



OBSERVATIONS & REFLECTIONS

Learning from each other,
learning from yourself

NYESZE Conference


November 2020

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When your class doesn't go as planned...



What happened?	Why?	How to avoid?
<ul style="list-style-type: none">•••• 		



What areas are interesting to you?

Engaging students

Dealing with mistakes

?

Teacher's questions

Giving instructions

?



“Observations”



“ An **additional presence** will **alter the behaviour** of the group and the individuals.

MAINGAY, 1998

“ Best of all is when **the aim** of each observation is **defined** not by the observer but **by the teacher** and related to **an area** [...] the **teacher wishes to work** on.

WAJNRYB, 1995



Observing & Reflecting:

- Reflective practices: key figures
 - Steve Mann, Angi Malderez
- Procedures
- Examples
- Your classrooms
- Benefiting from the experience



Reflection – for you?

A



B



C



E



D



Reflection?

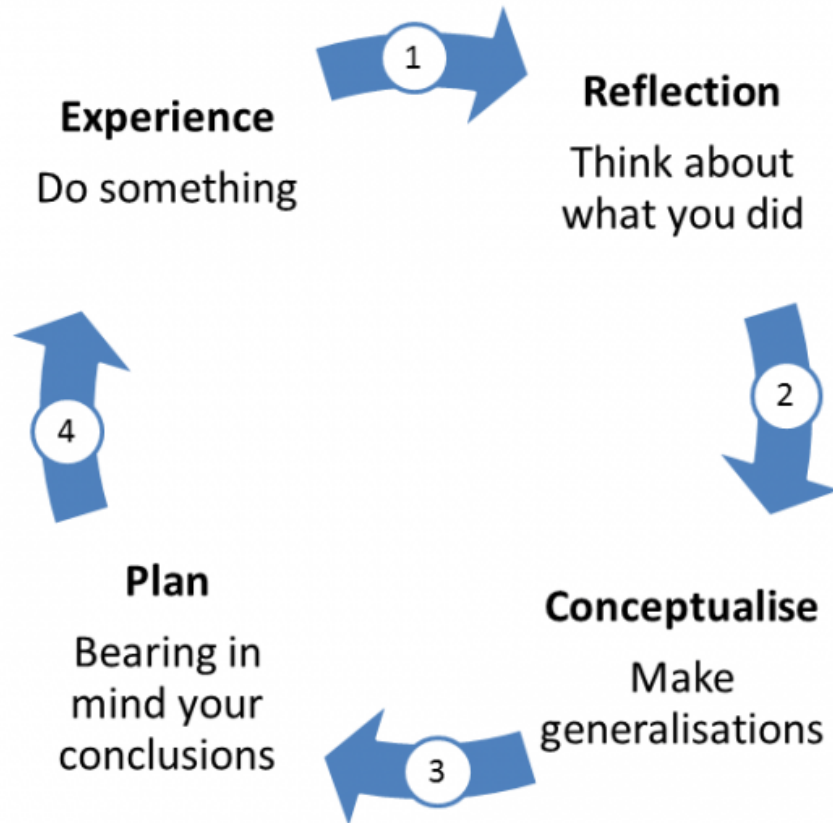
“ We do not learn from experience ...
we learn from **reflecting on
experience.**

JOHN DEWEY *American philosopher, psychologist,
and educational reformer*



Reflection?

Experiential Learning Cycle (Kolb)



DAVID KOLB, 1984



“Reflective Practice” [RP]



What is Reflective Practice? (90 seconds)



to the chat box! ➡



Reflective Practice[s]

“ **everyday thinking activity** that a teacher does as part of their work
retrospective, [...] in the moment [...]
forward looking

how it can be best **supported** and what kind of **activities** can teachers do [...] to keep **engaged** and **interested**

STEVE MANN (2017)



Reflective Practice [RP]: “each other”



What 3 'adaptions' is Steve suggesting? (1')

<i>Traditionally, RP is ...</i>		<i>Suggesting:</i>
- an individual thing	>	do collaboratively
- written	>	spoken
- [a one-off event]	>	systematic; data-led



‘Doing reflective practice: a data-led way forward’

Steve Walsh, Steve Mann

free access
to article!



RP & Collaboration

“ The most valuable resource that all teachers have is **each other**. Without collaboration our growth is limited to our own perspectives.

ROBERT JOHN MEEHAN, US Education, Author, Poet



Reflective Practice



“ everyday **thinking activity** that a teacher does as part of their work
retrospective, [...] in the moment [...] forward looking
how it can be best **supported** and **what**
kind of **activities** can teachers do [...] to keep **engaged** and **interested**

STEVE MANN (2017)



RP: Angi Malderez – “SIRP”



Systematic Informed Reflective Practice

Step 1. What stood out for you in [your] lesson?

Step 2. How can you understand this?

Step 3. What have others said / written on the topic?

Step 4. What is the most likely explanation?

Step 5. Now what?



RP: Angi Malderez – “SIRP”



Systematic Informed Reflective Practice

Step 1. What stood out for you in [your] lesson?

Step 2. How can you understand this?

Step 3. What have others said / written on the topic?

involving all
(more) students

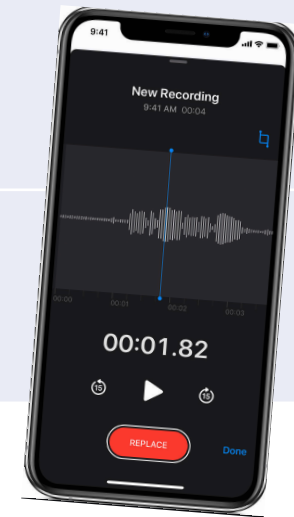


Collecting data

T questions



Teacher's Qs	Purpose of Q	St. response	Your comments





Collecting data (after)

Teacher's Qs	Purpose of Q	St. response	Your comments
<i>OK. Can you work in pairs?</i>	to manage the class	sts move next to their partner	not a real question; = instruction
<i>What else can we see in the picture?</i>	to motivate, personalise, push students	"Erm, a man with a bag. And a .. book, notebook?"	Ana is motivated; keen to be involved
<i>What would you do in this situation? Anyone? [..] Yes – Sara?</i>	to motivate, personalise	"Maybe I ... I ask for help?"	Sara more reluctant, but has a good answer



Collecting data



Teacher's Qs	Purpose of Q	St. response	Your comments

- Question type?
 - Procedural (classroom management)
 - Closed / Open (yes/no; wh-Qs)
 - Display / Referential (teacher knows / doesn't know the answer)
- Wait time?



Collecting data



Teacher's Qs	Purpose of Q	Question type	Wait time (in seconds)
<i>OK. Can you work in pairs?</i>	to manage the class	<i>procedural</i>	
<i>What else can we see in the picture?</i>	to motivate, personalise, push students	<i>Open Display</i>	
<i>What would you do in this situation? Anyone? [..] Yes – Sara?</i>	to motivate, personalise	<i>Open Referential</i>	





More on questions

1. Question distribution

Write the Q. no. in the circle if the student answered a Q. ↓

BOX 7.1

BOX 7.2

2. Student participation ↑

V = Volunteered

A = student asks to answer
(nominated)



HOPKINS, D. (1985)



QUESTIONS: Topic & sub-issues

- Each question, written down, word-for-word
- Purpose of the question
- Student's response
- Question type
- Wait time
- Question distribution
- Students volunteer / are asked to answer



RP: Angi Malderez – “SIRP”

Qs

Systematic Informed Reflective Practice

1. What stood out for you in the lesson?
2. How can you understand this?
3. What have others said/written on this topic?
4. What is the most likely explanation
5. Now what?



- **Plan** questions in advance (**write** them down!)
- Be clear about the **purpose** of each question
- Students in pairs > **nominate** ‘quiet’ students



Over to you!



Breakout rooms (5')

1. What **TOPIC** could you focus on? (something from 1 of your classes)
2. Then think of 2-3 **sub-areas**, i.e. aspects of your topic that you would observe / note down. **Share your ideas!**

Giving instructions

- Get sts' attention?
- Model the task?
-
-

Dealing with mistakes

- Type of mistake?
- Who corrects?
-
-

T-St interaction

- Individual / pair / group work?
- Who chooses pairs?
-
-

?

?

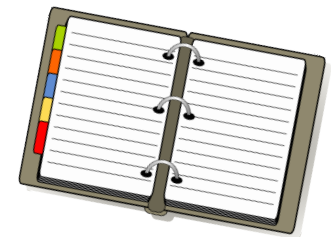




Collecting data: formats

- A simple **Time** + '**Camera**' + **Comments/Qs** chart
- Your own
- A pre-made chart (e.g. Somogyi-Tóth K. observation pack: *References*)

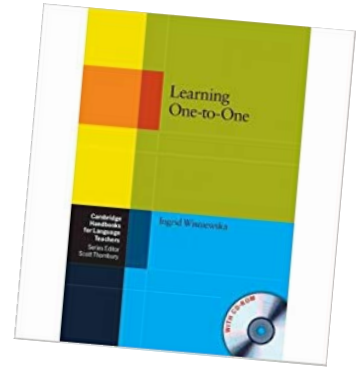
Time	Camera	Your comments




* Camera = ongoing commentary



Feedback from students



Ingrid Wisniewska *Learning One-to-One*, CUP


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Name Date

Today's lesson was easy because

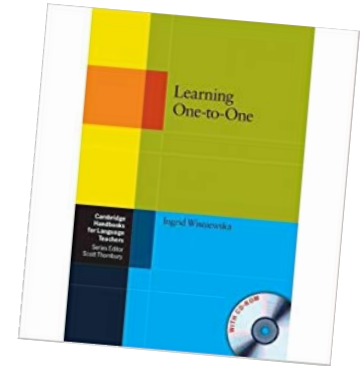
Today's lesson was difficult because

Which activity in today's lesson would you like to do more of in future lessons?

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Feedback to self



Date	Student	Topic	What worked well? (Why?)	What didn't work? (Why?)

Ingrid Wisniewska *Learning One-to-One*, CUP



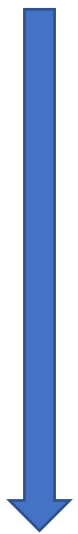
Other projects

Moving a course online

1. Arrange to meet (e.g. Zoom) regularly
2. Have an agenda
3. Take minutes
4. Exchange ideas
5. Give yourself short- and long-term goals.



Reflection – considerations

- 
- Focus
 - Sub-issues
 - Data collection
 - Data analysis
 - Implications, and follow-up



Reflecting: collaboratively

1. Find **someone** to work with. Arrange to talk.
2. Discuss your **focus** you each have.
3. Do **background research / discuss** with partner.
4. Finalise **format** for data collection
5. **Teach** the class / **collect data**.
6. Then, 'meet' to **discuss the data**.
7. Ask **questions** to help each other.
8. Decide on a follow-up / **action plan**.

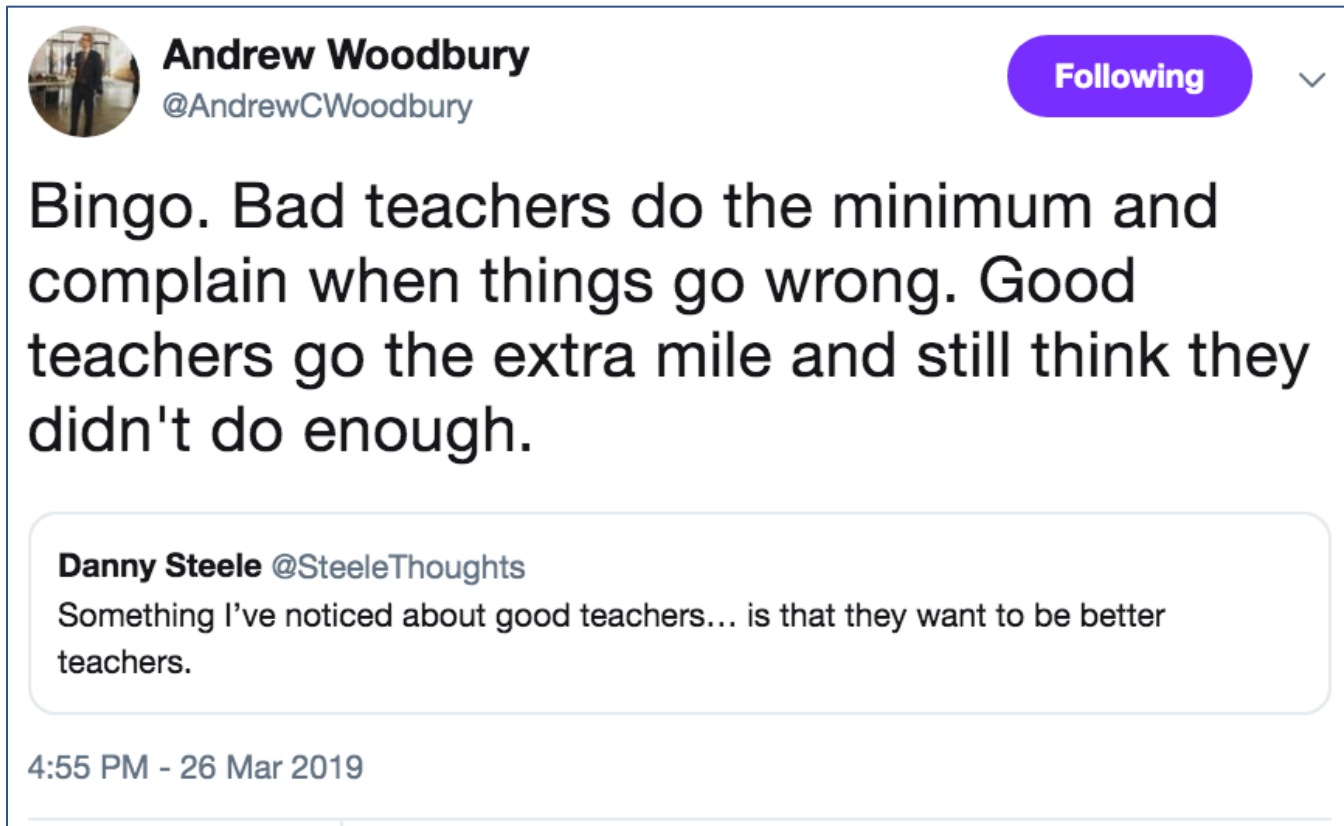


Reflecting collaboratively: benefits

- ❖ share experiences, exchange ideas
- ❖ learn from each other
- ❖ learn by doing, experimenting
- ❖ become a better teacher
- ❖ become a more motivated teacher!



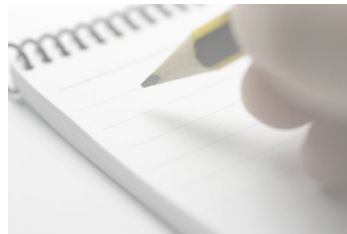
What makes a good teacher?



Reflective Practice[s]

“ [...] **intellectual** and **affective activities** in which **individuals engage** to **explore** their **experiences** in order to **lead to new understandings** and **appreciation**.

BOUD, KEOGH, & WALKER (1985)



References

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Wisniewska, I. 2010). *Learning one-to-one*. CUP, + online resources (with sign-up to CUP):
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learning from yourself

Thank you!

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