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

The role of mentoring and coaching theory in supporting capacity for change

Practices of mentoring and reflection

Case Studies of Educational Knowledge: Behaviour Management; Ability Grouping

Approaches to the assignment

Reflective Questions

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?

Play (k)

▶ ⏭ 🔊 0:29 / 3:53

Teacher Reflective Practice

Rose Garofano
144 subscribers

Subscribe

👍 451 👎   ↪ Share   ✂ Clip   ⋯

Reflective Practice and Cultures of Change

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.
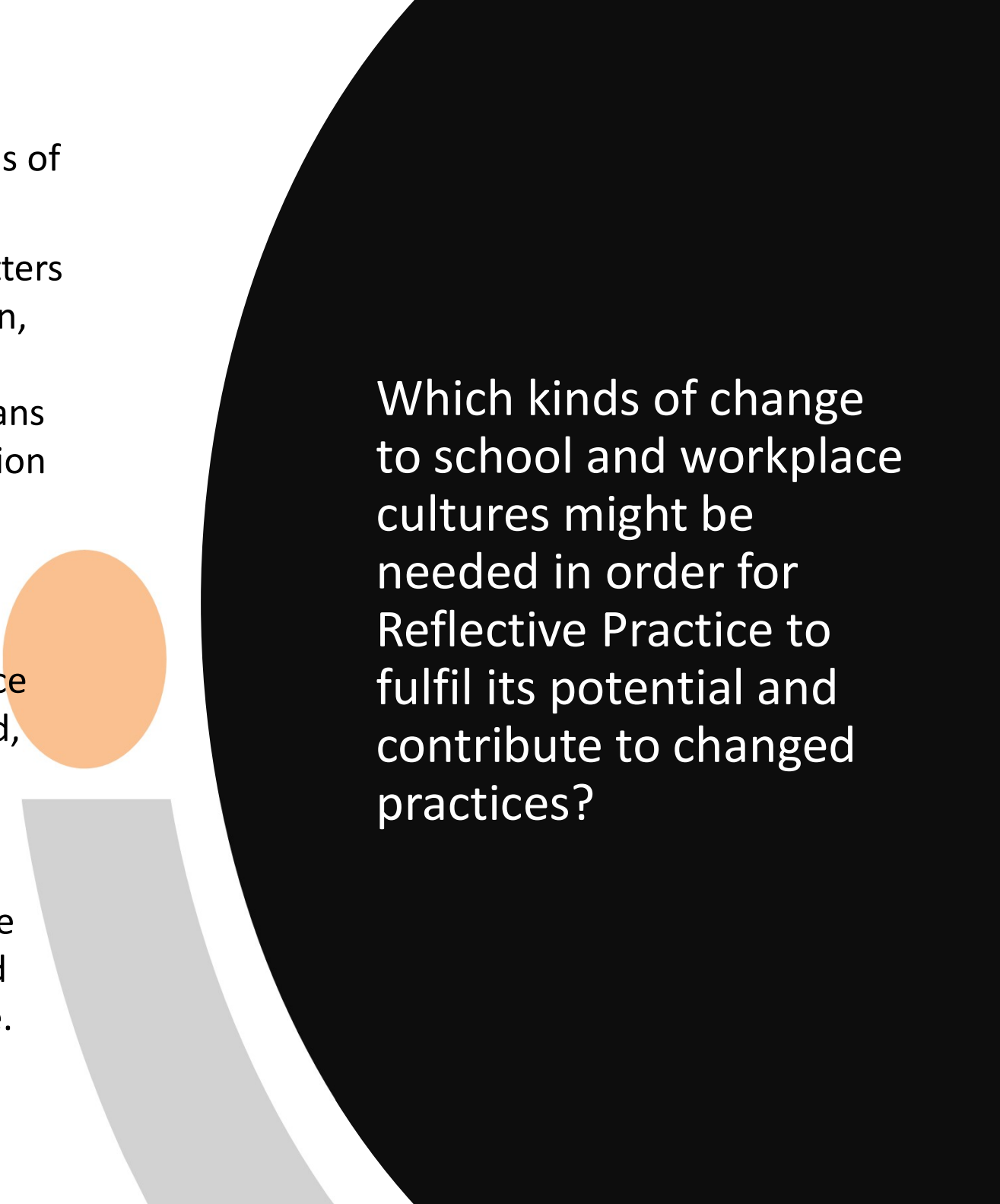
The emphasis on scripted models of performance

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?

Principles which can support the creation of cultures of change

- 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.

- 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

Reflective Professionalism

Discretionary judgement

Collaborative work cultures

Continuous improvement

Reflection in, on and about practice

Mastery, efficacy and satisfaction

'Real' collaboration – includes risk of conflict

Critical friend

Coach

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

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

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