

Points for consideration as we start the session:

How important do you think it is to be reflective as a teacher?

Do you have a dedicated reflective practice (make time for a conscious professional reflection)?

Do you have a clear understanding of your professional values?

Do you have a plan for how you would like your career to develop and what next?



Reflective Pedagogy and Practice: Creating Space, Creating Impact, Creating the Future

Joanne Coles – Director of MA, iPGCE and PGCE



Aims of the Session

To define reflective practice and consider views on its value

To refine your own professional values and how these can shape your approach to your role

To think about ways that pupils can implement their own reflective practices in their learning

To audit your own professional development

To come together to reflect on issues that schools and teachers face moving forward and think about strategies for addressing these

Who am I and why am I here?



- Joanne Coles, FCCT.
- ND
- Lead the MA, iPGCE and PGCE programmes offered both in the UK and internationally for Tes Institute.
- Trained to teach in 2002
- Taught for 16 years as a secondary English teacher (11-19), UK state education
- Held a number of responsibilities in school before moving to Tes
- Here to facilitate your professional reflection

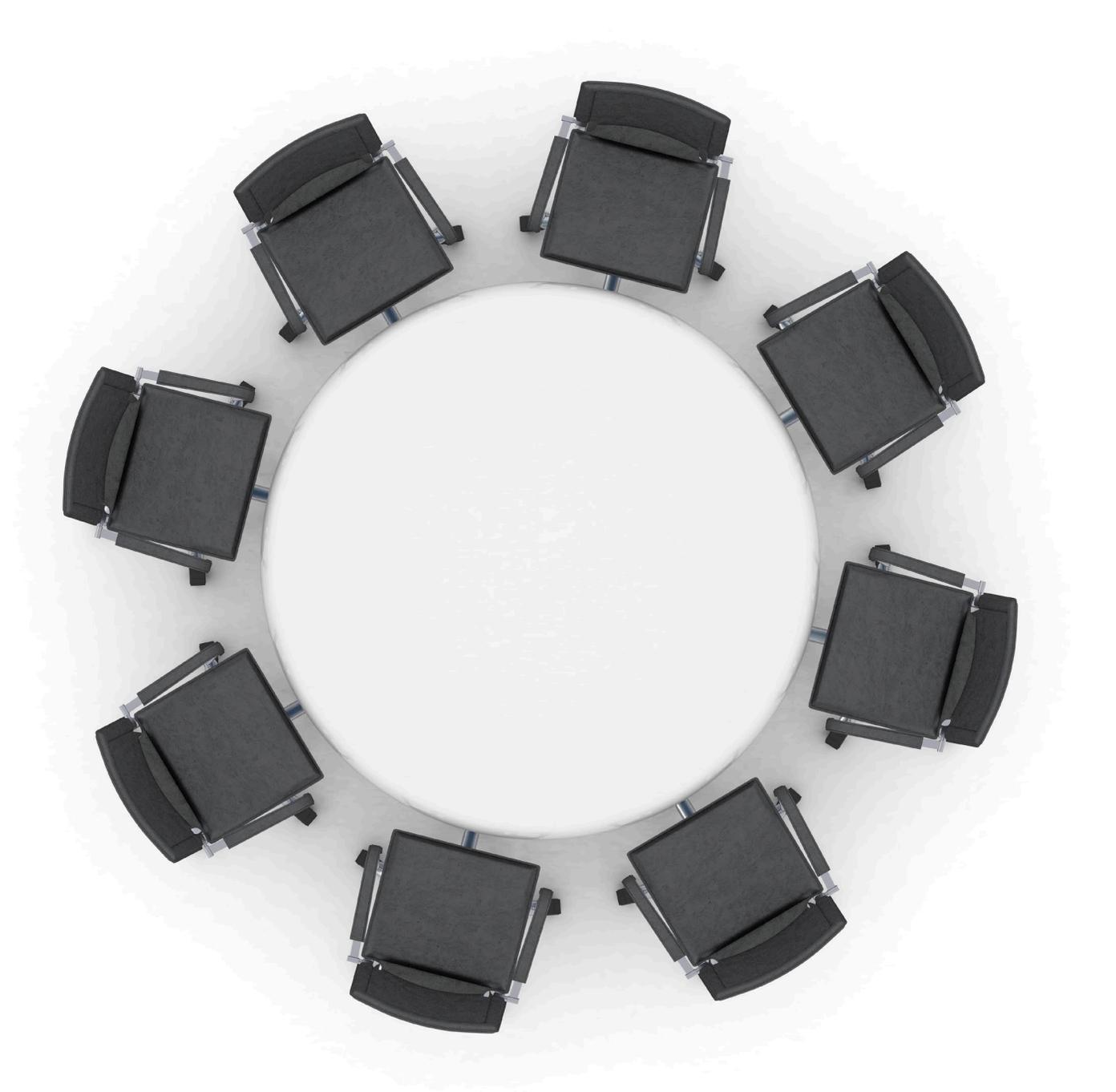
Particularly interested in teacher retention:

- Giving teachers space to refine their professional identity and expertise helps to keep them in the classroom
- Teachers should have professional autonomy

Safe Space

Please treat discussion in the session as confidential

Share what you feel happy to share; you are under no obligation



Defining Reflective Practice

A large, bright orange speech bubble-shaped tag hanging from a black string. In the background, several other similar tags in teal and light green are visible but out of focus.

Activity:

How would you describe reflective practice?

Create your own definition or list up to four words that describe reflective practice.

Take these to the table and agree a definition to share with the group.

Reflective Action – Dewey (In Pollard, 2019)

- Contrasted ‘Routine Action’ with ‘Reflective Action’.
- Routine action is guided by factors such as tradition, habit, authority, and by institutional expectations
- Routine action is static, unresponsive to changing priorities and circumstances
- Reflective action involves a willingness to engage in constant self-appraisal and development.
- Reflective action is flexible, analytical and socially-aware.

The Benefits of Reflective Practice (Draper, 2018)

“Reflective practice is thinking about thinking and knowing about knowing – so-called metacognition. [...] It requires honesty, vulnerability, a lack of defensiveness and a high sense of accountability. At its core it is simply an ongoing, meaningful conversation you have with yourself. Reflecting, however, is far from just an intellectual exercise. It has very practical, tangible benefits. First, the quality of your decision making will improve. [...] Because you have heightened your questioning of yourself and your observation of your impact on the world, you will grow in flexibility and agility – able to seize opportunities and change course when necessary. Moreover, you will increase your self-awareness, a key element of your emotional intelligence and therefore your ability to build relationships, collaborate and influence others. You will also have more clarity about what you are doing and why – those bigger questions that underpin our professional lives but are often repressed or neglected because we don’t make the space to think about them. [...] Counterintuitively, taking time to reflect increases productivity. By pausing to reflect you actually get more done, not less.”

“Without a pause for reflection, you run the very real risk of constantly working from a place of reactivity instead of creativity.”

(Draper, 2018)

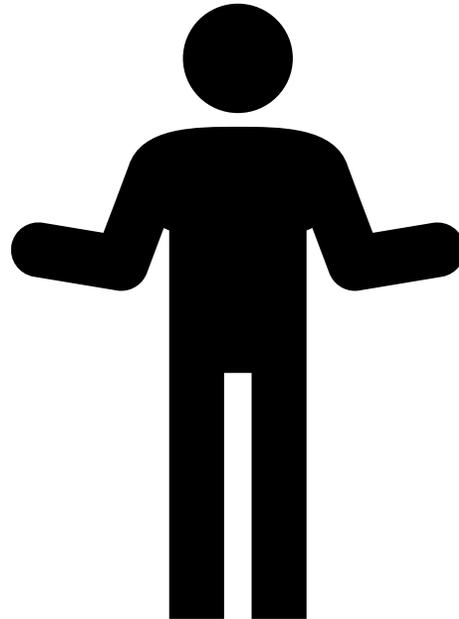


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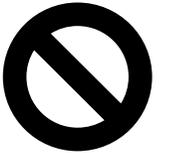
Reflective practice has implications for the creation of both personal and professional identity.



**To reflect is to be:
active, creative,
empowered, refining,
directional, fully-
realised, conscious,
purposeful, resilient,
growing, clearly
aligned to values**



**To overlook is to be:
unconscious,
directionless,
passive, reactive,
stagnant, limited**



**Makes things happen,
takes ownership,
strategizes, plans
career goals**



**Things happen to them,
automatic and unplanned
responses, easily derailed**



Reflective Practice: Know Thyself

Values-Focused Teaching: Aguilar (2018)

“When you know yourself well – when you understand your emotions, social identities, core values and personality – you gain clarity on your purpose in life and in work. Being anchored in purpose makes you able to deal with setbacks and challenges.”



Aguilar (2018) Continued...

“Your self: your essential being that distinguishes you from others; includes your values, personality, character, aptitudes, interests, identity, mind and psyche.”

“When you’re clear on your values, you align your skills, time, and energy to your purpose – and purposefulness is a key trait of the resilient.”



Activity:

Based on an exercise from Aguilar, 2018

Process:

1. Read through the list of values located at the end of this exercise and circle 10 that you feel are most important to you. You can add your own if something is missing.
2. Cross off five of those values, leaving you with the five that are the most important to you.
3. Now, from your list of five values, cross off two, leaving you with three values that are most important to you. These are your core values.



Consider:

How does it feel to read your core values? How did it feel to do the activity?

What do your core values mean to you?

How are your core values connected to your identity?

Which of your core values is easiest to uphold? Which is the hardest?

What are some ways your actions reflect your core values?

Share your values with the group. Are there any similarities?



Pick the top three values for the table and put each one on a post it note and stick it to the wall.





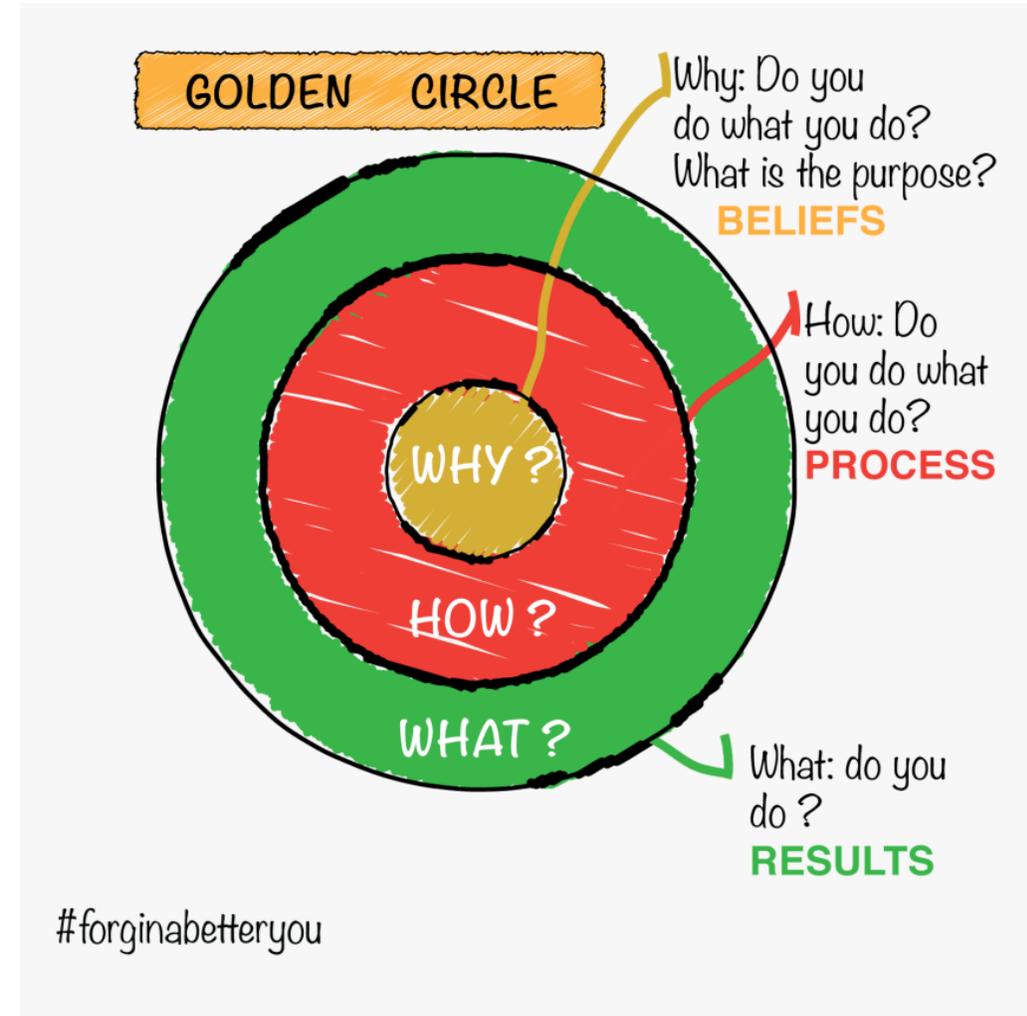
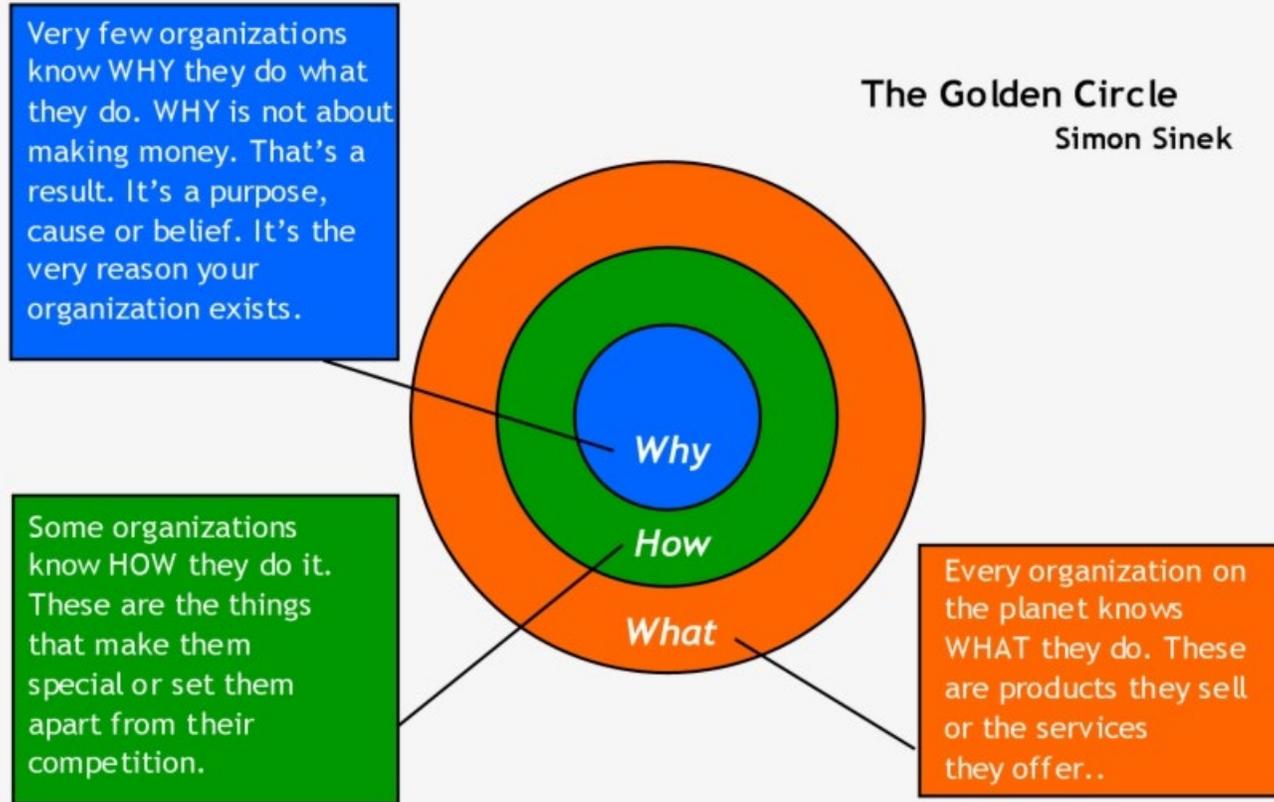
Success comes when we wake
up every day in that never-ending
pursuit of why we do what we do.

Simon Sinek

“ quote fancy

Simon Sinek (2011): Know Your 'Why': Values-Centred Approach

The Golden Circle
Simon Sinek

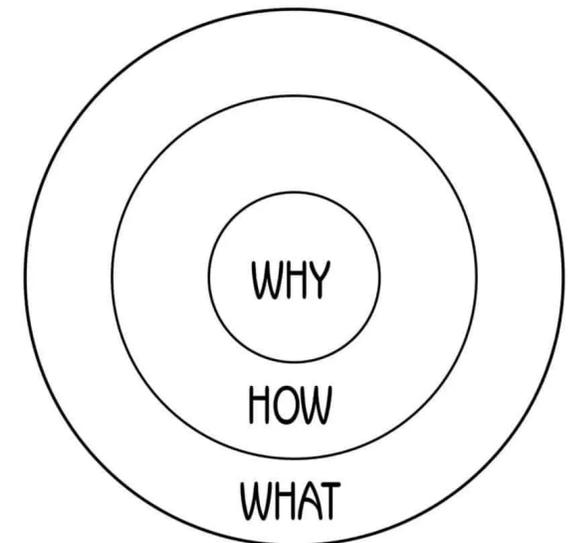


Activity:

What do you do each day in your role? (A general summary.)

How do you do what you do: what skills and knowledge enable you to do your role?

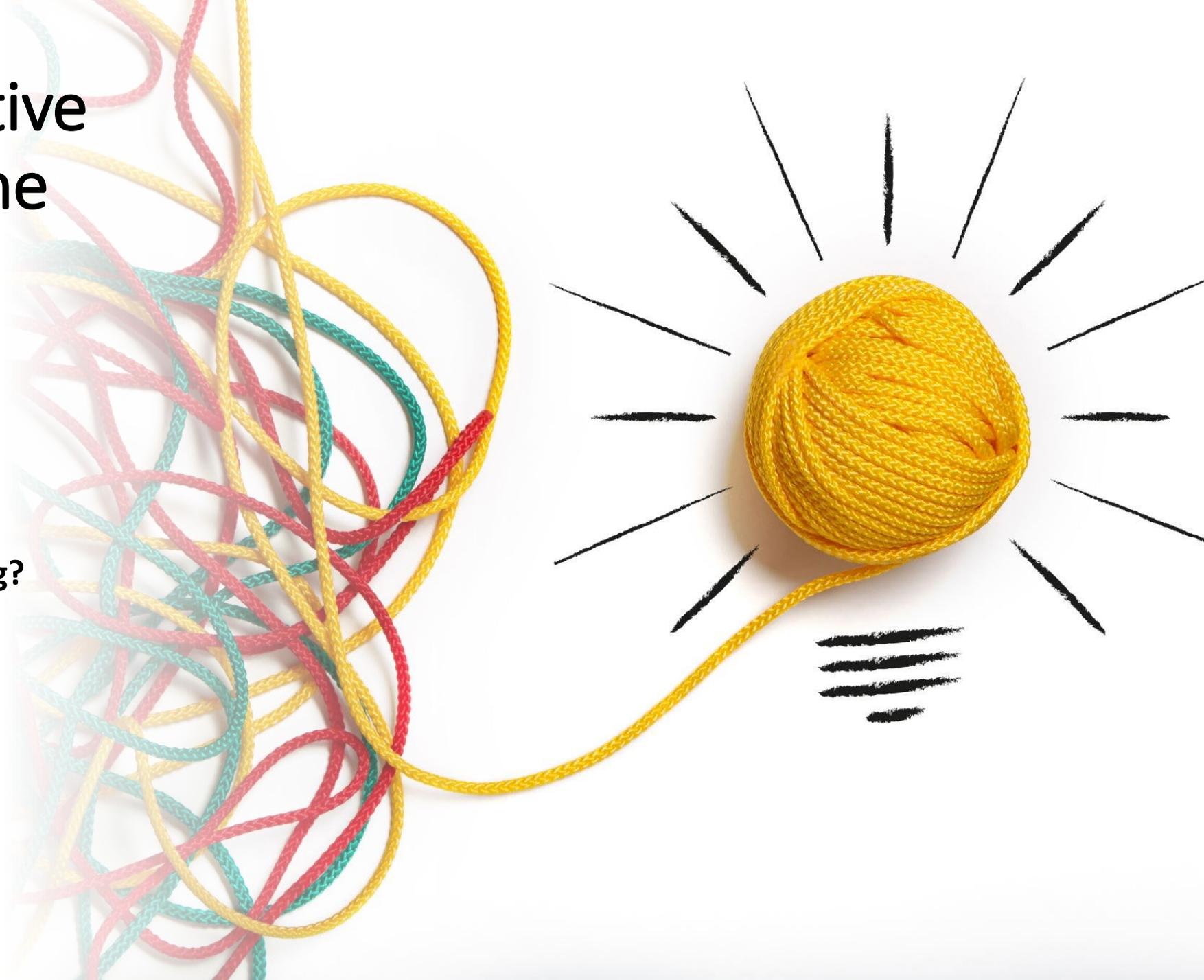
Why do you do your job each day: what motivates you? What are your core values as an educator?



The Reflective Classroom

What is reflective pedagogy in the classroom?

- Reflection?
- Or metacognition?
- Or self-regulated learning?
- Or Growth Mindset?
- Or something else...?



Self-Regulated Learning (Nilson, 2013)

- Intentional, independent, self-directed
- Apply strategic knowledge, having different strategies for different tasks and evaluating their learning in order to select what will work
- Use cognitive knowledge to decipher tasks and follow instructions
- Have self-knowledge: knowing their strengths and weaknesses as a learner
- Regulate emotional responses
- “Self-control, self-discipline, perseverance and determination in pursuing long-term goals outweigh IQ as predictors of postsecondary academic success.”

Metacognition

(Muijs and
Bokhove, 2020)

- The ability to monitor and regulate learning
- Deliberately pick the most effective strategy for a task and to adapt that based on feedback
- “Effective learners use a number of strategies including setting proximal *goals*, adopting powerful *strategies* for attaining the goals, *monitoring* performance for signs of progress, *restructuring* one’s physical and social context to make it compatible with one’s *goals*, managing *time use* efficiently, *self-evaluating* one’s methods, *attributing* causation to results, and adapting future methods (Zimmerman, 2010).”

What's the difference between metacognition and self-regulated learning? (Muijs and Bokhove, 2020)

- A lot of confusion when trying to differentiate between the two
- Study by Dinsmore et al in 2008 looked at terms most associated with metacognition and self-regulated learning
- Metacognition is fundamentally associated with concepts such as monitoring, control and knowledge
- In self-regulated learning, these reoccur, but cognition and motivation also appear strongly
- Self-regulation is about the extent to which learners are aware of their strengths and weaknesses, the strategies they use to learn, can motivate themselves and develop tactics to enhance learning
- Metacognition is specifically about how learners monitor and direct their learning, by choosing particular strategies as appropriate for the task

Growth Mindset

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Discussion:

What strategies do you use in your teaching to help pupils to develop as reflective learners?

Reflective Activities

(Quotes from Muijs and Bokhove, 2020)

- Dialogic teaching and learning: explaining a rationale for the choices that they make, modelling to support this, making connections explicit (*“Explicit teaching of strategies and teacher modelling, not least through verbalising while problem solving are an essential element of effective teaching in this area.”*)
- Inquiry-based learning within a framework of critical reflection (*“In order to develop metacognitive reflection, it is also necessary to develop practise through dialogue and more open-ended, albeit guided, inquiry work in which pupils are given more autonomy over tasks within a framework of scaffolds, prompts and teacher guidance.”*)
- Feedback on work: assessment for learning approaches with scaffolds
- ‘Metacognitive reflection’: explicit templates produced to help learners to reflect on tasks

A Reflective Career

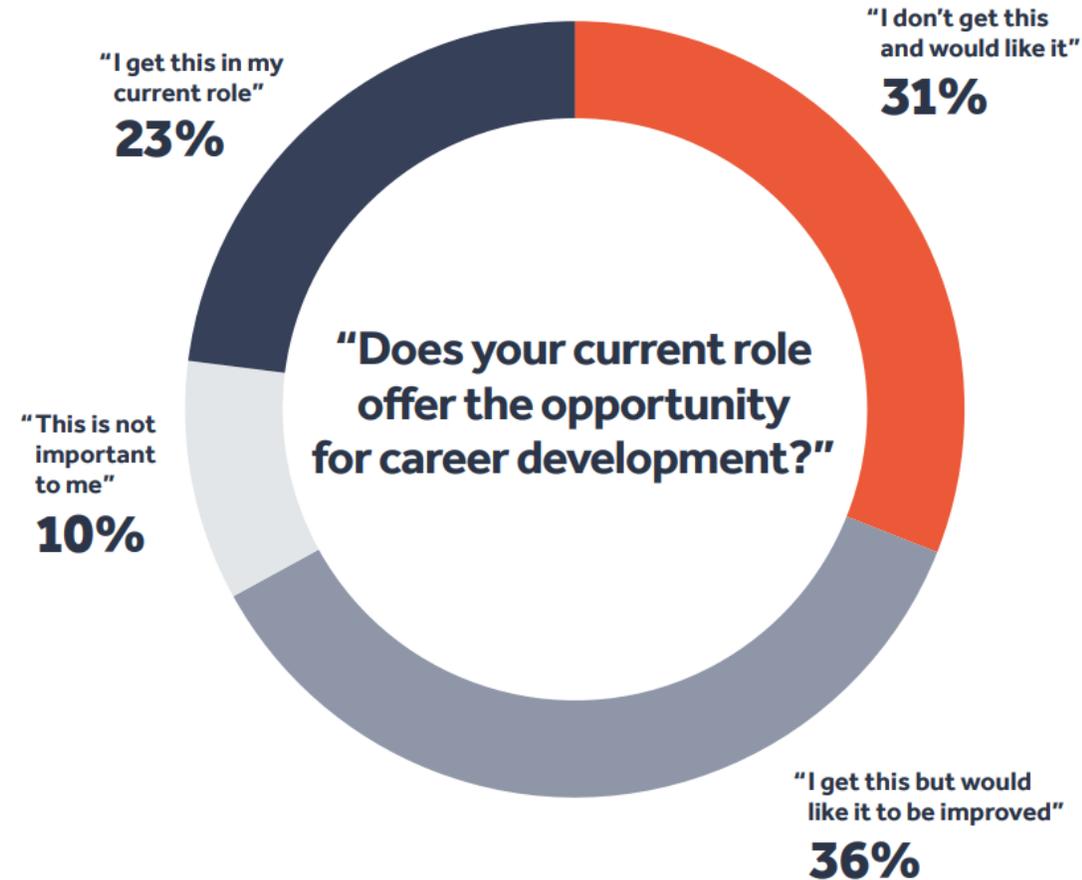
The Context: Tes Wellbeing Report 2022 (International)



47% of teachers specify career growth as one of the reasons for working internationally

31% of staff said they do not get the opportunity to develop in their current role, and they would like it. And this would contribute positively to their wellbeing.

22% of teachers stated they were leaving teaching in the international schools sector because of lack of professional development opportunities.



Career
development
does not have
to be
promotion...



Defining Professional Development: Aguilar and Cohen (2022)

“Professional development is defined by its impact. PD is successful if, after the learning experience, the learner can do something else, or do something different. PD isn’t PD if the learner doesn’t change, if the learner doesn’t learn. Sometimes this learning is evident in the PD session itself, and sometimes the learning isn’t evident until a later date, but it’s the learning that defines PD.

Transformative impact is the result of a shift in behaviours and beliefs. Every action we take emerges from a belief. New behaviours – new changes in practice – come from new beliefs. New behaviours can generate new beliefs, and new beliefs can generate new behaviours.”

**(Re?)Focus
your lens**



Professional Reflection Career Development Audit



Professional Reflection Career Development Audit

Thinking about WHY: purpose, values, aims, outcomes	
Why did you choose to work in education?	
Do you have a professional ethos as an educator?	
Do you have any aspects of your practice that you would like to develop expertise in?	
What are your core values as an educator?	

A Reflective, Creative Future

Hernandez and Endo (2017)



“Overall critical reflection helps teachers, especially those early in their careers, to carefully rethink other-self dynamics with the purpose of promoting community building, democratic classrooms, and a learning environment that embraces ambiguity, conflict and open discourse (Harris, Bruster, Peterson & Shutt, 2010). To attain such an ambitious goal requires finding innovative ways to include teachers in the process of defining their own experiences and needs.”



Mind the Gap (Brown, 2012)

“If we want to isolate the problems and develop transformation strategies, we have to hold our aspirational values up against what I call our practiced values – how we actually live, feel, behave, and think. Are we walking our talk? Answering this can be very uncomfortable.”

“Minding the gap is a daring strategy. We have to pay attention to the space between where we are actually standing and where we want to be. More importantly, we have to practice the values that we’re holding out as important in our culture. Minding the gap requires both an embrace of our own vulnerability and cultivation of shame resilience – we’re going to be called upon to show up as leaders and parents and educators in new and uncomfortable ways. We don’t have to be perfect, just engaged and committed to aligning values with action.”

ECIS Values:

- Humility in leadership
- Courage in thought and action
- Creating through partnership
- Power of inclusivity

WE VALUE

Keeping learning at the heart of our enterprise
Leading courageously and ethically
Building connections amidst diverse perspectives
Caring deeply for humanity
Innovative co-creation
Maintaining strong organizational reliability.



Refocus and Rethink Activity:

What key issues do you think schools and teachers have to plan to address to secure the future of education and to take it in a positive, sustainable and equitable direction?

Write at least one issue at the top of a postcard and put it in the centre of the table.

Pick up a different postcard and see if you can suggest a strategy to address the issue.



Thank you!



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