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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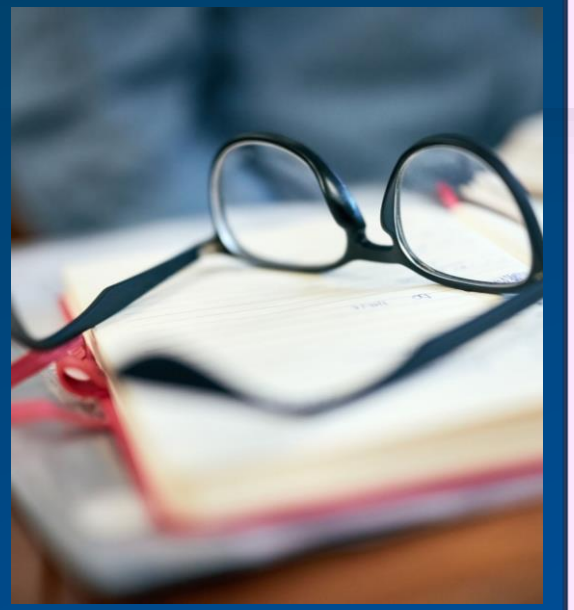

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- Learning Intention: To develop an understanding of the module and assessment, to introduce the concept of reflection and begin the process of developing critical, reflective practitioners who interrogate their own and more knowledgeable others practice.

- 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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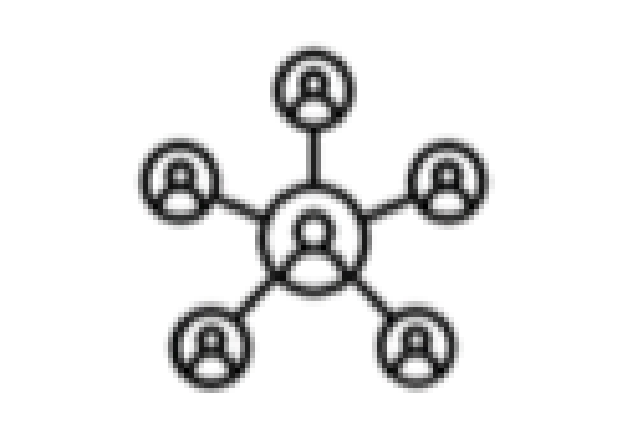

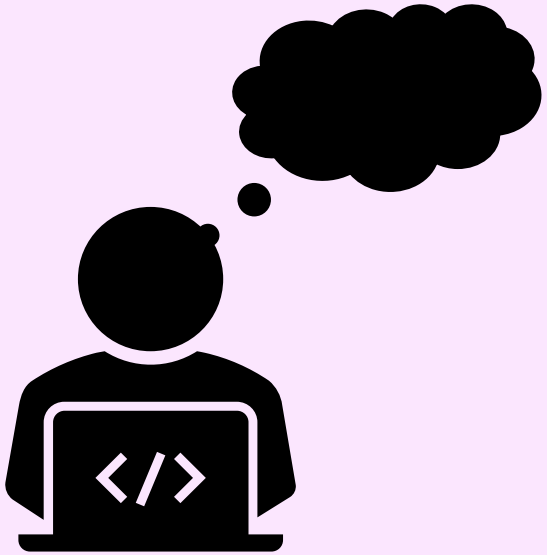

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The structure

- 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…….

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Teaching as a craft and a profession

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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)

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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

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Over the course of this module we will not…

- 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!

Being a reflective individual

- 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?

Reflection and models

REFLECTIVE THINKING INVOLVES ESSENTIALLY THREE PROCESSES:

EXPERIENCING SOMETHING

THINKING (REFLECTING) ON THE EXPERIENCE

LEARNING FROM THE EXPERIENCE.

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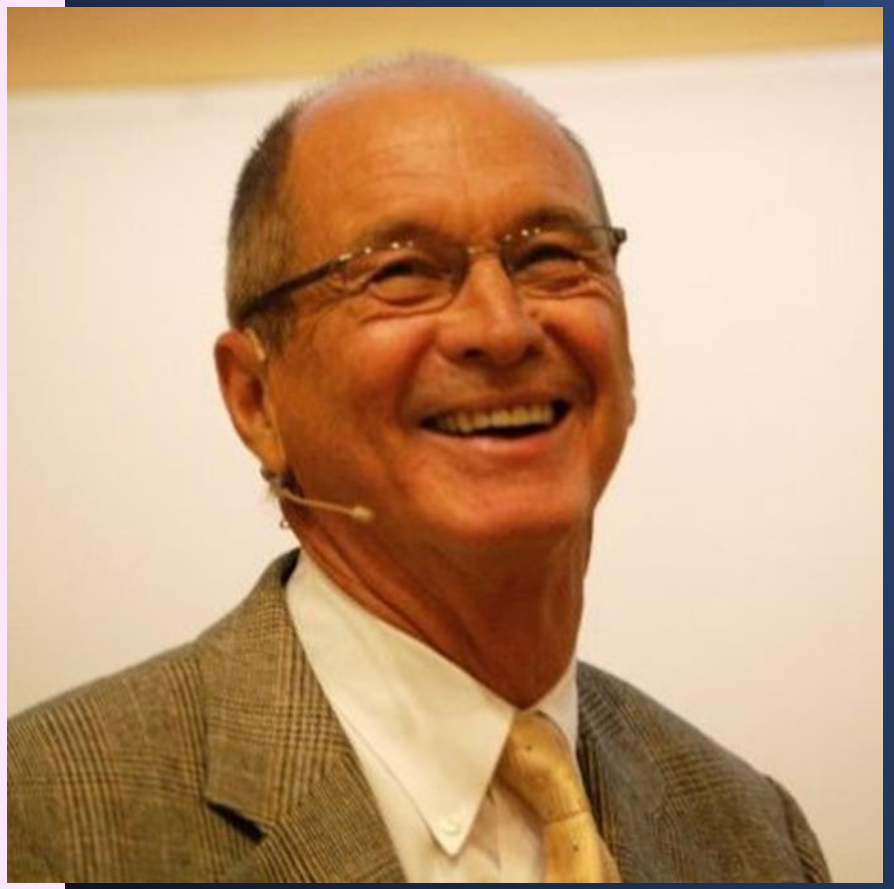
Models of reflective practice: Kolb, 1975 & 1984

- 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.



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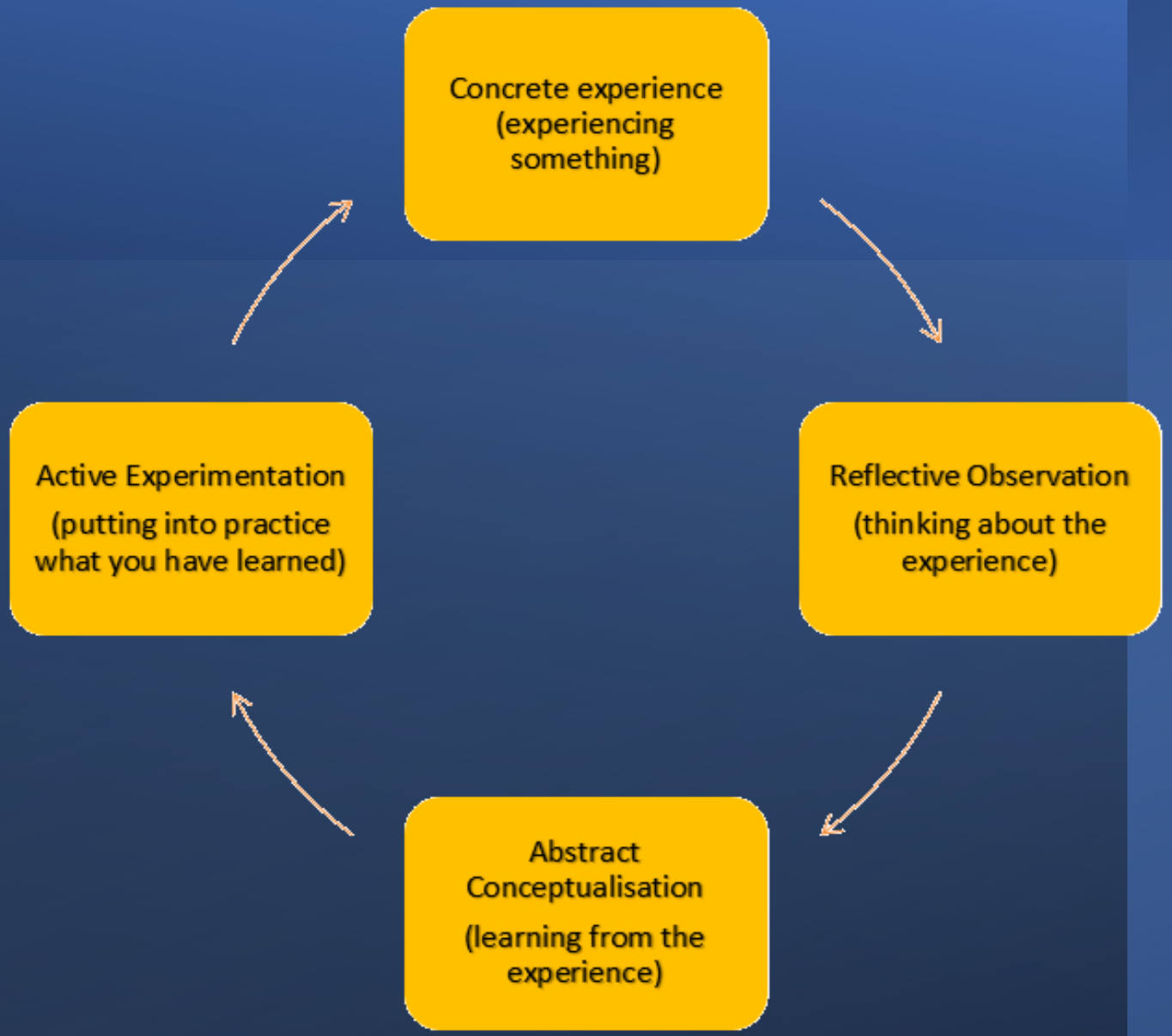
Concrete experience (experiencing something)
Reflective Observation (thinking about the experience)
Abstract Conceptualisation (learning from the experience)
Active Experimentation (putting into practice what you have learned)

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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.

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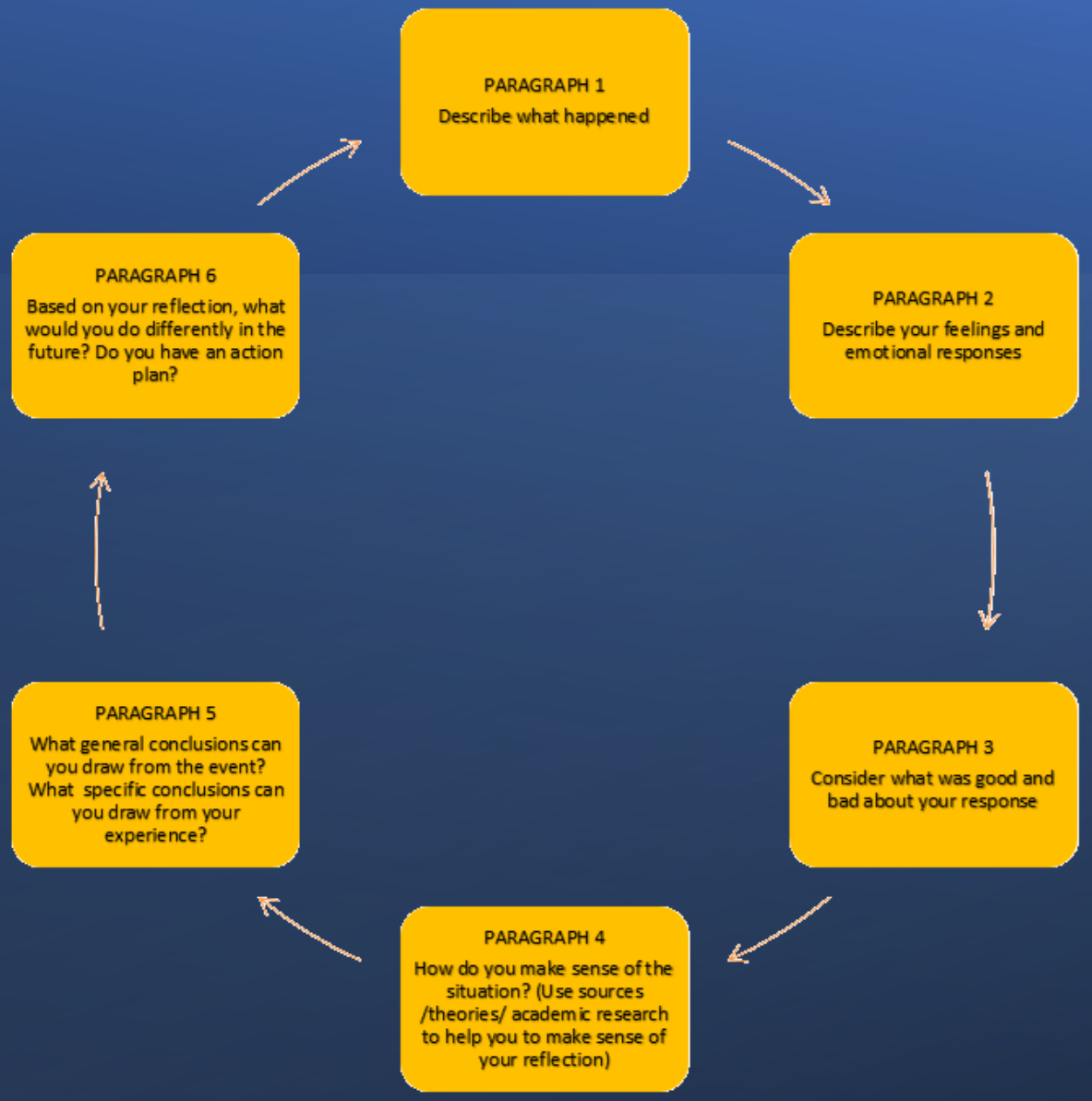
PARAGRAPH 1
Describe what happened
PARAGRAPH 2
Describe your feelings and emotional responses
PARAGRAPH 3
Consider what was good and bad about your response
PARAGRAPH 4
How do you make sense of the situation? (Use sources /theories/ academic research to help you to make sense of your reflection)
PARAGRAPH 5
What general conclusions can you draw from the event? What specific conclusions can you draw from your experience?
PARAGRAPH 6
Based on your reflection, what would you do differently in the future? Do you have an action plan?

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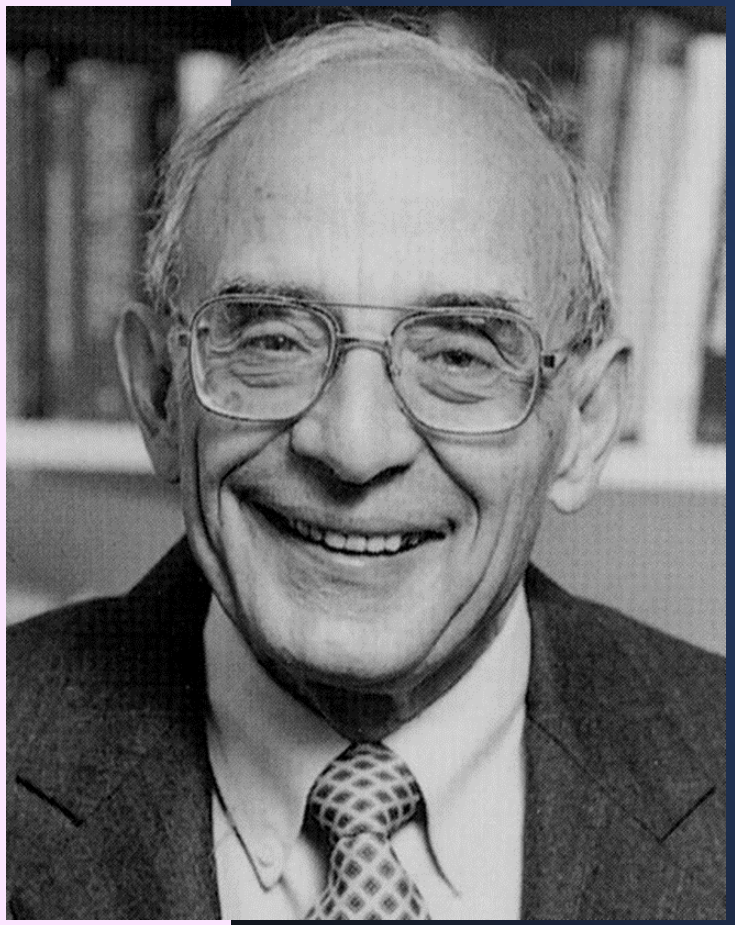
Models of reflective practice: Schön, 1978

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



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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

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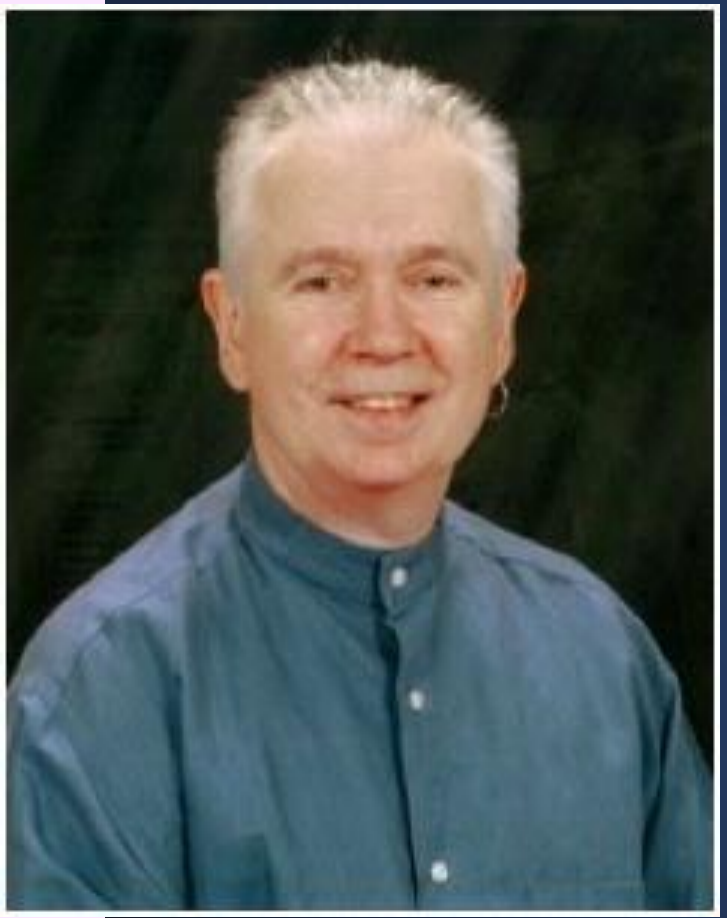
Models of reflective practice: Brookfield, 1998 & 2005

- 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)



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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?

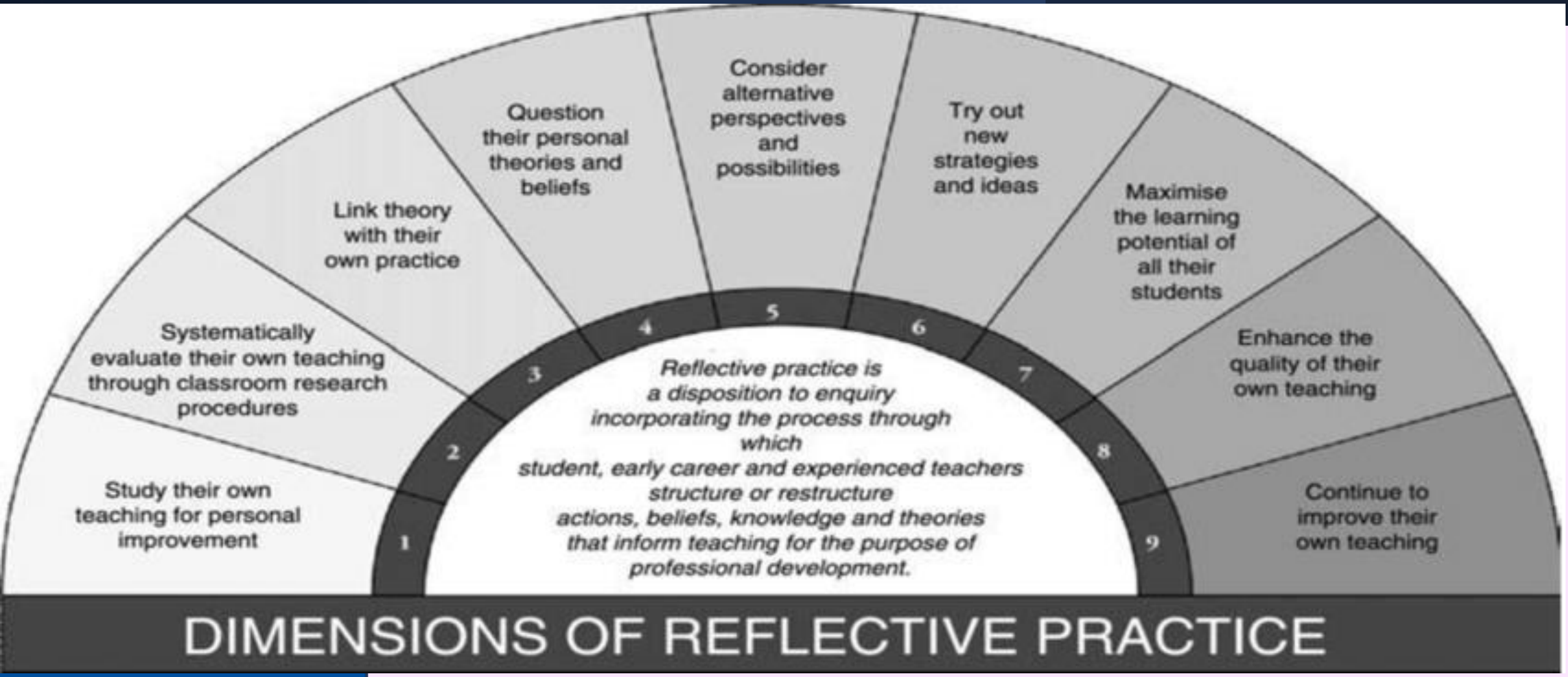
Where does reflection sit in this?

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



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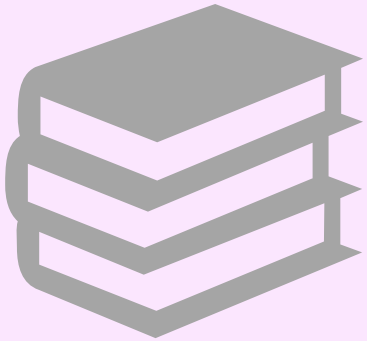
Key Questions?

- 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

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Activity

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?

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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

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Further Activity

- Write a 250-word autobiographical introduction to the essay

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References

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