and the idea then is that there is movement backwards and forwards a reflexivity in terms of building theory and the process of personal theory building for the reflective practitioner and therefore it's a very deductive process in terms of formulating and testing hypothesis

Topic 206

Building Theory from and For Practice: 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



In order to build theory from practice and to build theory for practice though reflective practitioner needs to use evidence and evidence comes in a variety of forms it can be evidence from the students both formally and informally it can be evidence from our own practice linked to the evidence from students and evidence can actually come from others from colleagues or from other researchers who are researching into their own practice and we use evidence for a number of reasons essentially to reflect on our beliefs and our knowledge and our skills as reflective practitioners and as such it requires an enquiring frame of mind a questioning attitude and then evidence is a source of information for us in terms of our teaching and our own learning and is not about trying to label students or teachers or education and it's essentially about building knowledge and skills and is a means for us to evidence our practice to provide justification evidential justification for the things that we are doing and the developments and changes that we are making and there is then a requirement that there's a sufficient understanding and by the reflective practitioner to make adjustments to make relevant adjustments to practice and we can do this through a simple process of evidenced informed composite conversations and we can see this diagrammatically evidence-informed conversations rely on three key components one component is the inquiring habit of mind that an individual has that they bring to the process of reflection and this is in relation to the relevant evidence that is being used to inform practice and also the relationships between individuals in an organization that exists relationships of respect and also challenge of thinking and so building theory from practice and building theory for practice is a process of teacher inquiry and teacher knowledge building and these come together in the form of a cycle which promote improvements and ultimately leave to improved

student outcomes and we can look at this again diagrammatically in terms of a cycle and what we are seeing is that the reflective practitioner is looking at knowledge and skills that need to be developed and trying to understand how these knowledge and skills can be used and developed over time by looking at this perspective we can then begin to deepen to develop our professional knowledge and to revise refine over time the skills that we use as practitioners and ultimately of course this means that that will lead to improved learning experiences for students the engagement of students in new learning experiences also will be an outcome of this deep and professional understanding and for the reflective practitioner of course this means that we need to look at the impact of these new learning and these new experiences and what has been the impact of our changed actions on students and from this as a reflective practitioner you can continue can consider what knowledge and skills do your students then need to develop which ultimately leads into a new phase of the cycle where we are constantly going through a process a cyclical process of development and re-development so building theory from practice and building theory for practice is a process of using evidence and that evidence is needed to be sufficient and needs to be strong enough and robust enough to help the reflective practitioner move through cycles of development exploring new approaches and looking at the impact of those approaches on students in terms of their experience and in terms of their learning and then using that understanding to influence new impacts and new change

Topic 207

Building Theory from and For Practice: 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 utilize? Three fields of knowledge

Building theory from practice and building theory for practice as we have seen uses evidence and evidence can come from students there are particular things that we can look for certain

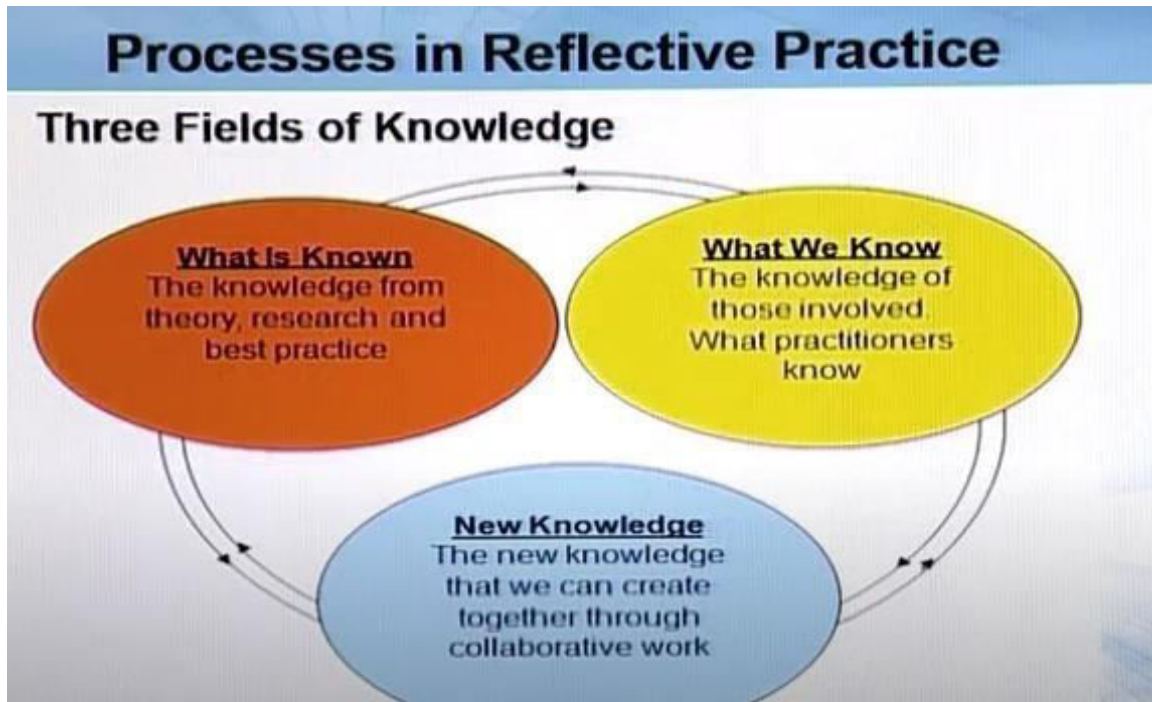
things that we can question as reflective practitioners for example what do students already know that's a good starting point for us in terms of evidencing practice and evidencing new theory how adequate are the sources of those evidence that we are using is another question that we can ask of the evidence that we are collecting what do students need to learn and need to do

is another significant question that we can lose in terms of looking for evidence and also how do we build on what the students already know this is another question that we can ask in terms of evidencing.

New theory evidence is also looked for in terms of our own growing knowledge and our own developing practice and so questions that we can ask in this area include things around knowledge and practice for ourselves for example how we have contributed to existing student outcomes what changes have we made and what improvements have we facilitated.

Another question could be what we already know that we can use to promote improved outcomes for students again this is another source of evidence that we are looking at in terms of our effectiveness of the knowledge that we have and the skills that were bringing.

Another question could be what do we need to learn and do in order to promote the particular improved outcomes from students and also what sources of evidence and sources of knowledge can we use in order to evidence that effectiveness.



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

So in this sense there are three fields of knowledge that we need to consider in terms of evidencing the theory that we are building their first field of knowledge is what is known the knowledge from theory the knowledge from research and also the knowledge from best practice which is shared with us by colleagues what is known is a good starting point for the knowledge building process another component is what we know the knowledge of those involved in

teaching what the practitioners know not only the individual but the community of practitioners and another field of knowledge is new knowledge the knowledge that we can create both individually and collaboratively from work and for work and we can see that these three fields of knowledge work together and inform one another what is known the knowledge from theory and research informs what we know about our practice and both of these can inform new knowledge and conversely new knowledge the new knowledge that we can create individually or collaboratively with colleagues can inform what we know as practitioners what we know about what works and what doesn't work and this can actually then be used to inform what is known generally about teaching and learning them and informs theory and research.

So using evidence for building theory from practice and building theory for practice is actually part of a cycle and pervades every aspect of the cycle it helps us identify what students know and need to learn and importantly helps us identify what teachers know and what teachers need to learn we can see that the three types of knowledge come together for both students and teachers in this regard.

In terms of this cycle, it helps us decide what might be most effective for us as practitioners and provides an opportunity for us to check the level of impact on the changes to our practice from these different knowledge perspectives.

Topic 208

Building Theory from and For Practice: Teacher's 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

For the reflective practitioner building theory from practice and building theory for practice requires a certain degree of knowledge management there are three basic means of knowledge acquisition firstly we need to discover the knowledge and from this we need to then study the components of that knowledge to develop understanding and then of course the final stage is to communicate that knowledge and that is not only about the individual sharing knowledge with others but others sharing knowledge with the individual.

There is a certain significance than in terms of knowledge management it requires skills in terms of tracking and measuring information as it is acquired and sharing and making use of that

information and this information can actually be very tacit rather than explicit in other words intangible within the context of study.

Another significant aspect of knowledge management is the need to capture and share understanding and knowledge to use productive knowledge to enhance our own learning and improve the quality of what we are doing as teachers.

Therefore knowledge involves a certain degree of validity from the information that we gather and there are certain basics that we can consider then in terms of knowledge is information knowledge for the reflective practitioner is also comprised of things like values beliefs and assumptions around teaching around learning and it's also based on experiences that are and that we go through in the classroom and of course another basic of knowledge is the rules and regulations that we work to as practitioners.

Categories of Knowledge

- Can be transmitted through social interactions and socialization.
- 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.

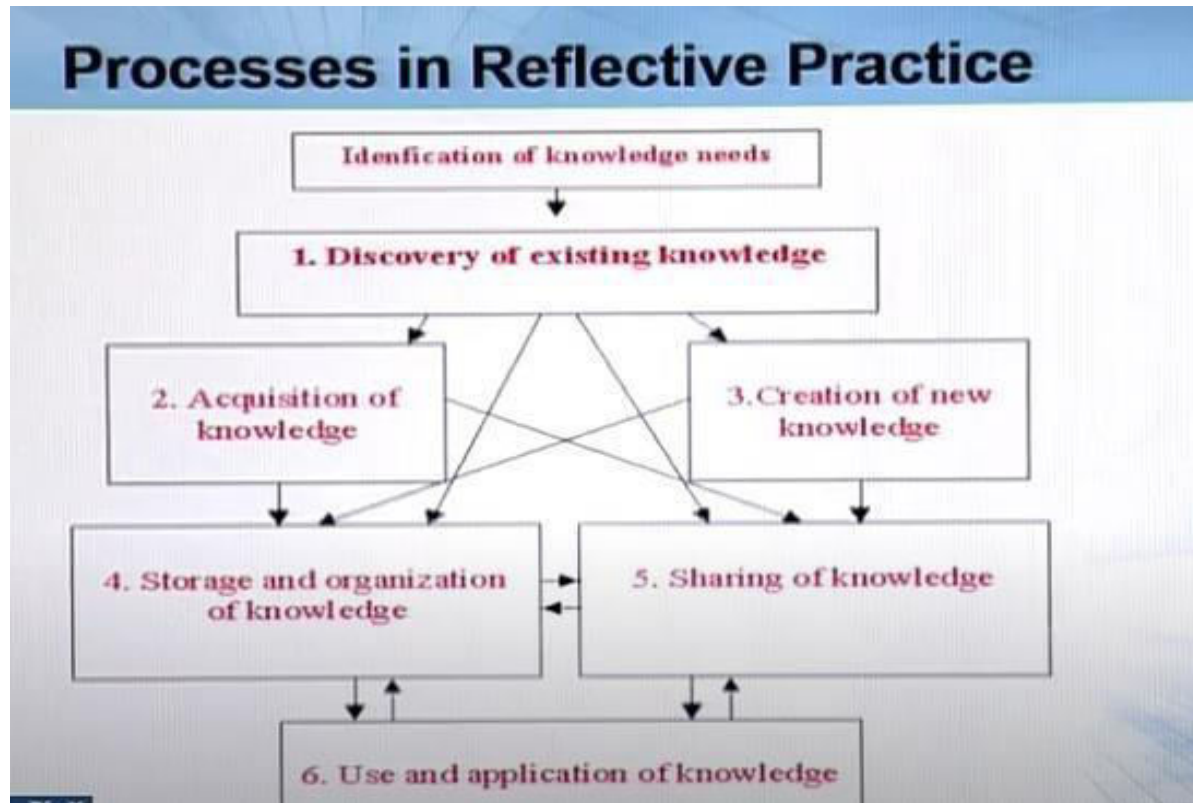
We have to consider certain categories of knowledge we have seen that for the reflective practitioner knowledge starts off as being quite tacit this therefore means the knowledge is very

personal based on experiences that we are having in the classroom and therefore personal wisdom which is built up over time in this sense it's very context specific and therefore is very difficult to make explicit and perhaps difficult to make it meaningful for a society as whole because it is so individual and because it is tacit it makes it difficult to actually quantify all to codify the components of that knowledge.

Categories of knowledge also assumed that it can be transmitted through various social interactions and socialization as we have seen is part of the process of knowledge building socialization interaction where knowledge is shared with others and comes from others to the individual is where the teacher's knowledge management but starts to take hold.

Explicit manner knowledge is what is what ends up being recorded tacit knowledge can be translated into explicit knowledge by being written down by being recorded in some way and shared with others through different means.

Another category of knowledge is cultural knowledge there are certain and cultural beliefs around teaching around learning around what makes knowledge and these can be specific not only to a group of teachers in a school but specific to a school compared to other schools and can even be specific regionally nationally and even globally.



Conceptual Framework of Knowledge Management

What this means is that we can build a framework of this whole process of knowledge acquisition and development where the identification of our knowledge needs leads us to looking for information exploring and to discover existing knowledge as other people hold it and from this the reflective practitioner is engaged in a dual process of not only acquiring knowledge but also creating new knowledge and from this acquisition and creation there is the process of making tacit knowledge more explicit and this is about storing knowledge and organizing knowledge into coherent a meaningful categories and then sharing that knowledge with others from this knowledge is applied it's put into practice and it's this whole process that underpins knowledge acquisition and development for the reflective practitioner.

So, we can see that the process of knowledge management fits with the notion of reflective practitioner reflective practice very well and it's a process of taking existing knowledge identifying and creating new knowledge and then making that knowledge more explicit and then sharing that knowledge with others and this becomes the process of knowledge management not only for the individual but for the whole community of teachers.

Topic 209

Action Research: Three Particular Characteristic 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.

A significant approach to reflective practice is action research. Action research for the reflective practitioner is about investigating own practice and there are particular characteristics of action research for the reflective practitioner. First of all and perhaps most importantly, action research investigates real problems/practical questions that the reflective practitioner is facing in their teaching. It also is very participatory in nature. The reflective practitioner works with colleagues/students in order to collect data and to reflect and finally its strength/validity is made even more powerful through examination and reflection with others.

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.

There are certain things and certain objects that the reflective practitioner can reflect upon perhaps most usefully the reflective practitioner can look at patterns of behavior the way things work in a school or in the classroom there is also the opportunity for the reflective practitioner to look at what is motivating particular actions in the classroom or in the school environment for students or for colleagues and also it's about sharing understanding and sharing interpretations of the way things are occurring.

There is the idea that action research has a very particular goal for the reflective practitioner it's focused on an interest which is investigated and leads to certain outcomes.

Aspects of Action Research

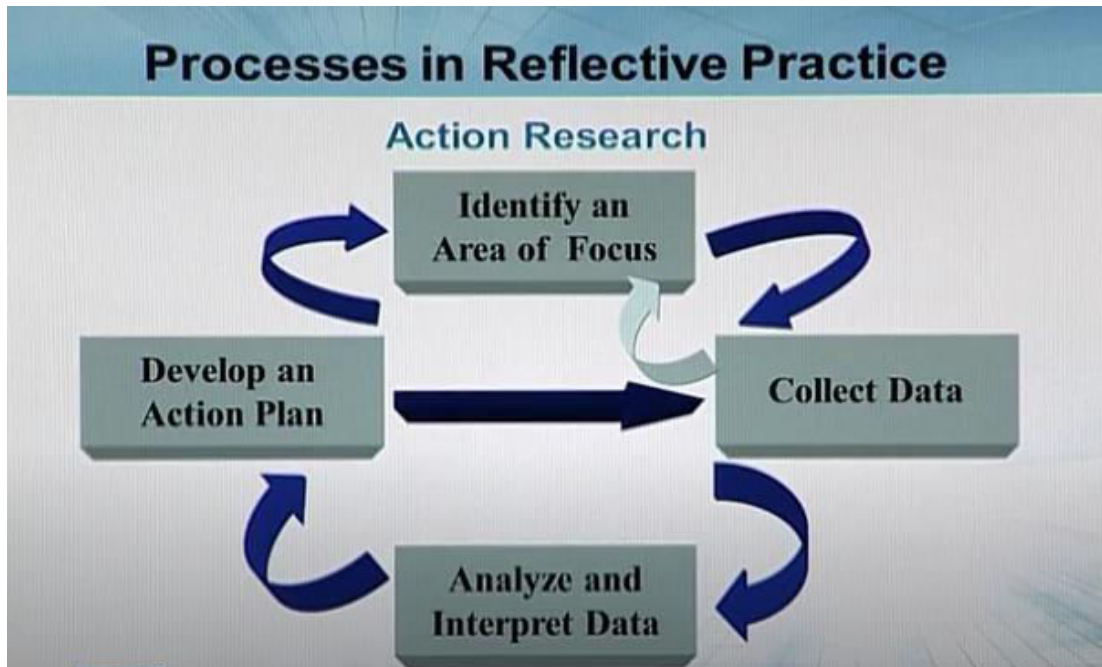
Practical	Participatory
Studying practices involving individual or team-based enquiry	Studying social issues that constrain individual lives
Focusing on teacher development and student learning	Emphasizing equal collaboration
Implementing a plan of action leading to the teacher-as-researcher	Focusing on —life-enhancing changes Resulting in the emancipated practitioner

The Reflective Practitioner looks at Action Research as a Cycle: Action Research is a —interacting cycle

Look ↔ Think ↔ Act

We can look at certain aspects of action research and we can see that for the reflective practitioner action research comprises of two potential strands one strand is very practical applications studying our own teaching and focusing on development and student learning is an area where the reflective practitioner can focus their action research it's also about implementing particular actions in the classroom and reflecting on the outcomes of those actions from the practical point of view action research sees the reflective practitioner as a teacher as researcher and does not draw a distinction between the role of teaching and the role of researching action research also has a participatory strand and this is an understanding that reflective practice and action research to support reflect practice is collaborative and more than just being collaborative it is equal between participants in the process it's about studying activities and issues for individuals and focusing on the process of change that people are going through and in this sense the reflective practitioner can be seen as an emancipated practitioner somebody who is moving forward and changing.

Action research has a very simple formula it's about interacting with the environment and therefore it's about looking at what is occurring looking at patterns of behavior and reflecting thinking about those and then using that investigation the looking and the thinking in order to develop some action and what we can see from this is that action research for the reflective practitioner starts to build into a cycle of activity.

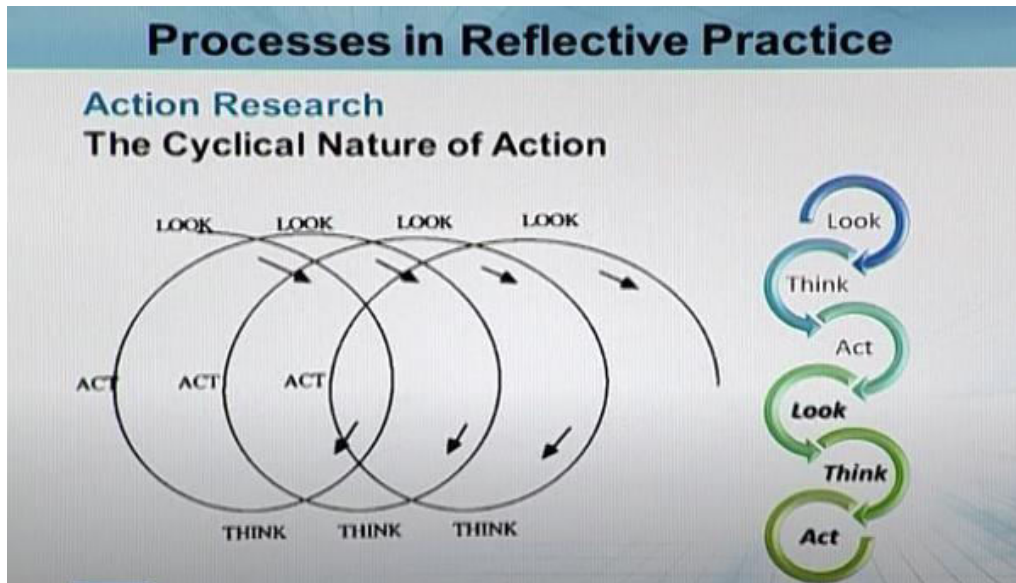


Action researcher the reflective practitioner is identifying an area of interest something which is an important focus and from this is developing an action plan and collecting data to support the investigation of that focus and from the data there of course is analysis and interpretation of that data which can lead back into further action planning and can refocus the area of interest for the teacher.

The Cyclical Nature of Action Research:

We can view the action research approach for the reflective practitioner through a number of diagram

So, we can see that action research for the reflective practitioner follows a cycle of Investigation and we can represent the cycle through a number of diagrams.



Usually when we talk about action research we think about a spiral of activity because we have to remember that investigate the practices in the classroom is a part of an iterative process, we are looking thinking and acting looking thinking and acting so we can see that action research can be quite powerful for the reflective practitioner because of the cyclical nature and because of because of the iterative process that the reflective practitioner is engaging with

Topic 210

Action Research: 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 emphasizes 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 theorization, 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-theorizing practice, or adding to knowledge, but is also aimed at improving practice.

So for the reflective practitioner engaging in action research the individual needs to engage with the cyclical nature of the process and by doing this the reflective practitioner is engaging much more critically with their experience in the classroom and also engaging in critical reflection critical thinking around that experience and what's important to remember is a reflective practice always needs to lead to action and so action becomes a significant part of the action research cycle.

Therefore, reflective practice using action research is a very deliberate process it's not about exploring and trying to understand it's about investigating in a very focused and deliberate way so that that leads to action and therefore change.

Therefore, the reflective practitioner is looking at action research as a means to provide solutions to problems it's very much focused on helping the individual problematized their teaching and look for ways to improve the issues which are being uncovered.

Action research is very personal but it can also be focused around a group of individuals and what we have to remember is that action research for the reflective practitioner has greater validity if the investigation is shared with others and is a collaborative participatory process.

It's there for identifying the problems and looking for solutions through investigation and action.

What we have seen through diagrams is that this cycle therefore needs to be repeated through a spiral of activity a number of iterations around that problem fine-tuning the investigation and fine-tuning the action around the issues discovered.

Therefore, this spiral helps us understand the actions that were undertaking in the classroom from a very focused and detailed point of view.

These spirals are known as the action research cycle and they form a very key feature of action research.

This provides an emphasis for us as reflective practitioners because reflection is not just a one-time activity it is something which occurs and recurs throughout our practice.

The trying out of ideas then is a useful part of this process it's about trying to find ways to improve situations trying to find new ways of doing things and of course these may not be perfect the first time we do them so the reflective practitioner is using action research to undertake actions and then to reflect on the actions and improve make changes in order to undertake further actions and so leading to much improved practice over time.

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**

This provides opportunities for the reflective practitioner to work with colleagues to share understandings with colleagues and this brought draws out the participate relate nature of action research.

This participates or nature helps in meaning making and sense making from the information and from the actions which bring about the information that we are using.

What we must remember is that action research for the reflective practitioner becomes a transformative process it's not about staying static with practice but deliberately making changes and improvements

Topic 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

Why should the reflective practitioner engage with action research well action research helps the reflective practitioner base their teaching on techniques which are proven to work and it allows through this framework the reflective practitioner to try out new ideas and to simultaneously effect assess the effectiveness of those ideas.

Perhaps most importantly for the reflective practitioner is that this process enables the individual to build up their confidence as a teacher develops their identity as a teacher.

It also contributes to the body of knowledge that we have about teaching and learning about education and for the reflective practitioner it builds a better understanding of their role within the school and the role of others within the school environment with whom they interact and, in this sense, reflective practice which uses action research provides an opportunity for meaningful change useful change very practical change in teaching and learning.

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

There are number of different levels that the reflective practitioner can consider for using action research perhaps the most obvious is action research in the classroom for the individual practitioner this is where the teacher is trying out new approaches perhaps different techniques and applying different understandings to their actual teaching practice but action research can actually happen at different levels as well for example with groups of teachers within a department investigating certain activities.

It can also occur at the whole school level including administrator's managers and others who are interacting in the school environment and it can even go beyond that into the larger education community and perhaps even involve parents.

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?

So the question is how does the reflective practitioner embark on this process of action research well the starting point has to be for the reflective practitioner to gain a clear focus area for investigation this is the most important starting point and it's through this that the reflective practitioner begins to find their skill to fine-tune their skills in the classroom and to find their professional identity and we do this the reflective practitioner does this through looking at particular areas of interest that they have or particular problems that they're finding and using this as a focus for the investigation and from this then the reflective practitioner needs to identify questions which can be investigated and the important thing to focus on is questions which actually can have answers and because it is an iterative process and will occur over time because reflective practice takes time it's important then that any questions which are being investigated are of interest even you could say that you're passionate about because otherwise it becomes a very dull and time-consuming activity.

So, if there is a problem or a question you'd like to look at as a reflective practitioner a question to ask yourself is to look at the problem and how can you change that problem how can you make the situation better how can you facilitate some change for improvement.

Sources of Information

- **Studies published in books, journals, periodicals, technical reports, and academic theses and dissertations available either in print or online.**

The sources of the information for reflective practice are of course things like observation and maintaining a journal but there can be other sources for example peers' colleagues in the school and also reference texts where you're looking at understandings from a broader perspective and trying to bring those to your own practical experience.

Conducting Action Research Steps

- Identify the question, issue or problem
- Conduct a literature review
- Define a solution
- Apply the solution and collect the data
- Analyze your findings
- Report your findings
- Take ACTION

There are certain steps that we can think about as reflective practitioners first of all identify the question identify the issue or the problem the focus area that you need to address and then from that look at the literature and maybe even talk to colleagues about this particular issue this particular problem and try to understand what the theory what others say about this particular area and from this attempt to define a solution for yourself because in defining the solution

you're putting into place an action plan and it's through activity through the action plan that you will start to collect data collect information which you can reflect on analyze and use then in order to take further action through the iterative process of action research.

Topic 212

The Nature of Action Research

In order to use action research as a process for reflective practitioner we need to understand the fundamental nature of action research perhaps most importantly action research is empirical it's based in experience it's also it also needs to be very systematic in terms of the way it's operationalized and what we need to make sure is that the action research process is both reliable and valid in terms of the outputs and usefully action research can actually take a number of different forms.

Research is empirical

The empirical nature of action research focuses our attention on evidence from real life experience from our Sense experience and it's therefore very practical to us it draws information together for us as reflective practitioners which we can use to inform our practice it's acquired knowledge in a sense and it can use any number of different instruments in terms of data collection questionnaires are very popular things like checklists taking notes

Research is systematic

This process then is part of if you like a scientific method that we are applying to the social activity in the classroom in the sense that it's based on a scientific process it is very much about identifying a problem reviewing the information and collecting data in relation to that particular problem and then analyzing the data and drawing conclusions which guide further actions.

Research should be valid

Action research as part of the reflective practice process must be valid and reliable in terms of validity we can consider both internal validity and external validity internal validity is simply recognizing the fact that action research produces data produces information and that information needs to be interpreted and consequently the reflective practitioner needs to ensure that the interpretation of that data is accurate and then there's also external validity this is important because the reflective practitioner needs to understand that the action research process is adding to the body of knowledge about teaching and learning and therefore we are always looking at data from the point of view of being able to generalize their understanding to other situations other contexts.

Research should be reliable

Reliability of the information that we collect concerns how consistent it is and is a premise in the understanding that the methods that we use to collect data are robust and do not lead to miss interpretation of information.

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.**

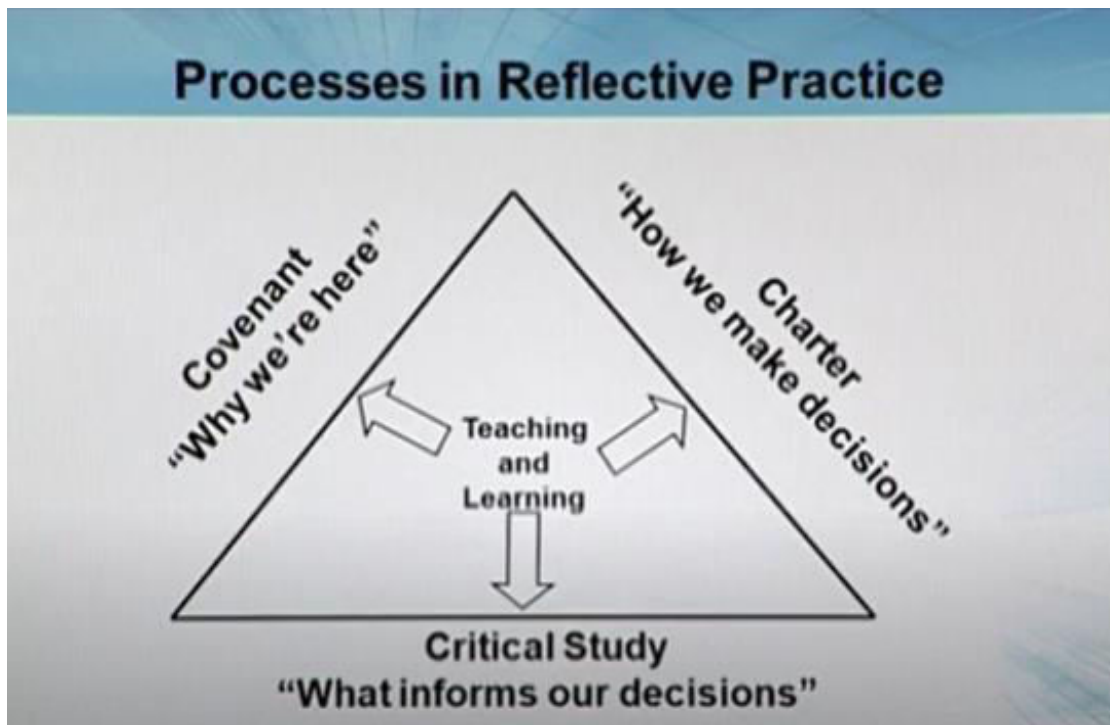
It can be operationalized in a number of ways action research can be both basic or applied action research the primary purpose of basic action research is for the reflective practitioner to extend their knowledge their understanding of their practice.

The key purpose of applied research is about identifying a problem and working towards a solution which is perhaps immediate but certainly practical.

Topic 213

Action Research for Continuous Improvement

For the reflective practitioner we can see that the process of action research is then a process of continuous improvement and there are certain aspects of this continuous improvement which we can look at diagrammatically.



- 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, emphasizing formative as well as summative data

we can see here that the reflective practitioner who's engaged in a continuous process of improvement of their teaching and of improvement in learning outcomes is guided by three key principles one principle is that there's an agreement and understanding a covenant that the individual practitioner has about their role in education for example why am I here why am I doing this it under pins the notion that the teacher sees in their profession a particular purpose are valuable undertaking there's also what can be known as a charter for the reflective practitioner or in other words a code of working as a reflective practitioner and we can understand this in terms of how we make decisions as teachers and as researchers of teaching and these come together to help us understand that what we are doing with action research is looking at our practice from a very critical point of view and action research then is a critical study of practice and we can consider this in terms of what informs our decisions that we take in the classroom and therefore action research as a continuous process can be seen as a process which helps schools develop themselves and helps schools realize increasing levels of success it's also enabling of teachers working together collaborating and supporting students in their learning to maximize the outcomes.

It includes therefore certain decisions about actions taken in the classroom and the data which is collected from investigations after actions and therefore data can be both formative and summative formative in the sense that it can help us make further decisions and summative in the sense that it can help us make conclusions.

Professional Learning Communities

- 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

Therefore, professional continuous learning through action research is or can be based on collaborative conversations with peers and even others like parents and could certainly include students.

There will also be a focus on the outcomes of action research on the results of the process of action research and therefore the teacher and the school community has accountability and responsibility for these outcomes for these results.

In this sense when the reflective practitioner is participating with others in the school in in a community environment there are professional learning teams and action research helps such teams develop and use information successfully to engage students to help students develop and to realize then improvements in outcomes are for learning in the educational setting.

Consequently, improvements a further reflective practitioner need to be recognizable and consequently then the process of action research and needs to be very smart there are smart goals for undertaking action research in the classroom and for the reflective practitioner working with action research as a process of reflective practice.

Action research or we can actually call it a teacher inquiry will inform the practice of the individual teacher it's not an academic activity as such it's very much a practical process for developing skills and knowledge and it's useful especially where students are experiencing difficulties because this can help the teacher support students in a much more focus and practical way.

Therefore this process of continuous improvement is not just for the individual teacher but it's for all teachers that are working in a school and also for the students.

Topic 214

Action Research: 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.**

So action research is a process of thinking about practice and it's about acting on problems and issues and therefore an important part of this iterative process is about gathering data and there are a number of options that the reflective practitioner can use in order to gather data to inform the reflective practice process and it's important for us to realize that we need to choose the techniques not only which are appropriate for the aspect of our teaching which we are investigating but the techniques which we feel most comfortable with and which we feel are going to give us the most valuable data.

Techniques for Gathering Data

- **Reflective Journal**
- **Portfolio**
- **Observations**
- **Interviews**
- **Questionnaires**
- **Case studies**
- **Checklists**

Techniques that we can use for action research are actually no different to the techniques the tools that we can use for reflective practice in its own right things like reflective journals and building a portfolio are useful strategies for collecting data as part of action research undertaking interviews with students or even with colleagues generate data for us as part of the action research cycle and things like checklists can be useful for us to use an over a period of time as we monitor activities actions in the classroom and perhaps very usefully and certainly most useful in terms of building a community of practice observation can be used as a technique for gathering data having colleagues observe you teach and giving you feedback and you engaging in a process of discussion and exploration from somebody observing is a useful method for gathering data and also are you observing colleagues in the school can be another means for you to gather data about your own practice.

Guidelines for analyzing Data (Do)

- **Design a system for analyzing your data**
- **Look for themes or pattern to emerge from the data**
- **Share your**

So once we have the data we have to analyze that data and in terms of analysis there are certain things that we really must do and certain things that we must avoid in terms of our analysis perhaps most significant in terms of analyzing information analyzing the data from action research is that we are searching through the data to find themes emergent themes that becoming full important for us the nature of action research is such that the data we acquire is somewhat

tacit and therefore we need to look through the data a number of times and look for recurring ideas recurring themes in the data and where we can focus our attention and this can be there for usefully engaged with in terms of others in the school environment looking at the data ourselves is good but having other people look at our data can also be a very useful technique in terms of analyzing and understanding the information that we have acquired.

Guidelines for analyzing Data (Don't)

- **Let your previous assumptions guide your analysis**
- **Censor the data you have recorded**
- **Look through your data only once**

There are certain things that we ideally should not do in terms of analyzing data and perhaps most what's most difficult is to put our assumptions aside when we are looking at the data we have to try to be as objective about the data and in a sense objectively subjective about the data we can't remove ourselves from the information and their interaction with it and therefore the analysis will always be somewhat subjective but we must be honest and open about that subjectivity and in order to get more clarity about the data and their interaction with it and of course the data that we collect must not be censored in any way the data that we have is the data that we need to use and we must not arbitrarily cut information simply because it doesn't help us we need to look at all the data that we are requiring in its entirety and use that information in order to guide our process and of course reflective practice is iterative and therefore it's not a one-time activity it's a process which occurs with great regularity certainly at least on a weekly

basis it can of course even be on a daily basis or even more than that it could be on a session by session basis perhaps following the teacher through a number of lessons in a school day.

A Process for Analyzing Qualitative Data

- Write continuously...What are you seeing? What questions emerge? What is your 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: Process, Collaboration, Improvement, Practice, and Communication

Therefore, it is very much a process of continuous writing for the reflective practitioner what are you seeing what questions emerge from the data as you look for themes and what understandings can you begin to develop and what problems you can begin to see from the data.

You need to draw the themes together to identify the key points that the main issues which are becoming apparent and it's through this that the reflective practitioner gets a clear focus for action research and therefore action research is very useful in terms of developing skills as a reflective practitioner it is collaborative and it improves practice and is reliant on communication between individuals in the work setting and as an entirety it can help improvement both in the short term and in the long term.

Topic 215

Appreciative Inquiry: An Introduction

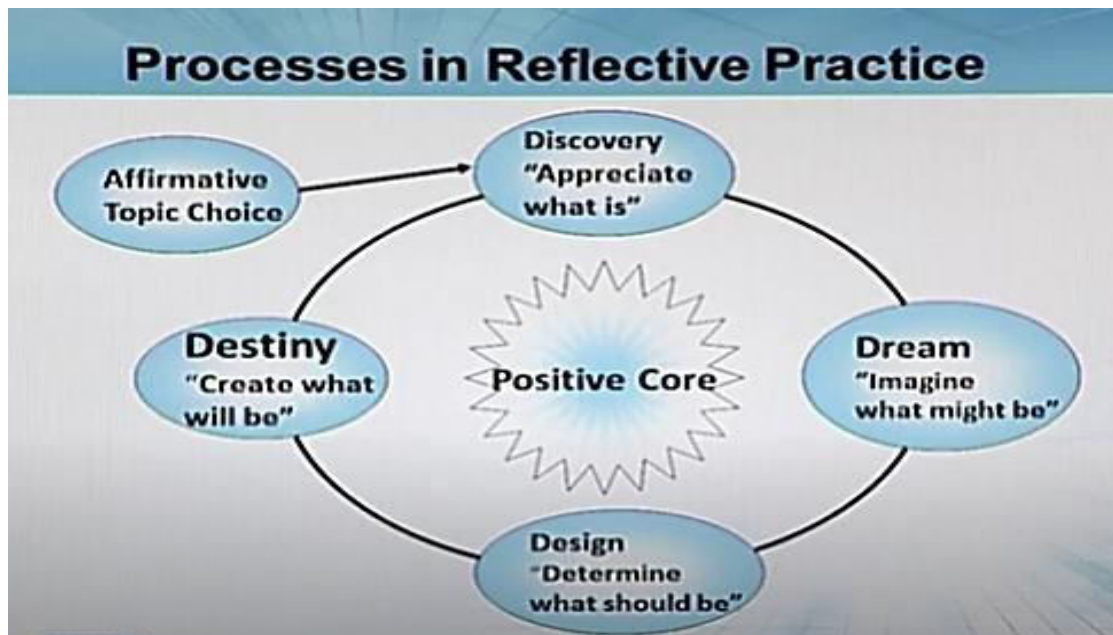
- Appreciative Inquiry (AI) is the study and exploration of what gives life to human systems when they function at their best
- This approach to personal change and organizational change is based on the assumption that questions and dialogue about strengths, successes, values, hopes,
- An Introduction 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?

Appreciative inquiry is another process of reflection for the reflective practitioner and appreciative inquiry is different to action research appreciative inquiry is a study of ourselves of people of systems though that engages us and that we work with and how these systems work successfully work productively.

This approach of appreciative inquiry is about change it's about personal change and it's about organizational change and it's also about professional change and it's based in certain

assumptions and these assumptions are that by constantly questioning and constantly engaging in dialogue about our practice we are creating that change that personal organizational and professional change it changes our strengths if bills helps us build on our strengths it challenges those areas that we want to build on in terms of success it helps us develop the values and the beliefs that we have and it helps us work with our hopes and our dreams about ourselves as teachers and in this sense appreciative inquiry is a transformative process for the reflective practitioner therefore let's look at a simple understanding about appreciative inquiry the idea about reflection is that if we are always focusing on problems we are always going to find problems and appreciative inquiry helps the reflective practitioner look at their practice from a different perspective and that perspective is about enhancing magnifying the successes that we experience.

It helps us imagine the difference that we can make it helps us understand that certain aspects of our practice don't need fixing they need enhancing and indeed they need to be valued and celebrated and it's through this understanding that the reflective practitioner then improves so for example we can consider two questions an action research question might be well what problem do I need to fix and how do I fix it and that's a good thing to do but appreciative inquiry has a different premise the premise might be well what works well in my teaching and how can I enhance this so you can see there's a different perspective around appreciative inquiry for the reflective practitioner in comparison to other strategies for reflection and certainly in comparison to action research.

4D Cycle of the AI Process

- **Imagine the difference**
- **What works well in myteaching? Vs.**
- **What problems do I need to fix to make my teaching better?**

So for appreciative inquiry we can again look at a cycle in terms of the process and there is a particular cycle that we can use called the 4d cycle and we can see that cycle here at the center of the process of reflection using appreciative inquiry is a positive and productive understanding of our teaching as a whole there's a positive perspective of ourselves in terms of our professional identity our teacher identity the focus for appreciative inquiry is not about fixing problems but about using that positive central standpoint that positive focus to generate change and transformation for the individual so part of the 4d cycle is about discovery it's about appreciating

aspects of teaching that the teacher is using what is working well what is being productive what successes are being realized in the classroom or in the school it's also about dreaming it's about the reflective practitioner imagining how the positive aspects of their work can be enhanced can be transformed even further so that they can enhance and transform their practice and another aspect of the 4d cycle is about design determining what should be in relation to practice not from again the standpoint of fixing a problem but looking at positive attributes and building on them and another aspect of the 4d cycle is about destiny in other words creating what will be what improvements will be what successes can be realized through the process of inquiry so 4d is discovery dream design and destiny and is premise around a positive notion of the reflective practitioner and the choice of discovery is about affirming in a very positive way the identity that the individual reflective practitioner has and this affirmation of practice needs to be a positive choice rather than looking at problems need to be about looking at strengths and enhancing those strengths.

So imagine the sort of difference that this can make for the reflective practitioner it's not about fixing problems and the notion then is that there are always problems to fix because this has a negative connotation to it the idea that we are not doing very well and therefore we need to do better appreciative inquiry is about identifying what we are doing well and using that to develop our skills and our understandings further so that we are constantly transforming our practice and therefore realizing ever increasing ever higher quality of practice in the school environment

Topic 216

Appreciative Inquiry: An Introduction

Problem-Solving

- 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?

The reflective practitioner can compare and contrast appreciative inquiry with action research with problem solving the key focus of problem solving is about identifying problems the root causes of issues that they're experiencing in the classroom and we can do this through various ways through brainstorming the ideas around those problems and brainstorming solutions trying them out in the classroom and then Illinois analyzing the results and there's a particular metaphor an expression that we can use to describe this notion a problem solving for the reflective practitioner and that's empty Qing involves problems which must be solved.

Appreciative inquiry in contrast to this is looking at well what might be and what is a situation what might be an improvement to what is perhaps already working very well what creation can the individual teacher bring to their teaching and which will enhance it further and therefore the metaphor here that the reflective practitioner can consider is teaching is a mystery a journey that they're engaging with which is exciting and interesting that they're passionate about and that they can embrace as a process.

So the reflective practitioner using appreciative inquiry as a process for reflection is therefore focusing on themselves when they're being exceptional when things are going very well and therefore reflective practice from this point of view focuses on making improvements not to solve problems but to enhance things further and therefore it challenges the notions that tend to exist around practice the deficit language the we tend to use what needs to be improved because

there's a problem there and looking at it from a different point of view, therefore if we think about the 4d model of appreciative inquiry it requires certain and personality characteristics from the individual teacher and one key aspect there is about having a certain positive attributes that you can look at in your teaching certain positive qualities that you're bringing to the classroom as a teacher examples of positive attributes might be about looking in detail at a particular lesson at a particular point in time in your teaching when you were performing exceptionally well where you were enjoying your teaching and the students not only were enjoying teaching but were experiencing higher levels of achievement, and therefore this is a good starting point for appreciative inquiry these positive attributes to build from other core of appreciative inquiry.

Another thing that the reflective practitioner can consider by using appreciative inquiry is to in a way have a wish list of how they would like things to develop to improve because reflective practice is always about change appreciative inquiry is always about transformation about personal and organizational and professional change and therefore this personal attribute for the reflective practitioner is to have certain desires so certain wishes about how they want that change to occur how they want that transformation to take place and the benefits of that transformation.

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

So we can consider certain underlying benefits of appreciative inquiry it's a very powerful process for an individual teacher and it's powerful because it is very affirming of positive practice and therefore build confidence and generate motivation it helps the individual build relationships within the school environment which are supportive and positive and positively constructive and it enables then teachers to be heard in terms of their professionally which helps teachers envisage improved futures where the strengths of their identifying our building and building and building over time it as a process allows teachers to be very particular about the contributions that they are making to their practice choosing very carefully the positive changes which are going to enhance further the positive attributes which they've identified in their teaching and the process of appreciative inquiry because it's so supportive gives teachers the will to act provides motivation and encouragement to always move forward rather than focus on trying to solve problems and it's very encouraging then and this is a key aspect of appreciative inquiry which the reflective practitioner can use to generate over time increasing levels of interest in the profession

Topic 217

Appreciative Inquiry: 5 Principles of AI

Processes in reflective Practice

Appreciative Inquiry

5 Principles of IA

5 Principles of AI appreciative inquiry as a process for reflective practice there are five principles that we need to understand about appreciative inquiry one principle is that the process of inquiry which is based in positive attributes is

- **Constructionist:** in theory in other words the individual practitioner is building knowledge based on experience and is perceiving that knowledge and experience from a very unique standpoint
- **Simultaneity:** it's also about a simultaneous process the process of change begins the moment the individual teacher asks a question and another key principle of appreciative inquiry is that it starts to create a narrative for an individual and for a group of practitioners which means that everybody can interact with that narrative there's if you like it becomes an open book for everyone to see.

It's also anticipated or in the sense that appreciative inquiry can facilitate change which is very profound over time it helps the individual take positive attributes of their work and actively work with those to enhance them for the future and of course appreciative inquiry has a key principle

of positivity they more positive the question that the individual asks then the longer lasting and the more profound the change will be for the individual.

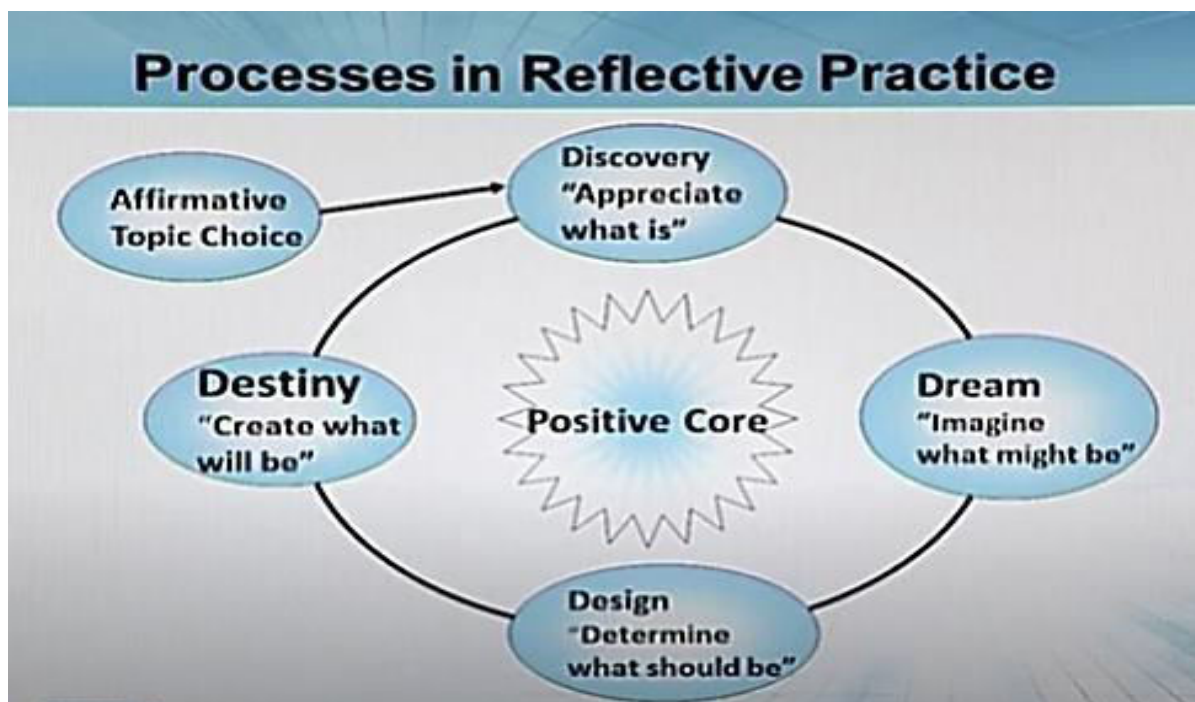
Key Understandings of AI

- **Appreciative/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**
- **The 4D Cycle**

There're key understandings that we can relate to appreciative inquiry what we need to understand is that we are always valuing the best of what we can do as a starting point for the process of Investigation we are also looking at what might be based on that positive standpoint how we can improve things for the better from a starting point which is already very good and it's therefore important for us to understand that it's very much about innovation and creation rather than problem resolution and is important for us then that appreciative inquiry is cooperative and collaborative because that helps build the narrative about the role that we take on.

It's because of this collaboration then and the fact that appreciative inquiry opens up dialogue about ourselves as teachers that we start to build new understandings and develop new perspectives about our roles in the school about the strategies and the techniques that we apply to teaching and it's this which is the key process of transformation for us rather than solving a problem it's about generating new perspectives.

The 4d cycle helps us understand these principles are much more clearly as we saw before there are four components discovery dream design and destiny and we can think of destiny as delivering working in the classroom to create and to innovate



The 4D Cycle Can Be Expanded

So, let's look at these components of the 4d cycle in more detail the starting point perhaps is discovery and for the reflective practitioner using appreciative inquiry this is about identifying an individual or an organizational process that is working very well that is being productive and has positive outcomes.

This leads the reflective practitioner to envisage what might be and what could be in relation to these positive starting points looking to innovate based on a very strong foundation and then the next part of their 4d cycle is to think about how to action particular changes planning and prioritizing processes and strategies that can build on the positive aspects which have already been identified and which will work well in relation to building on that positivity and then destiny or delivery this is the implementation of the design where the reflective practitioner is working with the new techniques trying them out and realizing new potentials and new innovations which can build on the fact the strong foundations they already have.

The 4D Cycle Can Be 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 prioritizing process that work well
- Destiny: The implementation of the proposed design

Topic 218

From Appreciative Inquiry to Transformative Inquiry (Part 1)

Appreciative inquiry

Appreciative inquiry as a process for reflective practice is a transformative process and it can be considered as a process of critical enquiry.

Critical inquiry

Critical inquiry is a very specific thing that we need to reflect on. Critical enquiry is very systematic as a process and aims to look at much broader perspectives around education much wider issues and critical inquiry therefore holds for the teacher as researcher the reflective practitioner certain requirements in terms of objecting and generating objective knowledge and developing new understanding around education and around teaching.

It is different because it can be very inclusive but it can also be very dialogic in terms of process, teachers sharing and collaborating together within the closed environment. Critical enquiry therefore has a vision, a longer-term perspective for the reflective practitioner in terms of achieving a particular goal, certain results which lead to revision view of the world in which we worked.

Compare and contrast appreciative inquiry with critical inquiry

What is useful for us to do then is to compare and contrast appreciative enquiry with critical enquiry and we can see here in the chart that there are commonalities between critical inquiry and appreciative inquiry and differences.

	Critical inquiry	Appreciative inquiry
Driver	Logic of analysis Find what's wrong, broken or missing/find solution 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.

The driver of critical enquiry is very much about the reflective practitioner engaging in a logical process of analyses breaking components of their practice down in two aspects of the work that they can investigate and find solutions for, but the driver of appreciative inquiry is about realizing the foundation of the strengths and find ways to either confirm those strengths or to build on those strengths.

Critical inquiry has a particular knowledge focus and which is based in problem solving, identifying negative experiences and attempting to change those. Whereas the knowledge focus for appreciative inquiry is always positive and unique to the individual in terms of their experiences.

The epistemological background for critical enquiry is very much looking at things from individual perspective and how knowledge is created constructed over time and there is a greater stress is on understanding compared to appreciative inquiry where the stresses is on meaning and on significance to the individual.

There is also a value component to critical inquiry which is the about intellect and reason trying to objectify knowledge. Where is for appreciative inquiry it is very much about intuition and imagination and how the transformation conducted over time.

Another focus for critical inquiry is the approach that it is looking at negative aspects and trying to change them into positive components whereas, with appreciative inquiry the approach is actually to build on positive components and rather than looking at things negatively looking at things from an opportunistic pointed of view. For critical inquiry there is also a dimension around the context.

The space-time dimension for critical enquiry is very wide and very long term but for appreciative inquiry it is very much focused in the immediate work of the practitioner.

For critical enquiry the process can be dialogic or reflectively critical but appreciative enquiry it's very much about creating and narrative telling a story and developing a story over time.

The impact of critical enquiry is very direct and does not bring itself to emancipation of freedom developing choice for the reflective practitioner but appreciative inquiry is encouraging, stimulating and promoting freedom of choice and freedom of development for the individual.

Therefore, we can say that there are commonalities between critical inquiry and appreciative enquiry and also different is in the process and the product. Appreciative inquiry is much more meaningful for the reflective practitioner from a personal change perspective and a professional change perspective. Constructive inquiry is meaningful for an organization or change perspective and outside the professional perspective.

Topic 219

Appreciative Inquiry: From AI to Transformative Inquiry (Part 2)

It's possible then to combine appreciative inquiry with critical inquiry. And when we do this, what we have is something called transformative inquiry. And this is particularly powerful for the reflective practitioner. It provides a framework that the practitioner can use, which is both logical and intuitive. And we can see in the diagram here, that there are certain aspects of transformative inquiry similar to critical inquiry and appreciative inquiry.

Aspects of Transformative Inquiry

Driver	Social change
Knowledge focus	Power in both negative and unique/shared experience
Epistemology	Postmodern stress on rational meaning. Retains a critical realist orientation.
Value	Reflectivity modulated inquiry. Not everything goes.
Space-time dimension	Natural, Modulated choices through social reflection.
Process	Wide-continuous through the immediate
Impact	Collaborative, situated judgments
Impact	Second order learning.

Driver

The driver for transformative inquiry, combining critical inquiry and appreciative inquiry is about social change. The driver is very logical and affirming of practice by the teacher, and therefore this produces a change within the context of work.

Knowledge focus

The knowledge focus for transformative inquiry is based in aspects of power. From the critical inquiry perspective, it's about changing the negative into positive. And from the appreciative inquiry perspective, it's about taking what is unique and sharing that with others, sharing experience and learning from shared experience.

The epistemological background for transformative inquiry

The epistemological background for transformative inquiry is stressing on meanings, both which are oriented to the individual very specific relational, to the individual in the context in which they work. And critical in terms of where the thinking where the understanding develops within the broader social context.

Value

The value of transformative inquiry is understanding that not everything is relevant. And therefore, the process of reflection and the process of change is modulated over time. Sometimes there's more to change, and sometimes there's less to change.

Approach

The approach with transformative inquiry is therefore quite neutral, it can be highly critical, but it can be also highly appreciative. And these tend to balance each other out.

Space time dimension

In terms of the wider perspective of teaching and learning, it combines the wide continuous aspect of critical inquiry with the immediate present and the immediate experience of the practitioner.

Process

The process, therefore, is both collaborative and situated in judgments about what is good and what needs to be improved.

Impact

The impact is much greater than either critical inquiry or appreciative inquiry individually, because it builds on an ongoing recurring thinking about practice. So transformative inquiry, claims to combine the mobilizing aspect, the mobilizing appeal of appreciative inquiry, with the reason and the logic of critical inquiry. And therefore, it claims to improve, to inform the professionalism of the individual practitioner, helping that process of transformation into higher levels of practice.

Therefore, it helps build communities of practice and therefore, includes voices of others in the process of transformation. By making these connections, the ripple effect of change is a key component of transformative inquiry. Because of the connections and the networks, a circle of

influence increases, there is a recognition that transformative inquiry becomes a process by which the teacher can understand power relationships, within the teaching role.

Because of this greater understanding, there's more awareness of the consequences of actions in the classroom. transformative inquiry though the way this impacts on students learning, it in a way combines appreciation and criticality so that there's a practical reason around actions which are being taken in the classroom. It's all these coming together, which enable the reflective practitioner to begin to develop much higher levels of learning as reflective practitioners.

Topic 220

Appreciative inquiry: The 5-I approach

The SOAR Process

Appreciative inquiry is a valuable process for reflective practice. And there is a particular approach that we can use for appreciative inquiry called the 5-I approach. And this is based on a premise called S, O, A R. SOAR represents strengths, opportunities, aspirations, and results.



Strength: We use SOAR so that we can identify the strengths of our practice. And from the appreciative inquiry point of view, this is identifying what is positive, and finding ways to build on that.

Opportunities: And then, we are looking at opportunities from the strengths, or in other words, what are people asking for? What do they want that we can use as a guiding light to help us develop our practice?

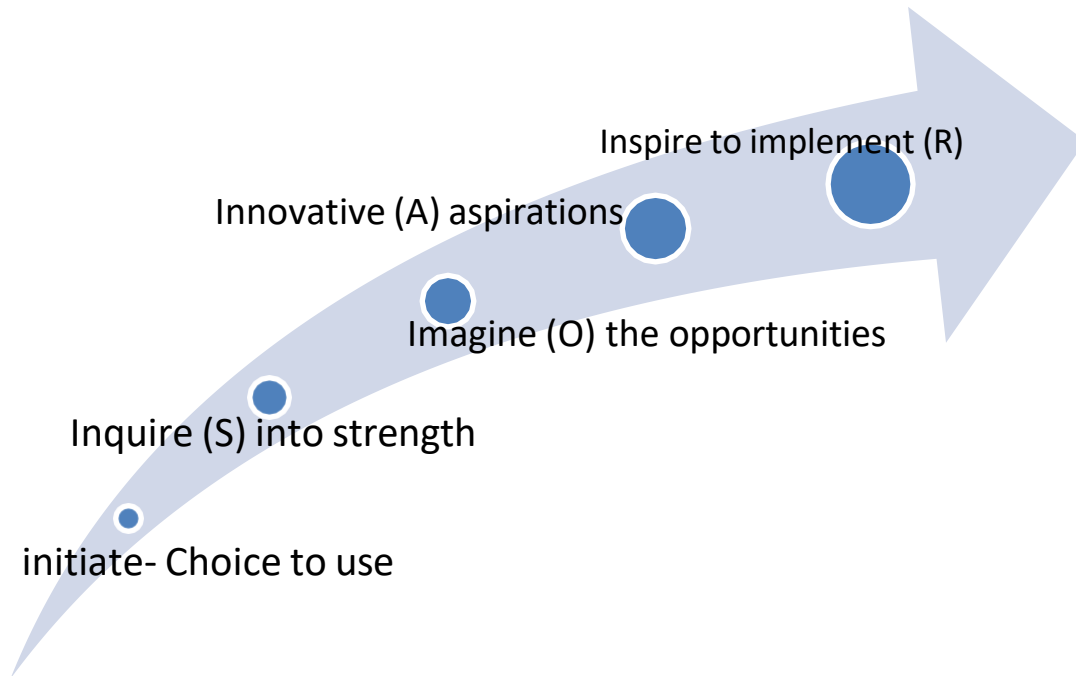
Aspirations: The next component is aspirations. Or in other words, as practitioners as professionals, what do we care about? What do we want to achieve? What are our goals?

Results: And then, we have results. How do we know when we are actually succeeding in achieving higher levels of practice?

The 5-I approach provides a framework, a very strategic framework for the reflective practitioner to use which helps them understand the process of appreciative inquiry, and gives a strong structure to follow in terms of undertaking appreciative inquiry.

The 5-I approach

The 5-I approach uses a framework of key words to help us move through the process of inquiry. The first is initiate how do we actually identify what we want to do, and then inquire the process of collecting data, and investigating. And then imagine, imagine what can be how we can change things, transform things for the future, and then innovate, and inspire. In other words, being creative, around what we're doing so build on that practice.



Initiate

If we look at the diagram, in this diagram, we can see here the first I of the 5-I approach which is initiate. This is where the reflective practitioner is making choices about their teaching, making choices about the methods to use to investigate their teaching. It's about understanding what they can build on for the future.

Inquire

And then the next I in the 5-I approach is inquire and this is where saw becomes important. When we're inquiring through appreciative inquiry, we're starting with the strengths that we have, that we can build on. So, the inquiring process is not looking at problems, or looking at things which are going wrong, or looking at negativity, but starting the inquiry process from a point of a strong foundation.

Imagine

The next I in the five I approaches, imagine or in other words, begin to imagine to look for the opportunities. Opportunities that can enhance current practice, and that can transform good practice, into best practice.

Innovating

The next I in the 5-I approach is about innovating. And it's the reflective practitioner, innovating around the aspirations that they have for themselves as professionals. A, install stands for aspirations, finding ways to build on what is currently good practice in relation to ideas about what can be achieved and what is desired by the individual.

Inspiring to implement

And ultimately, the 5-I approach leads to inspiration, and most importantly, inspiration for implementation. And this relates to saw in terms of the practitioner achieving results from the appreciative inquiry process.

Inspiring to implement is about identifying opportunities that can be operationalized and finding ways to move practice to high levels of excellence.

So, the SOAR process can actually be done quite quickly. It's a very simple model to use, and is, therefore, the best opportunity that the reflective practitioner can use to engage in transformation, to engage in development, and to engage with other stakeholders in the school environment in the education environment. And because it is so powerful, it can lead to transformation quite quickly, or in very detailed and deep ways over an extended period of time.

Topic 221

Extension to Dewey's Work: Reflection as Rationality

Dewey's Model of Reflection

With a developed appreciation of reflective practice, what we need to do is consider models of reflection in more detail. And first of all, we can look at Dewey's model of reflection. And what John Dewey was talking about in relation to reflective practice was the process of reflection as a process of rationality. And his idea is that the process of reflection is not simply a process of looking, but a process of deep and meaningful thought, in such a way that the reflective practitioner is engaging in a very rational, logical analytical process.

In his text, he said, "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). So, this underpins Dewey's idea about what reflection actually is.

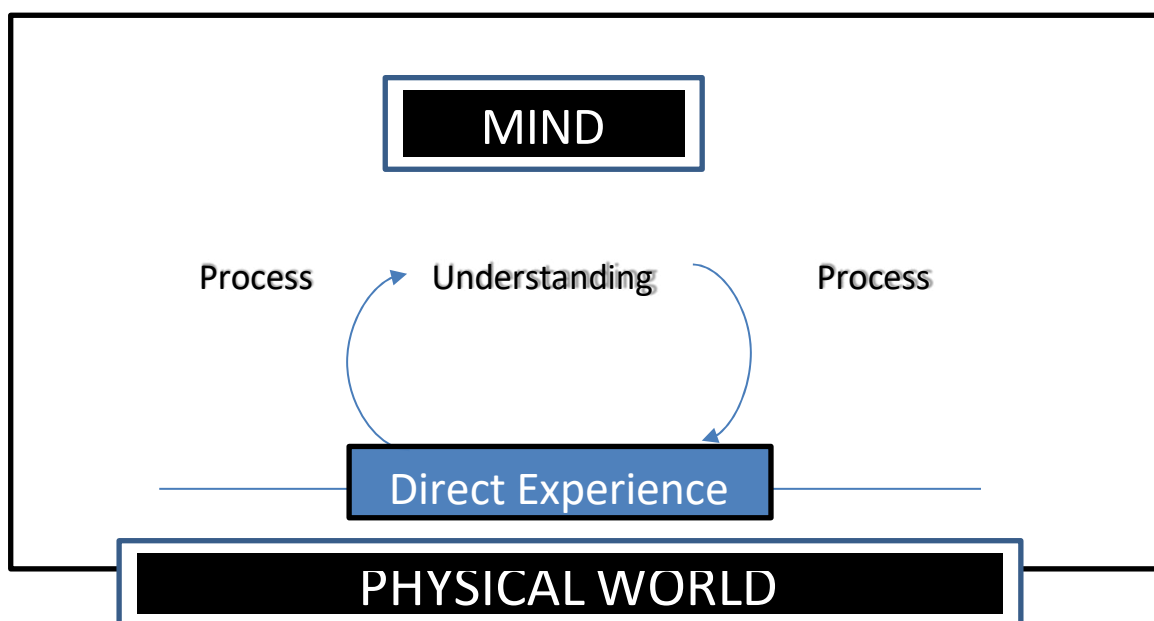
Therefore, reflection, and reflective practice is more than just going through a process. But it is indeed a very meaningful and purposeful act, a process that the reflective practitioner goes through, and it leads to desired and important outcomes. It is very active, it includes participation as a process, and leads to changes in teaching and learning. What Dewey was saying is that the whole process is a process of reaching conclusions, and identifying actions from conclusions.

Interestingly, for Dewey, the idea of reflection models, the ideas that he had about teaching and learning, the philosophical, and the other educational theories who is developing, and for him,

everything was aimed at being as practical as possible. And similarly, reflection is a very practical process from the Dewey perspective.

It is simply because he thinks about learning as a very “hands on” practical activity, that he considers that reflection and the process of reflective practice is also a very practical activity. And he places that practice within a paradigm of rational thinking and interaction with the world. Through this interaction, the individual is building experience, joining experiences together into more meaningful wholes, and using these meanings in order to construct new meanings to develop a product for themselves, their identity as a teacher, and their practice as a professional.

In its simplest form, for Dewey the reflective practice is very much comprised of interacting with direct experience, and trying to understand that experience from a very deep and meaningful point of view.



We can look at this idea diagrammatically. What Dewey is saying in terms of reflection as a rational process, is that it engages the individual with their direct experience of the world. The practitioner is working in a context in environments with philosophies and beliefs and values around teaching and learning. And all of this creates a direct experience that the individual is trying to understand. And most importantly, what Dewey is saying is that understanding is not part of a linear process. But understanding is part of an interactive cyclical process, with the physical world with direct experience. Understanding is therefore a rational and a cognitive process of mind that the reflective practitioner is engaging with. So, to achieve understanding, what this means is that the reflective practitioner is always seeking to make meaning from experience. What they're trying to do therefore, is engaged with that experience and to understand it and to construct a meaning from that for themselves as practitioners.

Topic 222

Dewey and Reflective Thinking (Part 1)

Reflective practitioner according to Dewey

For John Dewey, the reflective practice process is therefore a process of making meaning for the individual. And what this means is that the reflective practitioner

- is on a journey,
- is moving through levels of experience,
- developing levels of understanding
- gain deeper understanding from that experience, as they move through from one experience to another.

Therefore, as a making meaning process, reflection, takes experiences and tries to make meaning by joining them together into coherent wholes. Making meaning is about finding continuity between experiences in order to understand them in much deeper and greater detail. And it ensures therefore, that the individual is progressing continually as they evolve as teachers.

It also then suggests that there are certain implications to this process, implications about the values and beliefs that the individual practitioner holds, and therefore, the moral ends to which they're working. So, from this perspective, reflection as a rational process, what we have to do is think about the different ways of thinking that the reflective practitioner needs to engage with and we can look at these from different angles.

Reflective practice needs to be

- very systematic,

- very logical and
- analytical.

And consequently, the depth of analysis needs that the reflective practitioner needs to ensure that there is a lot of rigor in terms of investigating experience and cataloging experience. And this requires a very disciplined approach by the reflective practitioner, because without discipline, reflection becomes less detailed. It therefore suggests that the reflective practitioner is engaging in somewhat of a scientific process of scientific inquiry on their practice.

Because of the notion of a longitudinal development, continuity in experiences, there is the notion that the reflection does need to take place within a group within community, so that there is interaction with others, and therefore the development of ideas and understandings, making meaning from and with others.

Reflection requires some very specific attitudes for individuals, there are certainly a need for the reflective practitioner, to consider both their personal and their professional growth, and also their intellectual growth in terms of reflection, and how this is made in relation to others within the education community.

Phases of Reflection

There are certain phases that we can look at around reflection.

1. An experience

To start off with there has to be some experience.

2. Spontaneous interpretation of the experience

And therefore, the reflective practitioner has a reaction to that experience, it's very spontaneous. And therefore, the interpretation of that experience tends to be very immediate and very spontaneous.

3. Naming the issue

From this, the reflective practitioner can identify particular issues, and even label name those issues in order to bring more clarity to them.

4. Generating possible explanations

From this, the reflective practitioner is generating solutions, generating explanations for these problems in order to be able to question them, and then to find resolution to them.

5. Constructing the explanations

From this, there comes action, and then the construction of explanation into much more meaningful holes, hypotheses which explain the way things are.

6. Experimenting

With the hypotheses comes experimentation, trying things out in the classroom, seeing what works, identifying what doesn't work, and taking further action to get a much richer understanding of the hypothesis the meaning which has been made.

Significant Attitudes for Reflection

In order to do all of this, from the Dewey perspective, there are certain attitudes which the reflective practitioner needs to develop over time. And these are attitudes of things like

- being open minded,
- and having empathy for others in the profession

- the students being aware of the cultural and social and economic context in which the practitioner is working.
- And certainly, the depth of engagement requires a great deal of patience by the practitioner.
- It's also requires the ability to take risks with their teaching, and on the understanding that things may go wrong and they will need to be remediated another time.
- And of course, the need for feedback and to work with feedback in a very constructive and positive manner.

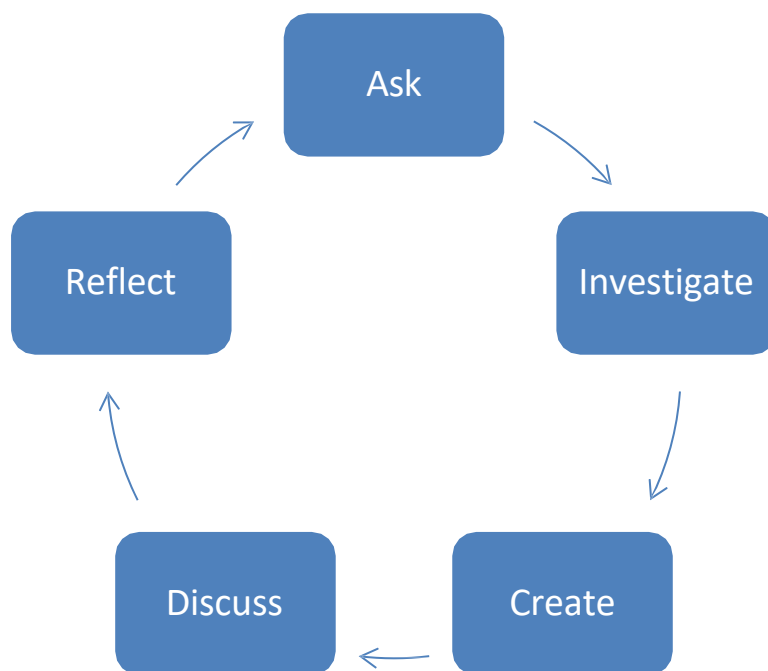
Topic 223

Dewey and Reflective Thinking (Part 2)

Modern interpretation of John Dewey's Cycle of Reflection

Let's look at a modern interpretation of John Dewey's cycle of reflection.

And nowadays, we can think of this process as a process of inquiry, given the fact that we understand that the process of reflection is a process of the teacher inquiring into their own practice. And we can see this diagrammatically.



Dewey's model of five stage cyclical process

Here we can see that Dewey's model is put into a five-stage cyclical process. very simply identifying a process where the reflective practitioner is inquiring into their practice, and developing meaning, and professionalism as they reflect.

Ask

The starting point is to ask a question about practice, asking what could be improved, asking what needs to change in order for things to improve,

Investigate

And through this then investigating, in some sort of detail, how to make those improvements and investigating or to understand the components of those change needs.

Create

From this, the reflective practitioner creates a new approach to teaching a new technique to try out and puts this into practice in order to make the reflective process meaningful for themselves.

Discuss and reflect

And then to discuss with others, the outcomes of that action that they've engaged with helps the reflection process. Because it's from this deeper level of reflection, that the practitioner can ask further questions, and so engage in this continuous cycle.

Pattern of reflective thinking

- Problem identification
- Problem analysis
- Solutions
- Criteria
- Implementation

Problem identification

And so, what we think about in terms of the cycle is that there is definitely problem identification and problem analysis. And from this labeling of problems, the reflective practitioner is seeking solutions. What we are talking about here in terms of a process of inquiry, is that the solutions are based on certain criteria. Developing understanding for us, as reflective practitioners help us identify particular standards, particular criteria that we can use to assess the change process. And from this addition of criteria becomes new implementations in the classroom, which are improvements on what has been gone before.

And so, for problem identification, it's good to think about particular questions we can ask, what is the specific problem, for example? And what are the words the labels that would use to define that particular problem? It's important for this process that Dewey is describing this process of rationality, that we're constantly questioning and trying to provide names to these problems, so that we can be much more analytical about them.

Problem analysis

Problem analysis includes questions about trying to understand the nature of the problem, and how the how the problem actually occurred in the first place. This takes the reflective practitioner to an additional step of rationality, where the detail is provided, which can lead them to the next phase of action, which is understanding the problems that can get in the way and understanding how to find solutions to overcoming those problems to new change actions.

Problem analysis also gets us to think about what are the effects? What are the outcomes of the change actions that we are implementing the classroom and what these change actions are, both in the short term and also in the long term.

Solutions

When we're looking for solutions, when we're selecting the, the methods that we're trying in order to get rid of the problems. We are thinking about not only the usual solutions that we can take, but also trying to be creative about new solutions that may actually be relevant.

There can be different processes that the reflective practitioner can engage with in order to be creative and innovative about the solutions.

Criteria

Using criteria in relation to the solutions actually helps us judge the extent to which we've achieved the solution in relation to the problem. And the criteria come from our developing experience over time, standards that we have for ourselves and standards which can be set externally by others on our practice.

Implementation

And we're looking at not only the change actions, but also the negative consequences of what those change actions can bring.

So, it is as a rational process, it tries to be very balanced, looking at both the positive and the negative components as a combination solution to the issues that we have identified.

Topic 224

Dewey: Routine action and Reflective Action

For Dewey reflective practice defines the distinction between reflective action and routine action. For Dewey, the routine action is based in tradition and long-standing experience, and can also be defined by external authority, as well as particular contexts and circumstances. Within the experience of the reflective practitioner, all these become guiding factors in terms of routine action.

Reflective action

Reflective action, then is somewhat different. Dewey says that this derives from a particular need to solve a problem. What Dewey is saying is that the reflective practitioner needs to be active in terms of identifying problems and persistent in terms of identifying problems. And very careful in considering what is and what is not a problem, what is and what is not knowledge derived from experience. So, what the reflective practitioner is always doing is looking at knowledge, which they're acquiring over time, in the light of the grounds of the context in which they are working. What this means is that teachers who are not engaging in reflective practice are not actually non reflective or non-thinking. It just means that they are engaging in routine action. They're working in ways which are very traditional and maintain the status quo.

What somebody is doing, if they are being non reflective, is actually trying to be efficient and as effective as possible in terms of their teaching. And this is, although about solving problems, it is about solving problems in very standardized and well experienced ways.

It is not therefore teachers, who are not reflecting on practice, I am not thinking, of course they are thinking, but what is true to say is that a teacher who is not working as a reflective practitioner, is actually not giving themselves the chance to reframe their thinking about teaching, and to reframe problems in order to find solutions, and finding new ways of addressing their professionalism in the classroom.

Process of ‘perplexity’

So, the main feature, then, of reflective action for John Dewey is that the individual teacher is not routinely engaging with action, but is actually looking at very complex and very perplexing contexts, and always trying to work with this perplexity in order to develop their skills. And it's indeed this perplexity which the reflective practitioner aims to engage with, which develops practice. Reflective practitioner is always doing with this perplexity is setting goals, identifying aims to be achieved through reflection, and through the analytical process, through which ever tools are being used to evaluate what is actually going on.

In this sense, we can see that reflective practice, from the Dewey perspective is strongly based in experience therefore, any change any improvement is actually part of an experiential learning process for the reflective practitioner. Dewey believes that the process of reflection leads to improved understanding, leads to new meanings, and because of the reframing process leads to new forms of thinking for the teacher. And it is these new forms of thinking for the teacher which build professionally.

Topic 225

Dewey: Phases of Reflective Thought

Dewey's model of reflective practice, is a model of reflective thought. What we can add to this model is the idea that there are particular phases to reflective thought. Dewey said that these phases come together.

1. Suggestions

First of all, there are suggestions in terms of reflective thinking. These are about looking at the future and looking at possibilities what might be the way things could be or should be. These are always about trying to find solutions to problems. And so, suggestions are a good jumping off point for the reflective practitioner, because they can jump in any direction and can lead the individual teacher into new understandings.

2. Intellectualization

The next phase of reflective thought is intellectualization. What we know about Dewey's reflective thought is that the reflective practitioner is engaging with very complex and very perplexing contexts. And therefore, intellectualization is about trying to develop an understanding, a direct experience of this understanding, so that the problem can be solved.

3. Hypothesis forming

The next phase of reflective thought, is hypothesis forming, the reflective practitioner is forming an idea or a number of ideas about a problem and how to solve it. And using this hypothesis as the next stage of the reflective thinking process.

4. Clarity

Next phase is about gaining clarity about the hypothesis, mental elaboration is what Dewey called it. This is where the reflective practitioner is defining the hypothesis with a lot of clarity and being very overt about that understanding.

5. Imaginative action

Clarity actually then leads into the next step of the process, which is about imaginative action. Action for the reflective practitioner is not routine, it's actually something very different.

6. Testing the hypothesis

And because there's action, of course, this leads to the testing of the hypothesis that the reflective practitioner has formed. And it is this testing of hypotheses, that the new understanding develops, that meaning is created for the practitioner, and then is able to be shared with others.

The thing about this cycle is that Dewey made a point of saying that it is not strict in terms of the process. Indeed, he said that it was very fluid, and that the practitioner could move backwards and forwards through the different phases of the cycle, in order to develop their practice.

Topic 226

Dewey: Experience, Reflection and Learning

For John Dewey, reflective practice is an accumulation of experience, along with reflection, and most significantly learning.

The idea for this is that John Dewey, as the founder of progressivism, really looks at the nature of experience and learning as a combination developed from reflection. And this is particularly helpful for us in terms of defining the relationships between experience, reflection, and learning.

Experience

Dewey states that

“experience is an interaction between the individual and the environment in which they're operating”.

And an experience includes participation by the individual and by others. And there are activities which the reflective practitioner can engage with, in terms of that experience. What the extension to this model defines is that, the development of that experience can first start with things like a literature review, or discussion with others or observing other people's practice and taking notes, rather than just the direct experience.

And then secondly, the idea is that experience, reflection and learning are part of a continual flow of knowledge acquisition for the reflective practitioner. It is about the reflective

practitioner, developing knowledge from experience, but longitudinally and continually so that the process never stops, Dewey calls this continuity.

Reflection

Consequently, learning from reflection is not only a continuous process, but it's also a cumulative process building up an extending over time. And therefore, prior learning forms a significant part of this experiential process, because prior learning, provides the bedrock, the foundation for new learning.

Modes of thinking

And what Dewey was always saying in terms of his model, because of this continuity aspect to it, is that there are certain modes of thinking, which are very important for the reflective practitioner, there are certain focus points that we need to think about.

The reflective practitioner certainly needs

- to have a good deal of imagination around the teaching learning transaction,
- to be finding ways to experiment
- to develop the skills and knowledge that they have.
- a belief system that each individual has about teaching and learning about what is good teaching and what is effective learning.
- a stream of consciousness: In terms of continuity, come together as a process of thinking over time, what do we called a stream of consciousness, where prior learning, informs current experience and leads to new experience a new learning, and this is all part of reflection and how experience reflection and learning come together.

Dewey recognizes and acknowledges that imagination and belief and stream of consciousness and reflection are important thinking activities for the individual teacher, but they don't necessarily contribute to learning as such.

Learning

Certainly, he was saying that learning needs to be a thoughtful, active process by the individual in order to make reflection meaningful. Without learning there is no point in reflection. Reflection plays a very clear role in terms of facilitating learning for the reflective practitioner. Reflection is that added component which makes the whole process of development work and makes the actual development meaningful. Reflection needs to be active. It's not a passive process. When we reflect as teachers, we're examining our beliefs and our understandings. And we're looking at the implications of these. And the reflection then becomes an intentional process by the individual rather than a routine action.

It is this, which becomes, which becomes important, because it is this reflection on perplexity that creates the need for change, and also directs change and offers the definition of how we achieve change. The key point is that informed action by the reflective practitioner is a thinking process and is the thinking process which leads to learning and beyond that the thinking process and learning leads to new experiences. And these new experiences in and of themselves, provide opportunities for further reflection and further learning. What Dewey said is that reflection is a process which generates inquiry.

Topic 227

Extension to Boud's Representation

We are looking at extensions to models of reflective practice. And this is because we now have a deeper appreciation of the reflective practice process. Perhaps the most used and most appreciated model of reflection is Boud's representation. And this is because Boud's triangle, links together the experience that the reflective practitioner has in the classroom with the emotional response, the feelings that they have generated by that experience. This is very much seen as the strength of this particular model.

Returning to the experience

And so, the starting point for this deeper understanding of this model is to think about how to return to the experience, the reflective practitioner is using reflection as a tool to not only recall what happened, but also to consider in much greater detail the key points, the key parts of the experience, from which to learn.

Attending to responses

And from this, the reflective practitioner is not only attending to their responses, but making connections between the experience and the response to the experience. And from a deeper perspective, we can also now consider that the emotional response to the experience can actually have barriers, which need to be overcome.

Evaluating experience

It is this whole process of attending to feelings and attending to the barriers to the feelings, which are added to the evaluation of the experience. This is an important part of the reexamining of the

whole process as part of reflection. This is how the reflective practitioner is developing their own knowledge and also developing the knowledge of the profession.

Emotional response

And so, what we can see is the most important, the most significant component of mood's triangle is the emotional response of the practitioner. At this deeper understanding, what Boud is most concerned with, as part of the reflection process, are the actual barriers, the emotions which are barriers, and the emotions with which are facilitators of the reflection process.

It is in this way that we begin to understand that the process of reflection is essentially a very private process for the reflective practitioner. It is about the reflective practitioner, dealing with the emotional response and the emotional influences upon the reflection process. The understanding here is that emotions then have a very strong influence on the reflection and the outcomes of reflection.

Representation

So, the representation in this model requires that the reflective practitioner in a way revisits the experience, is looking at the incident in detail and then recording it. Then considering it not only at a cognitive level, but also at an emotional level. It is these two things coming together, where the model becomes very powerful.

Reevaluate

Then the reflective practitioner evaluates the experience, and uses this to construct knowledge and then to add to add this to the experimentation, the practice in the classroom, in order to understand the experience in more detail and their process within the experience.

Potential for change

This whole action then for the reflective practitioner leads to the potential for change. And it's this whole process, especially the emotional response, where change can actually occur.

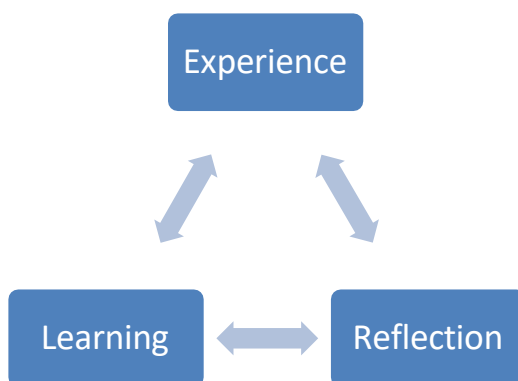
Topic 228

Extension to Boud's Representation: Understanding the Three Stages of Boud's Model

Boud's representation is one of the most popular models of reflective practice. And it is very often the model which is discussed and described explained most in the literature.

Key components of Boud's Model of reflective practice

We can remind ourselves of the key components of the model. In the diagram, there are three stages to Boud's representation. We also consider this as Boud's triangle. The three components are experience, reflection and learning.



Three Stages of Reflection

Experience

We know that through all teaching, there is always experience. And this has an interaction with our reflection. Experience, and reflection is not a one-way journey, it the reflection, influences the experience, and the experience influences the reflection. And similarly, we learn from the reflection and the experience. And again, learning and reflection are a two-way dialogue,

learning influences reflection and reflection influences learning. And so, the triangle comes together, and what we are looking at the emotional facilitators, and the emotional barriers within this model.

Reflection

So, what Boud says with this model is that the starting point is the reflection on the experience. And this is a reflection of thinking about the experience a mental replay, in order to recall the components of the experience. And what Boud says, from this deeper understanding of the model is that this recall of the experience needs to be conducted in a nonjudgmental way, in a way as much being as objective as possible.

Learning

Then, the next stage perhaps from this deeper understanding, the most significant stage involves how the reflective practitioner is dealing with the emotional response to the experience, or in other words, attending to their feelings. What we should consider at this point is that the emotional response can be both negative and positive. Where there are negative emotional responses? Where there are negative feelings generated by the experience? these can become barriers to reflection.

The positive emotional response, the positive feelings associated with an experience become facilitators of the reflection process. And so, what the reflective practitioner needs to do within this part of this model, is to find ways to overcome the negative feelings in a way to negate them, so that they do not influence the reflection process, and to use the positive feelings in a way which support the nonjudgmental and objective review of the experience.

Evaluate

And then after attending to the feelings, the reflective practitioner begins to evaluate the experience and evaluation from a deeper perspective in the model actually contains a number of sub stages.

Stages of evaluation**1. Association**

The first sub stage of evaluation is Association. This is where the reflective practitioner is taking the new understandings the new knowledge, which are what they're acquiring from the experience, and making connections with their existing knowledge and understandings. In this way, creating connections between the old and the new.

2. Integration

Another sub stage of evaluation is integration. This is where the reflective practitioner is looking to establish relationships between elements of data, between elements of new data and between elements of new and old data. And also, the reflective practitioner is looking for validation of their understanding, or in other words, finding ways as part of the evaluation process to check that the new data is accurate, is correct, and that there is no inconsistency involved.

3. Appropriation

And then finally, the reflective practitioner engages with appropriation as part of the evaluation process. The final sub stage is where the reflective practitioner takes the new data and begins to own it. They make it their own and so that they can begin to apply that new data in their teaching.

Topic 229

Extension to Boud's representation-Issues

With Boud's triangular representation of reflective practice, there are certain issues which have been raised. And despite the fact that it is a very popular model, because it's simple to apply, and also powerful in the sense that it links the emotional response to the experience, the issues which have been raised important to understand.

Retrospective role

One key issue is that the model has been described as focusing reflection in a retrospective role by the teacher. In a way, this is the teacher only reflecting on their practice in the classroom, as a retrospective action, rather than reflecting in practice, where practice is seen as an ongoing recurring process. And, therefore, this notion that you're always looking back as a reflective practitioner, and never looking forward is seen as an issue to this model.

Individual emotional processing

There is also a focus in this model on the individual's emotional processing of the experiences. And in this way, because it recognizes reflection, as a very private process. Issue which is associated with this model is that it does not lend itself to dialogue with colleagues with other practitioners, it does not therefore engage the reflective practitioner in a wider social arena of communication.

Issues addressed by Boud

Now Boud takes these issues very seriously and considers them as worthy of reflection, but counters them by saying that actually reflection is a very complex process. And given the fact that the focus of the model is on the individual's emotional response and their emotional

processing of the experience and evaluation of the experience, then this means that any external input, any dialogue with others can actually detract from quality of the reflection.

And it is really the reflective practitioners' way of dealing with the emotions, which leads to new understandings, and helps the reflective practitioner develop a better cognitive appreciation of the experience.

For example, a reflective practitioner can be in this very private process of reflection, become very confident, more confident with their practice, and can therefore persist with the reflective activities which they are engaging with. And ultimately, these lead to improvements in practice.

And so, ideas like these tend to put the role of reflection within a very private and individualized idea of what teachers' professional education is about. New understandings around reflection and the reflective practice process have led to the idea that the way to create wider dialogues between practitioners is to introduce reflective practice, support role in the form maybe of a supervisor, or a mentor for individual teachers. And this gives importance to the very private and emotional aspect of reflection within this model, whilst overcoming this issue around it being very private, and therefore, not part of an interactive and dynamic dialogue. Therefore, with mentors and with supervisors, there is this opportunity to overcome the private nature of reflection through external feedback and external validation of the individual's reflections. And this can add to how robust the model becomes.

Topic 230

Extension to Boud's Representation-Naming Barriers to Reflection (Part 1)

With Boud's representation of the reflection process, there are certain barriers associated with the process of responding to the experience. The idea that the reflective practitioner has an emotional reaction, which has to be dealt with, generates a number of barriers. Now, when Boud first designed the model of reflection, these barriers were not considered at that time, and it's only lighter when others began to recognize the barriers can become apparent in terms of the emotional response from the reflective practitioner. Later the model was investigated from this point of view, so that the barriers were considered as a significant component for the reflective practitioner to engage with.

In later texts, we can see that the model, although still a triangular model, has associated with the emotional response component, the feelings component. The idea that there are certain aspects of the reflective practitioners' self, their professional identity, which they need to bring to that component, so that the barriers can be addressed, named, and therefore overcome. And this all came about because the Boud actually found that in terms of applying the model to teaching that there was a block created at the point where the reflective practitioner is beginning to engage with the experience and developing emotions about it.

Classification of barriers

The barriers, when they were explored, were categorized into two areas, they were external barriers and internal barriers.

The internal barriers

- Are the most significant because they come with the reflective practitioner,
- are internal, they are part of the emotional response.
- can come from any area, any arena for the reflective practitioner

For example, they can come from previous experiences, especially where those experiences in the classroom were very negative, these can actually create a barrier in terms of the reflective practitioner's emotional response. And of course, another barrier can be created internally by the reflective practitioner, because of the assumptions, their presuppositions about teaching and about the learners and what the learners should and shouldn't be doing.

Another component of the internal response/barrier is about an understood the individual's understanding of what learning can take place, what is possible and what is not possible, because it's actually creates boundaries, which is difficult for the individual to overcome.

Other internal barriers can be the individual's lack of awareness about their assumptions. This is important because if an individual is not aware of their presuppositions of the assumptions that they're holding, then there's no way no possible way that they can address them and overcome them so that they stop being barriers.

There's also the emotional state of the individual, where a reflective practitioner is in perhaps a very highly stressed position, then this actually becomes a barrier to accurate and efficient reflection.

Of course, in a very busy work environment, what we have to do is make reflection, a regular part of our practice. And when things are very busy, when things are much stressed, it can be difficult to establish the sort of behaviors which are needed to actually engage with reflection.

External barriers

There are external barriers that relate to the people we work with, could relate to the students that we are working with and the parents.

The external barriers include:

- the work environment,
- the learning environment,
- the wider community environment
- and how that impacts on the school and on the individual.

Other external factors can be those social forces around us. How we stereotype and how other stereotype people within the profession, ideas about class and social status all can become external barriers to the reflection process.

Topic: 231**Extension to Boud's Representation-Naming Barriers to Reflection (Part 2)****Emotions and feelings as barriers**

In the Boud model, the naming of barriers for the reflective practitioner becomes a key way to overcome the barriers associated with the emotions and feelings generated by the experience.

In the second stage of Boud's model, where the reflective practitioner is attending to their feelings, attending to the emotional response of the experience. The individual is focusing reflecting on in a very private way on that emotional response. This is a significant barrier for the reflective practitioner.

Simply because, no matter how much learning is available to us, by reflection, there is an inherent difficulty for the reflective practitioner. Because the emotional response that they may have from reflecting on experience can actually create certain discomfort and certain anxieties associated with their professional role. And indeed, some teachers even talk about reflection as being quite painful, because the individual process is difficult to deal with.

Even if we know the end point can be valuable, the process that we have to go through becomes so difficult that we can actually tend to avoid the process altogether. So, it is the anxiety and the potential for discomfort as part of the second stage of the model where the difficulty arises in relation to positive reflection. And so, what we have to do is understand in a way, we have to name the barriers associated with the emotional response that we have.

Personal awareness of our self

Another barrier, associated with the second stage of reflection, is about our personal awareness of ourselves in relation to the work that we do. This is important simply because we are, if we are not aware of the barriers that we have, or in other words, the assumptions that we have hold and how they can become barriers, the preserve presuppositions that we have about teaching and learning, then we cannot possibly overcome those barriers, there is no way to address our understanding if we are not first naming and coming to terms with our understanding. In this way, this can create a serious barrier to overcome, because in a way, as reflective practitioners we become blind to proper reflection, simply because of that barrier created by our own lack of awareness.

Another aspect of the second stage, which can become a barrier, is that the emotional response can be such that the individual teacher feels that they perhaps don not know enough about teaching, or they might think that reflection is a very non practical approach to change, or they could not even believe that it is unnatural thing for them to do, it does not feel comfortable for them to do. And these become negative thoughts about the process of reflection.

Associated with this can also be the idea around reflection itself. We do consider reflective practice and the reflective practitioner as a primary model of the professional teacher. Some individuals could actually feel that they are not good enough to do it or not able to do it.

In a sense, by engaging with it, they are engaging with it as an imposter not as an effective and efficient practitioner. And therefore, this becomes a barrier to the reflection process.

Environment as barrier

Of course, the environment also, at this point can affect the process of reflection, if it is an uncomfortable environment for whatever reason, then this can actually prevent the reflective practitioner from engaging with reflection. For example, if written reflections are required, and these are used, perhaps for appraisal processes, then this can actually create a negative environment for reflection.

So, journal keeping, or any sort of teaching log is a good method for reflection, but actually, within the environment that actually can become a barrier to the reflection process.

Simply the fact of having to maintain a journal regularly, day after day, week after week, becomes a barrier in its own right. The process of writing is not automatic for all people.

And writing about personal experience, and of course, in terms of the second stage of this model, writing about our emotional response, and perhaps even private feelings around the experience can be very difficult for the individual.

So Boud, tries to understand this from a cultural and academic perspective, and actually says that the reflective practitioner, in a sense is being devalued by these responses. And the personal experience that they have becomes, in a way a quest for trying to be objective and trying to be as general as possible about what we are learning and, in a sense, because of the environment, and because of our emotional response, it becomes very difficult to achieve.

So, we can see that these barriers are quite immediate, they are very instant in terms of the experience that the individual is having and the nature of academic writing around these experiences, becomes the potential core of the problem.

So, what Boud tries to help us understand within this model, is that the focus point for these barriers is the teacher themselves. The focus point is the emotions associated with reflection, with recording reflection, and the impact of that on them as teachers that actually become where the barriers need to be overcome.

Topic 232

Overcoming Barriers to Reflection: Overcoming Barriers by Oneself

Overcoming barriers by oneself

Since the teacher is the battleground for barriers to reflection, Boud says that the way to overcome battle, the barriers, begins with the teacher themselves, nobody else can overcome these barriers for the individual. And therefore, stage two of the model is enhanced by the idea that the teacher can benefit from identifying the barriers that need to be overcome in order ultimately, to overcome them, they need to acknowledge that they do exist.

And so, the important consideration here in stage two of the model is that the reflective practitioner needs to clearly identify, in a way name the barriers, because without naming them, we cannot get an understanding of them, and therefore, we cannot overcome them. It is only by naming them, it's only by understanding them that we can actually work with the emotional responses that we have in terms of the reflection process.

Overcoming barriers by group

And what we can consider here, although this model represents reflection as a very private process for the individual is as reflective practitioners to try to use the model with others within a group. And it's, therefore a process not only of sharing experiences, but also sharing the emotional response to experiences, which can prove to be invaluable here within the model.

It's also a very supportive and nurturing process for all those within the group.

So, in this way, teachers within a school environment are able not only to support each other, but to find ways to encourage and also motivate each other in terms of their work. By being able to reflect together on their experiences and also to reflect together on their emotional response to those experiences, creates a community where the teachers can support each other, guide each other and ultimately motivate each other.

And, within this way, the reflective practitioner can gain a great deal of commitment to their work and commitment to the group. Because the group becomes an invaluable part of the reflective process for them. And because of this, what we see is that we can understand our learners better and we can understand ourselves and our needs. By understanding the needs of our learners and our own needs more, we are also then able to provide more appropriate support to each other as reflective practitioners.

What we have to remember within this model of reflection, is that it requires a great deal of trust within the members of the group, and that trust underpins a process of challenge by individual members within the group. So, trust and challenge become added components to the stage two of the model.

Overcoming barriers with the help of a facilitator

What Boud refers to here is the importance of facilitation of this group process, since the model is focused on the individual and the individual response by benefiting from a group environment using the model really. There should be some process of facilitation of the model in relation to the group. What the facilitator should do, whether this is a supervisor, or whether this is some sort of group mentor is to create conditions, safe conditions for the group for individuals in the

group, where there can be authentic dialogue about the experience and of course, authentic dialogue about the emotional response to the experience and to facilitate authentic and real discussion around the issues. So that dialogue becomes a key component for encouraging a motivated

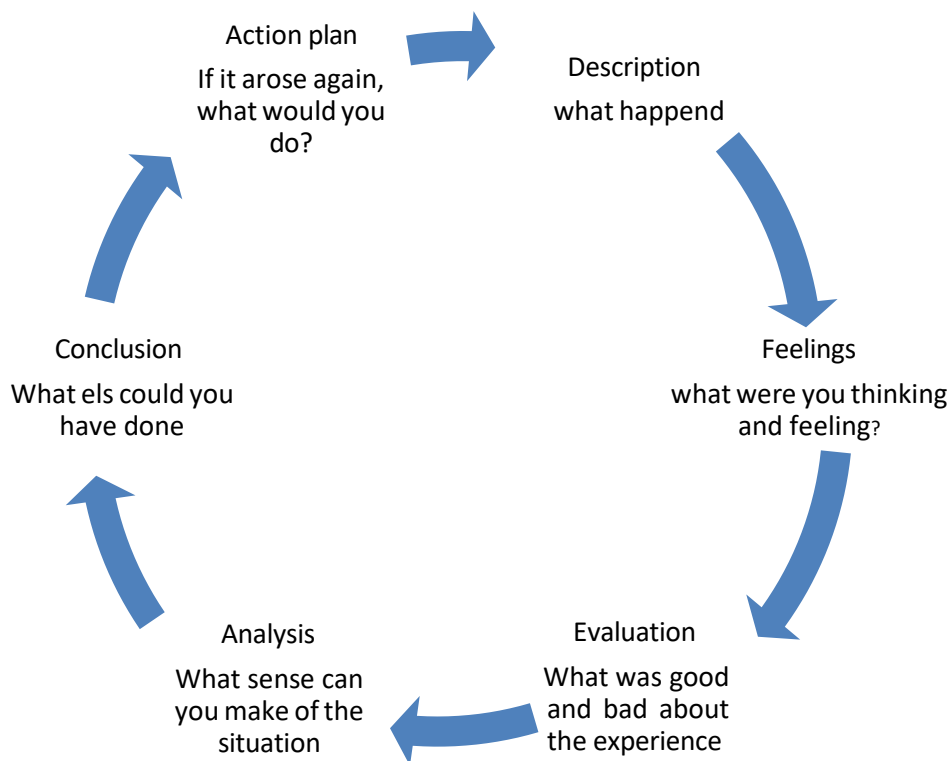
And Boud reminds us that the facilitator therefore needs to be very aware of not just trying to jump to solutions and answers to problems. But the model is focused on the process itself, especially stage two. And in terms of stage two, there may not be quick and easy answers to find

Topic 233

Extension to Gibb's Model: Revisiting the six Phases of Reflection Using Gibb's Model

Six Stages of Reflection

Gibb's model of reflection is a very popular model. And we need to remind ourselves of the six stages of reflection in the model.



We see that Gibb's identifies reflection within a cyclical process of developing, understanding, moving from description of what happened to the emotional response of what happened, our feelings about what happened. And then an evaluation of that experience, what was good about

it, what was bad about it. And from the evaluation then the analysis in order to deeper our understanding of what makes that particular situation. From the analysis, the reflective practitioner is drawing conclusions making decisions about what happened, why it happened, how it happened, and what else could happen in the future as a positive response. And then within the model, there is an action phase where the reflective practitioner is putting into practice some change activities, which will then lead to a new experience. And in terms of the reflective practice cycle, this new experience then needs further description, and the cycle begins again.

Structured debriefing

What Gibbs is talking about in the model here is a cycle of developing understanding and what deepens the development from this, the use of this model is what Gibbs calls structured debriefing in a similar way to Kolb's experiential learning in relation to each stage of the model.

Describe

And in relation to Kolb's experiential learning cycle, what Gibbs is talking about here is a deepening understanding and deepening reflection and developing understanding from each stage of the model. So, describing the experience, this initial stage of the cycle is where we get an initial understanding of the experience. And what the reflective practitioner is doing here is not just simply recalling and describing the events, but within the description, moving beyond simple description, and drawing conclusions, making judgments at that point within the cycle.

Feelings

And the next stage of the cycle is the feeling stage, what is the response of the individual to the experience. And again, in order to deepen our understanding, the model here, it is not simply about quickly identifying whether we liked the experience or whether we thought it was a bad

experience, whether we are comfortable with it, or whether we are uncomfortable with it, but actually looking much deeper, and developing a much deeper understanding of not only our reactions, but the reasons for our reactions to the experience.

Evaluation

The next stage of the model is the evaluation stage. What was good about the experience in the classroom, what was bad about the experience in the classroom, and again, to deepen the process of the model here to go through this debriefing process, what we are doing is making value judgments about the experience. Although we have already made conclusions, we have not linked the conclusions to our feelings. So, the evaluation stage is where we are making this level of judgment about teaching and about students learning.

Analysis

In the analysis stage, where the reflective practitioner is beginning to understand the reasons for the experience, whether it was good or whether it was bad. And in terms of a deeper reflection here, a more profound use of the model. The reflective practitioner is at this point, finding connections with previous experiences, and making connections with experiences of others, or with understandings knowledge in the literature, which we can draw to our own teaching.

Conclusion

And then in the model, we'll move on to the conclusions phase. And this is where in a deeper sense, the individual practitioner is not just a simply making conclusions, but actually using the experiences and the analysis of the experiences to make very robust and solid conclusions, which can be generalizable to other situations and for other practitioners. And it is important also to

realize that the conclusion phase for the reflective practitioner using this model can also be very specific in relation to the conclusions.

It is about the reflective practitioner, making very clear decisions and understanding the reasons for those decisions about the way they work, about the way they teach, about certain aspects of very emotional response, in a way developing their teacher identity and developing a specification for themselves as an individual practitioner.

Personal action planning

And from this, of course, there needs to be the final stage, which is about personal action planning. And from a deeper perspective, this is not just about identifying what to do next, but about thinking very critically about the situation, the experience in its entity, and moving that experience forward into something which can create new learning and new understandings.

Topic 234

Extension to Gibb's Model: Describing the Phases of Reflection Using Gibb's Model (Part 1)

Stages of Reflective Cycle

Gibbs reflective cycle has six stages. And what we need to do is investigating more detail each of these six stages. And we can look at the first three stages description, feelings, and evaluation in more detail.

Description

Remember, the description is about understanding, gaining clarity about what happened, feelings are about your emotional response. And the evaluation is where you are thinking about what was good and what was bad in relation to the experience. And so, in terms of description, it's important also to remember that you need to focus on useful key aspects of the experience, rather than the details, which are not adding to understanding, adding to development of knowledge.

Feelings

The next stage is to reflect on the feelings. And at this point, it is important to discuss the feelings and the thoughts associated with those feelings in detail. And consider the sort of questions which help us understand not how we respond to the experience, but also how our response, our emotional response impacted on the experience also. In this way, we gain greater depth of understanding from the reflection process. But what is important to remember is that in terms of reflecting on our feelings that we need to do this very honestly and openly with

ourselves, so that we are not creating barriers and not missing opportunities to add to our understanding.

Evaluation

And then the third stage of the cycle is about evaluating the experience, what was good about it, and also what was bad about it. And this is a point from a deeper perspective, where we can look at this aspect of evaluation, not only from the description perspective, but also from the feelings perspective, what was good about it, in terms of how we reacted, what was our emotional response? What was bad about it in terms of our emotional response? What was good about the experience as a whole, and what was bad about it. So, with the evaluation stage, bringing the two previous stages together, and looking at them in combination to get a much richer understanding, from an internal perspective around the experience.

And it is this interaction of what was good and what was bad from both a description and the feeling perspective, where the quality, the depth of understanding, and the quality of understanding improves from using this model. And what do we have to remember, if we are reflecting on something which is perhaps uncomfortable or something which is very difficult?

We also in terms of evaluation have to consider to what extent we resolved that particular issue and also resolve those feelings? And if not, then why not? Because it may be a case of not trying to overcome feelings because that may not be possible, but actually just recognizing and accepting them.

And this phase is a good place for the reflective practitioner to include theory in relation to the evaluation. Because what we must remember, it is important not just to discuss description, discuss the experience to try to describe it, and discuss our feelings in relation to the experience, but also to discuss in relation to what theory says about such incidences and how we work with those incidences.

Topic 235

Extension to Gibb's model: Describing the Phases of Reflection Using Gibb's Model (Part 2)

The fourth and fifth stages of Gibbs reflective cycle are the analysis and conclusion phase. And we can see that the analysis and conclusion phrase, follow one after the evaluation phase. Just to remind ourselves the analysis phase is where the reflective practitioner is making sense of the experience in the classroom. And the conclusion phase is where the reflective practitioner is considering what else could have been done in relation to the experience. And so, in the analysis, at a much deeper level, the model helps us do certain things in terms of analysis.

Analysis

When we're in analyzing, we're trying to make sense of the experience trying to get a deeper understanding. And in terms of applying this model, what that means is that the reflective practitioner needs to analyze what happened, consider why it happened, how it happened, in relation to the discourse that takes place in the literature, and in relation to the theory that we understand about teaching and learning.

And this phase is particularly important because at a deeper level, what this requires of the reflective practitioner is to engage in critical thinking about the experience. Critical thinking enables the reflective practitioner to engage with the experience at a much deeper level. And so, get a much richer understanding of that experience. And so, what the reflective practitioner needs to do at this point in the cycle, is to bring together their understanding, their analysis of the experience, with what we know from the literature, what we know, from what theory tells us.

Conclusion

And then in the conclusion phase, it is important for the reflective practitioner, to be aware and to acknowledge certain aspects of the experience.

Initially, what we need to do, of course, is understand what we could have done differently.

But the conclusion stage is the point where the reflective practitioner can begin to identify what they can learn from the experience, and how they can use that learning to enrich their teaching in the future so improve the experiences next time.

And, importantly, in the conclusion phase, what the reflective practitioner needs to do is to think how they would have done things differently. And if they did do things differently, then what would be the results of those, what are the potential outcomes of doing things differently.

Types of experiences at conclusion phase

There are two types of experience that the reflective practitioner is engaging with, and considering at the conclusion stage, both positive experiences and negative experiences. The feeling is that if we have a very positive experience in the classroom that we respond in a very particular way, which is purely celebrating the fact that things have gone very well. And actually, in terms of applying Gibbs model, much more effectively, what we need to do is to consider whether we would change anything we did to further improve on that positive experience, or even indeed, to consider that, because we've had this positive experience, that there doesn't need to be change, because in other groups with other students, the experience may not be positive, but could be quite different. And we also, therefore need to think about the positive experience in terms of how we might improve our actions around it and not just take it for granted. In terms of conclusion, if we have a negative experience, what we need to do is explore not only how we

dealt with it, but how it can be avoided in the future. What do we need to put into place? What do we need to do to make sure that same thing does not happen again, and these two aspects of the stage bring a richness to the level of conclusion.

Topic 236

Extension to Gibb's Model: Action Plan

The sixth and final stage of Gibbs reflective cycle is the action planning stage. And we see the action planning stage in the cycle between the conclusion of a previous experience, and as part of leading to a new experience which needs to be described. And the action plan is where we consider the experience that we have had, and how we need to deal with it, what we would do in order to change it to improve it.

Action plan

So, the action plan is the point where the reflective practitioner collects together and sums up everything, they need to know about the experience in order to make improvements. And it's at this point, perhaps, that the reflective practitioner is thinking about the experience from many different perspectives. An improvement could be about attending a course or some workshop, to learn more about our role as teachers, or it could be about reflecting with other teachers in the work environment. Or it could be about reading around the subject, it could include a range of different actions in order to lead to change.

Action plan- an example

And so here is an example of a process of action planning, thinking, where we can see not only the idea about change action, but an idea of very specific approaches to that change. What it demonstrates is that a reflective practitioner needs to consider a number of options, options, not only for activity, but also for its support in relation to the activity, because it is important to remember, in order to be successful as reflective practitioners, we do not really want to work in

isolation, we want to work in a way which supports our work, but also supports the work of others.

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’ behavior”.

In this example, we can see here, that the reflective practitioner is considering what things they might do in the future in relation to their working role. And the reflective practitioner has picked up on a key aspect of building relationships with colleagues. And in this way, the reflective practitioner, and by building relationships with colleagues can learn more about how to manage student’s behavior. The idea here is that the teachers that the reflective practitioner is engaging with has dealt with behavior of students themselves, and therefore have acquired knowledge that they can share usefully with the individual. And what the reflective practitioner has done here has already identified actions which have been undertaken, which can support this process of building relationships.

An Example:

“I have already had a useful conversation with one teacher n together we have developed a programme of team teaching for the next few weeks so that I do not feel so pressurized”.

In the next stage, the reflective practitioner, is also thinking about working with colleagues speaking to colleagues about their own reactions to managing behavior. And so, this is a way for the individual to realize that perhaps their response is no different to anybody else's, and in relation to the discussions that they have had with colleagues has decided to undertake some

training, and is going to attend a workshop on behavior management in school. So through building up the relationships with the teachers, and having the conversations with the teachers, about their feelings around behavior management, and how this affects them in terms of stress and the pressure of work, the reflective practitioner is building up a very rich action plan that they can put into practice.

An example

“I plan to do this with the other class teachers, as it will help them to understand how I feel”.

And what the reflective practitioner is doing is looking at not only their role, but also their role in relation to others. And considering the actions that they can take not only from their own perspective, but in relation to others as well. And using this whole process as a very rich engagement with reflection in order to lead to change actions. And so, what the reflective practitioner is doing is working in a collegiate way in terms of their action, and what this recommends in this stage model of reflection, is that action is not individual. As such action involves colleagues and others in the working environment.

Action is therefore, both an individual and a supported process for the reflective practitioner.

By doing this what the reflective practitioner is engaging with is a process which supports change and improvement. And so, the reflective practitioner can start to move forward not only in their thinking, but also in their ability to facilitate improvements in their teaching. And in terms of training, the individual is focusing on certain aspects which in relation to the details that they have identified in the evaluation and the analysis. So rather than just attending general

training, any workshops or training are considered in relation to very specific aspects of their experience.

So, action plans are a way for the individual reflective practitioner. To sum up, their thinking about change actions, but also to identify how they can be supported in those change actions and how they can maintain motivation in relation to that change.

Topic 237

Extension to Gibb's Model: Using Gibbs' Reflective Cycle for Deeper Reflection

What we can see from Gibbs model is that it provides a process for the reflective practitioner to engage in very deep thinking, critical thinking about their practice. And this reflection, this thinking is aimed at not only gaining a better understanding, but also enriching their teaching practice. And as such, this level of reflection, this deep reflection has a number of key elements to it.

Making sense of experience

Firstly, the element in relation to each of these six stages is about making sense of experience. And the important thing for the reflective practitioner here is to understand that we don't always learn from experience. So, what we're doing in terms of deep thinking and critical thinking, within each of these stages, is trying to make sense of the experience and trying to make meaning for ourselves from that experience.

Standing back

Another element that we have to consider here is about how objective we can be about that experience, or in other words, standing back. And it can be very hard to reflect objectively in relation to each of these six stages, simply because as teachers, we are involved in the experience. But what we need to do, by applying critical thinking processes is enable ourselves to stand back, and therefore be much more objective about the experience.

Repetition

Another element that we need to consider is about repetition. The Gibbs model is a cycle. And each stage of this cycle is an opportunity for us to go over a number of times to have a number of iterations in relation to our thinking about the experience from each of the stage points. And what this does is helps us see things with greater clarity and with more depth.

Deeper honesty

Another element we need to consider is about being honest in relation to each of the stages. Critical thinking helps us get a much deeper, richer honesty in relation to our reflection. As such, the critical thinking that we can apply to each of these stages is a way for us to dig down deep into the experience and try to find the truth of it to try to understand the core causes of that experience.

And through reflection, therefore, we can begin to acknowledge all the things which are difficult, and perhaps the things which are difficult for us normally to admit through the normal course of events. And by applying critical thinking, we can begin to move away from vague and unsure reflections to much more rich and robust reflections.

Weighing up the evidence

The fifth element we can see there is about weighing up the evidence. And what critical thinking helps us do here is be very even handed, be very balanced in our reflection, in our judgments of the experience that we have had, and not to be too critical or too obvious about the reflection.

Clarity

The next element we can consider is about gaining clarity through applying critical thinking processes to the model. And by doing this, by gaining greater clarity. It is in a way like the teacher looking in the mirror and seeing themselves and critically looking at every aspect of

themselves. And in this way, what the reflective practitioner is able to do is to gain much more clarity about their role in their teaching and their role in relation to particular experiences.

Understanding

Another element that we need to consider is about developing understanding by applying critical thinking processes. And in this way, by developing greater understanding, we have getting much better insights not only into our roles as teachers, but into our roles as learners in the teaching environment.

Making judgments

Another element we need to consider is about making judgments and reflection involves elements of drawing conclusions making decisions in order to move forward to create change, and also to develop the roles and responsibilities, the approaches and the strategies that we apply in our teaching.

Topic 238

Trans-disciplinary skills in Gibbs' Model

Trans-disciplinary skills

Gibbs model helps the reflective practitioner develop a range of trans disciplinary skills. These are skills which the reflective practitioner develops in a range of different arenas, which can help in their professional role, but also in wider roles.

Transdisciplinary skills in Gibbs' model

- Social skills
- Communication skills
- Thinking skills
- Research skills
- Self-management skills

And these trans-disciplinary skills can occur in a number of different areas. We can talk about social skills, development, and, of course, communication skills. But then there are also skills to be acquired in terms of thinking and research skills. And then of course, also self-management skills.

Social skills

Social skills include skills for:

- Accepting responsibility
- Respecting others
- Cooperating

- Group decision making
- Adopting a variety of roles

In terms of social skills, the reflective practitioner can develop skills around accepting responsibility for their own actions in relation to their teaching, and understanding the role that they have in relation to their actions. Because the cycle of reflection involves a deep level of thinking and a deep level of working with others, then there are skills to be developed around respecting self and respecting others. At the same time, the process of reflection can help develop skills for cooperation and collaboration. Because there are other stages of conclusion and action planning, then there is the opportunity to develop skills around decision making, and also group decision making or in other words, negotiation skills.

Because the cycle leads to change action, then there are also skills to be developed in terms of flexibility and adaptability by the reflective practitioner.

Communication skills

Communication skills include skills for:

- Reading
- Writing
- Listening
- Speaking
- Non-verbal communication

In terms of communication skills, the reflective practitioner is looking at literature talking to other people, sharing ideas with other people. And so of course, there are a range of skills to be developed around reading and writing, speaking and listening. And of course, in terms of

communicating with others in the workplace, there are skills to be developed around nonverbal communication also.

Thinking skills

Thinking skills include skills for:

- Acquisition of knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Dialectical thought
- Metacognition

In terms of thinking skills, we can see that each stage of the cycle requires a level of critical thinking from the reflective practitioner. And in this sense around thinking skills, the reflective practitioner can acquire abilities in terms of how they acquire knowledge and how they use the knowledge they have acquired. And there are also skills to be developed in terms of Bloom's taxonomy of understanding, in other words, skills around comprehension, and analysis, and also how we apply learning in situations. And at very high levels of reasoning. The reflective practitioner can develop skills for synthesizing new understandings, in relation to existing understandings.

The reflective practitioner is also developing the skills for thinking in relation to evaluating experiences. And all of these come together to help develop skills around thinking about thinking

or in other words, metacognition and the type of thinking, the type of thought which is looking at dualities and trying to reason around issues that we experience.

Research skills

- Research skills include skills for
- Forming questions
- Observing
- Planning collecting data
- Organizing data
- Interpreting data

The reflective practitioner is also developing skills for research, especially in the evaluation stage and the analysis stage. And so, in this arena, the reflective practitioner is developing skills for formulating around ideas, questions, which can lead to answers so in other words, intelligent questions, and also around hypothesizing and in relation to research skills, the reflective practitioner is also collecting data, analyzing data, organizing data, and of course, most importantly interpreting data.

Self-management skills

Self-management skills include skills for:

- Time management
- Codes of behavior
- Informed choices
- Ethics

In terms of self-management skills, the reflective practitioner throughout this six-stage cycle of reflection needs to develop the ability to manage each stage of the cycle not let any particular stage take precedence. And so, there are time management, organizational skills which need to be developed. And along with these we can also consider particular developments around our ethical standpoints and of course, the behaviors that we engage within the classroom. Because in terms of our ethics and our behaviors, what we really need to consider is the choices that we make, the informed choices that we make around our actions and these choices, develop our actions and guide our actions. So, there are a range of time management skills around this whole process of thinking that we bring to the Gibbs model.

Topic 239

Extension to John's Model of Structured Reflection: Describing the Stages of Structured Reflection (Part 1)

John's model of John's model structured reflection is another staged model that we need to consider as reflective practitioners. And we can deepen our understanding of this model. By thinking about each of these stages in turn. And as a very popular model, what we need to do is to make sure that we're not only using it to describe experience, and our interpretation of that experience, but also to use it as a model to help us learn from that experience, and also to put into action change activities, which can help us improve our experience.

Stage 1: describe the event/experience

The first stage is about describing the event or experience that we have experienced in the classroom. And we ask questions in relation to this model. There are a number of questions that we ask around

- What happened?
- Who was involved?
- How did that happen? and
- What were the consequences of those particular events in the classroom?

This beginning stage is essentially about laying the foundations for the reflection to happen.

Stage 2: Thinking and feeling

Stage two of the model moves from pure description into the emotional response, our thinking about the experience, and our feelings about the experience. And the model uses questions here to help us focus our attention are

- What was significant about the experience?
- What was I thinking at the time?
- How did I feel at the time when this thing happened?
- What was I trying to achieve?
- How do I feel about the outcome of the event?

And so, in stage two, we are not considering just the experience, but we are just considering our own response to it. Because we are just looking at our response to the experience, we are not trying to look at both together, and therefore perhaps adding confusion to the reflection process.

As discrete stages, we're able to focus on particular areas of our understanding.

Stage 3: Evaluation

In terms of what happens next, after reflecting on the experience describing it, and after reflecting on our feelings, we need to undertake evaluation of the experience. And we ask

- What was good and what was bad about it.
- What were the consequences of our actions as teachers?
- What were the consequences of the things that happened?

Stage 4: Analysis

And we can use this evaluation then to lead us into the next stage of the process, which is analysis. This is where we are trying to raise and make meaning for ourselves about the

experience and our feelings in relation to the experience. And so, there are questions here, which we can ask around here,

- What sense can I make of the situation?
- What factors (e.g., values, assumptions, meaning perspective, experiences) influences my feelings, thoughts and actions?
- What sources of knowledge influences or should have influenced my actions?

These factors could be about people's actions. But it could also be about our own values and assumptions in relation to our role in the classroom or in relation to the experience, or indeed, in relation to our relationships with students. And we can also analyze our feelings and thoughts around those responses.

Of course, asking questions at this point, in relation to the theory, the knowledge which is around us, and trying to make sense of the experience of the acquired knowledge in relation to the existing knowledge.

And we can ask questions like

- How did others feel?
- How did the students feel?
- What could be done differently?
- How could it be done differently?
- Why does it be different?
- Why does it need to be done differently?
- Would it need to be done differently at all?
- Would the same thing happen again?

Stage 5: Conclusion and action plan

And then stage five of the model is about making conclusions and developing action plans, making conclusions in relation to

- How you feel as a teacher in relation to the experience,
- What would you do differently?
- What did you learn from that experience?
- How would you change your practice?
- How would you change yourself?
- What would you change in the organization perhaps, in relation to that experience, and
- How would you take it forward?
- And what would you do now, if you were in a similar situation?

This whole process of questioning through different stages, takes the reflective practitioner on a journey, a cognitive journey and a process of thinking about experience and about their own role in the experience, which creates a model, which is very easy to apply and therefore very popular.

Topic 240

Extension to John's Model of Structured Reflection: Reflecting on Cue Questions (Part 1)

John's model of reflection provides the reflective practitioner with a series of cue questions to guide the reflection process. And it is important to look in detail at these questions for reflection.

1. Description questions

First of all, there are description questions and we can categorize these description questions very precisely into phenomenon and causal questions.

1.1 Phenomenon questions

The first type of description question would be about describing the phenomenon that we're experiencing questions which describe the hearing now experience of the tutor and the students.

1.2 Causal questions

There are also causal questions that we can ask questions, which are essential factors in terms of understanding the experience, the understanding the factors which contributed to the experience.

1.3 Context questions

And there are also context questions, questions that we need to ask, which explain the background to the situation for us, and help gain clarity to all those factors which could be influencing the experience that we had.

1.4 Clarifying questions

There are also clarifying questions in terms of describing the experience questions, which are part of the key process of reflection because they make our understanding of the experience

much clearer.

2. Reflection questions

The second type of question we can ask our reflection questions, questions around

2.1 What we were trying to achieve?

2.2 When we were working in the classroom?

2.3 Why did we do certain things the way we did?

2.4 What were the consequences of my actions?

2.5 How did I feel about this experience when it was happening?

And, importantly, in terms of reflection, we need to look at the consequences of these particular actions, what were the impact of the things that we did on those that we are working with.

And there is also the idea in terms of reflection questions that we need to consider how we actually felt about the experience. Looking back on it, and, and try to remember how we felt while it was happening.

Wait to also ask questions, which take us outside of our own feelings. And we can perhaps ask questions around

2.6 How did the students feel?

2.7 How do we know how the students out about the experience?

Because it's important for us to get clarity about the evidence that we're using.

3. Influencing factors

We're also asking questions are around identifying the influencing factors, on the experiences that we have.

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?

We are looking at both the internal and the external factors that can affect what we do, particularly the factors which affect our decision making when we have made in the classroom, the internal factors affecting our decision making, and the external factors affecting our decision making.

And in relation to identifying these influencing factors, we need to ask questions about the sources of knowledge that we're using in relation to making these decisions. Is the knowledge from books, is it knowledge from colleagues? Or is it our own acquired knowledge from experience over time?

4. Could I have dealt with the situation better?

The fourth area that we can consider questions for this stage model of reflection is questions about

4.1 What other choices did I have?

4.2 What would be the consequences of these choices?

Other questions include, how we would change things, how we would do things differently, could I have dealt with the situation better? And then the questions about the choices that we make as teachers when we are in the classroom, and what would be the consequences of those particular choices.

5. Learning

And we also need to focus questions around the learning that we can take from the experiences that we have on a day-to-day basis. So, in terms of learning, we need to ask questions about

- How we feel about particular experiences
- How have I made sense of this experience in the light of past experience and future practice?
- How has this experience changed my ways of learning?

We also ask whether our response was positive or negative, and how that can impact on our learning, and how this experience is considered in the light of past experience and how we bring the two together.

And we can also think about how we might explore through questioning, how the experience or how our experience of teaching is changing in terms of our own thinking and the ways of knowing the experience that we are having

Topic 241

Extension to John's Model of Structured Reflection: Using John's Model (Part 1)

So, using John's model of reflection provides a guide for the reflective practitioner in terms of analysis, both for perhaps a critical incident, a key incident, but also their practice in general.

This particular model is very good in terms of supporting the reflective practitioner, in terms of decision making, as well as analysis of incidents in the classroom.

What we need to remember in terms of this particular model is that it benefits from the reflective practitioner engaging with a significant other in terms of the reflection process, perhaps a supervisor or a mentor, or some other to enhance the learning experience.

And what John causes is having somebody to help with guided reflection, and this is because the reflection through the staged model can become quite mechanistic, unless there is somebody else there to provide guidance in terms of the reflection.

By learning through reflection and sharing through reflections, what the stage model provides us with as reflective practitioner is a greater understanding of our experiences and their responses to those experiences. And this is in contrast to what can be achieved if reflection is a solitary, a lonely activity.

Carper's four patterns of knowing

- Aesthetics

- Personal
- Ethics
- Empirics
- reflexivity

John use additional frameworks, for example, Carper's four patterns of knowing in relation to each stage in the model.

Aesthetic

The first pattern of known would be in relation to aesthetics, or in other words, how the reflective practitioner considers themselves in their role, and what is good and what is bad, what couldn't be better, making choices, and trying to find clarity around all those aspects of quality.

Personal

Then another pattern of knowing is a very personal pattern of knowing, or in other words, in each stage of the model, what is our internal process? How are we considering the knowledge that we are acquiring, how we are considering the information, and what is our personal response to it.

Ethics

There's also an ethical pattern of knowing, in other words, those frameworks, those guidelines that we use, which tell us what we should be doing, what we ideally should be doing, and how we as reflective practitioners are considering ourselves in relation to those particular standards.

Empirics

Another pattern of knowing is about the experience and empirical knowing we know what works and what does not work, we know what is right and wrong. From what we've done in the past, it is acquired knowledge, it is learned knowledge.

Reflexivity

We can add a fifth patent of knowing here in terms of reflexivity, or in other words, the process of iteration and consideration of looking again, at our experiences, and learning from that process in itself.

Epistemological base

By doing this, this becomes a great strength of the John's model, simply because what we're doing is adding an epistemological foundation to our reflections. What we mean by this is that we're developing ways of knowing what we know, around our practice. And this is a strength because it helps us develop our awareness about our practices, and awareness about our preferences in relation to our work.

And if we use this model for any particular situation, which is ongoing, or indeed for practice, in general, we can add the reflective component. And what we can do is use other models to help us with this reflexivity component, or indeed, we can develop our own cue questions to help with that reflection, that reflexivity how do we respond in relation to each stage of the model

Topic 242

Using John's Model Looking in- Thoughts and Emotions (Part 1)

Using John's model for reflection requires a reflective practitioner to look inward and also to look at. In terms of the reflection process. This means that the reflective practitioner is to doing two different things.

Looking inward

In terms of looking in, looking inward, the reflective practitioner needs to find some space and time in order to undertake this process, in order to focus on themselves. And this requires the reflective practitioner to pay close attention to their thoughts and their feelings around the teaching practice. And in terms of looking inward, then what is important for the stage model is that the reflective practitioner is taking time to make note to write down their thoughts and their emotions, around particular incidences, especially where these thoughts and emotions seem significant in relation to their work.

Looking out

In contrast looking out, requires the reflective practitioner to not look at their own feelings and their own thoughts. But to be much more analytical in terms of describing the experience, the situation surrounding the experience, a connection in relation to that experience. And to ask a question what is really significant here?

Aesthetic

In terms of looking out, we can apply those additional focus questions to the stage model, we can ask questions around the aesthetics of describing the experience, questions like,

- What was the point of what I did?
- What was I trying to achieve with it?
- Why did I respond in a particular way to that experience when I could have responded in a different way?
- What were the consequences of that response?
- What were the consequences to me as the teacher also to the students, or even to others in the teaching situation?
- How other people were affected?
- How, what were their feelings?
- What were their emotions, about the experience?

Personal

In terms of the personal attribute, questions,

- What the reflective practitioner is doing is asking questions about why they felt in a particular way,
- Why certain emotions were generated and trying to understand the reasons for that.

Ethics

And in terms of the ethical considerations, the questions that the reflective practitioner can use to look outward and to describe the situation, questions around understanding includes,

- Did I act for the best? (ethical mapping)
- What factors (either embodied with me or embedded within the environment) were influencing me?

In a sense, this is about creating a cognitive map of the ethics, which bound us as professionals. Some people call this ethical mapping. And we are looking at the sort of at the factors which are embodied both within us and within others, which influence everyone and influence the environment.

Empirics

In terms of the empirical questions that we can ask, we are looking at

- What particular knowledge do we have?
- Did we generate which informs our practice?
- What is the experience that we are using?
- What is the knowledge of the theories or the literature saying to us, which we can bring to the experience of reflection?

Reflexivity

And then, of course, we have this additional question component about reflexivity.

And what we are doing is thinking here about how the experience we have is situated within our entire experience, or in other words,

- How does this experience link to previous experience?
- How could we handle a particular situation in a particular way?
- How can we handle it better?
- What would be the consequences of other forms of action that we might take in response to a particular experience?
- How do we feel before and how do we feel after?
- What has changed?

This is all about reflectivity. Another question we can ask is around support and guidance in relation to the reflection process. And can ask question about whether we are just supporting ourselves so whether other people can better support us.

And also questions around how we are working with colleagues, with others, with families with children, in relation to the process of reflection as a whole. So, we can see that using these stages of John's model at each stage, were both looking inward at reflection, and looking outward at reflection. Looking inward, internalizes all the processes, and looking outward externalizes all the processes. And together these two create a very robust model that we can apply.

Topic 243

Using John's Model: Considering the Cue (Part 1)

So, using John's staged model of reflection requires inward-looking and outward looking. Looking in and looking out. What we need to need to do is consider what internal factors are influencing us as reflective practitioners and we can consider a simple framework for this here we can see the framework for inward reflection. In terms of inward reflection, we are looking at expectations that we have about ourselves from ourselves. There could be expectation of duty or obligation to particular people in the school environment or to the school itself. It could be expectations that we have around our professionalism the conscience that we have in terms of trying to do the best for the people that we are working with. There could also be expectations around the beliefs and the values that we have and how we are realizing these and operationalizing these in the classroom. There can be expectations around what good practice indeed what is normal practice is and whether we are conforming to that idea. They can of course also therefore in relation to those practice be expectations around what happens to us if we fall below that norm or in other words any sort of fear of reprisal or sanction if we are under performing at the other end of this framework. There can be expectations from others that a part of inward reflection and what we have to consider here is in what way refill expectations from others can impact on us. There could be expectations from others about our loyalty to individuals in the school or to the school itself or of course the Loyalty that we have for the professional role that we take on and of course consequently that can create anxiety around any sort of situations that might occur that so can be expectations that we build up over time others build up over time

about situations and how they're dealing with it and how we are all part of that in relation to this inward-looking process.

We can also consider attitudes that we have as practitioners and the most influential attitudes are the negative attitude that we have towards others. It could be towards colleagues. It could even be towards students or two families and what we need to consider is what are the factors therefore that influence our actions in relation to these expectations and attitudes and what are the priorities? Around all of these which influences and guide our actions so we can see that using John's model means that we need to consider these particular clues as reflective practitioner. And they're useful because they help us give equal weight to the things we considering from this internal perspective and it's this equal weight which helps us balance the internal perspective with the external Focus.

Now what we can do here is also adding the idea of reflexivity and reflexivity means that the internal looking aspect of the stage model moves away from just thinking and not doing anything else. It actually is a way of avoiding. What is in the literature called naval-gazing and taking a much more profound and pragmatic perspective. And in this way, the reflective practitioner moves from a point of just thinking to a point where learning becomes profound and deep. So the inward aspect as long as we're using a meaningful framework is a way to balance the process of reflection both internal and external and thereby through that balance creating a process of reflexivity which adds to our practice and helps us learn?

Topic 244

Using John's Model: Writing Reflexively and Writing Reflectively (Part 1)

John's staged model of reflection requires a reflective practitioner then in order to make the process profound to engage both reflexively and reflectively with the content of reflection and most often this is done through writing through keeping a journal. So, the reflective practitioner needs to write reflexively and write reflectively. Now what we need to do is consider the difference between reflexivity and reflectivity. First of all, reflexive writing. Well, the key point to identify to differentiate reflexive writing from reflective writing is that reflexive writing will use the first person in terms of writing in other words, you'll be writing I rather than the third person. Where you be talking about the teacher or the researcher so as a reflective practitioner using John's staged model you need to write reflexively and that means you need to develop a style of writing that uses personal experiences and relates incidents from a very personal perspective using, I statement.

Now there can of course be a danger here of being too personal in terms of the reflection. So, the reflective practitioner needs to develop approaches which are personal and reflexive but not too personal. And reflexive writing therefore is a personal response to experiences and events that we have in the classroom and as a personal response and they can be very immediate rear reactions to what we experience and some might say therefore as immediate reactions. They're only surface considerations. However, if we are writing reflexively over time there is an opportunity for us to take these surface reflections and add some depth to them. So, the aim of reflexive writing is about cataloguing from a personal point of view and therefore a subjective

point of view the experiences that we are having now some might say that a subjective response as reflection can actually be very skewed and one-sided perhaps polarized around particular perspective. But this is the attribute of reflexive writing. It's okay for it to be subjective. It is indeed your personal response. And as a personal response reflexive writing provides the foundation for more academic perhaps some might say more professional writing. It's a good foundation because it provides a focus point for the reflective practitioner. In contrast reflective writing is perhaps more formal and for most people reflective writing at first will feel very strange to undertake because it's not a usual way of writing the formality that it has in relation to writing about feelings and writing about actions is from an impersonal perspective, which is aimed at helping us be more objective about what our experiences but in terms of writing is very difficult to get right. Therefore, reflective writing takes practice to do well in contrast to reflexive writing and which is very easy to undertake and what we need to do in terms of reflective writing is to practice using different models, different approaches in terms of that writing and to find the one style which works for us best.

Reflective writing then is much more academic than reflexive writing which is very personal and as academic writing it's not a diary and you know, it's not an email to a friend which reflexive writing could be reflective writing is far more formal and it's not just about relating events, but it's about reflecting, analyzing and evaluating those events and therefore doing that through very form a formal process of thinking. In this way reflective writing is considered an exploration of the experience rather than an understanding of our response to that experience and as an exploration, what we're doing is looking at our own role within that experience.

So reflective writing being academic being formal It should not have an informal style. We shouldn't fall into complaining or worrying about things and some people would say that reflective writing should be formal to the extent that there should be an introduction and conclusion to the writing in contrast to reflexive writing which being very immediate would not necessarily have an introduction or conclusion. Of course, reflective writing being academic and being analytical therefore an evaluative could include references to literature or references to conversations that we're having with other professionals. In this sense reflective writing has to be linked very clearly back to the literature back to the theoretical understanding around teaching and learning. It should show therefore that we've actually learned from the process. Reflexive writing is not about learning. It's about understanding reflective writing gives us a chance an opportunity to analyses and evaluate and therefore develop understanding and so develop new perspectives and, in this way, we are learning throughout the process.

Topic 245

Extension to John's Model of Structured Reflection: 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 John's model of structured reflection because it's a staged model of reflection. In this light, it's very popular with reflective practitioners. The reason it's very important as a staged model John's a process for reflective practice moves the reflective practitioner away from purely descriptive accounts of their experience into much more analytical and thoughtful accounts of what they have been involved with. It focuses therefore on the individual reflective practitioners learning and their plans for action. As we've seen before there are certain stages five stages of John's model of reflection.

Stage 1: Describe the event/ experience

Stage one takes the reflective practitioner into a descriptive account of the event or the experience and the reflective practitioner. 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 and whatever is helping the individual teacher get a clear understanding of what happened and who is involved.

Stage 2: Thinking and feeling

Stage 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, their 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 or the approach that they were using?

Stage 3: Evaluation

Stage three in the stage model is the reflective practitioner evaluating the event or experience. 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 were occurring and who was actually involved in those actions and why it's beginning to consider why those actions were taking place

Stage 4: Analysis

Stage four 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 most significant part of the model, this is where the reflective practitioner draws all these.

Individual strands together in order to create a meaningful all understanding about that experience. This is where the sense is being made about and all these strands and how they come together. What factors in particular were important in the event of the experience and from the reflective practitioner's point of view? This is where they are considering things like values and assumptions beliefs around their role as teachers and also the role of students as learners in the

experience. How these things interact and influence one another. What the reflective practitioner is also doing at this point in the model is considering their knowledge about teaching and learning that they bring to their role in the classroom. How this influences their behaviour, their actions. What knowledge are they trying to apply? How are they applying it and the success of that application? How 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 maybe there was some bad behaviour in the classroom and other teachers will have an opinion about these. Part of the analysis for the reflective practitioner using this model is to consider these other perspectives and to begin to put the jigsaw pieces together to create the meaning that sense of meaning that they need to develop and they can also consider what future consequences might be of the analysis.

Stage 5: Conclusion and Action Plan

And then the final stage with a 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, 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**Extension to John's Model of Structured Reflection: Reflecting on Cue Questions (Part 2)**

So, for the reflective practitioner using John's structured model of reflection is essentially then a guide to analysis for the reflective practitioner. This is analysis of particular incident what you'll see in the literature is described as a critical incident for reflective practitioner. And what this model enables the individual teacher do is focus on key stages of reflection separately in order to reflect in a very meaningful and analytical way. The useful thing about stage one and perhaps the reason why it's so popular is although it 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 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 structure process. It is considered that the individual practitioner could usefully use a supervisor or some other like a mentor 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.

Johns refers to this supervisor role in terms of the staged model as a process of guided reflection and this recognizes the fact that the staged model is therefore not such a lone exercise, a solitary exercise for the teacher but is used most productively as a collaborative process where a practitioner is working with supervisor and mentor or some other. What John's recommends is that this whole process is recorded. And in order to aid the supervision process and therefore the structured model actually becomes a model for structuring diary or log entries and for the reflective practitioner. And what 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 their roles as professionals and helps the individual reflective practitioner build up professional identity. And what is useful to consider here is that there are particular ways for this deep understanding to be acquired and John's uses Karpis patterns of knowing in terms of the reflection process. These patterns are about aesthetics personal patterns of knowing ethics and empirics and added to this John's adds reflexivity. So, the important point to understand here is that this stage model provides an epistemological foundation for 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 students' roles as learners. Therefore, by using this model, we're able to develop a set of cue questions which guide thinking through the aesthetic aspects of knowing as well as the personal and ethical and empirical aspects of knowing and this also can lead to reflexive patterns of knowing for the reflective practitioner.

Topic 247**Extension to John's Model of Structured Reflection: Using John's Model
(Part 2)**

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Topic 248

Using John's Model Looking in- Thoughts and Emotions (Part 2)

Reflective practitioner using the staged model every fraction reflection needs to look in on the experience and also out on the experience. In terms of using John's model looking in requires the 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're thinking about their professional role. With cue questions this gives an opportunity for the reflective practitioner to write down these ideas these thoughts these emotions in order to create a record that can be reflected on looking out requires the 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.

As we saw there are particular patterns of knowing for the reflective practitioner and one pattern of knowing is related to the

Aesthetics of the professional role. In order to guide the reflectance, the reflection process the reflective practitioner working with a supervisor or mentor can consider patterns of knowing within an aesthetical framework. What this means is the cue 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 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 aesthetics aspect of knowing can be looking at how others in the school how our colleagues or other professionals might be considering their actions.

Personal

Then of course, their 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 there are personal responses that we have to experiences which affect what we know and how we know.

Ethics

And then of course, there are ethical patterns of knowing. For a professional this means that we are 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 are working with; are we doing the best for the students and what factors within ourselves are embodied by ourselves or embodied by the school or by others that we work with influencing the way we're acting.

Empirics

And then the there is an empirical aspect of knowing. In other words, and what knowledge informs our practice what literature that we've read, what courses have we undertaken where we have acquired understandings, which we're trying to apply in the classroom.

Reflexivity

And 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 in other words looking at their response to a particular situation and how they are making connections with their actions and with knowledge and their actions. And what would be the consequences therefore of changing actions and applying other knowledge new knowledge to our processes to our approaches and how this creates new experiences. Of course, we feel about this those experiences that we are having. In terms of being reflexive within the model, what we're looking to do is seeing whether we can continue to support this ongoing process. So, we need to consider asking questions of ourselves about the consequences of these particular actions. We can also consider how much we're being responsive to people's needs, how much we're interacting with people, what's availability for the students and for the parents of students that we are working with.

Topic 249**Using John's Model: Considering the Cue (Part 2)**

For the reflective practitioner using John's staged model of reflection, we can consider a particular cue question and that cue question is what factors were influencing me as a reflective practitioner. What we need to do is use a particular framework in terms of reviewing that particular focus question. What factors were influencing me and from an internal perspective we can look at our own expectations about our role as a teacher or in other words what duties or what sense of duties do, we have as a teacher. What do we feel are 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?

Of course, from an internal perspective, we can also consider the particular conscience that we have in terms of the duty. The values of the beliefs that we hold about teaching and how all these come together for us as teachers and help us identify with those expectations. From an 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 well, how do we look at the expectations? 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 about the contrasting expectations of others and ourselves and how we might try to reconcile these particular expectations and from an internal perspective.

We can also consider particular attitudes that we might have as teachers and how these influencing us and influencing what we do in the classroom. Some attitudes can be very positive some attitudes that we may have could actually be quite negative. What we need to do is consider in balance these positive and negative attitudes. How they influence what we're actually doing and of course as we know teachers are extremely busy individuals. So, from 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 this cue question, what are the internal influences on teaching this helps a reflective practitioner give equal weight to the internal perspective of 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 tends to draw our attention more than the internal focus.

So, by adding this reflexivity, this internal focus and means that we can avoid looking 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 experiences. This is where the real value of the stage model becomes apparent.

Topic 250

Using John's Model: Writing Reflexively and Writing Reflectively (Part 2)

John's staged model of reflection for the reflective practitioner provides a useful framework for reflective writing. Now the reflective practitioner can write reflexively or the reflective practitioner can write reflectively. So, what we need to do is consider the difference between reflexive writing and reflective writing. First of all, reflexive writing. Reflexive writing is very different to academic writing because it uses the first-person form of grammar rather than the third person form. This means that reflexive writing leads the reflective practitioner to write using a style based on I phrases and I sentences. This can lead to the danger of making reflection too personal. This is what some people would argue but reflexive writing is indeed a personal response by the reflective practitioner. It's focused on the feelings the surface feelings and the immediate reaction that the individual teacher has to particular experiences. In this regard reflexive writing is very personal and reflexive writing is indeed subjective. As a personal response, this subjectivity is therefore, okay, and is part of the analytic process.

Therefore, this reflexive writing, this personal response provides the foundation for the much more professional response, which is part of reflective writing. In contrast to reflexive writing reflective writing can feel quite strange. This is because reflexive writing is very easy. It's 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 our actions and from an impersonal perspective. We are trying 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 a much more impersonal, much more theoretical point of view.

Reflective writing is a 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 deeper reflection of events as they occur. Looking at events from an objective point of view. Therefore, it's very much considered an exploration of the role in the classroom and an exploration of understandings of perspectives generated from experience.

Therefore, reflective 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. In terms of the writing the reflective writing, there needs to be structured paragraphs which lead the writer through a process from beginning to end from introduction to conclusion. Most importantly in contrast to reflexive writing reflective writing should be linking experience to theory linking theory to knowledge.

It should also show what the individual has learned from the process of reflection as much as what they have learned from the experience that they're having in the classroom. These two together reflexive writing and reflective writing provide a very robust process that the individual teacher can engage 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.

Topic 251

Taking Reflective Practice Forward: Introduction

Reflection investigates teaching. It investigates pedagogy and also it investigates the content of teaching. Reflection is an ongoing conscious effort by the teacher of review and evaluation and this review and evaluation affects. Pedagogy and the content teaching and can also affect wider aspects of education policy and practice and in terms of reflection. We have looked at different levels of the reflection process. Reflection can be viewed from a technical perspective focusing on the strategies that we use the approaches that we use in the classroom and also reflection focuses on the contextual aspects of the role in the classroom context in terms of the relationships between the teacher and their experience.

Perhaps most importantly reflection takes the teacher to a level of deep thinking. Critical thinking about their role as a practitioner. It's at this level where the teacher is seeking to get to the real center point of the heart of their practice while taking into consideration both the technical aspects of their role. The contextual aspects of their role and most importantly we need to consider the quality of reflection simply because reflection which is done in a very superficial way does not benefit anyone. And reflection which occurs through a process of deep critical thinking actually benefits not only teachers but benefits everyone in the education community. So what we must understand is that to take reflective practice forward as practitioners we must engage in this critical aspect of reflection so that as a teacher, we don't simply go through a process or indeed just engage in a process which takes us nowhere and leads to stagnation.

Critical thinking and reflective practice as a critical process takes the teacher forward in terms of their professional identity and their professionalism. In order to take reflective practice forward the individual the teacher must be aware of all of these factors which affect their reflection and affect their thinking about their teaching. There are aspects of power in relation to teachers and students and school administration teachers, which need to be considered in terms of reflection. The teacher needs to consider how these impact on the process of reflection and what the advantages and disadvantages are of these influences on their reflection. It's therefore a significant process that the teacher takes forward with deep critical thinking in relation to reflection on practice. What the individual is doing not only their professional role seriously, but enhancing the profession enhancing their professionalism and helping their professional identity develop over time.

Topic 252

Taking Reflective Practice Forward: Professional Practice

We're concerned here with reflective practice in relation to our own professional role as teachers rather than in terms of student learning. However, what we of course understand is that these two domains teacher learning and student learning are not necessarily separate. In fact, they influence one another and so the reflective practitioner needs to understand the diversity of the influences on their particular role in the classroom and the diversity of definitions in relation to reflective practice. Some of the definitions we could look at for example reflective practice is about evaluating the effectiveness of one's teaching at a very simple starting point. It can also be described in terms of examining teaching from the perspective of the learner. We can also think of reflective practice in terms of the teacher developing consciously about their role as a teacher and becoming more self-aware about themselves as a teacher developing their professional identity.

We can also say that reflective practice is a deliberation, a critical thinking on professional practice for teachers. This is what Schon described as a reflection on action. We can also think of definitions in terms of intuitive and implicit applications of professional knowledge by the teacher and this application is in terms of specific teaching and learning settings. This is what Schon described as reflection in action. Other definitions that we can consider about reflective practice on reflective practitioner include the individuals developing self-awareness in terms of respect for themselves as teachers respect for the profession and respect the processes of learning that the students are engaging with. It's through these processes is developing self-awareness and

developing understanding of how learners develop in terms of knowledge and skills that the reflective practitioner can develop their professional identity. We can also think about the reflective practitioner using reflective practice using critical thinking to deepen their understanding of their role as a professional deepening their understanding of their role as a teacher. In the light of experience in terms of this definition we can link to Kolb's model of reflective practice. Basing our understanding of our decisions and upon feedback that we're acquiring from experience.

In terms of this model and taking reflective practice forward means that the reflective practitioner is taking a metacognitive stance on their role as a teacher. They are theorizing from experience and therefore constructing abstract understandings about the experiences. They're having and framing these understandings from a practical point of view. Reflective practice therefore is not just a process that the teacher engages with; it is indeed a way of being for a teacher. The reflective practitioner is not a label that a teacher holds but it is part of their professional identity and part of the approach that they use in terms of the profession

Topic 253

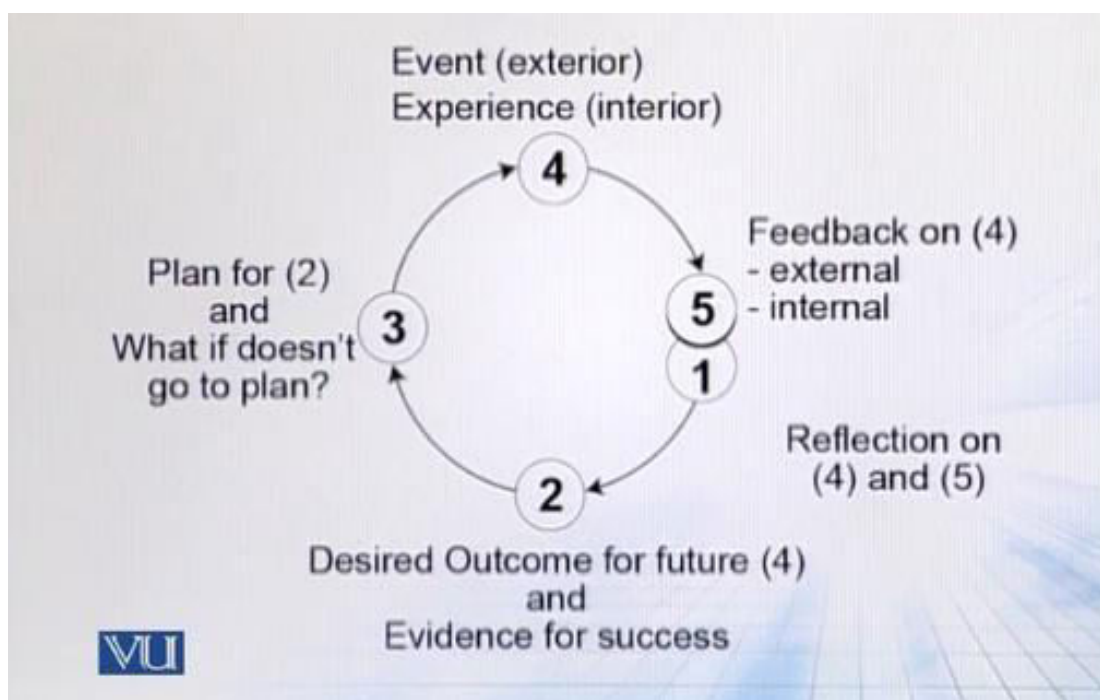
Taking Reflective Practice Forward: A Clean Approach to Reflective Practitioner

A Clean Approach to Reflective Practitioner

In terms of moving forward as reflective practitioners, we can consider a clean approach to reflective practice. What this means is that reflective practitioners are always looking to improve their practice and improve their practice by means of enhancing the effectiveness of their reflection. The processes that they engage with in order to reflect on practice. They're also looking at ways to deepen their understanding of the process of reflection as a whole is application to their practice. This is therefore not something which is applied to the role of the teacher but as a part of what the teacher does as a teacher.

We can look at a very simple model to help us understand this clean approach. This metacognitive aspect of reflection and it's the Lawly Tompkins model of reflection, which has two parallel processes that we can look at as reflective practitioners. The Lawly and Tompkins model has external and internal components. The external behaviour is one area of focus for the reflective practitioner in terms of looking at a particular event from what was said and also the nonverbal aspects of event and then also looking at an event from the internal behaviour which drove that particular experience. In other words what were the actions, the strategies that the teacher was using and applying and the impacts of those strategies as they were applied? Therefore, looking at these two perspectives internal and external behaviour. Lawly Tompkins model gives us five components to consider in terms of clean reflection. These components are

about reflection and looking at desired outcomes of the reflection process as well as planning. Therefore, improved or change practice and then feedback which then informs further reflection and we can represent this very simple model diagrammatic. We can see here the diagrammatic representation of the model.



It starts a point one with reflection and in terms of a cycle. This is reflection on what has happened before but what happens before reflection, of course is experience. The model looks at both the external behaviour as well as the internal behaviour. The external behaviour in terms of pot four of the model is about describing the event. The internal behaviour is our experience of that event. These exterior and interior responses lead to feedback for us as reflective practitioners. Feedback which is both external and internal. Feedback as an external component is what we do and how we use the experience and feedback from an internal perspective is our

response. So, reflection takes these components into consideration and from reflection this leads into stage two of the model which is about desired outcomes: what we want to achieve, how we want to change things and this leads to stage three where we plan out actions changes and try to consider what we could do if the changes that we consider don't work. Then of course in terms of a cycle this leads to new experience from an internal and external perspective once again, so we can see that the Lawly and Tompkins model provides a simple reflection cycle what they call Clean Reflection which takes both an internal and an external perspective on the process of reflection and takes again the reflective practitioner through a cycle of thinking in terms of their action

Topic 254

Taking Reflective Practice Forward: Comparing Models

Comparing Models

There are many models of reflective practice that we can use to guide the process of reflection and help us develop as professional. What we need to do in order to take reflective practice forward is to consider all the models and understand compare and contrast the models and how we may use models productively. In terms of application and there is one simple strategy called the Disney strategy of reflective practice and which we can add at this point. What this particular model does for the practitioner is place the teacher in particular roles in terms of their thinking in terms of their reflection. They take on a role of a dreamer: how they would like things to be. They take on the role of a realist how things are and they also take on the role of the critic in other words how things should be or ought to be with all models of reflection and reflective practice.

There are points of comparison as well as points of contrasts. So, we can look at some of these and understand that although there are different models. They all provide the same process the same foundation that we engage with as reflective practitioners.

Lawley and Tompkins	Kolb Equivalent
1a What happened? (External) 1b What was experienced? (Internal)	Active Experimentation Concrete Experience
1c What meaning is given to 1a/ 1b? 1d How is that arrived at?	Reflective Observation
1e What is concluded/ learned? 1f How are 1a and 1b evaluated?	Abstract Conceptualisation

What we see here in terms of a comparison is that we can look at the Lawly and Tompkins model in comparison to the Kolb's learning cycle and where we have in the Lawly and Tompkins model a reflection on what happened or the internal reflection of the experience. This is equivalent to Kolb's learning cycle in terms of active experimentation.

The concrete experience that we have prompt that experimentation in the classroom. We can also see in the Lawly and Tompkins model what meaning the individual may give to what happened both from the external as well as the internal perspective and how they are thinking about that particular experience. And in terms of Kolb's learning cycle this compares with the stage of reflective observation where the individual is sitting down and thinking through the experience and trying to give meaning to it and with the Lawly and Tompkins model. We can also think

about the aspect of learning and the conclusion point of the process of reflection and how we're evaluating the experience and evaluating a response to the experience those external and internal components. These correspond with Kolb's learning cycle in terms of the abstract conceptualization aspect of the cycle and we can also compare the Lawly and Tompkins model with the Disney strategy of reflection and Stage two of the Lawly and Tompkins model.

Lawley and Tompkins	Disney Strategy
2a What outcome is desired in the future?	Dreamer
2b What evidence (feedback) will be used to monitor improvement?	
3a what is the plan?	Realist
3b how and when will it happen?	
3c what might prevent the plan from working/	Critic
3d what can be done about that in advance?	

We're looking at the outcomes that we wish to achieve and what evidence we're using in order to consider improvements of monitor improvements. In other words what feedback we have and this compares with the dreamer role that the reflective practitioner takes on in terms of the Disney strategy with the Lawly and Tompkins model. We can also consider the aspect of planning and how and when we will put into action that plan. This compares with the role of the

realist that the individual practitioner can take on in the classroom and in terms of the Lawly and Tompkins model. We can look at what might get in the way, what barriers might affect our planning and what can we do in order to overcome those barriers. The role that the reflective practitioner takes on here is of a critic of their practice considering how they can do things in different ways and being critical in terms of what they are doing.

So, we see that all these different models are not necessarily isolated separate models. They are just processing that we can use. There are similarities and differences with all these models. They do compare with one another and they are simply mechanisms that we use as reflective practitioner and in terms of taking reflective practice forward. What we need to do is find the model that works for us. The one that we are most comfortable with and use that model productively as reflective practitioner.

Topic 255

Taking Reflective Practice Forward: Self-Directed Learning -What is it?

When the reflective practitioner is engaging effectively in self-directed learning. What is self-directed learning? Self-directed learning is a process of learning which the learner takes ownership, takes responsibility for their learning, takes responsibility, takes ownership of planning their learning implementing their learning and evaluating their learning. What this also means is that the learner chooses what to learn and also how to learn and makes decisions about when to end learning as well. So self-directed learning is a key principle in terms of taking reflective practice forward.

Goals for Reflective Practice

The goals of self-directed learning for the reflective practitioner relate to the reflective practitioner enhancing their ability as teachers to be more self-directed in the process of reflection and take control of their learning from their practice. This is very humanistic in terms of its principal. Self-directed learning fosters transformation for the individual. It is a means by which an individual, a teacher can develop themselves as professionals in the way that they are, that they feel is important for them and as professionals. In other words, develop their professional identity which is unique to them of course self-directed learning. Because it is about individuals taking ownership and taking responsibility of what and how they learn is a process of social action and social change.

Enhanced Abilities

So reflective practitioners can use self-directed learning to develop skills and attributes that they can use as teachers and as learners to support their development not just over the short term, but over the long term and also use self-directed learning to plan the process of reflection and action and carry out and evaluate their own learning and development as they progress in their careers. The reflective practitioner then is someone who can participate both fully and freely in their development and participate in dialogue about teaching and learning and about their own role as teachers and in a way which is about not only understanding their roles but testing their roles and testing the interest and the perspectives that other people as well as the wider community may have around the importance of teaching and learning and about the goals of teaching and learning.

So, we can see that self-directed learning is a key principle for the reflective practitioner and to add weight to the self-directed learning is identified as a key component of learning in the 21st century. What is recognized is that the ability to not only take responsibility for learning but to guide learning and to guide the process of learning is about lifelong learning for not only the teacher but also the student. Indeed, international organizations are recognizing self-directed learning as a demand of the modern era. So, for the reflective practitioner self-directed learning is not only a learning process, but it's also about a way of being a personality aspect which they need to engage with in order to move reflective practice into the future. So reflective practice is about ownership of learning and it's also therefore about self-management of learning and self-monitoring and it's also about extending learning as professionals.

Topic 256

Taking Reflective Practice Forward: Self-Directed Learning 2

Self-directed Learning is a useful approach to reflective practice and can lead reflective practice and reflective practitioners into the future. A key aspect of self-directed learning is therefore ownership of learning through. In terms of ownership of learning their key characteristics personality characteristics of the individual teacher are important to self-directed learning. Teachers who take personal responsibility for learning take personal responsibility over ownership of their learning what self-directed learning is about. In order to do this there is an attribute that the teacher has which is about self-management of learning and self-management in south direction is really then considered as an instructional process for the individual teacher in terms of assessing the needs that they have as teachers identifying resources that they need or can use in terms of learning and developing and then implementing learning activities and monitoring both learning activities then of course evaluating the outcomes of learning as well as self-management.

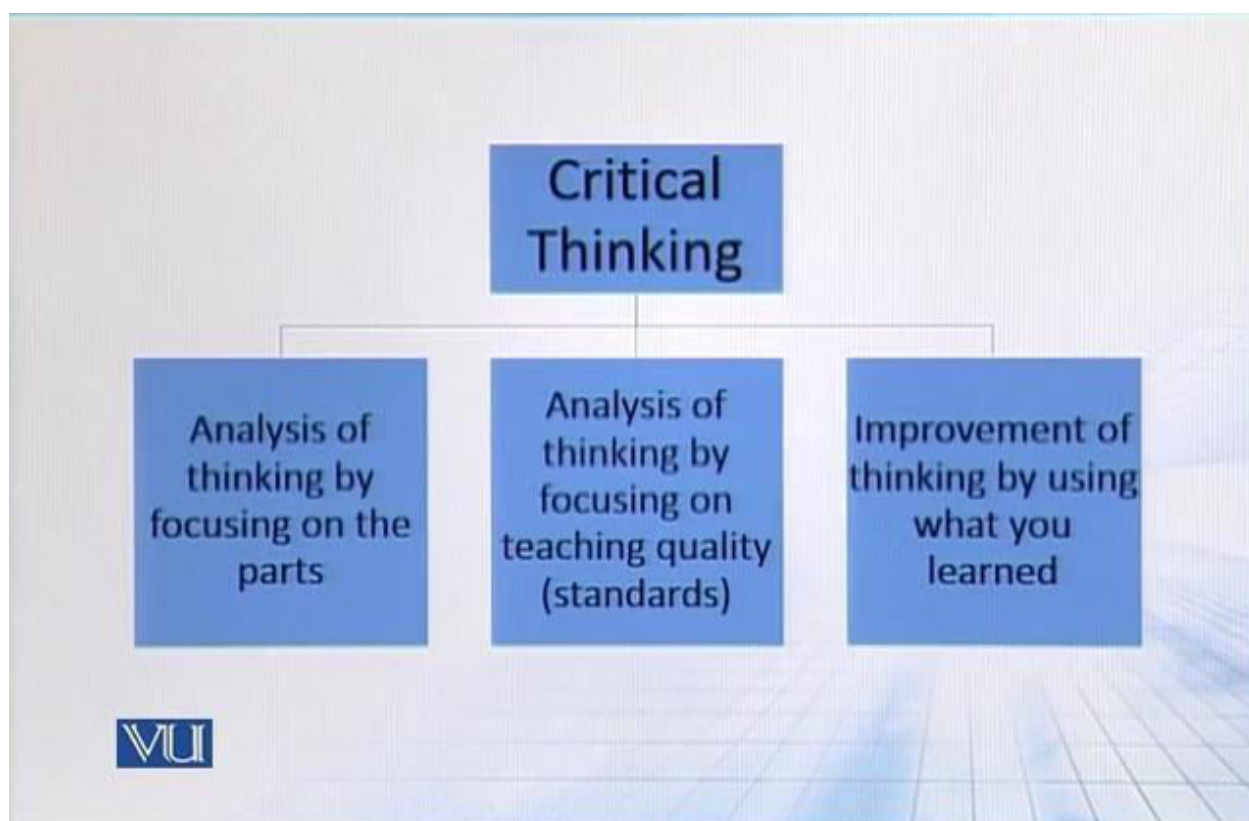
Self-directed learning includes the reflective practitioner in monitoring the process of learning. Self-monitoring this focuses their reflective practitioner are not only thinking about experiences but thinking about reflection. In other words, both the cognitive and the metacognitive aspects of learning and these are internal to the teacher. In terms of making meaning of the information they're acquiring and integrating their experience and the knowledge that they have with new knowledge as it evolves over time.

Self-directed learning also includes an extension in terms of learning the reflective practitioner who is self-directed has total control over the choice of what to learn and how to learn and of course how to evaluate what they have learned and how well they've learned it. So, there are some possible behavioural indicators that we need to consider as reflective practitioners. These things that we need to consider about applying to ourselves in order to be self-directed in reflective practice. One behavioural indicator is the teacher I am identifying, determining what their particular goals for learning are. Also, the teacher needs to identify what they can do in terms of achieving those goals. What are the learning tasks? And in relation to the activity of learning how the individual was going to monitor the progress chart the learning towards achieving those goals. The another indicate is that the teacher needs to challenge themselves in terms of achieving goals and therefore goals should not necessarily be easy to achieve, but they should be challenging in themselves.

So, what the teacher needs to be able to do is to formulate questions around the actions and the goals, which they can begin to operationalize. The teacher then also explores the possibilities and in relation to those possibilities of puts things into action and makes decisions about their roles. Another behavioural indicator would be that the teacher is able to self-manage time and to self-plan the direction towards achieving those goals rather than it coming from elsewhere. Also, the teacher needs to be able to critically reflect on their learning and also to think about where feedback comes from and how to acquire feedback to monitor the process of learning. Finally, another behavioural indicator of a self-directed reflective practitioner is that the teacher is able to apply what they've learned in contexts which are new or different rather than just repeating learning in context which are usual.

Topic 257**Higher Order Thinking for a Unified Curriculum, Instruction and Learning:
Three Dimensions of Critical Thinking**

The reflective practitioner necessarily needs to engage in higher order thinking, critical thinking about their practice. There are three dimensions of critical thinking. We can see the dimensions of critical thinking here.



One dimension is the reflective practitioner in the process of analyzing and focusing on parts of teaching. Both sides critical thinking involves the analysis of thinking by focusing on the quality of teaching. Critical thinking engages the reflective practitioner in Improvement of their thinking

by using what they've learned. So higher order thinking is an opportunity for reflective practitioners.

Education as a concept focuses on higher order skills, but the reality of what happens in schools is that education results in lower order results and what the reflective practitioner aims to do is to narrow the gap between these higher-order goals and these lower order results. In other words, what can the reflective practitioner do to practically get students to think in higher-order ways? In other words, in math classes, how the reflective practitioner can help students think mathematically? In history classes, how can the reflective practitioner help students learn historically and also in terms of science classes, how can the reflective practitioner help students think scientifically. These are higher order processes rather than the lower order results that are so easily achieved.

The whole point of this in general is that students learn to think critically and therefore learn critically and thinking and learning in very disciplined and self-directed ways. The obstacle that teachers, the reflective practitioners face here are their own assumptions and values about the nature of teaching nature of instruction the nature of knowledge and the nature and process of learning in itself. These assumptions can and very often are incompatible with higher order thinking.

So reflective practice provides a new set of assumptions for us as professionals. What we need to do as reflective practitioners is develop a long-term commitment of higher order thinking and this is because of the need for change in terms of learning the need for change in terms of moving students from lower order thinking and the outcomes associated with lower order

thinking to higher order thinking and higher order skills. Of course, what we must realize is that there are certain barriers to overcome for the reflective practitioner in terms of promoting higher order thinking in schools. In classrooms lower order skills are what curricula are focused on lists to be achieved knowledge, to be embodied in the students and higher order thinking is about the students acquiring skills for managing knowledge and for understanding at a much more as a deeper level than knowledge. So, part of what the reflective practitioner needs to engage within the future is ways to overcome resistance and barriers to the experiences that we're having in the classroom.

Topic 258

Higher Order Thinking for a Unified Curriculum, Instruction and Learning: Conceptualizing Higher Order-Thinking

Higher-order thinking is the future for teaching and the reflective practitioner is involved in helping students develop higher-order school skills in terms of the curriculum being taught as well as the way they are being taught and how they are learning. The key problem faced by reflective practitioners in the 21st century is that learning has been fragmented into lists and criteria to be achieved and this can often be seen as focusing on the lower order learning and the consequences of this is too much learning. Then is actually not connected nor as any depth what we see in curricula are that there can be lists of knowledge to be learned skills to be acquired and what we can see from teachers applying those curricula teachers who are not reflecting critically on their practice is that instruction becomes somewhat fragmented and inconsistent and also what happens as a consequence of these things is that learning tends to be dominated by memorization and recall rather than thinking.

So, what is missing is a coherence and a connection in terms of teaching and learning how this relates to the depth of understanding acquired by learners in the classroom. So, what we need to consider as reflective practitioners as well as what we know is that we need to consider how things are being taught. But also, how things are being learned and students are learning something all the time and they're learning in very different ways. What we need to do as reflective practitioners is think about how we're teaching all of them if they're all learning in different ways. This idea that the disconnect between higher-order goals and lower order results

is picked up in the literature and I can read here one writer said all too often. We focus on a narrow collection of well-defined tasks and train students to execute those tasks in routine ways. This recognizes the fact that we tend to be somewhat mechanistic in terms of teaching and learning.

Further the writer goes on to say then we test the students on those tests and we focus on the problems and overcoming those problems and then congratulate ourselves on the fact that students have learned something powerful. So, what the writer is suggesting here is that we're not thinking critically enough about our roles as teachers and being honest enough about what we're trying to achieve. The writer cites a number of examples to categorize this reflection on teaching and learning and it's a reflection on the lower order outcomes which tend to be achieved because we're not focusing on higher order thinking in the classroom. He also goes on to give a number of examples from a range of education provision at the higher education level as well as in the school secondary and primary levels of learning. So, what we need to consider in terms of being reflective practitioners is how we're bridging the gap or narrowing the gap between higher order thinking and the lower quarter results changing the lower order results into higher order results.

Topic 259**Higher Order Thinking for a Unified Curriculum, Instruction and Learning:
Reflective Practice and Higher-order Thinking**

So, an application of reflective practice is to improve higher order thinking. Reflective practice then is a cure for lower-order outcomes. In other words, student's robotic learning of concepts, content and subject. In other words, although education is focused on higher order goals what reflective practitioners are confronted by our environments which are focused on subjects to be learnt, content to be acquired lower-order results? So, the issue that emerges for us as reflective practitioners is actually very clear. We need to move from lower order learning, lower-order results to achievement of high order goals. So, the question for us is how we can reconceptualize and restructure what we do as teachers to reduce the gap between these higher order goals.

At these lower order outcomes, which students are achieving in order to create better quality learning and what the reflective practitioner can do is work to improve student performance, but they can only do this by improving their thinking. We can only improve student thinking by creating opportunities and incentives for students to think in higher order ways. But we can only provide students with these opportunities and with these incentives if and only if we as teachers as reflective practitioners have time to think about what we're teaching think about and thoughtfully redesign what we do and what we do is how we teach. So, we can only provide students the opportunities to begin to think in higher-order ways if we as reflective practitioners give ourselves time to think about how we're teaching and the approaches which we are using to help students develop those particular skills. We can only do this if we give teachers time to if

we look at the curriculum and understand that we can only get time to think about how we're teaching and redesign our instruction. If we don't have to cover huge amounts of subject matter that we usually find in curricula.

Of course, we can only reconsider the huge breadth of subject matter in curricula in terms of our restructuring if we change the way we think about that subject matter, if as reflective practitioners with focus on purely delivering content rather than focusing on concepts and understandings and abilities. Then we have a problem in terms of allowing ourselves time for reflection on the strategies that we are using. We can only restructure the curriculum in order to do this change to focus our instruction on basic concepts and understandings and abilities. If we understand that we're focusing on higher order thinking rather than purely focusing on lower-order attainment in other words memorization and recall. So, there are certain aspects of the reflective practitioner role which we can apply to our work and we can see that by reconceptualizing our thinking about what we do and how we do it and reconceptualizing a professional role that we can help students develop higher order thinking and higher-order learning.

Topic 260

Higher Order Thinking for a Unified Curriculum, Instruction and Learning: Assumptions of Teaching

The reflective practitioner understands why a focus on higher-order thinking and higher order learning is important because there are very significant differences between didactic models, instruction models of education as opposed to critical models of learning. The problem is these approaches confuse the acquisition of knowledge, which is essentially focused on memorization of content and with critical models of education, which recognized acquiring knowledge which is intrinsically focused on critical thinking, higher order critical thought. So, we have to question as reflective practitioners. What is the foundation of uncritically held assumptions, what lies behind uncritical foundations of thinking? One assumption is that we can't think that students learn how to think only when they know what to think. This is a view that teaching is based on a didactic model rather than a critical thinking model. That knowledge can be given directly to students is another assumption that can be held by teachers given directly to students without them having to think for themselves or work things out for themselves and what this means is that students actually just acquiring knowledge without an understanding and that knowledge has come to be.

Another assumption is that the process of education. The process of learning is based on students storing content in their head. This is what people like Paulo Freya said is education has a banking process where knowledge is poured into students' head. Another assumption that we can consider here is that the didactic model says that classrooms are places where students are working very quietly whether it's very little interaction between students and this is evidence that

they're learning something. Another assumption that we can think about in terms of though this didactic model is that students acquire significant amounts of knowledge without having to seek it for themselves without having to find it. In this respect therefore the assumption is that the knowledge that acquired is not valued by the student.

Topic 261

Higher Order Thinking for a Unified Curriculum, Instruction and Learning: 21st Teaching Assumptions

In terms of higher-order thinking the reflective practitioner understands and values education which is focused on higher-order learning, which moves away from the didactic model of learning and this has a number of assumptions associated with it for the reflective practitioner. In terms of higher order thinking then and in terms of what the reflective practitioner is aiming for is that the assumptions that we have our different assumptions that students learn what to think only and when they learn how to think.

Another assumption is that students gain knowledge only through thinking rather than just memorizing. Another assumption for a reflective practitioner is that the process of education is actually the process each student engaging in analyzing and synthesizing and also applying and assessing what they are given in the classroom rather than purely memorizing and then recalling that on demand. Another assumption is that classes for the reflective practitioner are not quiet places with a minimal student talk. But in fact, classes are places where students are engaged in a lot of talk focused on real issues for them. Live issues which are of interest and of concern to them and for the reflective practitioner this is a better sign of learning than those quiet classrooms where students.

Topic 262

Higher Order Thinking for a Unified Curriculum, Instruction and Learning: The Paradigm Shift

In terms of applying reflective practice, the reflective practitioner then will make a paradigm shift, a logical and conceptual shift in thinking about their teaching from a didactic model to a critical model of education where higher order thinking and higher-order learning are an everyday and usual part of work and learning in the classroom. Therefore, we have to ask the question of ourselves. What are these changes that we need to make in order to realize this paradigm shift in thinking from lower order to higher order? First of all, the reflective practitioner needs to reconceive the curriculum. Curricula play a central and significant role for the teacher and instruction arises from the goals and the objectives stated in curricula. But what the reflective practitioner needs to do is to look at these goals and look at these objectives and not consider them just in terms of subject matter, but to consider them in terms of how the students can engage with those ideas at conceptual and even abstract levels.

A starting point for this can be for the reflective practitioner to redesign their instruction in terms of delivering that curriculum. We know teachers are very busy and teachers feel that there is no time to focus away from the subject content to be acquired in terms of thinking around the subject. What we need to do as reflective practitioners is think differently about what we're doing in terms of instruction and instruction in terms of delivering the curriculum. We mustn't neglect the content of the curriculum. It's purely thinking about how we're helping the students engage with that content. What this means is that we as reflective practitioners are moving away

from those didactic methods, lecture methods and drill methods and recall of content by the students of the subject matter in the curriculum and using approaches engaging students in strategies for their learning which are engaging them in processing of that content. Most importantly deep processing of that content so that they can learn at a much deeper higher order level of thinking for the reflective practitioner. This is a paradigm shift which is evolutionary rather than revolutionary. It's something which will occur over time as they develop their practice.

The reflective practitioner has the opportunity therefore to place an emphasis on this type of thinking place an emphasis on formulation of thinking, formulation of philosophy, formulation of ideas and highlighting the essential role for the student that thinking plays in their learning in the acquisition of knowledge. The reflective practitioner is always contrasting both students with the student. The differences between their lower-order learning and the higher order learning that they're engaging with. So how does the reflective practitioner achieve this process and how does this translate into an approach for the reflective practitioner? Well higher order learning multiplies for the students their comprehension and their insight of the content. This is an important thing for us to remember. Whereas lower order learning in contrast learning which is focused on rote memorization and performance of particular skills, which are predetermined actually multiply students' misunderstandings and even prejudices about what constitutes knowledge.

What the reflective practitioner needs to do is to help students; understand that higher-order. Learning provides an opportunity for the students to feel more empowered and in control more

autonomous of the learning and of themselves as learners and what this does is to stimulate to students in terms of the subjects which their learning and in contrast to this, we can see that lower order learning has potential for discouraging students. Also limits the students' potential for acquiring deeper more substantial skills of knowledge. So, for the reflective practitioner we can think about how these come together in what might be called good teaching. Good teaching for the reflective practitioner focuses on high content and on ideas and issues and content and ideas and issues which are taught in ways which actively engage students not only in the processes of learning but engage students in thinking and in reflecting on their thinking rather than just engaging in memorizing the content of curricula.

Topic 263

The Future of Reflective Practice: An Introduction

Reflective Practice has been around for many years since the 60s 70s and 80s, but in the last two decades certainly since 1990s things changed quite considerably. We can see this through a number of technological innovations, which nowadays we take for granted. For example, Wiki's where people collaborate to construct knowledge can be seen as an evolving encyclopedia of understanding. This is a forum that teachers can use and teachers can use with other teachers or use with students in terms of their role in the classroom what students and how students are learning. Search engines are changing the way we access information in society. This ability to access huge amounts of data huge amounts of information are changing the world of the teacher, changing our professional world and our students are very up-to-date and easily using search engines to find information and teacher the reflective practitioner can't be left behind in this.

The internet again is a forum where students have access to crowds of people. Lots and lots of knowledge and information and understanding from all around the world. We can see as reflective practitioners that this is a source of our teaching that we need to bring to the classroom in the 21st century. The concept of collective intelligence is important for us as reflective practitioners. The idea of communities of practice where small groups of professionals come together to exchange information and create a collective intelligence about the profession which they work. What we also know is that the world is constantly changing and therefore the reflective practitioner needs to engage in a process of constant renewal. Any profession will quickly get out of date and will need to face the challenge of adapting to change and being

flexible in terms of the way work is done. The way you know, I do my teaching the way I do my profession will need to be reinvented and this is a question that the reflective practitioner needs to ask themselves and a focus that they need to give themselves in terms of being adaptable and flexible to change which is occurring very quickly around us.

My assumption is that reflective practice is being used today by many people and reflective practice is proving to be very powerful by teachers. What is true to say is that reflective practice is increasing in importance as we go through the pursuing years. The key question perhaps to ask ourselves is are all their authors talking about reflective practice now and all the teachers applying reflective practice? Are they referring back to one key point? The other citing Schon and his ideas about reflection and reflective practice, reflective practice practitioner because what we can see in terms of reflective practice now is that teachers are essentially thinking in ways about changing their action. This was really what Schon was talking about.

Topic 264

The Future of Reflective Practice: Perspective of RP in the New Professional Environment

Perspectives of RP in the New Professional Environment

Perspectives on reflective practice are ever-changing now in a new professional environment. Reflective practice has been around since the 60s 70s and 80s and is that there's one name that has been recurring over that time. That name is Donald Schon in 1963. He produced a text displacement of concept in 1970 and 74. He produced the text theory in practice. In 1993 the reflective practitioner and in 1987 educating the reflective practitioner. So, we can see that this one individual is a key focus point for us in terms of reflective practice. The application of reflective practice and moving reflective practice into the future.

Importantly in 1994 frame reflection is where reflective practice actually takes a jump ahead in terms of reflection into the future. Many things have happened to speed up the process of application of reflective practice. These will continue to occur over the years and what this means is that these will influence not only reflective practice, but the reflective practitioner as we engage in teaching in time to come. These things include the World Wide Web. The internet and access to information is now so much easier than it ever was before and the extent depth of information that we have access to as teachers is now so huge that this is a key influence on us as reflective practitioners and a new communication platform. New collaboration software new approaches to share ideas and collaborate with others through things like wikis and the internet processes which are emerging and continue to develop evolve and which create.

New Perspectives for us in terms of sharing knowledge and acquiring knowledge. And of course, cell phones have spread the ability to communicate widely. Not only locally but around the world and the ability to communicate with others using technologies. The ability to engage in dialogue with people is a way that reflective practice will grow very quickly and also the teaching and learning will change. Of course, the importance of all of these technologies and all of these changes is that economies are changing very quickly and societies are changing very quickly. What is important for the reflective practitioner to consider then is their role in a maintaining economic and social change. Along with the rest of the world for example places like China and India are growing exponentially and are considered hugely dynamic and important markets in the modern world. The reflective practitioner working in the classroom is the individual who can help future society in a country like Pakistan. Keep Pace with these very strong economic powers.

Topic 265

The Future of Reflective Practice: Emerging New Ways for Collaborating in Professional Work

New Ways for Collaborating in Professional Work are emerging

The future of reflective practice lies in reflective practitioners engaging in new ways of collaborating with others in their work in their professional work. Reflective practitioner can do this in a number of ways. For example, through Wiki's where colleagues where teachers can construct knowledge over time collaboratively and therefore create a community of knowledge which can be drawn on. Also, reflective practitioners can work together using search engines to reach a wider pool of knowledge not just locally, but internationally. There's no reason why a reflective practitioner in Pakistan for example can't share understandings and learn from experiences from teachers in other countries as far afield or as diverse as America or Russia Australia China or India.

Reflective practitioners can collaborate in terms of creating a collective intelligence about their roles as teachers and we can as reflective practitioners share these understandings, combine this intelligence with others from very wide distribution around the world and also from other professions making connections and links between professions. Reflective practitioners can come together as communities of practice which are very stable places and spaces where teachers can not only explore and investigate together but learn together and acquire knowledge and develop knowledge and understandings together.

Innovation is Being Distributed

Innovation is such innovations are helping reflective practitioners distribute knowledge and what this does is it democratizes knowledge and innovation by teachers. In fact, rather than knowledge and skills being held by a few people. It is much more widely available to all teachers and all teachers can use this knowledge and therefore it empowers everyone. It also promotes social innovation for teachers. Many teachers and especially in countries like Pakistan are working in very diverse and very challenging context and it's through these new media, new approaches that reflective practitioners can come together and innovate and share and collaborate in terms of common interests and common needs. What this can do is that teachers can become part of and what we might call research networks. Although there may not be formal researchers by collaborating in investigations and explorations with others then teachers are effectively researching education and this provides opportunity to raise questions about teaching about learning about education as a whole and actually leads teachers through inquiry and therefore can lead to wider answers and bigger answers.

The Art of Conceptual Innovation is the Driver

Now what we can see is that such innovations are helping teachers achieve new ways to conceptualize themselves as teachers and to conceptualize the profession as a whole. The capacity to integrate technologies that is a key for reflective practitioners to create solutions. New solutions to the issues that they're facing and this can be through tapping into this knowledge this information this very deep and wide information available to us. When so many teachers, so many reflective practitioners are investigating and innovating and researching in

these ways. It means that the reflective practitioner is able to keep pace with change and to adapt to new ideas and new concepts as they evolve. Perhaps most importantly this means that the reflective practitioner is not engaged in a scientific process, but is in fact engaged in an artistic process. Teaching can be seen more as an art rather than a science and as an art the teacher needs to develop their identity as a teacher and develop their own styles. Their own approach to teaching because that is the art of teaching rather than purely being a mechanistic scientific application of knowledge in text books with students in the classroom.

Topic 266

Reflective Practice Will Evolve Continually: Traditional Teaching Skills

Reflective practice will continue to evolve. There's no stopping reflective practice. And no stopping change in teaching and learning. So, what this requires that the reflective practitioners are particular capacities to continually update their knowledge and to extend their knowledge. It also requires the reflective practitioner to be adaptable to be able to adapt to change as it occurs.

It also requires the reflective practitioner to not only reinvent the practice of the profession, but also maybe even to reinvent the professions themselves and create new ones. So how can we fit reflective practice and the role of the reflective practitioner into this emerging and ever-changing professional environment? Well, we can link this back to traditional skills in teaching and their skills for teaching are important and even for reflective practitioner in this ever-changing environment. These skills are becoming increasingly significant for us.

The first skill that we can consider is commitment. Essentially the reflective practitioner needs to be committed to the work of the profession and to the education of young people. The responsibility here lies with the teacher and this is a huge responsibility for the modern world because the teacher needs to be constantly aware of the way the world is evolving and the students place in the future. Therefore, commitment is a key skill that the teachers the reflective practitioner needs to bring to the new evolving environment.

Traditional Teaching Skills

Preparation

Another skill is preparation for teaching. There used to be a time in the past when good teaching was about having the right temperament, right approach. But in the modern world, it's important that reflective practitioners are finding a way to work with students in very professional and very structured ordered ways. Therefore, this requires the teachers are engaging in training in education as professionals. Another key skill is preparation. This is a requirement of all education levels names simply in order to improve society. The idea of preparation teaching is that we're not just blindly walking into the classroom and telling students what we know but we're actually working with the content of curricula working in context and working with diverse students in ways which not only prepare them for society, but actually help to improve society. It's through this that the teacher needs to be prepared for helping the students move to higher levels of study and what this means is that there's a particular mind-set that the teacher needs to have in order to help students fit into this ever-changing adapting role that they have.

Organization

Another skill of the reflective practitioner is organization, good planning good preparation of lessons and whole courses in advance of teaching them to the students is a key factor in the success in the modern classroom. It's very important that the reflective practitioner organizes their lessons properly and allocates time to cover the content entirely.

Tolerance

Another key skill is tolerance in the modern world teachers are working with ever diversifying groups of students and society is becoming much more differentiated. Therefore, teachers need

to be able to manage this differentiation and also be aware of perhaps our own prejudices in relation to working with this diversity. Therefore, that requires a certain tolerance in terms of treating all students equally and clearly, we can see that the reflective practitioner without bias is not favoring some students in relation to others. This is very important for students simply because the world is opening up and therefore the reflective practitioner needs to provide an environment where students can openly engage in discussion sharing ideas and making decisions identifying understandings around various topics for themselves.

Story Telling

Another skill which will emerge more and more over time. It's already started to emerge is the teacher's ability for storytelling. One of the best ways to teach is to transfer ideas through stories through the telling stories and teachers have been using this method for centuries. Teaching a lesson by incorporating some sort of thematic approach, some sort of storytelling is a fantastic skill that the teacher can develop, the reflective practitioner can develop to apply in their teaching.

Open to Questions

The skill of questioning especially open questioning rather than closed questioning having discussions in the classroom and having students collaborate in class are essential for encouraging them and helping them develop skills for the modern. The reflective practitioner needs to implement new teaching strategies to engage in this discussion and open questioning

and collaboration. Teachers must be able to respond to students and especially be in a comfortable situation to allow students to ask questions and to answer questions from students.

So modern teachers then reflective practitioners of people who have good listening skills and their teachers who can listen to students' questions and answer them honestly and even help students find the answers for themselves and thereby, encourage the students provide students with opportunities to develop curiosity in order to find answers for themselves.

Topic 267

Reflective Practice Will Evolve Continually: New Teaching Skills

New Teaching Skills

These new teaching skills complement the older teaching skills and nowadays they're associated with new technologies. The reflective practitioner incorporating these new teaching skills into their teaching will ensure that they become a modern teacher that they are a reflective practitioner of the 21st century.

Innovative

What this means for reflective practitioners is that they need to be innovative the reflective practitioner the modern teacher must be willing to innovate must be willing. To change and to try new things and both teaching skills and educational software and apps ICT come together in this new paradigm innovation is a key skill for the reflective practitioner. What this means is that the reflective practitioner is somebody who takes up new technologies very quickly. They can be considered as an early adopter trying things out before they become popular.

Tech Enthusiast

Consequently, the modern teacher the reflective practitioner is somebody who is quite enthusiastic about new technologies. They'll be willing to explore the use of new technologies in their teaching and won't be afraid of trying out new things. When Computers were introduced, it took some time for teachers to realize the value that they add to the teaching-learning process. Whereas now computers are an integral part of all schools. What we can do as reflective

practitioners is try to future ideas and about new technologies that we could use for teaching iPads and iPhones perhaps and ways to personalize the learning for the students and use technologies, which are everywhere in society and will play a very significant role for us and also for students in the future. So, what the reflective practitioner is doing is constantly searching for such new technologies and to implement in their teaching.

Social

The reflective practitioner of the modern teacher is also somebody who's looking at teaching from a very social perspective. One of the traditional teaching skills with always to be able to ask open questions and the modern teacher needs to be able to do the same but the modern teacher needs to be able to lead the conversation of colleagues of other professional in social with social networks in order to explore possibilities of new approaches inside and outside of the class itself. For example, trying Twitter can be a technique that a teacher can use with students in the classroom.

Geek

And in a way this means that the reflective practitioner or the modern teacher is somebody who's quite tech-savvy. Somebody who can be considered as a technological geek. The internet is a huge source of knowledge and information and as search is extremely powerful. Therefore, the modern teacher needs to be somebody who's very curious. The reflective practitioner is somebody who is always looking for new knowledge and as such the internet and email and other technologies are an extremely powerful resource for the reflective practitioner. What we

have to remember is that our students will be using these technologies and if the reflective practitioner if the modern teacher doesn't use these technologies will be left behind.

So, we're always looking for these new technologies and seeing how we can use them and the information that they provide in our teaching and what this means is that they provide a challenge not only to us but also to our students. We need to engage in a dialogue about technologies and how we can use them for learning and what we can gain from them with students in the classroom in order to keep pace with the modern world.

Topic 268

Reflective Practice Will Evolve Continually: Better Teaching

Better Teaching

Reflective practice will evolve continually and it will evolve into better teaching. So, for reflective practitioners, this means there is a greater emphasis for us on new skills. Also, it has important implications for us as reflective practitioners as we reflect on practice. The 21st century reflective practitioner, the modern teacher will favor approaches which are student-centered in the teaching rather than teacher-centered. For example, problem-based learning and project-based learning where students are collaborating, working together, exploring investigating, asking questions and finding answers to those questions themselves are approaches that 21st century reflective practitioner will use.

Problem based learning and project-based learning allow students to collaborate. They allow students to work together on real life problems on authentic problems. They allow students to engage with others, with their peers and so become a community of learners in their school. These are very powerful ways to implement curriculum content. These are very powerful ways to help students develop higher order skills rather than lower order skills. Therefore, better teaching is about teachers knowing about these approaches and how effective these approaches can be. Also, it's about teachers, about reflective practitioners knowing how effective they are being in the classroom, but the key problem currently is that reflective practitioners are still not applying approaches which can lead students into the future. I mean what research shows is that a lot of instructional time in the classroom is still very much teacher centered rather than student-

centered and even when class sizes are reduced the focus for the approach to teaching stays on teacher-centered methods rather than student-centered methods.

In terms of better teaching when students collaborate, the reflective practitioner expects a certain amount of noise because students are communicating with each other and when a teacher is not as prepared to work with students in student-centered ways, perhaps using problem-based learning project-based learning then such Noise can actually become something unproductive. Too much noise in the classroom or noise which is off task actually is non-productive learning and part of the better teaching that a reflective practitioner needs to engage with is that teaching which allows constructive noise rather than destructive noise. So, what the reflective practitioner is aiming to do is to become more expert in the skills, to become better teachers and certainly better teachers in terms of student-centered strategies and managing these approaches very productively. Student-centered methods demand that teachers are knowledgeable about a broad range of topics and subjects and they're prepared to quickly and easily make in class decisions about the progress of lesson and the strategies that they are using so rather than applying approaches mechanistically and unthinkingly. They are applying approaches in a very thoughtful and productive way and changing and adapting to situations as they occur in classroom. So, part of the 21st century reflective practitioners' skills relate to greater collaboration between practitioners because it's through collaboration and through communities of practice that individual teacher can become more expert and therefore engage in better teaching in the classroom.