

Welcome to ECAD6007 2023-4

The Learner – Who am I teaching?

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This session

- Introduce the context of the module
- The role of reflection
- Methods of reflection



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- Learning Intention: To develop an understanding of the module and assessment, to introduce the concept of reflection and begin the process of developing critical, reflective practitioners who interrogate their own and more knowledgeable others practice.
- Reflective practice- the why? The what? The how?
- Cultural reflexivity for transformational learning
- Our autobiography and how it impacts our personal philosophy of education
- Our wellbeing and regulation and how do we navigate this as teachers

Module Leads

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Module content

Theories of Learning

Well-being, rights and voices

Physical literacy

Additional Learning Needs

Emotional literacy and mental health

Behaviour

Assessment and progress

Cognitive development

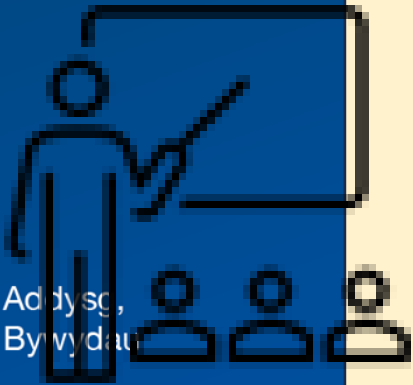
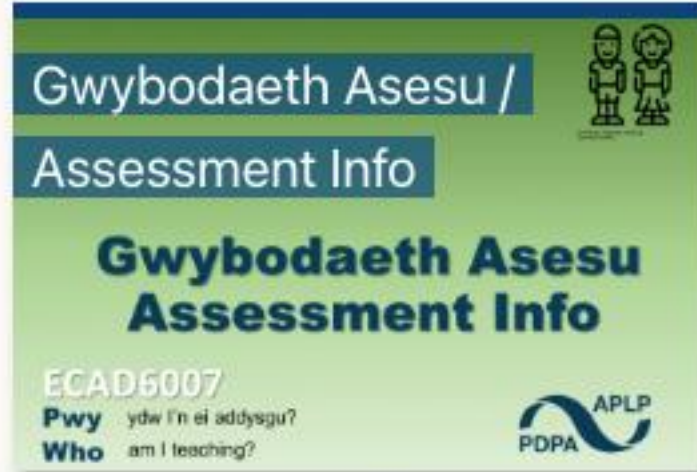
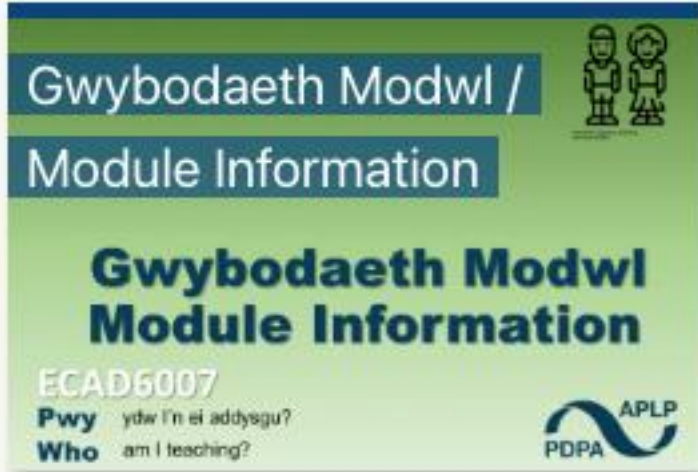
Observing the learner

Critical analysis and professional applications



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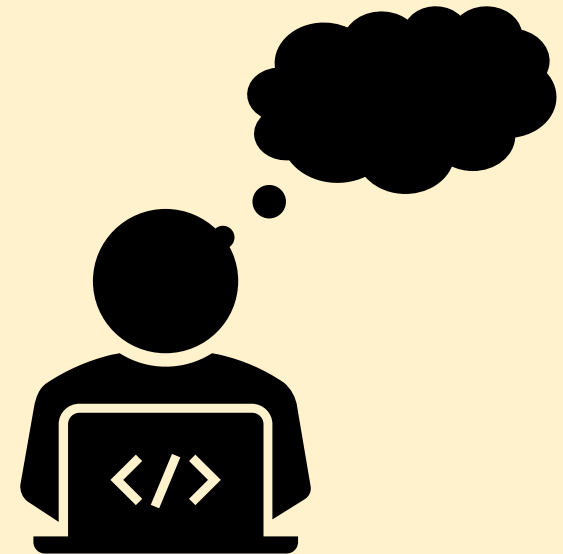
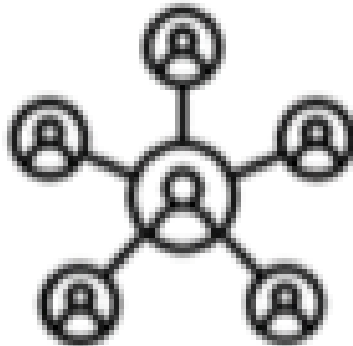
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The structure



Gain insight into role of reflective practice



Learn relevant theories relating to the learner



Observe teaching and learning in a school environment



Use these elements to inform next steps in teaching

Finish the statements



When I finish the course I
will be....



The role of the PGCE is
to.....

Teaching as a craft and a profession

Teaching as a craft

“Teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom”

(Gove, 2010)

Teaching as a profession

“The teacher who is able to engage with theory and the findings of educational research shares with the craft worker teacher a capacity for self-direction. By contrast, though, the professional teacher is able to judge right action in various school and classroom contexts from a more reliable basis for judgment than intuition or common sense. A teacher who is able to make good situational judgments does not rely on hearsay or unreflective prejudice. They draw on a well-thought-through and coherent conceptual framework, on knowledge of well-substantiated empirical research, and on considered ethical principles, to arrive at decisions in the classroom context.”

(Orchard et al, 2015)

The review

Because of the dominant focus on what newly qualified teachers must be able 'to do' at their end of their programmes, there is virtually no explicit recognition of the role of research or critical reflection in teachers' professional learning.

(Furlong, J. 2015, p12)

The role of this module

“Winch et al.(2013) therefore argue that what is missing from both the simplified craft view and the narrow technical view is the **capacity for critical reflection**; this, they suggest, is the hallmark of the ‘professional teacher’. **Good teaching, they argue, develops from interrogating one’s practice and making explicit the assumptions and values that underpin it.”**

(BERA 2014, p20)

Over the course of this module we will...



Explore the role and nature or critical reflection



Engage with theory relating to the learner



Understand how we can make links between our practice and theory



Consider how we can use this to inform future developments

Over the course of this module we will not...

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- Have all the answers
- Know all the questions
- The PGCE is the first (albeit huge!) step in your career as a teacher – start to worry when you feel you have all the answers!

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Being a reflective individual

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- Dewey (1933) said the three attributes of a reflective individual are:
 - open-mindedness,
 - responsibility
 - and wholeheartedness
- What do these mean?
- Do you have these attributes?

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Reflection and models



**REFLECTIVE
THINKING
INVOLVES
ESSENTIALLY
THREE
PROCESSES:**



**EXPERIENCING
SOMETHING**



**THINKING
(REFLECTING)
ON THE
EXPERIENCE**

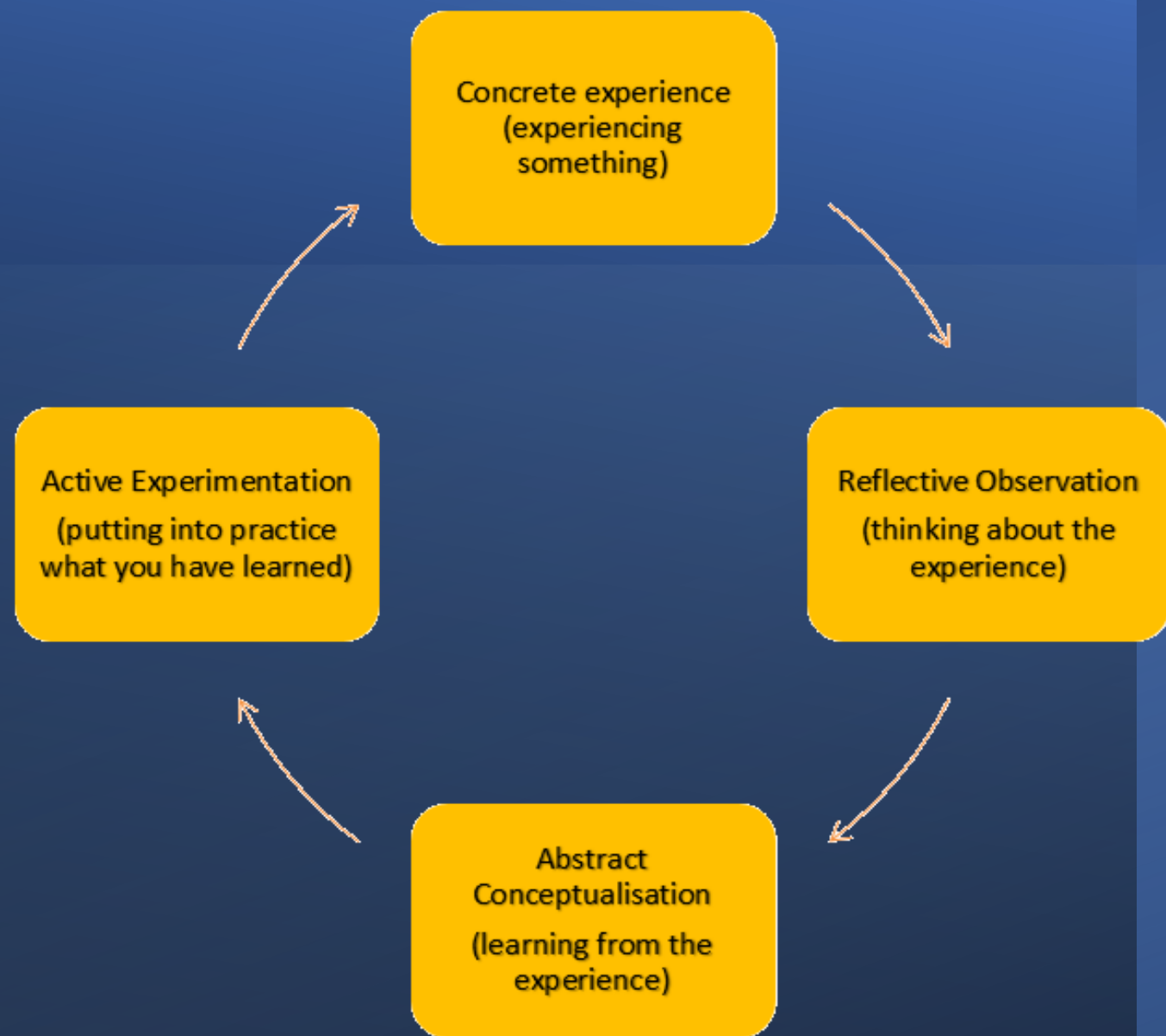


**LEARNING FROM
THE
EXPERIENCE.**

Models of reflective practice: Kolb, 1975 & 1984

- The Learning Cycle emphasizes reflective observation as a way to analyse and draw conclusions from an experience. The aim is to take this learning into new experiences, completing the cycle.

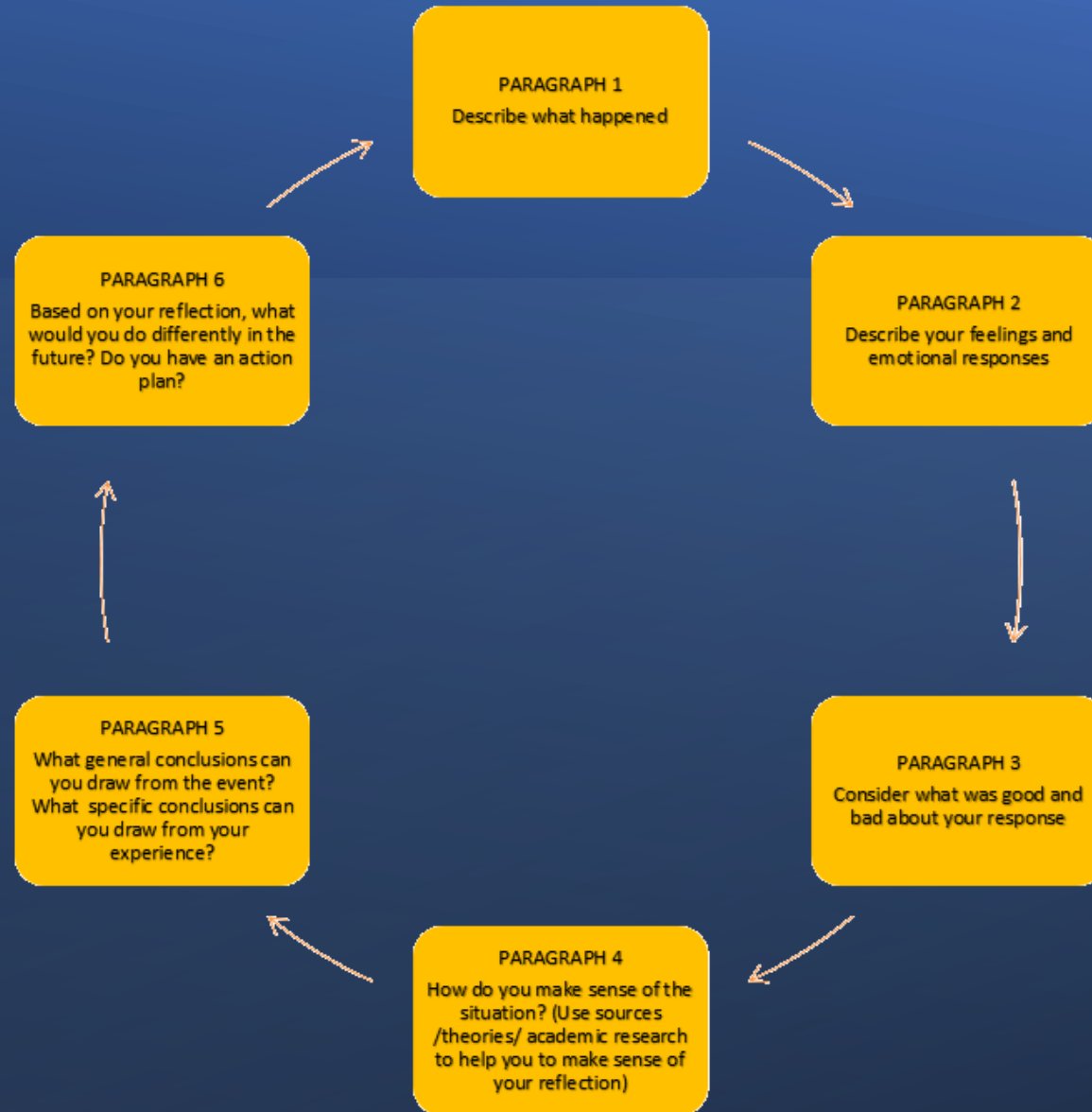




Models of reflective practice: Gibbs, 1988

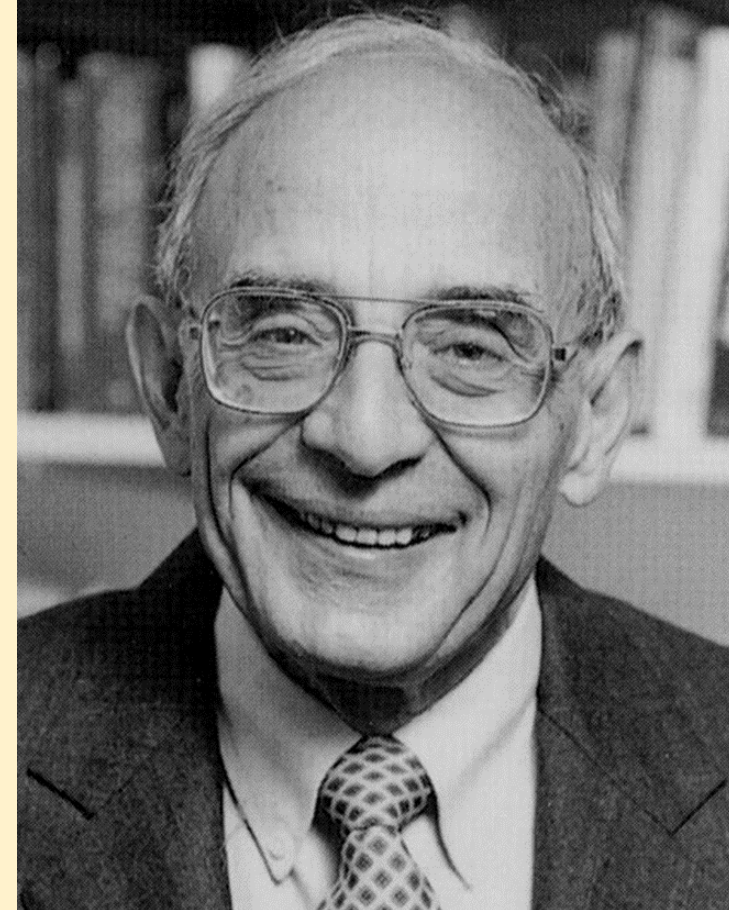
- The Reflective Cycle has six distinctive stages, leading from a description of the event/experience through to conclusions and consideration for future events.





Models of reflective practice: Schön, 1978

- This model has the strength of considering reflection in action (during an event/experience) with those that happen in hindsight (after the event).



Reflection in action (at the time the event is happening)

- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

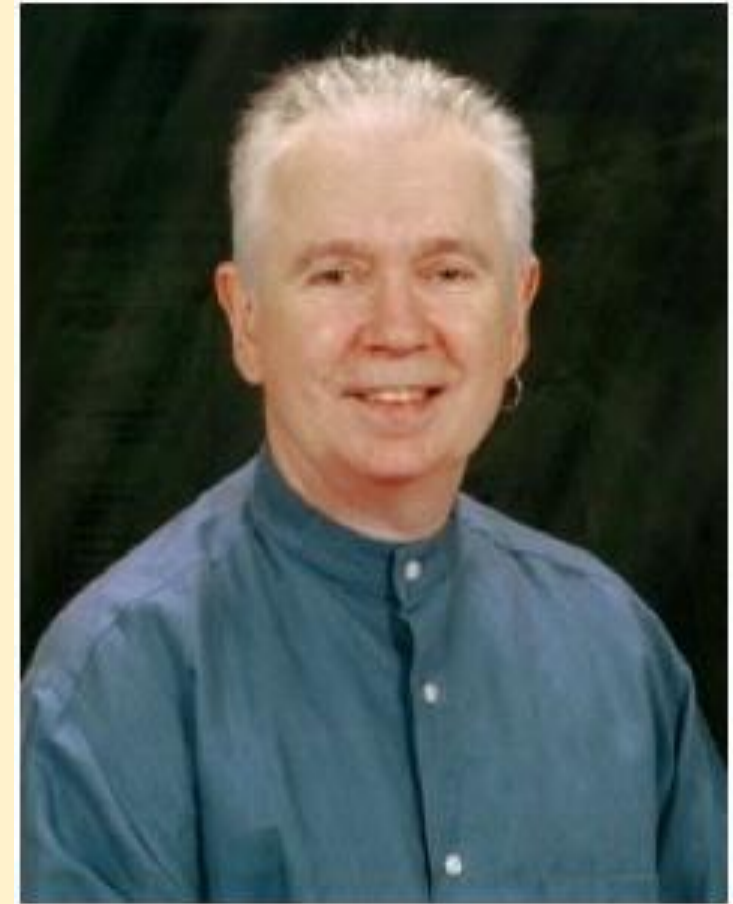
Reflection on action (after the event)

- Reflecting on something that has happened
- Thinking about what you might do differently if it happened again
- New information gained and/or theoretical perspectives from study that inform the reflector's experience are used to process feelings and actions

Models of reflective practice: Brookfield, 1998 & 2005

- This model proposes four lenses that can be engaged by teachers in a process of critical reflection:
- (1) the autobiographical,
- (2) the students' eyes,
- (3) our colleagues' experiences, and
- (4) theoretical literature.

(Brookfield's Lenses)



Our
autobiographies
as learners

SELF

Our students'
eyes

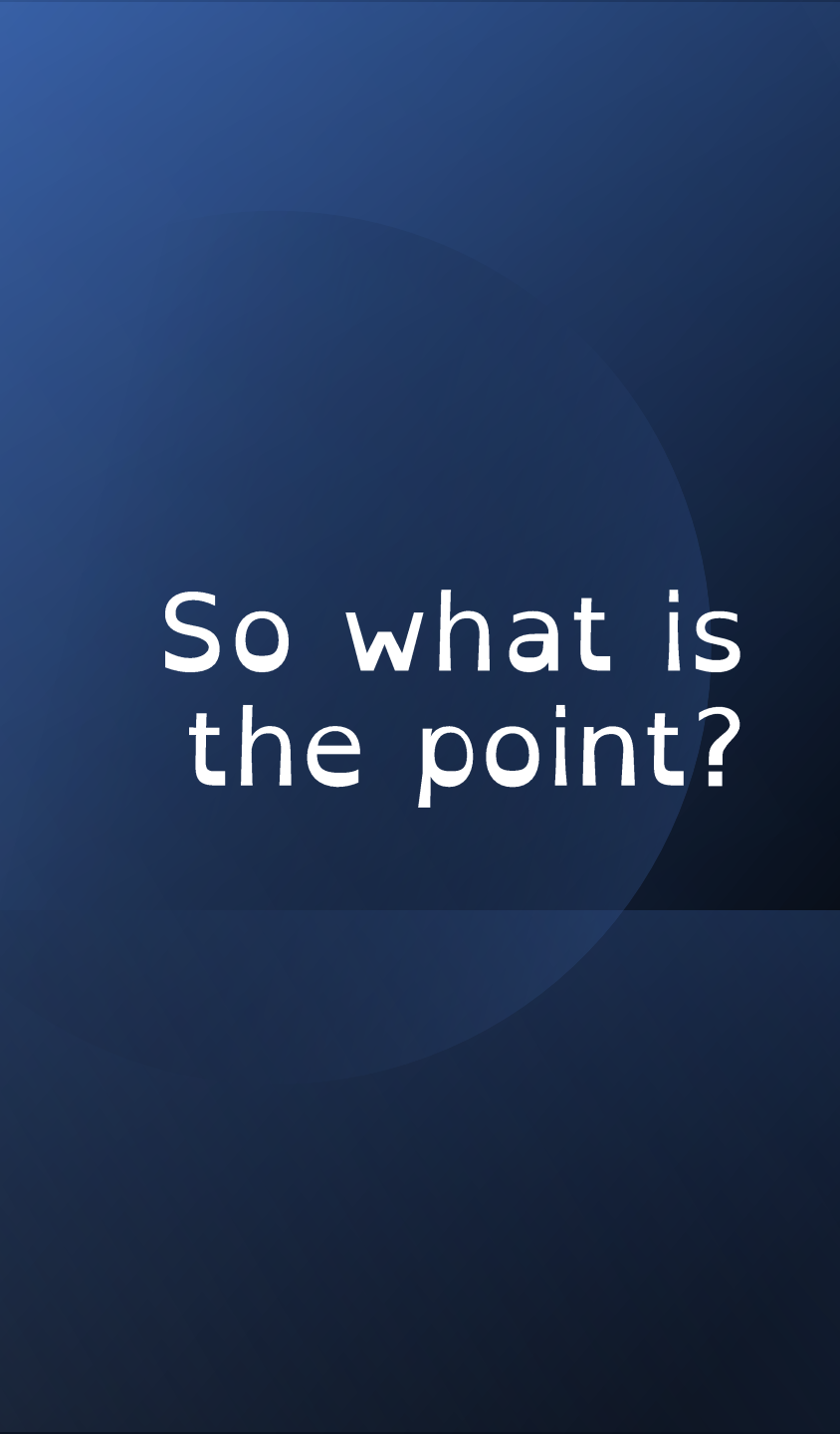
STUDENTS

Our colleagues'
experiences

PEERS

Theoretical
Literature

SCHOLARSHIP



So what is the point?

What is the role of a teacher?

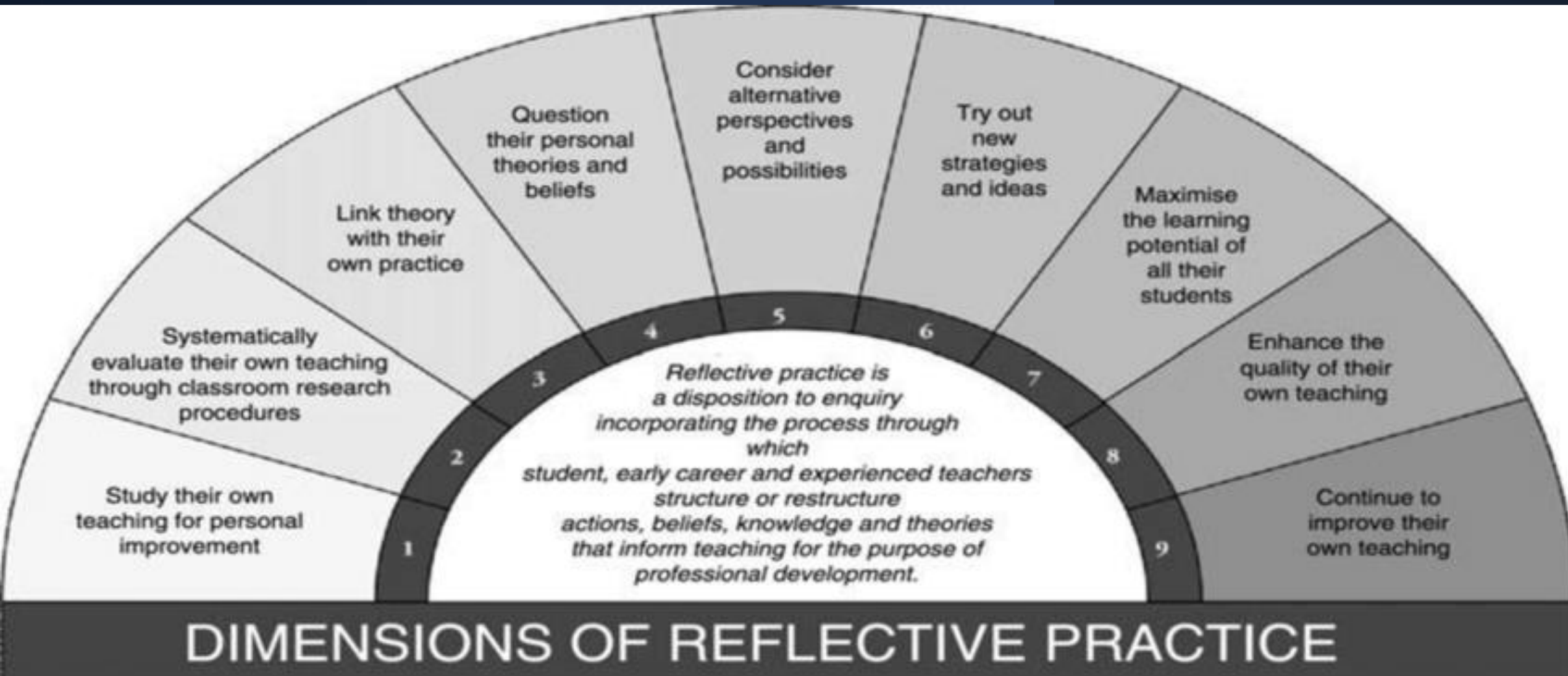
Where does reflection sit in this?

Is it enough to simply reflect?

Barriers

- What are some of the barriers to effective reflection in your PGCE year?

Myer's 9 dimensions of reflective practice





Key Questions?

- What do they understand of critical reflection?
- What do they feel are the benefits of reflective practice?

Classroom based observations



As part of this module,
you will be making use of
classroom-based
observations as a basis of
reflection



You will observe, in a school
environment, school-based
practitioners, and use these as a
basis of reflection



Why do you need to examine your personal theories and beliefs when observing?



What is the importance of considering multiple perspectives?



How can your own experiences impact what you observe?

Activity



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Tasks



- Reflect on how they have come to teaching



- What does that personal experience mean and how will it influence and shape them as a teacher



- What do they consider they need to reflect on



- Create an autobiography considering their own unique characteristics (e.g. relating to age, ethnicity, motivations, prior experience and conceptions)



- Now reflect on their efficacy in the following: (a) amorphous “cultural” reflection, (b) personal identity reflection, (c) cultural competence reflection, (d) equitable and just school reflection, and (e) social transformation reflection.



- Personal reflection on their expectations of ITE and their own regulatory abilities and how this may influence their classroom practice

Further Activity

- Write a 250-word autobiographical introduction to the essay



Finish the statements



When I finish the
course I will be....



The role of the PGCE
is to.....

References

- Reflective Practice Readings:
- Key Text: Schön D. (1983). *The reflective practitioner*. London, England: Temple Smith.
- Gorski, P. C., & Dalton, K. (2020). Striving for Critical Reflection in Multicultural and Social Justice Teacher Education: Introducing a Typology of Reflection Approaches. *Journal of Teacher Education*, 71(3), 357–368.
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- Liu K. (2015). Critical reflection as a framework for transformative learning in teacher education. *Educational Review*, 67, 135-157.
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