

Reflective Practice: Understanding Your Teaching & Yourself

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Adie

Jennie

Jennie (Adie)

Current position:

Principal Lecturer: Professional
Development-Teacher
Department.
Development

Adrienne

Current position:

Assistant Professor in an
International Relations

Friends since 2012

Interest in Reflective Practice since 2014

Critical Friendship research since 2018

Purpose of today's session

To gain further understanding of yourself as a teacher

To improve your understanding of & implementation of reflective practice

To examine your teaching & identify focus points for improvement

To receive advice from others in improving your teaching

To generate some solutions

Rules for a Good Session

- Everything is confidential
- Be honest
- Listen, even if you disagree
- Avoid prejudicial comments
- Pass if you're not comfortable
- Use "I" statements
- Don't interrupt
- Be brief
- Agree to disagree*
- Criticize the idea, not the person*

What does it mean to reflect on one's practice?

Write your answer in the chat

“Reflection helps teachers recognize and confront their own beliefs, values, and assumptions about their teaching, their students, the curriculum, their practices, leading to transformative practice, and encourages continuous professional development”

(Bailey et al., 1998 in Crandall & Christison, 2016, p. 15)

Definition of reflection

“a process of inner dialogue’ through which language teachers develop awareness of their practice; awareness is an outcome of a reflexive dialogue between knowledge and experience and can happen individually or collaboratively”

(Mann, 2005)

Definition of reflective practice

“The activity of looking back over one’s actions, thoughts, written and spoken ideas, feelings and interactions, all with the goal of making new meaning for oneself, an activity conducted in dialogue with the self and with others.”

(Watanabe, 2016, pg. 47)

Do you know why you're doing what you're doing?

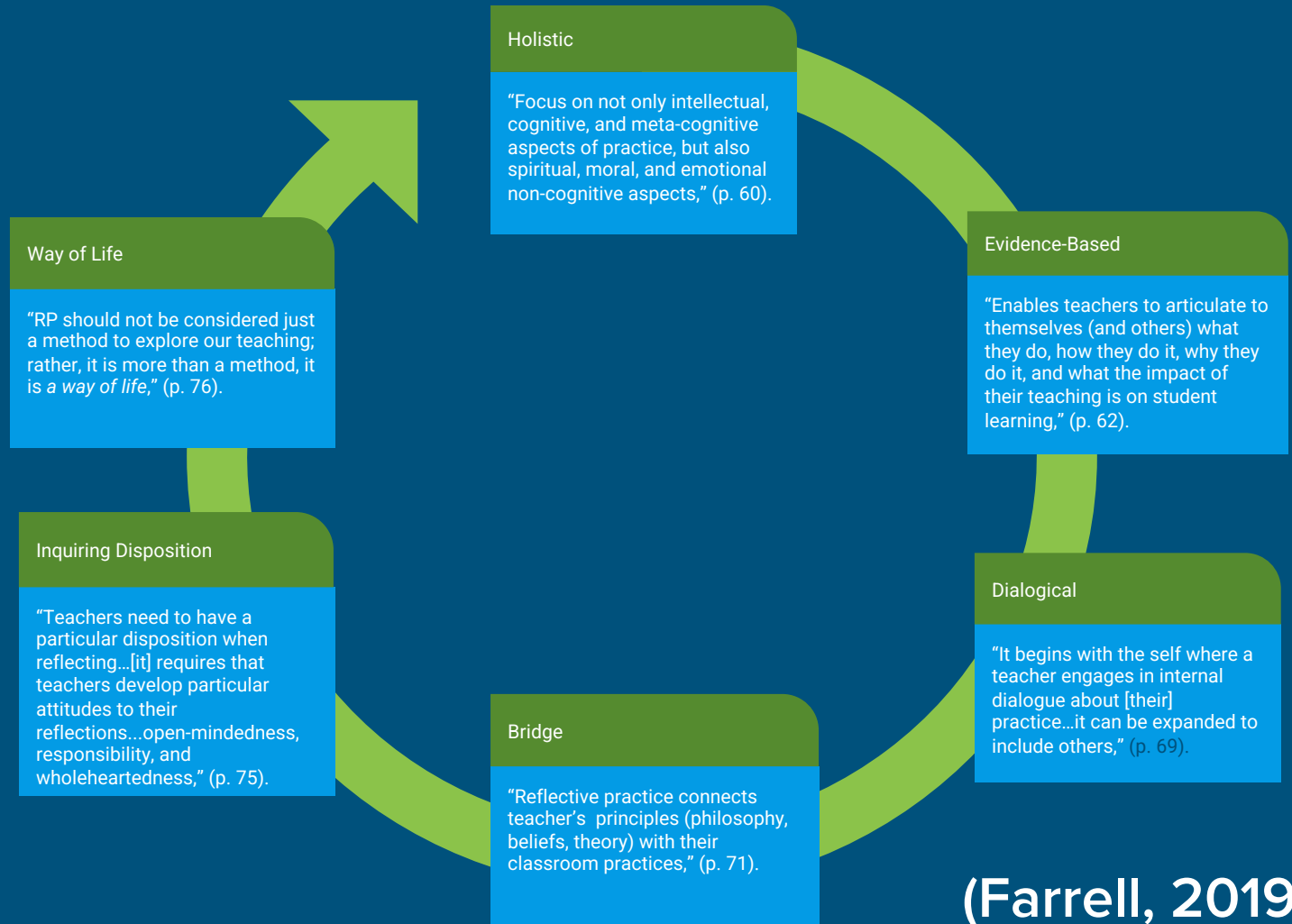
Are you doing what you think you ought to be doing?

“In order to engage in reflective practice, teachers must systematically collect information about their classroom happenings and then analyze and evaluate this information and compare it to their underlying assumptions and beliefs so they can make changes and improvements in their teaching.”

“we make more informed decisions about our teaching when we have concrete evidence”

(Farrell, 2007 in Farrell, 2013, p. 4)

The Six Principles



(Farrell, 2019)

Reflective Practice

is...

Informed Practice

Best

Practice

- What is one thing you feel you do well as a teacher? Why?
- What is something you feel you could do better as a teacher? Why?

Breakout Rooms: 5 minutes

Tools

Critical
Friendships

Dialogue

Writing

Narrative
Study

Concept
Maps

Action
Research

Lesson
Study

Classroom
Observations

Case
Analysis

Action Research

Using Action Research as Reflective Practice

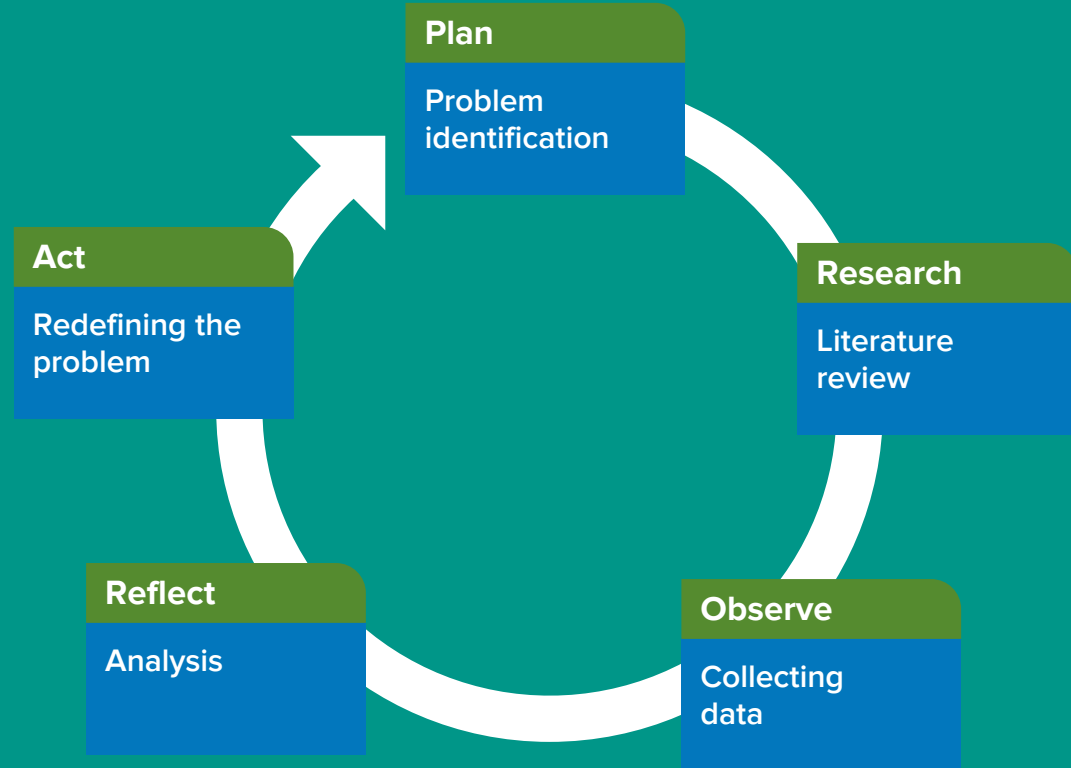
Action research involves a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. (Burns, 2015, cited in Cornwell 1999, p. 5)

Examining one's practice or classroom for the purpose of improving their teaching

Farrell's Action Research Process (2019)

Reported Benefits

- Improved self-efficacy
- Better understanding of your students
- Promotes reflective learning
- Changes in teaching practices
- Changes in beliefs
- Improved research skills
- Improved confidence in practices



Reflective Questions:

- Have you ever conducted an action research project?
- Why is it important to look inward when conducting action research rather than just trying to “fix” the problem?
- What topics are important for you to engage in action research? Why?

Critical Friendships

Action Research → Critical Friendships

A fellow teacher who provides advice and frequently assists in action research (Stenhouse (1975)).

Elliot (1985) called such relationships “second order action research.”

“Teachers who collaborate in a two way mode that encourages discussion and reflection in order to improve the quality of language teaching and learning” (Farrell, 2018)

“Teacher critical friendships entail entering into a collaborative arrangement with another teacher “in a way in which encourages talking with, questioning, and even confronting, the trusted other, in order to examine planning for teaching, implementation, and its evaluation” (Hatton & Smith, 1995, cited in Farrell, 2007, pg. 149).

Reflective Questions:

- Why do you think teaching can be a isolating act (especially teaching online)?
- How can reflecting with a critical friend reassure your practice?
- Have you ever “clicked” with a colleague?
 - If yes, did it lead to a critical friendship for both of you?
 - If no, are you willing to seek out a colleague as a critical friend?
- Is there someone from your workplace, professional organization, or school with whom you could develop a critical friendship?

Classroom Observations

Observations as Reflective Practice

“When teachers engage in classroom observations in a supportive environment, they can better examine what they do rather than what they think they do because they have obtained evidence from whatever instruments they have used to collect this evidence...raised awareness of their teaching behaviors and their impact on students’ learning can lead to more focus on their students’ needs and how to respond to those needs [most effectively for their students].”

(Farrell, 2019, pg. 88)

Worksheet

Peer Observation Sheet: General

Before beginning, agree which questions you will focus on (all, three/ four, questions of your choice)

| | |
|--|--|
| Teacher's name | |
| Class | |
| What were the teacher's aims? Were they made explicit? How? | |
| What teaching techniques were used? How effective/ appropriate were they? | |
| What equipment/ IT was used? How effective/ appropriate was it? | |
| How appropriate was the lesson staging? How did the teacher move from one stage to the next? | |
| How appropriate was the classroom setup/ student groupings? | |

| | |
|--|--|
| if there were problems, what did the teacher do? | |
| How successful was their intervention? | |
| How did students participate/ respond to the teacher/ lesson materials? | |
| What opportunities were there for students to make choices/ work independently? Was the class more teacher-centered or student-centered? | |
| What was your overall impression of the lesson? | |

(KUIS ELI PD Committee,
2017)

Adapted from:

Ellis, G., & Ibrahim, N. (2015). *Teaching children how to learn*. Peaslake, UK: Delta.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). London, UK: Longman. [Available in PD library]

Post-Observation Prompts

After Follow this 5-step framework:

1. The teacher observed shares their own reflection
2. The observer and observee agree on the facts of the lesson
3. The observer shares their reflection on the focus/aims of the lesson
4. Alternatives may be discussed at this point
5. The observer and observee discuss possible follow up actions / goals

Useful

Feedback on what's observed

It appeared as though....

I was wondering why....

The/Some students appeared to be
(confused, uncertain, distracted etc.)

Feedback from personal experience

In my class I'm thinking of trying ...

Perhaps you might consider trying ...

I think that situation was really tricky
because

(KUIS ELI PD Committee,
2017)

Reflective Questions:

- What teaching practice or aspect of your classroom would you like to get feedback on?
- What would you like to see other teachers doing in their classrooms to help inform your practice?
- Who in your context would you feel comfortable asking to observe your lessons?
- Who in your context would you like to observe? Feel comfortable asking if you could observe?

**Which of these activities are you
most interested in? Why?**

Breakout Rooms: 5 minutes

Concept Maps

Creating Concept Maps

Gives you a visual that allows you to “see” what is important to you (Farrell, 2019) because you are able to critically reflect on your history, beliefs and values (Farrell, 2018)

Can be utilized in lessons: pre-activity, during lessons, post-activity

Can provide insights into what happened or didn't happen in your lessons (Farrell, 2015)

Tree of Life

Self reflection on your
teaching career
(Merryfield, 1993,
cited in Farrell, 2018)

**Limbs - most recent
influences, critical
incidents**

Trunk - later influences

Roots - early influences

Adie's Tree of Life

Trunk

University: major in East Asian Studies

High School:

- Began studying Japanese
- YFU exchange student to Japan
- Hosted a Japanese exchange student



Roots

Family value: small town values, parents interested in Asia

My heritage: born and raised in a small town in Michigan

Limbs

2004-2007: ALT on JET to Chiba, Japan

2007-2013: NTE full-time

2012-2014: Master's Program in TESOL

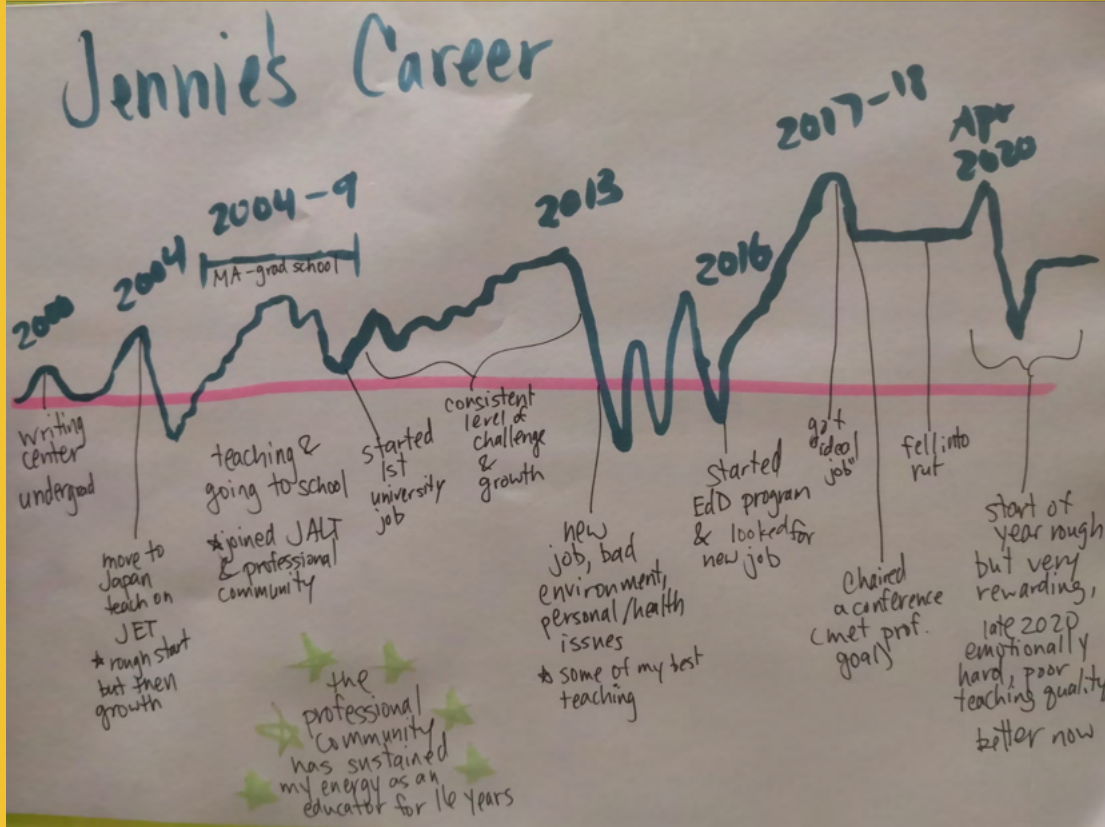
2015-2016: Part-time lecturer at 4 universities

2016: Full-time position

2018- Invited speaker for SEAMEO Retrac in Dalat, Vietnam

2020: First book chapter published

Jennie's Career Graph



(Woodward, Graves, & Freeman, 2018)

Draw major points in your career (climbs, drops, high points, low points, plateaus)

Subdivide & label time in a way that's meaningful to you (years, jobs, teaching contexts, growth of expertise, etc.)

Ask questions (What do you notice? Find interesting or surprising? How would you describe the stages in your own career?)

Individual or with others (share similarities & differences)

Reflective Questions:

- How could a concept map aid you in your teacher reflections?
- Can you imagine any difficulties you may face in creating a concept map?
- Would you prefer to try this activity alone or with others?
- Do your students reflect on their learning regularly? Why or why not?

Any
Questions?



Thank you for attending our workshop today!

Please feel free to contact us:

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