Mindsets, Models and Modes

Reflecting on Professional Learning

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Mhúinteoireachta
The Teaching Council

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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*

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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

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Cosán – Development Process

Continuing the conversation…

Current Understandings –
3 Word Challenge

menti.com - 373042

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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)

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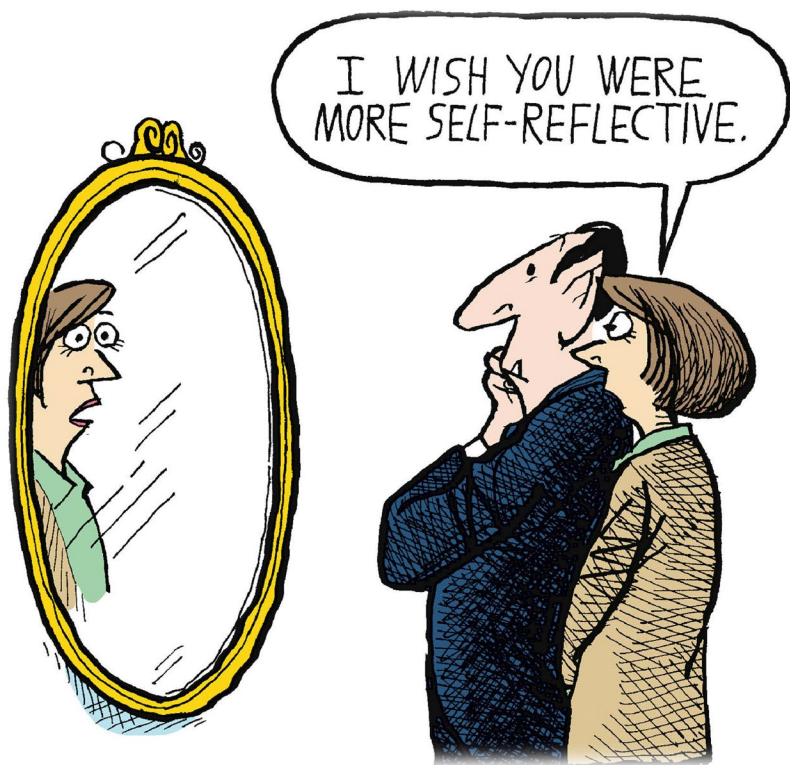
How do we currently engage in reflection? Any contrasts or commonalities?

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Reflective Tools

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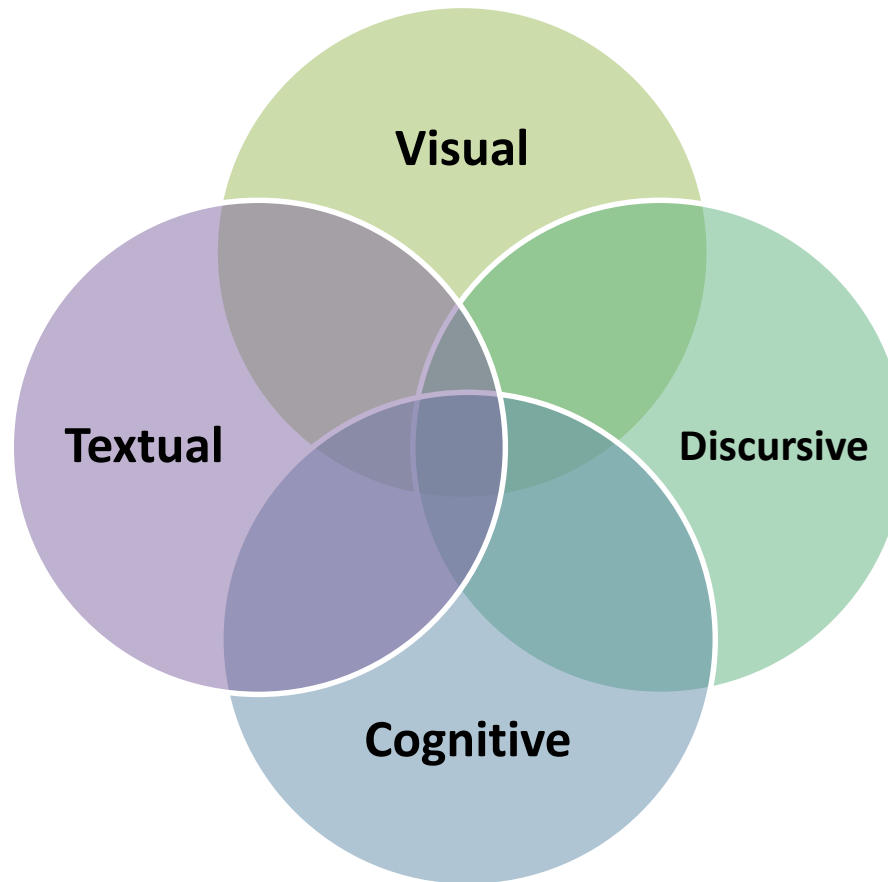
Reflective Tools

Digital - Physical

Blogs

Journals

Vlogs

Forums

Social Media

Mapping

Planning/ Reporting

Photographs

ETC...

Professional Dialogue

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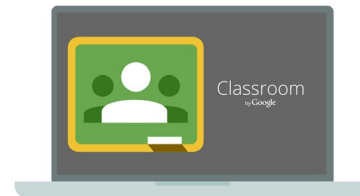
Portfolio-based Learning

- 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

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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)

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Professional Conversations - Enablers

(Timperley 2015)

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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!

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Final notes…

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

Supporting teachers in reflecting

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Q&A

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