

Mindsets, Models and Modes

Reflecting on Professional Learning

An Chomhairle
Mhúinteoireachta



The Teaching Council

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Instructional Leadership
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Mount Wolesley

Outline

- *The Cosán Development Process*
- *Definitions and Models of Reflection*
- *Reflective Tools:*
 - *Portfolio Based Learning*
 - *Photographing*
 - *Reflective Writing*
 - *Professional Conversations*

Time for a chat...3 mins



Cosán – Development Process

- Published in 2016 after two phases of consultation (c.5k responses)
- Now in a *Development Process* – exploration of teachers' engagement in professional learning, and reflection on professional learning.
- Extensive 'anecdotal' feedback
- Extensive exploration of the literature

Cosán – Development Process

*Continuing
the conversation...*



Current Understandings – *3 Word Challenge*



menti.com - 373042

A recent definition...

- A meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas
- A 'disciplined' way of thinking
- Should happen in a community, in interaction with others

- Requires attitudes that value the personal and intellectual growth of oneself and of others. (Rodgers 2002)

Teacher development is *‘that natural process of professional growth in which a teacher gradually acquires confidence, gains new perspectives, increases in knowledge, discovers new methods, and takes on new roles’* (Eraut 1977 p.10-11).

Existing Models

Gibbs (1988)

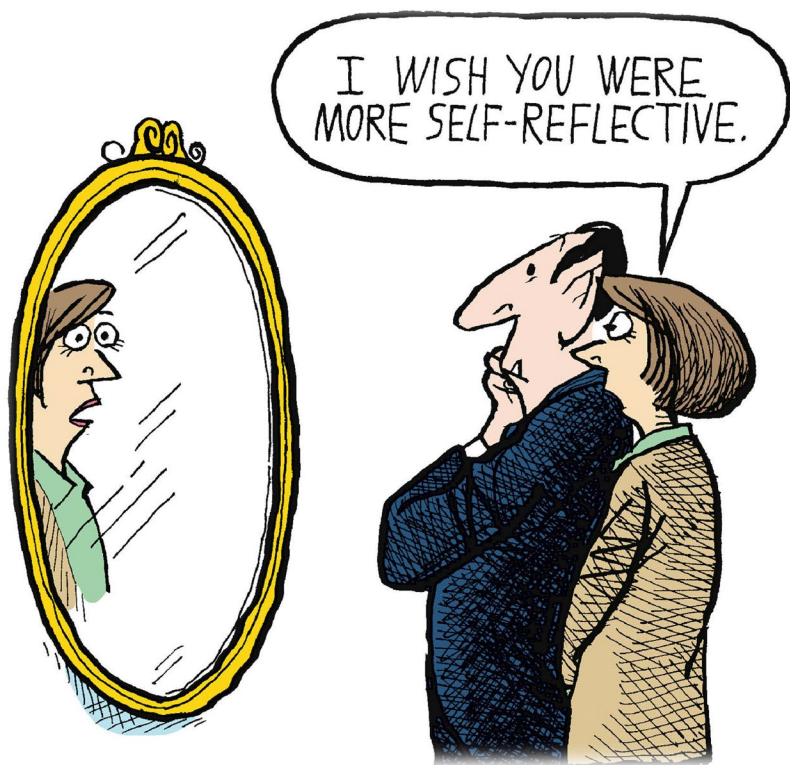
- Description and Feelings
- Evaluation and Analysis
- Conclusion and Action Plan

Rolfe/ Borton (2001)

- What?
- So what?
- Now what?

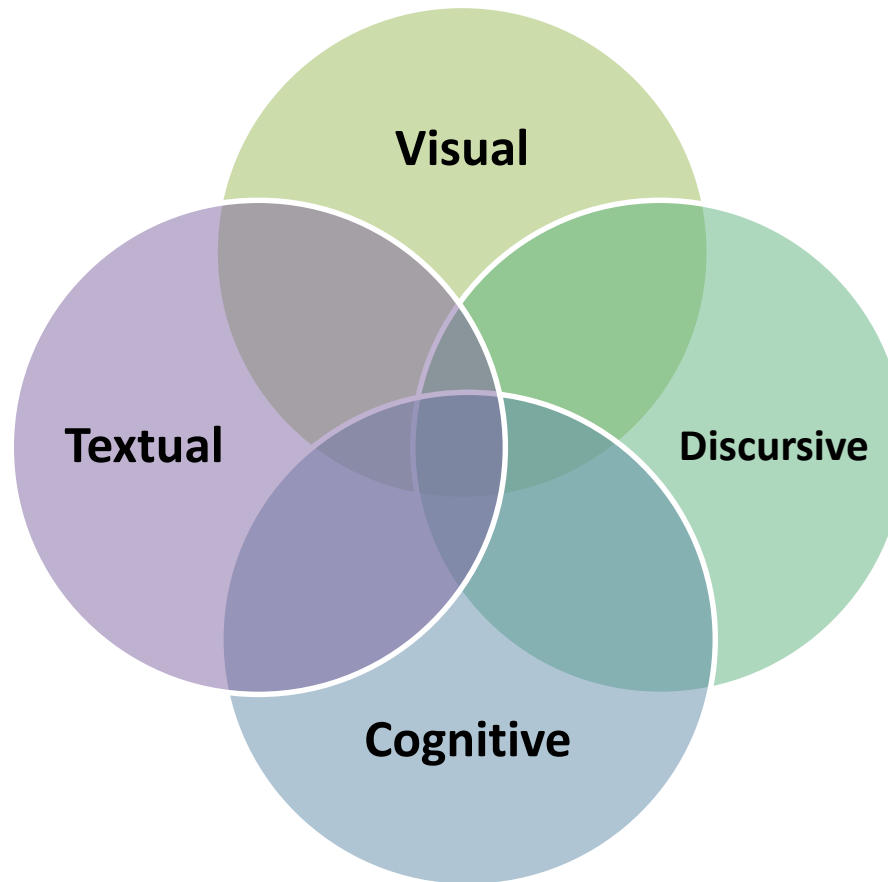
Brookfield's Lenses (1995)

Ways of reflecting



How do we currently engage in reflection? Any contrasts or commonalities?

Reflective Tools



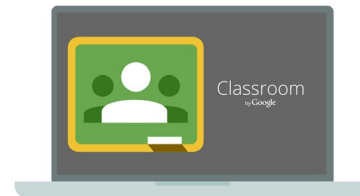
Reflective Tools

Portfolio-based Learning

Digital - Physical

Blogs
Journals
Vlogs
Forums
Social Media
Mapping
Planning/ Reporting
Photographs
ETC...

Professional
Dialogue



Portfolio-based Learning

- Both a process and a product...workspace and showcase (Barrett 2010)
- A 'portfolio is a collection that tells a story' (Bullock and Hawk 2001)
- A portfolio 'is not simply an accumulation of pieces and products; it is an unfolding of your understandings about teaching and learning, and about your development as a professional' (Darling 2001)
- It is the interpretive conversations that transform information and artefacts into actionable knowledge. (Timperley 2015)

Reflective Writing as a Reflective Tool

Reflection involves taking the unprocessed, raw material of experience and engaging with it to make sense of what has occurred. In learning terms, the journal is both the place where the events and experiences are recorded as well as the forum in which they are processed and re-formed. (Boud 2001)

- Free/ Structured
- Digital
- Individual/ Collaborative
- Use of prompts



Photographing as a Reflective Tool

Visual narrative makes visible...a story as well as enabling opportunities to explore different positions within a dynamic environment or situation. Visual narrative, however, is not complete without narrative support through dialogue and language (Lemon 2007).

Using the photographic process requires the photographer to weigh points of view, think about differing conclusions and to see things in a different way...Photography involves both product and process (Miholic 1998).

Professional Conversations as a Reflective Tool

Deep sustained conversations among teachers about matters of teaching and learning remain uncommon. Professionals, including leaders talk in generalities, fail to make tacit knowledge explicit, gloss over differences so as not to offend, rarely seek clarification from one another or revert to telling others what they should do. (Timperley 2015)

Professional Conversations - Enablers



(Timperley 2015)

Professional Conversations

Considerations

- *Purpose and Preparation?*
- *Format?*
- *Evidence?*

Groundwords Example: Triadic (Rushton 2013)

- 1 x Narrator– talk about your engagement in professional learning
- 1 x Inquirer – support the reflection by asking questions about the motivation? Impact? What will they do next? What is possible? What are the likely barriers/ solutions etc.?
- 1 x Recorder – record the conversation.

Everyone gets a turn so switch every x mins!

Final notes...

- Purpose
- School Culture
- Human nature
- Support
- Sustainability



Supporting teachers in reflecting

The screenshot shows the homepage of The Teaching Council website. The header includes the logo, navigation links (Gaeilge | FAQs | Publications | Webinars | News & Events | Contact Us | My Registration), a search bar, and a 'Need Help?' button. The main navigation bar has links for Registration, Registration Renewal, Vetting, Fitness to Teach, Teacher Education (highlighted), Research, FÉILTE 2018, and About Us. The breadcrumb trail reads: > Teacher Education > Teachers' learning (CPD) > Cosán Support Materials. The left sidebar lists: Teacher Education, Initial Teacher Education, Induction & Probation, Droichead, Teachers' learning (CPD), and Cosán Development Process. The main content area is titled 'Cosán Support Materials' and includes a paragraph about the materials, a bulleted list of topics, and a paragraph about the materials' purpose. At the bottom, there are four icons representing Vignettes, Reflecting on Professional Learning, Self-Facilitation Materials, and Background Reading.

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Search Need Help?

Registration Registration Renewal Vetting Fitness to Teach **Teacher Education** Research FÉILTE 2018 About Us

> Teacher Education > Teachers' learning (CPD) > Cosán Support Materials

Teacher Education

Initial Teacher Education

Induction & Probation

Droichead

Teachers' learning (CPD)

Cosán Development Process

Cosán Support Materials

Based on our ongoing conversations with teachers as part of the Cosán Development Process we have developed a range of support materials. These materials can support them in:

- Learning more about Cosán and the Development Process
- Learning more about reflection, and specifically reflection on professional learning
- Engagement with Cosán and the Development Process on a whole-school basis, via self-facilitation materials
- Planning for future participation in the Development Process on an individual, group, or whole-school basis.

The materials include vignettes illustrating teachers' varying approaches to engagement in professional learning and reflection, as well as material on models and definitions of reflection. They also include a range of self-facilitation materials for schools and some background reading on professional learning and reflection.

We welcome your feedback on these materials, and this can be emailed to cosan@teachingcouncil.ie

Vignettes

Reflecting on Professional Learning

Self-Facilitation Materials

Background Reading

The screenshot shows the 'Reflecting on Professional Learning - Vignettes' page. The header and navigation bar are identical to the previous screenshot. The breadcrumb trail reads: > Teacher Education > Teachers' learning (CPD) > Cosán Support Materials > Vignettes. The left sidebar is identical. The main content area is titled 'Reflecting on Professional Learning - Vignettes' and includes a paragraph about the purpose of the vignettes, a paragraph about the process, and a list of considerations for teachers. At the bottom, there are five vignettes listed with expand/collapse icons.

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> Teacher Education > Teachers' learning (CPD) > Cosán Support Materials > Vignettes

Teacher Education

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Teachers' learning (CPD)

Cosán Development Process

Reflecting on Professional Learning - Vignettes

As part of their everyday practice, teachers continually reflect on teaching and learning, and on school life in its broadest sense. They do this individually or collaboratively, using varying techniques, and may record these reflections in equally varying ways. **In engaging with the development of Cosán, you are encouraged to reflect on your engagement in profession learning, and the impact of this on your practice.** Engagement in the process is entirely voluntary for schools and teachers.

The vignettes below offer some examples to support teachers in considering how they might reflect on their professional learning and its impact on their practice, and how they might gather and/or share these reflections where appropriate.

In reading any of the vignettes below, teachers might consider:

- The professional learning process/area in which the teacher is engaged
- How the teacher reflects on their professional learning
- How the teacher considers the impact of their professional learning

How the teacher gathers and/or shares their reflections.

Vignette #1

Vignette #2

Vignette #3

Vignette #4

Vignette #5

Q&A



"I don't have any answers. I'm a non-prophet."