

# Reflecting on Practice

## Week eight: Change

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# Reviewing the Module

TASK 1  
Analyse  
principles and  
significance

TASK 1  
Analyse  
practices

TASK 4  
Action  
research

TASK 5  
Approach  
justification

TASK 2  
Approaches to  
leadership,  
counselling  
and mentoring

TASK 3  
Political, social  
and cultural  
context to  
support  
change

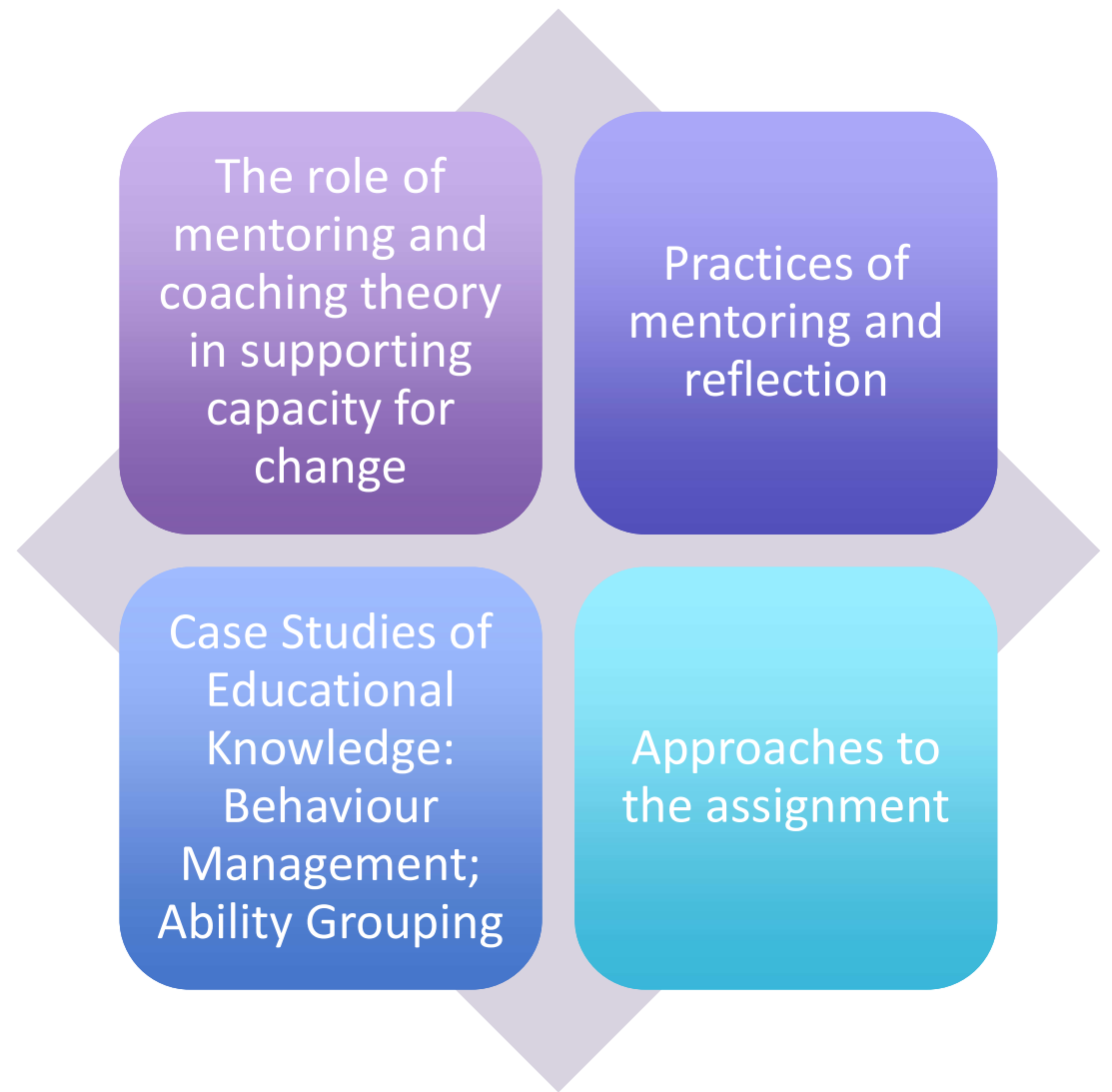
Theory and  
Practice

Evidence and  
Judgement

Collaboration  
and change

Reflecting on Practice

# Last Session



# Reflective Questions

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Does Reflective Practice require a mentor, counsellor or coach?



Are there specific requirements for a 'helper' to support Reflective Practice?



What are the key aims of 'helping' within Reflective Practice? In other words, how would we know that the 'helping' has helped?

## Example

How could a mentor help to support a teacher looking to explore aspects of professional practice through Action Research?

# Week 7 Readings

## ✓ Preparation reading

Hobson, A.J. and Malderez, A., 2013. Judgementoring and other threats to realizing the potential of school-based mentoring in teacher education. *International journal of mentoring and coaching in education*.

## ✓ Seminar preparation

Garvey, B., 2004. The mentoring/counselling/coaching debate: Call a rose by any other name and perhaps it's ramble? *Development and Learning in Organizations: An International Journal*.

## ✓ Reading list

Gallacher, K. (1997). Supervision, mentoring, & coaching: Methods for supporting personnel development. In P. J. Winton, J. A. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies* (pp. 191–214). Baltimore: Brookes.

## ➤ Your argument – assignment

Keele Library Search engine  
Google Scholar



## Seminar Discussion

16 November 2022

How can beginning teachers best be supported to thrive in teaching?

Plan actions and means to assess standard 8 from Early Careers framework.



## Outcomes for Assignment

20 January 2023

Task 2

Drawing on theory and professional experience, critically reflect how Reflective Practice can be supported through leadership, coaching, counselling and mentoring.

# Situating Reflective Practice Theory

How Reflective  
Practice as a field  
of knowledge  
relates to teachers'  
effectiveness and  
school  
improvement?



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# Reflective Practice and Cultures of Change

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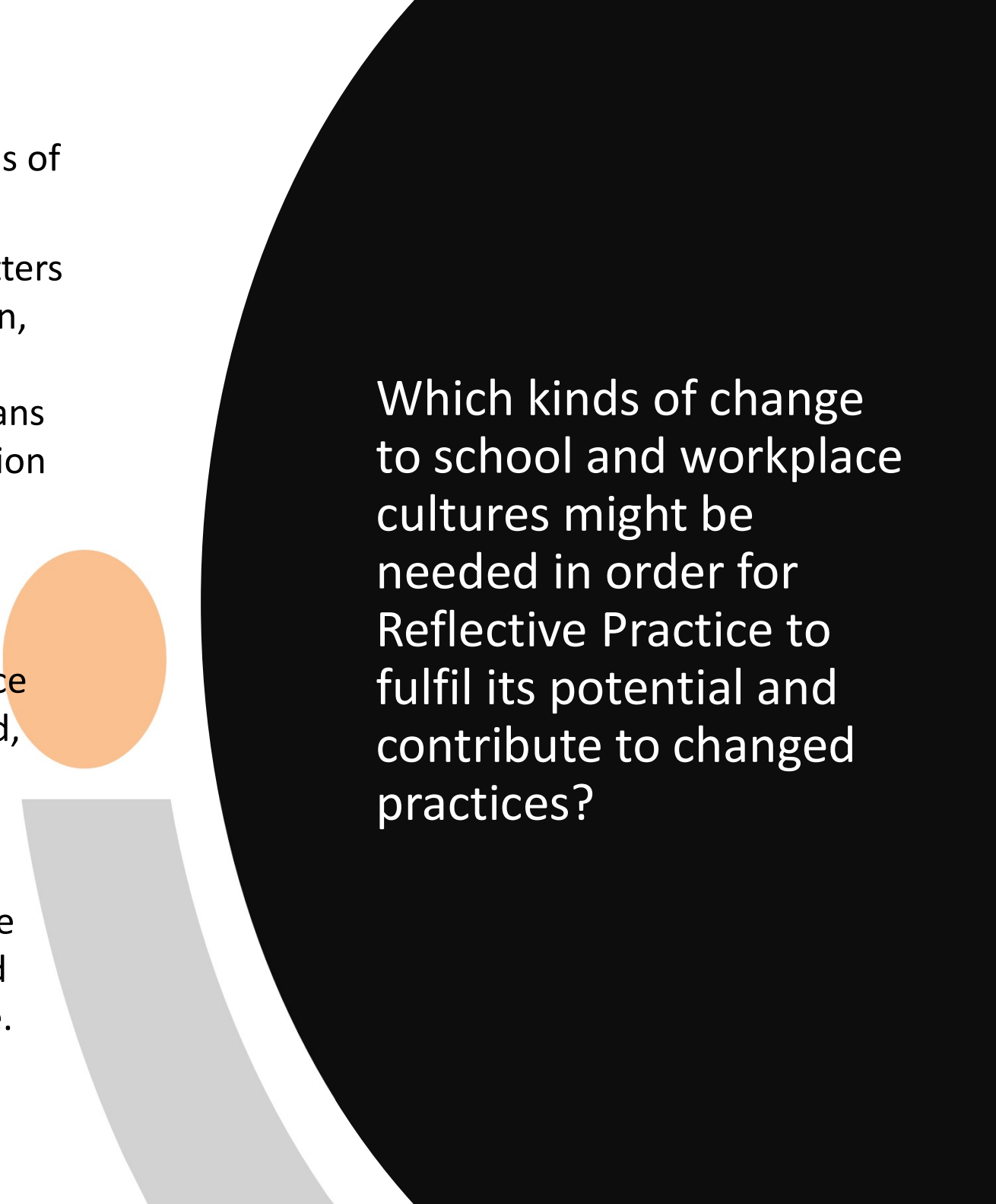
Contexts and cultures within which Reflective Practice can be more or less successful, the barriers to effectiveness and how they can be overcome, and the relationship between the formation and support of professionals in the school/workplace and their professional learning.




The emphasis on scripted models of performance

Limitations placed on which matters are available for critical reflection, which aims and means are approved and standardised, means that the scope for critical reflection is constrained.

Whilst there is a form of official knowledge and research evidence which is endorsed and promoted, **collaborative professional questioning and enquiry**, perhaps informed by Action Research, may not receive the kinds of support which could help to promote positive change.



Which kinds of change to school and workplace cultures might be needed in order for Reflective Practice to fulfil its potential and contribute to changed practices?

A group of seven people of various ethnicities and ages are gathered around a large, glowing globe. They are all smiling and looking at the globe, which is positioned in the foreground. The people are dressed in a mix of traditional and modern clothing, including a red and white headscarf, a green patterned headwrap, and a green and red traditional Korean dress. The background is a soft, out-of-focus grey.

## Principles which can support the creation of cultures of change

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- Reflective professional enquiry
- Knowledge
- Culture
- Relationships
- Leadership
- Reflective Professionalism

# Fostering knowledge

Formal and informal, curriculum relevant

Teachers reflect on their own skills and knowledge

Awareness of theory and evidence



Potential insights for effectiveness and improvement



Identifying knowledge and skills learners need



Evidence – rigorous process of research/scrutiny



Contextualise understanding within schools/classrooms



Understanding of theoretical ideas underpinning practice




Multiple opportunities to learn and apply new information

# Knowledge Building Cycles

Timperley, H., 2010, February. Using evidence in the classroom for professional learning. In Étude présentée lors du Colloque ontarien sur la recherche en éducation.

[Brandon, J. and Saar, C., 2014. Nurturing Excellence in Instruction and Leadership.](#)

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- Inquiry habit of mind – seeking out and using evidence
  - Recognise that all decision-making includes guessing
  - Creativity, freedom
  - Risk



# Organisational Development



Teachers have the greatest system influence on student outcomes



Organisational adaptive expertise



Changing mind sets – leaders to see school as their classroom



‘Teachers cannot be expected to do this alone, but require organisational conditions that provide and support these learning opportunities in ways that are just as responsive to how teachers learn as they are to how students learn’ (p. 10).

# Communication and Relationships

Teachers develop collaboratively

'An ongoing process of inquiry in which they con-construct their understandings about effective practice.'

Open-mindedness – listen, different perspectives, alternative possibilities.

Responsibility – personal, academic and social consequences of actions

Wholeheartedness – critically examine assumptions with the intention of learning something new



## A woman with dark hair, wearing a white shirt, is shown from the chest up. She has a thoughtful expression, with her hand resting on her chin and her gaze directed upwards and to the left. The background is a dark grey surface covered with white chalk-like drawings of various business and technology icons, including a camera, an envelope, a lightbulb, a sun, a pencil, an umbrella, a dollar sign, a heart, a smartphone, and the words 'work' and 'money'.

## External partner



Timperley, H. (2010), Using Evidence in the Classroom for Professional Learning, Paper Presented to the Ontario Education Research Symposium,  
[https://www.researchgate.net/publication/242475272\\_Using\\_Evidence\\_in\\_the\\_Classroom\\_for\\_Professional\\_Learning](https://www.researchgate.net/publication/242475272_Using_Evidence_in_the_Classroom_for_Professional_Learning)

# Discussion



The school/workplace cultures which you have experienced and the extent to which they have supported your reflective practice



What recommendations you would make to a school/workplace in order for reflective practice to be supported



The kinds of change which can be produced by reflective practitioners in the school/workplace

# Seminar Discussion

Based on the research paper:

Maugham, S., Teeman, D. and Wilson, R. [What Leads to Positive Change in Teaching Practice?](#), NFER Research Programme: Developing the Education Workforce, Slough: NFER.

Introduce the key points of your critical analysis of the relationship between Reflective Practice and change



## Essentials to write a critical analysis essay

<http://www.writingacademically.com/critical-analysis/>

## Defining your case

McNiff, J., 1995. *Action research for professional development* (pp. 137-151).  
Bournemouth, UK: Hyde.

<https://www.jeanmcniff.com/ar-booklet.asp>