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COURSE HANDOUTS

Critical Thinking and reflective Practice

EDU406

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Table of Contents

S No.	Lecture No.	Topic No.	Topic	Pg no
1	1	1	What is Reflective Practice?	
2	1	2	Why the Interest in Reflective Practice?	
3	1	3	What is to be Gained from Reflective Practice?	
4	1	4	Advantages and Drawbacks of Reflective Practice	
5	1	5	Why is Reflective Practice Important?	
6	1	6	How can Reflection be Used for Practice?	
7	2	7	Definitions of RP	
8	2	8	Types of Reflection	
9	2	9	Critiques of Reflective Practice	
10	2	10	Formal and Informal Reflection	
11	2	11	What do Professional Reflect on?	
12	2	12	Assumptions	
13	3	13	Achieving Best Practice	
14	3	14	Implications for Achieving Best Practice	
15	3	15	The Reflection Process	
16	3	16	Reflexivity	
17	3	17	Topics for Critical Reflection	
18	3	18	Learning form Reflection	
19	4	19	Methods of Reflection	
20	4	20	Levels of Reflecting	
21	4	21	Guided Reflection	
22	4	22	Action Research	
23	4	23	The Critical Friend	

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24	4	24	Participatory Methods for Reflection	
25	5	25	Foundation Models 1: John Dewey	
26	5	26	Foundation Models 2: Donald Schon (1983)	
27	5	27	Foundation Models 3: Kolb's Reflective Cycle (1984)	
28	5	28	Foundation Models 4: Greenway's 3-Stage Model (1995)	
29	5	29	Foundation Models 5: Roth (1989)	
30	5	30	Foundation Models 7: Peters (1991)	
31	6	31	Critical Models 1: Brookfield's Critical Lenses	
32	6	32	Critical Models 2: John Model for Structured Reflection (2000)	
33	6	33	Critical Models 3: Rolfe, Freshwater and Jasper (2001) -The 'What' Model	
34	6	34	Critical Models 4: Rodgers (2002)	
35	6	35	Critical Models 5: Gore and Zeichner (1991)	
36	6	36	Critical Models 6: Gibbs Reflective Cycle (1988)	
37	7	37	From Theory to Practice: Boud's Triangular Representation	
38	7	38	From Theory to Practice: the Atkins and Murphy Model	
39	7	39	From Theory to Practice: John Smyth's Framework for Reflection on Action (1993)	
40	7	40	From Theory to Practice: Agyris and Schon 1978	
41	7	41	From Theory to Practice: Mezirow (2000)	
42	7	42	Criticisms of Reflective Practice	

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43	8	43	What is Critical Reflection? (Part 1)	
44	8	44	What is Critical Reflection? (Part 2)	
45	8	45	Core Ideas about Thinking Skills	
46	8	46	Critical Thinking Development: A Stage Theory	
47	8	47	Importance of Critical Thinking	
48	8	48	A Scheme for Critical Thinking and RP	
49	9	49	Bloom's Taxonomy and Critical Thinking	
50	9	50	Techniques for Critical Thinking	
51	9	51	The 5-Step Model of Critical Thinking	
52	9	52	Halpern's Framework for CT	
53	9	53	Critical Incident Analysis	
54	9	54	Examining Your Personal Filtering System	
55	10	55	Conceptual Learning: Learning through Conceptual Innovation	
56	10	56	Technical and Conceptual Learning	
57	10	57	Conceptual Learning: Concepts and Frames	
58	10	58	Conceptual Learning: New Realities	
59	10	59	Conceptual Learning: Paradigm Shift	
60	10	60	Conceptual Learning: Theories-in-Use or Espoused Theories?	
61	11	61	What is Reflective Writing?	
62	11	62	A Structure for Reflective writing	
63	11	63	Vocabulary for Reflective Writing Part 1	
64	11	64	Vocabulary for Reflective Writing Part 2	
65	11	65	Reflective Writing: Limitations of self-Reflection	

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66	11	66	Reflective Writing: Strategies for Overcoming Barriers	
67	12	67	Developing Competences: Professional Competences Part 1	
68	12	68	Developing Competences: Professional	
			Competences Part 2	
69	12	69	Developing Competences: Professional Competences Part 3	
70	12	70	Developing Competences: Professional Competences Part 4	
71	12	71	Developing Competences: Provisional Model Part1	
72	12	72	Developing Competences: The Provisional Model Part 2	
73	13	73	Reflecting Effectively	
74	13	74	Reflecting Effectively: The Professional Development Journal (PDJ) Part 1	
75	13	75	Reflecting Effectively: The Professional Development Journal (PDJ) Part 2	
76	13	76	Reflecting Effectively: Critical Incidents	
77	13	77	Reflective Action Planning	
78	13	78	Indicators of a Reflective Practitioner	
79	14	79	5-Key Features of Reflection	
80	14	80	Ensuring Reflection Leads to Learning	
81	14	81	Tools for Reflection	
82	14	82	Social Criticality	

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83	14	83	Hegarty's Reflective Framework	
84	14	84	Personal Practice Theory (PPT).	
85	15	85	Understanding Self and Others: Professional Identity	
86	15	86	Understanding Self and Others: Developing Professional Identity	
87	15	87	Understanding Self and Others: Multiple Intelligence Theory and the Reflective Practitioner Part 1	
88	15	88	Understanding Self and Others: Multiple Intelligence Theory and the Reflective Practitioner Part 2	
89	15	89	Understanding Self and Others: Multiple Intelligence Theory and the Reflective Practitioner Part 3	
90	15	90	Understanding Self and Others: Making Professional Identities through a Mentor	
91	16	91	The Importance of Self-Awareness: How does RP support Professional Practice	
92	16	92	The Importance of Self-Awareness: Applying the Competence Model Level 1- Unconsciously Unskilled	
93	16	93	The Importance of Self-Awareness: Learning to Learn	
94	16	94	The Importance of Self-Awareness: The Jo-Hori window (Self-Evaluation in Practice)	

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95	16	95	The Importance of Self-Awareness: Using the Jo-Hori window	
96	16	96	The Importance of Self-Awareness: The Jo-Hori window in the Team Context	
97	17	97	From Theory to Practice: Theory, Pedagogy and Reflection	
98	17	98	From Theory to Practice: Application	
99	17	99	From Theory to Practice: RP and Professionalism	
100	17	100	From Theory to Practice: Good Professional Standing	
101	17	101	From Theory to Practice: Personal Challenges to Effective Reflective Practice	
102	17	102	From Theory to Practice: Questioning	
103	18	103	Frames, Perceptions and Interpretation: Frames 1	
104	18	104	Frames, Perceptions and Interpretation: Frames 2	
105	18	105	Analyzing Frames 1: Discovering Underlying Assumptions and Values in Frames	
106	18	106	Analyzing Frames 2: Discovering Assumptions	
107	18	107	Interpolating Concepts and Ideas	
108	18	108	Promoting RP through Inductive Action Planning	
109	19	109	Reframing for Resolving Difficult Controversies: The Reframing Matrix 1	
110	19	110	Reframing 2: The Professions Approach	
111	19	111	Reframing for Resolving Difficult Controversies: Problem Statements	

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112	19	112	Reframing for Resolving Difficult Controversies: Concept-Based Teaching and learning	
113	19	113	Reframing for Resolving Difficult Controversies: Benefits of Concept-Based Teaching and learning	
114	19	114	Reframing for Resolving Difficult Controversies: Pedagogical Shifts	
115	20	115	Reframing for Strategic Creativity: Reframing in Four Steps	
116	20	116	Reframing for Strategic Creativity: 3-Dimensional Instruction	
117	20	117	Reframing for Strategic Creativity: Conceptual Learning	
118	20	118	Reframing for Strategic Creativity: Epistemic Stances	
119	20	119	Reframing for Strategic Creativity: Taxonomy of Reflective Thought	
120	20	120	Reframing for Strategic Creativity: The Ripples Model	
121	21	121	Reflective Teaching Practices: Criticality	
122	21	122	Reflective Teaching Practices: Criticality Critical Reflection= Critical Thinking	
123	21	123	Critical Reflective Enquiry: Critical Philosophy	
124	21	124	Critical Analysis	
125	21	125	Critical Analysis 2 (Part 1)	
126	21	126	Critical Analysis 2 (Part 2)	
127	22	127	Way of Knowledge Generation: Experimentation	

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128	22	128	Way of Knowledge Generation: Nurturing Relationships	
129	22	129	Way of Knowledge Generation: Scientific Method	
130	22	130	Way of Knowledge Generation: Cycle SECI	
131	22	131	Way of Knowledge Generation: Modelling and Conceptual Innovation	
132	22	132	Way of Knowledge Generation: Design	
133	23	133	Theories, Knowledge and Practice: Teacher Professionalism	
134	23	134	Theories, Knowledge and Practice: The Moral-Ethical Dimension in RP	
135	23	135	Theories, Knowledge and Practice: Teacher Knowledge and Enquiry	
136	23	136	Theories, Knowledge and Practice: Communities of Practice (Part 1)	
137	23	137	Theories, Knowledge and Practice: Communities of Practice (Part 2)	
138	23	138	Theories, Knowledge and Practice: Practice Episodes	
139	24	139	Reflecting and Connecting with Life-long Learning: Teacher as Lifelong Learners (Part 1)	
140	24	140	Reflecting and Connecting with Life-long Learning: Teacher as Lifelong Learners (Part 2)	
141	24	141	Reflecting and Connecting with Life-long Learning: Competency Framework for Lifelong Learning	

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142	24	142	Reflecting and Connecting with Life-long Learning: Work-based Learning (Part1)	
143	24	143	Reflecting and Connecting with Life-long Learning: Work-based Learning (Part2)	
144	24	144	Reflecting and Connecting with Life-long Learning: Work-based Learning (Part3)	
145	25	145	RP and the Socratic Method	
146	25	146	RP and the Socratic Method: The 4 Steps of the Socratic Method	
147	25	147	RP and the Socratic Method: Questions for Each Steps in the Socratic Method (Part 1)	
148	25	148	RP and the Socratic Method: Questions for Each	
			Steps in the Socratic Method (Part 2)	
149	25	149	RP and the Socratic Method: Questions for Each Steps in the Socratic Method (Part 3)	
150	25	150	RP and the Socratic Method: Socratic Questioning and Critical Thinking	
151	26	151	The Practice of Reflection: How to be Reflective	
152	26	152	The Practice of Reflection: Who Can We Reflect With?	
153	26	153	The Practice of Reflection: Bloom and Professional Careers	
154	26	154	The Practice of Reflection: The Professional Development Plan (PDP)	
155	26	155	The Practice of Reflection: Why Be a Reflective Practitioner?	

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156	26	156	The Practice of Reflection: Ghayle's Process of Development	
157	27	157	Reflection on Professional Roles: The Nature and Purpose of Professionalism (Part 1)	
158	27	158	Reflection on Professional Roles: The Nature and Purpose of Professionalism (Part 2)	
159	27	159	Reflection on Professional Roles: Reflecting on Notions of Professionalism	
160	27	160	Reflection on Professional Roles: The Reflective Practitioner-Professional Relations with Pupils	
161	27	161	Reflection on Professional Roles: The Reflective Practitioner-Professional Relations with Colleagues	
162	27	162	Reflection on Professional Roles: The Nature and Purpose of Professionalism: Reflecting on your Contribution to the School)	
163	28	163	The Impact of Organizational Dynamics: What are teams	
164	28	164	The Impact of Organizational Dynamics: RP and the Stages of Team Development	
165	28	165	The Impact of Organizational Dynamics: Team Cohesiveness and Performance and the Reflective Practitioner	
166	28	166	The Impact of Organizational Dynamics: Task Interdependence	
167	28	167	The Impact of Organizational Dynamics: Behavior in Organizations	

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168	28	168	The Impact of Organizational Dynamics: Reflecting on Motivation	
169	29	169	Models and Mentors: Peer Mentoring	
170	29	170	Models and Mentors: Mentoring Skills (Part 1)	
171	29	171	Models and Mentors: Mentoring Skills (Part 2)	
172	29	172	Models and Mentors: The Skills of Dialogue	
173	29	173	Models and Mentors: Situated Learning	
174	29	174	Models and Mentors: Social Learning Theory: Elements of Social Cognitive Theory	
175	30	175	The Dialogue Process in RP: Dialogue as a Self-Assessment Tool	
176	30	176	Reminder: Dialogue as a Self-Assessment Tool	
177	30	177	The Dialogue Process in RP: Asynchronous	
			Discussion- The Theory	
178	30	178	The Dialogue Process in RP: Asynchronous Discussion- The Practice	
179	30	179	The Dialogue Process in RP: Dialogue Diaries	
180	30	180	The Dialogue Process in RP: The Academic Portfolio	
181	31	181	Collaborative Observation and Feedback: Teacher collaborating	
182	31	182	Collaborative Observation and Feedback: Peer Observation (Part 1)	
183	31	183	Collaborative Observation and Feedback: Peer Observation (Part 2)	

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184	31	184	Collaborative Observation and Feedback: Peer Observation (Part 3)	
185	31	185	Collaborative Observation and Feedback: What is Lesson Study	
186	31	186	Collaborative Observation and Feedback: How do RPs Share Learning form Lesson Study	
187	31	187	Collaborative Observation and Feedback: Group and Peer Supervision	
188	31	188	Collaborative Observation and Feedback: Supervision: What Is It?	
189	32	189	Collaborative Observation and Feedback: A Question -Based Approach to Supervision: The 7C's	
190	32	190	Collaborative Observation and Feedback: Differentiated Supervision: The Premises	
191	32	191	Collaborative Observation and Feedback: Challenges of Inter-Professional Working for Reflective Practice: Drivers of Inter-Professional Learning	
192	32	192	Collaborative Observation and Feedback: Challenges of Inter-Professional Working for Reflective Practice: Principles of Inter-Professional Learning (IPL)	
193	32	193	Challenges of Inter-Professional Working for Reflective Practice: Effective Inter-Professional Team-Working	

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194	32	194	Collaborative Observation and Feedback: Communities of Practice and IPL (Part 1)	
195	32	195	Collaborative Observation and Feedback: Communities of Practice and IPL (Part 2)	
196	32	196	Collaborative Observation and Feedback: The Role of the Reflective Practitioner in IPL	
197	33	197	What is Grounded Theory?	
198	33	198	Grounded Theory: Stages in Developing a Grounded Theory (GT) 1	
199	33	199	Grounded Theory: Stages in Developing a Grounded Theory (GT) 2	
200	33	200	Grounded Theory	
201	33	201	Types of Grounded Theory Design	
202	33	202	Types of Grounded Theory Design: Criteria for Evaluating Grounded Theory	
203	34	203	Building Theory from and For Practice: Framework for Organizing Teachers' Learning	
			and Knowledge: Building Practice	
204	34	204	Building Theory from and For Practice: A Process for Personal Theory Building (Part 1)	
205	34	205	Building Theory from and For Practice: A Process for Personal Theory Building (Part 2)	
206	34	206	Building Theory from and For Practice: Using Evidence 1	
207	34	207	Building Theory from and For Practice: Using Evidence 2	

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208	34	208	Building Theory from and For Practice: Teacher's Knowledge Management	
209	35	209	Action Research: Three Particular characteristic of Action Research	
210	35	210	Action Research: The Reflective Practitioner Engaging in Action Research	
211	35	211	Reason to do Action Research	
212	35	212	The Nature of Action Research	
213	35	213	Action Research for Continuous Improvement	
214	35	214	Action Research: Gathering Data	
215	36	215	Appreciative Inquiry: An Introduction	
216	36	216	Appreciative Inquiry: An Introduction	
217	36	217	Appreciative Inquiry: 5 Principle of AI	
218	36	218	Appreciative Inquiry: From AI to Transformative Inquiry (Part 1)	
219	36	219	Appreciative Inquiry: From AI to Transformative Inquiry (Part 2)	
220	36	220	Appreciative Inquiry: The 5-I Approach	
221	37	221	Extension to Dewey's Work: Reflection as Rationality	
222	37	222	Dewey and Reflective Thinking (Part 1)	
223	37	223	Dewey and Reflective Thinking (Part 2)	
224	37	224	Dewey: Routine Action and Reflective Action	
225	37	225	Dewey: Phases of Reflective Thought	
226	37	226	Dewey: Experience, Reflection and Learning	
227	38	227	Extension to Boud's Representation	

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228	38	228	Extension to Boud's Representation: Understanding the three Stages of Boud's Model	
229	38	229	Extension to Boud's Representation-Issues	
230	38	230	Extension to Boud's Representation-Naming Barriers to Reflection (Part 1)	
231	38	231	Extension to Boud's Representation-Naming Barriers to Reflection (Part 2)	
232	38	232	Overcoming Barriers to Reflection: Overcoming Barriers by Oneself	
233	39	233	Extension to Gibb's Model: Revisiting the six Phases of Reflection Using Gibb's Model	
234	39	234	Extension to Gibb's Model: Describing the Phases of Reflection Using Gibb's Model (Part 1)	
235	39	235	Extension to Gibb's Model: Describing the Phases of Reflection Using Gibb's Model (Part 2)	
236	39	236	Extension to Gibb's Model: Action Plan	
237	39	237	Extension to Gibb's Model: Using Gibb's Reflective Cycle for Deeper Reflection	
238	39	238	Trans-disciplinary Skills in Gibbs' Model	
239	40	239	Extension to John's Model of Structured Reflection: Describing the Stages of Structured Reflection (Part 1)	
240	40	240	Extension to John's Model of Structured Reflection: Reflecting on Cue Questions (Part 1)	
241	40	241	Extension to John's Model of Structured Reflection: Using John's Model (Part 1)	

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242	40	242	Using John's Model Looking in- Thoughts and Emotions (Part 1)	
243	40	243	Using John's Model: Considering the Cue (Part 1)	
244	40	244	Using John's Model: Writing Reflexively and Writing Reflectively (Part 1)	
245	41	245	Extension to John's Model of Structured Reflection: Describing the Stages of Structured Reflection (Part 2)	
246	41	246	Extension to John's Model of Structured Reflection: Reflecting on Cue Questions (Part 2)	
247	41	247	Extension to John's Model of Structured Reflection: Using John's Model (Part 2)	
248	41	248	Using John's Model Looking in- Thoughts and Emotions (Part 2)	
249	41	249	Using John's Model: Considering the Cue (Part 2)	
250	41	250	Using John's Model: Writing Reflexively and Writing Reflectively (Part 2)	
251	42	251	Taking Reflective Practice Forward: Introduction	
252	42	252	Taking Reflective Practice Forward: Professional Practice	
253	42	253	Taking Reflective Practice Forward: A Clean Approach to Reflective Practitioner	
254	42	254	Taking Reflective Practice Forward: Comparing Models	
255	42	255	Taking Reflective Practice Forward: Self-Directed Learning -What is it?	

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256	42	256	Taking Reflective Practice Forward: Self-Directed Learning 2	
257	43	257	Higher Order Thinking for a Unified Curriculum, Instruction and Learning: Three Dimensions of Critical Thinking	
258	43	258	Higher Order Thinking for a Unified Curriculum, Instruction and Learning: Conceptualizing Higher Order-Thinking	
259	43	259	Higher Order Thinking for a Unified Curriculum, Instruction and Learning: Reflective Practice and Higher-order Thinking	
260	43	260	Higher Order Thinking for a Unified Curriculum, Instruction and Learning: Assumptions of Teaching	
261	43	261	Higher Order Thinking for a Unified Curriculum, Instruction and Learning: 21st Teaching Assumptions	
262	43	262	Higher Order Thinking for a Unified Curriculum, Instruction and Learning: The Paradigm Shift	
263	44	263	The Future of Reflective Practice: An Introduction	
264	44	264	The Future of Reflective Practice: Perspective of RP in the New Professional Environment	
265	44	265	The Future of Reflective Practice: New Ways for Collaborating in Professional Work are Emerging	
266	44	266	Reflective Practice Will Evolve Continually: Traditional Teaching Skills	

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267	44	267	Reflective Practice Will Evolve Continually: New Teaching Skills	
268	44	268	Reflective Practice Will Evolve Continually: Better Teaching	

Critical thinking and Reflective Practices (EDU 406)

An introduction to reflective practice

Topic 1

What is Reflective Practice?

In these lectures we'll look at the place of reflective practice in teaching. What is reflective practice? Reflective practice is an ongoing and dynamic process for the teacher. It involves thinking critically and deeply about what is happening in the class room. It occurs spontaneously, immediately but, also goes in a very planned and structured way. Most importantly, reflection leads to action. Teachers need to value reflection and evaluation of their own practice and their own professional role in the class room. In addition, teachers' professional knowledge and understanding includes ways to reflect and ways to evaluate what is happening. This is part of the professional role of the teacher.

There is one quality above all which is important for making a teacher a good teacher and this is the ability to reflect on the **what, why and how** the things are happening in the classroom. The ability to think about, how we are working and most importantly, it is the ability to adapt and change teaching

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in relation to what is happening in the classroom. Reflection is a key to successful teaching. Most teachers do spend time thinking about their students and thinking about what is happening in the classroom but it is true to say that very often as teachers we don't take that step further. We don't reflect on the actions and don't think through the consequences of what is being going on in the classroom. What is the implication of this for reflective practice?

Teaching is a profession and as such in a professional setting reflection is very **deliberate.** It is also **purposeful**. There is a reason for it. It is **structured** and it **links our understanding to theory to practice** and also includes deep learning and not superficial learning. Therefore, reflective practices aimed at development …… becoming a reflective practitioner is becoming an excellent teacher.

Let us look at a quote by a researcher into teaching. Jenny Moon says "Reflection is a form of mental processing that we use to fulfil a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding, and possibly, emotions that we already possess." (Moon, 2005:1)

What are the key words that we can take from this message?

Mental processing (reflection is structured thoughtful, it is not superficial)

Better understanding (we gain a clearer, thoughtful understanding of what is happening in the classroom and reflection includes the teacher in the process of teaching)

Classroom Management Strategies

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Reflective practice aims to change thoughts like these……

It changes words like "I don't feel confident or I am bored or I used to have lots of ideas but now I don't have any idea at all." ……into questions like "Now I feel confident. I tried some of your ideas and actually they worked better at the moment I am improving my knowledge." Reflection changes the way the teacher works. Now we can see why reflective practice is important and the teacher, the reflective practitioner is a successful teacher

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Topic 2

Why the Interest in Reflective Practice?

Reflective practice encourages the teachers to understand their:

- learners, • their needs and
- their abilities.

Stephen Brookfield (1995:92) says "of all the pedagogic tasks teachers face, getting inside students' heads is one of the trickiest. It is also the most crucial."

Reflective practice is therefore, more likely to develop reflective learners. Reflective learners are lifelong learners. Finally, and most importantly, reflective practice is the key to the teachers to improvement.

Why Reflect?

Reflective practice leads to

- Higher quality teaching and therefore better outcomes for learners.
- Awareness for the teachers of the values of teaching and their own beliefs about teaching.
- Challenge and to change

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- More inclusive environments for learners.
- Improvement
- promotes collaboration between teachers as professionals.

Why is reflective practice so important?

Research shows that reflective practice is crucial for teacher's learning and for extending their skills as professionals. It is a highly personal process for any teacher and the teacher requires the professional to take their daily class room experiences to internalize, understand them to pull them over in their mind. In this way, it is possible for the teacher to filter through what is happened to focus on what is most important, to understand their personal values and their biases as teachers before deciding how to better move forward as a practitioner.

Research also shows that teachers, who regularly reflect on their teaching, reflect on why they do things and reflect on new knowledge which is being created, use this to achieve the best outcomes for their students.

Consider this simple task for example, make a list for yourself.

a) Make a list of the teaching strategies that you have used over the last 2 - 3 weeks. For example, small group activities, lectures, presentations or demonstrations.
b) Analyze each strategy: what was your role in that, what is the role of the learners in that strategy, what tasks did you actually use?
c) Examine each approach, what went 'badly'. List the unexpected factors that may be go badly. Discuss this with the colleagues in school.

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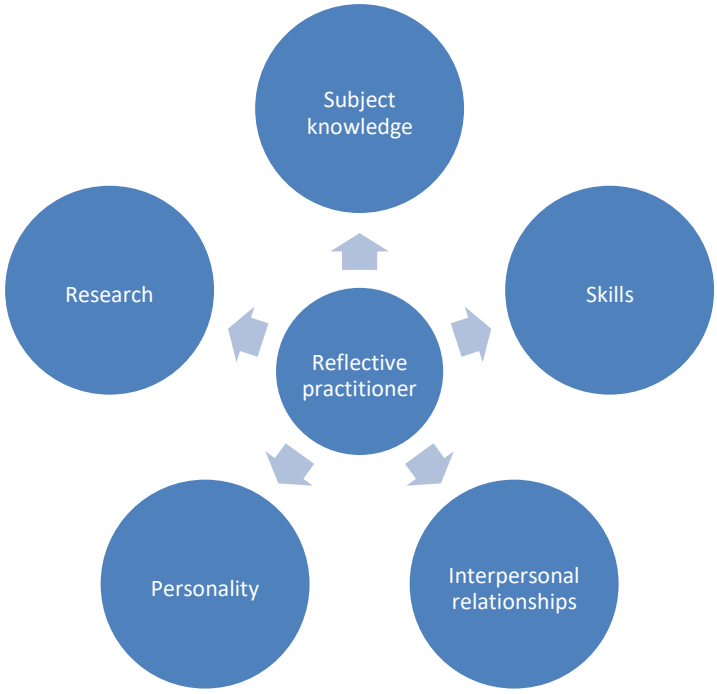
d) Further research shows that reflective practice leads to a commitment to on-going development to on-going learning and therefore, on-going excellence (Comer, 2008; Howard, 2003).

This is not necessarily tied to specific training or in service courses you might do but is actually about what goes on in the classroom day to day …… What is gone well? …. and …. Why that might be?

Reflective practice is a process by which you stop and think and you consciously analyze the decisions you make.

Critical analysis and evaluation for the teachers refocuses the thinking of the teachers and helps to generate the knowledge needed for good quality teaching. We can represent this visually:



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You can see the reflective practitioner in the center of a whole range of different skills and understandings: subject knowledge, teaching skills, interpersonal relationships in the school as well as their own personality with a focus on research and teaching.

Topic 3

What Is to Be Gained from Reflective Practice?

Clearly, reflective practice means best practice. It provides a real shift in focus for the teacher away from deterministic views of teaching, a shift in the power of teaching. It creates a general dialogue about what is teaching and learning.

Achieving best practice

For example, consider a story. This story is taken from David Habersham's novel "The Reckoning." Hal Sperlich, an executive of Ford motors, on one of his visits to Japan in the early 1970s, noticed that there were no repair bays for defective cars.

"Where do you repair your defective cars?" Sperlich asked the engineer.

"We don't have to repair our cars," the engineer answered.

"Well, then" Sperlich asked, "where are you inspectors?"

"The workers are the inspectors" his guide answered. (Halberstam, 1978:716)

What we conceive from this story is the shift in para in terms of what is quality away from deterministic views to the teacher as the focus.

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During the last two decades, the slogan of reflective practice has been embraced by many by teachers, by teacher researchers and by institutions and even government. The move toward seeing teachers as reflective practitioners is also a rejection of a top-down view of what teaching and learning is all about, where teachers are simply conduits of knowledge from the government to students, from organizations to learners.

On the surface, the reflective practice movement involves recognition that teachers should be more active in formulating the purposes and also the outcomes of the work in the classroom and they need to play a leadership role in terms of curriculum development and school reforms.

The benefits of reflective practice

Most importantly, reflection helps us as teachers to develop our own learning and provides a teaching framework. Stephen Brookfield (1995) explained this and proposed the following framework. According to him, reflective practice

- Allows us to consciously develop our own repertoire of strategies and techniques in the classroom. We can draw upon our teaching and use this in the context and discipline of teaching.
- Helps us to take informed decisions in the classroom to take the actions which are meaningful and justified and be able to explain these to others.
- Helps us to adjust our teaching, respond to problems and issues which we have faced as teachers in the classroom. For example, rather than just reacting to a poor evaluation, we

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investigate and try to understand the underlying reasons for a poor evaluation and use this to take appropriate action.

- Helps us to become aware of the underlying beliefs and assumptions that we have as teachers about teaching and learning and as a consequence we can try to understand what we do and why we do.
- Helps to promote a positive learning environment. Through reflection, our teaching becomes much more responsive to the students and their feedback and through this we get good quality learning.
- Helps us to locate our teaching in the broader institutional and even social context in which teaching and learning takes place.

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Topic 4

Advantages and Drawbacks of Reflective Practice

Critique of reflective practice

Schon (1983) coined the term 'reflective practice in his book The Reflective Practitioner. Since then, the term reflective practice (RP) has been adopted in a wide range of professions worldwide. A number of critiques were also developed since then. We need to consider these drawbacks of RP.

The key principles in relation to reflective practice and the drawbacks associated with it are:

- Lack of conceptual clarity
- Too much focus on the individual
- Failure to acknowledge the discussion, dialogue (discourse) around reflective practice in teaching.
- Failure to understand the complexities involved in teaching in the classroom.

Let us look at each of these in turn.

Lack of conceptual clarity

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What is reflective practice? Indeed, what is reflection? Everybody would answer this question differently. Van Manen (1995) says, the notion of reflection is changing and may refer to a complex array of cognitively and even philosophically distinct approaches and attitudes.

Bleakley (1999) wrote that reflective practice is becoming a 'catch-all' term used for something which is very ill-defined.

Different authors frame reflective practice and its applications differently, emphasizing one aspect over another. Similarly, in practice theory is interpreted and applied in many different ways, within different institutions and between professionals.

This all leads to a lot of confusion.

Consequently, the concept of RP is abstract.

- It is ill-defined.
- It is open to multiple interpretations.
- It is applied in a wide variety of ways in different practice environment.

Focus on the individual

It is another critique. The theory places too much emphasis on the individual teacher. For example, Sandywell (1996) wrote that RP limits what the teacher says. As the other (the wider community, the students) in the class room such the student is excluded from the process (the action of reflection). He describes RP as an 'inner contemplation' conducted in isolation.

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In Sandywell's view, there is an emphasis on individual reflection which fails to consider the accounts of others (students in particular) within the community and within the process in which the reflection occurs.

Taylor and White (2000) note that RP opens up uncertain, ambiguous and complex worlds and tends to close much of this down again by obscuring students' perspectives and trying to freeze knowledge in a moment in time.

Discourses in practice

Schon's theory does not acknowledge the problematic nature of language and discourse within practice environment.

It is another critique. RP is seen as something which ignores discussion and theory and is used to construct meaning from an individualistic perspective.

Lather (1991) draws attention to the language which we use as teachers and how we frame RP. According to him, when such an understanding of language is applied to practice, this raises a question of 'who' frames the questions and whose account is put forward.

Where is the 'other'?

There is a danger of treating those with whom we are reflecting (our students or colleagues) as objects or things rather than people. Without a proper consideration of human encounters, we are in a danger of confronting 'others' as things …. to be objectified and manipulated rather than accurately reflect (Gardiner, 1999: 64).

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Topic 5

Why Is Reflective Practice Important?

Reflecting critically allows us to synthesize different perspectives to help, explain or to justify and challenge what we have encountered in our teaching. RP may provide evidence to support our views or our practices or it may even challenge them. Critical reflection also allows us to analyze what we have learned and how we have learned it. Most importantly, it enables us to take control of our own development. It is in light of these two functions of reflective practice that a great deal of importance is now placed on critical reflection in the process of professional development for teachers.

Why it is important?

Many teachers already think about their teaching and talk to colleagues about it too. For example, "My lesson went very well today" ……or a lot of teachers say "My students didn't seem to understand" …. or even "my students were so badly behaved today." This is a form of reflection.

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However, without more time spent focusing on or discussing what has happened, we may tend to jump to conclusions and look at things quite superficially. We may only notice our reactions and reactions of the particular students in the class room. Reflective teaching therefore implies a more systematic and thorough process. It is a process of collecting, recording and analyzing our thoughts and observations, as well as those of our students and using these to make changes. For example, if a lesson went well, we can describe it and think about why it was successful.

If the students didn't understand a learning point that a teacher introduced in the classroom, we need to think about what we did and why it may have been unclear. If students are misbehaving -- what were they doing, when were they doing ------ and most importantly why were they doing it.

Working in this reflective way allows us to take control of our learning and our development. It allows us to make changes in our practice that will develop our overall competence as teachers.
This preparation should be the same for all events and all occurrences in the future.

How RP can develop your work further

RP can help you to

Address student's needs

RP can help you to think about the way you have responded to your students and how you can better develop strategies in the future.

Working with colleagues

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RP can help you work with colleagues more effectively. Reflecting on the way you interact with colleagues can help you to create better relationships in the school. This can help you enjoy your work far more.

Your role with your students

RP can help you to think about your role and your students. By thinking about the effectiveness of the way you work with the students, you can tailor your approach to suit their needs and their interest.

Planning students' learning

You can plan students' learning more effectively by considering the effectiveness of your pans and this can help you to develop new systems of planning and recording information much more in the future.

Working with external agencies/parents

RP can help you work more effectively with parents by thinking through how you work with parents and other external agencies. You may develop a stronger working relationship with them and build better lines of communication.

Over to you!

So, it is over to you! Consider how you have used RP and how reflection has changed the outcomes of teaching.

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Think about how your practice has improved because of your reflection and what the impact of reflection has had around you.

Topic 6

How Can Reflection Be Used for Practice?

So, we need to consider how RP can be operationalized, how can reflection be used for practice.

To do this we need to consider the key principles of RP.

Principles of RP

1. **RP is problem-oriented** or in other words problem-posing or problem-solving.
2. **RP is based on action research.** Action research is a very powerful tool for change and improvement based on a cyclical process of thinking, planning and doing.
3. **RP ensures that teaching and learning are research-led**
4. **RP is data driven.** This means that there is ownership by the teacher of the data which is central to the teacher professional development.

If reflection is thinking – How is the thinking done?

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It is important to consider how the thinking is done (the actual cognitive processes) and also to consider why it has occurred and why it involves the stimulus, as well as the learning and changes the outcomes that occur.

Hatton and Smith (1995) say that three types of reflection are important for the teachers.

3 specific types of reflection

1. **Technical rationality:** (Behavior and skills) This is essentially the practical skills that the teacher brings to teaching the students. It is the behaviors and the attitudes, the beliefs that the teacher has about learning that impacts on their teaching in the classroom.
2. **Reflection-on-action:** This involves description and justification. It **is** dialogic, in other words a discussion. It is explorative and also engages multiple perspectives and factors. Reflection-on-action happens after teaching.
3. **Reflection-in-action:** This is the teacher's thinking 'in the moment'. Thinking which occurs in the second by second, the minute by minute. Teaching that occurs between the interactions, between the teacher and the student in the classroom.

So, there are three types of critical thinking, three types of reflection, technical rationality, reflection-on-action and reflection-in-action.

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Topic 7

Definitions of RP

In this lecture some definitions of RP will be introduced. Reflective practice and reflective practitioner have been spoken about quite a long time. In 1910 Dewey wrote that reflective practice is "the active persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it". This means as a teacher, you 'll have a questioning approach. You will consider why things are as they are and how they may be also.

Dewey went on to say that being reflective "enables us to direct our actions with foresight …. It enables us to know what we are about what we act". This is extremely important for the teacher.

Simply because what you do in the classroom and how you behave should have been carefully planned. It should be informed by theory and your experience and it should also be very purposeful. Schon (1983) presents a slightly different view, a different definition of reflective practice. He regards reflection as having two key aspects: reflection-in-action and reflection-onaction.

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Reflection-in-action: It refers to the thinking the reflection that the teacher does moment to moment while teaching is happening there in the classroom. It is a reflection on what the students are doing or saying and also what the teacher is doing. Reflection-in-action allows the teacher to see clearly what is happening to consider why is happening and then to respond to do things differently in relation to that reflection.

Reflection-on-action: It occurs after teaching has taken place, after learning has happened. You may think more deeply at this point about what the pupils didn't understand. What caused something to happen in the classroom and what options were valuable to you, while you were teaching. Your responses will depend therefore, on the level of knowledge and experience and your understanding of theories and the values, the beliefs you have as a teacher in relation to this type of reflection.

In RP the practitioners engage in a continuous cycle of self-observation and self-evaluation. This then, leads to a better understanding of our actions and our reactions and this prompt learning for ourselves and supports learning for our learners (Brookfield, 1995; Thiel, 19991). Therefore, the goal of RP is not necessarily to address a specific problem or a question, a query that you define as a teacher, but to catch you to think about your practice in general on an ongoing continual basis (Cunningham, 2001). For example, "practitioners frame the problem of the situation. They determine the features, to which they will attend, the order they will attempt to impose on that situation and the directions in which they will try to change what happened".

This is what RP is about.

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In this process, they identify both the ends to be sought in reflection and also how reflection will take place the means by which the reflection will occur (Schon, 1983) **Which definition?**

Consider these questions as reflective practitioner:

- Which definition do you prefer and why?
- Based on these definitions, which elements do you think are most important for reflection?
- Is there something missing that you think should be included in a definition of reflective practice?

Topic 8

Types of Reflection

Hatton and Smith (1995) identified two types of reflective practice.

1. Dialogic reflection
2. Critical reflection

Each is different and represents a different level of engagement in reflective practice.

Dialogic reflection: it refers to a less intensive process then critical reflection. It involves a selfdiscourse with the teacher. It's an attempt to explore an event internally. It involves considering the judgments and decision that the teacher has made during their teaching.

Example

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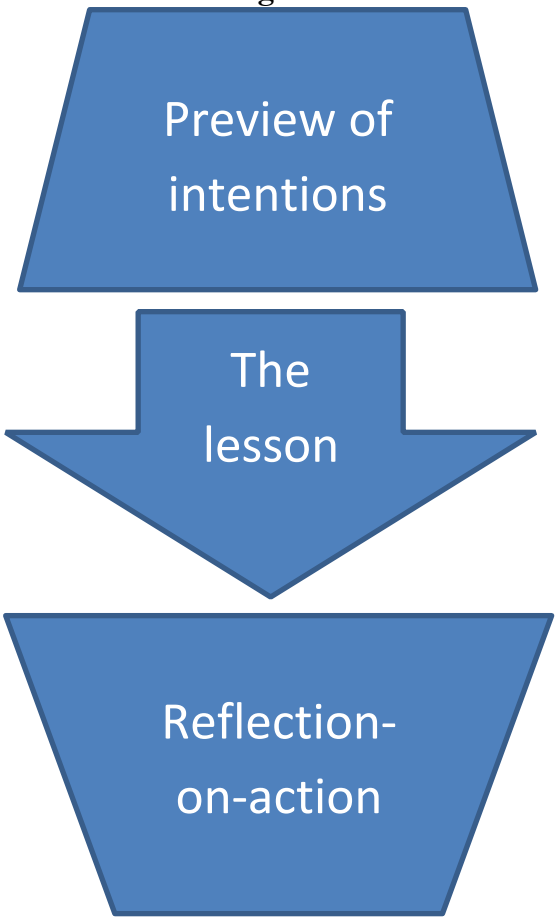
Dialogic reflection is an example of a basic form of reflection proposed initially by Brockbank and McGill (2000). They said that in dialogic reflection, the individual thinks about what they are going to do in their teaching, about the information they'd like to convey to the students and how they would do this, the methods they would use to convey that information. They also consider the level of engagement of the student in the class. Afterwards they then reflect on learning. They think about how far the individual goes for the students, the objectives for the lesson of the teacher have actually been made. This can be represented in the following model.

Dialogic Reflection



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We can see that dialogic reflection starts with some pre-thinking about what is going to be taught, then the lesson takes place and then as reflection on what happened in our lesson.

Dialogic reflection as with all forms of reflection is based in a constructivist approach to teaching. Therefore, requires the teacher to evaluate and re-evaluate their personal view and thinking about education, teaching and learning. While this is an important first step. There are some people who say that it is essentially purely about awareness rising. Although it can improve confidence but it does not necessarily improve the situation or make a difference to the quality of teaching.

This is in contrast to critical reflection.

Critical reflection: This refers to efforts from a much broader perspective, thinking about historical even political perspectives on the problems which are being encountered. This is been described by Boyd and Fales (1983) as "the core difference between whether a person repeats the same experience several times becoming highly proficient in one behavior, or learns from experience in such a way to be cognitively and affectively changed".

Therefore, critical reflection facilitates transformational learning in a way that dialogic reflection does not and transformational learning can happen gradually, slowly over a period of time or it can happen quite suddenly based on some critical situation in the classroom.

What do these considerations mean for RP?

It suggests that RP is

Non-judgmental

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Collaborative, and

Should be flexible and based on open-mindedness.

A reflective practitioner must recognize that learning from what does not work is also extremely valuable. There must be room for 'failure' in the reflective process.

RP is more effective when teachers and students work together.

Learning from others is also another significant factor in RP. It is enhanced through collaboration and dialogue with colleagues and others (students).

Therefore, reflective practice for the teachers means…. being a life-long learner.

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Topic 9

Critiques of Reflective Practice

According to Steve & Brookfield (1994, 1995) there are cultural and personal risks involved in RP and therefore not everyone may feel empowered by the process. Moreover, such thinking or reactions to reflective practice becomes time-consuming activity and difficult to do and can result to quite planned and mechanical processes involved in thinking.

Ash (2002) agrees that teachers can "choose not to reflect on their practice constructively and critically, preferring to fall back on pre-conceived understandings of how they and their pupils should conduct themselves in the classroom".

Similar critique is offered by Boud and Walker (1998). They say that RP can also become like following a recipe. It's simply a checklist that people go through methodically without thinking.

Therefore, raises some ethical concerns.

Ethical concerns

The teaching and application of RP have generated these concerns over the period of time and they continue to be discussed. These ethical concerns relate to issues of confidentiality, privacy, informed consent and also in relation to the professional relationships that teachers have.

Therefore, practitioners who are engaging in RP need to be aware of these concerns, and the risks involved in the process o0f RP. A further problem can be with the way reflection takes place. It can lead to feelings of disapproval and self-rejection because the process is so critical.

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Further, if an individual understands the word 'critical' to mean 'negative', that can have very serious consequences long term for the teacher.

There are also professional concerns around the process of RP.

Professional concerns

If RP is done badly or ineffectively, this has a consequence in terms of what can be missed for the teacher and the value of it goes diminished. If RP is applied in an uncritically way, then reflection can actually reinforce prejudices and pre-conceived ideas about teaching and learning and about practice. This can actually lead to continuation of the way sudden practices are used in the classroom.

RP at the level of the individual practitioner means that organizations can actually remove themselves from the responsibility of professional development, moving it to the individual rather than the organization.

Pedagogic concerns

Reflective teaching raises two main pedagogic concerns;

Developmental readiness

Are the teachers ready for this sort of developmental activities?

Do they have developmental readiness? And also, the extent to which forcing teachers to reflect may be counter-productive. Developmental readiness identifies the difference between a novice teacher and an experienced teacher. The novice teacher may not be ready to reflect critically. Therefore,

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developmental readiness defines a distinction between a novice teacher and the expert who has practical mastery.

Forced RP

If RP is forced on the teacher for example, as part of the course, this can actually affect the quality of the reflection and especially where it may be linked to an appraisal process for teachers, any sort of genuine and honest critical self-evaluation could actually be diminished.

Conceptual concerns

There are conceptual concerns about how ideas can be transplanted from one place to another.

Is there clarity of understanding of what teaching and learning is and what reflective practice is as a process?

It can be understood in multiple different ways and actually therefore, the exercise of RP can engage in different traditions and therefore, is no uniform between teachers and organizations (Finlay, 2003).

Therefore, some may see it as a primarily personal or even confessional process that deconstructs socially situated action and therefore does not have broader implications for teachers.

When people talk about 'reflexivity', 'reflective practice' or being a 'reflective practitioner', what exactly are they referring to?

The term is actually too diverse and poorly defined.

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Topic 10

Formal and Informal Reflection

Let us look at formal and informal reflection as part of the RP process.

Informal reflection

It relies on self-questioning and also develops awareness for the teacher of their own assumption.

Formal reflection

In contrast, formal reflection draws on research & theory and provides guidance and a framework for the teacher as a part of the RP process.

Informal reflection: This relies on experiential learning. Experiential learning is an approach to informal reflection is often quite dysfunctional. It is always incomplete. It is a cyclical process, one thing leading on to another and therefore, is never ending. This is based on reflection on present experience and this can therefore, lead to misinterpretation. Such an approach can be manipulated to fit our own beliefs and therefore, can be quite biased because we view the world quite selectively. What we see and what we hear, we view through our own internal lens.

Informal reflection can be both planned and unplanned but will always involve a conscious awareness that learning is actually taking place. A by-product of some other activity, usually unintentional or unexamined and can actually test here our beliefs.

Formal reflection: learning from formal reflection is a little bit different. It requires becoming aware of conscious learning in non-routine situation. Learning from formal reflection also requires an

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awareness of learning to surface, to not be tacit (understood), to move from being tacit to being more explicit. In literature this referred to as 'mindfulness'.

Therefore, formal reflection requires models and frameworks for the teacher to use. These provide a very specific and structured approach to reflection. All formal models rely on following parameter:

Learning

Behavior	Visible behavior Function: teaching, maintaining professional relationships
Reasoning/Judgment	Student-oriented understanding Function: problem-solving
Professional thinking	Critical appraisal of literature and own practice Function: optimizing teaching based on experience
Personal reflection	Mindful awareness; exploring Function: balance

1. Behavior: There is a visible behavior and the function associated with that is teaching and maintaining professional relationships in the school.
2. Reasoning/Judgment: This relates to student-oriented understanding and also about function of problem solving.
3. Professional thinking: The teacher engaging in a critical appraisal of literature in relation to their own practice and the function is to optimize teaching based on experience.
4. Personal experience: This is a mindful awareness of what is happening in the classroom. The teacher exploring what is being going on and the function of this is to balance, what is

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happening to eke out (use) all the good things and to identify the problems which need to be resolved.

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Topic 11

What do professional Reflect On?

Teachers reflect on the

- philosophy that provides the foundation for their teaching,
- their values and beliefs about teaching and learning,
- their practice

Reflection on your philosophy

What does it mean that the teacher reflects on philosophy?

There are different perspectives that we all hold that an individual teacher who have about children, about parents, and about families and also about themselves as a professional, as a teacher.

For example, children's rights and the extent to which children's views can be taken into account in the classroom. These are philosophical foundations that the reflective practitioner needs to be considered. In terms of the philosophical foundation, the teacher will consider their professional roles and influence that they have in children's lives and in the lives of their families.

The perceptions that you have of children and of parents and the families and the extent to which these reflect cultural competence are part of the philosophical foundation. Your understanding and respect for families' and children's cultures and communities is part of what was influencing your teaching.

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So, reflecting on your philosophy is also whether you gave children the opportunity to express their thoughts and their feelings and the support you give to that level of independence. It is also about investigating your own prejudices and your own biases and understanding and appreciating your own beliefs and values about teaching and learning.

Reflecting on beliefs

You can reflect from your own perspective about yourself. For example, he might believe "I am student-oriented" … or… "I see myself as providing a service" that would be another perfectly good belief to have…. or…. even, "I have professional expertise" if you have been teaching for many years. These are beliefs about yourself. There can also be beliefs about families. For example, families are the most important part of children's life, or you may actually see families as part of the problem that interfere your wok in the classroom.

You also have beliefs about children. You could see for example, that children are very capable as learners. Children are interested as learners from birth or you may just see children as very vulnerable and needing a lot of support and guidance.

Reflection on values

Reflecting on values is also very significant for the reflective practitioner because it informs the decisions that you make in the classroom.

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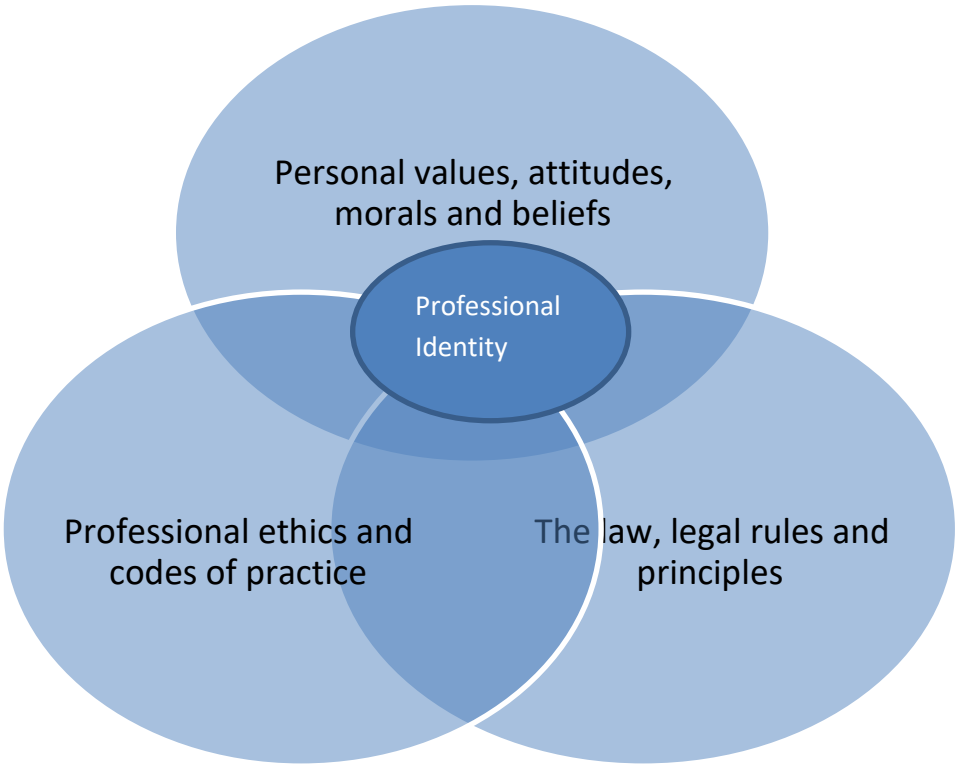
These come from our life experiences, especially the early ones from young childhood, from the family and the community. They come from study and from experience. More interestingly, these can be shared in every setting in terms of how children learn and develop.

Professionals reflecting

It is very significant part of reflective practice. It is important for you to become aware of the assumptions that you hold and the values and beliefs that you have about teaching and learning, and how all these things come together to create your professional identity.

Our Assumptions, Values and Beliefs create our Professional Identity



We can see that in the diagram here. Your professional identity is coming together of your professional values, your attitudes and your beliefs about teaching and learning and about adults and children.

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It is also about the rules and the principles that society and an organization impose on teachers and also about professional ethics and the way we design for ourselves a professional process in the classroom.

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Topic 12

Assumptions

There are some assumptions that we need to consider about reflective practice.

Assumption 1: The reflection takes place in the classroom and is conducted **by** the teacher and **for** the teacher. Therefore, such reflection is contextualized and very private to the individual teacher.

Assumption 2: Teacher reflects and acts on what they observe. This means that reflective practice is both a process of research and action.

Assumption 3: Reflective practice requires dialogue for true understanding (Kemmis & Mc Taggart, 1992; Wells, 1999, Vygotsky, 1999). This places reflective practice within the social constructivist model of learning.

Consequently, a **social constructivist model of learning** suggests that reflective practice is a process of thinking which is mediated by language or in other words potentially influenced by the language that we use to describe our understanding.

Potentially our understanding can be jointly constructed through dialogue with others, colleagues for example.

Therefore, knowledge is socially derived and potentially collaborative.

Assumptions and reflective practice

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Reflective practice is therefore about becoming aware of our own assumptions and how these assumptions govern our practice (what we do in our classroom) and how these assumptions must shift in order to change and change is necessarily in teaching.

There is also an understanding that there can be a resistance to an assumption change or to a shift in assumption and finally a change to assumption to support a better state of affairs improved teaching and learning.

The reflective practitioner is therefore someone who lives reflection on a day-to-day basis. Therefore, becoming reflective practitioner takes a lot of time, lot of commitment and requires discipline and an understanding of the responsibility about being a reflective practitioner.

Key points about our assumptions

Reflective teaching involves discovering and researching our won's assumptions. Our own assumptions can be explored through a number of different lenses. We can explore our assumptions through

1. autobiographical writing usually things like learning journals
2. student feedback whether written or verbal
3. discussions with colleagues regularly
4. reviewing the literature on teaching and learning

Stephen Brookfield puts this very well. He says "Teaching in a critically reflective way involves teachers trying to discover the assumptions that frame how they teach. Teachers have four

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complementary lenses through which they can view their practice. The lens of their own autobiographies as learners,

the lens of students' eyes, the lens of

colleagues' perceptions, and the lens of

educational literature".

Why are these lenses important?

Reviewing practice through these lenses helps us to admit and surface the assumptions we have about teaching, methods which we use or techniques that we feel appropriate. In so doing therefore, we can ensure the best for student learning.

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Topic 13

Achieving Best Practice

Why Best Practice?

There is a lot of interest in the teacher as the reflective practitioner and that's because it's a means of achieving best practice so we have to consider it.

- Why best practice?
- What is the best practice?

Why best practice?

The best practice is important because the 21st century is a different century in which we were educated and therefore the needs of children in the 21st century are changing. We need to constantly think and rethink what we are doing in the classroom. What children need in the 21st century is something that is going to help them survive better and thrive more in this new global technological environment and the reflective practitioner has a means through achieving best practices to help their students help children to achieve their dreams. Moreover, children will need creativity, problem-solving abilities, a passion for learning, a dedicated work ethic and lifelong learning attributes. The opportunity is therefore that can be given to children are dependent on the reflective practice inner achieving the best practice the best approaches that they can in the classroom.

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What Does Best Practice Look like for the Reflective Practitioner?

So what does best practice look like, what are we actually talking about. What is next best practice? How would we identify a classroom? Where the best practices is easy to see.

Students are engaged and focused on their work. Well one thing to consider is that a best practice classroom is where students are on task for very much of the time. They are engage in the process of learning.

We can also think of a best practice environment as: one where **teachers are collaborating and working together** on very realistic tasks, which place students at the center of learning or in other words **students-centered learning.**

And perhaps most importantly is that the best practice environment is an **activity-based environment** and this is a phrase that teachers use a great deal these things.

And a very important aspect of this new 21st-century learning of the best practice environment in our classrooms which are environmentally important learning spaces or in other words **conducive to learning.** Also, there is a joyful feeling of purposeful movement industrious thinking and a vital and vibrant atmosphere and environment.

Core Best Practices:

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So, let's consider some best practices of teachers.

- One best practice is that the teacher will **educate the whole child**. A math teacher for example: what does teach math but is aware of the child as a whole learning individual and their needs for learning in their interests for learning.
- And so, therefore **teaching is not only based on the knowledge of the subject but on the knowledge of how children develop and learn.**
- Another core best practice is to think of **preparing children for success not only in school in terms of academic achievement but also in later life.**
- And we should also consider that best practice is about **providing an environment that is enriched** in other words one where children can thrive from a mixture of approaches and resources.
- Another core best practice is to think of **students as active participants in the learning** process rather than as passive observers.
- And a learning environment that **provides a challenge** but also is very rigorous in terms of what students are learning.

Core Worst Practices:

Some bad practices for example:

- Worse practices are teachers who **plan and teach in isolation** without collaboration.
- **Teaches to the test "one size fits all".** Teachers teach simply so students pass the test and teach one subject in the same way to all students.

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- Teachers who assess who **teach without assessing students' needs** so that some students may get left behind.
- Teachers who do not challenge themselves and **stay within their comfort zone**. All is also considered to be not the best practice.
- **Applies student-centered/activity-based approaches in name only.** Teachers who say in label only that they are using student-centered and activity-based practices. This is another aspect of what we were consider not best practice.

Operationalizing Best Practice:

- We can talk about operationalizing, these best practices simply by thinking of the title and status of teacher as a skillful reflective practitioner.
- The teacher therefore needs to be concerned really about the consequences of teaching, as well as what might be called technical proficiency. The long-term consequences on the child not just about passing the test or getting through the curriculum.
- They need to be prepared to experiment with the unfamiliar things in the classroom and learn from their experiences. This is another aspect of best practice.
- And the reflective practitioner who we can see is using best practice has an approach which is very open-mindedness and honest and is wholeheartedly about the student.
- The best practice practitioner is committed to professional dialogue with others, talking, collaborating with peers and sharing, understanding and acquired knowledge.

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- And also the best practice practitioner is someone who focuses on action and evaluating and revising what they are doing regularly on an ongoing basis.
- And perhaps most importantly the reflective practitioner who can be seen to be one who is using best practice is themselves a lifelong learner and responsible for their ongoing professional development.

Guiding Reflection:

RP develops an awareness of how professionals come to hold their assumptions and informs reflection on how this informs and shapes practice. So reflective practice develops all of these skills potentially and so in the classroom, we can see best practices.

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Topic 14

Implications for Achieving Best Practice

What are the implications for achieving best practice? What we are looking is our outcomes for children and therefore the way we achieve best practice is through reflecting in practice and reflecting on practice.

- **Reflecting in practice** is very much about thinking on your feet the moment to moment reflection that happens while you're teaching.
- **Reflection on practice** is very much about thinking back after the event after the classroom teaching has happened.
- What is important in terms of this reflecting in practice and reflecting on practice? It is about the teacher reflecting also on their own values and their own attitude about what has been happening in terms of the teacher-child interaction and children's overall learning.
- And in this way very often in the literature you'll see that the reflective practitioner needs a lot of guidance to do this in a very constructive way and therefore make a positive change.
- And to make changes teachers need to not only deepen their understanding of the subjects they're teaching. But, also an understanding that their own values and beliefs and assumptions about teaching and learning. And this is what requires a lot of formal practice and some very good quality guidance.
- Studies show that the without effective tools without a structure for reflection then what can happen is that reflection tends to be quite superficial. And so what you can use for

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reflective practice. Our questionnaire, or another structured techniques such as recording formats. Guided questions to guide the reflection.

- Most importantly reflection needs to be ongoing. It needs to be a normal part of the day-to-day routine for the teacher not something which is done just once in a while.
- And therefore we can break the reflective practice down the structure into certain components. And one component is about collaborating with other teachers
- This is very significant because, it indicates that teachers are part of a learning community. If there is collaboration then there is a long-term commitment to reflective practice. While, guidance and structures are important factors in engaging a professional's long-term commitment to reflective practice
- And more than anything else therefore, reflection is not only encouraged but mutually supported and that is a very significant process to occur. A professional can bring a different perspective to the reflection, and encourage a teacher to think about what values they hold, why they hold them, and what works best for children and their learning.

Regular Learning Networks:

Another structure we can give to reflective practice is regular learning networks. Reflecting regularly on other professionals' comfortable and predictable worlds has been proven to create reflective teaching "hubs". So, in other words, opportunities for teachers to get together. This does require an organizational perspective on the reflective practice process and how the school or the educational organization can support the teacher's reflection.

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The interesting thing about such learning networks or hubs is that they don't necessarily need to focus on the events in the classroom. But, they can include a wider dialogues around policy in curriculum and around other issues, in teaching, pedagogy, and learning.

Time and Space for Reflection:

Research does show that a significant impact on the ability of the reflective practice to achieve best practice is that the organizations give time and space for reflection to occur in the busy school schedule. This can be difficult but whereas cool allocates five or ten minutes at the end of the day this become extremely valuable.

Networks are significant in this way because networks give chance for groups to get together and for reflection to occur.

Informed by Contemporary Research:

Another structure that we can give to reflective practice is that it does need to be informed by contemporary research. Research tells us that regular reflection is not only about what happens in the classroom but linking theory to practice. Also an effective practice is regular, and it includes both reflection in and on practice.

The one-off workshop has been shown to be quite ineffective in terms of teacher development. So, any sort of reflection which is ongoing and they are therefore, support best practice through development. Simply, reflective practice in this way can become a much more strategic and collaborative suite of the long term rather than just a passing on of information.

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Comparison with Traditional Models of Teacher Learning:

We can contrast with the traditional model of professional development which is very much about that transitioning from one person to another of accepted knowledge, and accepted experience and that is not personal or based on individual experience.

And the primary assumption there is that knowledge about teaching needs to be passed on is acquired by one person. And then, shared with other people around them rather than something which is mutually believed and understood by everyone. Therefore, theory needs to be thoroughly understood and carefully applied in this regard. Because, theory then means that the reflective practitioner is achieving good practice.

So, the Traditional approach to professional development reflects a basic assumption that information is passed on and reflective practice is not about that. Reflective practice is about learning from acquired experience. The traditional approach to professional development reflects on this assumption that information is a stimulus for behavioral change, and that individuals receiving knowledge will use it to improve performance.

Topic 15

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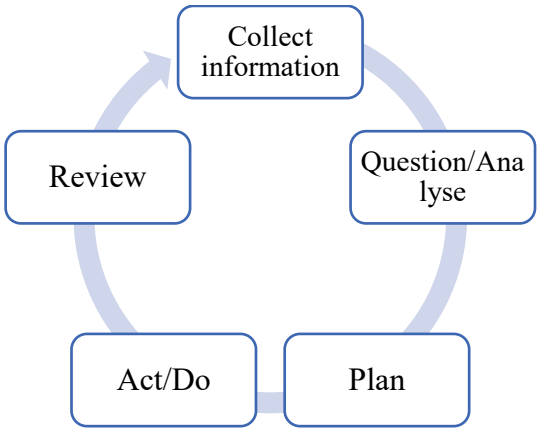
The Reflection Process

The Reflection Process:

So let's look at the reflection process. There are many models that teachers can use to support the reflection process. But they all essentially followed the same pattern and they are always about cycles of action. The basic cycle is plan do review and because their cycles all are iterative. Or In other words, they repeat ~~on~~ themselves time and time again and plan do review.

So what would be good would be for us to look at a cycle ~~a~~ little bit more detailed cycle and try to understand it.



In this cycle, we can see that it is iterative and the starting point can be anywhere. The planning phase before teaching takes. This is where the teacher is preparing thinking about the content and reflecting before teaching happens. And this can lead the acting facing the doing part in other words the actual teaching in the classroom and then following the cycle round after teaching.

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The teacher needs to review,

- What happened to think about?
- Why certain things happen in a particular way?
- How they happen?
- And what were the consequences?

And most importantly how could the insights from this sort of experience be used in future lessons.

What have they learned? What is the teacher learn? What could they do now in relation to? What happened before?

Collect Information: Then there is a part of the cycle which is about collecting information that could be about asking the students for feedback. It could be about asking colleagues to come and watch you teaching to give you feedback. It could even be about you watching other teachers in their classrooms. So that you can consider how they are approaching their teaching. This leads into the questioning and analyzing phase and where you are posing questions for yourself.

- What happened?
- Why did that happen?
- How did it happen?
- Who was left out in the class?
- Who succeeded most of all in the class?

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- What could be improved?

This whole process then leads back into another planning phrase ready for teaching, so you can see the reflective cycle. It is an iterative and it leads to a best practice approach.

- So collecting information can be talking to children, colleagues, and parents.
- It can be about observing class students in the classic could be observing other teachers.
- It can be having teachers observing you and giving your feedback.
- It could even be about video in your ~~own~~ teaching or taking an audiotape and listening or watching those things over and over again.
- Collecting information could include looking over the lesson plans for the lesson and looking over other people's lesson plans to see how yours relates to theirs. And certainly looking at your lesson evaluations. If the students evaluate what they say if you evaluate what were you thinking at the time when you filled out the evaluation.

Question/Analysis:

- Question and analysis is about looking for a solution ~~to~~ ~~in order~~ to correct a problem which is very often considered a **single-loop learning.**
- If it takes a wider perspective looking at bigger questions and looking at how theories are being used or applied in the classroom this is considered **double-loop learning.**
- It could be about asking questions about changing and **different perspectives**
- And **asking why** things happened.

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Plan:

Planning is about developing the hypotheses and using the **reflective practice strategies** to apply in the classroom and test out the results. There are some Reflective practice strategies as follows: Journals or diaries, Meeting with Mentor or critical friend, reflective practice blog, Action research, Video, and Observation.

It's (planning) very much about asking well. So, what if I do this what's the result? If I don't do this what effect will that have?

Act/Do:

Acting and doing in the classroom is testing your assumptions do they work, don't they work. Things can go wrong and failure is not a failure. Failure is a learning opportunity and it is an opportunity for the teacher to say okay. Now, what now what is next now what can I do.

Review:

- Reviewing is very much about reflecting on practice reflecting on **what has happened** after the event. Asking the question well what did happen.
- Van Manen proposes is in terms of **hierarchical levels.**
- The first level he talks about his **technical reflection.** This is the actual practice the teaching, the skills for teaching, and the pedagogical activity that takes place in the class. At this level, our teachers are concerned with purely the technical aspect of being in the

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classroom How they're talking, how they are presenting, and how they're interacting with the students. Teachers are also concerned with applying knowledge to achieve instrumental outcomes, and actions taken are evaluated based on of their success or failure in the classroom.

- **Practical reflection** is the next level. It focuses on the learning experience of the student. It goes beyond that technical rationality aspect and starts to investigate into questioning a **"What is going on in the classroom? What learning is taking place? And how is teaching affecting that learning?".** And clarifying the end objectives and the assumptions behind teaching activities designed to achieve those objectives.

- And finally there is **critical reflection**. This is the highest level of reflection that you can achieve. It focuses on what knowledge is of value and to whom that knowledge is valuable. At this level, teachers are not simply concerned about the goals and the activities and the assumptions that underlie those goals and activities. But the larger context of teaching and learning is the bigger picture of education. And it is very much connected with the teacher's beliefs values and assumptions. Their ethical and moral issues are associated with teaching children in schools.

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Topic 16

Reflexivity

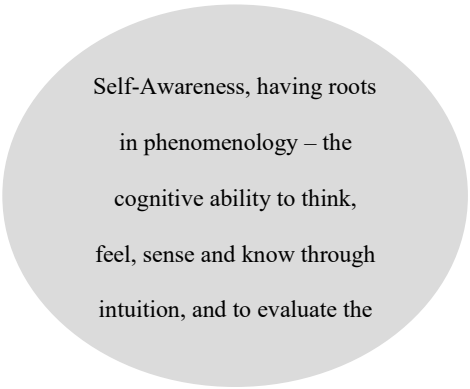
Reflexivity:

There is a term used very often in texts about reflective practice and that term is reflexivity. Reflexivity for teachers means not only engaging both in a personal reflection but also engaging with wider discussions about teaching and learning. So what's very good for us to consider what skills were talking about when we use the word reflexivity?

Skills Underpinning Reflexivity:

Self-awareness:

The first skill we can talk about is self-awareness. Self-awareness is very much about your thinking and your feeling about how you sense the world you are how you into it. What is going on and very much helps to develop your understanding of what goes on in the classroom? And how teaching and learning affects the students.



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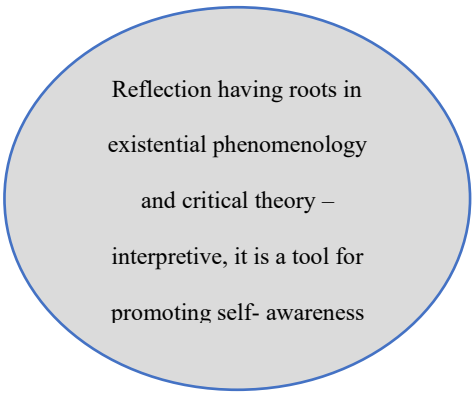
Reflection:

Another skill underpinning reflectivity is of **course reflection**. This is very much a process of learning and evaluating what is going on around us. This can be day to day can be weak too weak. It can even be career-long.



Critical Thinking:

And of course, the third component underpinning reflexivity is **critical thinking**. Critical thinking has its roots in critical theory. And is very much about the teacher identifying and challenging their assumptions about learning. Challenging the importance of the context in which teaching takes place and thinking through how they are teaching impacts on learning and the alternatives which are open to them in terms of how they approach their work in the classroom.

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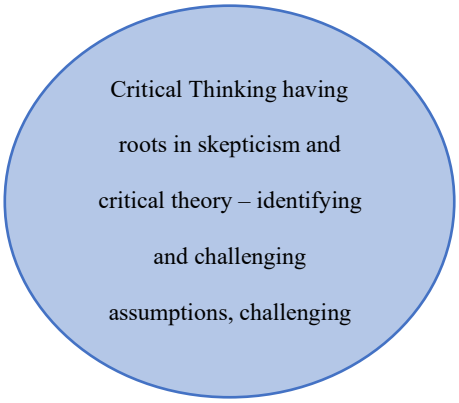
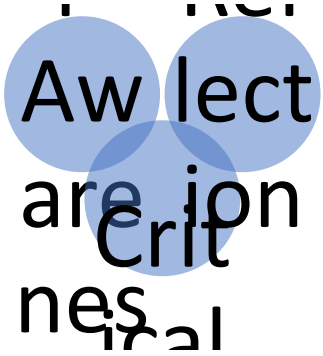


So, we can put these three things together and see reflexivity as being made up of self-awareness. This understanding of self-reflection is an ongoing activity career-long potentially. And critical thinking is very much based in an understanding that critical practice is not superficial at all.



Types of Reflexivity:

So, where reflexivity becomes more of introspection. We can look at reflectivity from some very specific perspectives.

- One perspective is in terms of **hyper reflexivity**. This is about the teacher deconstructing what they're doing deconstructing their teaching in very fine detail.

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- **Hypo reflexivity** we can also think of system **systematic reflexivity** which is looking at the assumptions and beliefs that underpin the teaching practice.
- And we can also think of **epistemic reflexivity.** This is exploring the deeper beliefs about teaching that the teacher holds and where these three aspects of reflexivity come together then we get very deep thinking about what is going on. Therefore good practice from extensive thorough critical reflection. Consequently, we have to see that reflexivity is not a one-time thing, And it is very much based on day-to-day experience and practice.

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Topic 17

Topic for Critical Reflection

Topics for Critical Reflection:

Pedagogy and how you know the teacher connects with practices in the classroom needs to be think thought about in terms of the topics which directly being considered. This leads to a number of crest questions, How are practices and the physical environment acknowledge. And what is important that we are thinking about the autonomy that we are giving children the sense of empowerment the children get from being in the classroom.

We have to consider also the wider picture because there's also the empowerment that we're giving whole families about to what we do as teachers. So, we go beyond questions like well.

- Who is not listening or paying attention in the classroom?
- And why and we are thinking about what strategies might change that and perhaps even the physical environment.

So there are several questions that we need to consider and I've listed someone I'd like to share with you**.** The questions relate to culture and communities, and the lives of the families, as well as the individual practitioner and so, they are embedded into certain sections. There are some questions I put down.

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30 Critical Questions

Modelling reflection with students:

Let's just go through them the first one,

1- **Was this activity successful while why not?** That's a very basic question. It's a good starting point for the teacher.

2- **The second question if we do this again what can I do differently to help you learn more?** This praises the teacher's reflection from the student's perspective rather than their perspective.

3- **Did this activity help you learn more than others we have done and Why?** This gets you to understand the student's perspective on their experience of the methodologies that you use.

4- **Are the relationships that I have with my students helping or hindering their ability to learn?** This will get you to think about your day-to-day interactions with students. How you're talking to them and how they're talking to you.

5- **Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules and procedures to deal with these issues?** This will get you to think about the problems the issues that you may be experiencing from a very pragmatic point of view.

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6- **Was my demeanor and attitude towards the class today effective for student learning?** This gets you to think about how students may perceive your emotional state.

7- **Am I excited to go to work today?** Students will know if you're not happy in the classroom. And therefore what you need to do is be sure that you are enjoying what you're doing.

8- **Are my students excited to come to my class today?** This is connected to your attitude and whether you are excited about being in the classroom.

9- **What choices have I given my students lately?** Remember students are there to learn but they also have the potential to be empowered by what is taking place.

10- **Can I explain at least SOMETHING about each of my students' personal lives?** This gives you a focus on the individual student or maybe their interests and needs as learners.

11- **Does my assessment accurately reflect student learning?** It's all too easy to use checklists and to put ticks in boxes without really thinking about how much the student has learned.

12- **Do my assessments reflect learning, or merely task completion or even memorization skills?** This sort of question will get you thinking about the higher-order learning of the students.

13- **Why did I REALLY choose this particular lesson to cover a certain objective?** There could have been many others this will get you to think about the different approaches that you can take.

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14- **What evidence do I have my students are learning?** There can be more evidence than just assessments there could be feedback or your observation of what teachers that students are doing.

15- **What new strategies have I tried likely that might benefit a student I am struggling with?** This is a good question because it will get you thinking about expanding your skills and trying out new techniques.

16- **In what ways am I challenging students who are clearly being successful in my classroom?** Very often teachers tend to teach to the middle and the people at the extreme end the lower end and the top end get missed. Those at the top end get missed most of all what are you doing to challenge them.

17- **What do I do when students are not learning in my classroom?** How do you react what do you do?

18- **Which students benefited from a particular activity?** It's worth knowing. What worked well and why it work well?

19- **Which students did not benefit from an activity?** Of course, if something goes horribly wrong this may be an opportunity to change your approach or it may be just understanding that activity didn't match with those particular students.

20- **In what areas can I still improve?** This is a good question to think about in terms of your reflection. Because it will take you into that cycle of constant renewal.

21- **What's stopping me from improving in these areas?** What are the barriers because there will always be things which will get in the way?

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22- **In what ways can I support my colleagues in my student's learning?** This places you as a teacher in a community of practice where there is lots of support.

23- **Do my actions of the teacher show my belief that all students can learn at a high level?** A part of the student's learning is dependent on your approach to teaching and your expectations that they can achieve much higher than they think they can.

24- **Do my actions as a teachers show that I take pride in my work?** Remember teaching is a profession and as a teacher, you are a professional. Are you a professional?

25- **Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?** with collaboration comes a best practice.

26- **Are the relationships I have with students' parents conducive to learning?** Remember teaching is not just about kids in the classroom but it's also about whole families.

27- **What new ideas have I tried in my classroom lately to keep myself energized about teaching?** Don't stick to old patterns. If you're using this question then it is challenging for you to extend your repertoire.

28- **What have I done lately to relieve stress and ~~to~~ focus on my health, to ensure I remain an effective teacher?** Teaching is a very stressful profession. And what you must do is always check that you are in tip-top condition to be able to teach in the classroom.

29- **And finally what things am I currently doing that you could you know reasonably**. Do with more priority.

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30- **How much time have spent with friends and family in the last two weeks?** Health is important and you must look after your health as a reflective practitioner. This is how you will stay in the profession for a long time.

Topic 18

Learning form Reflection

Learning from Reflection:

- So reflection is a learning tool.
- Reflection is the process of consciously thinking through what is happening. This helps us again an understanding and to make meaning from what is going on in our lives.
- Therefore it's associated with learning that's occurred through experience and activity. How do we internalize this in terms of our roles as professionals.
- Reflection is a means to assist the teacher to think and to explore, to go beyond what is gone in the classroom. To understand thoughts and feelings and to work through the experience to get a new understanding as well as self-awareness of how things are happening and why things are happening in the teaching-learning situation.
- As a tool, it's there for active consideration and learning from all the actions that are taking place. These thoughts and actions come together to help us develop meaning through reflective thinking.

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- Perhaps the most important aspect therefore of engaging in reflection is the on-going personal and professional learning that needs to happen. And that you can demonstrate that to others this is all about achieving a good standard of proficiency as a teacher and a good standard of professionalism.
- This process of reflection is very often undertaken through reflective writing. You'll undoubtedly have heard of reflective journals. Reflective writing can lead to a greater understanding and a better knowledge about why things are happening. And it should also challenge your preconceptions about what is going on and the theories as they are applied in the classroom. When you reflect on a situation you not only see more of it but you start to see it differently.
- This different way of viewing things is about situating reflecting in a process where the action is the final stage of reflection.
- So what do you know about and how confident are you about certain aspects of the reflective practice process and learning from reflection. Well for example,
    - ✓ What do you know about the **roles and responsibilities of the teacher** this is worth reflecting on?
    - ✓ What do you know about **learning styles**?
    - ✓ What do you know about **planning a course** or planning a lesson?
    - ✓ What do you know about and **how people learn,** how children learn?
    - ✓ What do you know about **lifelong learning**? This is something which is talked about a lot now.

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- ✓ What do you know about **communication skills**? This is the practical aspect of the teacher in the classroom.
- ✓ What do you know about **presentation skills and demonstration skills**? What's the difference between these things?
- ✓ How confident are you with **questioning and explaining** things to students?
- ✓ How confident are you using **different teaching methods** to teach subjects?
- ✓ How comfortable are you in **using ICT** information and communications technology in the classroom?
- ✓ What do you know and how confident are you are with **assessing learning** and also the process of **reflection** itself and course your own **subject knowledge and the skills** used to teach that subject knowledge?

So, learning from reflection as we can see from those questions is very holistic. It covers a whole range, a whole spectrum of professional aspects. Beginning to develop a reflective behavior is about becoming a professional at least now you should start with your own cultural and historic background. As a beginning for being a best practice reflective practitioner.

The concept of **cognition** is actually quite narrow gives a narrow focus to what we're talking about here. But reflective practice enables the individual to think beyond that and to create more knowledge based on their experience of actually what's going on, and what they're experiencing day-to-day in the classroom.

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This means that reflective practice cannot be an isolated activity it is something that has to be cooperatively generated. And therefore words like collaboration become interesting for us. As reflective practitioners collaboration helps us extend what we're doing beyond the individual learner. Facilitate a contract the relationship into something which is more interdependent between those involved the actors the students and the teacher in the classroom.

Topic 19

Methods of Reflection

There are two methods of reflection; **reflecting in practice and reflecting on practice. Dewey** was among the first to identify reflection as a **specialized form of thinking.** And he considered the reflection stemmed from confusion about a situation, diet, and hesitation. He argued that what we do is think through a problem to formulate hypotheses about how to approach the resolution of that problem and the methods that we might use. Dewey's ideas formed the basis for Schon's concept of the reflective practitioner. He took a lot of pains to explore this in his text, the reflective practitioner: How professionals think action (1983). Schon's main concern was to facilitate the development of teachers as reflective practitioners. And this is what he explores in his book. One of the most long-term enduring contributions that come out of this text is the identification of the **two types of reflection** that we know well, reflecting on practice and reflecting in practice. **Reflecting on practice** is **after the event,** and **reflecting in practice** is; while the **action is taking place**.

Reflection-on-Action:

- Teachers consciously review, describe, analyze, and evaluate in reflection on practice. It's a process of higher-order thinking, analysis, and evaluation as; well as being ongoing. It provides insight for the teacher in terms of future practice.

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- Teachers in reflecting on practice, will think about their experiences and responses as they occur. But most importantly will consider their responses to those experiences as well.

Reflecting "in" and "on" action:

- In both types of reflection. Reflection in practice and reflection on practice. The teacher focuses on the connection between their feelings. How they are responding to a situation and the theory that they understand about what is happening, what they have been taught about what is happening.
- Teachers are seeking new understanding in this light of; what their experience means for that theory and what that theory means for their experience.

The Core of Reflection:

- For Schon, reflection in practice was the core component of what he called professional artistry. He saw teaching as very much art, which was different from positivistic views of teaching, where teaching was very much a science, very rational and technical.
- So, in Schon's view, this technical rationality really sorts of failed to pick up the idea for teachers in terms of teaching as a very rigorous activity as opposed to what it was doing in terms of children's learning. Schon explains this by saying that teachers have to do more than just follow set procedures that they are told is the best way to approach. But to think about drawing on the experience, and drawing on practice and making experiences practical. So, they start to grow their theories in terms of; what they are doing in the classroom.
- And in this way, the core of reflection is very much intuitive. And is quite creative for teachers. Both reflections on action and reflection in action means for teachers to revise, modify, and ultimately refine themselves as professionals or experts.

Topic 020: Levels of Reflecting

There are different levels of reflecting. Grushka, Hinde-McLeod, and Reynolds (2005) identify **reflection on action** and **reflection in action** but, they link this to **reflection for action**. What this

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does is offer both technical and practical considerations of critical questions for the teacher to engage with. Under reflection for action, they say that teachers need to consider their resources as well. For example, how long will the lesson take? These are sort of very practical technical issues. They also talked about how to make the resources relevant in different learning situations or styles. Again, a very practical perspective on reflection. In this sense, teachers are always questioning, why are they teaching in a particular way. Why are they using certain resources? Why do they believe, and what do they believe?

- As; **Zeichner** and **Liston (1996)** go on to differentiate between five different levels of reflection which take place during the process of teaching. For example,
  - ✓ They talk about rapid reflection.
  - ✓ This is very immediate.
  - ✓ It is ongoing
  - ✓ It is an automatic reaction to what they're experiencing with the children in the classroom

Repair:

They also talk about a level of reflection as repair. This is where the teacher is making decisions to alter what they are currently experiencing to try and change. Maybe the way children are behaving or to change activity. So that students can learn more or to even slow students down so that they are thinking more about learning.

Review: Another level of reflection; they talk about is review. This is where the teacher is thinking about and discussing or writing about some element or some key components of their teaching.

Research:

Another level of reflection is research. This is where the teacher is engaging with theory and with the dialogue in texts thinking over time about collecting data and understanding whole pictures of teaching and learning.

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Re-theorising and Reformulating:

Another level of reflection that they talked about is re-theorising and reformulating. This is where the teacher is critically examining their understanding and their approaches and trying to understand how these links back to what they have been taught to link back to the theories which have been explored for years and years in the text.

Topic 021: Guided Reflection

Let's look at guided reflection which is a very specific form of reflective practice. John developed this concept in 1994. It involves the teacher engaging with a series of key questions which help them explore and consider and reconsider the experiences that they're having and their motivations for what they are doing in the classroom. These can be designed by the teacher but they can be designed by another teacher or the school or even an education authority. In terms of the methods which can be used. For example, there can be a reflective diary and a good way to do this is to have an open book of two pages one side is the descriptive part of the reflection saying what happened, or the critical reflective component why and what were the considerations that develop those instances.

- Maughan and Webb (2014) consider several key questions that can help guide reflection for example,
- They say that teachers can ask, what is most important or interesting, useful, and relevant about what they did or something that they used a resource that they used?
- They sort of asked the question, how can it be explained with theory or just through experience?
- They offer the question, how is it similar to and different from other issues, events, or experiences that the teacher had? To make connections between their teachings.
- The teacher can ask, what have I learned from this? And what does this mean for my future teaching? This is where the teacher is engaging as a learner in the teaching process.

Biggs and Tang (2007) also offer some questions for reflection they ask questions like,

- What was the problem again, a very practical technical type of question to ask what went wrong? What's the evidence of that problem?

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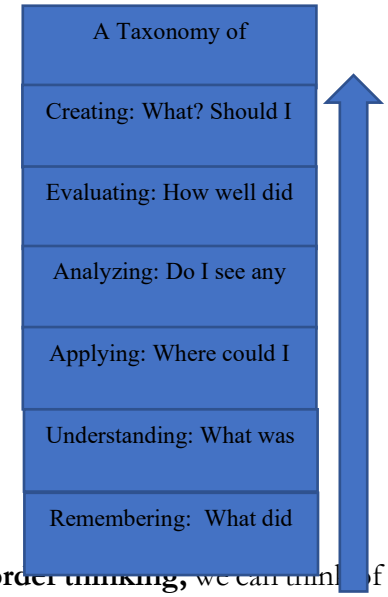
- What were the causes of that particular problem?
- How did the teacher deal with the problem? It is a very practical consideration.
- They asked a question how did the solution to the problem relate to the theory that the teacher understands? This is helping the teacher make connections between theory and practice.

Guided Reflection and Bloom's Taxonomy:

Perhaps, the most significant form of guided reflection would be to use Bloom's taxonomy. And Bloom's taxonomy provides a framework where the teacher can ask questions of themselves and their teaching from lower-order through to higher-order thinking.

First, let's try to reflect on Bloom's taxonomy about a taxonomy of reflection.



In terms of **lower ordering order thinking,** we can think of the teacher just remembering to describe what I do. And this goes through to understanding. What was important about what I did? Beyond this, we move into **middle-order thinking** applying and analyzing. Where could I use this again this particular technique? How can it be applied elsewhere and analyzed? Did I see any patterns; which I need to be aware of or any considerations? And then through to **higher-order thinking** evaluating, how well did I do and then also creating, how can I use all this information next time? Or, what can I do in the future?

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A Taxonomy of Reflection:

Blooms Remembering:

Bloom's level of remembering. Or in other words, what did I do?

Teacher Reflection:

The teacher can reflect by asking such questions as,

- What was the lesson?
- Did it address all the content?
- Was it completed on time?
- How did students "score" on the assessment?

These are again very practical, and easy questions to ask, but they are the important starting point for the reflective practitioner.

Blooms understanding level:

- What was important about what I did? Did I meet my goals? Can be reflected on by the teacher in terms of, Can I explain the major components of the lesson? And Do I understand how they connect with the previous and next lessons?
- Where does this fit into the curriculum? What instructional strategies were used? Did I follow best practices? These questions are linked to the understanding level of Bloom's taxonomy.

Bloom's Application Level:

Bloom's application level which is in relation to questions like,

- When did I do this before?
- Where could I use this again?

Teacher Reflection: can be reflected on by the teacher in terms of questions like

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- Did I build on content and processes which I have taught in previous lessons? This would underpin students' learning.
- How does this lesson scaffold the learning for the next lesson? How does it provide a foundation for what is to come?
- How could I adapt the instructional approach to another lesson?
- How could this lesson be modified for different learners? Again, this is a level of reflection which is in the middle of Bloom's taxonomy.

Blooms Analysis Level: This is now getting into higher-order thinking. Do I see any patterns or relationships in what I did? This in terms of the reflective practitioner is very much focused on questions like:

- What background knowledge and skills do I need to teach a particular lesson effectively?
- Were the instructional strategies right for that lesson? Were they effective?

Teacher Reflection:

- Do I see any patterns recurring in my teaching? Which I need to consider are goods or other destructive patterns?
- And do I see patterns in the style of the approach that I have? Do students react to me when I teach in a particular way?
- Do I need to consider how that is affecting their learning? What were the results of the approach I used? Was it effective? Or could I have eliminated or recognized steps?

Bloom's Evaluation Level:

- How well did I do?
- Do what work?
- What do I need to improve?

Teacher Reflection:

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These get to be translated in terms of teacher reflection to questions like,

- Did some aspects of what I did need improvement? Could they be better?
- Where are the needs of the individual learners met in the lesson?
- What levels of mastery of good quality learning took place for the students?
- What have I learned about my strengths, weaknesses, and my areas in need of improvement? That again is a good level of analysis. And Am I progressing as a teacher? , Am I developing myself?

Teacher reflection: can further take on aspects around the incorporation of lessons for the future.

- What can you do in the future to?
- What you have learned from this?
- What changes would you make?
- And what would you keep the same?
- How can you best use your strengths in the future?
- And what steps should you take in terms of using resources or applying new sources to challenge students' learning?

Teacher reflection is the training that would help me to meet my future intentions. The teacher needs to look beyond what is happening in the classroom. In terms of, how to develop themselves as professionals, they need to think about their role development over time.

Topic 022: Action Research

Action Research

When you are thinking about reflective practice, it very much resembles action research. Action research involves systematically changing your teaching about problems or issues you are experiencing in the classroom. Therefore, it is about taking responsibility for change. It is important to understand that action research is targeted at the teacher and it is not about changing anything else.

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Educational Action Research as a Critical Social Science – Carr and Kemmis:

This is put very succinctly by **Carr and Kemmis** who say that **Action research is a form of research carried out by practitioners in their practices**. In this way action research is participatory. It is a very democratic form of educational research for educational improvement. This is because action research must involve the learners in the classroom, they are part of the change action that the teacher is taking.

Action research emphasizes teaching. It emphasizes practice is committed to acting action and committed to changing practice. It is also a way to express a commitment to improvement for the teacher. It is about not standing still, and it's about trying to look at the theory and make connections with practice. In this way, action research is seen as a very practical form of inquiry and it's characterized by self-reflecting through cycles that spiral continually for the teacher to plan do review (planning, acting, observing, and reflecting).

In this way, it involves a number of critiques

- One is **reflexive critique**. This is about questioning things, questioning arguments, and trying to find new possibilities for new actions.
- There is also the idea of **dialectic critique.** This is very much about discussing actions and discussing theory from different perspectives that the teacher is aware of.
- And what we have to consider also that action research is very much dependent on a collaborative resource. It is very much about people working together whether these are teachers or whether these are teachers and students. The collaboration is there and it is also true to say that there is an awareness of risk in terms of action things may go wrong and that's not necessarily a bad thing as long as the teacher can learn from what goes wrong.
- Action research is very much a pluralistic approach to critical thinking. It's very much about discussing the questions and identifying the problems. But it is very much about reporting them from very different perspectives.

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Donald Schon states that action research is very much a relationship between understanding and change action.

- He believes that the practitioner has an interest in changing the situation, in changing the status quo. And this is better than leaving things away they were. It also there develops a better understanding of the situation.
- He sees action research as his idea of reflecting on the action. It's very much about learning while doing and learning from doing. (Action research is something that any practitioner can do as a part of his/her everyday practice, and it does not just imply research).

Some Suggestions for Thinking about Practice:

Bryant's researcher states that there are many themes and aspects to practice that can be questioned. There is certainly a way of looking at theories what he talks about is that,

- The teacher can look at action research from the point view of a setting, where the acting activities are taking place. What is the classroom environment actually like?
- He also talks about the play you know there was looking at ideas in terms of a game. Where are the rules of the game, the regulations which are a play in the classroom, and the rules that govern the teacher?
- He also talked about the reflection as thinking in terms of script. So in other words, texts that identified but don't you know completely explain performance. This is an approach where the teacher can really monitor using a script whether that is an internal dialogue or something written down in order to uncover a problem and resolve it.

Finally, in communication, there can be different interpretations of meanings and so, the way the teacher communicates these interpretations becomes a very unique perspective.

Topic 023: The Critical Friend

The Critical Friend:

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- The critical friend is a very useful technique to think of as a reflective practitioner. The critical friend is a process that focuses on a professional relationship and encourages reflective practice with the colleague. It's very much built on cooperation and collaboration.
- It also addresses a number of situations in which teachers find themselves. For example, working in isolation, working as independent units within the school. A critical friend can actually help address this.
- It can also address the idea that the teacher is once they're in the classroom considered to be the person that is certified to know everything. Therefore, the critical friend is a way of continually professionally learning and not just sticking with what is been taught previously.

Background:

The background to this comes from the Annenberg Institute for school reform at Brown University in the USA. It was the first to develop the critical friend model for collegial dialogue. Interestingly it is currently used by an estimated 35,000 principals and professors across the world in about 1,500 schools and universities. So, it is a very popular approach.

Key Contributions from the Critical Friend:

- The critical friend is about providing a balance between a friendship something which is very informal and supportive with something which is very critical and analytical.
- The critical friend is somebody who asks why things have been done in a particular way. They are helping the teacher seek to gain a sense of the context in which things are working. And the way things are working and also to challenge assumptions and perceptions.
- The critical friend, therefore, is helping the teacher think creatively and to encourage others in the environment to do so.
- As a friend, a colleague in the school becomes very significant. Therefore, the critical friend is very friendly and honest but also critical and analytical. As a colleague, they can share professional reflections. And help teachers look beyond the classroom and look more to the educational horizon.

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- The critical friend is using their skills in a way to ask very superficially even "naive" questions of the teacher. This is a way to promote reflection and to get the teacher to self-evaluate. What is going on simple questions like, why did you do that? And What happened? The critical friend is also there to provide advice and some guidance and hopefully some very practical suggestions for the teacher.

Critical Friend Ethos:

- So, in a way, it is like keeping or maintaining a close distance.
- The critical friend is supportive is very friendly just like friends are. But they hold on to the role of an evaluator.
- As critical friends, they are very knowledgeable about teaching and they understand the subjects that teachers are working with. But they are often very supportive as well.
- And what the critical friend does is identify the challenges that the teacher has. And they have no responsibility for overcoming those challenges instead, they support objective and reflective debate to find solutions.
- Critical friends of course within this role need to make sure that they maintain confidentiality with the teacher whilst being frank. At the same time sensitive and independent the teachers experience the problems that they are facing.

What the Critical Friends actually DOES NOT DO?

So, what do friends do and what do they not do? Well, the critical friend does not make decisions for the teacher. And reporting formally and informally to others is something that they do not tend to do unless it is with the agreement of the teacher that they are talking to.

Limitations of the Critical Friend Role:

The limitations of the Critical friend role are as follows:

- The primary limitation is in terms of their role of advisor and supporter, and provider. Because they have to provide a constructive critique it is not just about friendship.

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- Critical friends are not responsible for and they of course can never contribute to the quality of teaching. That's why the teacher does it themselves.
- In particular, critical friends have to take more roles in terms of becoming a negotiator on behalf of the teacher with the school administration. If there are very significant problems to resolve. Critical friends of course in this way may add value through engagement with a number of teachers, and so sharing knowledge around the community.

Topic 024: Participatory Methods for Reflection

I am putting aside time in school for focused discussion maybe with a critical friend or with a group is essential in order to ensure that reflection becomes a regular practice for the teacher.

It is important to have a facilitator in this regard somebody who uses critical questions to help guide thinking and stimulate discussion. Also, to ensure that there is a deep reflection or thinking about the issues. Maybe, even to record the discussions for the teacher to reflect on at a later date.

What Can Teachers Reflect with?

Such conversations and debates can occur with:

- **Colleagues**
- They can occur with **other professionals in the teaching environment.** For example School counselors
- It could be with **other professionals working in different educational environments.**
- It could even be of course with **families, parents, and children.**

Method:

Essentially what the teacher has to consider in this regard is the method there needs to be:

- **Careful description**

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- Thoughtful listening
- **Questioning feedback**

And for me, the two most important components here are t**houghtful listening and questioning feedback.** It is very difficult sometimes to listen to critique from others and that does take a lot of courage from the teacher.

Types of Questioning Feedback:

There are types of questioning feedback and these can be considered in terms of hot feedback warm feedback and cool feedback.

- **Warm feedback** consists of feedback that is very supportive and appreciative of what the teacher is saying.
- **Cool feedback** offers very different perspectives and questions about teaching and raises questions about, Why the teacher took particular actions?
- **Hard feedback** challenges and extends thinking. It raises the level of concern to a very critical and analytical point of view.

The Participatory Process:

- So, as a participatory process reflective practice allows colleagues and others to share ideas, and issues and to seek suggestions and practical solutions between the group members in order to positively overcome the issues and problems. This is best of all done in small groups not so well in large groups. Because there is too much interaction with smaller groups. Also, it is easier for individual teachers to feel more comfortable sharing issues and problems.
- Hard feedback challenges and extends thinking and raises concerns in this sort of small group environment.
- As a participatory process then the teacher in a small group can:

  Share the issue

  Also, provide the context in which the problem or the issue arose.

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And themselves frame key questions which the group can discuss and explore in order to try and find a resolution to that particular issue or problem.

- So, what really relies on our questions which are very probing questions? Questions that help to clarify understanding. The group can ask more questions to learn about the issue that the teacher is raising.
- And this leads to then hopefully an analytical evaluative discussion. The group discusses the issue using all types of feedback both warm and cool feedback. And the group finds a way to address possible suggestions and solutions to the issue using the hard feedback approach. So, using cool, warm, and hard feedback makes truly analytical and evaluative thinking about the issues in question.

Lecture 4

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Modelling Reflective Practice

Topic 025: Foundation Models 1: John Dewey

So, let's look at some models of reflective practice that will introduce in this lecture. We will look at the models in more detail. First of all, we can consider Dewy model of reflective practice.

What is Reflective Practice?

- He saw the reflective practice as something which is very dynamic, quite spontaneous sand requires a lot of honesty and deep and critical thinking from the teacher.
- He said that reflective practice actually should **lead to action**. It is not something just to think about it is an important thing to lead for the teacher to do.

Routine Action vs Reflective Action:

Dewy model is based on a fundamental difference between the sort of traditional approach to teaching which is about instruction and imitation **(quoted in Furlong and Maynard:31).** And really said that the teacher in terms of reflective action needs to confront perhaps some pre- assumptions, prejudices, and not judgments proper that rest upon a survey of evidence about teaching. **(Dewey 1910: 4-5), and Reflective action**

- Reflective action, therefore, is very spontaneous or should be persistent, very active, and needs to be carefully engaged with by the teacher. (1910:6)
- For Dewey, it is in problem-solving that we find. "the steadying and guiding factor in the entire process of reflection" and without which "the course of suggestions flows on at random".(1910:11) Therefore, becomes a focus for the teacher in terms of how they go about teaching it affects teaching fundamentally.
- He saw reflective action as more than just thought it that's got a wider dimension to it.

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- And indeed, he actually said that reflective practice can have emotional aspects for the teacher as well. While we cannot learn or be taught to think, we do have to learn to think well, especially acquire the general habit of reflection. (Dewey 1933)
- And what this actually means is that the process of reflective practice is a rational, purposeful action, and a very complex thing to do. Not straightforward and should not be entered into lightly or superficially by the teacher.
- It includes a good level of rationality or in other words a lot of clarity of thought by the teacher about the reflection process as well as the teaching that they are doing. (Dewey 1933)
- And interestingly, form a modern educational perspective, this does actually draw links not just with the cognitive aspect of teaching. But the way the teacher is responding to what is happening in the classroom. The emotions which are being created in their interactions with students.

Dewey's 5 Stage Model:

So, let's look at the model the five-stage model.

- First of all, he says that what the teacher does is to **identify a problem** something which is vexing, perplexing to them, and needs to be fixed.
- From then the next step is to observe and refine the identified problem to clarify the understanding of the model.
- Beyond that the third step of the 5-stage model is for the teacher to develop a hypothesis to explain the problem, or to try and understand it from a technical point of view. Also, as its origins and possible solutions.
- And this must lead to deeper scrutiny of that problem.
- Test the hypothesis or a deeper understanding before leading into some sort of action. **Dewey, J. (1938) Logic: The Theory of Inquiry. Troy, MN: Rinehart & Winston**

So, we see that placed a great deal of emphasis on this reflective thought process which is why he was saying that it is not natural to do it is something that has to be learned and has to be based on

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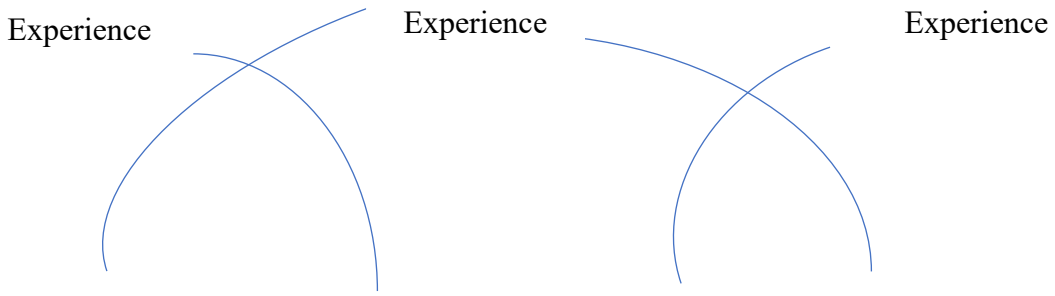
experience. He believed that reflective thought began with our needs and having an experience that raised some difficulties or dilemmas (the "felt difficulty).

From this experience, we actually start to ask questions. For example

- In terms of **the problem,** the problem stages the question is well, what is going on here? What is the problem, what is happening?
- And in terms of **conceptualizing the problem** we might say well, how do I fix this? What might I do to put it right? And that leads to experimentation about solving the problem or acting by trying out a possible solution.
- Finally, in terms of solving the problem, we are **exploring the avenues** that we can take to do that. And how it might be further adapted in the future.
- So, within professional development, our interest is not so much in learning from a single experience, or learning in the short-term, but more in the long-term. Because it fits into the cycle of teaching and learning.
- It is a very developmental process and enables well-grounded professional knowledge and skills in the experience of the teacher, not focused so much on theoretical applications.
- And interestingly, what Dewy said is that although it is a cycle it should really be viewed as a spiral one cycle leading into another cycle being correctly connected by experience.
- This spiral actually leads to the reflective aspect of the process. We can see this in a model. We can see here, that the cycle of reflection and thinking about action and then experimenting with the action itself through experience goes into another cycle thus creating a spiral.



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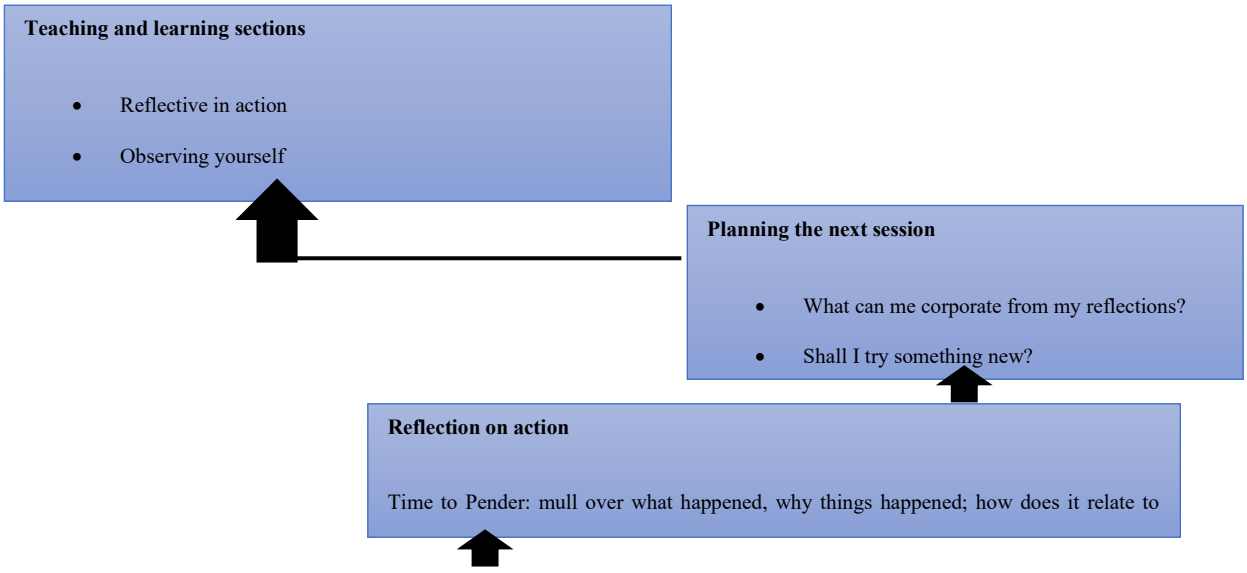
Conceptualization Conceptualization

Topic 026: Foundation Models 2: Donald Schon

Foundation Models 2: Donald Schon (1983)

Reflecting "in" and "on" Practice: Schon's model of reflective practice is based on reflecting in practice and reflecting on practice. These are terms we have come across before they are very popular terms and approaches. We can represent these ideas of reflecting in practice and reflecting on practice in a very simple diagram.



- Observing yourself
- Monitoring

Starting point

- We can see here; that the starting point is the actual teaching and the learning that is going on in the classroom. And it is the thinking at the moment and the reflection in practice that occurs at this point.
- After the session is when the teacher reflects on practice. This is when the teacher has more time to think about what happened and to think back on what happened.

And this whole process of reflecting in practice and reflecting on practice then leads to preparing for the next teaching session with the students planning to get the resources ready. Then, this leads into the next teaching which again will have a reflection in practice. So, again you can see this repeated cycle being engaged by the reflective practitioner.

Development of Schon's Model:

- Schon made the distinction in this model between **technical rationality**. Or in other words, the application of learned theory and what he called **tacit knowledge**. Or in other words, experiential learning is gathered from the classroom. This can be more easily understood as the **"theory-practice gap".**
- He believed that this was in a sense of theory experience gap. Because the theories that the teacher is trying to apply in the classroom may not generate the sort of outcomes that the teacher is expecting. In other words, a different experience. Therefore, the teachers may have theoretical knowledge (technical rationality).

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- And what this can actually mean is that. It changes the way they are thinking about teaching. Actually, may not even define the way they actually think about their own practice in the classroom.
- So, in terms of the Schon model what we are actually thinking about is the experiences in the classroom. And how these are combined, and how these add together to generate learned and acquired theory for the teacher.
- Schon saw that the real teaching environment, therefore, was the place where the teacher applied, tested, and evaluated the theory for themselves in terms of what they are actually doing.
- Theory is, therefore, not a rigid thing here. It is something that can change and grow with the teacher's experience. Although, a new teacher would be applying theory quite rigidly as their experience develops. And as they learn more about their own approach to teaching and their own beliefs and values about learning. Then, the theory starts to become a little bit less rigid and they start to apply things differently.
- So, reflection in action and reflection on action allows teachers to begin to continually improve their own practice to change their teaching adapt learn and evolve.
- And what we have to remember is that this does not make theory invalid at all. It simply begins to change the theory that the teacher is acting and its theory is, therefore, a valuable starting point for the teacher.
- And this is what Schon calls **theory in use** rather than just theory.

Schon's Model:

So, in this model, we can see what Schon is talking about and the teacher is attempting to make sense of, and use theories in their teaching putting into action what the books are saying, what the literature is talking about. Therefore, this leads to some sort of real-world experience. So, in other words, what

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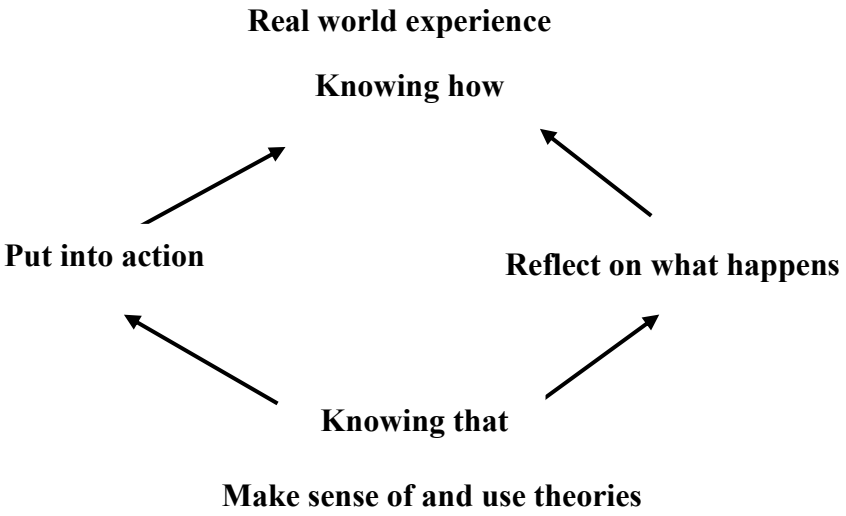
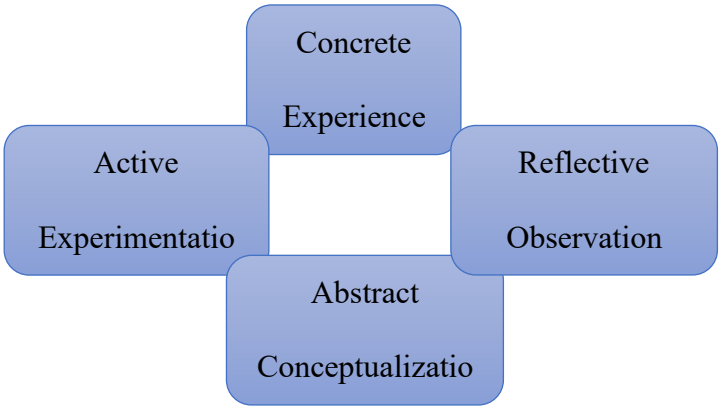
they are learning from what happens in the classroom. So, the teacher moves from knowing that or in other words, knowing about the theory. To know how. Or in other words, knowing how to put the theory into use.



Topic 027: Foundation Models 3: Kolb's Reflective Cycle (1984)

Another very important model of reflective practice is Kolb's reflective cycle where active experimentation leads to a transfer of learning from the current cycle to a new cycle. It is a very popular model you probably already know about it. What Kolb is talking about is a cycle that is based on experience entirely. In terms of this model, there are four main components. And there is a diagram to illustrate this.



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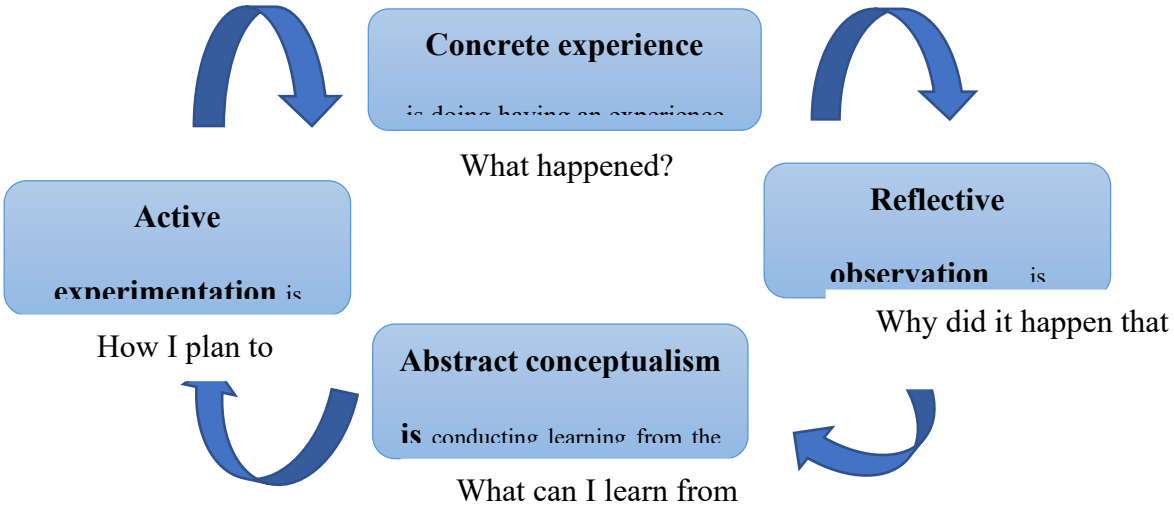
The four components are,

- concrete experience
- reflective observation
- abstract conceptualization
- and active experimentation

So, the experiential learning cycle is made up of these four components. And we can look at them in a little bit more detail to try and understand what each of these four components are.

Kolb's Learning Cycle 1984



You can see in this diagram concrete experience is about the teacher trying to describe and explain what happened. And this list leads to reflective observation. This is the first reflection. Why did that happen? and why did it happen that way? This leads to the idea of abstract conceptualization. Or in other words, what can I learn from this? What is the theory telling me about what happened? and how can I mix the two together?

And abstract conceptualization leads to active experimentation. Or in other words, the teacher puts into practice something in order to change the situation. And of course, from active experimentation, we get more concrete experience which again leads into the cycle.

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Components of Kolb's Model Applied to RP.

Concrete Experience: So, concrete experience is very often seen as, the starting point when reviewing the cycle. Although because it is a cycle the teacher can enter at any particular point. For example, the reflective practitioner could start with abstract conceptualization which would lead to active experimentation and then concrete experience. But concrete experience gives a very hands-on starting point for the teacher very practical.

Although this model can be entered at any stage, it tends to be the main point of entry. The concrete experience for the teacher is a very convenient and immediate place to start the reflective practice process.

Reflective Observation:

Reflective observation is the first level of reflection. Initially, thinking why did that happen? trying to understand their concrete experience, and trying to rationalize it. It also entails stepping back and viewing the event or incident from an objective perspective. And It also gives the teacher that point to stop and think, about what you did and why you did it. **With this model there is no reflection in action and no reflection on action, there is just observation of the process that took place.**

Abstract Conceptualization:

Then this leads to abstract conceptualization. A little bit of a difficult word but in principle very simple to understand. It is trying to understand what has happened in relation to theory or to what the literature is telling us should be taking place. Therefore, it is making a cognitive connection with practical experience. It is looking for connections between interpreting, theories, events, actions, feelings, and all the experiences that happen in the classroom.

Active Experimentation:

And of course, with all of these cycles we see, there has to be some action involved. Otherwise, reflective practice has no point. So, in this cycle, we can see that after abstract conceptualization the teachers move into a process of experimentation. Experimentation suggests more than action. It is

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about trying something to see if it works it might fail which is why the cycle leads then back into concrete experience. So, the whole process is again more of a spiral rather than just one cycle. The spiral means that the cycle is continuous and never-ending.

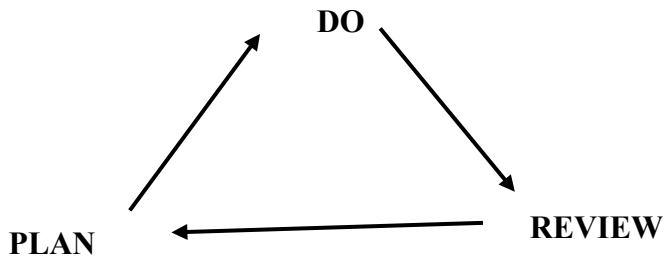
Topic 028: Foundation Models 4: Greenway's 3-Stage Model (1995)

Greenaway's 3-Stage Model (1995)

Let's look at Greenway's three-stage model. It is a very popular model and is simply called the "**plan-do-review"** model.

The starting point I suppose is to talk about **DO** having an experience in the classroom. This leads to a **review** of that experience and then **planning.** The next steps in teaching planning the approach that you will take. We can look at this in terms of a model again very simple.

Foundation Models 4: Greenway's 3-Stage Model (1995)



Plan do review, do something, and review thinking about its planning, the next action, and then doing the next action.

Benefits of Greenaway's 3-Stage Model:

There are benefits to this model.

- One benefit is it is a very simple easy-to-apply model.

- Because it is focused entirely on the action. It is grounded in the teacher's everyday experience and that gives it a lot of value and gives it a lot of meaning for the teacher.
- It is a very simple model it's also very quick to do. It's not at all time-consuming and especially for the beginning teacher. It has a lot of benefits over more complex models. Because it is much easier to understand and apply.
- And what we are looking at with this model. Therefore, is something which can be practiced in schools very quickly and easily.

When to Use

'Plan –Do- Review"

- What you actually need to do with this model is to think of it in very practical terms. It is a model for continuous development of the course.
- It is especially useful for new teachers.
- Or if you are starting with a new class of students. And beginning a new term or improved approach in school.
- It is especially useful also with activities in the classroom which can be quite repetitive; where you are doing things over and over again. Because the plan-do review cycle will help you refine what you are actually doing in those lessons.
- It can be a very useful approach. If you are collecting any data for further analysis in order to verify and prioritize problems or root causes. If you are doing some action research or if you just want to gather more data about your students.
- Most importantly, it is very useful if you are trying to implement some sort of change to your teaching. It is very quick to apply you can monitor the change process very easily.

The "Plan-Do-Review" Procedure

Plan:

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So, in the procedure plan what you need to do is recognize an opportunity, and actually make a change or do something in your teaching.

Review:

The reviewing is actually analyzing the results of the action that you are undertaking and identifying what you have learned. And what you need to do then is to plan new improvements, which you will then action in the **DO** phase of the cycle.

Questions to Ask for "Planning"

So, Some useful questions about what we can look at in terms of each of these three stages in terms of the planning stage. Some questions might be well,

- What data indicates a change is required? Rather than just initiating some sort of change for any reason. There is got to be some good foundation for the change to take place.
- What change is to be made?
- How do you know the planned change is appropriate? What other alternatives are there? And what are you actually going to do? So, there are some fundamental questions that we can look at.
- What sequence of steps is needed to implement this change?
- Who will be responsible for carrying out each step? It might not just be the teacher alone; it could be others involved in the school.
- Who will need to be consulted?
- Who will the change affect? How long will the change take? It is another consideration for the teacher. It might be actually just a space of half a lesson, or one lesson. Or it could be over a period of a week or even a month.
- How long will each step take? Is it one action in the classroom? Or is it a whole approach to a whole lesson?
- How will you know you have completed each step?
- How will you monitor the change's effectiveness and the benefits of the change?

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- How will you monitor and track the progress? That's another question is worth considering in the planning phase. Because you have to be prepared for all aspects of the reflective process.
- How will you collect, review and act on the information?
- What will you do about unexpected problems?

Questions to Ask for "Acting":

- In terms of acting, how will you monitor the progress and the effectiveness of what you are doing? How you will collect the data? How will you know? and the results of what you are doing.
- And of course, How will you save the recording of observations and results? (Planned and unexpected) in comparison with the original data or the goals, measures, and objectives. Will you use video? Would you just make notes for yourself in a journal? Could you get another teacher to watch you observe and give you some feedback?
- And part of acting is, what did you achieve? And what did you learn? from the whole process of going through this cycle. So, checking goes on continually throughout the planning phase the doing phase, and the review stage. You are continuously checking, you are not just engaging in either doing or planning.

Questions to Ask for "Reviewing":

- So, what will you do with that learning is a significant question to ask during the review stage? How are you going to use the information? Or what will you do with the learning- adopt it abandon it, run it through another cycle again to test?
- What did the information that you collected? Impact in terms of change, what was the effectiveness of what you actually did?
- What can be done to further improve what you are doing in the classroom?
- How can you refine your own teaching in terms of what subject you are teaching?
- What lessons have you learned that can be applied elsewhere?

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- How can these lessons be communicated to others? These are all aspects of this very simple process. There are probably many more questions that you can consider for yourself in relation to plan do and review.

Topic 029: Foundation Models 5: Roth (1989)

Roth's (1989) summaries of Reflective Practice processes as follows:

- In Roth's model of reflective practice. He very much sees it as a process of questioning asking what, why, and how as a teacher you are doing something. And also asking what, why, and how other teachers are doing what they do.
- Seeking alternatives
- And in this light is very much about the teacher keeping an open mind about the teaching.
- Also comparing themselves with other teachers, comparing and contrasting the approaches that different teachers have.
- In this way, it is very much about seeking a framework rather than using a framework. Although, this model is a theoretical basis. It is very much a process of action and reaction that's taking place.
- As a reflective process, it is very much then about asking questions like well, what if I did this thing in my teaching? What if that happened? And then seeking ideas looking for ideas, seeking opinions, and viewpoints from others in order to find answers to those questions.
- Therefore, it is very much using a prescriptive model of thinking, considering the consequences of actions, hypothesizing, and also synthesizing or testing the information with the theory. Also seeking, identifying, analyzing, and resolving problems.

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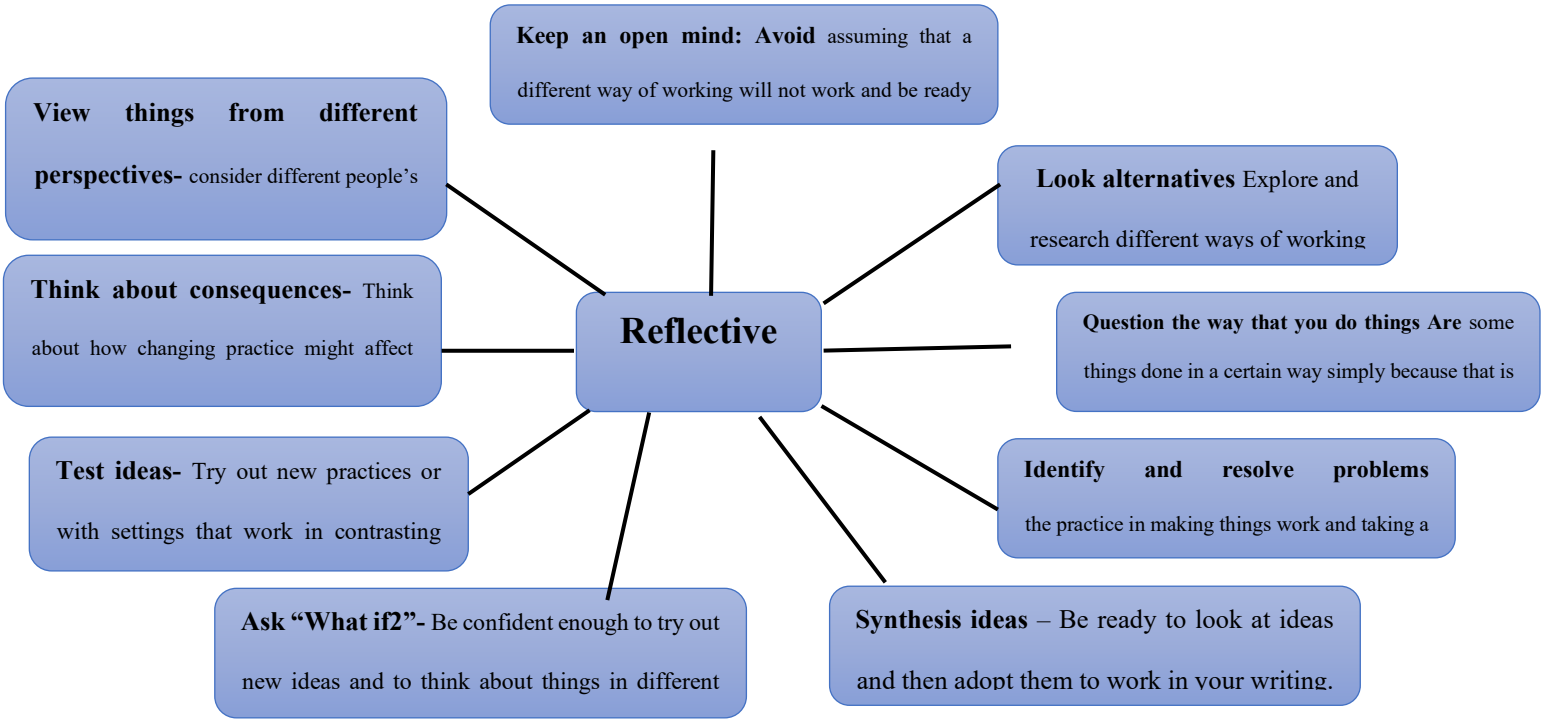
Diagrammatic Representation of Roth's Reflective Process:



We can see these questions or ideas are put into a very simple model. The **reflective practitioner at the center.** If you like conducting reflective analysis. And all these aspects surrounding the teacher everything from keeping an open mind, looking for alternatives, and comparing and contrasting. And the different questions that all these aspects of reflection bring to light.

So, Roth's foundation model describes 24 procedures for the reflective practitioner. The procedure ranges from those that correspond to cognitive models of reflection and teaching techniques to an embracing like "adapt and adjust to instability and change." And what this really means is the model is quite complex but very thorough. Because it is based on questions from the actual teaching is quite simple for the teacher to use.

- It is very much about hypothesis and synthesis, test, and quite interestingly.

- Griffith and Tans (1992) provide a very comprehensive way of categorizing reflective processes that consider both time frames and purpose. This means that it is always about higher-order thinking rather than lower-order thinking. It is not about identifying and recalling. It is very much about deep analysis or critical thinking.
- Then, ideally a process not only of reflection but, also of research and thinking about teaching, review, research, and even repair putting things right which have gone wrong.
- These labels imply how reflection occurs in the individual teacher's mind, but do not occur in isolation. They occur within a context with other teachers.
- So, you can see that this list is reminiscent it reminds us of something. It very much reminds us of the upper levels of Bloom's taxonomy. The levels of evaluating, analyzing, and also creating. And while it does seem to take into account the notion of different time frames, it does not locate the processes in the day-to-day work. So, the model fits into Bloom's taxonomy very neatly.
- And this constitutes professional practice. According to Roth, the labels that he applies within the reflective practice process, all of these questions related to these labels are about the teachers thinking, acting, and believing themselves to be a professional.

Topic 030: Foundation Models 7: Peters (1991)

Peter (1991) described the reflective practice as a four-step model which he called DATA. DATA stands for:

- describe
- Analyze
- Theorise
- and act

Describe:

It is the first step of reflective practice. It needs to be detailed, needs to be thorough. As we have seen before the word honest comes up again it needs to be honest about what is actually happening.

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The description phase, involves paying very close attention to what happened? And what is happening in the classroom. Who was involved? And does not remove that from the feelings, thoughts, or emotions but the teacher is having the way they are reacting and thinking about what has happened.

Analyse:

This leads to the analysis step of the model. This includes the assumptions and the beliefs that the teacher has about their teaching, learning, and what happened. It aims to link at this point or begins to link the theory with the practice. It is about the approaches and the underlying beliefs, rules, and assumptions that the teacher has tried to understand not just what happened but the thinking behind it.

So, here the teacher is very much exploring their own practice, and why this particular practice operates in a particular way. This is why it is quite a deep critical approach. In the analysis phase analyzing the beliefs, values, and assumptions, the source of the information that the teacher draws on what really is required in order for the teacher to make sense of what's going on in the classroom makes sense of the situation.

Theorise:

And this leads to the theorizing step of the model. This is where their practitioner is trying to understand from a cognitive, a conceptual point of view not only what has happened in the classroom and what is happening in the classroom, but what they understand from a theoretical point of view. And in the third step, practitioners theorise about alternative ways to approach learning. They take a theory developed from the previous step and create a new theory.

This requires teachers to think about new or additional sources of knowledge that they can draw on from the literature that they can go to. And even colleagues in the school that they can talk to about what is happening. Remember sources of theory and understanding are not just what you learn on a course. But they can be much wider reaching than that.

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Here, the teacher is thinking about the practice from different perspectives in order to formulate a new or different understanding and consider a new or different approach. Therefore, not just one perspective in the book but a range of books, and also from other teachers' experiences. So, the theory is very wide, very broad and the teacher is looking for as many different viewpoints as possible.

Act:

And the final step in the process is Act. In this step, the practitioner tests the new theory. As in the Greenway model, this is done, but the teacher is actually going to do it in terms of implementing actions, and theories in the classroom. The success of the process is, therefore, not only reflection but the thought is a very clear part of this model.

In the final stage, the teacher put their new thinking into practice by trying out a new or a different way of doing things in order to enhance and improve their practice. And what this would do as with all the models is lead to another cycle of reflection, acting, thinking, and doing. Teachers can use this model as part of a cycle of ongoing learning and continuous improvement. The goal is to integrate scientific and practical theory, and one must reflect on one's practical theory. Therefore, it is not although it looks quite linear DATA and the teacher can always go back and go through another cycle of the process.

Topic 031: Critical Models 1: Brookfield's Critical Lenses

We look at some foundation models for reflective practice. Now, we need to look at some critical models. Again we will be reviewing this briefly and looking at more detail in a later lecture. Perhaps, the most significant critical model is Stephen Brook's field critical lenses (1995). He said that teachers look through different classes, and different eyeglasses in order to reflect. And he identified these four different lenses as,

1. Our **own view of autobiography.**
2. He also said that we can look at what happens in the classroom from the **student's point of view**

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3. And also from our **colleague's point of view**.

4. We can also look at what happens in our teaching from a **theoretical standpoint**. And he very conveniently labeled these. As the

   - **Self-lens (**our own viewpoint)
   - **The student lens** (the viewpoint of the students)
   - **The peer's lens (**in other words, the viewpoint of our colleagues)
   - **The theory lens** (which is why it's called the four lens approach.)

Despite the fact, that teacher's professional experience can often be considered as a little bit invaluable from a theoretical point of view. Stephen Brookfield makes a significant point in saying, "The experience and the autobiographies of the teachers is really the foundation point, and the most important aspect of being a teacher." **(1995 p.31)**

He says that as teachers we must consider this to be more important sometimes than the actual theories. Teachers also should consider whether the learning experience was inclusive and motivational. And he goes on to say that these four lenses are very important because, The most important thing that the teacher can do in terms of teaching, is trying to get inside the student's heads, what are they thinking about learning, what are they thinking about being in the classroom trying to understand how they are learning. **(Brookfield, 1995 p.35)**

Reflective Practice:

And therefore he made a number of significant points in terms of these four lenses.

- One point is that he says that, reflective practice and teaching actually become about identifying power and how power can support, and also hinder the educational process.
- He also goes on to say that what the teacher needs to do, therefore, is to challenge certain untested assumptions in order to address that power imbalance that may be in the classroom.

Applying the Four Lenses:

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And in this light, he came up with a number of very useful frameworks for the reflective practitioner.

a) One is the **critical incident questionnaire (CIQ)**. It is a series of questions that the teacher can ask themselves in order to, reflect on the teaching in the classroom.

b) He also came up with the C**ritical practice or Audit (CPA)**.

c) Perhaps, most significantly he also identified how the critical incident questionnaire can be used as a framework for a teacher's journal writing, if they are keeping a reflective journal.

Critical Incident Questions:

So, the critical incident questionnaire has a number of significant questions. For example:

- At what moment in class did you feel most engaged with what was happening? This is a significant question for the teacher to consider.
- At what moment in class were you most distant or most removed from what was happening?
- What action that anyone took whether as a teacher or a student was most helpful or most productive?

- What action that anyone took did you find most puzzling or problematizing and confusing?
- And also what surprised you most? As a teacher, in terms of what you did in the classroom? What were you not expecting? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs).

Critical Practice Audit:

- So, the critical practice audit takes a number of critical incidences say two or three in a week and uses the questionnaire to reflect on those incidences.

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- The idea is that as a teacher you write a brief description about what happened in a particular incident, including details of what happened, who was involved, where and when it took place, and what made the incident critical to you. And use those questions to reflect on the incident in detail.
- Part of the audits also to reflect on your own assumptions as a teacher about what happened to think about what were the interactions that generated a particular incident. And how you as a teacher challenged what was happening both with yourself and with the students.
- The critical practice audit is also to think about the information the evidence that you have got as a teacher and to check its accuracy. Are you really seeing what really happened? Or are you looking through your own lens the self-lens that autobiographical lens which is perhaps skewing the reality? If you were not able to check them out at the time, how could you check them in the future? What sources of evidence could you consult? And what sources of evidence could you consult?
- What different perspectives could be taken on the incident? Therefore, as you think about it through the eyes of other people (the student lens, and the colleagues lens, the peer's lens, and also the theory lens) involved. Are there different ways the situation could be seen, Or that your behavior could be interpreted?
- Therefore, what we see through these four lenses is a very critical approach self-critical by the teacher and critical of the processes which are taking place looking not only within but also without the school.

Topic 032: Critical Models 2: John Model for Structured Reflection (2000)

John's model for structured reflection is another critical model that we can consider for the reflective practitioner. It is quite a simple model. It has two phases to it.

The **first phase** is **"looking in on the situation".** This involves the teacher focusing on particular aspects of themselves, and paying attention to their thoughts, emotions, and what was happening in the classroom. So, looking into the situation is the first part of this process.

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The **second phase** is quite simply **"looking out of the situation"** and trying to describe it so that others might actually understand it from your perspective and even from a theoretical perspective. And as such, it is situated then in the five sources of knowledge that Johns describes and each of these sources of knowledge have very particular cues that we can use as teachers to guide our thinking and reflection. For example:

Look In-

Looking in he said very important that you need to find a place where you can actually focus on yourself. He saw this as a very solitary activity in the initial stages because you need to concentrate and have space and time for reflection. Pay attention to not only your thoughts but the feelings, the emotions which have been generated by the experience. And then of course you need to record the experiences that you have writing them down or maybe even using an audio tape.

Looking – Out:

Looking out then requires **writing that description** within the sort of situational surrounding of the thoughts, and the emotions and then trying to find what is significant in that. This is called looking out because in a way, it is like trying to describe it for somebody else to understand, and in this way you get a clearer understanding of yourself.

This particular **description of the looking out process can be focused in the following ways**.

Aesthetic:

And we can actually talk about it from an **aesthetic point of view**. Or in other words, the teacher can reflect on what they were trying to do? What they were trying to achieve in their teaching? And why did they react the way they did? to say some poor behavior or some extremely good behavior in the classroom.

Personal:

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There is also a **personal perspective** to this. Or in other words, the teacher's reaction to the experience in the classroom. A good reaction, a bad reaction. How do they feel? what are the emotions associated with that?

Ethics:

We can also look at it from an **ethical perspective.** Or in other words, the teacher should think well. If I did something was it in the best interests of the students or the best interest of the school? And what were the influencing factors on the teacher in terms of their own reaction?

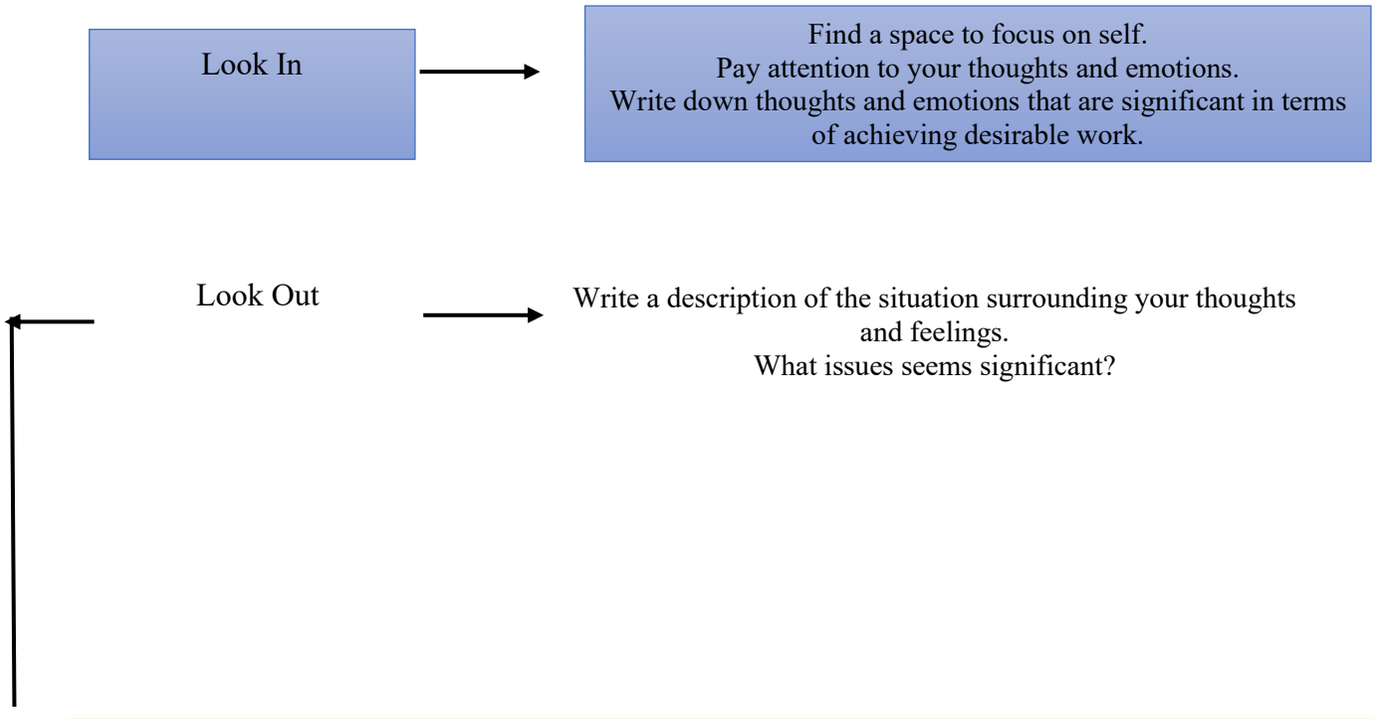
Empirics:

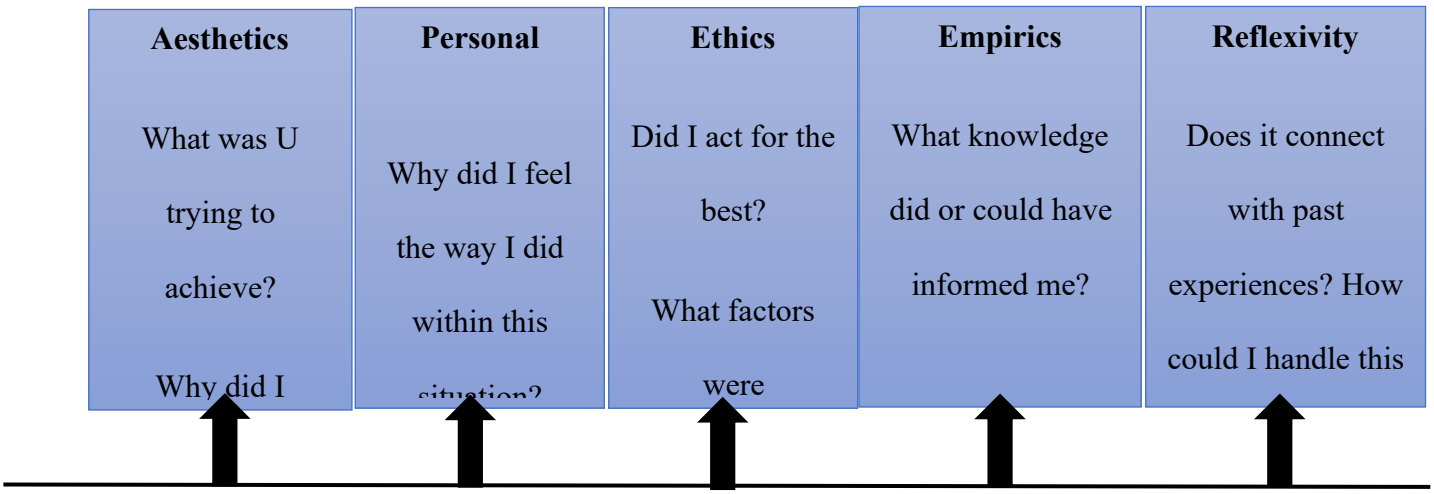
Another perspective identified in this model is the **empiric perspective.** This is very much starting to relate the experience with what the literature says. Or in other words, Is there information or is there some knowledge that could have actually helped me deal with this situation in the classroom?

Reflexivity:

A very significant part of this model, and the particular perspective is about **reflexivity.** This is a term that will come across in future lectures. Reflexivity is about making connections with our understanding. Does it reflect previous experiences that we have in the classroom? Therefore, Can we handle the situation better? And what's very good about these perspectives is that we can represent them in a model which is very easy to understand.

John's Model of Structured Reflection





In one component, we have **looked in** finding the space: describing what happened. That very solitary component but, then l**ooking out:** describing it for somebody else for our own purposes, and within the looking out we get those different perspectives. From the **aesthetic perspective,** What was the teacher trying to achieve? From a personal perspective, how do they feel? The ethics, what factors were influencing them? The empirics the knowledge that they are drawing on, And then **reflecting back** on previous experiences and making cognitive connections.

Topic 033: Critical Model 3: Rolfe, Freshwater and Jasper (2001) – The "What Model"

Another critical model to look at is simply called the "What" model. It is called the "what" model because it uses three very simple questions.

- **What?**
- **So what?**
- **Now what?**

Levels:

Let's see what these questions actually referred to.

- In the **first level**, the individual reflects on the situation in order to describe it. It is very much about **reflecting on the situation.** What happened? What was going on describing? As we have seen in other models.

- The next level, So What is reflecting on what that really means in terms of the literature that we have read and our theoretical understanding of the concept that we understand?

- And finally that leads into **Now What**. In other words, their action step of the process of the reflective cycle. At this level, they reflect on the action, what can be done to improve the incident, and the consequences of such action. So, we have, What, So What, and Now What.

Level 1: The Descriptive Level of Reflection:

What

We can very easily think of these in terms of very specific questions and for example, in the first level though what level is? What is the problem? What reason is there for us being stuck at this particular point? And what was my role in the situation? What action did I take?

So, it is always using that keyword what to describe? What actually happened? And what were the consequences for me? What were the consequences for the students? These are just sample questions. The idea is that the teacher him or herself will use the key **what** in order to frame the questions, and as part of the reflective process.

So –what:

The next level the **so what** theorizing, the knowledge-building component. So what, does this tell me is a good question to ask? So what did I base my actions on? In other words, why I did do that? So what should I have done in that particular situation? You can start to see how you can frame particular questions using that cue so what? Another questions is my understanding, so what is my understanding of the incident? So, these questions are the first, second, and third level questions you

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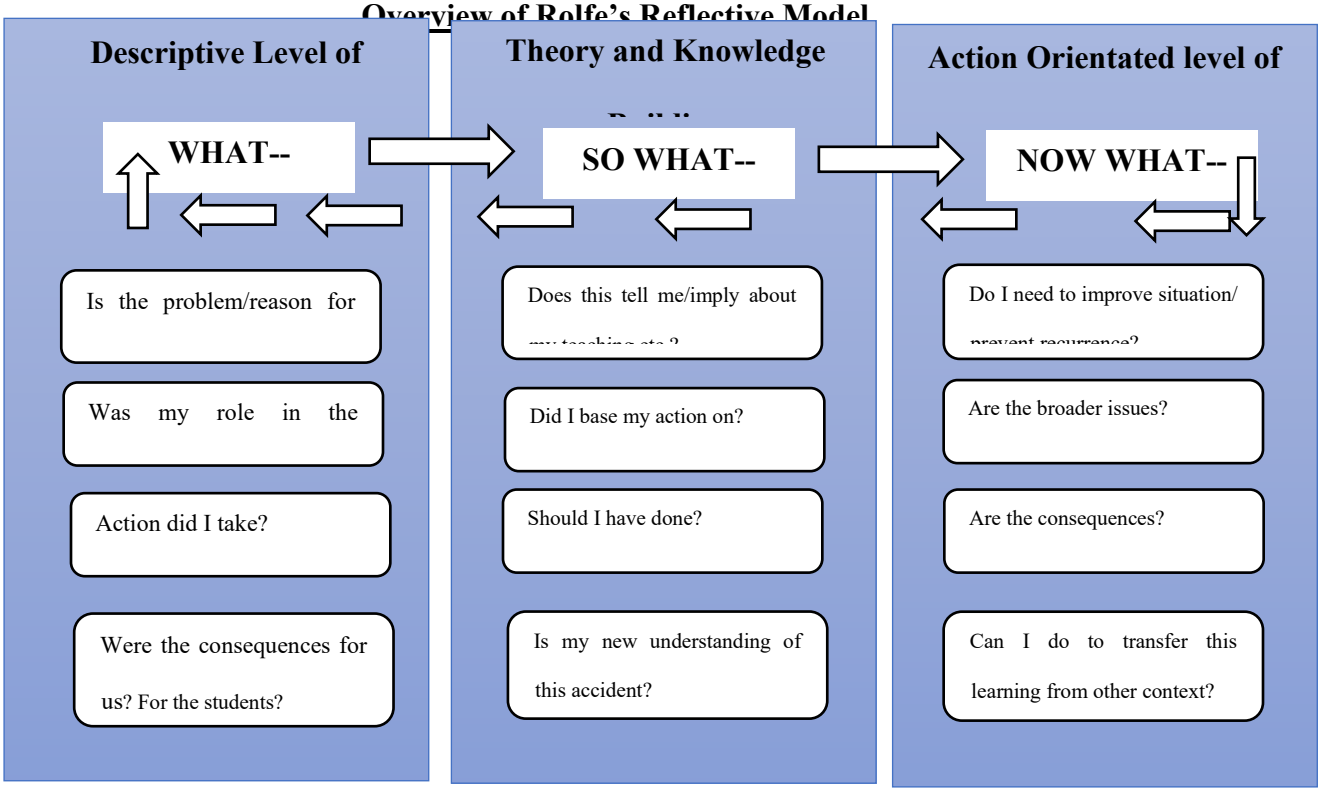
can phrase them in any way you choose, and you can ask any questions to help you think the way you want to think about your teaching.

Now-what:

The action phase now what question. Now-what do I need to do to improve the situation/prevent recurrence? Now what are the broader issues at stake here? And now what are the consequences for me or for the students? And now what can I do to transfer this learning to my next teaching session? Again the questions that you can ask here a person you can identify as your own they are not fixed. As in the other models, we have seen this gives a lot of freedom to the teacher. These are very useful frameworks so what to know is what gives you the starting point for the questions you can ask. And what seems important with all reflective practice is that whatever process you take, whatever model you choose to use that it is actually part of a cycle. So, these questions these what questions**, what, so what, now what** needs to be iterated a number of times not just once but again and again.



We can look at these in terms of again a nice straightforward model of the **what, so what, and now what** components going through repeatedly a number of iterations. Whatever questions you ask at those particular levels is up to you as a practitioner.

- But at the **What level,** it is very much about description, whatever viewpoint you take is entirely up to you. But the What question will help you describe the things happening in the classroom.
- The **So What** is where you will take that description and start to link it to your own understandings and theories.
- And this then will lead into the **Now What.** In other words, the action-oriented component of the model.

Topic 034: Critical Models 4: Rodgers (2002)

Rodgers's model of critical reflection very much encompasses Dewey's idea of reflective thought. In this model, Rodgers illustrates reflection as a cyclic process. He has broken down the reflective process into **four phases**.

- The first phase is described as **Presence in experience**. This is different from any other models we have seen presence in experience is about the teacher learning to see really, what is happening, seeing clearly and honestly.
- The second phase is **describing that experience,** describing what has been seen and trying to understand it to differentiate the different components.
- The third aspect is an **analysis of that experience** trying to link to deconstruct, link it to theory and to literature
- And then of course the final stage is **experimentation**. Or in other words, learning to take action from the analysis of the experience.

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According to Rodgers, interestingly in this model, the idea is that the teacher although going through a cycle can actually move backward, and forwards in the cycle at any particular point. So, it is not necessarily a smooth process but something which can go backward and forwards.

Presence in Experience:

This is because the first element is the teacher being present in the experience and how they perceive it. Because in the model, the idea is that the more the teacher can actually see, the more the teacher can perceive which will affect the rest of the reflective practice process. Therefore, the teacher may need to move backward through the model in order to keep perceiving clearly what is really happening to question their version of reality. So, it is very much about learning to see, differentiating the different parts, giving them meaning, and responding intelligently to what happens in the classroom.

Description of Experience:

It is the differentiation and naming of an experience's diverse, and quite complex elements. So, that it can be looked at seen, and told from as many different perspectives as possible. Because you won't just describe the experience once you would describe it potentially a number of times. Because you'd be moving backward and forwards through the model. There are a number of description that you could make, and you would be constantly trying to refine the description, and refine your perception of what is happening. And what this is very much about is the teacher being very clear about their own perception and their own apprehension of the way they see. This is the cornerstone of this model. It is quite different from other models, and is present in the description.

Analysis of Experience:

The analysis involves generating a number of different explanations. Therefore, there could be explanations from previous descriptions, as well as later descriptions in order to get that very critical in-depth, and honest perspective of what's been going on in the classroom. It is the phase where meaning-making happens.

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Although the analysis comes from the description, there is often a dialectical relationship between the two. The model says that the teacher can move backward. Therefore, the analysis and the description can become very closely linked each depending on the other. The description can become a reaction to the analysis as much as the analysis can be a reaction to the description.

Experimentation:

Experimentation is the final as well as the initial phase of the reflective practice because it doubles as the next experience. This final phase of reflective practice is about action. In this model action is not the word that is used but clearly experimentation. It is very much focused on the teacher trying things out, and testing things in the classroom. And not being afraid of the consequences but learning from the consequences in order ultimately to improve their teaching.

Therefore, what this clearly says about this model is that knowledge from experience acquired knowledge is not something that is constructed in isolation, but it is very much linked to the students that the teacher is working with, and colleagues that the teacher interacts within the school.

Topic 035: Critical Models 5: Gore and Zeichner (1991)

The Gore and Zeichner model of reflective practice is another critical model to just briefly consider. What they suggest is that there are four major aspects of the work of the teacher, professional work, and what they say. Therefore, the teacher needs to ask and reflect on particular questions in relation to these four aspects.

The purpose of this is to put is for the teacher to gain a thorough whole and holistic understanding of their teaching and their role in teaching, and their role in the classroom. The four components are very clear.

Academic Reflection:

The first component is an **academic reflection.** There are certain questions that the teacher can ask themselves in relation to academic reflection. Do I know my content really well? For example; Am I using the right strategies for teaching and my students' needs? Am I well-organized for my lessons?

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These are all focusing on the professional role from a very technical and practical point of view. Other questions that can be asked about the sequencing of the content. Was the lesson at the right sort of pace for the students? Was it too fast or was it too slow? Have I completed the planning cycle with suitable, relevant assessment strategies to evaluate student learning?

Also, it is useful to think of this aspect of the model in terms of a creative or innovative you are being in the classroom. And are you trying out new approaches not only to excite your students but to excite yourself or are you just going through a routine. So, it is good to reflect on the academic aspect.

Developmental Reflection: They also talked about developmental reflection. Am I providing teaching and learning contexts that give students a chance to develop their own perspectives on their learning? I like to think of this part of the model in terms of; how well the teacher is helping the students learn, and how to learn. And for me, that is a very significant part of being a teacher in the classroom.

Some more questions to ask in terms of developmental reflection. Have I evaluated the students' skills and thinking to determine the stages at which each of them is able to engage I different learning contexts? So, that you can actually determine how much they are learning.

And what about changes to the instructional approaches you can reflect on that try things out can you extend the use of a particular approach? Or Have I planned suitable instructional and task modifications to accommodate the differences in the students' thinking, emotional and physical capacities? Have I designed teaching and learning activities for individuals as well as groups? Have I taken into account and effectively utilized students' various interests to design lessons and curriculum? For example, if you are using group work, how are the students learning in a group? How are they supporting each other? Or how are they contradicting each other?

Social Reconstructionist (Critical) Reflection:

The most complex aspect of this model is the critical reflection or the social Reconstructionist approach. This takes a very much more holistic view of reflective practice. Actually, looking at what the teacher believes about teaching? What the purpose of education is? And, what the value of

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education is in society? And so, questions you can ask are things like, Do I have particular philosophical beliefs, and values about the values, purposes, and function of teaching which will affect the technical approach that I take in the class?

Have I critically evaluated certain aspects of teaching from the school's perspective? How do you articulate those and who helps you articulate those? Have I considered who determines the curriculum? And what does that mean in terms of; how you teach and how the students are learning and indeed what they are learning? Have I considered in what way a curriculum supports or neglects the individual learning needs of students from different social, cultural, and individual groups? This is taking you beyond just pure description and is being very critical about the imposing factors that can affect you as a teacher and affect the students as learners.

Are there ways in which I can implement components of the curriculum or different curricula in the school in a more unique and innovative way? So, you are actually meeting the needs of both worlds both the school education system but also the individual learning needs.

How can I overcome short come shortcomings or problems with particular systems in schools or particular issues in curricula? Therefore, make teaching and learning a much more interesting and creative process.

Have I analyzed the assessment processes may be no compulsory tests are they really testing learning or is it just about testing memory? There are some fundamental questions for the teacher to ask here from this broader critical perspective about their role as a teacher.

Topic 036:

Critical Model 6: Gibbs Reflective Cycle (1988)

A very popular critical model is Gibb's reflective cycle. This is a way for the teacher to think about the different aspects of something which has happened in the classroom. Again, it is in the form of a cycle. It is very much about understanding something an event, or a situation describing it, evaluating, and establishing a course of action in relation to that reflection.

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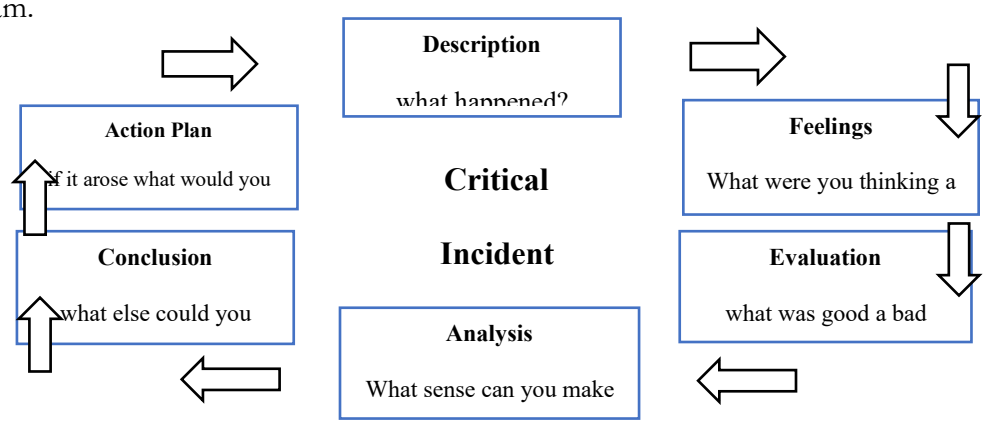
This model is very much about helping the teacher understand a particular situation from a very detailed point of view. Because there are quite a few steps in this cycle and we can see this in the diagram.



The starting point here is the **description** of what actually happened in the model. This leads to **feelings and evaluation.** It is important to consider the aspects of the teachers' feelings who knows what were you thinking and feeling about that particular incident? And then **evaluate** what was good about it and what was bad about it. After the evaluation comes, the **analysis** what sense can you make from this particular model? What sense can you make from what happened? again linking it to the real concept. And from this, the teacher can make some conclusions and come to some sort of decision that will lead to action. Of course, those from the action there will be another chance for a description. So again, we get that spiral of thinking.

So, a great Gibbs reflective cycle has a lot of components to it but again it's all focused on asking particular questions, a particular point in the cycle so. For example:

Description:

In the description phase "What happened?". It is very much about the teacher describing in detail the event that took place and including particular focus points. In other words, where were you; who else

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was there; what the students were doing; why were you there; why were other people there; what was the context of the event; what happened? Asking very simple questions but quite probing questions.

In terms of what happened, what was your part in any particular incident that happened in the classroom; what parts did the other people play; and what was the result? Again, with previous models the questions here are not fixed they are very much for the teacher to think about and design for themselves. It's the individual components that add up to make the reflective process.

Feelings:

The feeling component is very much about the teacher trying to recall the reaction to incidents in the classroom. How were they feeling about it? What were the emotions that were involved? How does this feeling make you feel about and the event; when it started; and during; what you were thinking about at the time; how did it make you feel? This is very much about linking the teacher to the activity in the classroom, the actions which are taking place. How did you feel about the outcome of the event? So, in terms of feelings, you are thinking before, during, and after what happens in the classroom?

Evaluation:

The next phase of the cycle is evaluation. What was good and what was bad about the experience? This is for the teacher to make a judgment for themselves about the teaching in the classroom and the actual incident. This leads to further questions about what was good about the experience and what was bad about the experience or what went well; what didn't go well and perhaps to start to consider why.

Analysis: What sense can you make of the situation?

Because from this phase the teacher moves into analysis after the evaluation. What went well; what didn't go well the good experience the bad experience; How does this link to what we know about education about teaching and about learning from all the theories which were exposed to? So, it is very much about breaking down the analysis into component parts and could include questions like

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well what did you do; what did others do that was good, how does this actually relate to; what we know about theory in what way; did others contribute to what happened in the classroom?

Conclusion: What else could you have done?

This ultimately leads to the point where some judgment is made by the teacher. Some conclusion what else could you have done? For example this is quite different from the evaluation and the analysis stage. Because it is very much about putting a stop to the reflection that's taking place. It has to end at some point and there have to be some decisions. So, it forms part of the reflective cycle. Even though it does actually stop thinking. Because after the conclusion phase, when you are thinking about; how things could be done differently; what were the results; and how this will impact the future.

Action Plan: If it arose again, what would you do?

In the Gibbs cycle, the action plan that the teacher comes up with is a result of all that previous thinking including the conclusion, and the judgments that were made about what was happening in the classroom. With the action plan, you have to consider how you would do things; how you would do things differently based on the reflection. Perhaps most important to remember is that again from action comes another cycle of reflection. So again, it is continuous even though there is that point of stopping conclusion built into the cycle. Here the cycle is tentatively completed and suggests that should the event occur again it will be the focus of another reflective cycle.

Topic 37

From Theory to Practice: Boud's Triangular Representation

From Theory to Practice

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So, we've been introduced to some models of reflective practice. And the value of these models is in helping the reflective practitioner. The teacher begins to deconstruct their experiences and ensuring develop a deeper understanding of the questions and the issues involved in the work that they do.

Boud's Triangular Representation

David Boud (1987) has defined reflection as:

"A conscious activity in which we engage to explore our experiences and develop new understandings and conceptualisation."

Boud, 1987

And what we need to do now is think about how these models apply to practice and a classic model we can talk about is Boud's triangular representation. It's a very simple straightforward model to start with and Boud's definition of reflective practice is very much based on the exploration of experiences. And how these help the teacher led to a deeper and more fundamental understanding of what learning is.

The thing about the models of reflection is that they're all cyclical in nature, representing the idea that reflection leads to learning. Cyclic learning is never complicated nor transferable without reflectiong further and what Boud's adds to this discussion is something quite significant and that's the idea that reflection needs to happen in different contexts without any reflection on application of learning in one context in relation to another means that actually reflection is a waste of time.

And so, this model is an attempt to actually start to address that imperfection and we concede in the diagram here it's a very simple representation.

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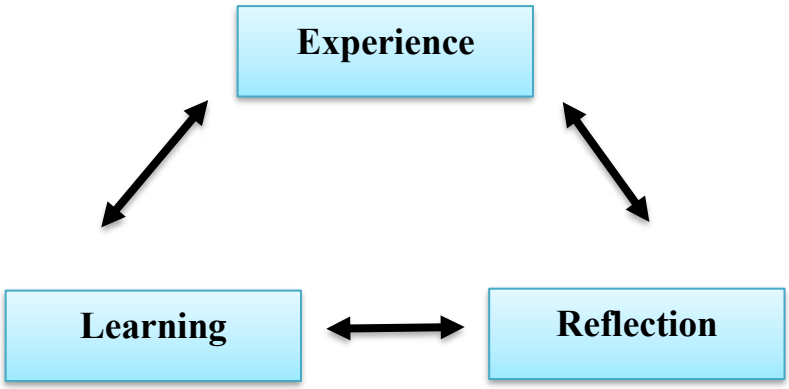
Boud's Triangular Representation



Boud's idea is that the reflective cycle is there and it can be clockwise or counter clockwise as a reflective process. But clearly, we can see that expression experience and reflection are part of the cycle and what is added here is learning by the teacher learning which can be taken to another context. So, this model attempts to capture the essentials (that experience and reflection lead to learning), the essence of what reflection is really about and what it is aimed at doing is making a clear connection a proper translation in terms of experience and learning.

So let's think a little bit more about this triangular representation.

1. What the reflective practitioner to do is return to the incident the event upon, which they're reflecting and to not only try to describe it for themselves.

2. But also, to understand their emotional response to it the feelings that they have in relation to their teaching.

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3. And from this very personal reflection comes an evaluation a revaluation of the teaching in light of experience, knowledge and experimentation, trying to seek a deeper understanding for it.

4. And from this reflection comes some sort of thinking about action in relation to change so there is a planning phase to the cycle.

Boud's recognizes that this is a very individualistic process of learning and this can be criticized because reflective practice is very often seen as a collaborative activity.

So Boud's poses three alternatives:

1) should we reject models a reflection

Altogether this is just adding to the discussion about reflection and reflective practice.

2) Should we rehabilitate them to capture their previous potential

we should try to think differently about what reflection really is for the teacher and what reflective practice really is.

3) Should we move to new ways of regarding reflection that are in keeping with what we know about the context of practice?

He starts talking about whether the reflection can actually be applied in new contexts and what a context adds to the process of reflection.

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Topic 38

From Theory to Practice: The Atkins and Murphy Model

Another model of reflective practice which is aiming to move reflective practice from theory into action is the Atkins and Murphy model. Atkins and Murphy (1993) address many of the criticisms identified by Boud with their own cyclical model:

We can see the model here it has five components.

- Awareness
- Describing the situation
- Analyzing the feelings and the knowledge associated with that situation
- Evaluating the relevance of the knowledge within that situation
- Identifying the learning which comes from that

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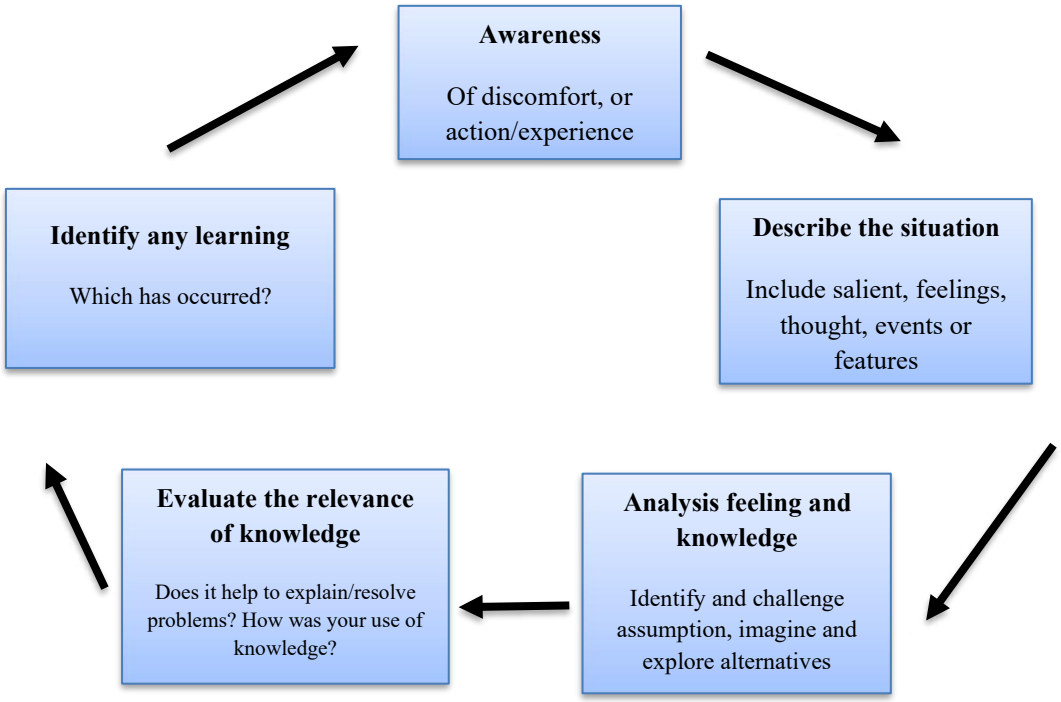

And we'll look at these in some detail Atkins and Murphy model has five stages to it and the stage is linked together in a cycle.

Stage 1: Awareness of uncomfortable feelings(usually due to new, unfamiliar or negative situations)

Stage one is very much about the teacher becoming aware of some need for change. Because of some uncomfortable feelings due to the situation that they're confronted by.

Stage 2: Examination of components of the situation

Stage two then comes from stage 1 and stage 2 is about the teacher examining those feelings and the components in the situation which generate those feelings.

Stage 3: Analysis of the components of the situation

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Stage three leads then into analysis of the situation based on the evaluation

Stage 4: Summary of outcomes of reflection

Then into stage for there is some sort of conclusion a summary of what all those feelings and all that thinking generates.

Stage 5: Recognise learning from the reflection

And then finally into a stage five which is the learning stage and what the teacher has actually gathered from that experience.

So, this model attempts to provide a deep level of support for the reflective practitioner more so than other models tried to do.

And we must remember that this is not to say that the other models that exist about reflective practices are redundant or a waste of time, but this is just another way for the teacher to think about their role in the classroom. It is important to remain alert to the potential to provide superficial responses as the critical, questioning and challenging… What is important is to realize that as a reflective practitioner part of your role, part of your duty is to critique not only yourself and what is happening in the classroom but also, to add to the critique on the models which can be used for reflective practice.

Atkins and Murphy suggest that for reflection to make a real difference to practice, we need to follow reflection with a commitment to action. Any sort of reflection is not useful unless the teacher has a real commitment to action. Action is what reflective practice is all about and they make an interesting connection in relation to action here which is action can happen after the event but it can also happen

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before the event in terms of planning and preparation, the problem with such models of reflection is that they do not take account of the importance of reflection before action. So, we must remember in this model that it is actually trying to make a connection not only with the reflective process but the actions that the teacher needs to take in the classroom.

Self-Awareness (mindfulness)

- Insight into personal sensations, emotions, thoughts and actions.

They also label as being mindful the teacher being mindful of what is taking place in the classroom. And their own role in that and it is very much about linking personal reflections and sensations to what is taking place.

- Acceptance/ownership of response

In this sensor it is a real commitment by the teacher to ownership of those feelings and sensations, what is happening in the classroom is not happening outside of themselves they are part of what is taking place.

- Recognition/acceptance of emotions, sensations thoughts in others involved.

For this recognition that there is a connection not only between the students in the classroom and the actions but also the teachers rolling that.

This involves honest examination of how situation has affected the individual and how the individual has affected the situation. Then on the teacher's perspective is the need for honesty and truthfulness

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in relation to what is happening in the classroom. There's no point in this model in superficially looking at what is taking place. It does need a very critical honest and truthful reflection.

Description

- Comprehensive account of the situation either verbally or in writing

This needs to be very comprehensive, thorough and very thoughtful not only of a particular incident but the context a situation in which the incident occurs.

- Involves the ability to recognise and recollect accurately salient events and key features of an experience.

And the events therefore are seen as part of a greater whole something which is much bigger not an isolated incident but part of a bigger picture for the teacher.

Critical Analysis

- Involves examining the components of a situation

This takes us into critical analysis as a reflective practitioner.

- Identify personal cognitive and emotional schema

Perhaps in this model this is the most significant component. Because it does recognize that the teacher as an individual is identifying a very personal cognitive and affective feelings a schema within what is happening there is a connection between the intellectual and the emotional.

- Identify existing knowledge

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- Identify biases and assumptions
- Imagine/explore alternatives

And therefore, there has to be for the teacher some sort of recognition of the values and the beliefs and the assumptions they have about teaching and about learning about education as a whole and how these can impact on what is happening in the classroom.

- Integrating new understanding
- Formulate generalisations
- Predict likely consequences of actions

And from the critical analysis there has to be some sort of action and that and learning and in terms of learning for the teacher this means there's a synthesis of the experience. What they've picked up and the actual theories and the literature that they've been exposed to during training.

Evaluation

- Validation and appropriation of knowledge
- Along with synthesis this is crucial to the development of a new perspective.

From this learning finally there comes evaluation. What is the outcome and the evaluation is very much about confirming, validating what the teacher thought whether this thinking was correct about something or incorrect about something? So that the cycle actually continues.

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Topic 39

From Theory to Practice: John Smyth's Framework for Reflection on Action (1993)

Smyth's Framework takes the teacher through a number of phases:

- A Descriptive Phase
- Reflective Phase
- An Emancipator Phase

This is very much about the teacher developing more clarity about their own assumptions and values in teaching and starting to change and develop these.

1) The Descriptive Phase

- A Description of Practice events
- Examination of Descriptions for genuineness and comprehensiveness

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Description phase is very much about examining and developing a genuine understanding a real honest understanding of the teaching that they're engaged with it.

The Descriptive Phase involves descriptive accounts and narrative.

It interestingly leads the teacher to a particular process in terms of the reflective cycle and what this model suggests is that the description is done through the teachers' narrative of the events in the classroom then the idea of a narrative is something which we'll look at in future lectures and the idea of a narrative therefore leads to teacher to producing things like reflective journals.

2) The Reflective Phase.

Reflective analysis against adopted theories:

- Reflective analysis of the situation
- Reflective analysis of intentions

The Reflection phase is again the analysis of what's taking place, analysis not only of events but also the situation of the context in which they occur and trying to understanding the intentions behind them

The Reflective Phase Includes:

- Knowledge about practice processes and applications
- Self-awareness

And this model does not remove the teacher from this there is a sense that is the part of the process. Is the teacher developing a much stronger Self-awareness of themselves as

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practitioners?

3) The Emancipator Phase

- Critique of Practice regarding conflicts, distortions and inconsistencies

Now the interesting part of this model is the Emancipator phase this is where the teacher is very much critiquing their own practice and looking at inconsistencies in terms of what they're doing in relation to what they know they should be doing ought to be doing.

The Emancipator Phase Involves:

- Engagement in Emancipatory and change processes learning and change in practice
- Self-critique and emancipation

This is not to say that therefore the teacher is behaving incorrectly, it is very much about liberation. It's about the teacher beginning to realize that things can get change and those things are not static and that the self-critique is an opportunity for growth and development.

Smyth operationalizes these phases of Reflection for teachers as a set of activities developed from question cues:

Activity: Describe

Cue: what did I do?

That is very simple question, of course you could come up with any number of questions as part of the description

Smyth proposes Reflection for teacher as a set of activities developed from question cues:

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Activity: inform (analysis)

Cue: what does this mean?

Another question could be well that what does this actually mean in terms of me as a teacher or What I'm trying to do within a school?

Smyth propose Reflection for teachers as a set of activities developed from question cues:

Activity: confront (Self-awareness)

Cue: How did I come to be like this?

For example in term of developing a self-awareness that needs some sort of confrontation personal confrontation by the practitioner and cue could be how did I come to be like this in the classroom? , how did I come to feel these things?

So, you can see that the teacher is not extracted from this process at all and very much is within the action and the question help the teacher to focus on this aspect of their practice

Activity: Reconstruct (evaluation and synthesis)

So, in terms of the teachers starting to synthesize and learn from what i taking place there is a sort of reconstruction process and there are particular cues which the reflective practitioner can use.

Cues:

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- What do my practices say about my assumptions, values and beliefs?
- Where did these ideas come from?
- What is it that causes me to maintain my theories?

So, again this is very much internalizing the process of reflection and having the teacher think more deeply about their own role as a practitioner.

What is it that acts to constrain my views of what is possible in my practice?

It's very important to think as a reflective practitioner that these cues are cues and they're not fixed question as a reflective practitioner you can add more cues and develop your own set of guidelines to help you reflect using this model.

Topic 40

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From Theory to Practice: Agyris and Schon (1978)

Perhaps the most well-known model of reflective practice which attempts to link theory to practice is the model by a Garrison. Agyris and Schon pioneered the idea about two types of learning from reflection.

Those reflections are:

1. Single Loop Learning
2. Double Loop Learning

The theory is built around the recognition and amendment of a perceived fault or error.

Single Loop Learning

Single loop learning is when a practitioner or organization, even after an error has occurred and a correction is made, continues to rely on current strategies, techniques or policies when a situation again comes to light.

Single loop learning is about the practitioner reflecting and then acting in relation to something which they have experience in the classroom. It relies on standardized techniques practices in order to solve a problem and does not change those techniques or practices at any particular point.

Double Loop Learning

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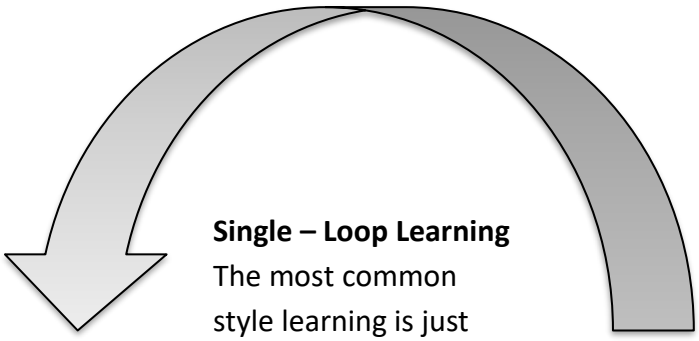
Double loop learning involves the modification of personal objectives, strategies or policies so that when a similar situation arises a new framing system is employed (i.e. new approaches are used to solve it).

Single loop learning is in contrast to double lop learning where the learning can impact on the practices or the approaches which the teacher uses in order to change them.

So therefore, a reaction to an event can actually change with time with single loop learning their reaction would not change.

Explanation Through a Diagram

It is possible for us to look at this in very simple diagram (i.e., given below) and we can see here that single loop learning just takes one step back from the results, the event and the experience that the teacher has and through to strategizing approaches to deal with that event in the future. They can be very standardized approaches.



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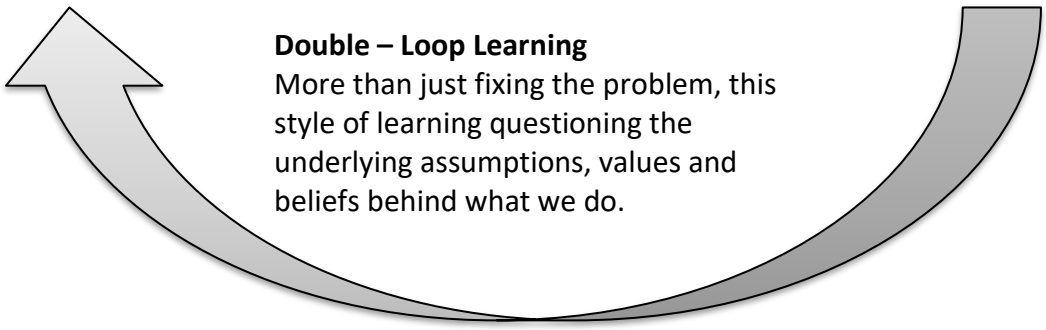

With double loop learning, it is a little bit deeper in the sense that the teacher is thinking about their assumptions about the event why things happen, their beliefs around why things happened which they can inform the strategies and therefore can possibly change the strategies and then these strategies are used to deal with the event in future.

So, single loop learning and double loop learning are two approaches within this model to change practice but one is quite fixed and other is very flexible.

So, single loop learning then does rely on fixed practices single ideas and repetition of approaches rather than trying to extend practice.

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Single Loop Learning involves connecting a strategy for action with a result. For example, if an action we take yields results that are different to what we expected is through single-loop learning. Therefore, there is a certain amount of automaticity about how the teacher approaches their work in the classroom. There is less thinking and trying out new ideas rather than just relying on old practices.

Double – Loop Learning is the cyclical process of applying a new strategy to achieve an outcome may occur several times and we may never succeed. Running out of strategies may push us to re-evaluate the deeper governing variables that make us behave the way we do.

Double loop learning is much more creative as a process in a way somewhat experimental for the teacher changing assumptions means that the approaches will change, the approaches may work or the approaches may not work and therefore this leads to a new experience and therefore a new double loop.

Complex Ways of Processing Information are:

- Re-evaluating our goals
- Reframing our goals, values and beliefs

The above ways are more complex way of processing information and involves a more sophisticated way of engaging with an experience.

The key point of double loop learning is about the teacher re-evaluating their own perceptions of what they are doing by looking at their goals and trying to reframe their assumptions and beliefs about teaching. This is called double-loop learning and looks at consequences from a wider perspective. Whereas single loop learning focuses very much on a much smaller, a much more mechanistic perspective.

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In situations where teacher employ double loop learning, **not only will we evaluate our own goals and beliefs, but also those of the people we interact with.**

Double loop learning is very much about the teacher looking much more deeply at their own role where single loop learning actually is becoming quite instrumental in terms of how the teacher is approaching teaching and both can have a constructive outcome.

To have a constructive outcome, we may need to modify and adapt some of these variables to create an attitude that is open to many cultural values and application methods. Double loop learning is considers to be much more constructive potentially because of the opportunity for change and the opportunity for growth.

Topic 41

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Modelling Reflective Practice

From Theory to Practice Mezirow (2000)

Mezirow's Transformational Learning

- Mezirow (2000) argues that reflection only leads to learning if it leads to transformation. Mezirow suggests that transformation occurs where the original starting point causes a dilemma that needs to be addressed. and then suggests that there are a series of possible phases which may be gone through:

Mezirow argues that learning only takes place where there is a process of transformation by the teacher. In this particular model of transformational learning, Mezirow points out that transformation actually begins with a dilemma (a problem for the teacher). A problem which needs to be resolved in some way, which the teacher needs to find some sort of solution to it. It is only through having this problem that the teacher has the potential to transform their practice and to transform themselves as a teacher.

Mezirow suggests that there are a series of possible phases which may be gone through:

- A disorienting dilemma includes loss of job, divorce, marriage, back to school or moving to a new culture.
- Self-examination with feelings of fear, anger, guilt or shame.

In this way there are a number of phases for the teacher to go through. Mezirow talks about a disorienting phase. Something which causes some issues, some problems for the teacher and because of that issue or problem, a teacher needs to go through a process of self-examination. For instance, what are their feelings in relation to the experiences? how they are thinking about it? And how they are trying to rationalize what happened?

- A critical assessment of assumptions
- Recognition that one's discontent and the process of transformation are shared.

This then leads into an exploration of the assumptions that the teacher has and the value of those assumptions about their own role as a practitioner. And from this, then there can only be a process of transformation taking place.

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- Exploration of options for new roles, relationships and actions
- Planning a course of action
- Acquiring knowledge and skills for implementing one's plans

The exploration of self that Mezirow is talking about here is very much a process of transformation. In the sense that it's about exploring, planning and developing new knowledge and understanding about the role that's what transformation is about in this model. It's about the teacher developing a much clearer perception, much deeper understanding and more clarity in the knowledge about what they do.

- Provisional testing of new roles
- Building competence and self-confidence in new roles and relationships

So, part of transformational learning needs to be about testing out the different roles that the teacher can take on. And within those roles, building up a level of confidence in relation to the role in the classroom. With time and with transformation, the teacher can become more confident as a practitioner.

- A reintegration into one 's life on the basis of conditions dictated by one 's new perspective

In order for that confidence to occur, that self-confidence to develop, feelings and emotions along with assumptions and beliefs have to be integrated into the teacher's perception of themselves. And this starts to develop different perspectives for the teacher on their role in the classroom.

What Is Particularly Striking about the Mezirow's Ideas?

- Particularly Striking About the Mezirow's Ideas is the emphasis on conscious, self-managed learning.

Particularly striking about the transformational model is that it is about learning but it is very much about managed learning. It's about the teacher taking responsibility and taking control of learning from experience.

- Learning is not a direct result of the experience; it happens because the individual takes charge of their critical reflection and explicitly plans and carries out steps to learn from it.

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Therefore, learning is not a direct experience. It is learned experience. It is acquired experience in the classroom. And it is about linking knowledge that is acquired from training, literature or research with the experience that is had in the classroom.

- **The following is a sequence for reflectivity draw from Mezirow 's model:**
- **A disorientating dilemma**
  - **Picture the event**
- **Critical Assessment of Assumptions:**
  - **What does it mean to you to feel this?**
  - **What advice are you giving yourself in the picture?**
  - **How do you interpret what is happening?**
  - **What is your intention?**

So, we can look at a particular sequence which helps to understand Mezirow' model and it is very much starting with this disorienting phase. This is confusing and problematic stage. And what the teacher needs at this point is to try to get a clear picture of what is actually taking place. And from this picture, the reflective practitioner moves on to critically reflect on their own assumptions in relation to what's going on in the classroom and trying to understand the role and trying to be very critical about that role. And, in terms of that critical reflection, it's very important here for the teacher to think about what they were actually trying to do rather than externalizing the process of teaching. It is about internalizing teaching and understanding what their purposes were.

- **Exploration of new roles**
  - **How would you prefer this to be different?**
  - **When this begins to occur for you, what will be different about you?**
  - **How do you interpret what is happening?**
  - **What is your intention?**

The exploration of roles becomes part of this transformative learning and really is the underpinning concern in relation to this model. How does the teacher interpret? What is a teacher interpreting? How critical is the teacher being? It is only with questions like these that the level of reflection developed transformation. If the reflection is quite superficial then learning is actually

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not going to be transformational, change is not going to happen. So, it does require a certain level of criticality.

- **Planning a course of action**
    - **What are you aware of that keeps this from happening?**
    - **Dangers to change?**
    - **Benefits to staying the same?**
    - **Does it happen a little bit sometimes already? What's different at those times?**

The transformational model has to lead to some sort of action. It's not just about thinking and it's also about doing and really then the teacher needs to think about the action in terms of change as a change process. And what are the consequences of that change? Could there be some dangers involved in it? How will it affect students' learning? What are the negative effects as well as the positive? And, this is very much then as a transformational process something which through a cycle is repeated.

- **Acquiring knowledge and skills for implementation**
    - **What will you need to know/accomplish/overcome for this to occur?**

The interesting thing about this because it's focused on learning. It's very much about acquiring knowledge from experience rather than knowledge from texts. And, a lot of people say that this is perhaps the most valuable knowledge for the reflective practitioner to acquire.

- **Trying out new roles**
    - **How will you know when you are more on track?**

So, it is about trying out new roles, experimenting and acquiring knowledge through that experimentation to become a better teacher.

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Topic 42

Modelling Reflective Practice

Criticisms of Reflective Practice

- A number of writers discuss key concerns of RP in terms of its problematic side: Brookfield (1994, 1995) explains the cultural and personal risks involved.

You can see by now that there are many models of reflective practice and now, we should also look at some criticisms of reflective practice. And, perhaps the most significant figure to look at in terms of critique of reflective practice is Stephen Brookfield. He actually identifies that for the reflective practitioner, there can be a significant number of personal risks involved both in terms of their confidence and also in terms of reflecting critically on their role.

- Ash and Moore (2002) say that new teachers can choose not to reflect constructively and critically, falling back on pre-conceived understandings.

Ash and Moore actually say that there are certain preconceived ideas and preconceived understandings about reflective practice which can interfere and, in a way, deconstruct the actual process.

There are four areas of concern about reflective practice:

- Ethical
- Professional
- Pedagogic
- Conceptual

Whatever criticisms we look at, they tend to fall into four categories. And we can see the categories related to the ethical considerations around reflective practice as well as professional considerations. There are of course the considerations around teaching (that pedagogic considerations) and of course, there is the conceptualization of reflective practice itself.

Ethical Criticism of RP

- Concerns related to confidentiality, rights to privacy, informed consent and professional relationships.

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In terms of the ethical dilemmas associated with critical practice, these are very much focused on the teacher's interaction with the students and issues around things like confidentiality and privacy and about the professional relationship that the teacher has with the students.

- Practitioners engaging in RP need to be aware of the risks and the potential for conflicts of interest

There is therefore a potential risk here in terms of the teacher reflecting on what is happening, especially if the teacher is keeping a diary or some sort of log about incidents in the classroom. If somebody else was to have access to this log then there would be an issue of confidentiality.

- A further problem is the way reflection can involve constant striving for self-improvement
- It can lead to feelings of incompetence and self-disapproval.

In terms of the ethical considerations, Stephen Brookfield talks about this particularly that there can be issues for the teacher in terms of their own feelings which are developing from the process of reflection, especially where the idea of reflection is seen as quite negative and was like critical in terms of critical reflection and not about being negative. But if the teacher perceives them as being negative, they can actually create some unwelcome feelings and some lack of confidence.

- When an individual understands the word "critical" to mean "negative", they can develop a negative frame of mind.

And, this is perhaps the strongest argument from the ethical perspective against reflective practice.

Professional Concerns

- Relevant when RP is done badly or inappropriately. In this case the value of RP is missed and it simply rationalizes existing practice
- If applied uncritically, it can reinforce prejudices and bad practice

In terms of professional concerns for reflective practice, very often reflective practice seen as something which just needs to be done and therefore in a way you can become quite uncritical. It

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becomes a mechanistic process that the teacher, especially a new teacher goes through because they have to as they are told to as a part of their program of learning.

- The inappropriate use of RP may devalue teachers' professional work instead of promoting it.

And, in this regard, their professional concerns are very much about the teacher not really engaging with the process of reflection critically enough. It becomes quite a superficial activity.

- Where teachers follow RP models in mechanical, routinized or instrumental ways, they fall into the trap of engaging neither critical analysis or their emotions.

Where this happens then the actual quality of the reflection goes down and therefore, the value of actually reflecting is made redundant and again this can be seen as quite a powerful argument against reflective practice process.

- At the level of the individual teacher, it can be means for organizations to ignore their responsibilities so that fostering good practice is a matter for the teacher rather than the organization.

At the level of the individual teacher, of course, there are responsibilities about fostering good practice and where the teacher is not engaging with this critically enough, then the questions arise there about the quality that they are bringing to the teaching- learning transactions.

- Two key concerns relate to 'developmental readiness' and the extent to which forcing student teachers to reflect may prove counter-productive.

There are two key concerns here. One is about the teachers' readiness to actually engage with reflection and certainly the key concern of this professional concern is aimed at new teachers who are just entering the profession because the idea is that they are simply not experienced enough to be able to reflect on practice.

Pedagogic Concerns: Developmental Readiness

- Teachers need to be developmentally ready to engage in critical reflection and some individual may not be capable (ready) for reflection.

Teachers are not developmentally ready to reflect. And really for good reflection to be transformative to change teaching, it does need a level of criticality from the teacher and awareness

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of themselves and awareness of theories about teaching and learning synthesize together in order for reflection to take place.

- The respective abilities of 'novice' and 'expert' are relevant here. Novices tend to follow models mechanically and experts tend not to rely on models.

The pedagogic concerns are come into imply here. The expert teacher or the experienced practitioner is somebody who can engage with reflective practice very easily than new teacher. Somebody just starting reflective practice is actually quite a difficult thing to do and therefore, they are not actually going through the process of reflection accurately or stringently enough. And especially where reflective practice is a compulsory part of training courses for new teachers.

- As compulsory element of teacher education courses or of organizational requirements, RP ends up being superficial, strategic and guarded.

For new teachers, the pedagogic concern is very clearly. They are asking new teachers to reflect as part of their learning is perhaps a very superficial thing to do.

- As part of an assessment process, self-examination may will be discouraged.
    - Reflection and assessment are incompatible.

So therefore, reflection for the new teacher would actually be quite incomplete and could actually be damaging in terms of their development as a teacher and the learning that they're acquiring from the process of teaching.

Conceptual Concerns

- Problems are posed with the way teachers embrace RP in uncritical and reductionist ways
- Often ideas are transplanted without sufficient care across philosophical, disciplinary and cultural boundaries

The conceptual concerns are very much related to the idea of trying to deconstruct teaching to the point where it is easy to categorize it into very simple categories. And, the critique is based on the idea that teaching has some very profound philosophical and disciplinary underpinnings which are not so easy to break into simple categories. And, this particular concern leads to the idea of how reflexive the process of reflective practice really is.

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- Reflexivity is a concept which is easily miscommunicated; it can be understood in many different ways according to the aims and function of the RP activity.

Since teaching does require a very deep understanding of self. In relation to teaching and relation to certain philosophies, the level of reflectivity therefore needs to be deep and if the teacher actually can't engage with that level of reflexivity, then reflective practice becomes superficial again.

Criticism of RP

- Regarding these issues therefore, care needs to be taken to recognize complexity and problematize what is involved in RP rather than accepting it as 'fact' or as 'self-evident'.

So, the issues here tend to lack an understanding of the complexity of reflective practice. And then the teacher is not able to problematize their own teaching sufficiently in order for a reflective practice to be something which is useful and for the teacher to learn from.

- The ethical, professional, pedagogic and conceptual concerns presented here neither condemn RP nor suggest that it should not be used.

So, you can see the ethical, pedagogic, conceptual and the professional concerns come together to give us something to think about in terms of all these different models. Because we should not just simply see that reflective practice is entirely a good thing but we should be critical of the process itself.

- What these concerns indicate is that RP should be applied selectively, taught sensitivity and generally used with care.
- Practitioners need to be critical and reflexive about the tools they are being given and not use them blindly.

We should not only think about undertaking reflective practice but we should be concerned about how we are undertaking that reflective practice. And as practitioners, how are we applying this tool that we have in order to improve our teaching.

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Topic 43

A Critical Thinking Framework

What Is Critical Reflection? (Part 1)

When we think about reflective practice, when we talk about reflective practice, the word "critical" comes up very often and so what we need to do is to think about the role of critical thinking within the reflective practice process. And what we need to do therefore is consider a number of questions in relation to critical thinking and critical reflection. What is critical reflection? we can consider from a very mental point of view what is critical thinking? And how do we know when we are thinking critically? It's a very fundamental question and finally what are the characteristics of teachers who are good at critical thinking? because these are models for reflective practice.

Critical thinking involves:

- Analyzing
- Conceptualizing
- Defining
- Examining
- Inferring
- Listening
- Questioning
- Reasoning
- Synthesizing

So, in terms of trying to understand what is critical thinking? we can break it down into a number of components. It is about the teacher analyzing, being able to analyze what is happening? It's very clearly about the teacher conceptualizing, what they are experiencing? Conceptualizing move thought from facts to schema's understandings.

Critical thinking is very much about defining and examining the process of teaching and learning. And for the teacher, there is an idea that critical thinking is about making inferences from

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what they are experiencing. And because there are inferences, there also needs to be the communicative aspect of critical thinking or in other words there has to be listening to other people's points of view and questioning self and others. And from this communicative aspect, there has to be the cognitive understanding, the development of reasoning and therefore synthesizing, another word changing practice. There are some key aspects of critical thinking which can help the reflective practice process.

What is Critical reflection?

- With a purpose to evaluate information in a disciplined way to help us evaluate and refine our thinking.

The whole purpose of critical thinking is to evaluate ourselves, to understand our role in events which occurred to us and how we can change or accept those.

- As reflective practitioners we must want to be better at thinking, to seek out and be guided by knowledge and evidence that fits with reality:
    1. Belief
    2. If shown to be unfounded
    3. Leads to a change of position and an appropriate response

We can look at this from a very simple point of view that the teacher, the reflective practitioner has a set of core beliefs which guide the actions in the classroom. And through reflection, they can decide whether these beliefs improve or support what is taking place or indeed can actually detract can cancel out the effectiveness of what is happening. And this process leads into some sort of change in understanding, some sort of change in position for the teacher in relation to the way they are teaching.

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Beliefs

If shown to be unfounded

Lead to a change of position and an appropriate response

Critical Thinking Involves Reasoning

- It based on sound and consistent logic
- Not on emotions or social pressure
- Truth is not determined by the emotions that accompany them nor on the beliefs of social groups.

Critical thinking then is very much about the teacher reasoning about what's happening, reasoning through the experiences that they have, the approaches, the choices they make and the decision's involved in teaching. And therefore, there needs to be a very strong foundation in logic for the teacher, very great deal of clarity and from this perspective, therefore, emotions and feelings can actually interfere with the clarity of thinking.

We can consider a very simple diagram in relation to this perspective, where the reflective practitioner is not being critical enough and not being logical enough, where the teacher is not willing to investigate themselves; their own roles in the classroom.

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What will increase our understanding?

Dismissing reason? Our looking honestly at our flaws?

This can actually get in the way of critical thought; it can actually prevent critical thought from happening. And so, the teacher's role here is not about dismissing reason but really about looking honestly at themselves and perhaps having to be honest about the flaws that they have as teachers.

- **Critical Thinking Involves Understanding**

So, it is very clearly based in black and white thinking, right and wrong thinking about what is taking place and where the flaws are not accepted. This can actually move the teacher to a

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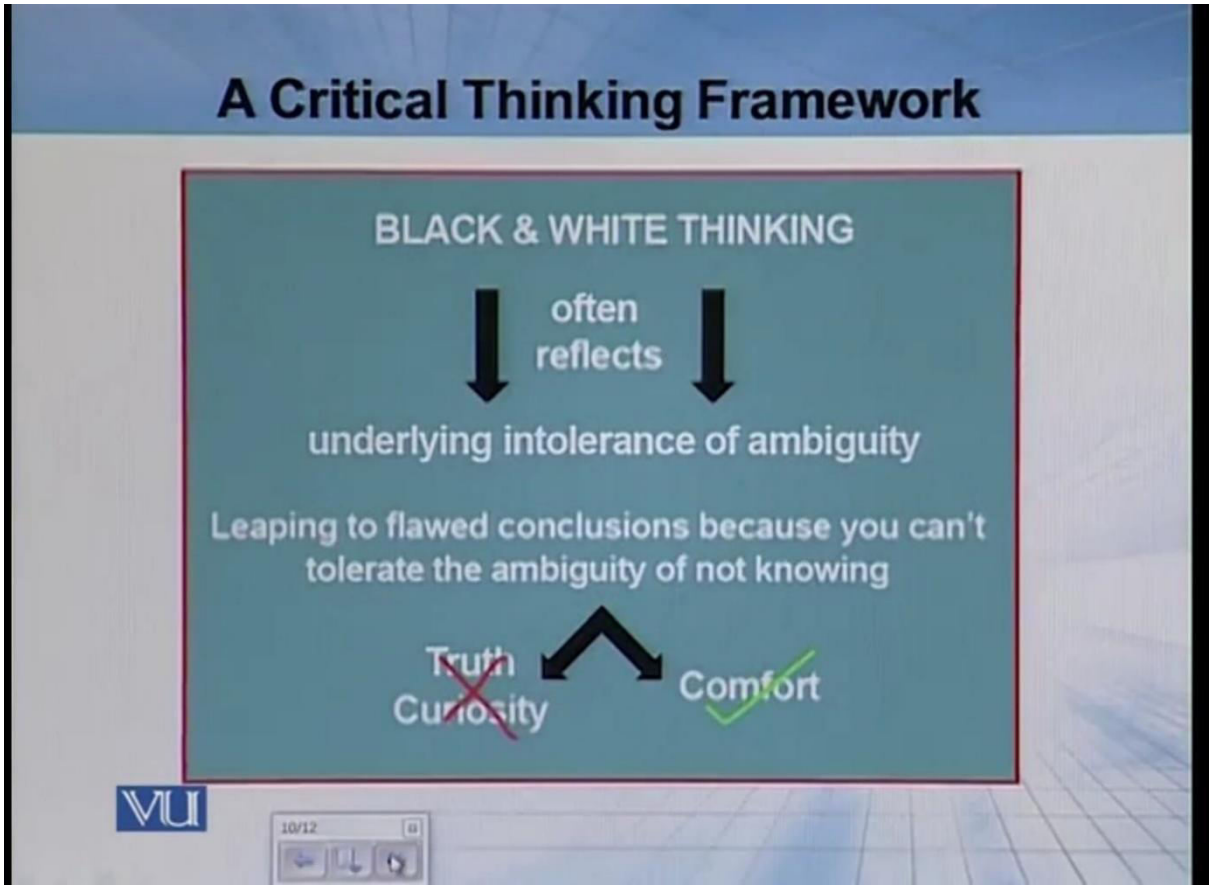
point of comfort which is not good necessarily if bad practices are being continued rather than accepting truth and then becoming curious about what is actually happening.



The difference between truth, curiosity and comfort here is quite significant. Because with comfort, there can be complacency and with complacency, people can get into bad habits in the classroom. Where there is an honest reflection and critical thinking approach to reflective practice then there is truth and with truth comes the opportunity for change.

Critical thinking moves us away from:

- **Rash conclusions**
- **Mystification**
- **Reluctance to question**

So, critical thinking then is moving away from the emotionality of the role of teaching and becoming much more rational about it. And it's moving away from making quick decisions and

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it’s moving away from superficial understandings and beliefs and it's moving away from being scared of criticism.

Critical thinking moves us towards:

- **Intellectual discipline**
- **Clear expression of ideas**
- **Acceptance of personal responsibility for own thinking**

It is actually moving towards a much more intellectual perspective in terms of the discipline of teaching and an acceptance therefore that the teacher has a particular responsibility in terms of what is happening in the classroom.

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Topic 44

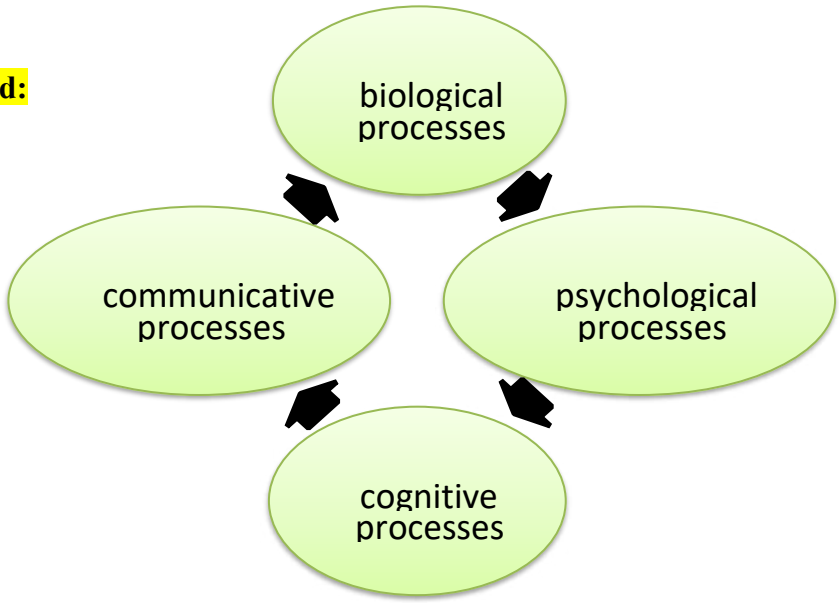
A Critical Thinking Framework

What Is Critical Reflection? (Part 2)

Critical thinking is part of the reflective practice process. We need to consider some of the mechanisms involved in critical thinking.

The thinking process is as followed:

- Biological process
- Psychological process
- Cognitive process
- Communication process



Thinking process is based on biological processes, psychological processes, and cognitive processes and also on communicated process and we can consider these in turn one by one, they do feed in one to the other.

What they really refer to our types of thinking that we have as critical thinkers and as reflective practitioners.

Other types of thinking or "non- critical" thinking

- Habitual Thinking
- Brainstorming
- Creative Thinking
- Prejudicial Thinking

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- Emotive Thinking

There is habitual thinking, the ways that we regularly think. Brainstorming, creative thinking, there's also prejudicial thinking and emotive thinking.

Let's look at these each in turn:

Habitual thinking

- Thinking based on past practices without consideration of current data.

Habitual thinking is what we will do regularly, in a way sort of unthinking and we will rely very much on that in everyday practice.

Brainstorming

- Saying what comes to minds without edit, judgement or evaluation.

Brainstorming is very much about making judgments and evaluating thinking creatively and innovatively about a situation.

Creative Thinking

- Putting facts, concepts, ideas and principles together in new and original ways.

Creative thinking is making links between facts and concepts, looking at the principles of what we know and questioning those principles.

Emotive Thinking

- Responding to the emotions of a message rather than the actual information presented.

With any experience that we have, there is always an emotional response and part of critical thinking is to understand that aspect of the process.

We are thinking critically when we are:

- Thinking rationally so that we rely on reason rather than emotions
- Requires evidence, ignore no known evidence, and follow evidence where it leads and are concerned more with finding, the best explanation than being right.
- Analyzing apparent confusion and asking questions.

So, when we're thinking critically as reflective practitioners. we are relying on reason rather than emotion as we saw in the previous section.

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We require evidence in order to be rational about the experience and we are always looking to find what's right and what's wrong with the situation. A part of the being a critical thinker is then about looking at contradictions in our teaching and confusions and asking critical questions about those things.

We are thinking critically when we are self-aware so that we:

- Weigh the influences of motives and bias, and
- Recognize our own assumptions, prejudices, biases, and point of view.

We're thinking critically then when we are actually self-aware. We need to consider the habitual processes as well as the more creative and emotive process is in critical thinking and therefore, our own awareness becomes a significant part of thinking.

We think critically when we are honest so that we:

- Recognize emotional impulses, selfish motives, immoral purposes or other modes of self-deception.

We also of course need to be honest because the word critical in critical thinking assumes for us that there will be no a cover-up of reality.

We are thinking critically when we are:

- Being open-minded so that we evaluate all reasonable inferences.

We also as critical thinkers need to be open minded because without that mindfulness, it would be very difficult to evaluate things clearly and then couldn't be reasonable about what we're actually seeing and what we're saying.

- Consider a variety of possible viewpoints or perspectives, remain open to alternative interpretations.

We have to also of course consider different viewpoints, different perspectives. So, part of critical thinking is not about creative thinking in isolation but a collaborative process; may be with colleagues in the school asking questions of them about yourself.

- We're thinking critically when we're being open-minded so that we accept a new explanation, model, or paradigm because it explains the evidence better, is simpler, or has fewer inconsistencies or covers more data.

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We're thinking critically when we're being open minded so that we can explain or attempt to explain what is happening and try to model new approaches to experiences in the classroom.

- By being open-minded so that we can accept new priorities in response to a re-evaluation of the evidence or re-assessment of our real interests and do not reject unpopular views out of hand.

By being open minded:

- we're accepting new visions
- new versions
- new priorities about teaching and learning

What we are clearly doing is not necessarily rejecting particular views but trying to understand all the different views which we're being confronted with.

We are thinking critically when we are disciplined so that we:

- Are precise, meticulous, comprehensive and exhaustive.
- Resist manipulation and irrational appeals, and
- Avoid snap judgements.

We need to be very disciplined. Critical thinking is not something which can happen superficially. It is very meticulous, very comprehensive, very thorough and therefore, what the teacher cannot do is just jump to conclusions very quickly. Conclusions need to be arrived at overtime very carefully.

We are thinking critically when we are able to make good judgments so that we:

- Recognize the relevance and/or merit of alternative assumptions and perspectives.
- Recognize the extent and weight of evidence.

Critical thinker needs to be able to make good Judgments in relation to their role as teachers. And what this requires then is a look at the evidence, the value of the evidence, the weight of that evidence. If we react too strongly to something which is perhaps inconsequential not so important then that's actually not a good judgement, we need to be able to understand the weight of the evidence.

A Non- Critical Thinker

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- Sees things in Black and white
- Sees things as “yes” or “no” with no subtitles.
- Fails to see linkages and complexities in information and situations.
- Fails to recognize related elements.

We can look at the opposite side of this or what is a non-critical thinker? A non-critical thinker is somebody who sees something very plainly. For example, they see questions as yes or no not as a maybe or it could be. And of course, somebody who is a non-critical thinker, is not able to see the connections and the linkages between things which they are experiencing. A non-critical thinker fails to recognize all the many elements involved in teaching.

Nine Attributes for Teachers to Become Critical Thinkers

- Be open-minded to new ideas
- Know that people have different ideas about the meaning of words.
- Separate emotional and logical thinking.
- Question things that don’t make sense.
- Avoid common mistakes in your own reasoning.
- Don’t argue about something that you know nothing about.
- Build a string vocabulary to better share and understand ideas.
- Know when you need more information.
- Know the difference between conclusions that could/must be true.

There are some key attributes or attitudes that we can look at for critical thinkers; about being open minded and about separating the emotional aspect from the logical rational aspect, about being able to question roles and responsibilities in the classroom, and about avoiding common mistakes and not allowing mistakes to reoccur but being responsible about them. It’s also about communication, about building a strong vocabulary to describe what we’re seeing and to describe ourselves and what this leads to then is about knowing making decisions about our role in the classroom and coming to conclusions.

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Topic 45

A Critical Thinking Framework

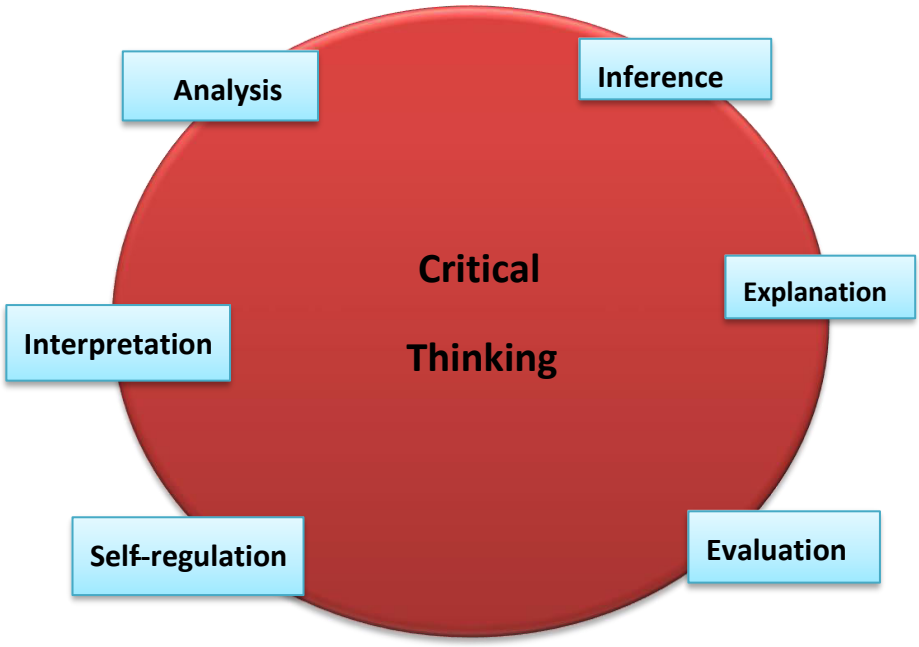
Core Ideas About Thinking Skills

- Critical thinking skills are extremely important in developing as a successful reflective practitioner.

Critical thinking skills are essential for the reflective practitioner. There are some core ideas that we need to consider as critical thinkers and these core ideas are about the process of thinking itself.

Core Critical Thinking Skills

1. Analysis
2. Inference
3. Explanation
4. Interpretation
5. Self-regulation
6. Evaluation
7. Interpretation



Critical thinking is very much about analysis of a situation and also about making inferences and coming to conclusions about the experiences that we're having. And in terms of those inferences, those conclusions, try to understand and explain them and that is a very evaluative process, looking at the quality of what is going on. There needs to be then a level of interpretation of any sort of experience that we have and encompassing all of this critical thinking. There needs to be some self-regulation by the teacher in terms of how much they are analyzing?

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how much they inferencing? and what evidence they are using? and the quality of that evidence they using as part of the critical thinking process.

Interpretation

- What it means: Having the ability to understand the information you are being presented with and being able to communicate the meaning of that information to others. As a teacher you will be presented with a variety of information in many different types of situations. Interpretation skills will enable you to better decode information and add clarity to what you have discovered which in turn will help you better understand your students.

It means having an understanding of the information that we are confronted with and how we communicate this to ourselves but also communicate that to other people. As reflective practitioners, as teachers we are presented with a variety of information in the classroom continually and this needs to be decoded by the teacher and then encoded by the teacher. This is the process of communication, decoding understanding and then encoding it for others to understand. This whole process helps us get a better understanding of our students. It helps us get inside the heads of the students.

Analysis

- What it means: Having the ability to connect pieces of information together in order to determine what the intended meaning of the information was meant to represent. Having this skill will better provide you with the ability to 'read between the lines' and help you understand how things you do will impact on your students and your organization.

Analysis is very much about trying to make connections between the pieces of information that we have and trying to understand how the linkages impact on one another. It's therefore an intuitive skill. It's about the teacher beginning to read between the lines of the text that they experience. It's not just looking at the facts but trying to understand the ideas behind the facts.

Inference

- What it means: Having the ability to understand and recognize what elements you will need in order to determine an accurate conclusion or hypothesis from the information you have at your disposal.

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- It is important for you to be able to understand what additional information you may need in order to determine what happens. The ability to understand the information you already have and determine what you may still need to find is an important skill.

Inference is about recognizing what the analysis actually means. It's developing an accurate understanding of how these lead our thinking into action. So, it is in a way a sort of a concluding phase. At this point, the teacher may be in terms of conclusions, may be making hypothesis about why things are happening and from this actually making judgments about how to change teaching practice in relation to these hypotheses.

It's important to be able to understand all these components of critical thinking and how they create information for us as reflective practitioners so that we can actually develop, learn and improve what we're doing. The ability to understand and the information that we can draw from that is actually a very significant skill because without critical thinking reflective practice can't happen.

Evaluation

- What it means: Being able to evaluate the credibility of statements or description of a person's experience, judgment or opinion in order to measure the validity of the information being presented.
- You will need this skill to evaluate your students' responses, so you can determine if the information you receive is valid and whether or not it needs to be further looked into.

An evaluation is another core component of critical thinking. And it's very much about the individual teachers and experience and making connections with the rational aspect of critical thinking. It's therefore based in some judgement and also the teachers' opinion about things. And how this gives validity to the information which is being gathered. It does therefore add to the interpretation.

So, as a reflective practitioner, you need these skills. They are very much about helping you accurately determine the information that you're using in order to improve your practice. And it's very much about taking an in depth look through criticality at what is happening

Explanation

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- What it means: Having the ability to not only restate information, but add clarity and perspective to the information, so it can be fully understood by anyone you are sharing it with.
- Your ability to clearly explain your ideas while keeping in mind who you interact with is important for making sure the information is understood and well received.

As a teacher, you try to look at the information and phrase it in a different way, so you get clarity about what it actually means. It's a restating of the problem.

Your ability to do this relies on your ability to communicate your ideas. You communicate your ideas to yourself and communicate your ideas to students.

Self - Regulation

- What it means: Having the awareness of your own thinking abilities and the elements that you are using to find results.
- Your ability to understand the extent of your knowledge and that referring to a colleague with more knowledge on the subject is the best way to develop your skills and knowledge.

The final core component of critical thinking is the Self –regulation. This is the component about self-awareness of the teacher. The teachers' own ability to think through a problem, to come to conclusions and to make those conclusions lead to actions

So, your ability to be able to think through, to rationalize and to come to conclusions is the core process of critical thinking and these ideas are significant in terms of that.

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Topic 46

Critical Thinking Development: A Stage Theory

For critical thinking Development we can look at a staged approach and there are a number of stages that are at an individual can go through as a critical thinker.

Stage 1- The Unreflective Thinker

- The first stage is called the unreflective thinker somebody who's just starting.

Stage 2 – The Challenged Thinker

- Stage two is the challenge to think of somebody who's just starting to think may be finding it quite difficult

Stage 3 - Is the Beginning Thinker

Stage 4 – The Practicing Thinker

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- Stage 4 the practicing thinker this is somebody who's putting into practice some critical thinking skills.

Stage 5 - The Advanced Thinker

Stage 6- The Accomplished Thinker

- Staged six is somebody who accomplished a critical thinking

Stage 1

- Unreflective thinkers are largely unaware of the determining role that thinking is playing in their lives and of the many ways that problems in thinking are causing problems in their lives.

The unreflective thinker is somebody who is largely unaware of experiences in the classroom and is not able to identify problems and also to rationalize those problems.

The unreflective thinker therefore is not able to assess a situation and thereforeconsequently not able to improve it.

- Unreflective thinkers lack the knowledge that high quality tinking requires regular practice in taking thinking apart, accurately assessing it, and actively improve it. In fact,

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unreflective thinkers are largely unaware of thinking as such, hence fail to recognize thinking as involving concepts, assumptions, inferences, implications, points of view, etc.

The unreflective thinker requires somebody to help therefore perhaps a mentor and this could be a colleague or a critical friend. Most importantly the unreflective thinker is focusing very much on failure rather thanseeing failure as an opportunity for improvement.

There needs to be for the unreflective thinker an opportunity to consider the implications of the different points of view in order to be a successful reflective practitioner.

Unreflective thinkers tend to lack things, like clarity and being logical as part of thinking

Stage 2

- Thinkers move to the "challenged" stage when they become initially aware of the determining role that thinking is playing in their lives. And of the fact that problem in their thinking are causing them serious and significant problems.

  From being an unreflective practitioner the unknown reflective thinker, the reflective practitioner can move to being challenged thinker. This is where they're starting to think a little bit more and understand the role that thinking plays in their lives. At this point the thinker the teacher is starting to identify problems and trying to understand the causes of problems.
- Challenged thinkers are still in the way unreflective thinkers. But they are becoming thinkers and therefore they do need still some level of support in order for quality thinking to take place.
- They're starting to be more deliberate about thinking.

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- It's not a natural process. It is something that has to be actually worked on.
- They recognize also that at this point they are thinking is perhaps a little bit flawed and that can interfere with the thinking process itself.
- Challenge thinkers can develop an initial awareness about their role as thinkers within the reflective practice process and start to understand the assumptions they have and the implications of these assumptions on teaching.

Again, it's involving standards for the assessment of thinking, clarity, accuracy, precision, relevance, logicality etc., a level of clarity and which the unreflective thinker wouldn't have.

Through the process of thinking that the reflective practitioner is starting to get a feel for certain standards of teaching and to understand that they are not meeting those standards.

Challenge thinker is also developing some understanding of the role of self-perception and self-concept for themselves as a teacher and the impact that this has on teaching.

At this stage the thinker develops some reflective awareness of how thinking operates for good or ill. At stage two also the reflective practitioner is not really thinking about the impacts of the teaching process on the students.

Stage 3

Those who moves to the beginning thinker stage are actively taking up the challenge to begin to take explicit command of their thinking across multiple domains of their lives. Thinkers at this stage recognise that they have basic problems in their thinking and make initial attempts to better understand how they can take charge of and improve it.

- At stage three we have got the beginning thinker, this is where the reflective practitioner isstarting to develop a level of competence as a thinker.

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- The thinkers at this point starting to engage more with the assumptions that they have and are making initial attempts at trying to understand not only themselves but the whole process of teaching a lot more clearly in order to get some improvement.
- Stage three is very much based on some initial superficial understandings about what is involved in teaching
- Most importantly for this stage in thinking, there is an element of change through practice. Maybe it could be quite hit and miss but there is actually some action starting to be engaged with.
- Beginning thinkers unlike the challenge thinkers becoming so more aware that the reflective practice and aspect of their role starts to develop.
- This is because they are more aware of the inferences and assumptions and the beliefs that they hold about teaching with a lot more clarity and then they can use these as part of their role as a teacher.
- Beginning thinkers recognize also the need to internalize what is happening in order to process the information a lot more clearly rather than being just external to them they actually start to own and have responsibility for it.
- In this sense there's a certain precision which is being developed about the information being processed and the relevance of it in relation to the role of the teacher

Stage 4

- Stage 4's aspect of thinking is much more developed where the reflective practitioner is taking more charge more responsibility of the thinking process itself
- They not only recognize that problems exist, but they're beginning to think about those problems within a bigger context not just from a personal point of view but from a whole school point of view.

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- Based on their need to practice regularly, they are actively analysing their thinking. However, since practicing thinkers are only beginning to approachthe improvement of their thinking in a systematic way. They still have limited insight into deeper levels of thoughtand thus into deeper level of
- This is based on a lot more regularity in terms of thinking, it's not something that happens once, it happens all the time throughout the day.
- This can therefore lead to improvement and a lot more systematic way of thinking and because of that systematic way of thinking, the teacher starts to become much more proficient. This proficiency helps the teacher internalize and embed learning and thinking

- Practicing thinkers, unlike the beginning thinkers are developing more knowledge about their roles as teachers, acquired knowledge and also linking their practice back to theory that they have studied
- There are assumptions and inferences in relation to those theories and the acquired knowledge which are being developed and the teacher is developing much more clarity about these assumptions and beliefs.
- Practicing thinkers recognize that thinking critical thinking has a certain level of being systematic about it, is something that needs to be worked out undeveloped as a skill rather than something that happens naturally.
- They clearly recognize also that the natural tendency for us as humans to put ourself at the center of anything that happens you know the egocentric aspect of thinking and they can also then be some sort of self-deception about it, the teacher thinking it's not my fault it's the student's fault.

Stage 5

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Thinkers at this stage have now established good habits of thought which are "paying off."

Based on these habits, advanced thinkers not only actively analyse their thinking in all the significant domains of their lives, but also have significant insight into problems at deeper levels of thought.

- Level 5 is where good habits are in terms of critical thinking are beginning to show real dividends in terms of improved in teaching and the improved experience of the students
- There's thinking is very significant than in a number of domains and shows a certain depth at this point which is not seen earlier at the other levels.
- So advanced thinkers are good, general or round thinkers and they have a good command of themselves and their own role, their own perception of themselves in the classroom.
- So, the egocentric aspect is understood and reasoned and the teacher understands that teaching is not just a one-sided perception. The advanced thinkers than very keen about thinking. They have very clear insight and their aware of other perspectives around thinking.

Stage 6

- The accomplished thinker, this is where thinking is very technical it isactually very natural for this level of thinking.
- They are able to monitor and revise and adapt very quickly in relation to experiences in the classroom.
- This leads the reflective practitioner to be able to strategize very quickly in order for continual improvement to occur.

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- It is conscious, but it is also very intuitive, it feels very natural for the thinker at this point.
- This level can only be achieved with experience and you would not expect a new teacher to be able to reach this level of critical criticality until they've had some number of years of experience.
- Therefore, it's linked very much to their lives as teachers, the experiences of teachers and the range of experiences that they have the problems, that they are confronted by.

Topic 47

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Importance of Critical Thinking

Critical Thinking

Critical thinking is the ability to think clearly, logically, and rationally. It includes the ability to engage in certain processes of thinking which are reflective and independent thinking.

Critical thinking:

- Is not a matter of accumulating knowledge- a person with a great memory and a good memory and who knows a lot of facts is not necessary good at critical thinking.
- Is being able to deduce consequences from what is known, to solve problems.
- It's not a matter of just building up knowledge of acquiring knowledge over time it's very much about the teacher starting to make connections and to develop an understanding of consequences from actions in order to solve problems.
- It's not about having a good memory it's about having a good ability to reason and to understand.

Someone with critical thinking skills is able to do the following:

- Understand the logical connection between ideas.
- Identify, construct and evaluate arguments

Good critical thinking skills is when somebody can understand logical Connections between ideas rather than just facts and somebody who can also construct and evaluate arguments in relation to those logical Connections.

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- Detect inconsistencies and common mistakes in reasoning.

A person who can identify flaws in thinking where there is a lack of consistency in terms of thinking about experiences and reasoning through things.

- Solve problems systematically.

It is therefore, very much about problem solving and being able to think systematically enough to solve problems which not being an experience.

- Identify the importance and relevance of ideas

Someone who can think critically can identify the importance and the relevance of the ideas that they have and the ideas that others have in relation to their experience.

- Reflect on the justification of one's own beliefs and values

They can also reflect on their own justification for their beliefs and values about teaching

- Is very important in the new global knowledge economy

We can see then that critical thinking is actually a very important thing, the 21st century needs people who can think much more globally and with a greater understanding and application of knowledge, and the teacher is somebody who has a significant impact in this new global thinking.

- The teacher has to be able to deal with changes quickly and efectively
- The modern era places demands on flexible intellectual skills and integrate diverse sorces of knowledge

This new 21st century global perspective about critical thinking and therefore about reflective practice, does suggest that what we need as teachers are very flexible thinking strategies, flexible approaches to understanding things and intellectual skills which can adapt and change, integrate and also be very diverse in terms of using sources.

- Enhances language and presentation skills
- Thinking clearly and systematically can improve the way we express our ideas

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Critical thinking also enhances language skills, presentation skills, being able to think clearly and systematically does involve the need to express ideas to ourselves and to others.

Critical thinking:

- Promote creativity

Critical thinking also promotes a good level of creativity because we have to come up with new solutions to problems as critical thinkers and that can actually mean that we do need to be very creative in the approaches that we take.

- Critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary

Critical thinking then takes a very significant role in terms of how we evaluate ideas and how we select the best ideas in order to take forward and drop those ideas which are not working.

- Critical thinking is crucial to self-reflection.
  - ➢ Teachers need to justify and refect on their values and decisions.

  Teachers need to be able to justify, also the thinking that they're using and the values which underpin the decisions they make.

  - ➢ Critical thinking provides the tools for this process of self-evaluation.

  Critical thinking therefore has a number of tools in relation to the process of self-evaluation these can be written tools or they could just be verbal.

- Critical thinking is a rational and intentional cognitive skill

We use critical thinking to take a decision and solve a problem

It is of course, therefore, very rational and intentional cognitive skill that the teacher needs to develop and it is why advanced thinkers are good at critical thinking while the uncritical thinker is not able to engage cognitively with this level.

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The key characteristics therefore about rationality, about integrity, about reflection and about being able to evaluate.

- Critical thinking follows rules of logical and scientific reasoning
- It is about scientific reasoning to an extent, it's also very logical and part of being intentional then is about seeing how things can combine to make sense for us as thinkers how do all the connections come together for us as a critical thinker.

Importance of critical thinking

We can see how critical thinking becomes important for us a practitioners , in every aspect of what we do:

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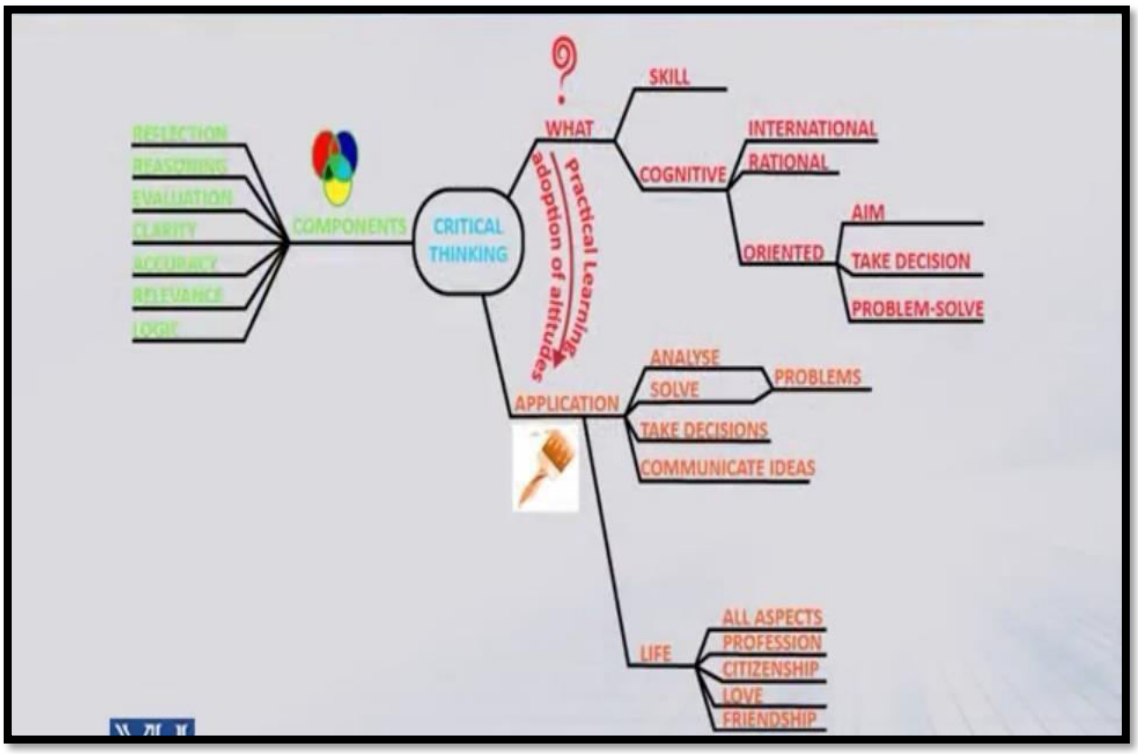

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Topic 48

A Scheme for Critical Thinking and RP

Venn Diagrams and The Reflective Practitioner

- It is possible for the reflective practitioner to frame Venn Diagrams as a tool for thinking about practice.

The reflective practitioner can also use Venn diagrams to help support the process of thinking. Venn diagrams can be a useful tool for thinking.

- A simple Venn diagram for RP only has 2 circles. This represents the structure of professional learning.

I have given an example of Venn Diagram here which has two circles which represent a structured process of professional learning for a teacher in the classroom.

- The diagram presents a concrete experience and the teacher conceptualizing the meaning of that experience.

One Circle in The Venn Diagram Represents a Concrete Experience in the Classroom. The other circle represents how the teacher is thinking about that experience conceptualizing that experience.

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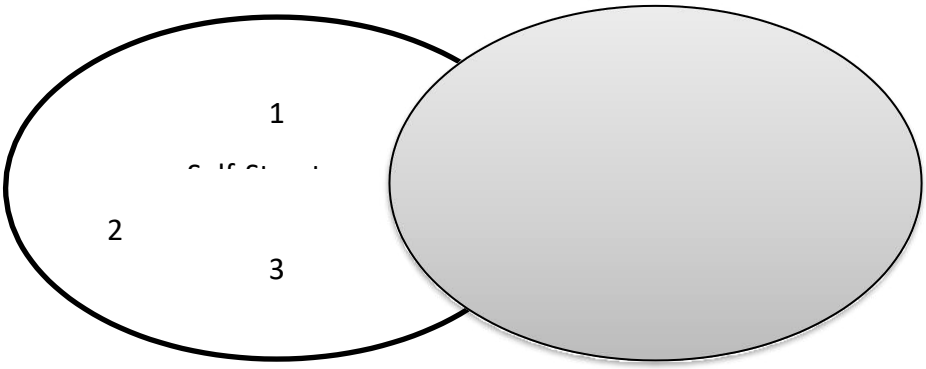

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- We can see in the diagram above, on the left-hand side the concrete experience and there can be a number of elements that the teacher could include in this part of the Venn diagram.
- The circle on the left represents "self-structure". We can more easily understand this as the learning already held by the teacher from previous experience and even perhaps from formal professional learning. This area represents the entire perceptual experience of the teacher.

The circle is labelled as "self-structure" in other words how the teacher is understanding the experience and beginning the process of learning from it. This area represents the teacher's entire perception of that experience as a teacher and how they include their self-concept within that experience therefore it could include individual characteristics from the teacher as well as the relationships that the teacher has with the students.

- It also of course represents that their values and their beliefs and the assumptions that the teacher has about self, others and society and about teaching and their role as a teacher.
- in this field, we can see that, for example, there are three elements of internal understanding- labeled here as '1', '2', and '3'. Of course. in reality there would be more than 3. And for any specific aspect of critical thinking and reflective activity, these would be very focused on only certain aspects of the individual teacher's self-concept.

In this field there were elements labelled as one, two and three and these are just elements of the teacher, in this example would be reflecting on. Of course, they reflect a certain level of reality and there could therefore be many more than just three elements within the field there could be eight, there could be 10, there could be 15 -the more elements the more complex the level of thinking

For example:

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- Element 1 may be the teacher's own competence with algebra, element 2 could be the teacher's own feelings of low self-confidence doing algebra. And element 3 may be the teacher's ability to communicate simply the ideas and mechanics of algebra.

The teacher, if they were teaching elementary level mathematics could be reflecting on elements of their own competence in terms of the subject that they are teaching. I was considering algebra at this level and maybe the teacher needs to think about themselves and their own knowledge about algebra.

Element two could be the teachers own feelings of confidence in relation to that subject area. Element 3 would refer to the teachers' feelings and ability about communicating that knowledge to the students so very much based in the concrete experience.

Next consider the right field

- The circle on the right represents 'experience' which is something the reflkective teacher draws from action in the classroom.

On the right-hand side, we can actually see a number of elements and these refer to aspects of how the teacher is conceptualizing the process drawing on action in the classroom.

- It could be about the teacher trying out new things with students, or teaching something for the first time.
- It represents the immediate filed of sensory experience-direct observations of occurrences as well as the feelings generated by those occurrences as such it represents all that is expected by the teacher and it will be very fluid in content because experience is ever-changing.

It represents a lot of immediacy and therefore, generates a lot of feelings associated with that and as such it can be very fluid, it can of course contain many more elements.

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- In this filed there are three elements of experience for this example- of course, there could be more. For example element 4 might relate to pupil's misbehaviors during the algebra lesson, element 5 could be the effectiveness of the use of hands-on manipulatives in the lesson, and element 6 could be the pupil's inability to understand the technical language used in the lesson.

In this field there were there could be i.e., elements about the student's behavior or abouthow the teacher is using materials, resources to teach the concepts in algebra or it could be about the students' inability to understand the technical language which is included in this subject.

Now consider the overlap filed:

- where the left circle, relating to self structure, and the right circle, relating to experience, come together and interact
- It is important to be aware that experience will impose on us and affect us, but also our own internal frame of reference, our values, beliefs and assumptions will impact on our perceptions and processing of the experience.

Where the two circles intersect, where the concrete experience and the conceptualization come together is another field for the teacher to explore. In this area, this is where the conceptualization the teachers thinking about themselves how they working, comes together with the experience that they have in the classroom. So, it's where the teachers values and beliefs about what they are doing and about their own role as a teacher links to the concrete experience of the students.

- We had a number of elements 7 in this part of the diagram and these can relate to an increased lack of confidence with algebra from the experience due to their own feelings,

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because of the reactions of the pupils element 8 could be about an increased understanding of how to use resources to teach subjects as a positive attribute.

- Understanding of how manipulatives could aid the teaching of algebra and make the subject easier to access and more fun for pupils, and element 9 could be improved ability to communicate algebraic understanding based on the experience of which mathematical language pupil's understood most easily.

There could be another element about how communication is improving in relation to teaching subjects in mathematics, so the elements within the Venn diagrams can be positive as well as negative.

- Venn diagram represents the process of reflection and provides a scematic format for critical thinking.

We can see that Venn diagram is away for the teacher to deconstruct, what is happening in the classroom and can be used to identify the key elements and compare and contrast the elements of the experience.

- It is important to note here that this diagram is only an example. There could be situations where you might have more than 2 intersecting circles.

What's useful to note is that in Venn diagrams there are always intersecting circles and there could be more than two there could be 3-4 or even more. When there are more circles, it becomes much more complex and, in this example, a third circle could relate tothe reflective practice itself, the strategies that the teacher is using to gather evidence and information in relation to the experience of teaching algebra.

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Therefore, the teacher could be looking at a reflective practice Journal that would be one way to do it or it could be about having an observer in the classroom to give them feedback or he could even be about asking the students for feedback on their teaching.

- So, Venn diagrams give a very individual approach for the teacher to think about their practice of teaching and to deconstruct it in a very clinical and scientific way.
- Venn diagrams can be a very useful graphic organizer which orders complex relationships visually; they allow what is abstract to be more visible.

Venn diagrams can be a very useful graphic organizer which not only to reflect but also overtime to reflect back on changes in practice.

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Topic 49

Bloom's Taxonomy and Critical Thinking

How does Critical thinking fit into Bloom's Taxonomy?

The cognitive Domain comprises

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis

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- Evaluation

We've been looking at critical thinking and a useful framework to help us with that process is bloom's taxonomy. Bloom's taxonomy of learning takes us through 6 levels from lower order skills through to higher order skills and we can see here lower order skills are things like knowledge and comprehension through to higher order skills which are application of learning, synthesis and evaluation.

Let’s look at each of these in detail:

Knowledge

- Knowledge of specifics

- Knowledge of terminology

- Knowledge of specific facts

- Knowledge of ways and means of dealing with specifics

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- Knowledge of conventions
- Knowledge of trends and sequences
- Knowledge of classifications and categories
- Knowledge of criteria
- Knowledge of methodology
- Knowledge of principles and generalizations
- Knowledge of theories and structures

The knowledge level according to Bloom, included things like knowledge of specific facts, knowledge of methods and approaches, ways of doing things and included an understanding and knowledge of the sequence in which activities happen so looking at the very basic facts and principles and with knowledge. We're also looking at things like how we might classify or

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categorize things in teaching and the particular structures that we're using to think about- what we're actually working on.

Comprehension

- Translation
- Interpretation
- Extrapolation

At the next level is comprehension, it moves beyond just looking at facts and principles but enjoying to understand those facts and principles and in order to do this a critical thinker needs to translate those facts into something meaningful and also how to interpret those facts from different points of view from different perspectives and also to extrapolate or in other words how to look beyond the facts to further facts, to the horizon.

Application

- The use of abstractions in particular and concrete situations.

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At the application level, the critical thinking is very much looking at how knowledge how facts and have the understanding effects can be applied in real concrete situations so how to take the abstract and make it real.

- The abstractions may be in the form of general ideas, rule or methods.

This can not only include facts but can include ideas and approaches, methods that might be used in teaching.

Analysis

- Analysis of elements
- Analysis of relationships
- Analysis of organizational principals

Analysis takes the critical thinker another step further closer to the goal of higher order thinking. With analysis, the reflective practitioner - the critical thinker is looking at how relationships are being built between facts and how the principles are being organised between those facts.

Synthesis

- Production of unique communication
- Production of plan or proposed set of objectives
- Derivation of a set of abstract relations

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At the level of synthesis, the critical thinker is really starting to move into a production phase of knowledge. This is where the linkages are not only understood and being applied but are actually used to derive new understandings and to create additional meanings for the reflective practitioner.

Using Bloom's Taxonomy for Critical Thinking

- The Cognitive Process Characterized as Essential to Higher-Order Thinking (that is, analysis, synthesis and evaluation in the unrevised taxonomy) are integrative of the basic critical thinking concepts.

What we can see using Bloom's Taxonomy is that the cognitive processes involved from lower order thinking to higher order thinking. Very much focused is at the higher order end for the critical thinker towards application,synthesis and evaluation.

There are particular aspects associated with Bloom's Taxonomy which the critical thinker can consider. For example there are the ideas of facts and particular values but the critical thinker can also think of assumptions and evidences which can be used with those facts and through to higher order thinking where there is a consideration of opinions and even bias in what is being considered. So, there are particular skills throughout Bloom's Taxonomy, that their critical thinker - the reflective practitioner can bring to their role.

A critical thinker can think for following aspects

- Assumptions

- Facts

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- Concept
- Value
- Conclusion
- Relevance
- Evidence
- Premise
- Irrelevance
- Inconsistency
- Fallacy

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- Inference
- Prejudice
- Bias
- Prejudice
- Consistency
- Implications
- hypothesis

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Topic 50

Techniques for Critical Thinking

There are a number of techniques that we can use for critical thinking and what I want to do is quickly just run through some ideas by critical thinking.

Here are 16 basics techniques of critical thinking:

1. **Clarity**

- State one point at a time. Elaborate, give examples, ask others to clarify or give examples.
- If you are not sure what you are talking about you cannot address it.

The first point is for the critical thinker to clarify in other words to elaborate understanding. it'snot just about simple recognition effects but actually beginning to address what they really mean.

For example:

Unclear: “How can we fix education?”

Clear: “How can teachers better prepare students for the future?”

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2. Be Accurate

It's important for the critical thinker to be accurate.

For example:

Inaccurate: "Most students don't know how to learn".

Accurate: "Most Students in Pakistan need to develop thinking skill".

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3. **Be precise**

The critical thinker also needs to be very precise in the techniques they using for critical thinking. It would be about not being ambiguous and avoiding generalizations.

For example:

Imprecise statement: “Maliha is a problem student”.

Precise Statement: “Maliha has an attention deficit problem”.

4. **Be Relevant**

The critical thinker needs to be relevant in their thinking stick to the main point, pay attention tothe facts the details in question.

For example:

Irrelevant: “Why do I like teaching math. Well, I was good at math. That’s why”. Relevant: “I like teaching math because it’s an important skill for students to learn.

5. **Know Your Purpose**

It's important for the critical thinker to know the purpose of what you are trying to accomplish? What is the most important thing here? Distinguish your purpose from related purposes?

6. **Identify Assumptions**

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Thinking is based on assumptions.

Assumptions not identified: “Girls are not good at science”.

Assumptions identified: “Science is only a subject like any other”.

If all female students are not succeeding therefore, perhaps, it’s not the fact that they’re not good at science but maybe it’s something to do with the teacher or the way the subject is being taught.

7. Check Your Emotions

It's important for the critical thinker to cheque their emotions. It's very easy for emotions toconfuse the process of critical thinking. Notice how your emotions may be pushing your thinking in a certain direction.

8. Empathise

- Try to see things from others’ perspective, imagine how they feel. Imagine how you sound to them.

It is also important for the critical thinker to empathize with others who may be looking at thesame situation try to see it from other peoples’ perspectives because that can give a lot of clarity.

This includes things like logic as well as emotion and also an understanding of how experiencefeeds into our understanding.

9. Know Your Ignorance

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It is important for the critical thinker to know what they don't know to know their own ignorance. I put a statistic on there almost 0.0001% of all knowledge in the world is what each individual might know.

- You still might be wrong. Educate yourself as much as possible, but still be humble.

By knowing your own ignorance by knowing that you don't know everything means that you're open to more information from outside.

You still might get the information wrong but at least you have an opportunity to educate yourself about what you don't know and to begin to grow and develop.

10. Be Independent

- Think critically about important issues for yourself. Don't believe everything you read.

It's important for the critical thinker to be independent in their thinking because it can be very easy to let people influence your thinking too much. Try to be strong, believe in your own skills as a reflective practitioner.

- Don't confirm to the priorities, values and perspectives of others.

Although it's good not to break the boundaries it's also good to also test the boundaries to understand your particular priorities and values and see where they fit into the system.

11. Think Through Implications

It's important for the critical thinker to think through the implications of what they're doing in theclassroom because all thinking leads to action and therefore, action can have a consequence.

Not thinking through Implications: "Not planning my lessons in a particularly good fashion".

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Thinking Through Implications: “If the lessons are unplanned then there are implications to that the implication is that the lessen won't go very well and perhaps the students won't learn in that lesson and therefore not achieve the outcomes in the curriculum”.

12. Know your own Biases

Another thing for the critical thinker to consider is a particular policy. It is that they have about education and about teaching and learning.

For Example:

Biased: “I believe all students should play sport”

Unbiased: “The evidence linking physical activity to academic achievement is compelling. I will have to think it through before I can say whether it has an impact on the way I teach.”

Bias might be that you believe that students should play sport whereas it would be much better from an unbiased point of you to consider how sports activities may in fact have some influence over academic achievement

13. Suspend Judgment

- Do not make a decision and then use critical thinking to back it up.

Another aspect for the critical thinkers to consider is not to make judgments about what their experience in the classroom but to think critically around what is actually happening

Immediate judgement: “We are here to promote the school’s plan for curriculum reform. What arguments can we constructs in its favor?”

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Suspended judgement: “What do we want from our curriculum? Let us use critical thinking to find the best ways to do this.”

An immediate judgement might be that the school needs to improve its curriculum but by suspending judgement you can consider how critical thinking can be used to enhance andimprove the curriculum.

14. Consider Other Point of View

Another consideration is always of course to consider other peoples’ points of view listening to other. Viewpoints helps us see reality much more than if we’re looking at things in isolation.

For Example:

By being narrow minded, we don't look beyond what we're doing in the classroom being much more open minded maybe reading research around teaching and learning can help us improve what we're doing.

15. Recognize Cultural Assumptions

Another consideration are cultural assumptions around learning and teaching and maybe there could be an impact in relation to teaching that you’re doing.

So, consider the different perspectives:

- how might culture impact on what you're doing?

- how the students are learning?

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- and how are you thinking about that?

16. Be fair, not selfish

It's important to be fair and also not selfish in your critical thinking, each person has bias and what we need to do is actually consider things from a very open-minded unbiased point of view.

For example:

I can't know everything is not my fault. I made a mistake would be an example of selfishness whereas a fair point of view would be I can't know everything but I can easily know through some self-study and can improve things.

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Topic 51

The 5-Step Model of Critical Thinking

There are five step model of critical thinking. Let's look at each of these steps in turn.

Step 1

- Determine goals/objectives
- Define behaviours/skills you need to exhibit.
- Target those behaviour

The first step for the critical thinker - the reflective practitioner is to think about the goals and objectives of critical thinking and they try to consider the particular behaviours and the skills which are being used in a particular incident and then to focus attention on those goals objectives behaviours and skills.

Step 2

- Develop appropriate questions
- Engage in discussion with colleagues

The second step is to look for answers, but in order to consider the situation from as many different viewpoints as possible and looking for answers means asking questions. The important thing for the critical thinker is to produce the right sort of questions you only get good answers from good questions so it's important to develop appropriate questions. It can be very useful for the critical thinker to begin engaging in discussion with colleagues around these questions.

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Step 3

- Practice before you assess
- Choose activities that promote active learning.
- Utilize all components of active learning.

Step three is to practice before you start any process of thinking through or assessing a situation choose what sort of activities you may want to use or which may actually promote active learning and start to think how you might utilize different components of active learning within the classroom setting.

Step 4

- Review, refine and improve
- Monitor activities in the classroom
- Collect feedback from students and other

Step four is to reflect back on any sort of actions, questioning and thinking and to begin to review and then to define and improve your thinking based on that review. So, it's very much about monitoring your activities in the classroom and thinking through why you were doing things in particular ways, collecting information, collecting feedback from others it could be collecting feedback from students

Step 5

Gather and review feedback and assessment of learning.

- Review feedback

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- Create opportunities for self-assessment
- Utilize feedback to improve instruction

Step 5 is using the feedback in order to assess the quality of learning in a particular situation. Reviewing feedback will help the critical thinker really to think about the whole process from beginning to end the questions that were asked and the process of action, the important thing is that this feedback is used to improve future action. It's important that the teacher- the critical thinker realizes at this point that the instructional methods which they using in the classroom are always driven by their own beliefs and values about how people learn.

It's through implementing critical thinking process that the teacher, the critical thinker, the reflective practitioner can begin to address these particular beliefs and values and start to think about active learning in the classroom as a process that they can take control of and facilitate.

We can look at this five-step model from a diagrammatical interview and here we can see the five steps clearly one after the other.

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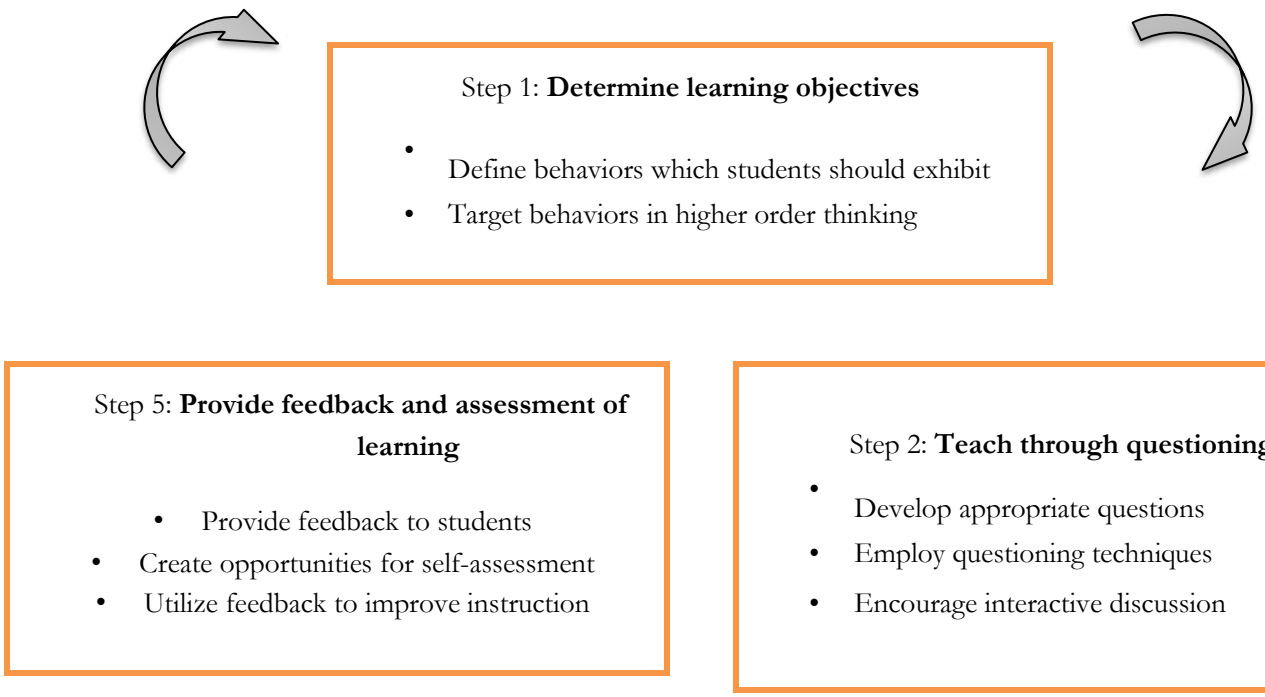

Step one determining the learning objectives clarifying that behaviors and the skills that the critical thinker brings to the classroom. Step Two is going through the questioning process in order to get good answers to those questions. Step three is practicing before any assessment process any sort of action process and then into Step four which is reviewing and refining and improving the processes

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in the classroom. Step five is about gathering data, gathering information and there providing feedback which then leads into a new cycle of critical thinking .

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Topic 52

Halpern's Framework For CT

Halpern proposes a framework based on different kinds of critical thinking:

- Thinking and language
- Argument analysis
- Hypothesis testing

Halpern's framework for critical thinking helps and defined particular categories that the critical thinker can use in terms of the process of critical thinking. These are thinking and language this is one category that help them defined for the effective critical thinker another category is argument and analysis being able to unpick aspects of an argument and understand the components. Another skill for the critical thinker is hypothesis testing. Looking at particular theories around why things happen and finding ways to test them out and see whether they are true.

- Dealing with probability and uncertainty
- Decision-making
- Problem-solving
- Creative thinking
- Memory skills

The critical thinker also has skills in dealing with the probability of particular things happening assessing whether something is more likely or less likely to occur. There also skills around decision making and problem solving that the critical thinker brings to the process of teaching in the classroom.

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As long with memory skills, there's also an aspect of creative thinking that the critical thinker needs to engage with. Creative thinking encourages the critical thinker to think outside of the public to think a little bit differently in order to find solutions.

So, let's look at each in turn in detail:

Thinking and Language

- **Recognising persuasive language**
- **Mis-use of Definitions**
- **Leading Questions**
- **Parapharasing**
- **Using multiple representations**

Thinking and language is very much about recognizing, understanding particular languages and particular vocabulary which are used in the classroom and how these can be used and misused in order to facilitate, what is happening to use definitions and meanings in order to think through a process. There are also things like leading questions as well as open ended questions that the critical thinker can use. Paraphrasing is another aspect of the language and thinking process which can help the critical thinker to consider things from different points of view.

Argument Analysis

- **Identifying premises,counter-arguments and conclusions**

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- **Judging credibility of information**
- **Difference between opinion,judgment and fact**
- **Avoiding common fallacies**

Argument analysis is very much about identifying the premises and the conclusions being drawn from statements looking at counter arguments also is another skill of the critical thinker perhaps, most significant is the ability to consider the credibility if the evidence is being presented.

For example: the critical thinker might discount some evidence because it contains some bias.

- **Creative Thinking**
- **Re-defining a problem**
- **Generating possibilities**
- **Seeing multiple perspectives**
- **Taking risks**

Creative thinking as I said is very much thinking outside of the box and thinking differently. This could be about redefining problems from a different perspective generating other possibilities from that redefinition which perhaps are not normally considered. This in turn leads to a particular risk-taking perspective by the critical thinker because it does rely on doing things a little bit differently.

Hypothesis Testing

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- **Predicting and confirming hypothesis**
- **Operational definitions**
- **Controlling variables**
- **Sampling and generalizations**
- **Limits of correlational reasoning**

Hypothesis testing is looking at these and seeing if we can test them out as critical thinkers and see if they still hold true for us it's very much about not only predicting but also confirming those predictions and looking at the variables at play in the classroom and how those variables can impact on one another.

Dealing with Probability and Uncertainty

- **Estimating probabilities**
- **Risk assessments**
- **Using baseline data**

Dealing with probability and uncertainty is a part of taking risk is assuming that there will be some results which are not what we anticipate and therefore we need to deal with those unanticipated results. There is a certain degree of probability of dealing with uncertainty that the critical thinker needs to be able to do.

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Decision-Making :

- **Seeking disproving evidence**
- **Effects of memory on decision-making**

Decision-making obviously the critical thinker will need to make decisions about why things are done what is actually done who does those particular things and looking at the benefits and the other side of the coin in relation to actions in the classroom. It can also be about looking at information from a particular point of view in order to be able to make decisions.

Problem Solving

- **Defining and redefining problem situations**
- **Setting goals**
- **Generating solutions**
- **Using alternatives representations**
- **Recognizing constrains**
- **Evaluating solutions**

Problem solving is a key skill here, what the critical thinker is always doing is looking at a situation and seeing how it can be improved and therefore in terms of this aspect of their role. There is a certain understanding that goals need to be reviewed and reset issues need to be addressed and improved and

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therefore there needs to be some sort of evaluation also of the problems which are being addressed to actually review the quality of the improvement and so further changes can be made.

Creative Thinking and Memory Skills

Monitoring and Evaluation Thinking = Metacognition.

Dispositions = Open-Mindedness, Flexibility, Truth-Seeking, Confidence.

Being explicit = building up a vocabulary talking about thinking and learning.

Creative thinking and memory skills come together in a way because in order to be creative we also need to monitor and evaluate our own creative skills and there is then a certain level of open mindedness and flexibility which is needed. In order to be confident about how we're being creative and this relies on the reflective practitioner remembering previous experiences in order to draw on those for new experiences. It means being explicit rather than implicit so that it's clear what is truth and what we're actually building up as we move through our careers and we can represent this framework again within a diagram.

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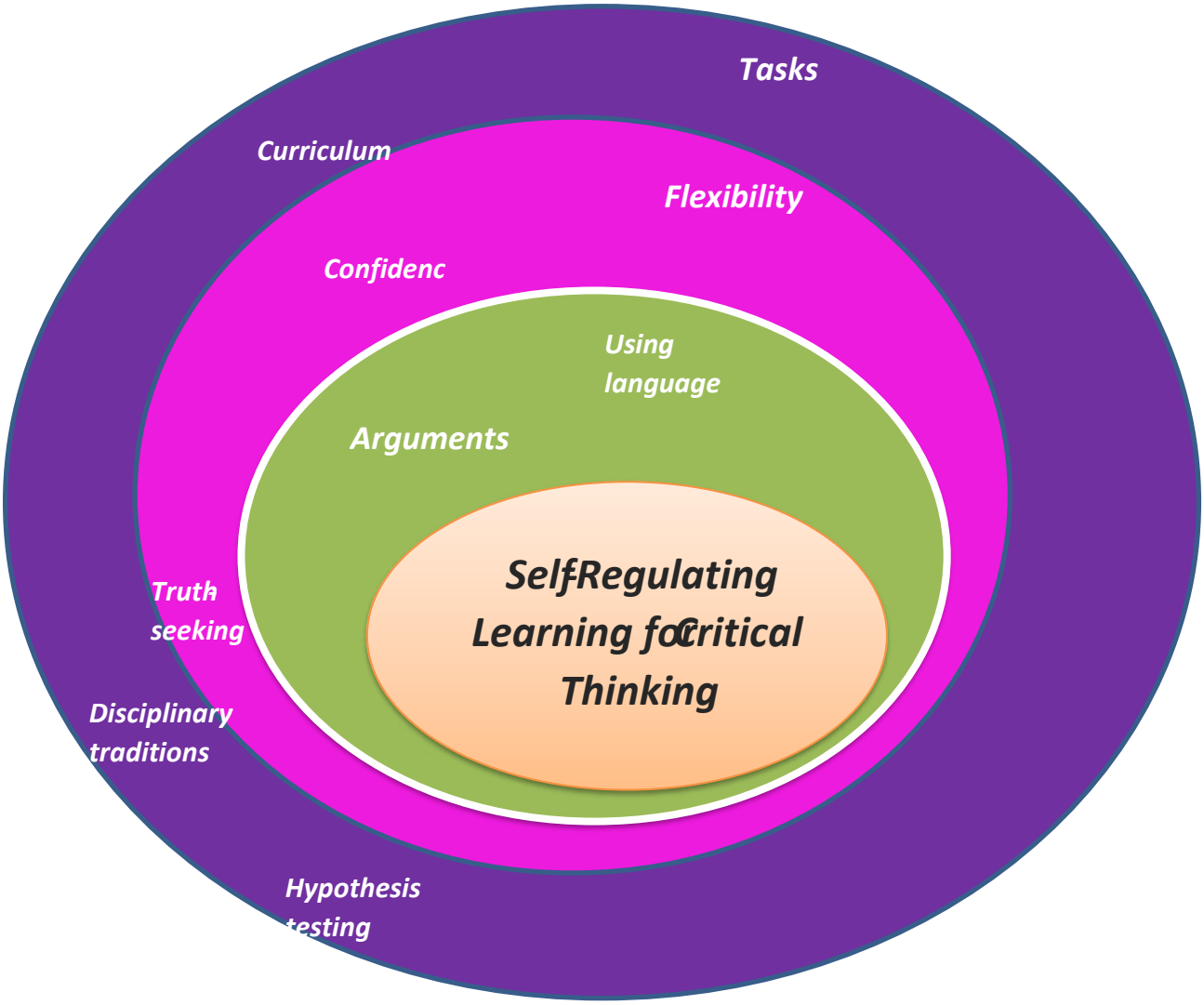

Here we can see in the center of the diagram is the critical thinker - the reflective practitioner surrounded by these aspects of the critical thinking framework, which includes all these roles and responsibilities that the teacher takes on from problem solving and using language as practical skills through to more emotional skills like confidence and open mindedness . All within a framework operating in the school; for example, curriculum and disciplinary traditions.

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Topic 53

Critical Incident Analysis

CIA helps teachers focus on the extent to which critical analysis is evident in their practice.The term Critical incident refers to any work teachers do that involves analyzing situations,reflecting on past experience making judgement and decisions,and taking actions without the benefit of a standard protocol or uniform response that takes care of each and every problem they encounter.

Critical incident analysis is a term which the critical thinker will use in order to analyze situations and reflect on those and on past experiences in order to create a process of judgement making and decision taking around the actions in the classroom and then to understand the benefits that these create further teacher.

There are certain steps that the reflective practitioner the critical thinker can use in terms of critical incident analysis.

So, let's take a look at some of this particular step:

- As a teacher you should ideally do a weekly audit to understand more about your practice.
- In particular ,it will help you to understand the assumptions that underpinhow you analyse situations,make decision and take actions.
    - Really the reflective practitioner should be undertaking a critical incident analysis on a weekly basis anything that might be too much less than that might not be enough weekly is around about okay. In particular this will help the critical thinker start to understand not only their

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own assumptions around teaching but also to get a better understanding of the situations which are being created in the classroom to analyze them to make decisions in relation to those situations and then take action in relation to those decisions.

Think back over the last week:

Identify the critical incidents that have happened during that time.

A critical incident is an event that can be called to mind easily and quickly because you remember it vividly.

We usually consider events to be critical when they are unexpected a surprise .

They can be positive highs or demoralizing Lows, ……

You could think back over the last week and identify some critical incidents which have occurred no critical incidents things which train your mind because they are very vivid based everything else which is coming in the week. It's important to remember that critical incidents are not necessarily bad things.

We tend to use the word "critical" in a very "negative" sense. Critical incident analysis can be very positive, they can be very good experiences which stand out which are very vivid in terms of your experience as well as those things which we would consider as unpleasant or difficult.

Choose the Most Memorable Two or Three Critical Incidents

So, you think back over the last week to choose maybe two or three critical incidents and I would say get a mix of good incidents and difficult incidents and for each try doing the following:

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- Write a brief description of the incident and try to put details in there about:
- what happened?
- who was involved?
- why were they involved?
- where the incident took place?
- when it took place?
- Try to get the facts, described each incident and then when you have the descriptions then begin to list the assumptions that you have as a practitioner in relation to those incidents and most importantly pick the assumptions that are confirmed by this incident.
- If there was something that was difficult for you to deal with think about the assumptions, that you have in relation to the people and the situation and think about which ones are actually confirmed by what you experienced and note this name and similarly think about the assumptions which are challenged by the people or the situation because this gives a counterpoint to the assumptions which are being confirmed.
- It's almost looking at black and white or right and wrong and then try to see how your cheque the accuracy of those assumptions how do you know that your assumptions are right in this particular point are you perceiving them accurately enough.
- There can be different ways of doing this, it might be about asking colleagues to give you their opinions or it might also be about talking to students or having some sort of recording system of yourself in the classroom and then think about different perspectives you can draw from these this process of thinking how you do your perspectives change.

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- Perceptions of things change in relation to the assumptions which are challenged are confirmed in the critical incident analysis.
- Take some time to retrospect to think back, to think about how you responded to the situation and to look at those responses and to think about how you could have responded differently.
- Critical incident analysis that can be translated into a quite simple process of practice for the teacher through this recording system.
- The easiest way of doing this is through a reflective Journal or diary where you can write your descriptions your assumptions and your reflection.

Topic 54

Examining Your Personal Filtering System

The meaning we attribute to our experience is influenced by various factors that effectively screen out some responses while letting others through.

Part of critical thinking framework is to realize that we filter out information which is presented to us on a daily minute by minute basis. This filtering is screening on certain pieces of information in relation to other pieces of information.

- It's this screening process which leads to differing perceptions about things that we see. For example, one person can see an incident in one particular way and another person can see exactly the same incident but have a different perception of what actually happened.

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- What this means is that we become aware of things in very different ways, very unique ways to us because we are filtering with screening out some pieces of information in favour of other pieces of information.
- The screening process leads to differing perceptions of circumstances and events ,resulting in different interpretations,and subsequently in different responses.
- Because of this screening process our actions will be unique to us the way I will act in a classroom situation is a different to the way somebody else will act in the classroom situation because of the way we are perceiving what is happening, because of the way we are filtering screening out certain pieces of information in favour of others.

We can represent this screen filtering in a diagram and we can see how any situation can be filtered through different screens relating to. For example, our past experiences and our beliefs about the work that we do through the assumptions and the expectations that we have from ourselves as teachers and from our students as learners and about the feelings and moods and even our own agenda that we might have as teachers in the classroom. if information manages to pass through all these screens that leads to a particular response certain pieces of information may get blocked by any particular screen and these screens then will affect our response to any situation. SITUATION

The way we respond to circumstances and situations is determined by this personal filtering.

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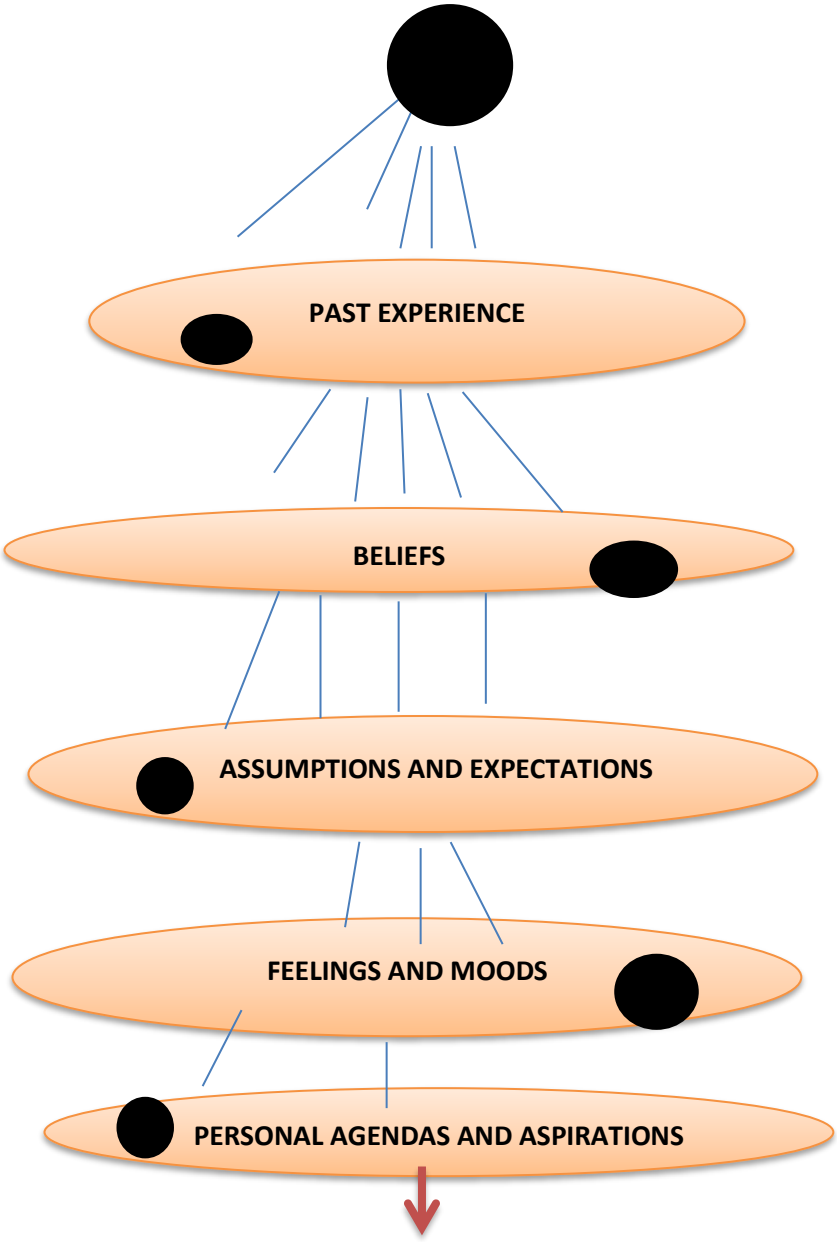

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Topic 55

Conceptual Learning: Learning through Conceptual Innovation

It involves:

- Seeing farther
- Understanding deeper
- Making the right decisions

Critical thinking relies on conceptual learning and what we need to do is think about as a reflective practitioner how we can learn through conceptual innovation. Conceptual learning relies on a number of key attributes, it relies on the reflective practitioner being able to see further ahead than what's immediately in front. It requires a deeper understanding of events and situations and also requires the reflective practitioner to make some good decisions in mediation to seeing further and understanding deeper.

It's not about:

- Working harder
- Getting more resources
- Increasing our collection of methods and tools

It's not about working hard and it's not about having access to more than plenty resources and it's not about the particular methods that are being used therefore it's very much higher order activity.

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Its more about the reflective practitioner

- Re-thinking what is already known
- Renewing the concepts we use for understanding
- Getting wiser

For the reflective practitioner, conceptual learning is a process of rethinking or in other words looking beyond what is already known and then renewing concepts in relation to that thinking and we use concepts in order to understand situations with greater clarity. For the rich reflective practitioner this is very much then about becoming wiser in relation to the job role.

Benefits of a Concept-Based Model

So, what we can do is think about the benefits of conceptual learning or learning based on a concept-based model.

- **Facilities "synergistic thinking" – the interplay between factual and conceptual levels of thinking.** Synergistic thinking is about linking facts with concepts rather than keeping them isolated)
- **Requires deeper intellectual processing as students relate the facts to key concepts and principles.** It requires intellectualizing situations, thinking much more deeply about processes that students are going through in terms of learning facts and relating facts and key concepts and principles.

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- **Develops conceptual structures in the brain to relate new knowledge to prior knowledge.** It's very much about developing a structure for thinking conceptual frameworks in order to explore and understand what we're actually seeing.
- **Illuminate the patterns and connections of knowledge.** It is based on an approach which attempts to illuminate or in other words give us much more clarity and to understand the patterns and the Connections between pieces of knowledge.
- **Facilitates the transfer of knowledge at the conceptual level.** A concept-based approach, concept learning helps the reflective practitioner to facilitate the transfer of their knowledge that they are acquiring into other contexts and other situations in which they work.
- **Provides opportunities for personal meaning- making through processes of thinking, creating and reflecting.** This provides opportunities for the reflective practitioner to create meaning to develop a personal understanding of our experiences in relation to the theories that we understand and the practices that we employ

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Topic 56

Technical and Conceptual Learning

We are more trained in learning new methods and techniques than for learning new concepts. In terms of conceptual learning as a practitioner, we tend to be more focused on the technical aspects, the techniques and the methods that we use rather than acquiring and understanding new concepts. One reason for this is that new methods impact on productivity almost immediately. This is primarily because of teachers, if we're focused on the technical aspect of our role as teachers then we can see the

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immediate impact of what we're doing and there's a sort of productivity in relation to the actions that we take.

But by limiting our learning to technical issues:

- **We are not flexible enough when we are confronted by complex situations.** From the critical thinking point of view, we're actually limiting ability to act in very flexible, adaptable and highly productive ways because we're focused on techniques and methods rather than whether those techniques and methods are actually productive.
- **We and our techniques, get out of date in a short period of time.** Therefore in terms of the techniques we can, as teachers become quite outdated or stuck in the ways of teaching year after year without change.
- **We get 'over-learned' - in a few years, our curiosity decreases.** What this actually means is that the quality of the teaching actually begins to reduce in a way the techniques, the approaches over learned and become innocence meaningless.

According to Dewey, Schon and others' concepts are **cognitive tools for coping with the world, and for solving problems.**

According to some of the theorists, we've looked at around reflective practice they actually talk about conceptual learning from a very broad point of view, saying that conceptual learning provides certain tools for the reflective practitioner in order to solve problems and to look at the world in a very unique and flexible way.

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If we're not being conceptual and focusing on the technical then we're not being flexible enough in order to look at complex situations and then to actually address experiences within those complex situations. Because of this potential for over-learning and not therefore continuing learning from being very technical rather than conceptual what happens is for the teacher that curiosity starts to diminish and with poor curiosity we actually find that the quality of teaching begins to reduce.

For example: the child's first notion of his mother is an example of conceptual learning as much as something very high powered, for example: the Newtonian theory of light both they are based in conceptual learning. In this way we can see that what we mean by concept is actually learning it's just another word, another way of learning, another way to think about learning.

What Is Conceptual Learning?

Conceptual learning is a process by which the reflective practitioner needs to learn how to organize information in logical mental structures and organize knowledge rather than just acquire and store knowledge.

- Conceptual learning therefore focuses on organizing that knowledge and organizing principles into meaningful whole
- Conceptual learning is a catalyst for challenging ourselves to think at more advance levels and it is very much a way that the reflective practitioner can challenge their assumptions and find ways to change and innovate.

Inductive Vs Deductive

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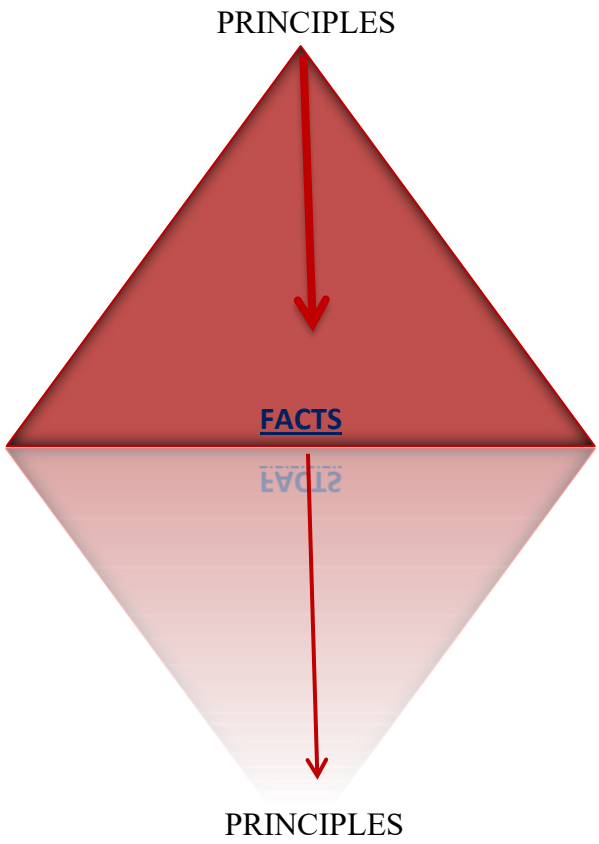
Conceptual learning then can move in two directions it can be inductive or it can be deductive.

Inductive Learning

Inductive learning is the process of learning and reasoning from detailed facts to general principles.

Deductive Learning

Deductive learning is a process of learning and reasoning general principles (concepts) towards detailed facts.



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Topic 57

Conceptual Learning: Concepts and Frames

Conceptual learning relies on concepts and frames. We are more trained in learning new methods and techniques rather than learning new concepts and this is essentially about productivity rather than immediacy in learning.

Concepts determine the way we **perceive** something and the way situation is **framed** rather than just the facts of what we're actually seeing.

Donald Schon

This is exemplified by Schon, who says "while the given situation can be conceived in a variety of ways it is always **concept-structured** situation"

What is saying is that although we can see facts, we can observe the world. What we actually perceive is the based in the concepts that we hold. So, concepts enable **perception and understanding**. It moves beyond observations and facts.

Therefore you can see with a small number of concepts the role/the ability of the reflective practitioner is actually quite limited and what is actually happening then is that only a small part of realities being perceived.

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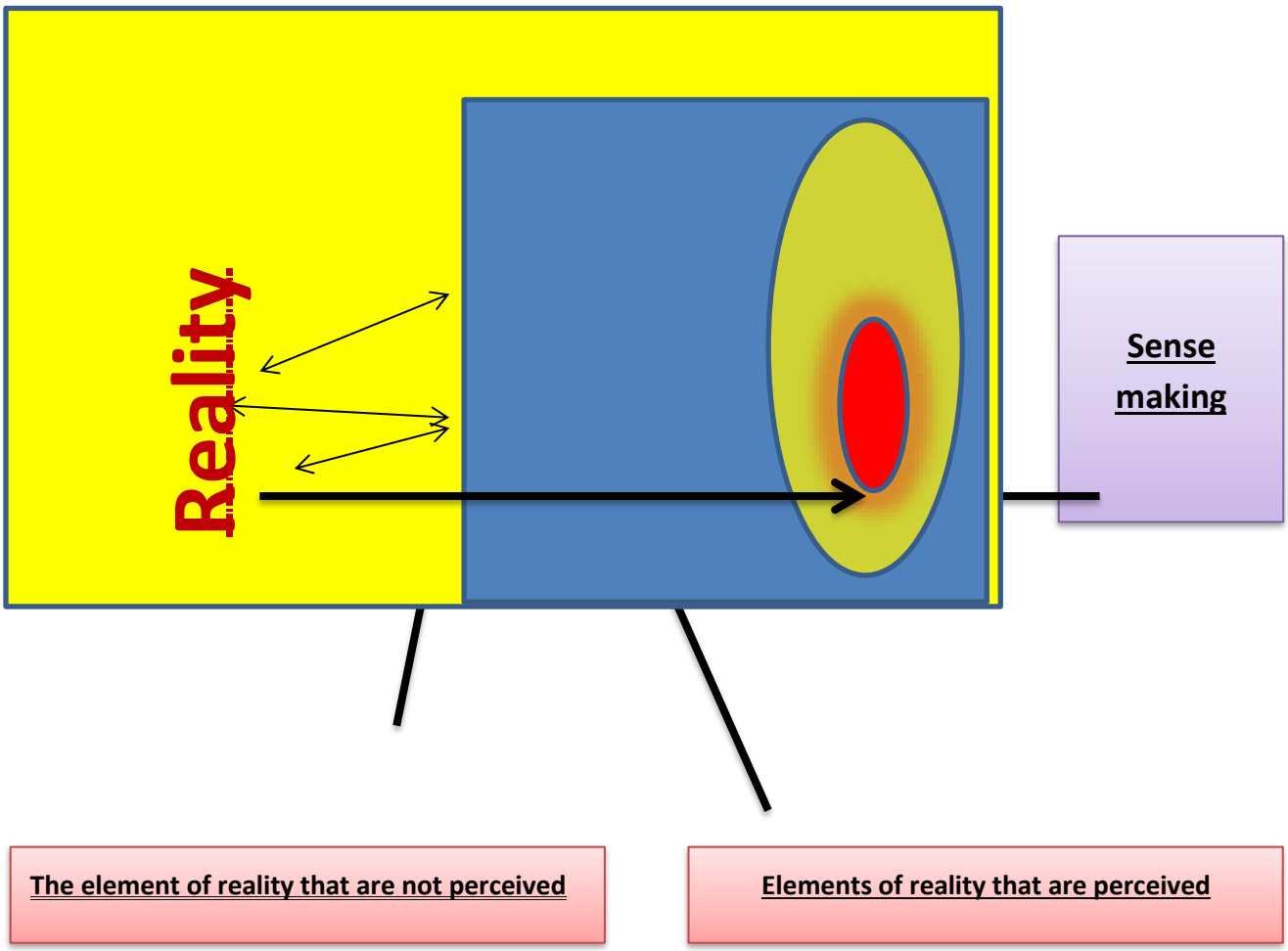

In the diagram here we can see that the concepts that an individual holds will filter out certain aspects of reality. They bounce away and only certain aspects of what is being observed, what is perceived will be allowed inside in order for the reflective practitioner to make sense.

The process of concept formation has three significant phases:

Perception

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Experiences or learning in any form is the starting point of the process of concept formation. The experience of learning that we have and in terms of the concepts that we hold what are we actually seeing? how do we see the world? and how is that information going to be viewed by us?

Abstraction

The mind analyses the perceived images and synthesis what is common to all, neglecting what is not needed. Beyond perception is abstractions. Our minds attempt to analyze the message that is perceived and tries to make sense in relation to the experience and the knowledge that we already have. It attempts to synthesize the new information coming in with the old information that we already have.

Generalization

After making such observation in the form of abstraction for a number of times we are able to form a general idea about common. what we have to do as reflective practitioners is make sense of that information in terms of what we already know and what we have to do is to make generalizations of information we have because what that will do is to develop new concepts. The concept that we already hold.

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Topic 58

Conceptual Learning: New Realities

Every time, we're confronted by new situations, we have to deal with new experiences. This is an opportunity for us to make sense of them and we make sense of them based on old concepts that we hold.

- Once we detect something new, some new information what we tried to do is make sense of it in relation to the concepts - concepts that we already have. What we do is, we make analogies with other things that we already know and we do this by thinking back through the experiences we have and finding points of comparison and points of contrast.
- Gradually as a reflective practitioner, we go through a process of extending and changing the concepts that we have. They start to evolve with the experiences that we have.
- This means is that new concepts begin to emerge and new concepts can actually trigger new learning processes. For example: the assimilation or the incorporation of new concepts will begin to transform the way we think and the way we behave in any situation and what this means is that this will begin to have an impact on us and our world, the people around us and the whole world around us. With these new learning process and what emerges are new concepts. Concepts which have changed and therefore, we begin to perceive and understand things very differently.
- New concepts emerge as new questions are made as we start to question differently the experiences.
- Conceptual innovation is like reframing, but deeper in other words, we start to look at a situation from a very different perspective.

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- This re-framing is part of the new reality what we do then:
    - we improve our understanding of a situation.
    - We see things more deeply more clearly and it is also then an opportunity to solve the conflicts that we had previously
    - begin to find new strategies in order to dealing with situations that we face.
- Conceptual innovations and these changes give a chance to re-think the whole approach that we have and also our values beliefs and assumptions as teachers
- This actually does for us - is lead us to a point where there are many new opportunities many new possibilities that we can begin to engage with as reflective practitioners because
- This new reality will provide for us is an opportunity for a **Paradigm Shift**.

What Is Paradigm Shift?

Paradigm shift is a complete change in perspective on how the world is viewed on how situations are perceived and our roles and actions within those situations as they occur and after they occur.

Topic 59

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A Critical Thinking Framework

Conceptual Learning: Paradigm Shift

Paradigm Shift

A paradigm shift brings a new set of concepts:

- From things to people
- From product to process

The paradigm shift brings about new set of concepts for us; concepts from things to people and concepts from products to process. A paradigm shift is a way to view things differently; from one point of view to a different point of view, from one perspective to another perspective and therefore, leads to a very different frame of perception.

A paradigm shift could be

- From teacher to student
- From standardizing to managing diversity

Paradigm shift should be from teacher to student or from standardized approaches to managing diversity in the classroom rather than looking at a situation from your own point of view as a teacher. A paradigm shift would be looking at a situation from the students' perspective. Or it could be instead of looking from a school point of view at what's happening in the classroom to a very unique individualist perspective from yourself and your students in the classroom in terms of what's learning.

A paradigm shift could be

- From replication to inspiration
- From controlling to managing change and uncertainty

It could be moving from replication. In other words, just repeating strategies which you have been taught in which everybody else is using to some sort of different approach, perhaps inspirational, testing different ways of doing things in the classroom.

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It could be about moving from controlling the students in the classroom to actually managing change and managing uncertainty which is very different way of working with things.

We can represent the paradigm shift for the reflective practitioner in the following diagram and it's a very simple diagram to review. It has three components:

- New understanding
- Paradigm Shift
- Emergent knowing

There's not necessarily a starting point but we can think of the paradigm shift as the change in perspective, the different point of view as leading to new understanding for the reflective practitioner. A new way of doing things, a new way of looking at things. And, this new understanding, this new way of seeing and doing can actually lead to a different way of knowing what things are about or in other words, emergent knowing. Because this is conceptual learning what that can do as it builds up overtime and lead to another paradigm shift which can of course lead to new perspective, new ways of seeing and doing in the classroom. So, it becomes a cycle.

Different kinds of learning

The paradigm shift leads to different kinds of learning, and we can think of three different kinds of learning.

Single-Loop Learning (following the rules)

- Rigid strategies
- Spend time detecting and correcting deviations from the 'rules'

One kind of learning is called single loop learning. And this is very much about following rules, in other words, the teacher applying strategies in the classroom which they've been taught and which they repeat, which they replicate. And they don't try to move outside of those rules and regulations instead repeating strategies even though they may be failing, simply because this is what has been taught.

Double-Loop Learning (changing the rules)

- Reflect on whether the rules themselves need to change
- Requires 'thinking outside the box'

The other type of learning is double loop learning. This actually goes beyond the straight forward strict strategies and gets the teacher to reflect on whether the rules themselves need to actually change rather than the people that the rules are acting on. This for the reflective practitioner requires some sort of thinking outside of the box in order for double loop learning to actually occur.

Triple-Loop Learning (learning about learning)

- Learning how to learn
- Searching for meaning and understanding

The third type of learning is triple loop learning. This is where we are learning 'how to learn' and learning 'how to make meaning and to derive understanding from our experiences'. And, learning 'how to learn' is one of the most powerful tools that the teacher can acquire and indeed it's one of the most powerful skills of the teacher can pass on to students.

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Topic 60

A Critical Thinking Framework

Conceptual Learning: Theories-in-Use or Espoused Theories

Theories-in-Use or Espoused Theories?

Conceptual learning can be considered from some different viewpoints. Conceptual learning can be theories based in practice, based in use and they can also be espoused theories.

- Action is not always consistent with formal beliefs

Action is not always consistent with what we believe, sometimes what we do is not what we say.

Theory –in-Use

- Theory-in-use is embedded in the logic of the action, it is the theory that commands the thinking of the action.

Theory-in-use is embedded in the logic of action. It may not be what we believe that it is the way we act what we actually do in the classroom. And therefore, it is very much around thinking in action, thinking of action that's taking place. Since it's not always consistent with formal beliefs and it is in the way in contrast to espoused theory.

Espoused Theory

- Espoused theory is that theory used for arguing about the actions, it is the theory used for explaining the action to others but not necessarily for conducting the action.

Espoused Theory is that theory which is used for arguing about the actions. Theory-in-use is the actions taking place what we're actually doing whereas Espoused theory is how we actually discuss and describe the theories that we're applying. It's very much about how action is conducted.

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- Frequently the theory –in-use and the espoused theory have important differences between them.

Frequently both ideas of conceptual learning 'theory-in-use' and 'espoused theories' have important differences between them.

- Espoused theories are explicit but most theories in use are tacit.

One is that Espoused theory is very explicit. It's very based in absolute ideas and concepts whereas theory- in- use tends to be much more learned, much more tacit, much more difficult to grasp.

- How to combine the espoused theories and experience for creating solutions?
- Reflective practice is about ownership of knowledge
- Reflective practice is about awareness of the knowledge we use, how we use it and how we can improve our action in real time.

Reflective practice helps us do this. Reflective practice is very much about ownership of the knowledge that we generate from theory-in-use and an espoused theory. And, it's about awareness of that knowledge and how we use it in order to improve what we're doing in the classroom and to improve on the actions which we are using in order to teach.

- Reflective practice is about how our minds work and how we use and create theories in practical situations.

Reflective practice in this context, then is also about how we're thinking about our experiences and our approach to teaching in the classroom. And what we're trying to do is create an understanding of what this means, in a way this is like creating theories in order to explain what we're doing.

- It is about invisible and visible, tacit and explicit, blindness and sight.
- Reflective practice is about flexibility, adaptation and effectiveness.

And in these ways, these theory-in- use and espoused theory are both invisible and visible, tacit and explicit and in a way of moving from blindness to sightedness.

And. because of that reflective practice is very flexible. And, it's based on flexibility, adaptation to situations and is focused on trying to be effective as a practitioner.

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Reflective Practice = Evolving Brains

- If our theories-in-use are stagnant so are our brains

Quite simply, reflective practice is about brain evolution. As teachers, theories-in-use and espoused theories are about not having a stagnant brain but about having a perception of the world which is always flexible and adaptable, always able to change.

- If we reduce our learning to the methods and techniques, our knowledge goes out of date in a short period of time.

If we reduce our learning to simple methods and techniques, our knowledge will get out of date very quickly. So, theory-in-use and espoused theories help us move away from that short term thinking, too much longer perspective, a horizon searching perspective on what we're actually doing as teachers.

- If we can renew our theories (espoused and in-use) and the conceptual frameworks that are behind them, we will be able to dialogue with the disruptive changes that the future will bring to our roles in the classroom.

What his means is that we can always renew the theories-in-use or the exposed theories based on our changing conceptual frameworks. Because as we acquire new experiences, as we begin to understand situations then we will develop new concepts. And those new concepts will help us see things from different perspectives and those perspectives will help us start to develop different theories and ideas about how things are. And what this means is that we can leave behind old perceptions and begin to see change as something which although initially disruptive, we can embrace and benefit from as practitioners.

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Topic 61

Frameworks for Reflection

Reflective Writing

What Is Reflective Writing?

- Reflective writing is evidence of reflective thinking:
  - Looking back at something (something that happened, or an idea or a project)
  - Analyzing what happened (thinking in depth and from different perspectives)
  - Thinking carefully about what it means for you as a professional

Reflective writing is very much about looking back at things which have happened to us in the classroom, looking back at the events, the behaviours that we've noticed.

It is also about helping the reflective practitioner analyze to think about what has happened, to analyze and begin to understand those occurrences in the classroom.

It is therefore an aid for the teacher for the reflective practitioner to think. It's a thinking tool and this is very much about helping the reflective practitioner develop a professional stance as a teacher in the classroom.

Reflective writing is much more personal

- Reflecting writing is more personal than other kinds of academic writing.
- We all think reflectively in everyday life but not to the same depth as that expected in good reflective writing for a reflective practitioner.

Reflective writing is different to ordinary writing. It's much more personal and it helps the teacher to think carefully about everyday occurrences from a very critical detailed point of view.

We already know that reflective writing:

- Describes
- Links theory to practice
- Questions experience

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- Has a focus on improvement

We can say is that reflective writing is descriptive. It describes occurrences which are happening.

It links theory to practice and also questions experience. And these two things together help the reflective practitioner interpret occurrences in the classroom.

So, one part of reflective writing is description and the other part is interpretation. And then finally the reflective writing has a focus on improvement or in other words, looking at outcomes. So, there are three components to reflective writing that the reflective practitioner needs to think about.

So, let's take look at an example of reflective writing.

Example of Basic Reflective Writing

- Specific tasks were shared out amongst members of my team. Initially, however the tasks were not seen as equally difficult by all team members. Cooperation between group members was at risk because of this perception of unfairness. Social interdependence theory recognizes a type of group interaction called 'positive interdependence' meaning cooperation (Johnson and Johnson 1993, cited by Maughan & Webb, 2001). And many studies have demonstrated that 'Cooperative learning experiences encourage higher achievement' (Maughan & Webb, 2001). Ultimately, our group achieved a successful outcome, but to improve the process, we perhaps needed a chairperson to help encourage cooperation when tasks were being shared out. In future group work, on the course and at work, I would probably suggest this.

Here we can see a teacher has made some notes from a classroom experience. The first part we can see there the teacher has written specifically tasks were shared out amongst members of my team initially however, the tasks were not seen as equally difficult by all team members. At this point you can see in the reflective writing, the description of the occurrence. The reflective practitioner is taking time to write a description of what was experienced. Then, the reflective writing goes on to talk about the occurrence from a different point of view. For example, social interdependence theory recognizes a type of group interaction called positive interdependence. And at this point, you can see the reflective practitioner is beginning to analyze and to think deeply about the occurrence. This is the interpretation aspect of reflective writing and the writing goes on at the end, ultimately our group achieved a successful outcome but to improve the process, we perhaps needed a chairperson to help encourage cooperation. And so, at this point in the reflective

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writing you can see where the teacher is actually looking at outcomes from the reflection. So, in this example, you can see the three components of the reflective writing process and these components (Description, interpretation, outcome) are very important to consider when you're actually using writing as a tool for reflective practice.

- So, you can see that reflective writing is a far greater focused activity than simply writing in a journal.
    - Description
    - Interpretation
    - Outcome

So, there must be description, interpretation and outcome in order for the writing to be called reflective. And is only through this important tool (reflective writing) that the reflective practitioner (in this way using description, interpretation and outcome) can actually start to analyze in depth occurrences in the classroom.

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Topic 62

Frameworks for Reflection

A Structure for Reflective Writing

- Reflective thinking especially if done in discussion with others can be very free and unstructured and still very useful.
- Even reflective writing can be unstructured, for example, when it is done in a personal diary.
- Reflective writing, however, is normally carefully structured.

So, let's look at a structure for reflective writing. It's a good starting point to consider reflective thinking. We all engage in reflective thinking and actually when we are doing this particularly when discussing with others, thinking tends to be quite unstructured and indeed reflective writing can be unstructured. For example, if you keep a personal diary that can just be a collection of experiences and ideas, thoughts, feelings and this can actually be quite unstructured. But for reflective writing. we tend to consider it as having a very careful structure because this helps a reflective thinking on occurrences in the classroom.

Stages of Reflective Writing

Description

- What happened?
- What is being examined?
- Keep this part SHORT!

We saw before there are three stages. In the first stage of reflective writing, we have description and what happened? what is being examined? simple questions to answer for the reflective practitioner. The important thing to remember at this point especially for a teacher in a busy school, the description needs to be quite short. You don't want to spend all of your time and effort simply

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describing occurrences which happen. It's the interpretation and the consideration of outcomes which are much more significant. So, it's best to keep it as short as possible.

Interpretation

- What is most important/interesting/useful/relevant about the object/event/idea?
- How can it be explained? (e.g., with theory? from literature on the subject?)
- How is it similar to and different from others?

Interpretation is what was most important? what was most interesting? what was most useful from this experience? what relevant information can I take from this and use it in future sessions? The interpretation is perhaps the most complex part of reflective writing but the most significant. It's about linking theory to practice and it's also about analyzing what happened. So, further questions you can ask are: how can you explain the occurrence from a theoretical or an academic stand point? and how is this similar or different to other occurrences that you have experienced as a teacher? how can you make connections and find common strands through your experiences?

Outcome

- What I have learned from this?
- What does this mean for my future?

Then, of course, you have the outcomes. What are you going to do with this reflection? how are you going to use the information? what have you learned as a teacher, as a professional about this experience?

Remember the following 4 key points

So, there are in relation to these three stages four key points for us to remember as reflective practitioners.

- Reflection is an exploration and an explanation of events not just a description of them.

The first point is that reflection is very much an exploration and an explanation of your experiences in the classroom not just a description but very much exploring and explaining.

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- Genuinely reflective writing often involves revealing anxieties, errors and weaknesses as well as strengths and successes. This is fine (in fact, it is often essential!), as long as you show some understanding of possible causes and explain how you plan to improve.

Genuinely, reflective writing can often reveal your own insecurities, your anxieties about your experiences. There's nothing wrong with that and it can very often help the reflective process. Remember part of being a reflective practitioner is about being honest and truthful to yourself, so you could be picking up on weaknesses but you also want to be looking at strengths and balancing these two viewpoints through the reflective writing.

- It is necessary to select only the most significant parts of the event or idea on which you are reflecting.

It's also in terms of the interpretation important to focus on the very significant parts of the occurrences, not looking at the whole experience but focusing on key points, key issues which for some reason are important to you.

- Do not try to 'tell the whole story', this would be description rather than interpretation.

Because of this, the description component needs to be short, not too long. You don't want to tell the whole story, tell part of the story in detail and get the information there which is useful.

- It is often useful to 'reflect forward' to the future as well as 'reflecting back' on the past.

The final two parts of reflection are about reflecting forwards as well as reflecting backwards. Reflecting back on what has happened and how you feel about your experiences but also looking forward to how you can actually use these experiences and move beyond these experiences.

Topic 63

Frameworks for Reflection

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Vocabulary for Reflective Writing (Part 1)

Let's look at some vocabulary which is important and useful for the reflective practitioner to employ during the writing in a professional development journal.

- The following are a few suggestions for words and phrases that might be useful in reflective writing.

Description

- Because the range of events, ideas and objects can be so great it is not possible to suggest specific vocabulary to help you reflect.

At this point, we can look at some suggestions for what you could actually include as part of your reflective writing. But what we must remember at this point that these are only suggestions. There are obviously a lot of other types of the vocabulary and language structures that you could use. And I like to think of the examples here as a framework, a starting point for you as a teacher and for you to develop your own style as a reflective writer.

Remember:

- We tend to talk of events using the past tense
- We tend to discuss theories or models using the present tense

It's useful to remember is that when we're talking about things which have happened to us to other people, we tend to talk in the past tense. And if we are talking about theories then we tend to talk in the present tense. So, it's useful to remember this simple distinction between what we're actually talking about.

Interpretation

So, let's look at some examples. If we are looking at interpreting what has happened in the classroom, we could start with sentences, for example, 'for me the most' and then words like 'meaningful or significant or important', such vocabulary here places the stress, the importance of the particular event, whether it was useful or whether it was significant, whether it was relevant to you in some way. And then the rest of the sentence can go on to talk about whether it was particular experiences or elements of the experience or particular issues or ideas that came up in during the teaching.

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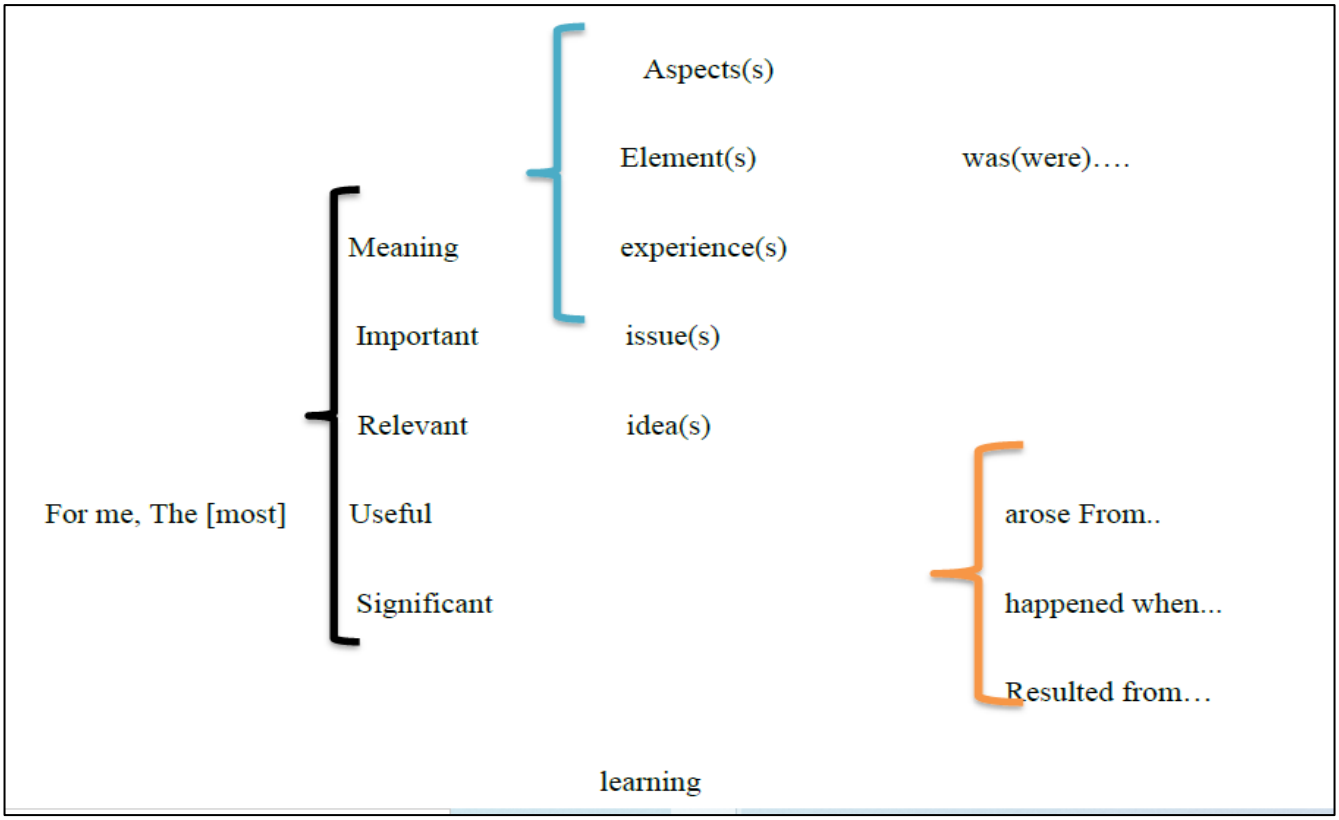

This then leads a sentence into reflecting on the reason for these feelings, in other words, what actually happened. So, you can see a useful structure there and it gives some keywords which focus on particular aspects of the experience. For example, in interpretation, we can also place the experience within a particular time frame. We can say 'previously' for example in the words reflecting back on other similar experiences or we can take it to the other extreme later or in other words, placing the experience at the end of some sort of teaching episode.

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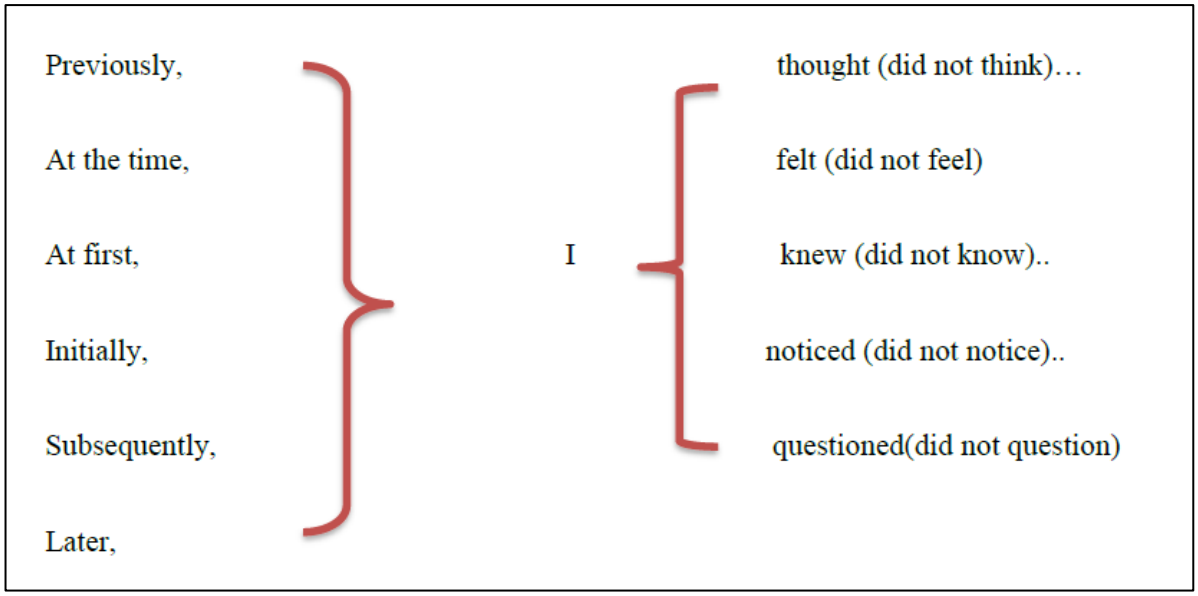
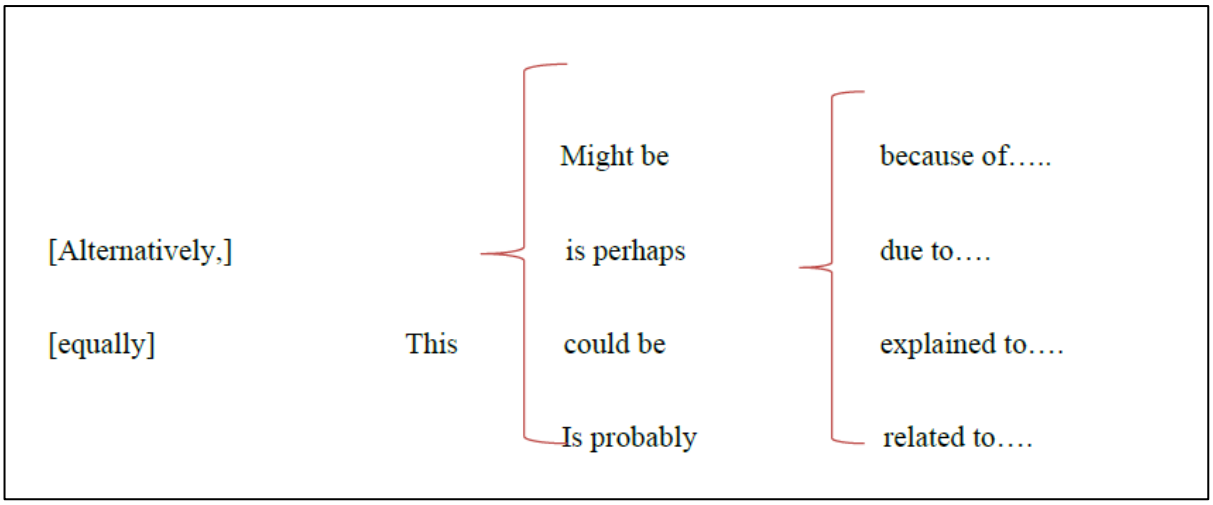


Finally, we can think of the question as going raising other questions, or helping us think through or understand the responses that we have, the feelings that we have in relation to what has happened in the classroom.



We can as part of the interpretation actually think of comparing and contrasting experiences and so a good language structure here to help us think through this would be to start a sentence with the words ‘alternatively’ or ‘equally’ and then this helps us lead into a modal type of thinking where we saying words like ‘might’ or ‘could be’. And finally, trying to make connections with

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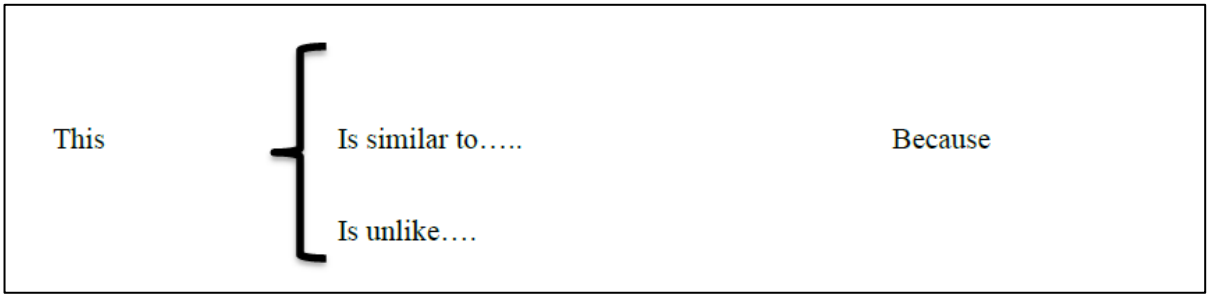
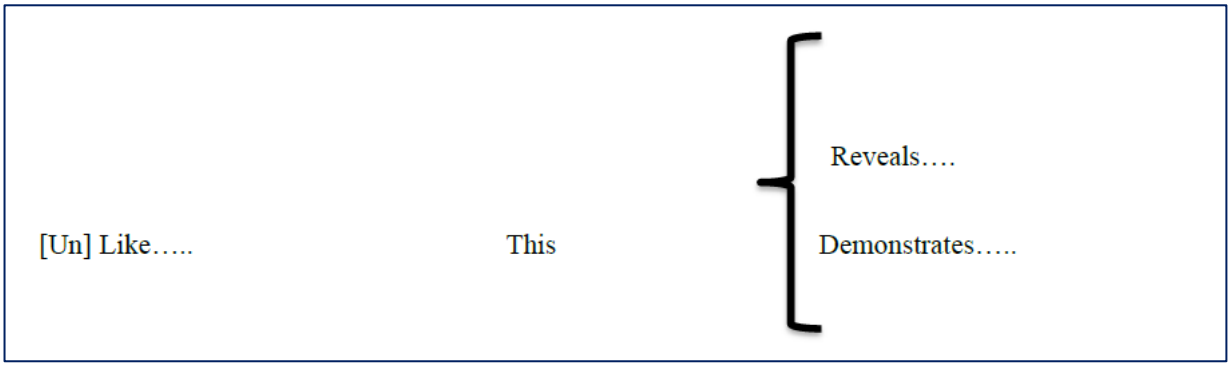
what could be the reasons for those by using words like ‘because’ or ‘related to’. So, you can see, there’s a connection, a flow of thinking through the vocabulary that we’re using.



And in terms of interpretation, we can also focus on this comparison and contrast thing aspect of the reflection, simply by saying ‘this is similar to’ or ‘this is not similar to’, a very simple language structure to use but it very much helps the reflective practitioner focused their thinking on particular aspects of a teaching episode.



Unlike, this is where we are focusing on a particular contrasting point from previous experience. So, this is actually drawing on past experience, past events and looking at it from at the other side of the coin, a different viewpoint.

WARNING!

- Using only these words and phrases will not make you a good reflective writer.

So, reflective writing can be quite straight forward, if you give yourself some nice language than simple language structures to use and not to get bogged down too much in the spelling of the

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grammar. What's important is the fact that writing is reflective and by using particular vocabulary, particular words, that can help your thinking processes much more.

- What I would say is that these are just examples and do not just rely on these only. As I said earlier, use them as a starting point and develop your own writing style as a reflective practitioner. The important thing is to remember that what you will be doing is supporting your thinking and not just writing a diary.

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Topic 64

Vocabulary for Reflective Writing (Part 2)

So, we've looked at some of the vocabulary to help with describing and interpreting events in your reflective writing so let's take a look at some vocabulary which is useful in terms of reflecting on the outcomes from your experiences as a reflective practitioner.

The following are a few suggestions for words and phrases that might be useful in reflective writing.

Reflecting on Outcomes

We have to remember that reflecting on outcomes is about reflecting on what you have learned from the experience and also how you might use it experience in the future.

There are two very important considerations here looking at what is the result what you've learned from the experience and also how you will use this experience in future teaching.

Here we can see some very useful phrases that we can use to help this reflection on outcomes:

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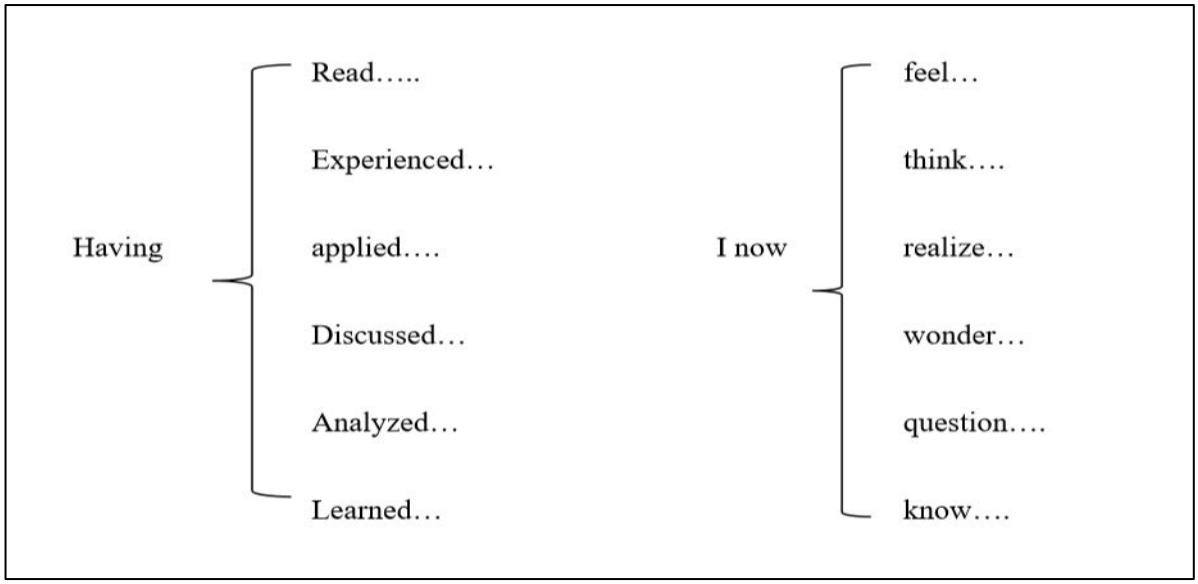

I'm starting a sentence with the word having and then using a verb will help you focus on what you have learned from the experience and having read, having analyzed, having learned having applied and these will all help you get a very clear picture for yourself and what you got from that experience. And then by adding 'I now' and then words like feel or realize, question or know is helping you think about what you will do next in relation to this learning.

You could also start sentences with words like Additionally or Furthermore in terms of describing what you have learnt.

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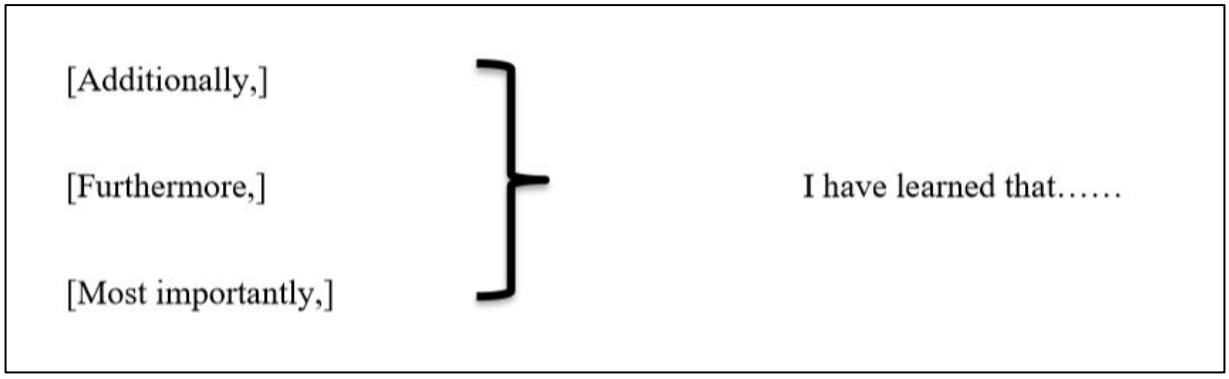
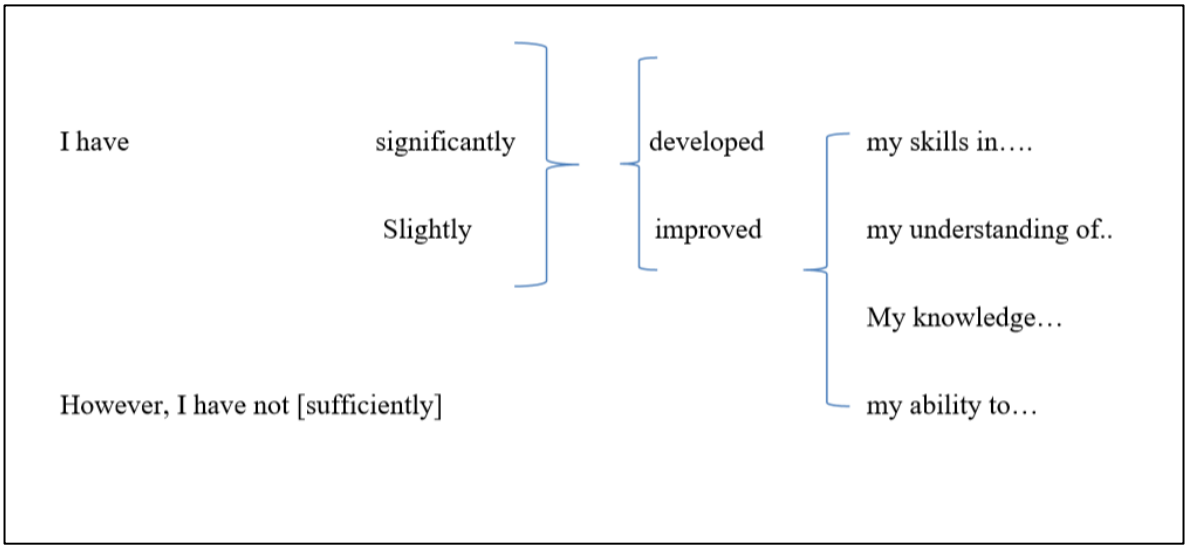


Additionally, I have learned. Furthermore, I have learned or most importantly, I have learned and this actually will help you give weight to your thinking in relation to reflecting on the outcomes from an experience you have in the classroom.

You can say things like I have significantly or I have slightly.



This gives a differential in terms of your reflection. How much have you learned, how much have you gained, is it a lot or is it a little and I have gained significantly, I have gained less significantly

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slightly. And you can then focus your thinking on what you have actually gained, is it in skills or is it in knowledge, is it in particular understandings about theories as they applied in the classroom.

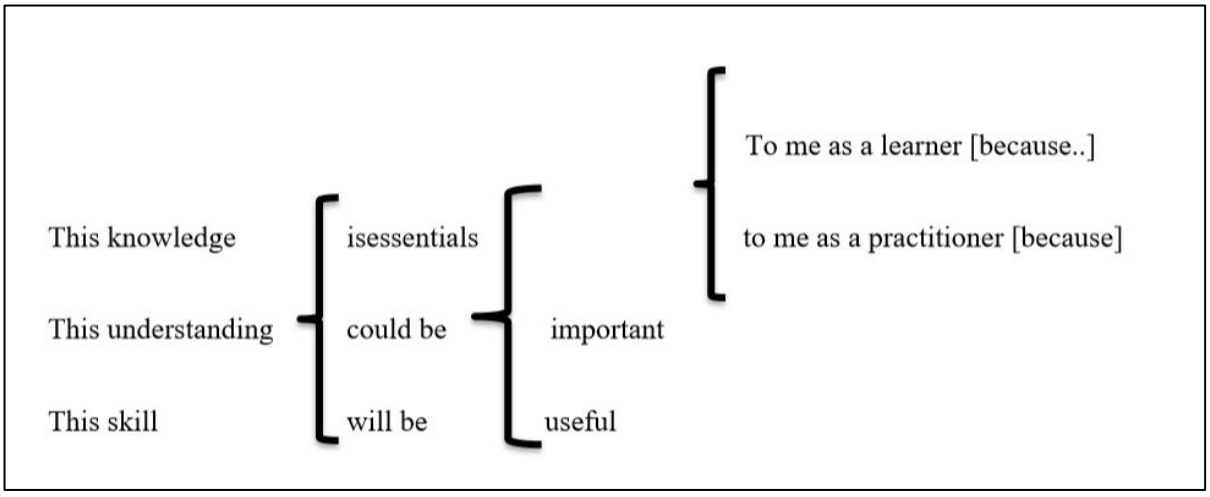
Consider these options

This means that……

This makes me feel….

Remember when you're looking at what you've learned part of what you've learnt is your emotional response to occurrences in the classroom especially where you're reflecting on things like behaviour management and miss behaviour of students in class.

Looking at outcomes, you can think of not only knowledge but your interpretation of that knowledge or understanding and the skills that you're applying in the classroom.



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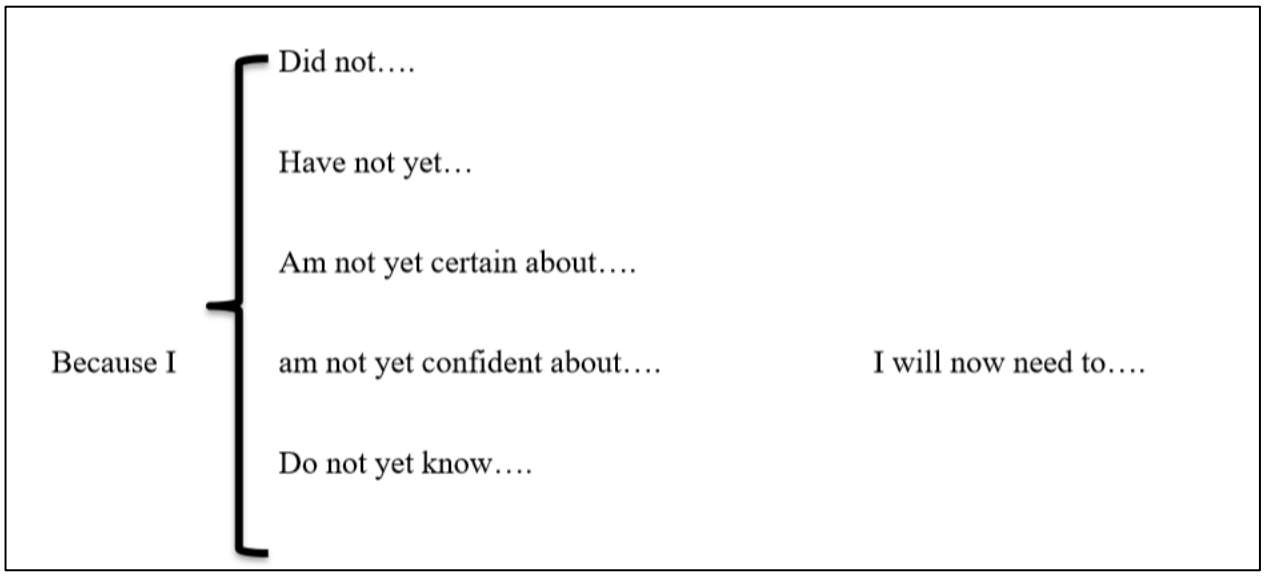
So, in terms of what you've learned you can focus your attention on these particular categories and think about again the depth experience that you've had is the knowledge that you've gained from this very important, very useful or not so important, not so useful. And when you're focusing on skills an understanding knowledge and ability you're thinking very reflectively about your process, very holistically as a reflective practitioner not just in parts.



I'm starting a sentence with, because I will really focus your attention on yourself in the role as a teacher because I did not, because I have not yet, because I did do something and this actually links the experience you have with your own role within the classroom.

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As a next step, I need to…

Then looking forward thinking about the language structures or sentence that you can write in a Journal whilst reflecting on outcomes you can say something as simple as well as a next step, I need to do XY and Z. So, there are very useful structures that we can use in a Journal, inner piece of reflective writing.

WARNING!

Using only these words and phrases will not make you a good reflective writer!

The important thing to remember is that whatever vocabulary we use it must help the reflection and therefore, reflective writing is very structured rather than unstructured. Think carefully about the particular adjectives that you're using.

For example: the difference between important and modally important, slightly important has a big impact on your reflection and the meaning that you're giving to the words that you're writing down. The important thing to remember is that whatever you do and however you do it.

This is just a guide.

Whatever language you use, make sure that you (1) describe; (2) interpret and (3) reflect on outcomes.

There are three stages to reflective writing:

- Description

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- Interpret
- Outcome

The first stage is description the second stage is interpretation and then the final stage is reflecting on outcomes.

Topic 65

Reflective Writing: Limitations of Self-Reflection

Limitations of self-Reflection

We've looked at some vocabulary for reflective writing and we've identified different components or different stages of reflective writing. It's very useful for us to consider some limitations of reflective writing.

- Hebermas (1974) suggested that reflection requires a level of detachment and objectivity which can be confused by self-deception.

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- Habermas makes a very significant contribution to the discussion here. Because what he talks about is the reflective practitioner perhaps entering into some self-deception around their reflection that they're undertaking.

Let us look at an example of this to put it into perspective.

Dr. Brown is worried about his class. He knows that if he doesn't stick to the time allocated for each section he will run out of time and the material at the end would not be covered.

- What can happen in terms of reflection is that as a there's a difference between the teacher's perception of what happened and what really happened in the classroom.

	Perception	**Reality**
Problem	Poor time management	Can't relinquish control
Reflection	Question reduce time to cover material	Time management becomes the problem & the disguise
Solution	Better lesson plans: don't allow question	Not discovered via reflection

So, if we're looking at a teacher who is perhaps worried about the pacing of a lesson and the amount of material that is being covered in a lesson and may be worried about not covering all of the required material within a particular time frame identifies or has a perception about the problem which is well, I have poor time management which.

Perhaps on the surface seems quite logical. What could be the real answer to this is, that the teacher Mr. Brown in this instance is causing a problem within the class because of the way the class is being controlled, maybe there's too much control or maybe not enough control in terms of getting through the actual lesson plan.

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So, the problem is actually not about poor time management but about the teacher's approach to teaching. And what Mr. Brown in this instance might reflect is that any sort of questioning that he would do in the class with the students would reduce the amount of time that the students have to cover the material within the lesson.

That would be Mr. Brown's perception based on the perception of the problem of poor time management. If we look at this from a very realistic point of view where Mr. brand is perhaps having some sort of control issue in the classroom then the real reflection from this would be that time management becomes the problem and also the disguise rather than the ability to actually manage the time. And then the solution, the perception of the solution is well we must have better lesson plans in order to be able to make sure we covered the material. And perhaps also not to allow questions to take place in the lesson whether that's questions between peers or questions from the teacher to the students.

This could actually be quite harmful to the learning that's taking place. And actually, the solution to the real situation would not be discovered through this process. There would need to be some other processes to be explored in order to find a solution to Mr. Brown's ability or inability to control what's happening in the classroom.

- The concern is, then, that there may be much that you keep from yourself (consciously or otherwise),…

So, you can see Habermas is making a significant point here about reflection. It is very much a cognitive internal process. And therefore, the teacher needs to consciously think about what is

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happening and not enter into any sort of potential self-deception about what is happening. Thinking clearly and trying to remain as objective as possible so that elements of the experience elements of the perception of what happened in the classroom did not remain unexplored.

- A further concern relates to ‘memory bias’

And in particular in relation to this critique of reflective writing is the idea of memory bias. The thing about us as humans is that we do tend to remember the bad experiences.

- We tend to focus more on the things which disturb us. And upset us cause us some distress rather than all the good experiences that we have and therefore, memory bias can be something which can interfere with the reflective writing process because as a reflective practitioner we will give too much weight to the bad experiences the disturbing experiences rather than giving weight to some of the good experiences that we have also.
- And consequently, this affects the quality of what we're perceiving in the classroom. If we're focusing always on bad experiences and not looking objectively across all experiences and trying to perceive everything objectively then the reflective writing gets very skewed and not realistic.

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Topic 66

Reflective Writing: Strategies for Overcoming Barriers

- There are always barriers before, during and after any reflective practice.

So as part of reflective writing we've identified different stages for writing. And we've looked also looked at some problems around reflective writing and what's important for the reflective practitioner to consider is how to overcome some of the barriers that we might experience when trying to apply this tool to our practice.

- Some of these barriers are self-imposed. Others originate within an institution.

Some of these barriers we bring ourselves as people as teachers to reflective writing others are imposed on us from outside. So, let's take a look through some of these barriers. I've highlighted

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some of the common barriers. They undoubtedly can be others which you will face as a teacher. The important thing is not to be confused by them but to try to find your own strategies for overcoming them.

Lack of Time and Space to reflect

- Use the journey to and from your workplace is a chance to reflect.

Very often teachers talk about not having enough time. in order to their reflective writing or not having the right sort of space. for example, having a very busy family life means that there would not be the right sort of space to sit down and conduct a reflective process or to fill into a reflective journal.

- Using the first 20 minutes after your learners have left for the day while events are still fresh in your mind.
- Jotting down notes in a journal to reflect on when you have time later.

So perhaps one strategy to use to overcome this would be to use your journey to and from work in order to complete a journal. If you're sitting in the back of a car, you could quickly make some notes. 20 minutes here and there 10 minutes here and there could actually produce very big dividends for you as a reflective practitioner. Try to find any time that you can in order to do this.

- Talking with a trusted colleague over lunch.

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It's also very useful to think about talking to a colleague perhaps during a break or over lunch somebody you trust and who will be honest with you this can actually help you focus your thinking. So, when you are doing your reflective writing, it will be much quicker to do.

- A group discussion with several colleagues at the beginning or end of week – perhaps this could be scheduled into the timetable?

You could extend this to a group discussion especially maybe in a faculty lounge or a staff room. If there are three or four of you sitting there, a group discussion around a particular issue can help speed up the process.

Negative Ideas about Reflection

- It is common to find negative preconceptions about reflective practice.

A self-imposed barrier to reflective practice can be our own negative ideas especially when we're experiencing bad situations in our teaching especially around behavior. It's actually not uncommon for all of us to experience negative ideas. And what we need to do is not allow these to consume our thinking to take over our thinking when we're reflecting.

- It can be a difficult and time-consuming process.

Although it can be difficult. It's very important to try to push the feelings aside and to look at things very objectively. And again, a very useful strategy to help you do this would be to have a colleague who can look much more objectively, much more realistically at situations because they are not involved in them.

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Also try you know try giving yourself a little bit of extra time before you start reflecting to let your feelings cool down and to help yourself relax.

Organizational Culture

- Some organizations are supportive of reflective practice and your management might model reflective behavior. Others may not.

Organizational culture can actually be a barrier to reflection simply because the organization doesn't have the right structure or arrangement give you time give you the space or to support reflection.

- At the level of the individual practitioner the aim of RP is not about changing the culture of your organization but about changing your own practice and skills. Do not be put off by a culture which does not embrace this.
- Be resilient!

And an important thing to do here is to realize that the reflective practice is a good tool to improve quality. So maybe it's worth talking to your organization, talking to your manager, to the head of the school about having time for reflection whether it's individual or group.

Fear

- RP can be an intimidating idea, as it requires a critical, honest and open view of yourself. This can be difficult.

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And of course, an important consideration in relation to overcoming barriers is our own fear of the actual critical process itself. This can be very difficult. the best way to overcome this is to use a **critical friend** use an honest colleague, a truthful colleague who can not only help you see things clearly but can give you a lot of support and encouragement at the same time.

Lack of Knowledge and Experience

- This can be a problem for new and experienced practitioners alike.
- You need practice to be able to do it well.
- Re-read about some of the theories discussed about RP and use some of the techniques to practice.
- See what works for you.

Lack of knowledge and experiences for new teachers perhaps the most significant barrier. The important thing I would say here is that what you need to do is to give yourself time to develop skills for reflective practice and it will become easier as you grow as a professional.

Seeing it a success or failure

- This can be a problem for new and
- You should not see the work you do with learners as either a success or a failure.

Don't see it as a success or failure process. It is very much about thinking, it's purely a thinking tool. It's not about being critical, being negative. It's about being reflective. So, with reflective practice you can see that there are a number of barriers which need to be overcome. And if you

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engage in reflective writing, you will have ample opportunity to overcome these barriers. And certainly, as your career progresses, you'll see that happening.

Anxiety about introspection

- Reflective practice is a critical process, and looking for an area to develop and improve on can be disturbing.

Some teachers actually can find the process of reflective writing quite scary create some sort of anxiety. And this is quite normal as part of the reflective process and shouldn't be seen as a barrier but what I would say again is to try to be objective about the critical writing, about the reflective writing and to rely on support within the school and from colleagues and friends in the school.

RP as an uncritical routine

- RP should never be done as a simple 'tick box' activity.
- Real change comes from hard work and determination to improve.
- It would be better for you to reflect less and do it right than go through the motions every day without thinking about it.

The most significant barrier is that reflective practice can become quite routine and therefore, it become uncritical. What you need to do is to make sure that you are reflecting critically perhaps share your reflective writing with others and get their perceptions ideas and feedback about how critical and how uncritical your writing is being.

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Topic 67

Frameworks for Reflection

Developing Competences: Professional Competences (Part 1)

Professional competence can be categorized into three broad headings;

- Professional values and practice
- Professional knowledge and understanding
- Professional skills and application

There are a number of competencies that we can consider and we can break these down into three broad headings, one competence is about professional values and practice, this relates to what we believe and how we believe our approach should be to teaching and learning.

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Another professional competence is about knowledge and understanding professional knowledge and understanding. And in this competence, we're very much focused on the quality of the information that we're passing on to others.

And then the third category, the third competence is about skills and application or in other words, our pedagogical ability and the skills that we bring as a teacher into the classroom.

1. **Professional Values and Practice**

- The reflective practitioner should demonstrate a commitment to a personal code of values.
- What would you consider to be core values for the teaching profession?
    - Trust
    - Respect
    - Integrity
    - Honesty
    - Fairness
    - Tolerance
    - Commitment
    - Equality
    - Service

And so, what we need to do is to start to begin understand what makes up these three categories of professional competence. And within professional values and practice, the reflective practitioner is very much looking at how to demonstrate a personal as well as the professional commitment to their values as a teacher. In other words, a code of ethics.

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And so, the important question to think about as a reflective practitioner is well what would we consider those values to be which would define this particular competence. And quite simply, we can identify things like trust and respect as significant competencies for the teacher to hold. And, integrity and honesty go hand in hand for the reflective practitioner. Without these particular competencies, any reflection is not going to be a worthwhile or valuable for the teacher. And there are other components as well, fairness and tolerance we can think about. What we need to do is to look fairly and to be tolerant of what we're experiencing.

There also needs to be commitment and equality and as well a view to service there. These significant words for all teachers especially important for reflective practitioners. Because they define the role which we aim to take on as teachers, which is more than just passing information. It is very much about nurturing other people.

- A commitment to serve lies at the heart of professional behavior.
- Teachers need to exemplify these values in their relationships with their students.

And what this actually means is that it defines a particular professional behavior. These values describe not only how we behave but our relationships with others, our relationships with our colleagues, and of course, the relationships that we have with our students.

In applying their values in a commitment to learners, reflective practitioners must:

- Exemplify these values in their relationships with their students.
- Motivate and inspire students with a view to helping each realize his or her potential.

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And therefore, there is a particular commitment that we need to consider here. There is a **commitment to the learners** by the reflective practitioner. Because the reflective practitioner must be somebody who can motivate and inspire students and these competencies which we've just listed; integrity, honesty will help us with this need to motivate and inspire other people.

In applying their values in a commitment to colleagues, reflective practitioners must:

- Work with colleagues to create a professional community.
- Ensure that relationships with parents are characterized by trust and respect.

There's also a **commitment to colleagues** as well as learners as well as students. And in relation to this commitment to our colleagues, what we need to think of in terms of professional competence is our commitment to the educational community and the relationships that we have with people within that community. This is where the most significant competencies of things like trust and honesty, I think become more important than any others.

In applying their values in a commitment to profession, reflective practitioners must:

- Contribute to the continual review of policies and practices.
- Assume responsibility for on-going professional development

And of course, we have an overriding commitment to the profession as a whole the teaching profession. And in this regard, the reflective practitioner is as somebody who has competencies enough to look at and contribute to policies and procedures within schools. And

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more than that as a teacher themselves, they have an on-going commitment to professional development. So that, they are always striving for excellence and quality.

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Topic 68

Frameworks for Reflection

Developing Competences: Professional Competences (Part 2)

Professional Knowledge and Understanding

- The reflective practitioner must enhance knowledge and understanding of the subjects they teach.

So, we've looked at developing professional values as a competence. Another competence, we need to look at is that of knowledge and that of understanding. And in this regard, the reflective practitioner needs to always be enhancing, building on their knowledge and understanding of the subjects they teach. There's a particular commitment here for the teacher.

- The reflective practitioner must develop an understanding and knowledge of social and policy contexts for education.

And it's important also for the reflective practitioner to look at these within the context of the school and may be even the wider context of the community.

- The reflective practitioner must develop knowledge and understanding of a range of strategies to promote and maintain positive behavior.

So, in terms of professional knowledge and understanding the reflective practitioner needs to think about the range of strategies that he or she can use in terms of affecting those policies and procedures, those strategies. And thinking about how to maintain particular approaches, positive behaviors within the community environment.

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- The reflective practitioner must develop knowledge and understanding of factors that promote and hinder effective learning.

It's also about looking at the factors that can prevent the barriers that can be in place to affect learning within the school environment. And It's important for the teacher to understand and to know what can become barriers for students and what can support learning in order to help overcome the barriers ultimately.

- The reflective practitioner must enhance skills for communicating effectively with students and colleagues.

In terms of this professional competence of knowledge and understanding, the reflective practitioner must also be looking at their own communication skills, and how with time they will be able to develop communication skills. Not only in terms of explaining concepts, theories, facts to students but also in terms of engaging with students. Communication skills is perhaps one of the key skills for the teacher.

- The reflective practitioner must develop knowledge and understanding of how to use technology to support student learning.

And in this regard especially in the 21st century, there is a lot of technology available for the teacher to use. And this competence of communication, therefore, takes on a much wider impact when we consider multimedia, and of course, the internet as vehicles for learning and the communication associated with all of these different methodologies.

- The reflective practitioner must understand the interrelationship between schools and the communities they serve.

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So, another competence we can consider within the framework of knowledge and understanding for the reflective practitioner is that the communication that takes place is not just between the teachers and the students, but it's very much within the whole school community. And therefore, that supports the relationships that occur between the individual teacher and colleagues, the individual teacher and parents and the individual teacher and the community that they serve.

- The reflective practitioner must develop a knowledge and understanding of students social and community contexts and address the implications for learning arising from these.

And what is important then in terms of developing knowledge and understanding is for the reflective practitioner to develop an understanding of the social context, the community context in which they operate. And to not only understand the implications of this but also begin to address the issues that arise because of this.

Topic 69

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Developing Competences: Professional Competences (Part 3)

Professional Skills and Application

In planning and leading the reflective practitioner must set appropriate learning objectives/outcomes intentions,taking account of what students know,understand and can do.

In terms of developing professional competencies the final stage is looking at skills and application of knowledge and understanding. This leads us into some focus areas. One area is in terms of planning and leading. And in this regard the reflective practitioner obviously needs to set very clear learning objectives and identify clear learning outcomes for their lessons and this needs to take account of students' needs and interests what they can do what they can't do and what they understand and what they already have

In terms of planning and also evaluating lessons. What this means for the reflective practitioner is reflecting on how far the students are able to meet the learning objectives and therefore achieve the learning outcomes.

- Manage workloads effectively and efficiently and maintain a work/life balance.

In terms of planning and leading we can also think in terms of how the reflective practitioner is achieving the curriculum aims. Any teaching has a particular workload associated with it. And therefore, the reflective practitioner needs to think about how they are managing to get through the curriculum and manage all the work of the school the administrative duties and also have a personal life. The reflective practitioner is somebody who manages to get a good work-life balance.

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- **In terms of this professional competence relating to skills and applications we can also look specifically at teaching and learning.**

In this regard though reflective practitioner needs to consider very carefully how they are creating an environment where students can learn that feels emotionally and psychologically safe and is also challenging.

Without challenge there is no learning. So, that the reflective practitioner needs to make sure that the students have an environment in which these particular aspects of teaching can occur.

- **The reflective practitioner also needs to use a broad range of teaching strategies in their teaching.**

Purely staying with one approach to teaching can become not only boring for the students but boring for the teacher. And so different strategies and also different resources which support those strategies will help the reflective practitioner. Not only main pace the pace of learning but will help to and live in an enthused the students in terms of the content.

- **In terms of teaching and learning the reflective practitioner also needs to consider the strategies that they using throughout the course within every single lesson to motivate the students.**

In terms of the subject they're teaching and to motivate in terms of meeting the needs of the individual students.

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- **The reflective practitioner needs to set very clear standards of behavior and needs to promote these in the classroom in order to make sure that the psychological the emotional space is conducive to learning.**
- The reflective practitioner needs to understand that they're working within a community a school where there are policies and procedures to support how the teacher is managing this aspect of their practice.
- **In terms of professional skills and application**

This particular competence in terms of teaching and learning we can look very broadly from the point of view of the whole school or in other words how is the reflective practitioner contributing to the life of the school and contributing to the school's development and future success.

- **The reflective practitioner's role at holistically in terms of assessment**

The reflective practitioner here needs to think about is not only how they are monitoring students' progress. But most significantly how they're giving feedback to students on that progress in a way which is honest and supportive but motivational and gives them direction.

- **A reflective practitioner is consider which assessment procedures you will use .**

From a very wide range which is available to us. If we're always using MCQs or always using a short answer, quizzes then actually this can prevent effective assessment. What we need to do is actually use a whole range to get a very detailed picture of each individuals students' achievements.

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- **A reflective practitioner in terms of this competence area of skills and application**

The assessment that we need to undertakes how much we are discussing with others within the school community about students' progress? how much are we? verbally not only with our colleagues and managers. But also, with parents are a significant part of the teaching learning contract this psychological contract that we're all engaged with when we're working in schools.

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Topic 70

Developing Competences: Professional Competences (Part 4)

Dimensions of Development

- **The reflective practitioner needs to consider are different dimensions of development. And we need to think about the progress of careers as professionals.**

The challenge is that can entail the opportunities which can go along with that and our own **expectations** associated with all of this.This means that as we progress through this professional life but **our confidence** as reflective practitioners will grow and we will continue to learn from experience and use that **experience** to help us develop as quality practitioner and say what we needed to do is think about these dimensions or what are these particular dimensions of development that we can consider?

- **The reflective practitioner becomes much more sophisticated at reflective practice.**

  Initially reflection is a difficult thing to do. It takes up a lot of time and a lot of effort requires some deep intellectual skills and critical analysis. But with time this becomes much easier to do because you develop strategies for coping with barriers and also develop particular ways of thinking.

Very clear crystal-clear ways of thinking. And so, what we can do is try to put together a framework to describe this developing competence. And these mentions will actually help you.

If you're in the early stages of being a reflective practitioner they will help you develop much more sophisticated approaches well quickly with data complexity in teaching comes.

- **Reflective practice and with using a wider range of teaching strategies these will help us build up our experience and actually help us as reflective practitioners.**

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Using the experiences will actually help us reflect better in the future and then better reflection will actually help us build better experiences.

There is a cycle here also of course the reflective practitioner can consider reading around the subject looking at research and also looking at other evidences within their own teaching and within the teaching of others.

- The reflective practitioner the developed experienced practitioner somebody being very sophisticated is somebody who can expand. They're learning and expand their experiences and therefore expand their impact beyond the immediate classroom.
- This ultimately will lead to much fuller and complex participation within the whole school. And of course, we've growing competence then there is increased autonomy and as a reflective practitioner autonomy means that we're much more self-assured and we have a much greater self-esteem as teachers.
- This then gives us a much greater capacity for self-criticism. And also, self-improvement simultaneously.
- Then if we're looking from a whole school protect perspective will help us consider the impact that this will have on our colleagues especially where we as reflective practitioners can enter into a mentoring situation or a coaching partnership with others.
- This is where good practice gets shared in the school environment. And of course, there is also the opportunity for the reflective practitioner to model good practice. And then this helps to

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enhance the quality of teaching across the whole school. So, at this point what we need to do is think about well what are the core values?

- Which underpin professional practice and encourage attitudes and conduct also in terms of what we're doing in the school. So, the competencies that we've been talking about the competencies which have been described. About values and about understanding and knowledge or will help to build a professional persona professional identity.

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Topic 71

Developing Competences: Provisional Model (Part 1)

The Provisional Model 1

This model attempts to combine particular strengths as well as approaches for the reflective practitioner and at the heart of the provisional model are four key components.

Knowledge/ Cognitive Competence one component is knowledge and cognitive competence or in other words the work-based knowledge and experience that we built up the acquired knowledge that we build from experience.

Functional Competence

There's also functional competence, this is in relation to the reflective practitioner performing specific work-related tasks.

Personal Behavioral Competence

We can and also look at personal behavioral competence within the provisional model. This is about how the teacher is adapting to a work-related situation and the behaviors that they bring as a professional into the school environment.

Values/Ethical Competence

The model with values and ethical competence that we need to consider. this is about the teacher making appropriate correct judgments about their role and responsibilities within the school.

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These core components these four core components. Within the provisional model are bought together under an overriding principle or what we can sometimes call as a meta competence and the Metta competence. So, in other words it's overriding competence to these four. Key areas have particular components to it.

Metta competence

- **Communication**
- **Self-development**
- **Creativity**
- **Analysis**
- **Problem solving**

One component of the provisional model is communication. A Metta competence an overriding competence for the reflective practitioner is the ability to communicate with others. Another overriding competence a Metta competence is self-development reflective. Practice is all about developing as a practitioner.

Another overriding competence is about creativity. Remember reflective practice is looking back at what happened in order to understand it and then make a change. And therefore, the reflective practitioner is in a way always experimenting in the classroom always trying to find new and productive approaches.

And therefore, creativity becomes a meta competence within the provisional model. The other two aspects of the meta competence are analysis and problem solving. The reflective practitioner does

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need to be able to analyze situations. So, there is a competence about being analytical in terms of reflecting on occurrences.

And because we are looking at situations in the classroom there can be areas which need some problem-solving skills. So, we conceive that we can see five meta competencies. Overriding competencies for the four core competencies within the provisional model. And we need to think about how all of these competencies come together how the meta competence encapsulates the core competencies.

And we can see this in the diagrammatic representation of the model the meta competencies of communication self-development. Creativity analysis and problem solving are competencies which help the knowledge and cognitive competence and understanding ability to build knowledge through acquisition of experience.

Meta Competencies Communication, Self-development Creativity, Analysis, Problem solving			
Knowledge/ Cognitive Competence	Functional Competence	Personal Behavioral Competence	Ethical Values/ Competence

These meta competencies also help with the functional competence. How do we actually translate our knowledge into means that the students can understand? We can also see that the meta competencies have a role to play in the personal and behavior competence. So, in other words the roles that we take on in the school and how these roles are communicated the problems that we face and how we overcome those problems how we understand those problems.

And of course, the meta competencies of communication self-development creativity analysis and problem solving have a very clear role in supporting the core competence of values and ethics. Because as teachers we have a very clear moral duty with students beyond just what we're teaching as a subject.

Topic 72

Developing Competences: The Provisional Model (Part 1)

The Provisional Model 2

Developing competencies, we've looked at the provisional model. The provisional model made up of Metta competencies and core competencies. What we need to do is consider the components the individual components of these core competencies. And what we can do is look at each of these in turn.

The Provisional Model 1

Knowledge/ Cognitive Competence

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Tacit/practical- this knowledge linked closely to functional personal competences; linked closely to Schon's 'reflection-INaction'	Technical/theoretical- this relates to underlying knowledge bases including their application, transfer synthesis etc.	Procedural – this consists of the how, what, when etc. Of the more routine tasks of teacher	Contextual – this is general back ground knowledge about education / teaching

The first core competence within the provisional model is about knowledge and cognitive understanding. And we then this competence there are clear components. The teacher has tacit understanding of knowledge linked to their reflection tasks. It means it's not explicit but implicit to the individual.

It's linked closely in a sense to Sean's reflection in action. As a part of the reflective process. Another component of this competence is the technical theoretical aspect of reflection or in other words how the teacher is looking at their own knowledge base and seeing how this can be transferred how it's applied how to use this in their teaching.

Another component of this particular competence is the procedural aspect of teaching and what the teachers actually do in relation to the activities that they engage with in the classroom. And of course, there is a contest contextual component. This is the general background to the teaching that the

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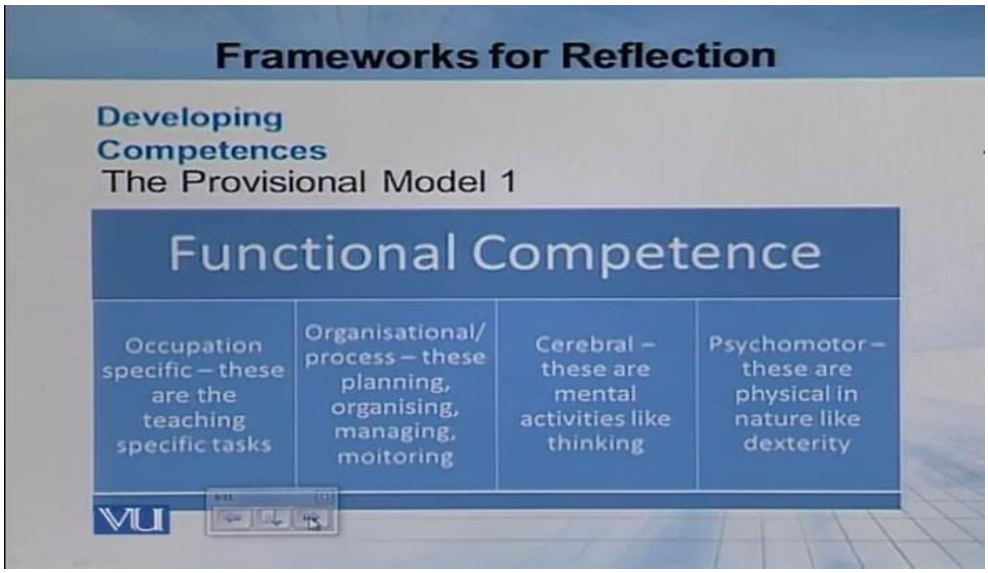
teacher does or in other words the educational environment both within the school but also within any particular country the functional competence has four key components.



One we can see here is quite is relating to the occupation specifically. In other words, the profession of teaching and all the specific tasks and duties that teachers take on within this competence there. It's also a component relating to organizational processes. So, in other words the teacher's role in planning and managing learning organizing resources and monitoring processes and procedures.

within this particular competence we are also considering the activities that the teacher engages with intellectually or in other words the you know the cerebral the mental activities associated with thinking. And of course, there are the psychomotor activities.

These are the physical practical hands-on skills that the teacher has within the personal and behavior competence there are two components the first component relates to teaching as a social and vocational set of skills. And this very much relates to things like confidence and our ability that the strengths that we bring and our ability to keep going when things can be quite difficult.

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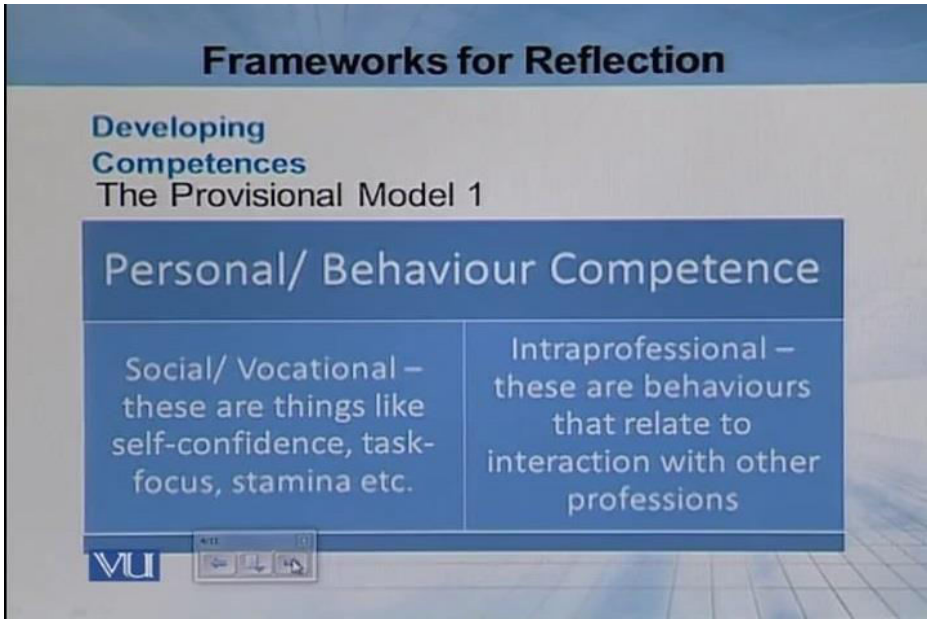

And also, there's a component which is about our roles with other professionals. So, in other words the intra professional component of reflective practice and within the competence of values and ethics there are two components. One component is our own values and beliefs and assumptions about teaching and a bad day or roles as teachers.

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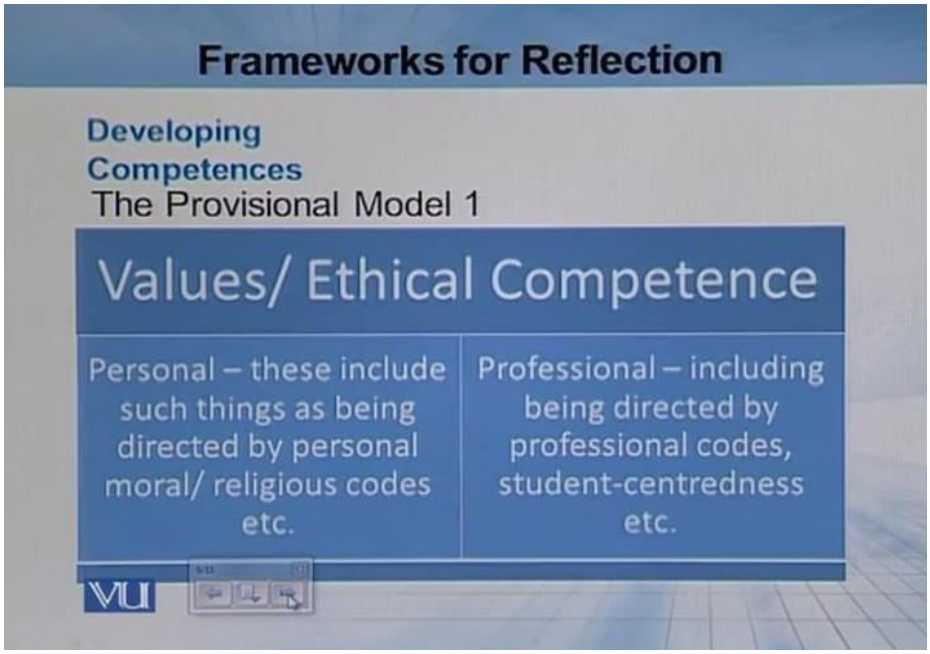

And also, there's a professional component which is about to professional codes of practice and about ideas and approaches for how teachers work with students. So, we can see that the professional competencies have very particular components and all of these components along with the meta competencies lead to particular outcomes.

Outcomes

And what we need to think about as reflective practitioners are the range of these particular outcomes. Well outcomes come in three forms.

Macro Outcomes

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One form can be macro-outcomes or in other words these are very broad big outcomes large results in terms of professional activity within the classroom. We would generally look at these in terms of things like student achievements. If lots of students get great days this would be a macro-outcome.

Micro Outcomes

We can also think in terms of micro-outcomes as well. These are focused within the group within a session and very much relate to particular outcomes in terms of activities that might be taking place. For example, as a teacher you might use some small group activity with in a in a lesson and therefore a particular micro-outcome might be students increasing confidence with discussing and negotiating in groups of people.

The macro-outcomes and the micro-outcomes there can also be partial outcomes. These are the outcomes that the reflective practitioner will consider when outcomes are achieved only partially from an activity. And it's these outcomes and this framework of competencies which leads to reflection for the reflective practitioner.

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Topic 73

Reflecting Effectively

The reflective practitioner to be effective. Must have the right mental attitude for reflection. And if we look closely at Dewey's paradigm of reflective practice, what we can do is draw out three key attitudes, which make reflective thinking effective and these three attitudes are:

- **Open-Mindedness:** This is the ability of the teacher, the reflective practitioner to have an attitude which is questioning and not closed.
- **Responsibility:** It drives the process of reflection for the reflective practice
- **Whole-Heartedness:** The desire to improve and to change and to manage ongoing professional learning.

Perhaps the most important attitude that we can draw out from these three is open-mindedness. It refers to the ability to remain open to multiple alternatives possibilities, with an idea that we can always learn and improve and develop our skills as practitioners that the reflective process becomes truly effective. This means that the open-minded teacher continuously questions routines and practices their validity and value.

What we're always doing in terms of being open-minded is always questioning and looking at what we're doing, looking at the routines and our responsibilities and seeing how we can make changes and how we can improve these.

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In order for these three attitudes to come together and become very powerful to improve effectiveness. What teacher need to do is actually look at what he/she know, what are their values and beliefs as reflective practitioners. And once we begin to think along these lines, it actually starts to underpin particular ways of knowing for the reflective practitioner, our values and beliefs are what, direct us as teachers and actually give us a focus for our approach and the ways of knowing actually then how purse bring together all these elements, these attitudes, and values and beliefs to be effective. Therefore the reflective practitioner does not believe in one single truth or in one right way to teach and develops 'ways of knowing' and 'patterns of reasoning'.

And we can look at different ways of knowing. For example, we can talk about **absolute knowing**. This is perhaps the most simplistic level where knowing is either about right or wrong, correct or incorrect. We can also talk about **transitional knowing** this is where we know that some knowledge is correct and other types of knowledge we need to explore or discovered.

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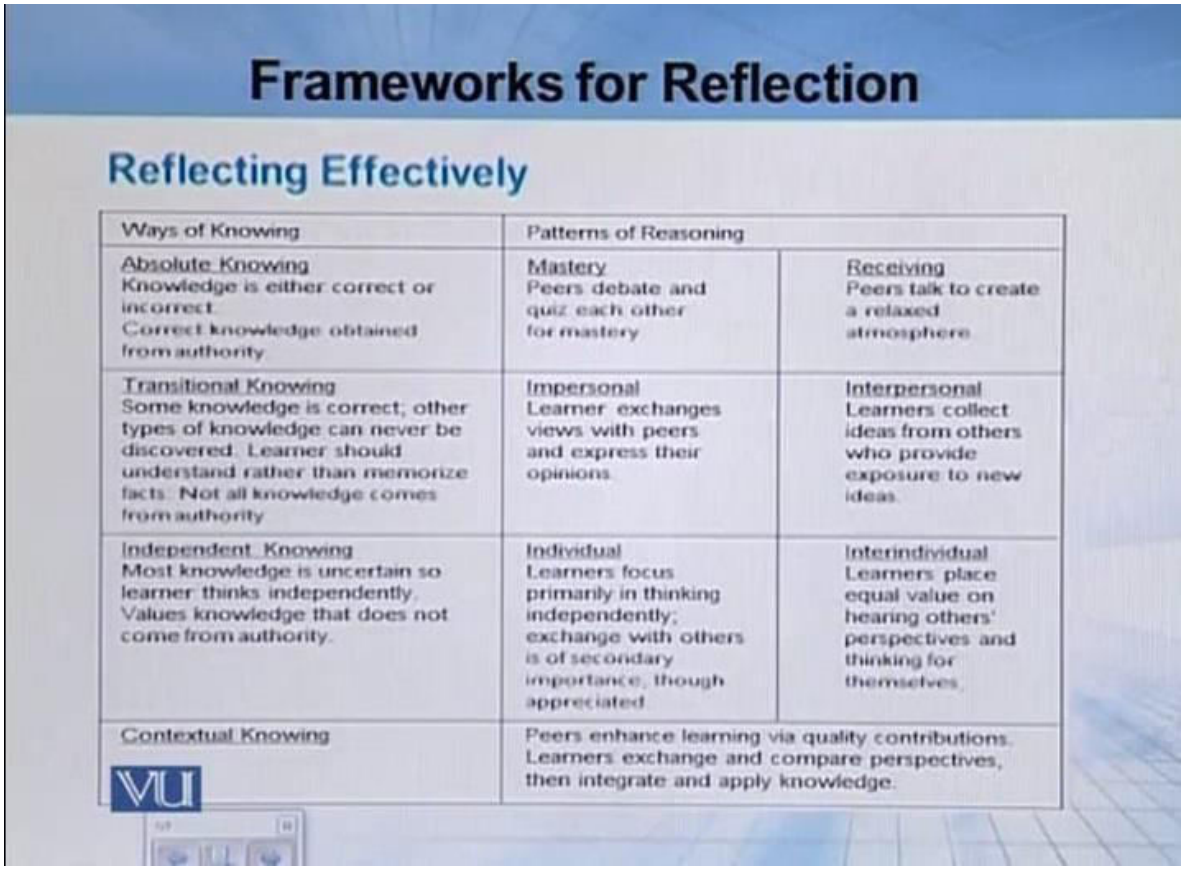

And, this actually comes from the reflective practitioner, developing in confidence, becoming more authoritative as a teacher. Beyond this, we can talk about independent knowing this is where the reflective practitioner and the authoritative, they have as a teacher start to really take control and become very powerful.

All of these ways of knowing is something that we call **contextual knowing**. This is where the reflective practitioner is bringing knowledge together from theory, from experience into a particular context, into a particular setting, into their own classroom and therefore, synthesizing that knowledge.

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This is where reflection becomes extremely effective within ways of knowing there are different patterns that we can apply.

In terms of independent knowing we can talk about individual patterns of knowing and also inter individual patterns of knowing. This really underpins the idea that the reflective practitioner is not only somebody who reflects independently, but also reflects with others. As a community of practice with colleagues to create a very powerful understandings and it's through these perspectives that we can begin to integrate and also create knowledge as reflective practitioners.

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Topic 74

Reflecting Effectively: Professional Development Journal (PDJ) Part 1

Professional Development Journal (PDJ)

For effective reflection we can consider a number of tools perhaps the most prominent, the most used method of reflecting is the professional development journal. This is a written record of experiences in the classroom and their response that the teacher has to those experiences in the classroom, feelings about planning, preparing and delivering your lessons.

It can take a number of forms, but the important thing is that it really takes, a general account of the learning from the experience and perhaps most importantly, it identifies critical incidents. The professional development journal is a very good place for the reflective practitioner to identify and then to reflect on critical incidents as they occur.

Because the reflective practitioner is writing in a journal:

- The professional development journal is quite subjective - it is written by you and for you, so it provides a dialogue with yourself. It is the individual's response, the individual's perception of what has actually taken place.
- It is very important in the professional development journal to take time to relate theory, which has been explored in the literature with the experience of practice.

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- One of the most valuable functions of the professional development journal is to help you identify development points for action planning. Once the critical incidents, once the experience has been noted down, once the feelings have been identified, is for there to be some indication of action in relation to the experience.

- A professional development journal is not a diary of what happened. It does follow a structure in terms of, reflection and action.

So, what you can be doing is to be looking for themes longitudinally through the journal, to see if things recur, and then starting to develop some ideas about actions that you can take in terms of your experience.

- It's very important to get into a very good habit of writing in the journal, try to do it as soon as possible after teaching and as regularly as possible as you go through your teaching.

- The most difficult thing to consider as a reflective practitioner is writing in a journal. When do you get the time? the important thing to realize is that, it is a very critical process, but try not to think too hard about it that can actually stop you from writing in the journal. What you want to do is to let the writing flow and to get the experience, capture the experience and some critical incidents on the paper.

- A very good and simple rule to follow is little and often in the professional development journal. You don't need to write pages and pages, you simply need to note down the key incidences, the key approaches.

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- A very good thing to do with the journal is to share your reflections with your colleagues in school - it can be very helpful to find that colleague are experiencing the same uncertainties or difficulties. So, you can get their perspectives on your reflections. And of course, it doesn't have to be just a word. You can actually put diagrams or drawings in there.

- Therefore writing in the professional development journal is a very structured process. It's not free form. And what you need to make sure is that you include **description** under the words (what happened?) you need to add **analysis** (how, why?) and **evaluation** (how effective was it?) and also **conclusions** (suggestions for future practice) that you can draw. The conclusions are important because these will help you identify action points.

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Topic 75

Reflecting Effectively: Professional Development Journal (PDJ) Part 2

Reflecting effectively using the professional development journal. What is useful to consider here is, a framework that can support the process of writing. Driscoll and Teh (2001) provide a very simple but useful framework for reflection based on three questions:

- **What?** Start off writing in the journal by talking about what happened, or in other words, a description of the event, what was it that, occurred in the classroom that warranted the reflection.
- **So what?** In other words, what's your reaction to what happened? What's the actual analysis of the event that occurred? What's the analysis and evaluation of the experience of teaching on that particular occasion.
- **Now what?** or in other words, what's the next step? What will you do? What are their actions, which will come from your reflection?

So, it's a very simple framework to use for writing what, so what, and now what.

What this particular model is good for is that it provides some trigger questions to help the reflective practitioner use this particular framework.

What?

So, for example, in describing the occasion, describing the event in the classroom, the reflective practitioner can use what questions or in other words, what happened? What did I see? What did I do?

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What did my students do? These are very simple trigger questions to the first part of the frame. They also provide trigger questions for the other components in the framework as well.

So What?

These are part of the analysis and evaluation aspect of the reflection. And so, the trigger questions need to reflect analysis and evaluation, or in other words, how did I feel at the time? what were the effects of this particular thing happening? why did I react, to this particular student in this particular way? this is where the critical reflection, has most power.

Now What?

And then the trigger questions for now what, or in other words, the action planning component of the framework: what are the implications of the analysis? And then what are the next steps? For example, it could be, how can I modify this aspect of my teaching?

Layout

When you're writing in a professional development journal is the actual layout that you choose. Many people will just treat it as a diary and write a long narrative. If you do this, it might be good for you, but it's very easy to actually lose the description analysis and action planning components and so, a good structure to a professional development journal can actually help the reflection process and actually make reflecting much more effective.

You can design your own template for your PDJ using the following categories (headings) can help:

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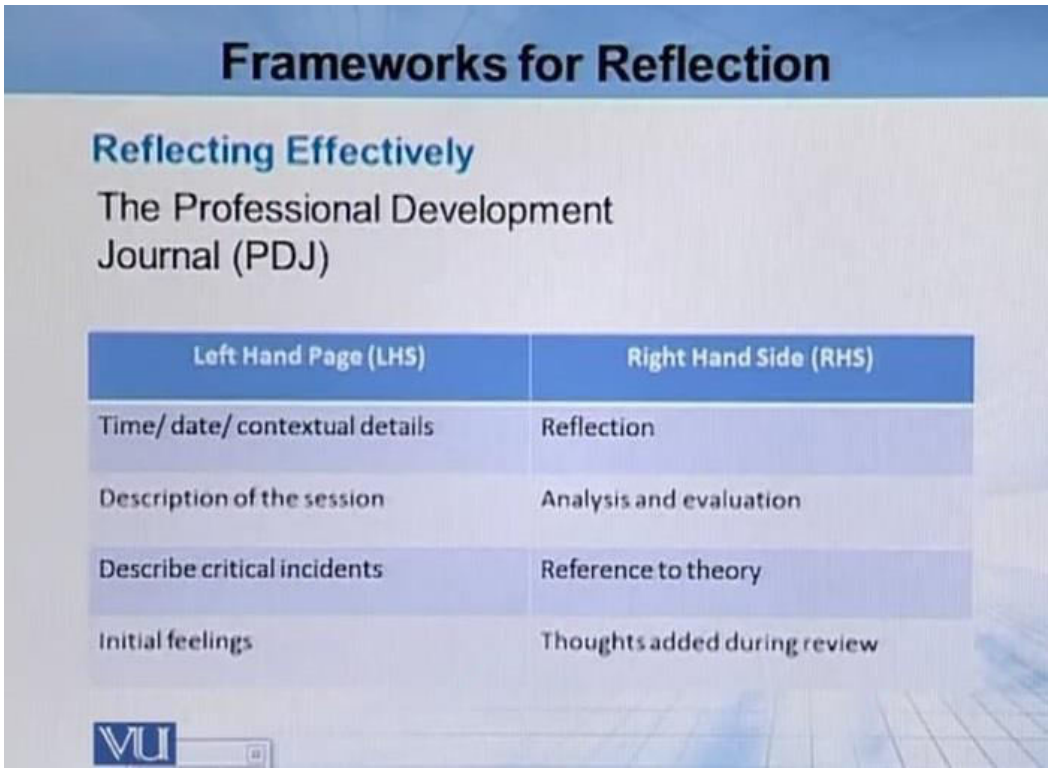
- Description
- Analysis and evaluation
- Conclusion for future practice

The layout could be, for example, a split page. Some practitioners will fold a page in half and draw a line down the center and on the left-hand side we will describe and on the right-hand side we'll analyze and evaluate. What some people will also do is write on two sides on the left-hand side, on the right-hand side of the book.



And so, on the left-hand side would be the descriptive component it could be very, reflective in terms of feelings on the left-hand side as well. Certainly, it would include date and time and the context, this

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puts everything into perspective. And on the right-hand side, the reflective practitioner is actually undergoing the analysis and evaluation component. And actually, beginning to think through the actions that need to be taken in order to develop practice.

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Topic 76

Reflecting Effectively: Critical Incidents

Critical Incidents

What we need to do as reflective practitioners is be continual in terms of reflection, and we can use tools like professional development journals to do that. And we know that a professional development journal can have, a useful structure that can help reflection.

However, if we just telling a story in the classroom, the effectiveness of reflection can be reduced. What many reflective practitioners do is. Actually just focus on critical incidents that occur in their teaching and only reflect on these in their professional development journal.

Critical incidents are those specific occurrences within teaching and learning which you consider significant or important. They can be positive as well as negative. Very often it's easy for us to focus just on the negative. But we must remember that critical incidents can also be very positive incidents for us as teachers and really critical incidents can be considered as a light bulb moment. When the light goes on a sudden realization that something good has happened or that some problem is occurring.

Examples

There are some examples, for example, behavior issues in the classroom can suddenly come to the fall it could be a student who has a particular problem with an activity that you want the whole class to perform, or it could be something quite positive where a student is performing much better than you expected.

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How Critical Incidents be Used

Reflection, sorry. Reflecting on critical incidents then is really something which helps the reflection process. It gives a focus for what you're actually reflecting on rather than just the dayto-day routine you're picking on particularly important components of your work.

Possible Outcomes from Undertaking Critical Incidents Reflection

And as I've just mentioned, critical incidents can be focused on negative aspects, negative experience, and they can also be focused on positive experiences that we have and therefore critical incidents and critical incident analysis is very much something that we can use to affirm. What we think we're doing in the classroom to actually, reflect and know that we're doing the right thing. It's a way to sort of congratulate ourselves as well as, as a means for giving us some immediate action points and also looking further beyond what we need to be considering immediately.

Critical Incidents Reflection

So, critical incident analysis can be used in a number of different ways. It’s not just debates producing a narrative, but it's about, it's about focusing that narrative on particular aspects of teaching. For example, critical incident analysis could be just one event one thing that happened while you're in the classroom while you were teaching, or it could be reflecting on something which is an ongoing phenomenon that you're experiencing as a teacher.

And therefore, we can diagram this process of critical incident analysis within the professional development journal.

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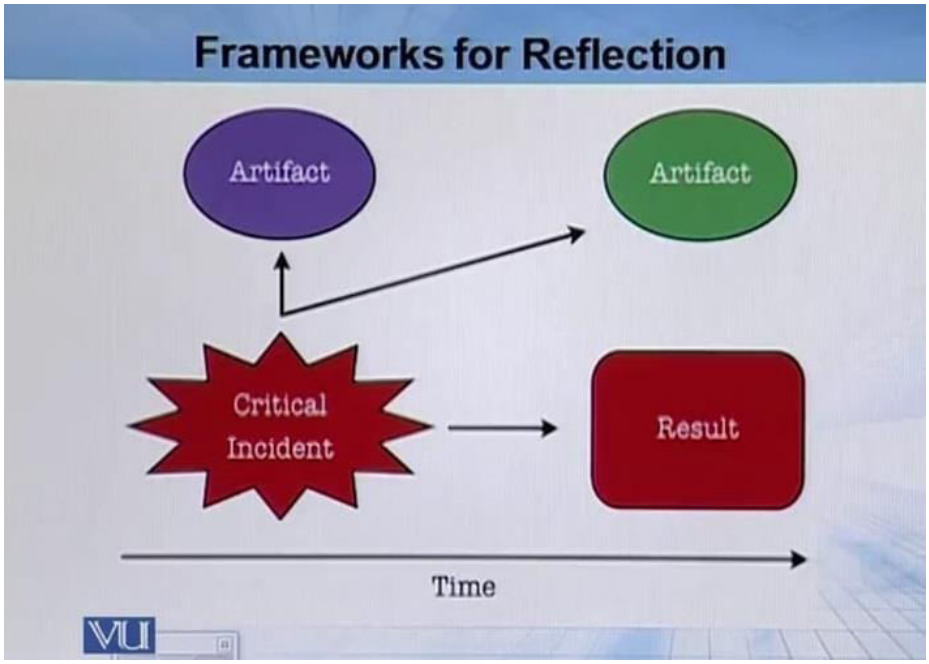

And what we can see is that there is a critical incident, which generates certain artifacts. Artifacts are what we write about in the professional development journal. The what? So, what, and now what framework that we use and the most important thing that over time that the critical incident leads to some action. Point time here can be short. It can be extended depending on whether the incident is a one-off or whether the incident is a recurring process that we're

experiencing.

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Topic 77

Reflective Action Planning

The most important part of the reflective process is taking action in response to what we reflecting them. This involves being helped to:

- **Select a specific target** (e.g. effective rules and routines or widening your range of strategies)
- It certainly involves **planning a program**, not only of reflection, but the actions in relation to that reflection. This could include discussing with colleagues, notes in the reflective journal and your actions which you're planning. It could also be a process of observing other teachers or having other teachers observe you to give you feedback and for you to acquire more knowledge about your approach as a teacher.
- It's very much about not only action planning, but focusing on the **effectiveness of quality** of what you're doing as a teacher.

The active action planning process is about:

- Identifying the opportunities that you have in discussing these opportunities. And also using this process to reinforce what you're doing well and to identify where you need to make improvements, where you need to make changes.

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- Deciding what evidence of planning and practice goes into professional development.

An effective action plan then is something that we need to think about. It's not just about putting action points on paper. The effective action plan is a very useful document for the reflective practitioner.

- It helps you build up a profile of your work and your development over time.
- It's certainly something that is a professional document and therefore should not be just for your consumption, but also it should be shared with your line manager, the principal in the school and others.
    - The action plan needs to be very precise in terms of how it's written, not vague.

And so, an action plan answers certain questions for the reflective practitioner.

Answer of the Following Questions

For example, questions like; what is my priority here? What do I need to focus on? What is it that needs to change? What do I need to achieve with this particular change? Within that identification of the what there also needs to be an understanding of when these things are going to occur and when they will be completed. When am I going to do this? And when will I know that I've completed this.

As well, we need to consider in the action plan, is who can support the reflection process and the action process. You are not operating in isolation in the school, you're operating as part of a team. And so, there are those people who can help you, how will you get their help? How will you also collect evidence of what you're doing?

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And how will you collect evidence, which will help you measure the level of success that you're having. These are other aspects which need to be included other questions, which need to be included in the action plan for which you're seeking answers.

What is my priority and do I want to achieve?

What do you want to think about is, the action planning process, not just as a means for directing what you're doing, but as a process, which is going to help you develop your confidence.

Because through this process you will become more effective as a reflective practitioner, more effective as a teacher. For example, you could ask a question like, that you're going to discuss the school particular school policies or approaches, of the school with your head of department.

This is something that you could include in the action plan as something very valuable. And what sort of support arrangements would you need in order to make this work? And really the success criteria, what we'll **demonstrate** through the evidence that you collect, that you've been successful with the action planning process.

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Topic 78

Indicators of a Reflective Practitioner

There are some key teachings and learning practices which contribute to what we do as reflective practitioners and to effective pedagogies. And what we can do is identify particular attributes, which will indicate when a teacher is being a reflective practitioner.

Intellectual Quality

Key attribute really is intellectual quality.

- The reflective practitioner is somebody who is engaged in **higher order thinking** rather than common sense thinking this is very critical thinking.
- In terms of intellectual quality, the reflective practitioner is somebody who has a **deep knowledge** and a **deep understanding** of the subject they're teaching and also the pedagogy of the subject that they're teaching.
- The intellectual quality of the reflective practitioner is exhibited through the way they **communicate** with other professionals, or how they talk about teaching, how they talk about language or in other words, the **meta-language** that they use to talk about the profession.

These particular attributes, we can identify through some very simple questions that we can ask ourselves. And these are questions that we can reflect on as we're writing, for example, in a professional development journal. A very good question is how do I use students prior Experiences

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to support their current learning? This is a meta-language approach to teaching in the classroom. Other questions, how do I encourage my students to be agents of their own learning or in other words, more autonomous and how do I move students towards a higher order thinking? These are questions, which indicate that the reflective practitioner has a particular intellectual quality which they're bringing to the role.

Supportive Classroom Environments

Another indicator of an effective reflective practitioner is that the classroom environment is supportive of teaching and learning.

- There is very clear **student direction** in terms of activities and learning, which is taking place.
- There is **social support** for our students within the entire room.
- Their classroom environment is very **active** rather than passive and therefore students engage much more with the teaching and learning which is taking place.
- And what is key to identify here where you have effective reflective practice is that the students are great degree **self-regulated**, or in other words, learning happens almost without direction from the teacher.

These can be operationalised through a number of simple questions that we can consider when we're writing in a professional development journal. How do I provide student responsive lessons and engage students with who have diverse interests? This is where the reflective practitioner is thinking very critically in terms of higher order, cognition of what they're doing.

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How, do I collaboratively plan aspects of the curriculum? This is another key aspect of an effective reflective practitioner. How do I motivate learning? This is not just about teaching. It's actually thinking about how to engage students more.

The indicator of reflective practice is how the individual teacher is engaging with difference. Whether it's a social status or whether it's gender or group identity. This actually means that the teacher is operationalizing differentiated learning in the classroom. And again, in terms of reflection, there are particular questions that we can ask.

How do I acknowledge respect and value? Students' diverse learning needs is a very good question to ask ourselves. How do I promote student voice is about student empowerment and student autonomy? How do I acknowledge different ways that students learn? If you can reflect in this way, you are showing higher order skills.

And perhaps importantly is connectedness or in other words, how the teacher brings together knowledge and practice background, understanding of students and of the school and of the families and of their own role as a teacher, into a cohesive and complete approach to teaching.

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Topic 79

Framework for Reflection

Five Key Features of Reflection

Five Key Features of Reflection

- Teaching is a complex activity, in which decision are made in complex contexts.
- In addition, there are theoretical perspectives to consider, and the process of reflection brings all these aspects together.

What's important to remember is that teaching is a very complex activity. It requires the teacher to make difficult decisions in complex situations. And therefore, a key feature of reflection recognizes the complexity, the difficulty of the teacher's role. Added to this is the fact that this complexity has to be linked back to theoretical underpinnings for the teacher. These theoretical underpinnings guide our approaches and, help us make decisions in the classroom.

- There are some key features of reflection that are widely considered:

So, there are some key features that we can look at in terms of reflection and reflective practice.

1. **Reflection Results in Learning**

- Reflection results in learning- through changing ideas and your understanding of the situation.

One key aspect and perhaps the most important is that reflection must lead to learning. It must lead to change. The process of reflection is about professional development and therefore, it's an opportunity for the teacher to learn for ideas, to evolve, to change, and for understanding to

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become much deeper, and for us to get a much better appreciation of the contexts and the situations in which we teach

2. Reflection is an Active Process

- Reflection is an active process of learning and is more than thinking or thoughtful action.

Another key feature of reflection is that it is very much an active process, it's not passive. The reflective practitioner is somebody who is proactive about changing is, focused on reflection on review, on analysis and of course, on action and is doing this in a very thoughtful and measured way.

3. Reflection Involves Problematizing

- Reflection involves problematizing teaching by recognizing that practice is not without dilemmas and issues.

Another key feature of reflection is that it is very much about problematizing the teaching that we do. It's about looking at critically, looking at what we do, identifying areas which need to be improved or to understand problems that we're facing and to come to some resolution for these issues and problems. Reflection is not just thinking about teaching. It is very much about problematizing what we do and identifying action points.

4. Reflection is not a Linear Process

- Reflection is not a linear process, but a cyclical one where reflection leads to the development of new ideas which are then used to plan the next stages of learning.

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Another key feature of reflection of course, is that it's not a linear process. Reflection does not happen in a straight line. It actually is cyclical. It is a cycle, where there can be any number of iterations or in other words, journeys around the cycle of reflection. This identifies the fact that reflection is an ongoing process and not something that will just happen one time. It is actually a continual process.

5. Reflection Encourages Looking at Issues from Different Perspectives

- Reflection encourages looking at issues from different perspectives, which helps you to understand the issue and scrutinize your own values, assumptions and perspectives.

- Therefore, when the term 'critical reflection' is used, it refers to a combination of the analytical, questioning (or critical thinking) and reflective approaches.

And another key feature of a reflective practice is that it is about looking at the experience that we have as a teacher from different viewpoints, from different perspectives to get different understandings of our own experience. So, what we do as a reflective practitioner is not only reflect for ourselves, but also consider things from other people's points of view. And therefore, the term critical reflection is used for this process. It's not just about thinking. It is very much about combining all aspects of a very critical approach to thinking which is description, analysis, evaluation, and then conclusion. This all makes the reflective approach.

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Topic 80

Framework for Reflection

Ensuring Reflection Leads to Learning

Ensuring Reflection Leads to Learning

- There is a distinction between surface level reflection (routinized, bland and unthinking) and a deeper level (conscious control, self-analysis, metacognition).

What we have to do is make sure that there's a very clear distinction between the level of reflection that we're engaged with as reflective practitioners. If we're not careful, reflection can actually become quite routine and therefore not very meaningful in a way it becomes an unthinking process. And what we need to ensure is that reflective practice is thinking at a much deeper level. It's about consciously thinking through what has happened, taking control, having some measure of analysis in terms of that experience. And standing back and reflecting, looking at questioning that experience.

- Many theorists make a distinction between "**common sense thinkers**" and those who are "**pedagogical thinkers**". This distinction gets to the heart of how to ensure reflection is an effective learning tool.

And so. in the literature, what we can see in terms of reflective practice is that there's a distinction between what some people call 'common sense thinking' and what others call 'pedagogical thinking'. Common sense thinking and pedagogical thinking are in a way two extremes of a straight-line continuum.

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Common Sense Thinkers

- Laboskey defines **"common sense thinkers"** as those who reflect in an unconscious way, suggesting they are happy to use a "trial and error" approach to learning to address short-term issues that are context specific.

Common sense thinkers, it has been said, tend to think in a very unconscious way. That's not just saying that it's a bad thing. Common sense thinkers are those people us as we think through everyday life. It's a very normal thinking process. It therefore can lead to particular process in processes in the classroom like trial and error, or in other words, experimenting with something to see if it works and if it works well, if it doesn't change it, this is very common-sense thinking.

Pedagogical Thinkers

- "**Pedagogical thinkers**" are more conscious of their actions, asking the questions 'what is my intuitive response to this, and why am I feeling or acting this way? Laboskey suggests that it is by taking conscious control that pedagogical thinkers 'take a long-term view of how to solve problems ... remaining open to learning … recognize there are no simple answers and the conclusions they reach are likely to be tentative'. (Laboskey in Cartwright, 2011).

'Pedagogical thinkers' are very different to common sense thinkers. With a pedagogical thinker, we're looking at a much more conscious process in terms of, reflecting on teaching in the classroom. And it's that consciousness in terms of reflection that actually ensures that the reflective process leads to learning. it's about the individual taking control and about taking a much longer-term view of the professional aspect, the career aspect that we have as teachers. It's not just commonsense thinking which is in the moment and immediate. Pedagogical thinking is much longer term.

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Four Key Principles for Learning for Pedagogical Thinker

And what we can do then is look at four key principles of learning for the pedagogical thinker and these define the process of pedagogical thinking. **We have continuous reflection which is ongoing, connected reflection, challenging reflection, and also contextualized or situated reflection.**

1. **Continuous Reflection**
2. **Connected Reflection**
3. **Challenging Reflection**
4. **Contextualized Reflection**

Continuous Reflection

- This ensure that reflection is an ongoing component in learning. Often short-term experiences can lead to more complex long-term involvement which gives the teacher extensive material for observation, reflection and experimentation.

Continuous reflection as the word demonstrates is something which is ongoing for the reflective practitioner. The pedagogical thinker will continuously think on and think about their experiences in the classroom in order to help lead the process of professional development. And this therefore gives the reflective practitioner a lot of material to work with reflection.

Connected Reflection

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- This is essentially the component that links experimental learning to formal training.
- Without structured reflection, teachers may fail to bridge the gap between the concrete experience and abstract concepts they are taught.

Connected reflection is essentially the component which links experiential learning from the classroom, acquired knowledge from the classroom, with the form of the learning that we have on courses or in training.

Without structured reflection. teachers may actually fail to bridge the gap between their experience and what the literature, what theory tells us about teaching and learning. And therefore, this is a very important component of thinking for this level.

Challenging Reflection

- This is the teacher being prepared to pose questions and propose unfamiliar or even uncomfortable ideas for making changes.

This is where the teacher is prepared to pose questions and perhaps very difficult questions for themselves in order to begin the process of improvement and development.

Contextualized Reflection

- This ensures that the reflection activities or topic are appropriate and meaningful in relation to the experiences of the teacher. For example, should the reflection be more formal or informal?
- Contextualized reflection takes into consideration all these components, which makes for more meaningful and educational reflection.

And of course, there's contextualized reflection or situated reflection. This brings all the other levels of reflection together within the context of teaching for the teacher. For example, a reflection

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could be more formal or informal depending on the context in which the teacher is teaching. So, contextualize reflection takes all of these considerations and actually makes it meaningful for the teacher within the context that they teach.

Topic 81

Framework for Reflection

Tools for Reflection

Tools for Reflection

Reflective Journal

- Most frequently used.
- Involves teachers in self-assessment, collaborative critique, self-reflection and goal setting.
- May become a shared dialogue with a colleague.
- May be an individual journey of professional self-reflection.
- May be supported by a framework (list of questions/checklist etc.).

Perhaps the most often used tool is the reflective journal. the professional development journal and these are very popular. They can involve teachers in self-assessment, collaborative critique and also action planning.

Reflective journals can also be a means for sharing dialogue with other practitioners. It's a means for putting on paper ideas and being able to share those with others in a very concrete way. It can be very individual but it also can be very collaborative. And what we can do is consider questions and checklists which help us frame our thinking in the journal.

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Types of Reflective Journals

- **Reading response Journal**
  - Teachers reads recommended content and then record responses in the journal.

And there are many different types of journals that we can use. The **reading response journal** is where the teacher reads, it could be some recommended text or has access to texts in the school or at home and uses the journal to reflect on the content of what they've read.

- **Double entry Journal**
  - Involve a statement of context on the left-hand side and reflections and proposed actions on the right-hand side.

We also can get something called a **double entry journal**. This is a very popular approach for the professional development journal where one side of the page, the left-hand side describes the context and the situation and on the right-hand side is where the reflection, the analysis, the evaluation takes place.

- Based on **Smyth's (1989) 4 phase model of "describe, inform, content, confront and reconstruct".**

Based on **Smyth's four phase model** of describe, inform, confront and reconstruct, this is where journals become quite powerful.

- **Interactive Journal**
  - The teacher shares the journal writings with an 'audience'.
  - Provides encouragement and deepening reflection.

In **interactive journal**, this is where the teacher writes regularly in a professional development journal. But these writings are regularly as a matter of process shared with an audience that could be one individual or it could be a group of individuals. This is a means for encouragement and support of the teacher.

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- **Dialogue Journal**
  - Supports the process of deconstructing and reconstructing experience.
  - Helps teachers make sense of the conceptual and theoretical understandings about teaching.

And you can also get a **dialogue journal or sometimes called a dialogic journal**. This supports the process for the teacher of deconstructing and reconstructing the experience very methodically. It helps the teacher makes sense of the conceptual and theoretical understandings that they have in the classroom by critically taking them apart, looking at the components and then reconstructing them in a meaningful way.

- **Narrative Journal**
  - The teacher reflects on the values and beliefs which form the essence of teaching.
  - Teachers can draw inferences from experience.

There's also something called the **narrative journal**. This is where the teacher uses the writing process to reflect on values and beliefs about their role as a teacher, what is the essence of teaching? And it is very much here where the teacher can draw on inferences, make inferences about their teaching.

- **Practicum Journal**
  - Provides guiding questions about teaching.
  - Enables teachers to critique and modify their teaching.

There's also a **practicum journal**. This is perhaps something that teachers will experience during training, where there would be a sequence of guiding questions which need to be answered by the teacher. This gives a very strong structure and helps the reflective practitioner critique and modify their teaching in a very processed and sequential way.

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Self-Assessment

- Self- assessment framework help to develop reflective skills.
- There are many different self- models which teachers can use.

Self-assessment is another tool for reflection that we can use. And there are many checklists available which we can use. And of course, we can devise our own self-assessment checklist in terms of supporting the process of reflection.

Portfolios

- A collection of structured professional 'artifacts' that demonstrate accumulated knowledge, skills and practice.
- Paper-based or electronic.
- Teachers can portray higher level cognitive thinking and self-reflective growth.
- Examples of artifacts include: lesson plans, students work, feedback, recordings, photos, formal appraisals, etc.

And of course, there is also the portfolio that the reflective practitioner can use. The portfolio is a collection of materials. Some people would call artifacts from the process of teaching in the classroom. These artifacts, these materials could be paper-based or of course they could be electronic. And what this is used for? the portfolio is useful for demonstrating the teacher's higher order thinking and their cognitive thinking. Examples of artifacts could be things like lesson plans, students' work, recordings, photographs of students, or even appraisals of students which taking place.

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Group Reflection

- Collective reflection with colleagues in a small group.
- Provides a richer experience.
- Generates safe reflection and greater feelings of confidence.

And of course, there's group reflection. This is where the practitioners, the teachers, the colleagues get together to share experiences, discuss and describe. And this not only gives support but actually supports a much deeper level of reflection.

Mentoring

- Can play a crucial rule.
- Mentors can model reflection on own practice and by directly challenging and affirming the critical thinking process.

And mentoring is another significant process for the reflective practitioner. This is a dual process where the teacher is coached and supported as part of reflection.

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Topic 82

Framework for Reflection

Social Criticality

Social Criticality

- Being socially critical means starting with reality, with seeing injustices and contradictions, and beginning to overturn reality by reasserting the importance of learning.

What we have to remember is that reflective practice does not happen in isolation. And therefore, there is an element of looking at the reality of the situation in which we're working, and deconstructing reflecting on that, and perhaps overturning what we would normally assume in terms of new understandings.

- Only when teachers take an active reflective stance that they are able to challenge the dominant "factory" metaphor of the way many schools are conceived, organized and enacted.

And only when the teacher takes this reflective stance that we're able to really consider our roles as teachers and the type of learning which is taking place in the classroom from a social critical standpoint.

- In theorizing practice and practicing theory, teachers are able to see reflection as embedded deeply in our teaching, rather than something that we do to it afterwards

And therefore, the reflective practitioner is somebody who's not only practicing theory but also theorizing practice, bringing experience together with theory in order to create something very meaningful for themselves and also for the profession as a whole.

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- Self-Development is based on:

(a) **Received knowledge**- the 'intellectual content' of the profession

(b) **Experiential knowledge-** classroom experience PLUS reflection.

And therefore, for the reflective practitioner, self-development in terms of social criticality is based on a number of premises. One premise is that received knowledge or in other words, the intellectual content of the profession that we're engaged with, comes together with the acquired knowledge, the experiential knowledge that we gain from the classroom along with the reflection of that experience.

- Dialogue and discussion are central to development.
- Articulation of ideas is crucial to shaping pedagogical thinking.

And what is also involved in that is a process of dialogue and discussion. Social criticality recognizes that as reflective practitioners, we're working within the context, with other teachers and therefore development is very much a process of shared understanding and dialogue and not an isolated individual activity as such, and therefore, it's very much about articulating our understandings and using that language to shape our pedagogical thinking.

- Cooperative development involves another.

And therefore, reflective practice is a cooperative and collaborative process. It involves others, we are not working individually. In order to develop ourselves, we are doing that development with other people.

- Self-development is based on social constructivism:

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(a) The mind is mediated by language.

(b) Understanding is jointly constructed through dialogue.

(c) Teachers are guided to higher planes of understanding through dialogues they have with other professionals

(d) Knowledge is socially derived.

(e) Learning takes place in ZPD (zone of proximal development).

Self-development is based on constructivism. Constructivism is a theory of learning which is very much mediated by the language which we use to describe things. And we use that language to construct our understanding jointly with others.

And as such teachers are guided then through higher order levels of thinking, through this social critical process, and that this knowledge is socially derived within the group that we work with.

And what we have to consider then is that there is a **zone of proximal development** as a reflective practitioner. There are those that who are closer to us, can have much more impact and can support us. Those who are not so close, they can offer less support and less criticality in terms of our reflection.

- The **process of reflection allows reflective practitioners to develop an "inquiry stance" on their practice** and construct their own knowledge base and their own professional skills.
- Teachers advance their effectiveness through reflective practice by challenging uncritically accepted assumptions.
- Critical reflection within a group/social setting gives teachers multiple opportunities for reflection.

The process of reflection then allows reflective practitioners to develop their skills for inquiry and to take an inquiring stance in terms of their role in the classroom. And it's through this process that teachers advance their skills as teachers advance through reflective practice by

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challenging things which have been uncritically thought about before, by thinking critically about them. And therefore in terms of social criticality, reflection is a group process. It's a social activity, not something which is done in isolation and the social component provides multiple opportunities for reflection.

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Topic 83

Framework for Reflection

Hegarty's Reflective Framework

Hegarty's Reflective Framework

- The framework consists of a template that you can follow to structure your reflective writing in three steps. This encourages you to move beyond basic description about your experience to analyze your actions, learning and emotional reactions and thus examine your practice more critically and from different perspectives

Haggerty's reflective framework provides a template that the reflective practitioner can use to support the reflective process. It's essentially three simple straightforward steps that encourage the reflective practitioner to move beyond simple description and to make sense of the experiences and the analysis of those experiences in order to move towards action as a teacher in the classroom.

Hagerty is reflective framework is nice and simple to use and therefore very effective as a framework for reflection.

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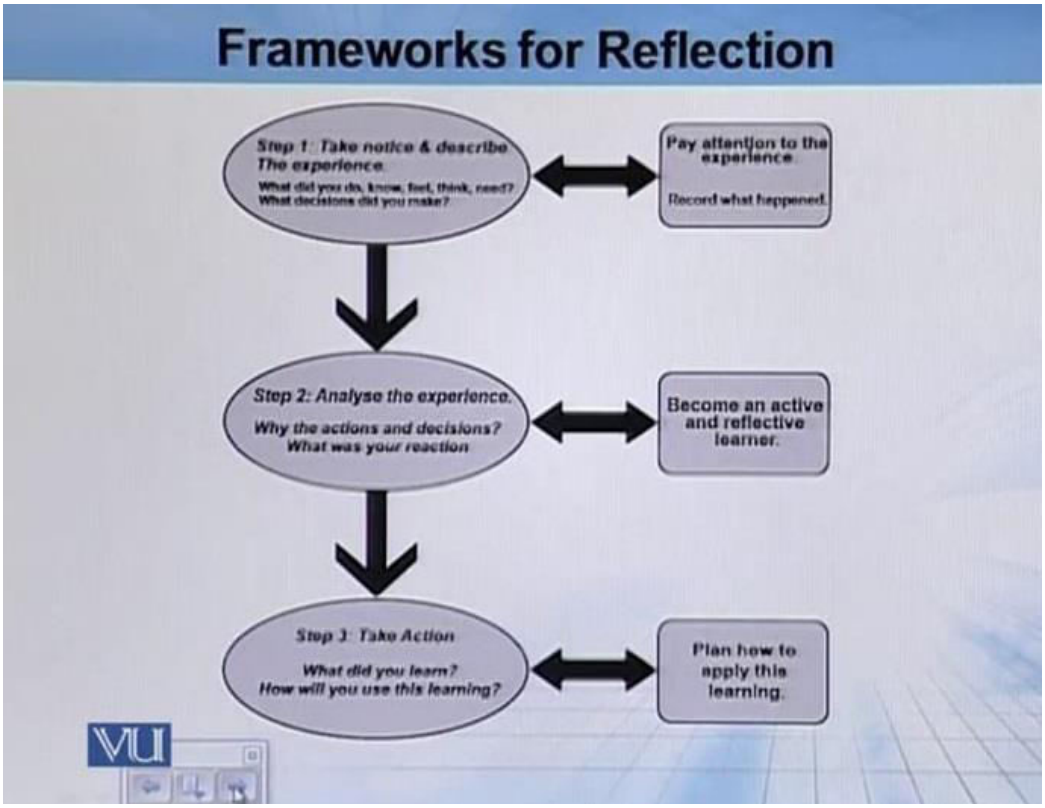

- The three steps quite simply are about describing the experience, taking notes of what happened, noticing who's doing what, how things are happening, paying attention to the experience in the classroom and recording that experience.
- Step two is about analyzing the experience. Why were particular decisions made? Why do you think that certain things happened in the classroom? What was your reaction? What was your students' reaction? When these particular things occurred? and this is where, as a reflective practitioner, you are becoming very active and reflective as a learner.
- And then the final step in the framework for reflection is about taking action. What do you need to do next? What do you need to learn about now in order to develop? And this is where you are planning about how to apply what you're learning from the reflection process.

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- **Take notice and describe the experience-** pay attention and record what happened; What did you do, know, feel, think, need? What decisions were made?

So, the first step is about '**taking notice and describing the experience'**; pay attention and record it. The journal here is the price where you can use this framework to go through each of the three steps. The first step is where you're describing. What did you do? How did you feel about it? How do you think the students experienced that particular lesson?

- **Analyze the experience-** what were the actions and decisions, and why these actions and decision? What was your reaction?

The second step is '**analysis of the experience'.** What were the actions and decisions, and why were these actions and decisions taken? what was your reaction at this particular point to the teaching or the experience that you had? Analyzing and evaluating is the second step where the reflective practitioner is beginning to understand what needs to be learned.

- **Reflect, take action-** what did you learn? How will you use this learning? plan how you will apply this learning

And then the final step is '**reflect and take action'**. What did you learn? How will you use this learning and, how do you plan to apply this learning?

You can see the three steps take the reflective practitioner through a journey of learning from describing understanding what needs to be learned and then analyzing the complexity of that learning in order to reach at a point where learning can begin to happen through actions.

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Topic 84

Framework for Reflection

Personal Practice Theory (PPT)

Personal Practice Theory (PPT)

- Researchers exploring the relationship between teacher beliefs and their classroom practices found that teachers' experiences impact what they believe teaching should be like and that teachers form their own theories in teaching.

What has been seen in the literature, what a lot of researchers write about is that teachers begin to build their own theories from their values and beliefs about education, about teaching and the experiences that they have in the classroom. And these theories for each teacher become very powerful because it links the experiences they have and the values they have together into something which they hold very powerfully, very strongly

- PPT is the systematic set of beliefs (**theories**) guiding teachers' practices (**practical**) that are based on their prior life experiences (**personal**).

Personal practice theory then is very much about a personal, a systematic set of beliefs that a teacher has, which describe theories for the individual teacher, and how the teacher operationalizes these theories, or in other words the theories which guide their practice. So, there is a practical component to personal practice theory. And then this is all brought together through the experiences, the work experiences as well as the life experiences that the teacher has. Personal practice theory is something that all teachers will develop in time through the experiences that they have and their evolving values and beliefs.

- What does this mean for the reflective practitioner?

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- Surfacing their PPTs enables teachers to be more aware of their rationale for on-going decision- making and empowers them to become reflective practitioners.

So, what does this really mean for the reflective practitioner? Well, what it does mean is that the reflective practitioner by bringing a personal practical theory to the surface can actually reflect much more deeply, much more critically. And this can help with decision-making. It can help with analysis and evaluation of the activity in the classroom. It can help with action planning and action in terms of critical incidents. Most importantly, it's a very useful way for the teacher to feel more empowered and more in control of their role in the classroom and their role as a professional.

- **Developing Your Own PPT**
  - You can use the following chart.
  - There are no right or wrong answers.

So, how do we develop a personal practical theory? Well, there's no one way to do this. There are no right or wrong answers. We're talking about values and beliefs linking with experience in order to generate theory. So, these are not fixed attributes. But we can consider the following chart which can help in terms of understanding personal practice theory.

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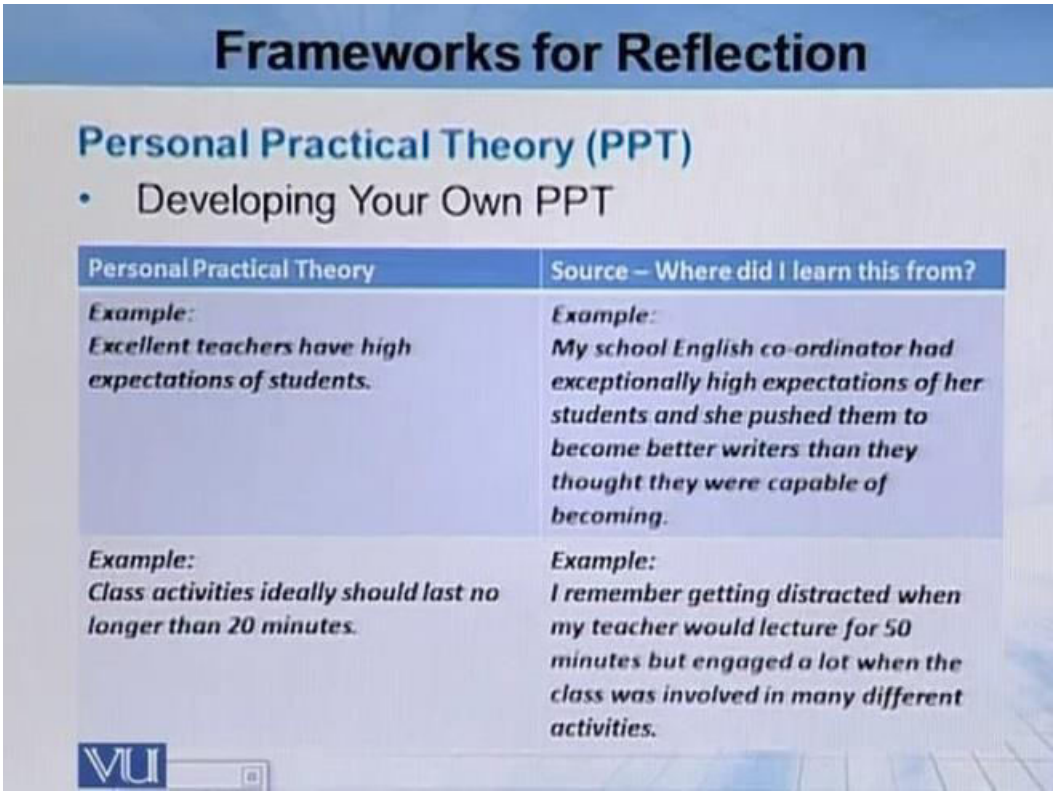

For the individual practitioner, it's very much about looking at practical experience in the classroom. For example, thinking or believing that excellent teachers have high expectations of students, this is a value that we have and we bring this together with experiences that we have. An example might be that the teacher in their own school had an English coordinator who had very high standards of their students and pushed them very hard to work and to be better writers and it's because of this the students achieved. So. In terms of personal practical theory, the teacher is bringing their own belief together with an experience they have and this generates a theory of approach for the teacher.

Another example is that class activities, it is believed that they should last no longer than 20 minutes, this is what a reflective practitioner might believe. And an example to support this might be that the teacher sees that students get easily distracted or off task after more than certain

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periods of time or say in a lecture. And therefore, this generates a theory about how the teacher should be teaching and how the students will better learn.

Topic 85

Understanding Self and Others: Professional Identity

Professional Identity

- What is it?
- A more or less conscious apprehension of what constitutes good and professional teaching and learning (Huggen 2005)

What we need to ask ourselves is what is professional identity? Well, professional identity is something that a teacher develops quite consciously over time. It's an apprehension of what constitutes what makes good teaching and learning.

- Develop through participation in professional communities in cooperation with others on concrete tasks (Wenger 1998)

It Develops through participation in professional networks, professional collaborations with others, it's not an individualistic.

- Knowledge and skills are transmitted through language an communication Vygosky 1978)

And it is based in knowledge and skills which are transmitted by the reflective practitioner communicated through the use of professional language.

- These definitions imply that

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Theoretical perspectives and the habit to reflect must be experienced by teachers as normal teaching activities.

So, this implies something about professional identity. It is very much about the reflective practitioner taking theoretical perspectives and the particular habit of reflection which then underpins the experience of the teacher and actually becomes part of their normal working practice.

So professional identity is founded within certain premises.

Reflection in Teacher Development

Practice Oriented

- **Practice oriented reflection (practice as training)**
- **Based on experiences and what works**
- **Theory is not important**

One premise is that, professional identity is **practice oriented** or based in practice-oriented reflection. This means that the teacher uses their experience, finds out what works and what doesn't work and uses this in order to create that their own identity as a teacher in this sense theory is not important. It is the experience which has more value.

Practice as Education

- **Professional reflection (practice as education)**
- **Critical reflection, self-reflection**

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- **Theory is an important tool.**
- **Professional reflection is necessary to educate authoritative independent teachers**

But there is another premise about professional identity, which is that it is based in **professional reflection** or in other words **practice as education** in this sense theory is an important component of professional identity and actually professional identity is developed through critical reflection and self-reflection. So professional reflection is necessary to the educator in terms of being authoritative as a professional and in terms of being independent and confident as a competent teacher.

Reflection in Advance

- **Reflection in advance**
- **Central to intellectual and professional growth**
- **Reflection is mostly instrumental/practice oriented, focusing on "technical" aspects and what the students could have done better.**

So, reflection can also occur in terms of advanced thinking about teaching in the classroom. So, another premise that we can look at in terms of a reflective practitioner, developing a professional identity is that they are able to reflect in advance, of any teaching that they do. And this becomes central not only to their intellectual growth, but also the reflective practitioners, professional growth. And part of what we're looking at here is the professional identity is focused in technical aspects of the role that the teacher plays, that the teacher is building identity based in the classroom from the experiences that they have day to day, week to week.

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Topic 86

Understanding Self and Others: Developing Professional Identity

Developing Professional Identity

Understanding self and others. We've looked at professional identity. We need to look at, how a reflective practitioner can develop a professional identity.

- Meaning is constructed through communication and cooperation in concrete situations with others.
- By participating in normal teacher activities together with competent others as legitimate peripheral members.
- It is by participating in this communication and cooperation that teachers start to develop a professional identity.

Finding A Mentor

And what can be very useful in developing a professional identity for reflective practitioner is to have a mentor. A mentor is another teacher somebody who is experienced, highly competent and can be a model for the teacher in terms of their role in the classroom. They're improving, developing professional identity.

- Mentors are competent teachers serving as models for the reflective practitioner.

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- Professional growth, thus implies that reflective practitioners meet mentors who focus on professional aspects of teachers' work.

And in this sense, professional growth for the reflective practitioner, means that the mentor is working with the individual, to develop their professional, professional practice and to develop the work that they do on an ongoing basis in the classroom.

- Experience critical reflection/thinking and pedagogical argumentation as part of professional teaching practice.
- Assumption are verbalized and challenged.

In this sense for the mentor and the mentee, the person being mentored. Experience and critical reflection of the experience is important to the development of pedagogical understanding and therefore professional identity. And therefore, there is a relationship between the mentor and the mentee, which is critical and detailed.

It can involve looking at assumptions and making these very clear. And maybe even challenging them in order to arrive at more clarity and deeper understanding.

- Experiences with theory based practice will inform the reflective practitioner that critical reflection and theoretical perspectives are normal parts of professional competence.
- Such experiences will, thus be expressions of competence and good teaching (professional identity)

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Experiences with theory-based practice can also be looked at between the mentor and the mentee. This is where the teacher is putting into practice theory as described in the literature. And then with the mentor reflecting on that application of theory. How well, it went and how it could be improved in the future, whether, changes need to be made to the approach in relation to the experience. And such experiences and become expressions of competence and good teaching for both the mentor and the mentee. It is all about then developing that identity as a professional, a highly performing professional.

Constructing your Identity

- The construction of a professional identity and its development are individual maturation processes.
- It begin when one enters training for the professional as a novice and these processes evolve through many development stages, Until finally one perceives one‘s professional identity.

And therefore, professional identity is constructed developmentally by the individual reflective practitioner and also by the mentor. And therefore, we can consider it as a maturation process. The teacher matures as a professional. Professional identity develops over time and matures also. And therefore, it begins as a process for a novice teacher, somebody who's just starting the teaching profession and evolves continually over time. The mentor has a part to play in that professional development and in the professional identity maturation.

Ultimately, what happens is that both the mentor and the mentee benefit from the process. But in particular the mentee starts to build their professional identity. And what we can see then is that all of

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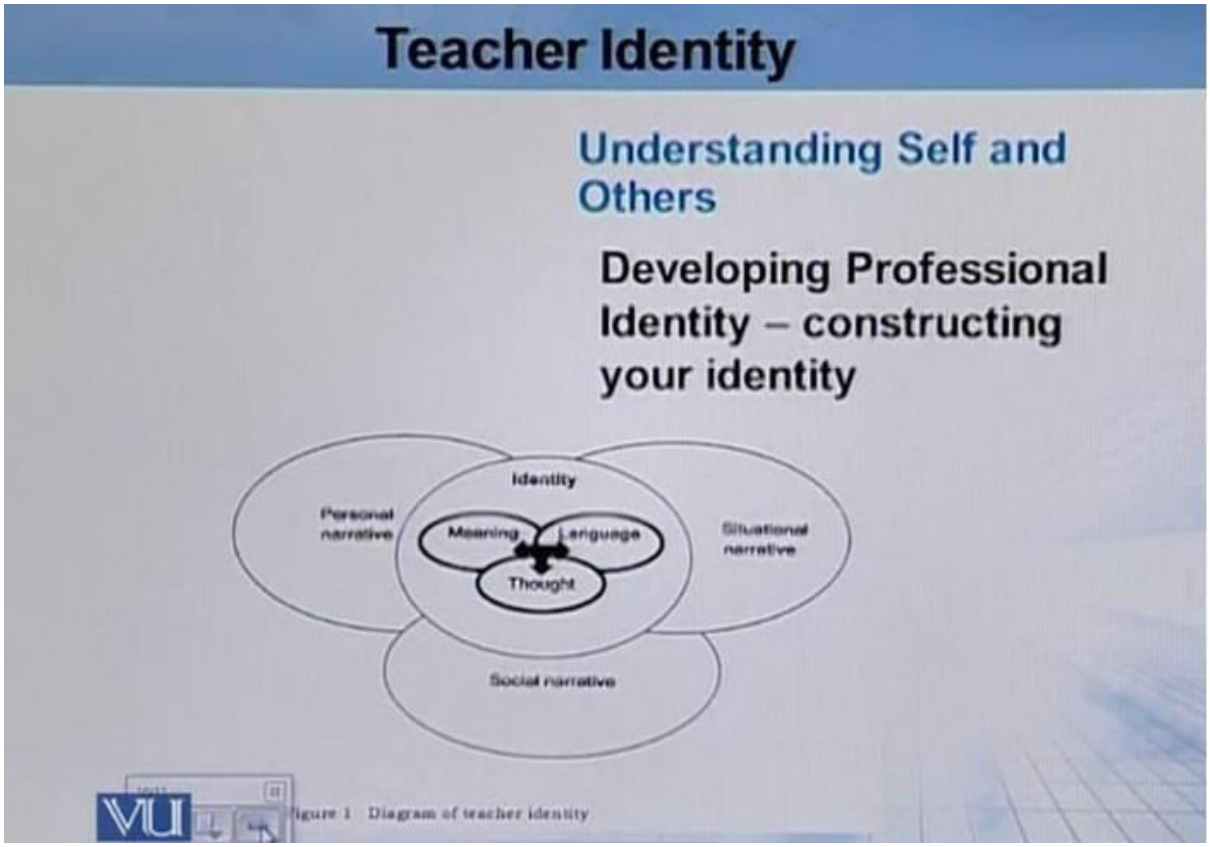
this comes together into a constructed meaningful whole. Where the identity of the individual teacher the reflective practitioner is based in not only thought, but also an appreciation of that thought what it actually means.

And also, the language that they use to express that understanding and the mentor's role in this is to provide a social and a personal narrative for the reflective practitioner. Along with the situation or context, which helps the teacher develop their professional identity.



Topic 87

Understanding Self and Others: Multiple Intelligence Theory and the Reflective Practitioner (Part 1)

Multiple Intelligence Theory and the Reflective Practitioner

Understanding self and others. there are a number of benefits to the reflective practitioner of using multiple intelligences theory.

The benefits of utilizing (MI) theory in educator professional are multifold

- It emphases the process of learning in delivering desired outcomes.

One benefit is that multiple intelligences (MI) theory emphasizes the process of learning and especially in terms of the outcomes that learning delivers.

- It promotes thoughtful consideration of learning experienced in a variety of diverse modalities.

A multiple intelligences theory also promotes for the reflective practitioner, thoughtful consideration of learning and the learned experience looked at from a variety of different perspectives. A different modality can give a different point of view on what has been experienced.

- It generates a broad survey of experiences across levels and disciplines.

Theory also generates a broad experience for the reflective practitioner. It gives a much wider survey of events that occur in the classroom for the teacher. And therefore, gives a much deeper and a more thorough appreciation of the occurrence and therefore a better reflection.

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- It encourages development of strategies beyond the strengths and interests of the teacher

And (MI) theory also encourages the development of strategies beyond the strengths of the teacher because there are a number of different intelligences being brought to the reflection. This uses the individual teacher's strengths but also helps the teacher develop more strengths in relation to the different modalities.

- It provides a varied pacing of activities throughout the development experience.

And (MI) theory also provides a way for the reflective practitioner to pace their development to understand the experience that they're having from a much more considered and developmental perspective.

- It fosters authentic, real-world experiences that promote deeper understanding.

And (MI) theory also, fosters a real-world appreciation of real-world experiences because of the range of different perspectives that their reflective practitioner is reflecting from.

And we can represent (MI) theory, multiple intelligences theory diagrammatically and we can see that there are altogether nine intelligences.

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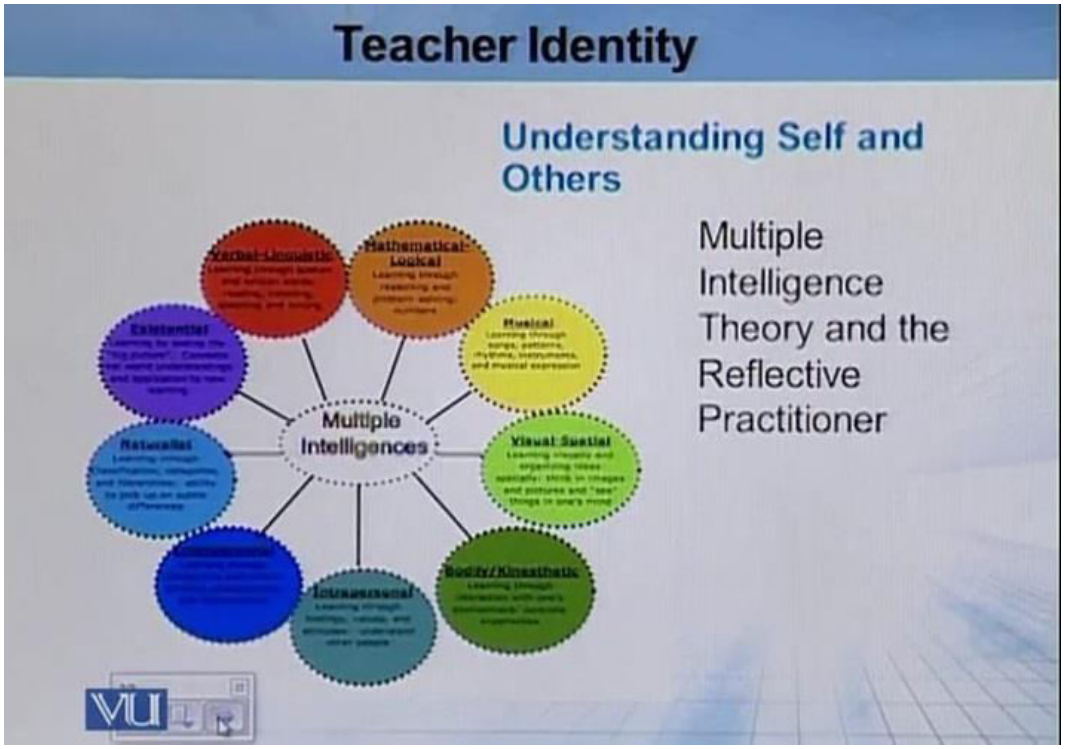


Verbal linguistic mathematical logical musical visual special body, kinesthetic, interpersonal, and interpersonal naturalistic, and existential. All of these intelligences can be brought together by the reflective practitioner to give a very thorough, very broad perspective on experiences that they're developing.

Topic 88

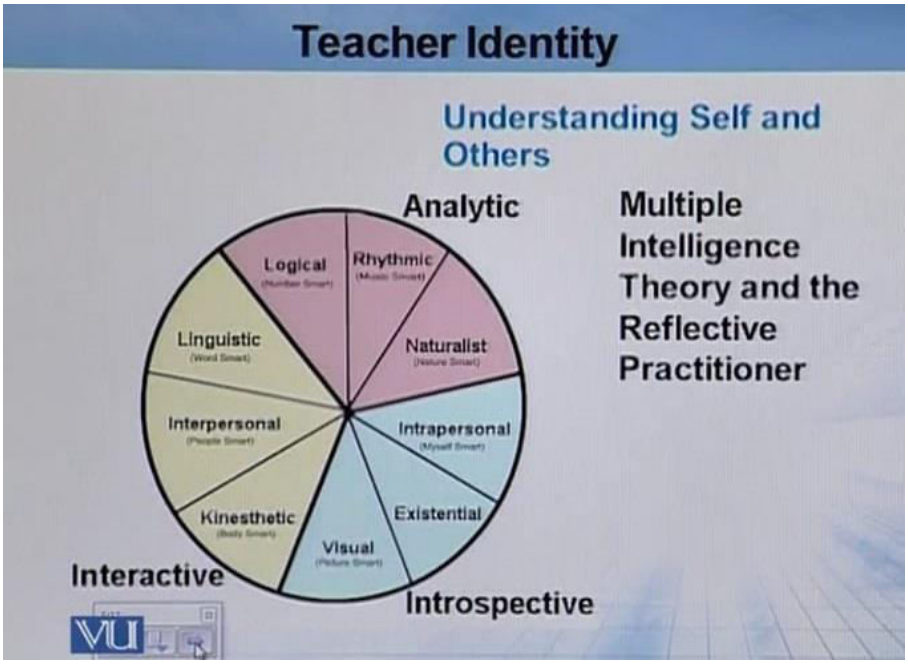
Understanding Self and Others: Multiple Intelligence Theory and the Reflective Practitioner (Part 2)

Multiple Intelligence Theory and the Reflective Practitioner

In terms of understanding self and others, we can use multiple intelligences theory and there are nine multiple intelligences.

- There are now nine Mls Multiple Intelligence Theory and the reflective practitioner
- How does the reflective practitioner's approach their professional identity growth when applying MI theory.

As we've seen all of these come together to help the reflective practitioner reflect and develop their reflection skills. What we need to do is. Consider each of these multiple intelligences and a little bit more detail and how they are translated into reflection for the reflective practitioner. So, what we can do is actually look at the nine intelligences from the reflective practice point of view.



And we can also diagram this for ourselves as well. What we can see is that for the reflective practitioner. (MI) theory can be broken into three areas, **the analytic** component of reflection. **The interactive** component of reflection and **the introspective** component of reflection.

In terms of analysis therefore, the reflective practitioner something the reflective practitioner engages with all the time then the intelligences which are based in a **logical and rhythmic and naturalistic, learning**, become very useful.

Where the reflective practitioner is being more introspective or in other words, thinking about the experience, reflecting on the experience and the interpersonal existential and visual components of (MI) theory become very useful. And what the reflective practitioner can apply from (MI) theory in terms of how they action their reflection, are based in **linguistic interpersonal and the kinesthetic** modes of learning.

- Let‘s Consider each path to Growing professional identity.

So, what we need to do is consider how each of these help the reflective practitioner develop their professional identity.

Visual/Spatial

- Learning visually and organizing ideas spatially. Seeing concepts in action in order to understand them.
- The ability to “see” things in one‘s mind in planning to create a product or solve a problem.

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The visual spatial component is about learning visually and organizing ideas, **visually spatially**, seeing what concepts, come together in action and how we understand them. This might be translated into diagrams. For example, in a learning journal. It's the ability to, to see things very clearly to get a picture of things in the mind. how are things working out?

Verbal/Linguistic

- Learning through the spoken and written word. This intelligence was always valued in the traditional classroom and in traditional assessment of intelligence and achievement.

The verbal linguistic intelligence is translated for the reflective practitioner into perhaps a dialogue with a mentor or with a colleague or it could be about gathering feedback from students that you're teaching.

Mathematical/Logical

- Learning through reasoning an problem solving. Also highly valued in the traditional classroom where students were asked to adapted to logically sequenced delivery of instruction.

The mathematical, logical learning part of (MI) theory can be used by the reflective practitioner.

In terms of how they think about sequences and the logic of what's actually happening in the lesson. For example, the pacing of activities throughout the lesson is something where the logical and mathematical component becomes very valuable.

Bodily/Kinesthetic

- Bodily/kinaesthetic learning through interaction with one's environment. This intelligence in

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not the domain of overly active learners. It promotes understanding through concrete experience.

This is, very much based in the action component of the reflective practitioner. And this is learning by doing and the actions which are taking place. If we think about Kolb's learning theory it's very much based in concrete experience. And this gets reflected on in the descriptive component, say in a reflective journal.

Musical/Rhythmic

- Musical/rhythmic learning through patterns, rhythms and music. This includes not only auditory learning but also the identification of patterns through all the senses.

The musical rhythmic intelligence can be used by the reflective practitioner in terms of how the teacher is using the information being gained auditorily. It's very much based in patterns and rhythms and therefore about the interactions that the teacher is having with the students.

Intra-Personal

- Intrapersonal learning through feeling, values and attitudes. This is a decidedly affective component of learning through which we place value on what we learn and take ownership for our learning.

This is part of introspection for the reflective practitioner. It's very much about looking at values, looking at feelings, looking at beliefs and assumptions about the roles that the individual has in the classroom.

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Inter-Personal

- Interpersonal learning through interaction with others. Not being simply talkative or overly social. This intelligence promotes collaboration and working cooperative with others.

And then of course the interpersonal multiple intelligence. This is not about just talking with fellow colleagues. It's very much about interacting with others on a professional level.

Naturalistic

- Naturalistic learning through classification categories. The naturalist intelligence picks up on subtle differences in meaning. It is not simply the study of nature. It can be used in all areas of study.

Naturalistic multiple intelligence this is about categorizations and classifications of knowledge how we package knowledge meaning into meaningful holes for ourselves.

Existential

- Existential learning by seeing the big picture. Why are we here? What is my place in my family, school and community? This intelligence seeks connections to real world understanding and application of new learning.

existential intelligence for the reflective practitioner. This is very important because this really looks at the big picture. In other words, he brings all of the other learning together from the other

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intelligences that we can bring to bear to the practice. And therefore, helps us understand things much bigger, much broader perspective.

And so multiple intelligence theory is very useful. And in particular, the existential intelligence helps us make connections with the real world of teaching for ourselves and helps us develop our professional identity.

Topic 89

Understanding Self and Others: Multiple Intelligence Theory and the Reflective Practitioner (Part 3)

Multiple Intelligence Theory and the Reflective Practitioner

Understanding self and others. What we have to ask is how multiple intelligence theory translates into action for the reflective practitioner? What we need to understand is that there are a lot of multiple intelligences that we can use to build on learning for ourselves as practitioners.

For example, the verbal intelligence, verbal logical, there could be lectures that we could attend.

Verbal Intelligence

Verbal

Lecture, reading, writing, reporting, presenting, reciting, discussing, online discussion

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It could be engaging with reading, reading around theory. Certainly, writing in a professional journal would be a component of this approach to learning. It could also be about discussing or presenting to colleagues or maybe even, online through a blog. For example, would be a way where the reflective practitioner could activate this particular intelligence

Logical Intelligence

Logical

Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching.

Along with verbal of course, is the logical intelligence. This is very much where the reflective practitioner can brainstorm, problem solve. Actually, begin to hypothesize about actions and results of actions in the classroom.

Visual Intelligence

Visual

Observing, symbolizing, drawing, outlining, conceiving, imagining, visualizing, video.

In terms of the visual learning this could be about the reflective practitioner, observing another teacher, perhaps a mentor and learning from that observation. It could be about drawing or outlining in a professional journal. Ideas, experiences maybe using symbols or, graphs or charts in order to get more clarity, more idea, and to learn from the experience that they're having **Kinesthetic Intelligence**

Kinesthetic

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Building, imitating, performing.

Kinesthetic learning is of course, very practical and is therefore for the reflective practitioner based in action and activity. It could be about building things constructing things, it could be also, about imitating, useful, activity could be to observe a very experienced teacher and then try imitating their particular approach in your own teaching.

Musical Intelligence

Musical

Listening, patterning, mirroring, repeating

The musical intelligence, is not so much about music, but more about rhythm and pattern. And so, learning for the reflective practitioner here can be about listening to others in discussion. It can be also about repeating what has been heard. So, that you get more clarity, a deeper understanding mirroring, or in other words, copying what people are saying can also be actually a very valuable tool to help things become internalized.

The intrapersonal Intelligence

Intrapersonal

Supporting, advising, advocating, characterizing, defending, evaluating, judging, challenging.

The intrapersonal modality of learning is very much about introspection and roles that can be taken on here for the reflective practitioner are about other people advising and supporting, providing

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guidance. It could also be about the reflective practitioner defending their values and ideas about approaches and listening. To the judgments of those things, and also challenging themselves and being challenged by others.

The interpersonal Intelligence

Interpersonal

Sharing, leading, helping, managing, collaborating, influencing, team-building

Interpersonal intelligence, promotes learning from sharing and collaborating and cooperating with others. It's very much part of a team process and can actually help.

Team building and therefore, is seen as a supportive and helping process for the reflective practitioner.

Naturalistic

Naturalistic

Categorizing, contrasting, classifying, organizing, semantic/concept mapping, graphing.

They naturalistic intelligence is a way for the reflective practitioner to bring order to the experience and to bring order to the reflection of the experience. Naturalistic intelligence promotes learning through finding themes and categories within the experience. So, by looking at a professional development journal, for example, A reflective practitioner can begin to find commonalities and differences in the experience and start to make meaning from that.

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- For any sort of identity-building activity, you should focus on at least there intelligence but no more than five intelligence.

In all of these intelligences, there is a lot that we can use to learn from in terms of being a reflective practitioner and building our professional identity. The important thing to remember is that there are many multiple intelligences and really to try and learn from all nine modalities is very problematic. It's better to try and focus on a few, maybe three, four or five would be enough for any individual.

Topic 90

Understanding Self and Others: Making Professional Identities through a Mentor

- Finding a mentor in your work place can have a significant effect on both the mentor and mentee regarding professional identity and development.

We can look at building a professional identity through a mentor. Finding a mentor in your workplace of course the starting point. It can a little bit problematic at first because you are looking for a particular type of person and the mentor works with the mentee regarding their professional identity and also their professional development.

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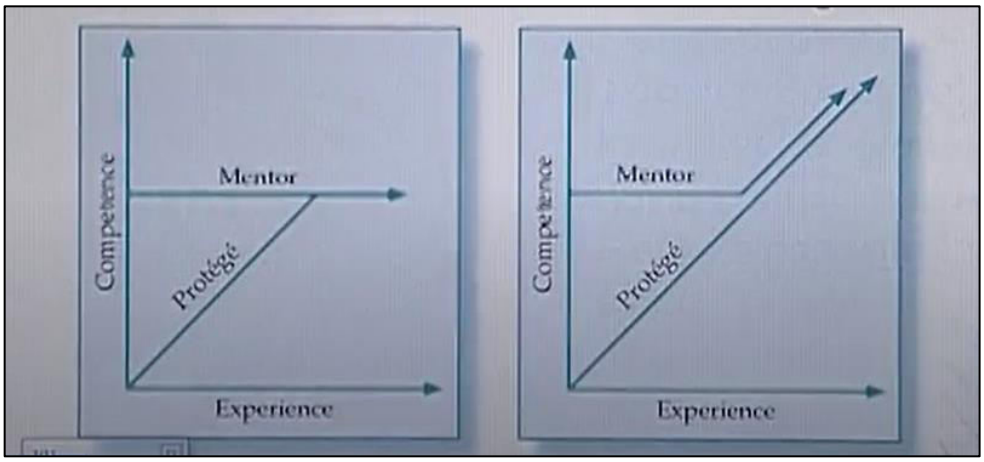
- Under a formal mentoring process the mentee not only reaches the competency level of the mentor but grows beyond the established baseline along with the mentor.

And it is under a formal mentoring process that the mentee (the person being mentored) can actually build their level of competence, build their identity as a teacher to ever-increasing heights. It is not about reaching a level and stopping. It is about continued development and the interesting thing is that in the mentormentee relationship, the mentor will grow professionally also.

And we can look at this in terms of a diagram that represents the relationship very simply. On the left, we can see that it is not about competence for the mentee developing up to a fixed point that of the mentor and it is very much as we see on the right about two people (the mentor and the mentee) coming together and overtime the mentee develops in competence and confidence. And there comes a point where both mentor and mentee grow professionally and in terms of their identity and it becomes a mutually beneficial relationship.

Mentor-Mentee Relationship



- The mentor may share materials but also goes beyond the sharing and moves into the development of materials within a collaborative relationship. This requires reflective practice and collaborative planning coupled with a joint action plan by the mentor and mentee.

So, what is the role of the mentor? Well, the mentor shares the materials but also goes beyond the very sort of practical aspect of the relationship. The mentor can actually share their goals, their ideas and can also share their values and beliefs about teaching and education. This is about sharing, understandings, and therefore, building a collaborative relationship. This requires reflective practice to develop along with this relationship. It is, therefore, a combined journey. It is not just the journey of the mentee and but also the journey of the mentor.

- Through this process both mentor and mentee (the reflective practitioner) can soar to new heights of professional growth and competence.

So, it is through this collaborative process that both the mentor and the mentee, the experienced teacher and the novice perhaps reflective practitioner can develop to levels of exceptional practice.

We can represent this in a cyclical diagram. What needs to happen is that there is a good degree of trust between the mentor and the mentee. This is situated within the school, within the school policies, and within school procedures and practices. This then reflected into the lesson planning and then analysis of that lesson planning which can be individual by the reflective practitioner but then also a part of a collaborative, conference process with the mentor. This with the two people then can be developed into an action plan in the formal mentoring processes. This can be referred to as a growth plan and in terms of action from the action plan, the mentor will observe or watch the other teacher

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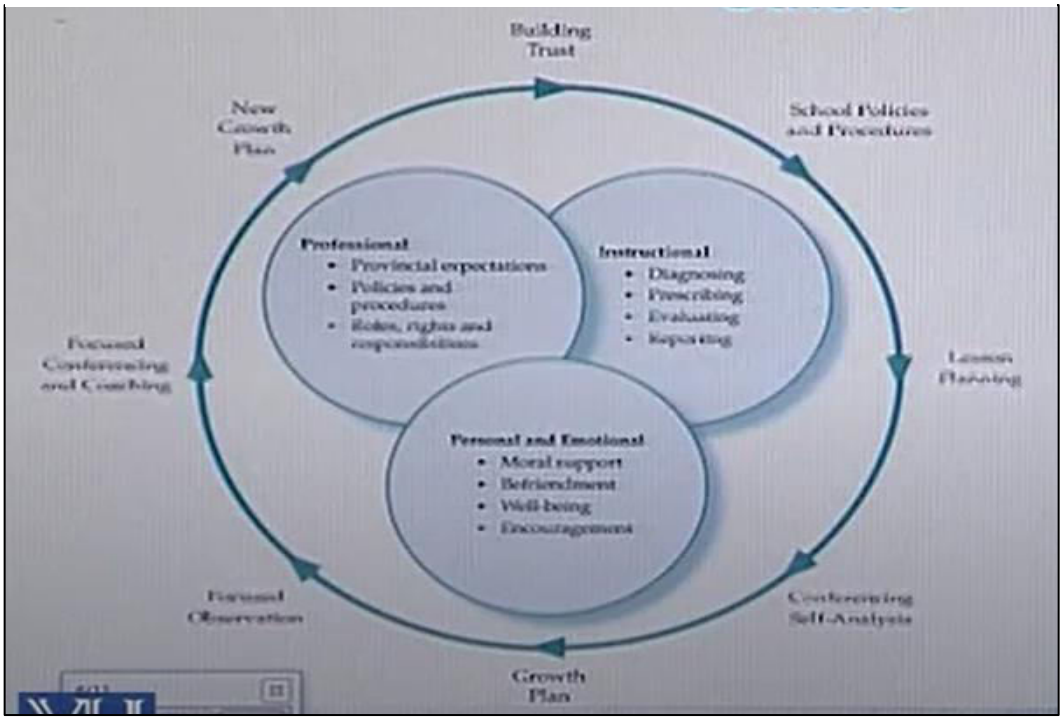
in terms of their action to support and to guide that process and to be critical about that process also. This then, will move into another phase of discussion, dialogue, analysis, and also some coaching from the mentor with the person being mentored which builds to another action plan and then builds trust for the pair in terms of their collaborative working. This circular process builds through both the professional, the personal, the emotional, and also the instructional competencies of both which is what actually builds the professional identity of both.

Understanding Self and Others: The Mentoring Context



Functions of Mentoring

What do you do when you are seeking a mentor? Well. What you want to do is actually understand what the functions of a mentor are and try to identify or find somebody who can meet those functions and who can provide that facility for you.

Seeking a Mentor? Know the functions of Mentoring

Teaching

- Teaching the skills that teachers practice on a daily

Well, one function of course is **teaching**. The mentor is somebody who you would regard as highly experienced and highly proficient at teaching. Somebody who you could watch, learn from, and experience with.

Sponsoring

- Sponsoring someone who can identity your strengths and advise as to what activities would be most successful. Sponsoring then requires the mentor to support you when you attempt a new practice.

Another function of the mentor is that they are somebody who can **sponsor** another person. Sponsoring means that they support and guide the growth of that individual. They can identify the strengths of the individual and help the individual build on those strengths, identify weaknesses and build their weaknesses. There is somebody who may be will even advocate in the school environment for somebody else.

Encouraging

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- Encouraging is a key mentor function. By helping you see the positive side of your teaching practice and building on those reflections, the mentor is supporting and encouraging your growth.

Another function of a mentor is to **encourage**. Encouraging is very important because teaching is a very complex and very difficult profession. And therefore, encouragement especially for the reflective practitioner is a vital component of building confidence and developing professional identity.

Counseling

- Counseling is the fourth function of mentoring. You need sound advice regarding teaching practice, professional conduct and the culture of the school and community.

And also, the mentor needs to be a good **counselor**. Somebody with good listening skills, somebody with good communication skills, somebody who is non-judgmental perhaps unbiased, and somebody who and we can confide in knowing that anything we say is confidential and will not be judged.

Briefing

- The fifth function of mentoring is befriending, you need someone to whom you can speak freely.

And finally, we need to think about in terms of looking for a mentor is somebody who in a sense can become a friend. Most importantly a critical friend. We are looking for somebody who can **befriend** us as reflective practitioner and, in a while, look after and guide us as teachers as we build our identity.

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Topic 91

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The Importance of Self-Awareness: How does RP Support Professional Practice?

How does RP support professional practice?

The importance of self-awareness to teacher identity and what we have to ask is how reflective practice in this sense supports professional practice. Well, what we can consider is a model called the **conscious competence model.**

The Conscious Competence Model

2. Conscious Incompetence (Awareness of the existence and relevance of the skill)	**3. Conscious Competence** (Can perform a skill at will)
1. Unconscious Incompetence (not aware of the skill (and lack of skills) and its relevance)	**4. Unconscious Competence** (the skill is so practiced that it becomes second nature)

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We can see that the **conscious competence model has four quadrants**. The first quadrant is **unconscious in competence**. This is where the reflective practitioner is unconscious of what they do not know.

The second quadrant is **conscious in competence**. This is the reflective practitioner growing in awareness of what they do not know.

The third quadrant is **conscious competence**. This is where the reflective practitioner becomes more aware of the skills that they do have.

And finally, the fourth quadrant is **unconscious competence**. This is where reflective practice seems very easy where the teacher (the reflective practitioner) is unaware of what they do know. So, we can see that this model demonstrates how a teacher how a reflective practitioner moves through different levels of knowing.

The model is very useful for the reflective practitioner to consider because it is important and useful also to know where we are at any particular point in terms of our learning. And what we have to remember is that we can be at any stage in the model at any time indeed. For example: if you become a student on a new course, you could be in the unconscious incompetence phase of learning rather than any other phase.

So, the model highlights two key factors here. These factors are about the teachers' awareness of what they know and what they do not know. The **consciousness aspect** (awareness) and also the **competence aspect** (skill). The skill level that the reflective practitioner is at any particular point.

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Understanding the Conscious-Competence Model

According to the model, we move through these different levels as we learn and we will always start at level one, which is **unconsciously unskilled,** or in other words, we don't know what we don't have this skill. This clearly relates to entering into a new situation where learning is new for us and of course for teachers that could be just starting out in teaching.

The next level is **consciously unskilled**- we know that we don't have this skill. This is where a teacher becomes aware of the skills, the knowledge, and the abilities that we don't have. Therefore, what we need to develop.

The next level is **consciously skilled**- we know that we have this skill. This is where we realize that we have learned the skills. We are aware that we have those skills. We are actively thinking about using them and actively regarding the knowledge that we have.

The fourth level is the level that we aspire to this is **unconsciously skilled**- we don't know that we have this skill. This is where teaching seems very easy. This is where we have learned sufficiently to develop a professional identity to point that everything seems very easy. It is an application of skills in a way that we do not even think about. It seems very natural. And instead of the matrix which we have just looked at. We can also consider it, therefore, in terms of a ladder from level one to level four and here we can see the learning ladder. The conscious competence model is applied to a ladder of learning. Level one is unconsciously unskilled. Three to level four which is unconsciously skilled. We can refer to this model as a reflective practitioner in many different ways.

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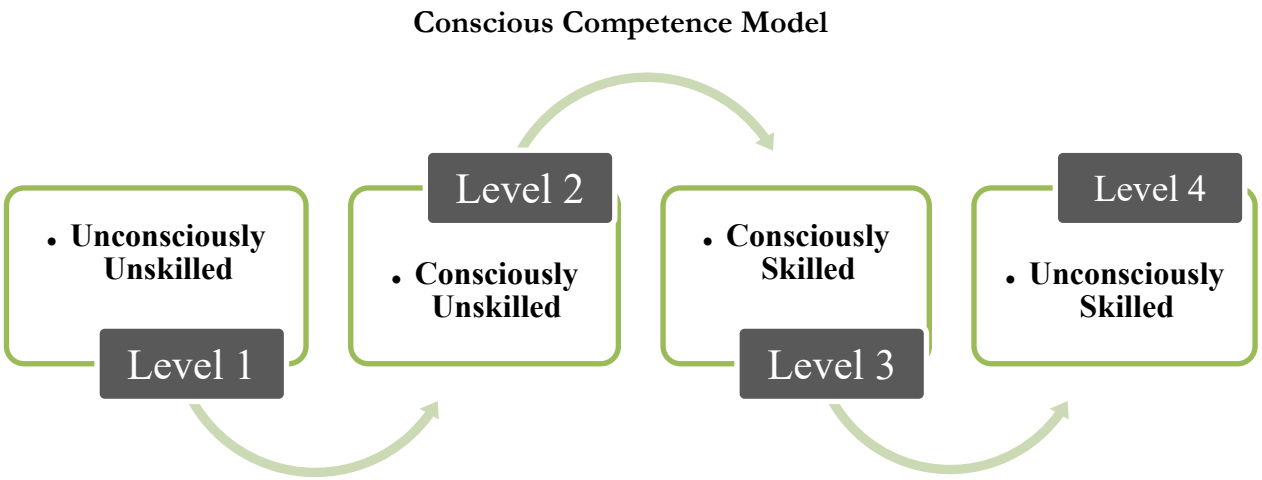

Topic 92

The Importance of Self-Awareness: Applying the Conscious Competence Model Level 1- Unconsciously Unskilled

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Let's look at how we might apply their conscious competence model as reflective practitioners. First of all, we can start at level 1: unconsciously unskilled. For the reflective practitioner, this is where we are ignorant of what we do not know, what we do not know is invisible to us, we have not yet uncovered what is missing from our practice and what we need to develop. Your confidence therefor far exceeds your abilities.

To move out of level one. to move away from being unconsciously unskilled, it can be very useful for the reflective practitioner to do a personal SWOT analysis. Looking at strengths, weaknesses, opportunities, and threats in other words to conduct a personal training needs assessment to identify those areas where you are unskilled and where you need to develop.

As part of this, it is very useful to ask other people, to ask colleagues for their input to your training needs assessment. This can help you uncover weaknesses that you are not aware of because you are unconsciously unskilled. There will be areas that you do not know are lacking and therefore input from outside is incredibly valuable. Also, it is important to make sure that you are very clear about their learning objectives that you have as a teacher because this will give direction to the skills that you need to develop. There's no point learning skills in areas that don't align with your personal or work goals.

Applying the Conscious Competence Model Level 2- Consciously Unskilled

At level 2, you are consciously unskilled, in other words by this stage, you discovered those areas which are weak, those areas which need to be developed and you are aware that you need to learn new skills and acquire new practical ways of doing things. You also realize that you are perhaps much

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less competent in the role than others that you see around you. It is very important at this point to remember that you are in a development process and not to lose confidence because it is very easy when you are at level 2 when you are consciously unskilled and when you are aware that you have many weaknesses and you have a lot of growth to go through. It is very easy to become unconfident. This level can be demoralising, causing you to lose confidence or even give up on your learning efforts. Therefore, it's important to stay positive at this stage

Applying the Conscious Competence Model Level 3- Consciously Skilled

At level 3, you become consciously skilled. This is where you realize that you have learned and you are able to apply skills in practice. It is where you are starting to put your learning into practice in the classroom and you can see the benefits of it and you are also reaping the reward of that. It is at this point, where you are starting to build your confidence. You are becoming more confident with the skills even though you are actually applying them in a very measured and thought-out process. It is not unconscious, it is still conscious at this point. Therefore, as a practitioner, you are concentrating very hard on applying skills and making sure that you are applying them in the right sort of way. It is very much about being more aware of what you are doing and what is important to move from level 3 to level 4 is to look for opportunities where you can practice your skills, develop your skills in new ways in order to move away from the consciously skilled component to the unconsciously skilled aspect of the model.

Applying the Conscious Competence Model Level 4- Unconsciously Skilled

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And if you can practice enough and build up your confidence, then you move to level 4, which is unconsciously skilled. At this level, you are using the skills effortlessly. It seems very easy. There is no hard work. You are not having to think too much about what you are doing because it seems very natural.

And at this point it is important to remember that the learning does not stop and what is important to remember is that you can continue to learn even though you are unconsciously skilled, you are at level 4. And a good way to do this is to work with other people, maybe to teach other practitioners, other teachers and so pass on the skills that you have learned to others or to share the skills that you have within the organization. It is important to do this because this keeps the information fresh for you and more than that the best way to get a really deep understanding of knowledge and a well-practiced set of skills is to teach other people rather than just to learn them yourself.

So. always remember that without constant practice and constant reflection you can always go back down the ladder. You can go through the matrix backward back down to level 1 unless you are constantly reflecting and constantly learning.

Topic 93

The Importance of Self-Awareness: Learning to Learn

The importance of self-awareness to teacher identity, we have seen relies on two factors: the skill level, the competence, and the reflective practitioners' awareness of skill level, the consciousness. And this all comes together in terms of the reflective practitioner learning how to learn and what we need to do is consider what this really means learning how to learn?

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Learning to learn

- The ability to be able to pursue learning and to persist in learning throughout one's career, even when learning can be very difficult. In this regard, it is very much about the individual knowing what works for them as a learner, their different approach to learning.
- To organize one's own learning and also being able to organize the way they learn and what they learn.
- It is very much also about effective management of time and also of things like motivation and approaches both individually and in groups that you bring as a learner to a learning situation.
- Learning to learn then is very much an awareness-rising process. It is about the reflective practitioner learning.
- The processes and needs that they have in terms of being a learner and identifying the opportunities associated with the need for learning.
- What we must remember is that learning deep learning is very difficult and therefore part of learning to learn is understanding how to deal with and overcome obstacles to learning.
- Learning to learn is also about acquiring and assimilating knowledge and skills to meet some specific goal and using these skills productively in terms of achieving that goal.
- Learning to learn is to look at prior learning that you have and to build on that learning as a foundation for a very strong set of skills.

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- You also need to learn is about motivation and confidence in terms of how you hold onto those skills and use those skills productively, how you build them into the competence framework that we have been talking about.

Learning Perspectives

In this regard, therefore, we can consider several perspectives about learning. We can think about their **orientation** that we bring to learning or in other words, is learning purely an **individual approach** or is it about learning within a **group** or learning with it within a team and it can also be much wider than that it could be learning within and for the **organization** meeting the needs of the organization as much as meeting the needs of the individual.

Another perspective is the actual **approach to learning** that we take as reflective practitioners. Are we focusing on the **causes of situations**? or are we actually focusing on **subjects**? Or are the subjects that we are interested in not so important? so, we reject those and just focus on the situations so the perspectives that we have to guide the learning process. We can look at those perspectives diagrammatically.

Learning Perspectives

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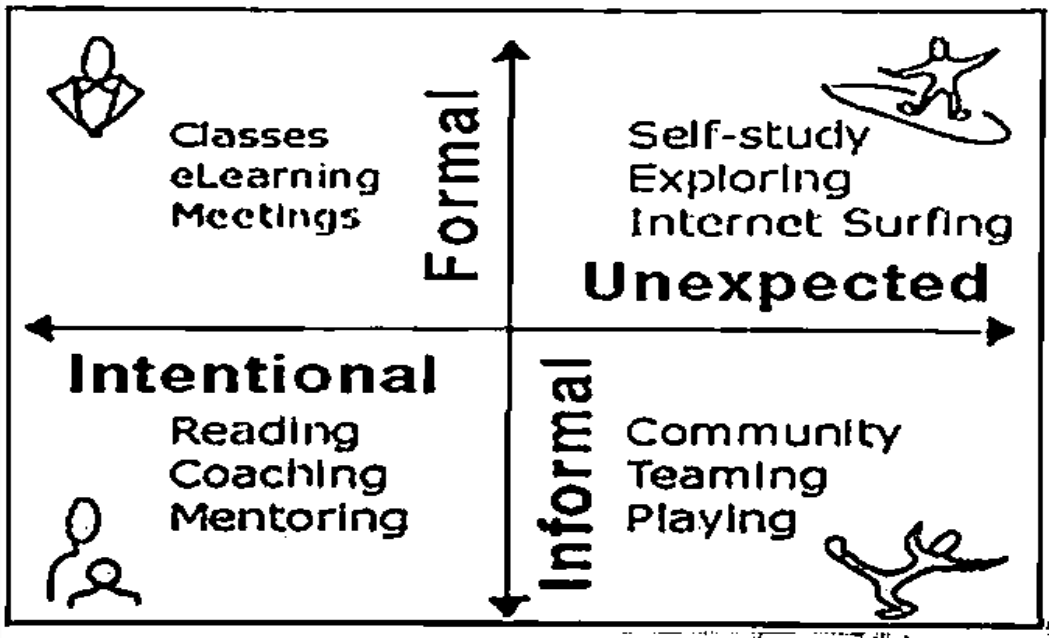

We can see here the learning perspectives fall into a very neat categorization of formal learning, informal learning, intentional learning, and unexpected learning. Where learning is very formal and intentional, we are thinking about courses and classes. It could be even about meetings attending a meeting can be a form of professional development. Where learning is formal and unexpected that could be through for example self-study or surfing on the internet apps or talking to others exploring issues with colleagues. Where learning is informal and unexpected, this is where we do not have any intention for learning, and therefore learning is quite incidental. It could be within a community of friends or it could be just in terms of you know playing games or sports with others and we learn through our interaction. And then finally learning can be intentional but also inform. In other words, we intend to learn but it is very relaxed and not as directive as formal learning. So, through things like mentoring relationships, coaching, or even just independent reading.

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Topic 94

The Importance of Self-Awareness: The Jo-Hari Window (Self-Evaluation in Practice)

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The Jo-Hari Window is a communication model that is used by people to develop a better understanding not only of themselves but also of other people that they work with. "Johari" comes from the two people who originated the model in 1955: Joseph Luft and Harry Ingham. The model has developed a long time ago but it is a very popular model for communication and therefore for learning,

There are two ideas behind this particular approach to developing teacher identity and that is that it builds trust between people and therefore opens up communication. Communication is the key to learning in terms of being a reflective practitioner. The other aspect of the Johari Window is the level of feedback that you get as an individual this builds on trust and also becomes part of the reflective cycle.

Explaining the Jo-Hari Window

The Jo-Hari Window is a model that is built on four quadrants. We can see in the model that the quadrants are not fixed they can actually shift.

The Jo-Hari Window Model

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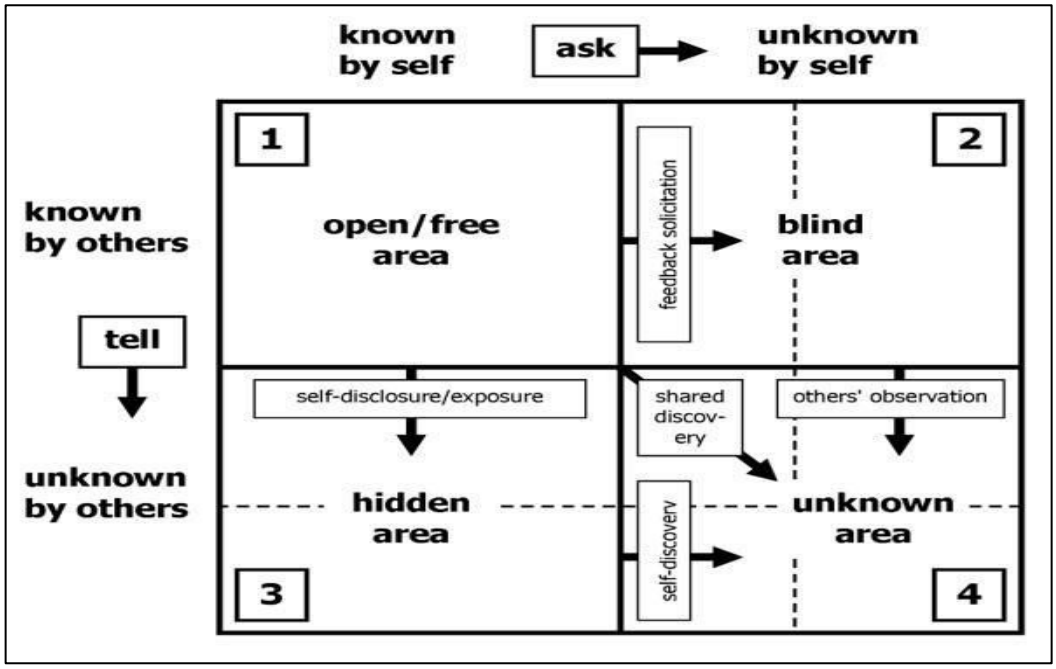

In **the Jo-Hari Window t**here are four quadrants. The top left quadrant is called the **Open Area (Quadrant 1).** This area represents for the reflective practitioner the things that you know about yourself and the things the other people know about you as well. This includes things like your behaviour, your knowledge, the skills that you have, and the attitudes that you have as a professional in a way it is almost like your public history.

The next quadrant area 2 is known as **Blind Area.** This area represents the things that you are not aware of but are known by others in a way this is like being unconsciously incompetent. And this can involve simple information that you do not know or it could be even deeper issues that you do not know about yourself but other people do know.

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The third quadrant is known as the **Hidden Area**. It is hidden because it represents the things that you know about yourself but the others do not know. This is the private, closed-off area that you keep secret to yourself and the others do not know.

The fourth quadrant is known as the **Unknown Area**. This area represents all those things that are unknown to you and which also unknown to other people.

So, we can see we have these four quadrants in this model quadrants which relate to how much we know about ourselves and how much other people know about us. And what we are always trying to do in terms of developing our teacher identity is to raise our own awareness about our skills and knowledge about ourselves and also helping others to become more aware of those things in us too.

The ultimate goal of the Jo-Hari Window is always to increase the size of the open area and reduce the size of the other areas in the model. The more which is open, we mean the more we know about ourselves and the more others know about us. The more others know about us means they can support and guide us much more effectively. So, the open area is the most important quadrant for the reflective practitioner because it is generally where the reflective practitioner will be most productive and most cooperative and therefore effective in their role as a teacher.

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Topic 95

The Importance of Self-Awareness: Using the Jo-Hari Window

Using the Jo-Hari Window

We have looked at the Jo-Hari Window and we have now come to understand the importance of the open area in this particular model. What we want to think about as reflective practitioner is how we can use this model to help ourselves develop as teachers. And it, therefore, is essentially about

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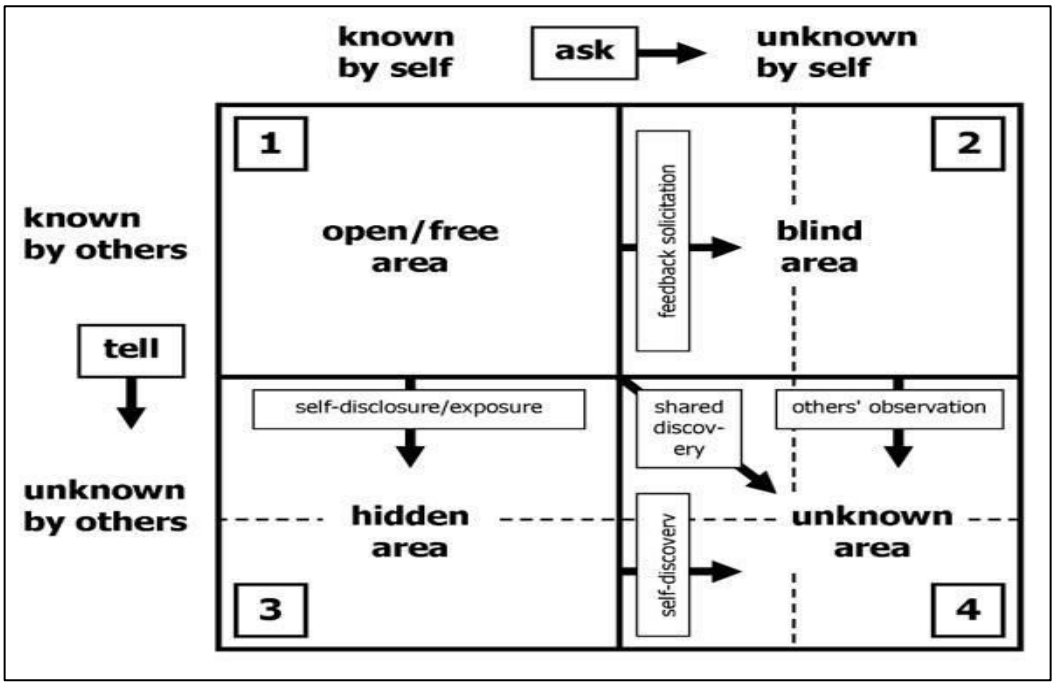
increasing the size of the open area to improve understanding about ourselves, for our self and also about ourselves in relation to other people.

The Jo-Hari Window Model



So, using the Jo-Hari then is this process of increasing the open area. The process of enlarging that area is really about more self -disclosure and simply put this is being much more open minded about our thoughts, feelings, and our goals for education. And therefore,becoming much more aware of these things and also then making sure that the other people know these things about us as well. We can do this by sharing what we learn with our colleagues and also taking time making effort to disclose experiences, feelings, concerns, and problems with others. The other thing which will widen the open area will be feedback from colleagues on what we disclose and what we discover. This will shift the

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boundaries of the open area and thus reducing the size of the blind area and the hidden area as well as the unknown area.

So, we can see how we can use the model through feedback and through disclosure and discovery to help us develop our professional identity. It is most important to remember that a key to widening the open area is feedback from colleagues This feedback helps us learn things about ourselves in relation to the work that we do and helps us see ourselves in a new professional light. This is important for professional growth for the reflective practitioner.

Using the Jo-Hari Window for Self-Evaluation

Self-assessment therefore in terms of opening or widening the open area is an important or integral part of the teachers' professional growth. Because it encourages you as a teacher to identify your strengths and to be honest with yourself about weaknesses and to get support guidance feedback from others in terms of developing both those strengths and those weaknesses.

Therefore, the Jo-Hari Window is a model for self-evaluation and actually helps prepare you for things like professional discussions and for improvement opportunities whether those are in school or whether those are in the part of your study. It can also be very productive in terms of helping you develop collaborative relationships with colleagues. Collaborative relationships are very important for professional growth but they are also very important in terms of team building and team working.

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So, the objective of using the Jo-Hari Window is ultimately about helping you develop a greater sense of satisfaction with your role as a teacher which ultimately leads to excellence in education.

Topic 96

The Importance of Self-Awareness: Using the Jo-Hari Window in the Team Context

The Johari window needs to be considered of course in the team context. Although we are applying it to ourselves as reflective practitioners. It does rely on interaction with colleagues and therefore, we have to consider the team aspect of this model. It is important to remember any new people any new teachers joining a school for example will have a much smaller open area than the existing team. The existing team will have had time to share ideas, to discover and share with the others to disclose things

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about themselves to others and to get feedback from others and so generally peoples' open areas in terms of this model in an existing team will be much bigger than somebody who has just joined the school, a new person because a lot of what they know about themselves will be hidden to others.

Feedback:

The important thing in terms of a new teacher joining a school where they are open-air is smaller and will be the importance of feedback because this will be vital in terms of reducing the size of the blind area and increasing the size of the open area. And where feedback becomes significant is in terms of helping an individual understand where they fit in an organization, the spoken and unspoken rules, and the consequences of working there.

Feedback for group members is very much than about striving to help the whole group increase the size of the open area within this model. And therefore, feedback needs to be constructive.

Any non-constructive feedback will actually reduce the size of the open area because the hidden area will start to increase. People will stop disclosing and because of the non-constructive feedback that they might get. So, feedback should always be constructive and therefore the size of the open area can expand vertically downwards reducing the hidden area and increasing the size of the open area for reflective practitioners. This is due to increased disclosure telling people about feelings and experiences the problems that you have the worries and concerns. These are all things which can help increase the open area and therefore get more support and reduce the

hidden area.

The Jo-Hari Window Model

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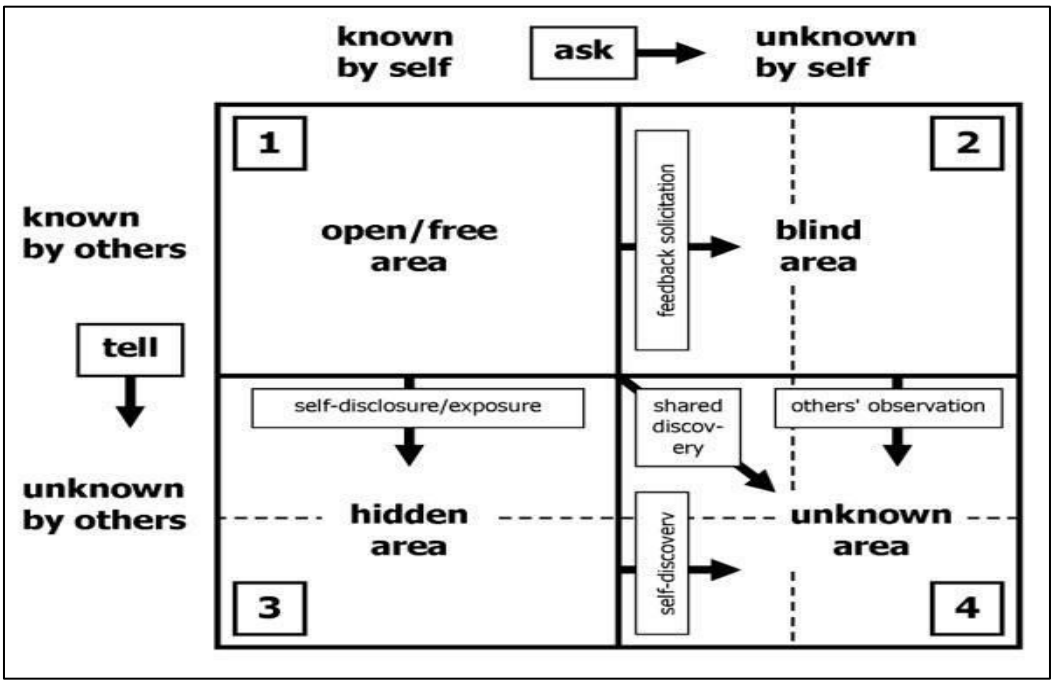

The open area can also be expanded vertically with self-disclosure and horizontally with feedback. By encouraging healthy self-disclosure and sensitive feedback, you actually start to build the team and an individual can become a much stronger team member because of it. And we concede in the final model. Here the two key simple processes that a teacher a reflective practitioner can engage with to increase the size of the open area to move horizontally to widen the open area it is simple enough to ask for feedback, to ask for advice and guidance to ask for direction. This is a very simple way to get feedback and therefore increase the size of the open area and reduce the blind area. That area which you do not know about yourself and to increase the open area vertically, you need to decrease the hidden area. This is therefore due to more self is closure simply telling people, telling colleagues the experiences that you have had, what's gone well, what's gone badly, why you think it is gone badly,

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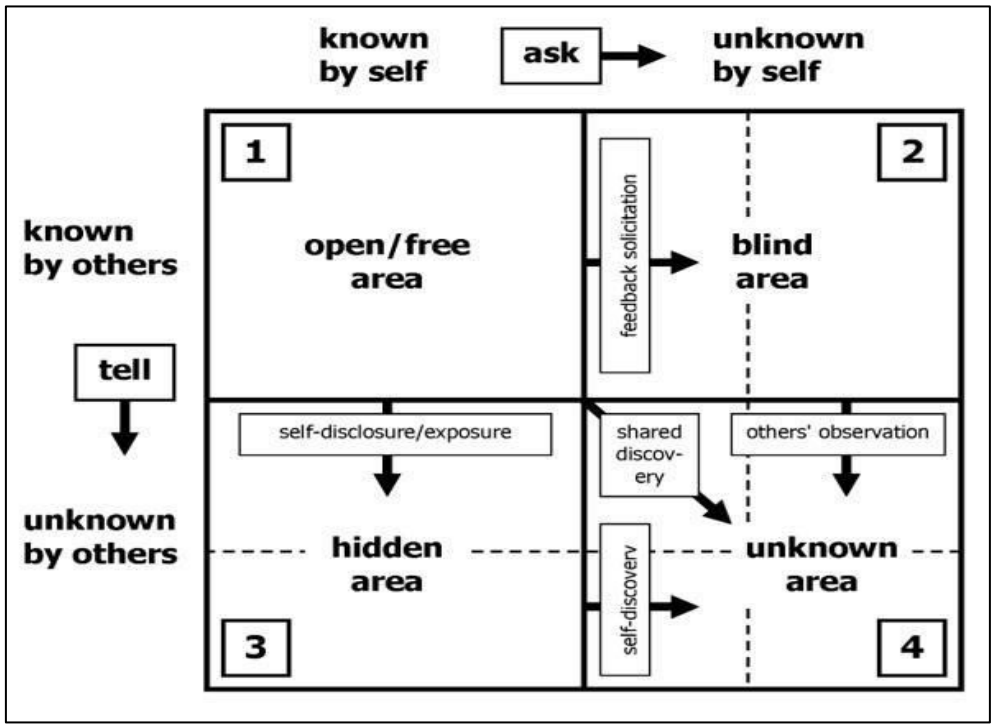
letting them know about your experiences in the school. This will increase the open area vertically downwards. So, two simple

tools there is, two simple techniques to increase the open area is asking and telling.

The Complete Jo-Hari Window



Topic 97

From Theory to Practice: Theory, Pedagogy and Reflection

What we need to look at as reflective practitioner is how we translate theory into practice and how this is professionally and personally empowering for teachers. Research shows us that:

- Reflective practitioners are people who are regularly evaluating their approaches to teaching and the impact that this has on learning.
- Reflective practitioner is somebody who understands more about the positive impacts that good quality teaching has on learners and the quality of education that occurs in schools.
- Reflective practitioners are teachers who can draw upon a range of strategies and approaches to helping students learn.
- Reflective practitioners are teachers who can co-construct learning with students, with the people that they are working with in a way that is mutually empowering.

Therefore, what we need to do is think about what this means for the reflective practitioner. What does critical reflection actually involve? Well, it really means that it involves understanding our own learning and understanding ourselves as learners. So that we can bring this to the pedagogy that we use the teaching approaches that we apply in the classroom. These are relevant to several areas.

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- One particular area is that the reflective practitioner understands children and their needs as learners.
- The reflective practitioner also someone who can build effective and supportive relationships within the context that they work.
- The reflective practitioner is also somebody who can establish learning environments that are flexible and adaptable.
- The reflective practitioner is somebody who can explore what children are learning, what they are interested in learning, and also how they are learning.

This means that teachers hold multiple roles and certainly the teacher as a reflective practitioner is somebody who takes on these many roles within the classroom. And therefore, the reflective practitioner is someone whom we need to look at through various lenses because of the different roles that they take on.

This raises several questions for us as reflective practitioners. Questions such as:

- How do we build and manage relationships with people, relationships with colleagues, relationships with management, and also relationships with students?
- How we support and guide students' learning? This is a significant question for the reflective practitioner because what we are always doing is questioning our approaches in order to reinforce and develop them.

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- How well do we plan for learning and how good is our preparation to maximize the effectiveness of what we do.
- How would we describe ourselves as a learner part of being a good teacher is understanding what makes us good learners?

Topic 98

From Theory to Practice: Application

We are looking at how reflective practice is translated from theory into practice. There are certain applications that we can consider in relation to operationalizing reflective practice. What we have to remember is that reflection for the teacher is really about questioning. Questioning the status quo, questioning what we already know and this is essentially about bringing clarity to unclear situations. It is about becoming more aware, more cognitive, and more understanding of the role that we are taking on in the classroom. What does this mean for the reflective practitioner? Of course, is that we begin to realize that teaching is a very difficult process. It is not simplistic. It is complex. It is multifaceted.

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Therefore, the reflective practitioner is always doing is looking for ways to support change, to question the need for change, and the question approaches that can be used to facilitate change. what this means that the reflective practitioner is somebody who is always learning, always taking opportunity through reflection to learn, develop, and then apply that learning in the context of the classroom.

We looked at the model for professional learning previously.

From Theory to Practice

Unconscious incompetence - not knowing what you don't know	**Conscious incompetence** - recognising the gap in your knowledge
Conscious competence - being able to do things that you couldn't do before, but needing to think these things through carefully	**Unconscious competence** - being able to do something skilfully without having to consider everything closely

The conscious incompetence model and in this model, we remember that there are four quadrants. Quadrants of developing practice, quadrants of how the reflective practitioner moves from being questioning to being more knowledgeable about what is happening in the classroom and what is the starting point for learning for the reflective practitioner. We remember is unconscious incompetence or in other words, the reflective practitioner not knowing that they do not know. From this, we move to conscious incompetence or in other words conscious unskilled practice and essentially this is recognizing the gap the reflective practitioner recognizing and understanding that there is a gap in their knowledge or skills. When this happens of course through training, through reflection, through

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working with colleagues and the reflective practitioner can move to conscious competence. This is where the reflective practitioner has developed skills and is applying them in a very focused way and is doing it in a very measured way. They know what they have to do and they are applying those skills practically. It is only with experience and building confidence that the reflective practitioner moves to unconscious competence or in other words unconscious skilled behaviour. This is where teaching seems very natural, very easy, and happens almost without thought.

We are revisiting this model because it is a very important model for learning for the reflective practitioner.

"It is because professionals face complex and unpredictable situations that they need a specialized body of knowledge; if they are to apply that knowledge, they need autonomy to make their own judgments. Given that autonomy, it is essential that they act with responsibility; collectively they need to develop appropriate professional values"

Furlong et.al (2000)

What we have to understand is that this complexity is not about the profession being static. It is fixed. A set of skills that you learn as a teacher is never going to be fixed. Therefore, the value of being a reflective practitioner is in this understanding that the complex nature of teaching is always evolving and therefore, reflection is a way for the teacher to evolve along with the complex nature of the work. It, therefore, means that the reflective practitioner in terms of becoming professionally and personally

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empowered is really about becoming very much more thoughtful within the work that we do and responding to the experiences that we have. Always questioning the work that we are doing and it is through this that not only our teaching improves but also our sense of fulfillment improves. And with this, we become more personally and professionally empowered.

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Topic 99

From Theory to Practice: RP and Professionalism

A framework for empowerment moving from theory about the reflective practice to the practice of reflective practice. An important question for us at this point as reflective practitioners is to consider what we really mean by professionalism? What do we mean by talking about ourselves as professionals? What constitutes professionalism within teaching?

Autonomy

Well, one thing we can identify as an attribute of being a professional is our autonomy as professionals; as learners within the complex environment of teaching. There is a conflict between the unpredictable nature of the context we teach in & centralisation of control in education. This illustrates the fact that there is a conflict for us as reflective practitioners between the work we are doing and the nature of working in an environment that tends to be quite rigid and quite strict. By developing autonomy, the reflective practitioner develops becomes more empowered as a person and as a professional.

Professional Knowledge

Another aspect of professionalism is the knowledge that we bring to the role of teaching. Their professional knowledge that we have and perhaps more than in any other profession. This is a complex issue because it has two strands. Of course, a teacher has to have **subject knowledge**. For example, a math teacher must be very knowledgeable about mathematics but the reflective practitioner is awesome also somebody who knows how to teach their particular subject, the **pedagogical**

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knowledge. So, these two things come together to actually make a professional knowledge and this is an important aspect of professionalism.

Responsibility

Also, an important aspect of professionalism is the accountability that we have as teachers because we are teaching to other people so we have the responsibility to the families and to the children, the people that we work with. In terms of our role and of course, there is in this respect a responsibility to the profession because we all take a particular ethical moral values approach to what we are doing. We cannot do certain things in the classroom, certain things we can do and we need to work within certain ethical and moral frameworks.

Rigour and Relevance

And what all of this means for the reflective practitioner is that we need to develop a particular rigor and relevance in terms of our professional role. This is something that we bring with us into the classroom. We bring with us into the school environment. It's something that underpins the approach to reflective practice. The real issue here is that teaching especially in the modern era is very complex. It's very messy very undefined and therefore the reflective practitioner as a professional is somebody who is working within this very unstable and messy framework. Therefore, if the reflective practitioner is somebody who is simply remaining fixed to theoretical backgrounds, then we are not being responsive and losing that particular rigor and relevance that we need to work effectively with the students.

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So, this becomes not only important for us as professionals but actually becomes a significant component of the work that we do within society, within the communities particularly that we serve. So, to deal with these particular issues, the reflective practitioner is a professional role and that role is defined by a certain level of artistry. Teaching is not a mechanistic activity, it is unique to each teacher. Every teacher will over time develop their particular style and it's this style that is underpinned through the professional aspects of the role.

Topic 100

From Theory to Practice: Good Professional Standing

Moving from theory to practice for the reflective practitioner is about developing a good professional standing becoming seen as a high-performing professional. This means that the reflective practitioner has particular **commitments**.

Commitment to Learners:

One particular commitment is to the learner of course and perhaps this is the starting point for reflective practice. What the teacher must do is maintain professional relationships and take on a professional role at all times with learners. It is simply because of the learners, their families of learners,

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the people that we're working for, and trust learning to us as teachers. And therefore, there has to be a certain level of respect that we pay to the learners as reflective practitioners.

In terms of the commitment to learners, we also need to acknowledge be aware of and communicate our understanding that all the people we work with are unique individuals. They all have particular learning needs and interests and therefore the reflective practitioner commits to recognizing this and attending to this in the work that they do.

And also, in terms of a commitment to learners, what we need to be aware of as reflective practitioners is that we have a role in terms of motivating students and also encouraging and supporting our students in terms of learning. Learning real learning is actually a very difficult thing for anyone to do and therefore part of our role is to help, support, and therefore motivate students in terms of their roles as learners.

Commitment to Colleagues and Others:

We also have a commitment to the people that we work with. We have a commitment to colleagues and we have commitments to the organizations that we work with and what this translates into is that the reflective practitioner is somebody who works within a community, a professional community, a community that not only supports growth for students but has a place in terms of intellectual, social, moral and ethical growth of everybody working within the community.

We also have a commitment to our colleagues in terms of promoting professional relationships and the collegiality that we have with others, sharing knowledge, and giving feedback to each other on the work that we're doing.

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And in terms of having a commitment to colleagues, we need to work as people who will cooperate effectively with others, spend time supporting, sharing resources, and learning from others, and it through that actually raising the standard of the profession.

And along with this particular commitment is that we need to understand that we have a professional role with parents of children families who are bringing their children into the school and therefore we need to ensure that relationships with parents, in their capacity as partners in the educational process, are characterized by respect and trust.

Commitment to colleagues is also concerning a confidential role. As teachers, we have the opportunity to access information. We develop information about the people that we work with and we should see this as confidential and not for the public domain. We should respect confidential information relating to students or colleagues gained in the course of professional practice, unless the well-being of an individual requires disclosure.

Commitment to the profession:

And of course, we have a commitment to the profession as a whole. We need to ensure as reflective practitioners that we are contributing to the profession that we're contributing to review and revision of policies and practice with a view to optimising the opportunities for students or addressing identifies individual or institutional needs.

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And in terms of a commitment to the profession, we need to hold the profession in very high standing. We need to maintain its integrity, value it, and assume responsibility for their ongoing professional development needs as an essential expression of their professionalism.

Topic 101

From Theory to Practice: Personal Challenges to Effective Reflective Practice

Building more professional and personal empowerment for the reflective practitioner is about moving from theory to practice. There are certain challenges that we can face as reflective practitioners. For example:

- we can have expectations that are unrealistic or in a way misplaced in terms of what we expect from ourselves and colleagues and from the students that we work with.
- Another challenge is that early on in our training we can develop our notions about what education is about, about teaching and learning as a whole. These notions can begin to interfere with our work in the classroom if we are not being flexible and adaptable enough.
- There can be misconceptions or misunderstandings and from what we have learned from theory when we are confronted by the reality of work in the classroom.
- There can also of course be personal preferences which can become a challenge in other words the way we like our classroom to look the way we like students to behave may not be what we experience and of course.
- There are also things like personal egotism and pride which can get in the way of being a reflective practitioner. These can actually become barriers to development.

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- We all have we all hold our own beliefs about education and therefore the philosophy that we have about education can be something that can become a challenge for us once we are confronted by the work that we are engaged with.

- And of course, not least is life can actually get in the way. We all have families, we all have a home life, we have friends, and trying to balance the demands that education as the work we have as professionals as teachers can be challenged by the commitment. The responsibilities that we have in our life in general.

Over-coming:

So, the way to try to overcome these things is very personal to each teacher and really, it is about trying to find your own strategy for overcoming particular barriers.

- **Misplaced expectation:** In terms of expectations that may not be realized the thing really to understand is that you need to be honest with yourself about what is possible what is not possible. This can be very difficult because it does require you to be very open-minded and perhaps a good approach would be to have a colleague as a critical friend and with who you discuss particular expectations. They can give you a different perspective on the reality of the work that you are doing.

- **Pre-conceived notions:** They can of course be the preconceived ideas about the way we should be teaching, the way students should be learning the way to try to overcome these is perhaps to refer back to the literature, refer to research, develop a broader understanding of what is possible

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and again share these ideas and explorations with colleagues is a good way to actually develop a better understanding of the notions.

- **Misconceptions** about teaching and learning a good thing to do is perhaps develop and for yourself will develop with colleagues a set of checklists that you can use to guide what you are actually doing.

- **Personal preferences:** In terms of personal preferences, we all have our own style as a teacher and really what you need to do again is be honest with yourself as a practitioner and to realize that what you may need to do is to change your approach and to change your preferences to meet the needs of the learners that will require you to be quite flexible and adaptable in your approach.

- **Egotism:** If you have a personal egotism this can get in the way of learning and what you need to do is try to move away from that a good thing to do is to observe other teachers and to see how they teach. Therefore, to get a bigger perspective on the role that we take on.

- **Pride:** If you develop a certain level of pride this can become a barrier to reflective practice and also be empowered as a professional. The key to this is to have somebody you can confide in, somebody you can talk to about your professional role to stay grounded, to stay realistic about what you are doing.

- **Educational philosophy:** Your personal educational philosophy is something that can become a hindrance. This can be overcome simply by sharing understandings with colleagues about philosophies of teaching and learning, about personal values and beliefs along the lines of education.

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- **Life** is perhaps the biggest barrier that can get in the way the key thing is not to try to hard remember that teaching is ongoing. You cannot do everything in your life and sometimes you need to find a better balance.

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Topic 102

From Theory to Practice: Questioning

Developing a framework for personal and professional empowerment is about moving theory about reflective practice and to the practical application of reflective practice. A key requisite for doing this is really taking on a questioning role for ourselves as teachers. It is, therefore, useful to explore some key questions that we can relate to our professional role, and through this questioning approach, we can start to develop a sense of personal empowerment. It helps you to move from theory and discussion, to practice and application.

Be Backward-looking:

So, one set of questions that we can explore our questions which get us to look backward, look into the past, look at what has happened in the classroom. Questions like how much did you know about the subject before you started teaching it? Questions like have you done similar kinds of work in the past? and also questions like what problems did you encounter when you were teaching these subjects previously? Backward-looking questions provide a foundation for us to explore current experiences. They provide a foundation from which we can build.

Be Inward-looking:

After we have engaged with some questions which get us to look backward, look historically at our practice. We can consider some questions which help us look inward. Inward-looking questions are those which help us understand our reactions, our responses to experiences that we have in the

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classroom. Questions like what did you or do you currently find frustrating about work? Did you meet particular standards for teaching when you were working in the classroom? and perhaps one of the most important is how do you currently feel about the work that you are doing? By looking inward, the reflective practitioner is taking chance to contextualize the backward-looking responses. And thereby, understanding within different this particular framework how we are working as reflective practitioners.

Be Outward-looking:

So, we have backward-looking questions and we have inward-looking questions and we also have outward-looking questions. This is where we are looking at the context that we are working in as reflective practitioners and trying to develop an understanding about where we fit into the jigsaw picture that is the whole of education whether that is just within the school, the educational environment that we are working in or whether it's a bigger picture nationally but there are questions that we can ask here for an example: did do we teach in the way that other people are teaching in the school? how do we compare with others? and questions like in what ways there are approaches to teaching similar to others? how are they different? and what grade would you give yourself concerning others if you are going to try and measure the work that you are doing?

Be Forward-looking:

So, what we need to think about is how we can put these questions, these categories of questions into a form that we can operationalize. We have a foundation in backward-looking questions and we analyze our role with inward-looking questions and outward-looking questions. So, what we need to

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do is ask forward-looking questions. In other words, what will we do next? what changes do we need to make? how will we operationalize things of which we are learning? And another question is, what will I change for the next lesson? It is a particular forward-looking question that helps us put into action the learning that we require from the previous types of questioning.

Topic 103

Frames for Learning

Frames, Perceptions and Interpretation

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Frames 1

- Frames help us perceive, understanding and describe situations.

As reflective practitioners, we need to be concerned about the way we learn as teachers and therefore, what we need to explore the frames that we use for learning. As teachers and learners as well, we use frames, perceptions and interpretations of frames and perceptions in order to learn. What this means for the reflective practitioner is that we are always thinking about learning but also thinking about the process of learning.

What are Frames?

- Frames are particular ways of making meaning of the complexity of situations.
- Frames are structures of beliefs, perceptions, values and appreciations about a situation, most of them underlying conscience.
- From the multiple components of a situation, we select a particular set with which we try to understand the situation and to transform it.

Frames are simply particular ways of making meaning of the complexity of situations. Frames are essentially constructed from our beliefs, values and assumptions as teachers about education and learning. We can have multiple frameworks to work from as learners.

The Process of Framing

- The starting point is a vague image of a reality named by Jon Dewey as a "problematic Situation".
- This situation is named and framed selecting a few salient /selected features and relations multiple elements of the complex reality.

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What is the process of framing? Well, the starting point is what Dewey called a 'problematic situation'. The way we actually frame something is based on our values and beliefs and but is actually generated from something we experienced directly.

- These elements receive a coherent organization, and are used for describing what is correct and what is wrong with the situation or what is the problem.
- The direction for the transformation of the situation will come from the elements established in the frame.

The elements of the frame help us to organize the information in a very coherent and structured fashion. Without the frames for learning, the learning becomes very inconsistent and very unstructured and therefore perhaps less effective. Frames provide direction and transform information, a data, learning into a coherent meaningful whole for ourselves.

Rhetorical and Action Frames

There are two main kinds of frames:

- Rhetorical Frames, and
- Action Frames

— Rhetorical frames are related with espoused beliefs, and are used for arguing about a situation.

— Action frames are related to policies in use. They are used for dealing with the situation.

Frames can fall into two categories. We can talk about rhetorical frames and we can also talk about action frames. Rhetorical frames and very much relate to the values and beliefs that we have; how we actually believe that we operationalize our understandings and our skills in the classroom. The Action frames are those frames that we use to put into practice our beliefs, values and assumptions.

Frames and Metaphors

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- Frames frequently use metaphors as a way to develop and/or to communicate their particular logic.
- Metaphors are of great utility for explaining and for thinking with a particular frame.

So, frames are a little bit complex to understand and a good way to begin to unpack. What we mean by frames is to think of them in terms of metaphors or in other words, particular ways to communicate and to understand what we are talking about. Metaphors are a great way for us to interact with ourselves and to interact with others as professionals.

- Based on a metaphor, the actions look more familiar and consistent with the requirements of change of the situation.

So, based on metaphors actions that we take become much more familiar and much consistent. And, this means sometimes as reflective practitioners that we need to go through a process of change.

- There is a double-sided interaction between frames and interests.
- The teacher's interests influence the way they frame the situation.
- But the frames of the teachers also shape the way they perceive their interests.
- These both relations tend to be tacit and invisible for the teachers.

So, frames can be double-sided in the sense that we have frames and we have particular interests and these two things tend to influence one another. It's true to say that frames influence the way we perceive the world but our experiences actually influence the construction of the frames that we use to make that perception.

Circularity of Frames

- In conflicting frames there is no way of falsifying a frame with valid data.

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- When we arrive to situations where different frames are resistant to critique, we are in a situation that is not normal.

And this then leads to the understanding that the frames that we use to understand our experience are in a sense circular. They are not fixed. They rely on interaction with the environment. The information that we receive and understand through the frame and actually ultimately influences the frame that we using for that perception.

- Frames are mostly tacit.
  - "The frames that shape policies are usually tacit, which means that we tend to argue from our tacit frames to our explicit policy positions".
  - "…. we are usually unaware of their roles (of the frames) in organizing our actions, thoughts and perceptions" (Donald Schon --- Frame Reflection)

And therefore, what this means is the frames that we use for learning, the frames that we use for understandings are actually tacit rather than explicit. they are something that we know but are quite difficult to explain.

Topic 104

Frames for Learning

Frames, Perceptions, and Interpretation

Frames 2

- In most cases, we are not working with problems, but with messy situations.
- The process of going from the messy situation to the problem is the process of framing.
- The names we give things are important – they determine how we will work with them in our mind.

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- Then we organize them and we describe what the problem is.

So, we are looking at frames, perceptions, and interpretations of our experiences and we have explored how frames are tacit boxes through which we understand and make meaning of our experiences. The truth is that in most cases what we are doing as reflective practitioners is operationalized in terms of problems, we are working with problems but actually, the reality is that we are really working with untidy situations, complex situations. And, this complexity of these problems that we identify can actually be complex things that we need to engage with in terms of framing a problem or framing a situation. And therefore, the language that we use to frame our understanding becomes an important part of the framing process of actually being able to look at a particular situation.

- In the same way that Schon talks about espoused theories and theories in use , he talks about rhetorical frames (espoused polices) and action frames (policies in use).

And as we saw the way we organize situations through frames is through two particular types of frames: rhetorical frames and action frames. Rhetorical frames are those ideas that we have and how we think we should be working our beliefs and assumptions about teaching-learning and of course the action frame so how we operationalize those beliefs.

- Rhetorical frames are weapons used to attack other frames and convince people that our frame is a good one.
- The frame that wins is the one that can expose the weaknesses in other frames, while hiding its own weaknesses.

So, in a way rhetorical frames are powerful in the sense that they give us the framework for the way we work and our beliefs about the way we work and, in a sense, we hold onto these frames very tightly in a way we can use these frames to questions and challenges other people's frames. It is through this process that we develop our professional identity and develop our skills for learning.

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- Frames work with metaphors.
- When we create a frame for a situation, we always use a metaphor.
- Frames are not things that emerge from scratch, they are always connected to a metaphor.
- Changing the metaphor is a very powerful way of changing the frame.

So, frames work with metaphors. Metaphors are descriptions about how a particular understanding is made through the frame. And what the metaphor does is help us more clearly understand and the experience that we have in the classroom and how we are actually working with that understanding. Frames don't just run emerge spontaneously. They are something which we develop as learners through life. They evolve and constantly evolve. And especially for the reflective practitioner, frames are something which we're always looking at within ourselves and questioning and seeing if we can change them in order to understand our experiences in the classroom better.

- The way we frame a problem affects how we perceive our interests.

- It's difficult to discover the limits of our thinking – we always believe our framing is consistent. It usually is not possible to convince someone that their frame is inconsistent by giving them more information, since that information will be processed into the existing frame.

So, the way we frame problems actually affects our perceptions of those problems and affects our interests in terms of how we are dealing with those particular problems. And in a way, it's actually difficult therefore, to discover the limits of our thinking in relation to frames simply because of the tacit nature, the unspoken unknown nature of what our beliefs and values can be.

- The frame is able to digest information.
- So basically, more data won't ever change frames, and we need to engage people at the level of their assumptions.

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So, the frame is the way that we digest (take in) information, and the way we process the information. And essentially frames then are a way for us to understand and work with our assumptions and the level of other people's assumptions as well.

- The frame gives meaning to the information by its own logic. Most frames are tacit, we are not aware of the way we frame situations or of the way other people are framing the same situation.
- The way to solve this difficulty is to try to make the frames explicit.
- Finally, when we are discussing other frames, we need to bring their meaning to own frame.

The frames give meaning to our understanding and provide logic to the way we interact with our experiences. Because of the tacit nature what we are always doing is working with frames in a way which is very implicit to us and not explicit to others. The way to solve the difficulty in terms of our own learning and development as learners is to try to make frames more explicit to ourselves and explicit to others.

Try this activity in framing a problem.

1. Define the problem?
2. Why is it a problem? (This is about your reasoning in defining the problem)
3. What are the factors that contribute to problem? We can talk here about causes, context, conditions that allow the problem to exist.
4. What do you see as the impact of the problem?
5. Analyze for consistency and completeness.

So, in terms of frames, there are some particular questions that we can ask ourselves as reflective practitioners which help us question the frames that we have for interacting with our experiences. A simple question is let's define the problem to understand the frame. The next question is, why is it a problem? why are we perceiving this particular thing as a problem as a difficult situation and that's affecting us? The next question is, what factors will contribute to this particular problem? And a final question would be, what you see in the impact of the particular

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problem and how do we analyze the consistency of our thinking about that particular problem? these questions help us challenge the frames that we have in terms of our experiences.

Topic 105

Frames for Learning

Analyzing Frames 1

Discovering Underlying Assumptions and Values in Frames

Look at the following example:

Naming and Framing the Education Crisis

- **No Licensure:** We need to remove the inconsistencies between different education providers.

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- **Quality of Teachers' Education:** We need to ensure that teachers are being prepared according to uniform standards.
- **Common Inspection Framework:** We need to have a system of checking the quality of education across all providers.

So, we have looked at or we are looking at frames for learning. So, let's see if we can analyze frames. Analyzing frames is essentially about trying to discover, trying to uncover our underlying assumptions and values which are held within the frames. let's look at an example. An example of a frame could be about education within a country and the way education is viewed as a problematic situation. For example, part of framing education which is in trouble could be about saying that there's no system of licensure within education, or in other words, it's about recognizing that there are inconsistencies in the way different education providers are undertaking the work. We can actually look at the quality of teachers' education within that same frame in terms of how teachers are being prepared consistently and for work in education. The differences, the inconsistencies between different training providers for teachers. We can also look at this particular frame from the point of view of the quality of education that's going on, in other words, having some framework a common framework for how we measure the quality between different education providers. between different schools.

Assumptions

- Assumptions are belief about the world
    - 90% of students are happy in our school.
    - Education improves the quality of life.
- The first type of assumption is situational.
- The second type of assumption is theoretical.

Assumptions are then very powerful in terms of how we frame our learning and how we frame our experiences in terms of learning. And assumptions just to be clear about them are

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essentially the ways that we view the world. There are different ways that we can talk about assumptions. An example I have here is to say the ninety percent of students are happy in our school, that's an assumption that we might make as a teacher. Another assumption is that education improves the quality of life, again that's another assumption that we might make as a teacher. We can look at these two assumptions from two different perspectives. And the assumption about the first idea there is that it's situational. We can have assumptions about the situations in which we work. The other assumption there is quite theoretical. It's not from direct experience that we draw but from the discussions, the dialogues that occur theoretically about the issue.

- If a belief is tacit in our thinking, we name it as "assumption", once it is made explicit it becomes a "hypothesis".

And in a way then our assumptions are not necessarily explicit to other people and sometimes not explicit to ourselves. They're quite tacit. There perhaps undefined. Although we can hold them quite strongly. And if we can't give a name to an assumption then it remains as an assumption as soon as we can start to qualify it, as soon as we start to describe our assumptions within the frame then they move from assumptions to become hypotheses.

What are Values?

- Values are criteria that we use for deciding if a situation is desirable or undesirable, or if an idea is a good one or a bad one:
    - Being secure or insecure (security)
    - Being treated fairly or unfairly (justice)
- Every time we frame or evaluate situations, we apply values. Frequently values are tacit.

And along with assumptions in terms of framing our learning, we are also looking at values. The values that we have underpin our assumptions. And values are essentially criteria that we use for measuring our response to experiences. It is a process by which we define what's good and

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what's bad, what's right. and what's wrong and every time we try to evaluate a situation, we have assumptions about that but we are always drawing on the values that we hold in order to interpret it.

- In the example "**Quality of Teachers' Education**: We need to ensure that teachers are being prepared according to uniform standard" the quality of teaching is a value.
- In the example "C**ommon inspection Framework**: We need to have system of checking the quality of education across all providers" how schools provide education is a value.

So, in terms of the example, we were looking at, the values of the quality of teacher education is really an example of what we think should be uniform. What should be consistent and therefore, what is inconsistent and the value that we can look at in terms of quality education is that the quality should be consistent across the whole spectrum of education.

Frames, Assumption and the "Thinking Box"

- Every time we frame a situation, we base elements of our frame in belief about the world; but we are not aware of them.
- The discovery of assumption is easier when we are "out of the box".
- People who disagree with our frames are more acute for identifying our assumptions.

And so very much then frames for learning are about 'boxes' in which we place information. The reflective practitioner then is always questioning these boxes and trying to think outside of the box in order to get a wider perspective and a wider clarity of understanding about the experience.

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Topic 106

Frames for Learning

Analyzing Frames 2

Discovering Assumptions

- Assumptions are beliefs that are behind the causal relation of our frames.
  - If “assumption A”. then “B” generates “C”.

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- A possibility for discovering assumption is to go through the components and the causal relations of the frame asking "why" they are stated in that particular way.

Analyzing frames for learning is very much then a case of discovering our assumptions and in some instances uncovering our assumptions. The reflective practitioner is somebody who is always then questioning assumptions in order to verify the frame that is being used to understand the experience and to learn from experience. Assumptions are then a set of beliefs we have which give a framework for our actions. For example, if something happens, we have an assumption about something and the result will be another thing. We have an assumption that the result will occur. The possibility for then discovering assumptions by the reflective practitioner means going through quite a careful process of understanding the components of our assumptions.

- The assumptions should be falsifiable. It means that it should be possible to get information for verifying if an assumption is real or not.

And therefore, this means that what we have to do is teach us is be in a situation where we are comfortable to falsify our assumptions, or in other words, look at our assumptions and check that they are correct and to test them to see if they are incorrect.

Exploring Assumptions

- If a situation is framed as a problem generated by a group of factors and a scenario that is resulted from the problem, then the exploration of assumptions may go back through the causal relations of the frame. Let's look at this in diagram form:

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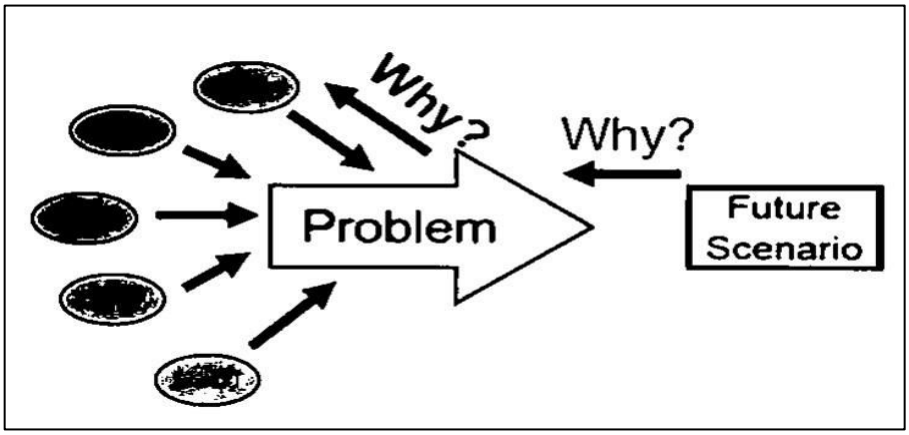
Exploring Assumptions



So, if a situation for example is framed in a particular way. It generates a set of problems within the situation and it's these problems that we look at as teachers as reflective practitioners. It is these problems that we are looking to explore, understand and change and so the exploration of our assumptions goes some way to helping us and frame the problems much more realistically and therefore deal with them much more effectively. We put this into diagrammatic form. In a very simple way by looking at how problems and situations interact. We can identify one particular problem but that might actually have a number of causes. There could be one cause, there could be three. there could be thirty different causes which will create a problem for us. And what we are always asking ourselves as reflective practitioners with this particular problem that we are confronted with is why these particular causes are creating the problem? and that's part of exploring our assumptions about the situation and beginning to identify whether the problem actually is a problem and what we are also doing is looking at the context in the situation in which the problem occurs. And also, how the problem might evolve over time if it's not addressed. And again, that is based on a particular number of assumptions that we have as reflective practitioners. So, we always want to ask the question. Why a particular problem may evolve into something else in the future? what will it evolve into and how will we deal with that? So, by simply looking at assumptions we are actually exploring how we are interacting with our experience.

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Questions for Exploring Assumptions

- Why the scenario or one component of it, is generated by the problem or a component of it?
- Why the factor A contributes to the problem?
- Which conditions are required for the work of causal relations?

So, assumptions then are significant for the reflective practitioner because they are essential for us in terms of understanding the frames that we have for understanding our experience and interacting with the experience. And what is the problem, how we actually perceive the problem. This is important because our assumptions may actually identify a problem, may even create a problem that another teacher may actually not perceive as a problem. So, our assumptions are very significant here because what we want to do is see the real situation, and frames for learning can actually alter the situation so that we perceive it differently.

- Why do you think it is a problem?
- Which values are threatened by the problem or by the scenario?
- Which motivations are behind the way the situation was framed?

So, some questions that we can ask about assumptions and also about the values that we have and can be useful at this point in terms of uncovering the assumptions and values. For example, why do you think a problem is a problem? this will help you begin to see the reality of a situation. Which values do you have might be threatened or challenged by an experience you are having in the classroom? and which motivations are there behind the experience of the situation? By asking simple questions like these, we start to discover the assumptions that we have and through this discovery that we start to become better learners as reflective practitioners.

Topic 107

Frames for learning

Interpolating Concepts and Ideas

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Theories –in-use- are means:

- For exploring concepts
- Developing ideas

Having a consistent frame for learning then is a process of understanding the concepts and the ideas that we bring to the professionals' role. We can translate this clearly in terms of a theory-in-use. A theory-in-use is basically what we bring as professionals to the profession in terms of how we explore our concepts and ideas and how we develop our concepts and ideas.

Schema of Theory and Action

- A theory of action is a set of interconnected propositions that have the same referent (the subject of the theory).
- For example:
- In situation of S, if you want to achieve consequence C, under assumptions a1, a2, a3, and, do action A.
- Theories are vehicles for explanation, prediction or control.

This relates to the reflective practitioner in terms of having a schema for the theory and how it is applied. In other words, the application and the applicability of the theory into action. A theory in action then is a set of assumptions about interconnected propositions that we have or in other words, it's the subject in relation to the theory. For example, we can say will in a particular situation, for example, the situation is: if we want to achieve a certain outcome. a consequence C and we have certain assumptions, assumption a1 a2 and a3 then we need to undertake a particular action, action A. It's through this framing of theory or in other words theory-in-use and that we use as reflective practitioners. This theory-in-use this schema becomes a way that we can explain and understand situations and begin to make predictions about the experiences that we have. And also, then to begin to take control of the experiences that we are having.

Theory-in-use

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- Agyns an Schon say that theory-in-use is:

"…existing theories people have that already determine practice. We call these operational theories of action theories-in-use to distinguish them from the espoused theories that are used to describe and justify behavior."

This is described very clearly in the literature theory-in-use by several writers and it's really about explaining how as people we have existing concepts and ideas about people and the world and how these determine, how we interact with the world and certainly in the classroom with the students that we work with.

- Agries and Schon say that theories-in-use:

"…. help teachers remain blind to the actual degree of their ineffectiveness."

And in a way, this is, therefore, a way for teachers or reflective practitioners to become much more aware of their role in their professionalism. It is very easy to hold on to theories-in-use and therefore to become blind to problems that might
exist.

Theory-in-use, Assumptions and Everyday Life

"…. the full set of assumptions about human behavior that function in the theories-in-use constitutes a psychology of everyday life."

Therefore, the reflective practitioner needs to be looking at the theories-in-use and the assumptions which guide that theory-in-use in terms of how the reflective practitioners interacting with students in the classroom.

- There is a theory –in-use of building design (for architects).
- There is a theory in –use for diagnosis and treatment of disease (for physicians).

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- Theories in-use are means for getting what we want.

This is not something which is just relevant to the teaching profession. All professionals will have theories in use. For example, architects will have a particular perception about how buildings should look or how a building should function and doctors will have a particular viewpoint, a particular theory about how to work with patients.

How to make Theory-in-use visible

- We can construct someone's theory in-use from observations of behavior.
- This includes recognizing general characteristics:
  - The governing variables
  - The action strategies
  - The principal assumptions

So, the theories in use are a way for us to get what we want as professionals. It is a way for us to construct reality through our frames of perception and therefore, frames of learning. And this can be described in terms of several general characteristics. For example, there are variables that we bring to our understanding of the world which will impact on how we perceive our variables like gender about social-economic status, etc. And there are strategies that we use in terms of interacting with the world and again these will be different for different people. So, these general characteristics have an impacting factor on theory-in-use.

Clues for discovering the Theory-In-Use

- Reconstruct the espoused theory and /or the action strategy.
- Look for the assumptions through the "Chain of Whys".
- Look for the relations among the assumptions.
- Discover the governing variables of Espoused theory and /or the action.
- Construct the theory in-use based on these elements.

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The important thing to do as a reflective practitioner then is to question these theories-in-use. Through the why questions, we have been exploring a chain of why questions will actually lead the reflective practitioner through challenging water to the point where we are looking at our frames for learning, looking at our theories-in-use, and actually testing them to find out how effective we are actually being with them.

Requirements for Discovering the Theory-in-use

- Internal commitment to discovery
- Public testing of theory, assumptions and data
- Clear distinction between the self and assumptions (non-defensiveness)
- Look for valid information
- Aptitude for reframing

The requirements for this then from the reflective practitioner, is a process of being very honest and open, being committed to a process of discovery about the profession and our role within the profession. It's also about being very clear and open with other professionals in terms of this exploration and also, looking at how we are giving validity to that exploration and that understanding so that we can develop an aptitude for reframing our perception of experience.

Topic 108

Frames for learning

Promoting PR through Inductive Action Planning

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Promoting PR through Inductive Action Planning

- As a teacher you will be learning every day.
- Knowing what you have learned or what you want to learn from practice and experience needs some planning
- This will be helped by **inductive action planning**.

Frames for learning helped us develop as reflective practitioners. They're part of the learning process that we use to develop as professionals. One way to promote reflective practice through a frame for learning is with inductive action planning. What's true to say is as a teacher, you'll be learning every single day during your work and knowing what you have learned or what you want to learn is actually part of the action planning process. The experience that you're having helps you make the decision about what needs to be learned and what you will do to activate that learning and this is quite an inductive process. It's developed from experience rather than anything else.

Essentially this involves:

- Selecting a specific target (e.g., effective rules and routines in class, widening your range of strategies, effective use of ICT etc.)
- Plan a program of discussion, observation and training over a fixed period.
- Evaluate your effectiveness
- Reflect on your own development and select further targets.

Inductive action planning essentially involves certain steps. The first thing is to identify something to achieve an objective, a target, and that needs to be worked towards. It could be anything from routines that you have in class through to how you work with educational technology in the classroom. Then, the inductive action plan needs to have a plan for meeting that target what sort of things will you do in order to move towards the achievement of that target. It could be things like training or it could be independent study. It could be observing other teachers, it could be a whole range of different things. Of course, part of an inductive action plan as with any action plan would be how will you evaluate and measure the success of achievement of that

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particular target. Simply because there's no point in having a target unless, at some point, we can say we have achieved that target and then, of course, needs to be a process then of reflection as part of action planning which helps you identify future targets that you can work on.

Inductive action planning is therefore about:

- Identifying opportunities for you to discuss, reinforce and develop your practice.
- Helping you decide what information/data of your planning and practice you can use as evidence of your development.

So, inductive action planning further reflective practitioner is very much about looking at opportunities, identifying opportunities, and seeing how we can work with those to develop our practice. Inductive action planning is then a process that helps you gather information, direct your activity and then monitor your progress in terms of your development.

An inductive Action Plan will be one that:

- Builds on your career profile
- is precise
- Answer the following questions:
  - What is my priority and what do I want to achieve?
  - What am I going to do and when?
  - Who/ what will help me?
  - How will I know whether what I have done has been worthwhile?
  - How will I collect information?

And it's a very valuable process because it can help you build a professional profile for yourself. If you keep a log of the action plans, then it shows that you are continually involved with professional development and the thing about inductive action planning. It's also quite a precise thing to do you can see on paper the targets, the actions and the outcomes that you're engaging

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with. It's also identifying how you're interacting with people in the school and how people are being used as a support mechanism for you as a reflective practitioner.

In detail, an inductive action plan will:

- Identify your priorities
- At this stage of the year what precisely do I want to be able to do with greater confidence and more effectively?
- E.g., Motivate the class?
- Plan, manage and evaluate the teaching of reading…

So, an important aspect of inductive action planning of course is, first of all, identifying the priority areas that you need to work on. This is the foundation work for identifying specific targets that you can work on.

In detail, an inductive action plan will:

- Identify what you will do and when
- E.g., I shall discuss school policy and expectation with my principal, I can attend a course which will help me think more deeply about my practice; I shall see school policy in practice by observing colleagues and discussing issues with them.

Then the next step is to identify how you will actually work towards achieving a particular target. What will you do? how will you do it? And of course, the date by which you will actually achieve that target.

In detail, an inductive action plan will:

- Identify who can support you

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- E.g., I shall enlist the support of my head of department, I shall engage in some background research.

We must remember that as teachers we're working within a community of professionals and therefore part of inductive action planning is to identify those people who can actually support us in terms of achieving a particular target and certain support mechanisms, we can include within the action planning as part of developing our professional role.

In detail, an inductive action plan will:

- Identify Success Criteria by identifying what has been worthwhile -
- My planning now demonstrates…
- Through being observed and discussing the lesson I am clearer about my strengths and priority areas for development in….

A very significant part of the Inductive action planning process is identifying the measures that we will bring to looking at the achievement of the target. What will be the exact success criteria? how will we know that we have successfully achieved this particular target that we've set for ourselves?

In detail, an inductive action plan will:

- Identify how you can demonstrate your development -
- I have examples of the new lesson planning that I am doing…
- I have examples of the resources I'm using…
- A copy of my appraisal report…

And this really very much about how we demonstrate to others that the action planning process has been successful and that we have actually achieved the target and what we're doing then in this sense is looking for examples that we can show people that we can reflect on ourselves that demonstrate that we've achieved the target. For example, it could be examples of lesson plans

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or it could even be videoing ourselves teaching using a different approach than we've been using before.

Inductive action planning:

- Responds to, and support, your day-to-day teaching activity.
- It is directed by you.

The interesting thing for the reflective practitioner then is that in the inductive action planning process is very much responsive to your needs and your interests as a teacher rather than directing your needs and interest and as such then the inductive action plan is directed by you rather than anyone else.

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Topic 109

Frames for learning

Reframing for Resolving Difficult Controversies: The Reframing Matrix 1

The Reframing Matrix 1

- Things look different when you change the perspective.

We've been looking at frames for learning for the reflective practitioner and what's important for the reflective practitioner to do is to be able to reframe problems in order to be able to solve them. Reframing is simply a way of looking at a problem from a different perspective because by doing that we get to see the problem much more clearly. And by reframing the different perspectives help us to see things much more clearly.

- When you are stuck on a problem it helps to look at it from another perspective.
- This can be all that you need to do to come up with a great solution.
- However, it is sometimes difficult to think what these perspectives might be.

When you're stuck particular issue or problem in the classroom for example, as a reflective practitioner being able to stand back and reframe the problem is a way for you to reflect effectively on that particular problem, and it can be very difficult to do because as we've discovered frames are very much based in our values and assumptions and trying to reframe can be quite a difficult thing to do. Because it requires a change in our values and assumptions.

- Using a reframing matrix relies on the fact that different people with different experience are likely to approach problems in different ways.

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- Reframing helps to put you in the minds of different people- imagine how they would face these problems and explore their solutions.

What we can do is use a very simple matrix to help us reframe particular problems by using a tool such as this simplifies the situation and forces us to look at problems or issues from those different perspectives.

Step 1: Draw the Grid

- Start by drawing a simple four-square grid.
- Leave a space in the middle to describe your problem.
- The boxes are for your different perspectives.

The simple thing to do is to start with a full square grid in terms of looking at perspectives. This is a very simple way for us to focus our attention on particular aspects of a problem. And in the four-square grid, we will have four boxes and what we can do is actually use the four boxes to focus our attention on particular perspectives. So, in the center of the grid, we will identify the particular problem or the issue that we're having in the classroom in as much detail as we can actually provide, and then around the problem, we will have those four boxes and in those four boxes will identify the four perspectives that we can use to explore the problem.

Step 2: Decide on perspectives

- Decide on 4 different perspectives to use in your matrix.
- Use the 4P's approach:

So, the question is what do we put into those four boxes? Well, what we can do is that we can use what's called the 4 P's approach. This is simply looking at the particular issue or problem from four different perspectives in relation to our work in the classroom.

The 4P's

- **The Product Perspective**

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- Is there something wrong with your teaching?
- Does it respond to the needs of your learners?
- Do you adapt your teaching to the circumstances in the classroom?

The first perspective is known as the product perspective. This is where we're looking at the issue or problem from the point of view of the outcome of what's really being achieved and a better way to look at this is in terms of some key questions, for example, does the lesson that we're delivering our response to the needs of the learners that would be an example of looking at the problem from the product perspective.

- **The Planning Perspective**
  - Is your planning at fault?
  - Could you improve your planning and preparation?
  - How good are your resources?
  - What resources are you using?

We can also look at it from a planning perspective as well. In other words, is our planning at fault in relation to this particular problem that we're experiencing. How good other resources that we've prepared and planned to use and for the lesson? how are these in terms of influencing the problem?

- **The Potential Perspective**

  - How would you improve the learning outcome?
  - Is the students' grades were to go up how would that affect the problem?
  - How are others doing the same work as you?

We can also look at it from the potential perspective or in other words how could things improve? what different learning outcomes could be achieved? how are others doing the same work like us? how is another teacher doing similar teaching? how are they going about it? so

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looking at the problem from the potential perspective is another way to reframe our learning of our experience.

- **The People Perspective**
  - What are the people impacts and people implications of the problem?
  - What do people involved with the problem think?
  - Why are students not happy?

And then, of course, the final P would be the people perspective. Who the people that are impacted on by this and what do they think and how are they involved in this particular problem?

- These are just some of the questions that you can ask as you look at your problem using these four perspectives.

So, these are just some simple questions to help us focus our attention on particular perspectives in relation to a problem or issue that we're faced with in the classroom. And by noting them down within quadrants of a matrix, it forces us to focus our attention on particular aspects of the problem rather than looking at the problem from a very holistic point of view.

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Topic 110

Frames for learning

Reframing for Resolving Difficult Controversies: Reframing 2: The Professions Approach

Reframing 2: The Professions Approach

- This approach helps you to look viewpoint of different specialists, or stakeholders.
- For example, the way a medical doctor would look at a problem is different to what a civic engineer might use.

In terms of reframing problems to resolve them for the reflective practitioner, we can also use what's called the professions approach. The professions approach is simply a way to look at a particular issue or a problem that you're faced with as a teacher. By focusing on the different viewpoints, the different perspectives of other stakeholders who are impacted on by that particular problem. For example, the way a doctor perceives a problem would be different from the way a patient perceives a problem, the way you as a teacher perceive a problem would be different from the way a student in your class would perceive that same problem.

- This approach is particularly useful when you are trying to solve a problem which involves many different types of people.
- It is useful when you need to 'step away' from your usual way of thinking so that you can be more creative.

Professions approach is focused then on helping us take a particular and useful point of view on a difficulty that we're being confronted by, and it really is a way of helping you stand back

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from the problem and look at it much more objectively because the problem with being a teacher is that problems can very often be viewed very subjectively bias.

Step 1: Brainstorm Factors

- Brainstorm the factors related to your problems from the four perspectives viewpoints:
  - Product perspective
  - Planning Perspective
  - Potential perspective
  - People perspective

The first thing to do is in order to resolve a problem is to perhaps brainstorm the factors and we've looked at the 4 p's approach in terms of resolving the issue. We take different perspectives on the issue: the product perspective, the planning perspective and also the potential perspective and the people perspective. By looking at these different views, we can stand back and start to analyze and understand the issues that we're facing.

- Fill out the matrix.

Example of Reframing

- In the following example you will see how a teacher has used th 4ps approach to explore problems in class.

We can fill out the 4 P's matrix in this regard in order to explore the problem from this professions approach, from this more objective perspective rather than a subjective perspective.

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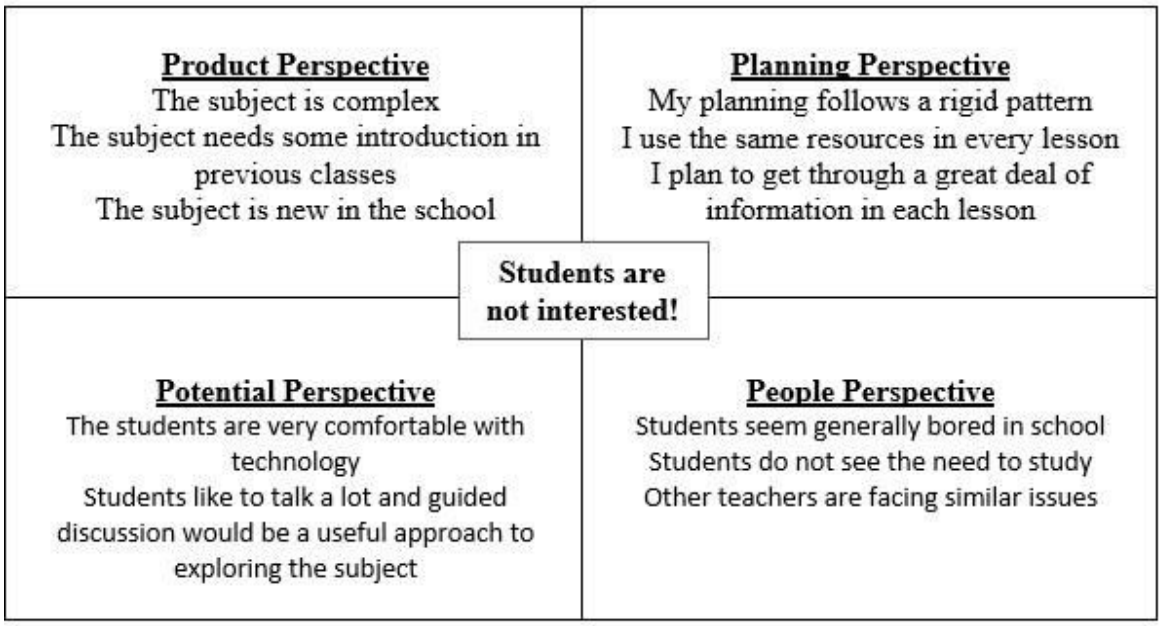
Reframing for Resolving Difficult Controversies



In this example, we can see how a teacher might use the 4 P's approach and the professions perspective in order to reframe their perspective of an issue in order to resolve it. For example, the issue that you might face or any teacher might face is that students are not interested in the content of a lesson. So, by looking at it from the **product perspective**, if we can actually start to deconstruct issues and which students might be faced with in terms of the particular subject. For example, it might be that aspects of the subject are quite complex and difficult to understand. By looking at it from a **planning perspective**, we can then start to think about how we're actually working with students in terms of the subject content and for example, are we planning our lessons in very rigid and strict fixed ways rather than being much more diverse and flexible about it. By looking at the problem from a **people perspective**, we can actually start to understand the problem from other people's point of view, from our students' point of view and for example, it might be that the students don't actually see the need for certain aspects of a subject and in terms of their future goals or indeed their future life. And of course, we can look at a particular problem from a

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potential perspective, it could be for example that the students especially nowadays may be very much inclined to the use of technology in terms of learning. And, this can help us as teachers to find new ways of working with students and therefore, helping them become more interested in terms of that learning.

So. we can see the 4 P's approach. This professions approach helps the teacher start to frame their learning from experiences and use a very structured methodology to help them understand difficulties and start to resolve them. 4 P’s is very simple to use but very effective.

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Topic 111

Frames for Learning

Reframing for Resolving Difficult Controversies: Problem Statements

Problem Statements

- The first step is to define the problem statement
- At which level should we formulate the problem, and how widely?
- If we go too deeply and try to look for final causes of everything, we may reach conclusions that are not useful for the problem.

So, reframing for learning in terms of resolving problems and can start with the reflective practitioner. First, identify a problem statement. A problem statement needs to be formulated in order to identify, explain the problem. Now the key thing to remember here for all reflective practitioners is not to identify a problem statement too deeply because through providing a very structured and detailed problem statement in the early stages can actually prevent the process of learning from experience and from reflection.

- Select a level where you have enough knowledge about the problem and then act in a timely way.
- As reflective practitioner we should always be working with 'unsatisfactory' understanding of the problem.

So, the important thing to do is to select the level at which you want to work with a particular problem statement, and really the key thing to remember as a reflective practitioner is that you

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want your problem statements to be quite unsatisfactory. Because part of being a reflective practitioner is the constant seeking to refine and better define your problem statement as part of the process of learning.

- The reflective practitioner works with 'unsatisfactory' because s/he has to combine the action with improving understanding.
- What method you actually use depends on the knowledge you have, the conditions and other factors (e.g., other people).
- You need to design your own cognitive strategy in each case.

So, by working with unsatisfactory problem statements, we're being much more critical in terms of our thinking about situations that we're working within the classroom. And critical thinking and reflective practice come together in terms of framing and reframing problem statements that we're working with. And what you need to do then is to design and develop your approach to working with problem statements, the cognitive strategies that you apply in any particular case.

The reflective practitioner has two levels:

- The action level
- The cognitive level
- Consequently, we need to combine knowledge from our own experience with knowledge from other people's experience.

And in terms of cognitive strategies, the reflective practitioner has two key levels that we can work at. One is the **action level** which is very practical and one is the **cognitive level** where we're thinking and reflecting about a particular problem and what we need to do as reflective practitioners therefore, is to find a way with a particular problem statement to combine the action

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level and the cognitive level together so that we have a very full and deepening understanding of the problem.

- Conceptual innovation
- The connections we have in our brains are related to the concepts we use.
- When we change our concepts, we create new areas of relations in our brains.

What this leads to ultimately is conceptual innovation for the teacher and what we're always doing in terms of learning is developing connections in our brains about our understanding of experience and learning and seeing where things fit together. Therefore, our concepts can change, can evolve, and also can disappear with experience and with thinking through problems.

- Concepts are abstractions of situations – the patterns that emerge when we have seen many situations.
- Without concepts we cannot perceive reality.
- With concepts we can think more deeply about reality.

So, conceptual understanding is essentially about how we look at situations and abstract our understanding in relation to those situations. How we stand back from the experience, from the reality, and begin to theorize and understand the experience from a very abstract point of view.

- With concepts we can:
    - Monitor situations.
    - Understand new situations by extensions of old ones.
    - Work to extend the concepts we are using.

So, conceptual innovation then is very much about working with concepts and their concepts in terms of how we're understanding situations, how we're perceiving situation, how we're

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monitoring situations and how we're understanding how others are working and experiencing those situations.

- The reflective practitioner needs to be comfortable with grasping and internalizing new concepts.

So, reflective practice as a process then brings new concepts to the reflective practitioner and these concepts then are a way for us to develop and grow as high-quality and highly effective teachers.

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Topic 112

Frames for Learning

Reframing for Resolving Difficult Controversies: Concept-based Teaching and Learning

Concept-based Teaching and Learning

Concept –Based Teaching and Learning:

- Enables the ability to transfer knowledge
- Promotes emotional engagement and motivation

So. in terms of reframing to deal with difficulties that we experience as teachers, we can start to begin to think about conceptual innovation and what this implies is that as reflective practitioners. We're working with a concept-based approach to teaching and also learning. The thing about a concept-based approach to the work that we do is that it very much enables knowledge transfer and also promotes more engagement and more motivation in terms of learning. This is very true for the reflective practitioner because what we're always seeking to do is continually grow and develop as professionals. And therefore, concept-based teaching and learning are going to help us continually reframe issues transfer knowledge that we're acquiring from our experience, and in the same way, define a better level of engagement and motivation for ourselves and with the work that we do.

Concept –Based Teaching and Learning:

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- Thinking which draws on critical, creative, reflective and conceptual abilities.
- Facilitates 'synergistic thinking' (factual and conceptual levels of thinking).
- Requires deeper intellectual processing as you relate facts to key concepts.

Concept-based teaching and learning is very much a process which is very critical but also very creative and helps us reflect and develop our conceptual abilities. These things come together in a very powerful way to enable reflective practitioners to develop not only their teacher identity but also to personally and professionally empower themselves in terms of their work. Concept-based teaching is, therefore. very synergistic it brings all of these aspects together the creative, the critical and the reflective components so that the reflective practitioner acquires a much deeper intellectual capacity to work with issues and problems that they face, and also, to develop skills and knowledge about pedagogy.

Concept –Based Teaching and Learning:

- Develops conceptual structures in the brain to relate new knowledge and to illuminate the connections and pattern of knowledge.

It is, therefore, a process of developing conceptual structures in the brain. We build new frames for perspectives and how we interpret our experiences and it's through these frames that we start to make links between new knowledge and old knowledge, existing knowledge, or prior knowledge that we've had. It's this ability to build frames upon frames to develop our conceptual understanding that the reflective practitioner starts to become highly effective teaching professional.

Concept –Based Teaching and Learning:

- Facilitates the transfer of knowledge at the conceptual level.
- Provides opportunities for personal meaning making through processes of thinking, creating and reflecting.

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Concept-based teaching helps us transfer what we're learning, the knowledge from experience, the acquired knowledge that we get from teaching with the theoretical, the academic understanding that we have about teaching and concept by concept-based teaching and learning facilitates the knowledge transfer across boundaries of those two domains.

Concept –Based Teaching and Learning:

- Motivation for learning which recognizes that emotional engagement is essential to motivation.
- Increases motivation by thinking through the facts, through a personally engaging key concept.

And of course, concept-based teaching and learning promotes engagement and motivation. And if we are more engaged in what we're doing and if we're very highly motivated then the chances for learning and development and becoming highly effective greatly increases. Because through increased motivation, we can make better linkages between facts and our understanding of facts and how we actually link learning from experience to the academic learning that we have.

Concept –Based Teaching and Learning:

- Values and respects the thinking of the individual by 'drawing understandings from' rather than 'telling understanding to'.

And this also, values and respects the thinking that we have as professionals it actually helps us further our professional identity.

Concept –Based Teaching and Learning:

- Encourages constructivist learning experiences that are relevant and important.

Therefore, what we can see is that it's very constructivist from a theoretical point of view. It's an understanding that teaching and learning is not fixed and that as teachers, we will constantly be building new understandings, constructing our understanding of our experiences in our profession.

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Concept –Based Teaching and Learning:

- Values collaborative thinking, discussions and problem-solving with the belief that the social construction of meaning leads to quality of teaching and motivation.

And, what this implies as always is that we need to look at this from a very collaborative and cooperative point of view. From a constructivist perspective, we are not working in isolation, we're working within groups, within teams, within society and therefore, concept-based teaching and learning needs to be something that is shared with others and happens with the collaboration of colleagues.

Topic 113

Frames for Learning

Reframing for Resolving Difficult Controversies: Benefits of Concept-based Teaching and Learning

Benefits of Concept-based Teaching and Learning

The benefits correspond directly with the profile of the reflective practitioner:

So, reframing for the reflective practitioner to resolve difficulties and controversies in the classroom is very much promoted by conceptual innovation and concept-based teaching and learning. There are particular benefits that we can identify in terms of this conceptual approach for the reflective practitioner.

The reflective practitioner as enquirer:

- A teacher who questions, investigates, explores and discovers.

If we think about the reflective practitioner as somebody who inquiries into teaching and learning. Then this identifies as a teacher who is constantly questioning and investigating issues and problems. Somebody who is interested to explore and discover new understandings about

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teaching and learning. From a conceptual point of view, then the reflective practitioner as an enquirer provides a standpoint that directs the reflective practice process.

The reflective practitioner as knowledgeable:

- A teacher who has thorough grasp on their subject and a strong approach of its pedagogy.

We can also think of the reflective practitioner as somebody very knowledgeable, somebody who has a very sound grasp of the subject that they teach, and also, they have a very clear understanding, a very precise appreciation of how to teach that particular subject in the most effective way to students. Therefore. a concept-based understanding of the reflective practitioner as somebody who is very knowledgeable again helps us understand that the teacher is always looking to be the most knowledgeable that they can about their subject.

The reflective practitioner as thinker:

- A teacher who ponders potential reasons, causes, effects and outcomes.

We can consider the concept of the reflective practitioner as a thinker. This really embodies the idea of reflection on and in practice. And we can consider this as the teacher somebody who thinks, who ponders situation, who is looking for cause and effect, who is trying to identify reasons for things and looking at the effects of actions, and of course, the final outcomes of those actions. If we look at this particular concept, then this really underpins the notion of the reflective practitioner.

The reflective practitioner as communicator:

- A teacher who is able and confident enough to express to others their problems, issues and concern, and who is able to listen to feedback, advice and criticism.

We can also look at the concept of the reflective practitioner as a communicator. For an effective reflective practice where we need to look beyond the solitary aspect of reflection and look at more collaborative and cooperative forms of reflection. And if we conceptualize the

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reflective practitioner as a communicator then this is a teacher who is able to express issues, problems very clearly to others in order to get feedback and information to help them reframe the problem and maybe find ways to resolve those particular problems.

The reflective practitioner as open-minded:

- A teacher who holds onto opinion, judgment and conclusion even with multiple sources of information.

We can also conceptualize the reflective practitioner as somebody who's very open-minded. This means that the teacher is somebody who is not biased and doesn't hold any judgments about the work that they do or the people that they work with. And it's somebody who will tend not to jump to conclusions very quickly but will always be looking to explore conclusions rather than finalize them.

The reflective practitioner as reflective:

- A teacher who sees reflection not as a mirror but as a window onto new insights, perspectives and horizons.

And of course, we can always conceptualize the reflective practitioner a person who is ultimately reflective. Somebody who is looking at the world and looking at the work they do not just in terms of it being a mirror but rather than it being a window through which to perceive and this gives a very different point of view conceptually about the reflective practitioner.

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Topic 114

Frames for Learning

Reframing for Resolving Difficult Controversies: Pedagogical Shifts

Pedagogical Shifts

The reflective practitioner relies on:

- Synergistic thinking:
  - …is essential to intellectual development.
  - …is a cognitive interplay between the factual and cognitive levels of mental processing.
  - …assumes that thinking our this factual / conceptual interaction can be shallow.

Reframing for resolving controversies for the reflective practitioner then relies on the ability for synergistic thinking. Synergistic thinking is the ability to bring together learning from experience with learning from theory and learning from academics. Synergistic thinking is essential for intellectual development and is very much from the conceptual point of view determined by the connection, the interplay between the experiences that we have and the knowledge that we build up through those experiences, with the ability to abstract and

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conceptualize thinking and then to relate this to a theoretical understanding of a particular point of view.

The Reflective Practitioner is able to:

- Transfer of knowledge and skills.
- Facts do not transfer-they are locked in time, place and situation.
- Knowledge transfer at the conceptual level as concepts, generations and principles
- The ability to use the conceptual level of thinking to relate new knowledge to prior knowledge.

And what this means is that the reflective practitioner needs to develop skills for transfer of knowledge, transfer of knowledge at the conceptual level. Simply because the transfer of facts is not possible, facts are fixed. They're determined, there's nothing we can do about them but knowledge transfer in order to occur needs to happen at the conceptual level. We can't transfer facts but we can actually transfer concepts. And the ability to develop thinking at the conceptual level to relate knowledge from experience, with knowledge from theory, from academics, and from literature becomes the key conceptual approach for the reflective practitioner.

The Reflective Practitioner is skilled in the:

- Social construction of meaning.
- Quality thinking is hard work.
- Reflective thinking requires collaboration to enhance thinking and problem-solving.
- Different minds working together provide support and generate new ideas and solutions.

And in order for this synergistic thinking to occur, what the reflective practitioner needs to become skilled in, is the ability to construct meaning from the experiences that we have. It's very much within a social framework that we're working remember. So, the reflective practitioner needs to become skilled in working with us and sharing understandings and experiences with others. And what this implies of course is that the level of thinking that we're doing as reflective

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practitioners are very difficult, it's very hard to do. Being able to shift our thinking, move our concepts and connect ideas and concepts together is actually a very difficult thing to do. What it implies is that we need to work at a very intellectual level in order to do this.

These shifts in pedagogical thinking lead the reflective practitioner to a number of key components for reflection:

- Focus on the learner (students learning strategies, their interests, their developmental readiness).
- Focus on the teacher (teachers' anxiety, teaching styles, teachers' affective factors/personality).
- Focus on practical aspects (journal writing, surveys and questionnaires, observation, etc.).
- Focus on teachers' cognitive development (during small-scale classroom research projects, attending conferences and workshops).
- Focus on critical/conceptual aspects (teachers' ability to intellectualize, teachers' practice).
- Focus on moral/ethical parameters (listening to students, finding ways to support and challenge students).

So, there are required several pedagogical shifts that we need to undertake to be reflective practitioners. One of those is how we focus on the learner, or in other words the strategies that the students themselves are using to learn and how we actually work with these at a conceptual level. For example, what are their needs? what are their developmental needs? what are their interests in terms of the work we do with them? how we understand that at a conceptual level will impact on? And how we actually approach teaching that to them?

It also means we have a focus on the teacher as well, on ourselves. what are the difficulties that we have teaching particular subjects? What anxieties do we have about being in the classroom with the learners or about teaching particular aspects of a subject? and what we're looking at in terms of framing this concept is making a very clear distinction about what is possible and what is not possible?

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And also, the reflective practitioner can focus on very practical aspects of the work that we do. Things like lesson planning but also professional development, journal writing, and using questionnaires in order to gather information. This leads the reflective practitioner to gather data for and synergistic thinking.

It also requires a focus on the cognitive development of the teacher and this could be through processes like action research in the classroom. Some small-scale research, an investigation into a particular use of some technology for example and this can actually help this exploration approach, can actually help with building our conceptual understanding.

We also need to focus on critical and conceptual aspects of the work that we do. How actually do we describe intellectualize our roles as teachers? how do we describe teachers' practice? This becomes a very metacognitive aspect of conceptual development.

And finally, we have to also as reflective practitioners focus on moral and ethical and also values parameters in relation to the work that we do. This focus will help define the extent of our thinking intellectualizing about the work that we do and provide a very strong foundation to the synergistic thinking which is required for the reflective practitioner.

Topic 115

Reframing for Strategic Creativity: Framing in Four Steps

- Reframing in 4 steps
- The approach to reframing is a four-step process

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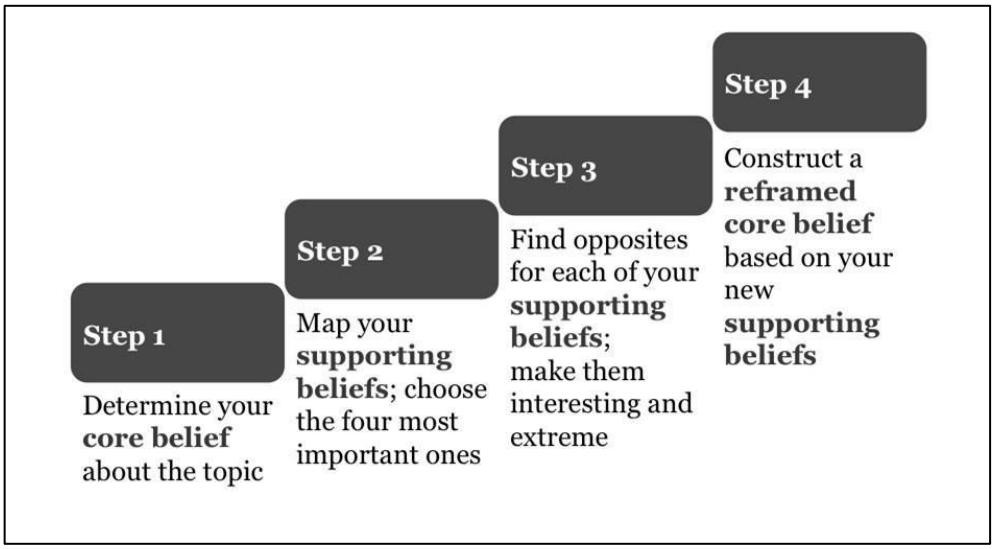
We have been looking at how a reflective practitioner frames, concepts and understandings to produce a framework for professional learning. And what is important for the reflective practitioner is to be able to reframe concepts and ideas in order to benefit to learn from reflective practice. Reframing is a four-step process and we can look at these four steps diagrammatically to understand them.

Reframing in Four Steps



To reframe our concepts and ideas, we first of all need to determine the core beliefs that we have about a particular topic, our experiences, our approach to teaching, and our beliefs about learning. This is the starting point but should not be considered as at all superficial. This is perhaps the most significant step for the reflective practitioner to take. It is significant because it is perhaps the most difficult to do. To determine your core beliefs takes a certain degree of honesty and enlightenment to look at your beliefs correctly, accurately and to be able to understand where those core beliefs come from.

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The first step is to determine what your core beliefs are about teaching, about learning, about education, about your role, your professional role within this environment. Once you've taken that first step, the next thing to do is to look at your supporting beliefs. Supporting beliefs are those which underpin your core beliefs they are if you like the foundation stones for the core belief that you hold. There could be two, there could be three, there could be four, there could be any number of supporting beliefs, and what you need to do as a reflective practitioner is begin to catalog these, to list these, to be able to map them, so that you can clearly see how they support the core belief. So, the first two steps are complimentary here. We have the core belief and the supporting belief.

From this, you need to take the third step. The third step is where you begin to question your core belief and your supporting beliefs. What you want to do is quite simply look at the other side of the coin, find opposites to your beliefs or your supporting beliefs. This process will help you question your core beliefs to validate them or to begin to reframe them. So, step 3 is the beginning of reframing the belief system and then you go to step 4. Step four is where you begin to reframe the core belief and this will be based on new supporting beliefs which you developed from the questioning process. So, step four is where the concepts will be looked at differently and understood differently by the reflective practitioner.

So, we have a four-step process. Step one, where you are just looking internally at your belief system. Step two, where you're looking at the support system for that and it is steps three and four, where you are beginning the process of reframing. Step three is a questioning process and step four is the actual production of the new frame for your reflective practice.

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- Reframing uncovers, challenges and overturns assumptions.
- This generates new ideas.
- Allows for innovation.

So, what this means is that the process of reframing is essentially about uncovering and discovering assumptions and beliefs about the professional role and what we are always doing with reframing our ideas and our concept is looking to generate new ideas and to stimulate creativity as reflective practitioners.

Topic 116

Reframing for Strategic Creativity: 3-Dimensional Instruction

- The goal of reflective practice is 3- dimensional instruction

What the reflective practitioner is aiming to do by reframing their conceptual understanding is essential to achieve what is known as 3-dimensional instruction.

This includes:

- Increasing conceptual understanding supported by factual knowledge and skills and the transfer of knowledge across multiple contexts.

3-dimensional instruction is for the reflective practitioner, a process of not only teaching but learning from teaching, and 3-dimensional instruction therefore for the reflective practitioner is about increasing conceptual understanding of the processes is involved with teaching and learning. It's

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therefore, a process of supporting knowledge acquisition and also knowledge transfer across frames for learning.

- Facilitating student enquiry into important interdisciplinary and disciplinary topics and issues using one or two key concepts.

In this way, 3-dimensional instruction is for the reflective practitioner, a process of working collaboratively with students. It's about facilitating the student inquiry as well as their own inquiry collaboratively in terms of developing and improving the instruction that takes place in the classroom.

It, therefore, requires a range of disciplinary topic understanding as well as interdisciplinary topic understanding and it is through this disciplinary and interdisciplinary understanding that the reflective practitioner can begin to question the supporting beliefs of the conceptual frames.

- Instruction and learning experiences that use concepts along with factual content to ensure synergistic thinking.

It is from a very practical point of view then about looking at the instructional practices and the learning experiences. So, looking not only at the teachers' role but also at the student experience. How concepts ideas and knowledge is transferred by the teacher to the students? how concepts and facts are learned by the students in the classroom?

- The teacher encouraging group work to facilities shared enquiry collaboration, synergistic thinking and problem – solving across contexts.

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And in this way, therefore, the reflective practitioner is working to not only develop their skills as a teacher, develop their reflective practice but working in a way that encourages group interaction and facilitates a shared inquiry among the students and this shared inquiry becomes a key aspect for the reflective practitioner in terms of learning and developing skills.

- The teacher uses inductive teaching to draw the statement of conceptual understanding from students.

And what this means then is that the 3-dimensional instruction process is an inductive process of learning rather than a deductive process of learning. It is looking at broader bigger picture issues, larger questions and through collaboration, through shared inquiry, through exploration and investigation taking those big questions and starting to focus them more and more to a point where much more clarity is achieved.

- The teacher focuses on student thinking and understanding and each teacher is aware of each student's ability to think synergistically.

By this focusing of thinking and an understanding by the teacher and also with the students what happens is that the classroom environment becomes a synergistic environment or in other words, the students are learning but the teacher is learning at the same time.

Topic 117

Reframing for Strategic Creativity: Conceptual Learning

- What is conceptual learning?

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- Conceptual learning is a process by which the reflective practitioner learns how to organize information in logical mental structures.

What we've discovered so far is that a significant process for the reflective practitioner to engage with is reframing concepts. Through this reframing, the reflective practitioner can structure and direct learning. So, the key question in terms of frames for learning is what is conceptual learning? Well, conceptual learning for the reflective practitioner is a process of learning in terms of organizing facts into convenient and specific structures, logical mental structures which we then can draw on regularly in the teaching that we do.

- Conceptual learning focuses on learning organizing principles the pockets in which the mind organizes facts into ideas.

As such, conceptual learning focuses on key principles of learning and organizing learning rather than just facts and figures. In this way, it's about putting pieces of information into certain areas of our understanding making cognitive links between aspects of what we're teaching.

- Conceptual learning is a catalyst for challenging the reflective practitioner to think at more advance levels.

In this way, conceptual learning is very much a catalyst for development. Conceptual learning provides the opportunity for the reflective practitioner to challenge core beliefs and understandings, to look at supporting beliefs and assumptions, and through this process begin to challenge those beliefs and therefore begin to develop as reflective practitioners.

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- Focuses on broad categories of problems

And because conceptual learning helps the reflective practitioner move to a place of advanced thinking. Conceptual learning has certain benefits. These benefits are that the reflective practitioner can solve problems that are experienced in the classroom much more readily simply because we have packaged our understanding into particular conceptual frames and therefore the information is easier for us to draw on and for us to make connections with cognitively from the different experiences that we have.

- Fosters systematic observations

Another benefit of conceptual learning is that it helps guide the methods that we employ to add to the knowledge in our conceptual frames. So, for example, a benefit of conceptual learning is that it will provide a much stronger structure for us in terms of observations that we may want to conduct in other teachers' classroom observations which are focused on particular issues that we want to address for ourselves. For example, a particular frame that we're challenging could be about how we're managing or not managing student behavior in the classroom and therefore by questioning our belief system we can start to identify the key questions which are important to us in terms of resolving that particular issue and then once we know these questions, we can then go to other teachers' classrooms observe particular aspects of their approach which will help us resolve our issues much more quickly.

- Fosters understanding of relationship among events or conditions that impact situation
- Focus on teaching actions

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Therefore, conceptual understanding helps us build relationships in our thinking. It fosters that understanding of how problems, events and conditions are linked together in the classroom and cognitively. Therefore, it gives a good focus for the reflective practitioner in terms of the actions which were taken.

Tanner's Model of Reasoning

- **Noticing**
- **Interpreting**
- **Responding**
- **Reflecting**

We can talk about a model to help us work conceptually in terms of our learning and the model is called **Tanner's Model of Reasoning**. It looks quite similar to the models of reflective practice that we've been speaking about. So. this is a very convenient model for us to think of in terms of conceptual learning. The first step is **noticing** or in other words describing the experience that we're having. The next step would be to **interpret** or in other words begin to analyze that experience. The third step is what is our **response** to the experience, the emotions, the feelings which are developed, and then this leads to **reflecting** or in other words how we're going to work to resolve those particular issues.

Topic 118

Reframing for Strategic Creativity: Epistemic Stances

Reframing for Strategic Creativity

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Reflective practitioner can take different perspectives on their roles and in the discussion around reflective practice we talk about epistemic stances

Epistemic Stances.

- These are ways of knowing and reflection
- These processes are developmental
- The quality of reflection changes as we mature and new epistemic stances emerge

An epistemic stance is essentially a way of knowing, how we come to know about particular facts, how we come to know about application of particular skills in the classroom. An epistemic stance recognizes the processes we are engaging with developmental and because the processes are developmental the thing about epistemic stances is that they will always be changing as we become more experienced and more mature as teachers. As reflective practitioner believes change, epistemic stances changes in relation to those experiences.

Categorization of Epistemic Stances

Epistemic stances can be categories into 4 stages

- Absolute knowing
- Transitional knowing
- Independent knowing
- Contextual knowing

We can categorize epistemic stances into four key areas. The first key area is Absolute Knowing.

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Two other areas are Transitional Knowing and Independent Knowing and the fourth are is Contextual Knowing. There are four different stances; we can take in terms of the reflective role.

Absolute knowing

- The teacher who seeks to learn by receiving knowledge from others (experts)

Absolute knowing is the easiest one to understand. This for the reflective practitioner is acquiring facts, knowledge from others that we work with others. It's simply a transfer of knowledge and experience.

Transitional knowing and independent knowing

- These are intermediates stages

The second and third stage is Transitional knowing and Independent Knowing. The intermediate stage is they move the reflective practitioner from the absolute knowing to contextual knowing. Transitional and Independent Knowing are simply part way phases that the reflective practitioner is working with, beginning to take facts and figures from others and internalize understanding and begin to own particular skills and knowledge in relation to their own role in the classroom.

Contextual Knowing

- The teacher judges all information on the basis of evidence within context
- Highly critical in pursuing understanding
- Examine both data and own/ thers' perceptions and values

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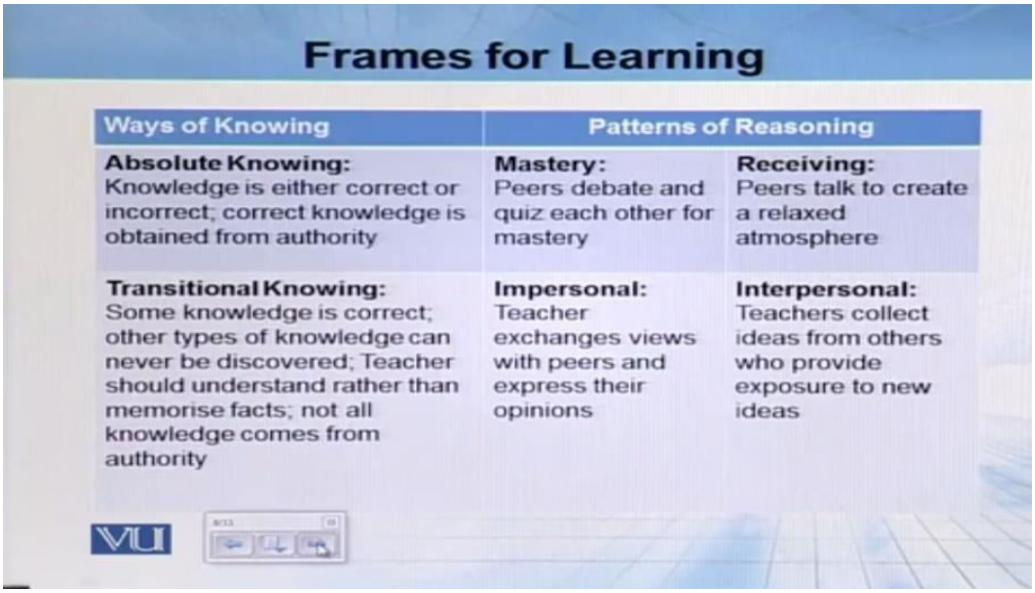
Contextual Knowing is where the knowledge and skills we have; we are applying and understanding them from different contextual viewpoints because they will be different from different contextual viewpoints. Contextual Knowing therefore is perhaps the most advanced epistemic stance we can take. Contextual Knowing for reflective practitioner is highly critical and is always pursuing information, investigating understanding and looking to gather more facts and figures for our self in order to build conceptual frames.



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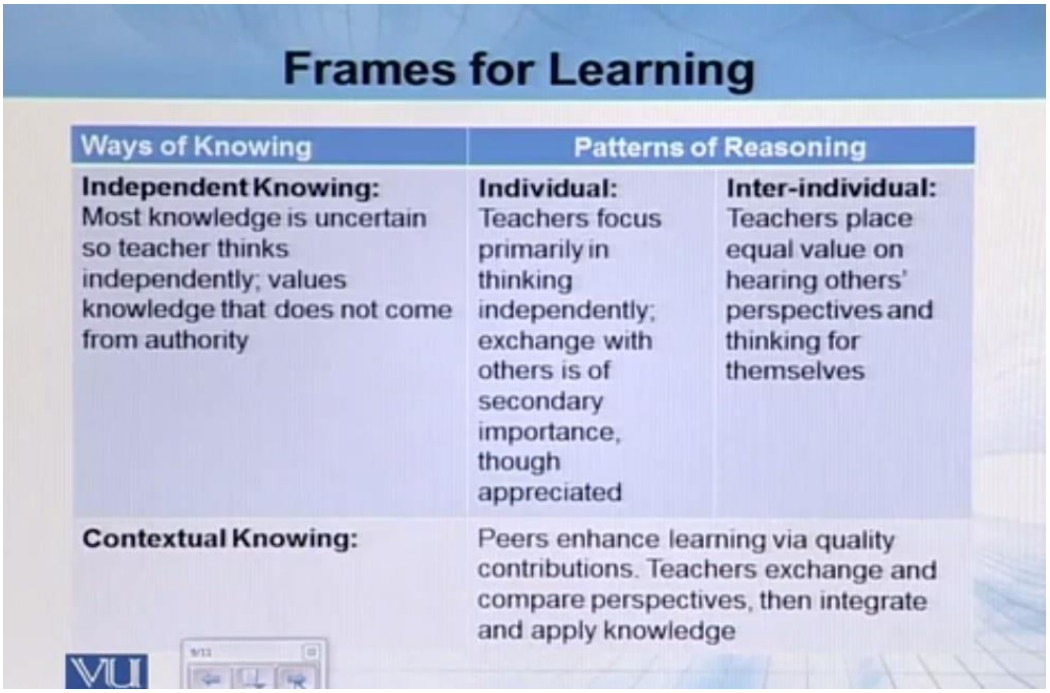

Absolute Knowing

Absolute knowing is perhaps the foundational level that does not mean that it's not information important. Acquiring information from others is very significant and important foundation part of reflective practice.

Transitional Knowing

Transitional Knowing is where we starting to build understanding and develop concepts and the way we approach these as reflective practitioners is impersonal process and interpersonal process. Impersonally the teacher is transferring ideas, exchanging ideas. An interpersonal process is where teachers are collecting ideas from others and exposing there thinking to others.

Independent and Contextual Knowing

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Independent knowing is more advance and traditional knowing but still in terms of the processes involved is a solitary and a collaborative process, it is both individual and inter individual. These processes lead the reflective practitioner to Contextual Knowing, this is where real quality contributions too arose as teachers in the classroom begin to manifest themselves, where teachers exchanges and perspectives exchanged and used productively by reflective practitioner.

- Implications
- Ways of knowing impact the ability to reflect
- More sophisticated types of reflection lead to multiple solutions

So, epistemic stances are really about not only ways of knowing but how we approach acquiring the information in order to know and therefore, it requires quite sophisticated types of reflection in order to move from Absolute Knowing to Contextual Knowing.

- Absolute knowers only find and accept information from some authority.

Absolute knowers will find and accept information from authority without question. Authority is somebody who is more advanced level of knowing, Contextual Knowing, is somebody who is much more empowered by their knowledge and that empowerment is reflected in their quality of teaching.

Topic 119

Reframing for Strategic Creativity: Taxonomy of Reflecting Thought

Taxonomy of Reflective Thought

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An aspect of reflective practice we can consider at this point is how we look at reflect thought, how we define reflective thought and, in this way, can begin to look at taxonomies of reflective thought.

Taxonomy

- To examine reflective thinking, researchers and theorists have developed taxonomies to explain qualitative aspects of reflection and have identified critical reflection as the deepest level of reflectivity.

Taxonomy is simply a definition, it's the study of the system which is used to describe and define something and what is in teaching and learning and into the process of reflection have done is to begin to define taxonomies in order to support the process of reflection and what these taxonomies will always do is to define levels of thinking and knowing level of refection. Starting from basic foundation may be in simple levels through to critical and advanced levels of thinking and knowing and reflection.

Taxonomy of reflective thought

For teachers critical reflection is the type of reflective thought most closely associated with Dewey's definition, explained earlier and involves reflection on the teaching practices as they relate to moral and ethical issues in society. What the taxonomy does for the reflective practitioner is provide a structured framework to move from absolute knowing to Contextual knowing.

- For teachers critical reflection is the type of reflective thought most closely associated with Dewey's definition, explained earlier and involves reflection on the teaching practices as they relate to moral and ethical issues in society.

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So, for teachers, the critical reflection is type of reflection which is most closely associated with models of teaching and reflection which we have looked at in the past. Some of the foundational models we are looking at for example Dewey and Schon, both define processes of reflection which taxonomies tend to reflect quite closely. Essentially taxonomies will look at aspects of teaching and aspect of knowing but within a contextual frame and that contextual frame can be the moral and ethical considerations, the teacher has to confront in the classroom.

- The taxonomy categorizes thinking into levels explaining the different qualitative aspects of the process.

The taxonomy therefore categorizes thinking into defined levels of reflective practitioner and these levels identify the quality of thinking that takes place, the quality of reflection that takes place for the reflective practitioner and we can look at very simple taxonomy where the process is divided into three distinct levels.

Three levels of reflective thought:

- **Non-reflective action**
- **Reflective action**
- **Premise reflection**

Non-Reflective Action

The first level is Non-reflective action. Non-reflective action is essentially absolute knowing. It is the point where the reflective practitioner is describing noticing events, problems and is starting to put these into a framework. Starting to conceptualize them in order to begin to challenge to explore

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investigate these and experiences. So, Non-reflective action sounds unproductive but in reality, it's a very significant start of any taxonomy. Although it is considered non-reflective but without this process reflective cannot take place.

Reflective Action

Next level of course is reflective action. This is where the description and information we have has been challenged and we starting to explore new approaches to think differently about the roles we have and to begin to rethinking the knowledge and understanding we have.

Premise Reflection

Once we have engaged with reflective active action, we are able to move what is known as Premise reflection. This is where we are working at much more conceptual level of thinking rather than a much more practical level in terms of conceptual learning the premise reflection is very important because this is where we are able to the frames we are using and to begin to challenge our thinking.

Topic 120

Reframing for Strategic Creativity: The Ripples Model

The Ripples Model

- The Ripples model can be used by the reflective practitioner to consider how to consider how their teaching addresses certain questions:

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In exploring taxonomies for reflection, there is a very useful model we can use called the Ripples Model. Ripples Model is used by the reflective practitioner to begin to address certain issues in teaching by raising questions in particular key areas.

- How do you enhance your learner desire to learn?
- How do you help learner develop ownership of the need to learn?

So first what we would do is to consider what some questions are for reflective practitioner. We can actually look at the learners, as a reflective practitioner begins to understand what their experience of learning is? How are they approaching their roles as learners? What motivates them? What desires and interests do they have? From this perspective for the teacher, for the reflective practitioner we can begin to wonder how the students are taking ownership of the process of learning and therefore being empowered by the experiences in the classroom.

- Do you help learner learn by techniques such as practical activities, trial and error tasks and repetitive activities?

Other questions the Ripples Model can be used for in terms of the strategies that we are using for teaching? Are the learners learning through practical activities through processes where they can directly engage in knowledge and skill development? And learn inductively as well as deductively in the classroom.

- Do you ensure learners receive quick and useful feedback, both from you and from their peers?
- What activities do you provide where learners can make sense of what they have learned?

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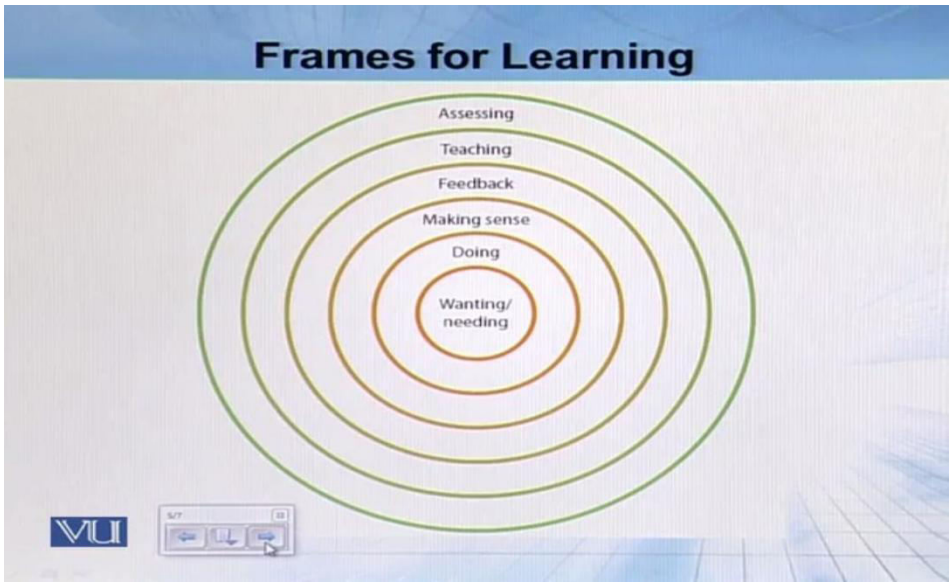
What the useful question to ask within this model things like, guiding the learning for the students. How we are providing feedback that structures learning for the students? How effective and critical is the feedback process? Through this feedback process we can consider the extent to which student are developing are learning and how much they are part of that process of learning



In the Ripples Model here we can see how these questions can come together in a particular taxonomy. It's called Ripples Model because it is like ripples when you through stone in water. At the center is what is known wanting our needing aspect of reflective practice process which is focused as what the learners want for learning? What the students need in order to learn? This has a consequence of what we do with them, how we work with them. The strategies and approaches we are using for teaching in the classroom. From this doing in the classroom the reflective practitioner begins to make sense of teaching and learning, starts to create conceptual frames for the approaches which are being employed. From making sense of doing in the classroom, there is the system of feedback or in other words the

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reflective process that takes place where the information is brought back internalize by the teacher and therefore inform the next level which is teaching the actual process of developing the approaches and strategies. In the Ripples Model what's important to realize is the final stage, the final level is assessing the effect of our teaching. What is actually the benefit or outcome of what we are been doing with the students?

- This model is not a cycle- it is a progression
- Learning by doing is at the Centre

We conceive from this is that the Ripples Model is not the cycle. It is the progression starting from the center point which is wanting and needing and doing or in other words we are learning by doing as reflective practitioners. Through this progression moving through the reflective practice process very systematically by looking at different strategies in terms of reflection.

- True learning and understanding states from the center and radiates outwards like ripple on water encompassing other aspects of learning.

Therefore, in terms of Ripples Model, real learning for the reflective practitioner begins at that center point radiates out like ripples on the water through very specific stages of understanding and skill development.

Topic 121

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Reflective Teaching Practices: Criticality

Framing Reflection in External Constraints

- RP does not take place in a vacuum
- It occurs complicated social field with competing habits and constraints that naturally affect teachers in the school environment.

Reflective teaching practices needs to be very critical if they need to be effective and what we want to do is look at different aspects of criticality in terms of reflective practice. One critical aspect of reflection of reflective practice is that we need to be aware of is that reflection does not happen in isolation. It happens within an external framework within an environment. Therefore, being critical about reflective practice means that we need to understand the environment and how those external constraints can affect the reflective practitioner and affect the outcomes of reflective practice. It's important for us as teachers always to be aware of the fact that reflection happens in a social setting in a context and does not happens in isolation in a person's head, in a teacher's head. It's always within a school environment or an educational setting

We can look at from the perspective of a model. Criticality for the reflective practitioner includes a number of key levels that we can think about in terms of reflection.

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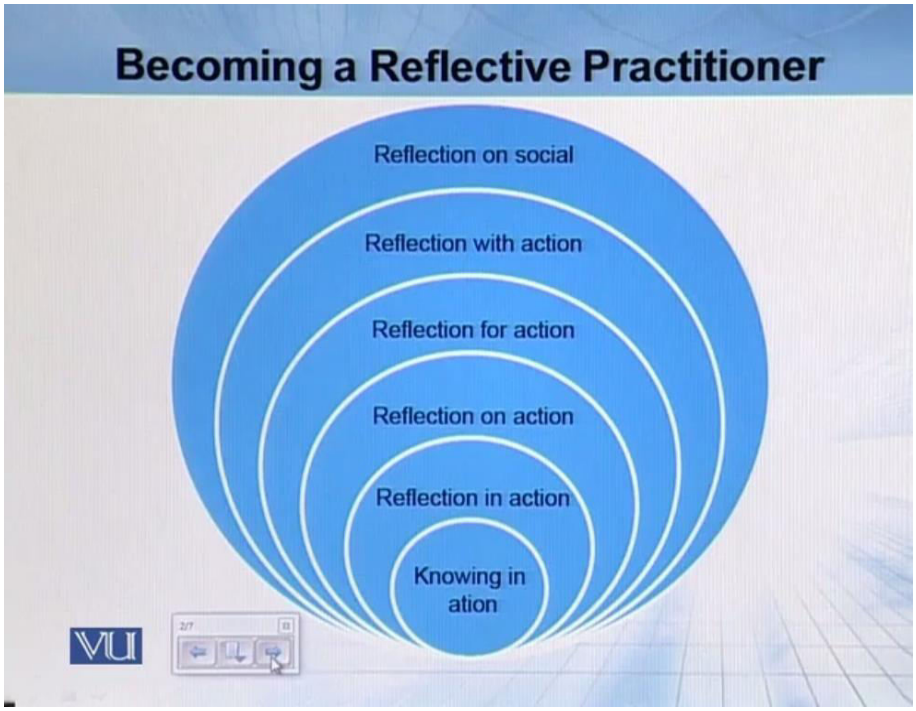

Key Levels of Reflection

At the core of reflection is knowing in action, knowing what we are doing is correct, knowing that we have the skills to apply to teaching and learning and radiating from this reflection is in action and on action. So, from knowing in action acquired knowledge we are reflecting immediately experiences in the classroom and after experiences in action and on action. From this criticality will help us begin to look at reflection for action and reflection with action.

Reflection for Action

Reflection for action is where reflection is guiding to changes that occur in the classroom.

Reflection with Action

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Reflection with action is very much about how the process of reflection and practical aspect of teaching combine and synthesize into professional approach to the roles we are taking. They come together and define the process of teaching and what criticality is telling us that all of these types of reflection occur within a context, within a social setting. In order for the reflective practice to be effective we need to reflect on the social context on that social setting to provide a background to reflection on our experiences.

- The role the teacher plays within their schools and departments will have an effect on the reflective practice of the teacher.

So, the teacher plays in terms of reflection is always within that social setting, within schools, within departments, within communities. Therefore, then is to be a level of criticality that the reflective practitioner engages with in order to be effective.

- There will be certain rules of being a teacher, both written and unwritten, they will constrain or bias the reflective practice that occurs.

There are some of the rules we need to be aware of and we need to be followed and these could be written, they could be unwritten, they could be expectations. Therefore, these can either support or they can constraint the reflective process.

- Teacher do not exist in a vacuum: all their experiences are different because of the school environment they exist in the colleagues they work with and their own habits they bring to their education are all different

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It's because teachers are not working in isolation are not working separately. All that experiences we have come together and create their reflective practice environment and this understanding which is critical about reflective practice.

- The colleagues they work with and their own habits they bring to their education are all different.

It's the colleagues that we work with, it's the biases we have, the expectations and biases that our colleagues have which come together in the environment which create the reflective practice environment. These actually become constraints or also they can become empowerees to the process of reflection.

- To understand teachers' reflective practice there must be an understanding of the social environment they exist in.

What therefore the reflective practitioner needs to do is understand these contexts very thoroughly in order to ensure that there is correct level of criticality in terms of reflection

Topic 122

Reflective Teaching Practices: Criticality

Critical Reflection= Critical Thinking

Critical Reflection and Critical Thinking

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If we are considering that criticality is important to reflective practice then we begin to understand that critical reflection is actually the same as critical thinking and there are number of models of critical thinking that the reflective practitioner can use in order to achieve a good level of criticality in the reflection that they engage with and what all of the models of critical thinking do is look at particular aspect of experiences from different perspectives.

- Models of thinking and reflection involve three fundamental processes

Retrospection

- Thinking back about a situation or experience

The first perspective we can consider is what's called Retrospection, or in other words looking back on the experience and then reflecting on that experience as a past event. In a way it's like reflection on action. And what this actually does for the reflective practitioner, this retrospection engage with process of description of noticing experiences and to begin to frame them conceptually from a distance rather than immediately in the classroom.

Self-Evaluation

- Critically analyzing and evaluating the actions and feeling associated with the experience, using theoretical perspectives.

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The next level of critical thinking is self-evaluation. For the reflective practitioner it is important to think analytically and in evaluative terms about experiences. Critical evaluation and analysis of our actions and also of the feelings that we have, our responses to experiences we have. It's important to understand all of these from theoretical academic perspectives and begin to make cognitive links in the conceptual frames.

Re-Orientation

- Using the results of self-evaluation to influence future approaches to similar situations and experience.

The next step is perhaps the most significant step for the reflective practitioner in terms of critical thinking is what known as Re-orientation. In other words, using the analysis, using the results of soft evaluation to generate new action to influence processes, procedures or approaches to teaching in order to resolve problems that we are experiencing or to create new situations and new experiences in our teaching.

- Part of critically is to transform problems into constructive ideas

So, therefore criticality and critical thinking is essentially not seeing problems as problems but trying to transform problems into opportunities for learning.

Critical Reflection Analysis

- Try to translate the processes of reflection into questions that challenging you further.

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The critical thinker, the reflective practitioner operating at critical reflection level does not see problems but sees opportunities to construct ways for learning to construct new ideas, new approaches in order to develop professionally. So, what you always trying to do is to challenge yourself as a reflective practitioner not just to dwell on the problems but to look at the problems from a very constructive point of view.

- Did the analysis look broadly enough?

So, there could be some useful questions that you can ask yourself as a reflective practitioner. For example, when you are analyzing and self-evaluating, did you analyze deeply enough? Did you analyze broadly enough? In order to see the problems, see the situations and experiences properly.

- Is the issue recognized by students

Another question you can ask yourself at this point is although you see the problem, do other people see the problem. Did your students experience the problem as your experience it? Did your colleagues in school experience the problem if they were to observe your lesson, would they identify the same problem that you identify? So, this level of critical thinking is important for the critical reflection that the teacher can engage with.

- Does the improvement proposal address the original issue?

Another question is if you are going to try some improvement in your teaching, does it really address the problem or you just trying to overcome the hurdle overcome the problem rather than then looking conceptually what the problem really entails.

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- Is the analysis and improvement specific enough?

And the final question you can ask in terms of being a critical thinker is, is the analysis specific enough? Is your thinking around the experiences you are having, the problems you are attempting to address is detailed enough? Are you thinking about all of the issues, all of the factors and using this thinking for developing strong strategies to move forward?

Topic 123

Critical Reflective Enquiry: Critical Philosophy

Critical Philosophy

- From the critical philosophy perspective teaching practice is viewed as a form of social life in which different forms of domination, distortions an misunderstanding are possible.

Becoming reflective practitioner is important in terms of the processes that you engage with from a sort of research perspective in the classroom and what we can consider is Critical Reflective Enquiry in this regard an underpinning idea in relation to the reflective practitioner experimenting, investigating and developing from those investigations is to understand the philosophical underpinnings to reflection and criticality and in this regard we can talk about criticality philosophy or in other words the perspective of teaching that we hold and view as important and we as reflective practitioner can alter the experience of classroom, alter the perception of issues and problems as they arise and therefore the certain distortions and the effects that the philosophy we have can have on our critical reflection.

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Hence any study of practice needs to incorporate an emancipatory focus through which social life can be freed from domination and distortions (Herbermas, 1984)

Perhaps the most important think in terms of critical philosophy is that therefore needs to be a component, which is about freedom about emancipation about empowerment.

The reflective practitioner who is engaging with critical reflection is somebody who experiences a good deal of freedom in terms of applying the skills and knowledge in the classroom. They are free to explore without hindering the quality of learning.

Critical Reflection has a number of key phases.

- **Descriptive**
- **Reflective**
- **Critical/Emancipatory**

Description Phase

One phase is description of the experience. Another phase is of course reflection analysis and evaluation but in terms of the critical philosophy a significant aspect of reflection here is about freedom and emancipation about developing competence sufficiently to be able to investigate.

And we can look at this diagrammatically from the point of view of teaching products and teaching processes.

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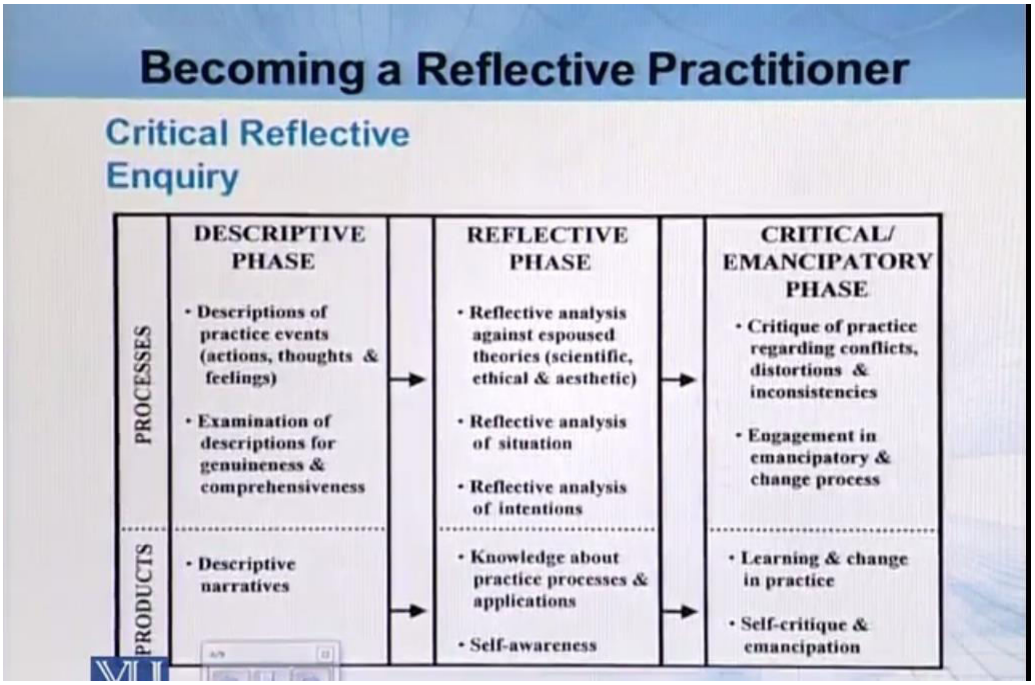

Reflective Phase

The descriptive phase will define certain aspects of the reflective process, where will be things we can examine and look at from a product point of view or in other words the reflection we have write down in reflective journal. We might even look at reflective action plans or even just review regularly lesson plans and the processes and interaction with these products of reflection.

Reflective phase

There is then a reflective phase and a product of reflection is our growing awareness of teaching role and the processes we have discussed many times that we engage with in order to do this reflective cycle analysis process.

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Critical/Emancipatory Phase

- This phase, moving from the reflective phases, is oriented to correcting and changing and changing less- than good or ineffective practice or moving forward to future assimilation of new innovations emerging from practice.

Most importantly here in terms of critical philosophy is emancipatory the freedom phase. The products of this being able to be self-critical without self-harming and it's this emancipatory phase which means that actions in the classroom become much more critical and much freer in terms of how we apply them with rigor and with confidence. So, this phase is really moving something which is much more significant for the reflective practitioner much more powerful because it really puts the reflective practitioner in charge of teaching approaches and strategies.

- Assimilation of new innovations emerging from practice

This is due to the fact that this process of framing the understanding actually helps us more easily develop to change and create and innovate in the classroom in order to develop the skills that we need at very high level.

- It involves discourses about the nature and sources of distortions, inconsistencies between

(a) Values/ Belief and practice

(b) Intentions and actions.

(c) Students needs and teachers actions, which have been identified in the reflective phases.

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Therefore, it involves a number of discourses, number of ways of thinking about the roles we take on the critical philosophy we hold. It's very much about looking at values and beliefs as well as practices in the classroom. It's about looking at the assumptions we have, the intentions and the actions take place on the day-to-day basis. It's also about looking at the needs and interests of the students and the teachers within the reflective practice process.

Topic 124

Critical Analysis 1

- One way of deepening your ability to engage in critical reflection is to engage in complex analysis of incidents

Becoming a reflective practitioner requires us certain level of critical analysis. Critical Analysis is certain a way of deepening our ability and the skills that we bring to the process of reflection in order to engage critically with the processes involved in reflecting and analyzing situations that we experience. Situations which are very often very complex in terms of what constitutes those experiences and how understand those experiences.

There are different levels of analysis

Critical Analysis can occur at number of different levels.

Ethnomethodological Analysis

- Examining taken-for granted assumptions and rules of everyday social behavior.

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One level of critical analysis is ethnomethodological analysis. This is where the reflecting practitioner is examining assumptions which are widely accepted in order to understand the governing rules of social behaviors', social experience that we have in classrooms and in communities.

Hermeneutic Phenomenological Analysis

- Reflecting on interpreting of both the learner's experience and the phenomena being experienced so as to move beyond the partiality of previous understanding.

Another level of critical analysis is Hermeneutic Phenomenological Analysis. This is essentially reflecting on interpretations of experiences. Both our own and how we perceive the learners' experiences in the classroom. It is moving beyond, perhaps insufficient understandings to much clearer, detailed and therefore critical understandings of experiences in the classroom.

Discursive Analysis

- Probing how speech and texts construct social truths.

Another level of critical analysis is known as Discursive Analysis. What we have to aware of as teachers is that the process of reflection is constructed in a way by the language, we use to describe those experiences. In other words, the social truths we use to draw on to understand the experiences we have.

Critical Analysis and RP Models

- Where models are presented, they should be offered in context an it should be emphasized that each is simply one of a range of tools.

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Where there are different models of the range of reflection and there are a lot number of models of reflection. What this tells us from this criticality perspective is that all the models are there as tools and they are only tools to help us in the process of reflection. They are never going to be perfect and there is never going to be one model that we should or could drawer on for the hold of reflective practice process.

Models to Trigger Broader Reflection

- Models should be used to trigger broader reflection rather than an ends in themselves.

Essentially what criticality helps us understand is that reflective practice models are there to help us engage in the process of reflection and essentially, they are just trigger points, opportunities, guidelines that we can use to help reflection. Therefore, they are not something to be used for the sake of using them. They are something to be employed as tools to reflective practitioner.

- We should not be presented with just one model, the implication being that this is the way reflective practice is done.

Therefore, we should never be engaging with model of reflection because reflective practice within a social context within constraints will vary from day to day and therefore one particular model may not work all the time and we need to engage with range of models as reflective practitioners in order to get to the correct level of critical analysis.

- Teachers need to grasp that different model engage different levels of complexity and therefore need to be used selectively and carefully.

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Teachers need to understand they need to grasp different models in order to engage with them properly, engage with the complexity of the models and also with the complexity of the experiences they are reflecting on. Therefore, the models need to be used very carefully and very selectively by the teacher in order to be selective in the reflective process.

- Students should also be helped to see something of the strengths offered by the different models and methods of reflection

Most importantly we must remember that the reflective practice within a context means that the students are also engaged with this activity and what we are always trying to do is help them understand, what we are trying to do as teachers in order to create the collaboration for learning and development.

Topic 125

Critical Analysis 2 (Part 1)

- Analysis involves breaking down information into its components parts an examining the relationship within these parts and with the whole.

Becoming a reflective practitioner therefore requires critical analysis and critical analysis requires reflective practitioner to break down the elements of thinking and elements of thinking into the component parts that construct the thinking experience.

- By doing this teacher shows the ability to differentiate and distinguish between components or elements of their experience.

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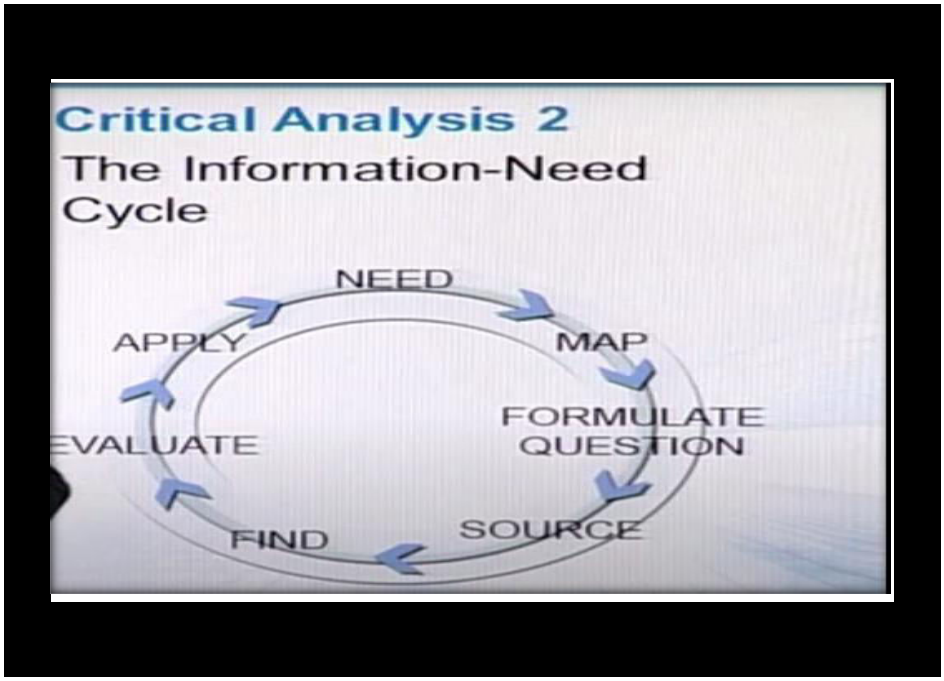
It's through this thinking process that the teacher is able to differentiate the important aspects of experiences in teaching and also to distinguish the different elements of those aspects

- All critical analysis is formed around one basic assumption
  - **Applying theory to practice**
  - **Theory and Practice**

The information need cycle

Quite simply the critical analysis for the reflective practitioner can be viewed as a process of applying theory in practice. This is for the reflective practitioner is foundational principle of critical analysis. How to move theory into practical domain and this is viewed conveniently from a point of view of cycle of critical analysis and we can see blow this cycle displayed.



First, we will talk about need that arises from an experience of a problem. By critically analyzing we are doing is trying to map, trying to look at the components, the elements of the problem and our thinking about the problem because from these elements we can formulate questions to challenge our

conceptual frame. What important in terms of critical analysis is not only form those questions but also to understand to look for sources of evidence for those questions so, that we have some backup some foundation for what we are really doing in term of being critical and from this we are beginning to find to experiment with that thinking to begin to reframe the concepts we have and then to evaluate the change to evaluate how our thinking is changed before making the next application, before applying the change action in our teaching. As a cycle this brings us back to the action and experiences of that action how is the problem resolved or new problems arising.

Need:

- Determined by learning outcomes/ information

So, what we need to do from critical analysis perspective is to look at certain questions and try to refine those questions in terms of determining the outcomes of the information. We could ask a question for example on personal level

a) "I need something on smoking"

Some information, some evidence to work with the students in the classroom about the dangers of smoking. This could lead to another question of

b) "I have an assignment for which I need to find the best evidence to support an intervention"

"I have an assignment for which I need to complete for which I need evidence in order to support the suggestions that I have been making. Another question generating from this could be then that would be

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c) I have an assignment for which I need to find research".

"what research do I need to engage with? What research do I need to engage with? What evidence do I need to find?

Map:

- Map all the possible conceptual pathways to developing a question which will provide an answer.

In the cycle this is about mapping the thinking, mapping our conceptual understanding about the different routes we can take through resolving at particular issues, looking at questions to answer.

- This is a keyword generation, critical creative thinking and language skills.

Therefore, the mapping process is really about identifying the keywords that can drive our thinking that can support the way we are been creative and innovative and the way we are using language around describing issues and the process of reflection.

Formulate questions (the ability to give focus to questions):

- "I need something on group work" becomes
- "I need information on the teacher role in effective group work".

Formulating questions is about being very critical in the way questions are formed. We have to look at the language, for example a question generated from bad experiences of managing group work, could be about looking at the strategies and approaches teacher is using.

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Sources:

- Which information sources will provide the answer to my question?
- Involve critically choosing the appropriate information sources.

Which sources of information are you looking at as a reflective practitioner? In order to support the mapping process are you looking in the correct locations for the evidence?

Find:

- Require the development of a search strategy.
- Strategies will vary according to the information source but developed in line with a standard framework.

This search strategy will help you to develop the framework for reflection becomes much more critical how you are analyzing situations.

Evaluate:

- Does the information found answer the question?

The final part of the cycle is evaluation and application. Evaluation is doing the information; does the research I have done help me solve the problem help me answer those questions

Apply:

- How can the information be used to answer my question? What conclusion can I draw?

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And when you are applying, what conclusions can you draw from that application?

Topic 126

Critical Analysis 2 (Part 2)

Influences on Critical Analysis

Critical analysis will be influenced by:

- Level of support in the work environment
- Time for critical analysis
- Tools available for critical reflection

Becoming a reflective practitioner requires us to engage in critical analysis and there are influences we can consider in terms of engaging with critical analysis. Essentially the influences on our ability to analytical and critical or amount the time we have about to dedicate to this process and the psychological space we have, the work environment, the people we interact with, the context in which we are working will have an impact, have an influence on the process of critical analysis. Reflective practice tools that we use have an influence on the critical analysis that we are engaging with as a reflective practitioner.

Critical Analysis Strategies

- Different forms of reflection in different context
- Busy practitioners might rely on reflection-in-action
- Work in a dialogical team context (to hear different perspectives)

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There are different forms of reflection we can think of being reflective practitioners and we have looked at these in previous lectures. For example, teacher may rely on particular strategy for example like reflection in action and there is nothing wrong with it. There are different contexts in which we are working and therefore different influences which impact on the process of criticality. Another important consideration is within the context of work teachers are always in a dialogic context. Therefore, there are range of perspectives and beliefs about teaching and learning which are influencing us as teachers.

- Use critical incidents, case studies, reflective journals, practical exercises

What we can use in terms of tools are things like case studies, reflective journals, observations and looking at critical incidents in the classroom.

These are strategies which can influence the process of reflection, how we are reflecting can actually influence the outcomes of reflection but we are always trying to do is being critical based on certain competencies.

Competencies of Critical Analysis

Four competencies that characterize the critical thinker:

Clarification

- It means to identify the focus, analysis arguments, ask and answer questions of clarification, define terms, judge definitions, deal with equivocation and identify unstated assumptions

One competence of critical analysis about gaining clarification of experiences we have or in other words trying to understand the experience, identifying the focus, analyzing the experiences, looking

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at the questions we are raising, the arguments we are putting forward in relation to the experiences. How we are challenging and turning those challenges into decisions and judgments. Through this we begin to not only identify our assumptions, we begin to not only identify our assumptions and we gain clarity about our assumptions that are known to us.

Basis

- Judge the credibility of a source, make and judge the observations.

Another competence of critical analysis is about to provide an ability as a basis for thinking. In other words, it's about being a good judge of evidence of sources of information. Looking at the credibility of information, how to judge observations and the quality of information from observations.

Inference

- Deduce, judge deductions, induce, judge inductions, make and judge value judgements.

Another competence of critical analysis is inference and in other words the ability to deduce and induce knowledge and understanding from the experiences. Judgments about our deductions and to make judgments about our inductions in relation to the experiences and also the value judgments we are making about the experiences we are having.

Metacognition

- Reason from premises, assumptions and positions with which one disagrees or doubts without inferring with one's thinking and integrating the other abilities in making and defending a decision.

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The final competence of critical analysis is Metacognition. Metacognition is essentially the ability for the teacher to reason about thinking and to think about thinking. To look at our assumptions without disturbing the value base we are working with and this lack of interference is the metacognitive key point. It's very much about developing our abilities in terms of judging and making decisions and working with experiences in the classroom

Topic 127

Ways of knowledge Generation: Experimentation

Experimentation

Becoming a reflective practitioner requires us to think about the ways of generating knowledge as work in the profession. One way to generate knowledge is through experimentation. Experimentation is essentially about trying something through trial and error in order to generate something positive, something constructive and therefore it's a process of design of abstraction in relation to action and then action and then evaluation.

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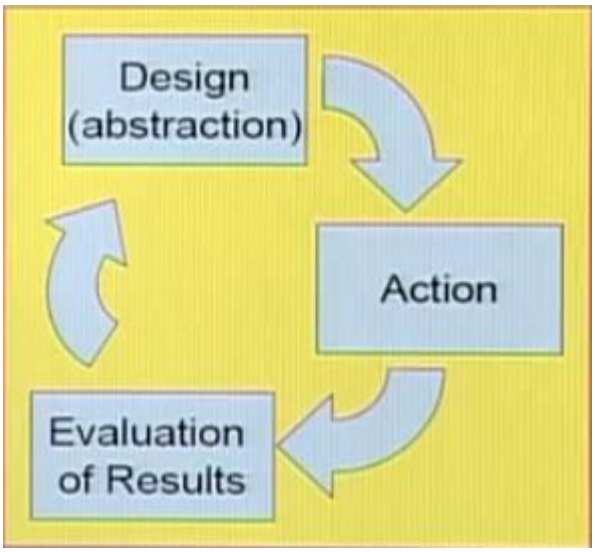
We can think about experimentation in the classroom as a bad thing. We should not be trying things at, we should not be experimenting. For the reflective practitioner experimentation is very useful strategy in order to generate understanding and to build knowledge. Experimentation is a very useful process to engage with indeed a lot of technological advancements until the 17th century and beyond has a cured because of experimentation and procedure.



Experimentation is a cyclical activity where we are designing actions in the classroom. Abstracting our understanding of the concepts in order to develop strategies and to introduce new procedures. We put those into practice into the classroom, in other words some form of action and it's from action that we evaluate and look at the results to see how effective they are. Based on that evaluation we think about how to change them further if they need to be changed at all. In other words, we engaged

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with another process of abstracting the concepts and devolving our understanding which leads into another action phase of the cycle.

Speculation

The key component of experimentation is actually speculation. Experimentation is not a bad thing in the classroom. It's not going to do any harm. The basis for critical thinker, for the reflective practitioner is speculation or in other words I did, I could change my teaching in this way, what would be the impact of it. If I experiment with this new procedure, what would be the impact in terms of student learning and effectiveness of my teaching. This is very much about is working with current knowledge and using that to build new knowledge, we can talk about this very simply in terms of building theory. The theorem is a formal method of speculation developed by the Greeks and is been used to inform actions and our understanding of what we are have been doing all the time. Speculation has a particular core of theorem A and B. A is the particular hypothesis we are using and B is the result which needs to be proved. If we do a certain thing in the classroom hypothesis A the result will be result B. If this speculation for the reflective practitioner which helps us to generating hypothesis about our teaching and to build our understanding of the procedures and the processes we are applying for critical thinking and for teaching.

Topic 128

Ways of Knowledge Generation: Nurturing Relationships

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Nurturing Relationships

Becoming a reflective practitioner requires us to explore ways of generating knowledge. One way to do this through nurturing relationships that we have in our professional roles. Critical reflective learning is actually nurtured by relationships between teacher and learner, there for becomes a much more reflective process. What we need to consider is the nature of these nurturing relationships.

Key Aspects of Nurturing Relationships

There are some key aspects we will consider.

- **Mutual:** Any sort of positive constructive relationship is mutual for everyone involved, in other words everybody benefits from it.
- **Open:** There is of-course open us in relation to way people are interacting with each other.
- **Challenging:** Within the domain of reflective practice they also need to be challenging relationships, in other words critical but supportive.
- **Contextually aware:** The relationships we have in order to help us generate knowledge also need to be representing properly in the context we have.
- **Characterised by dialogue:** Perhaps fundamentally relationships are defined by the language we use, the dialogue, the context of the dialogue that we have with others.

We can look at this from the perspective of a simple chart

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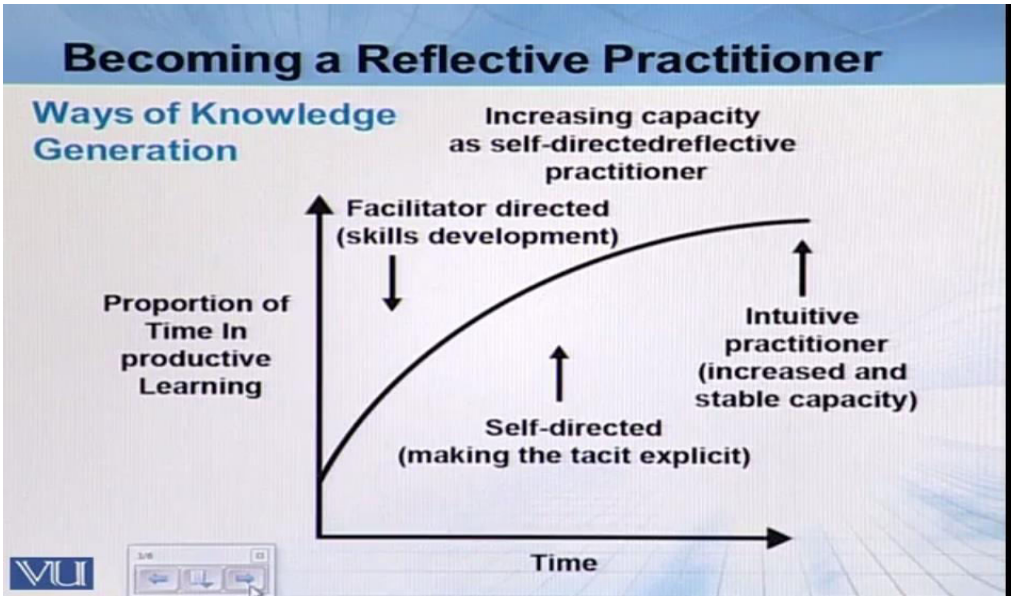

The increasing capacity of reflective practitioner to be more self-directed in terms of their reflected practice to develop their knowledge and to generate knowledge about their roles is in terms of the amount of time that they have within their roles and also the amount of time they give, they are able to give to the process of development to the activity of learning. For teachers who enter newly into the profession of teaching, we conceive that very much knowledge is much lower and therefore needs to be built. Therefore, the activities we have as reflective practitioner as teachers in the classroom is very much focus on the skills we need to survive in those environments. Therefore, it is very much directed by this particular need but with time and with experience and with opportunity to give to reflection and to learning the teacher becomes or can become much more self-directed. In other words, learning is moving from being tacit to much more explicit to being sort of very vague and be known to something we not know very clearly.

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As we mature in our roles, we become much more intuitive in terms of the practice of teaching we are doing and this where we experience a level of emancipation as reflective practitioners. The amount of knowledge generation that we can engage with and the amount of knowledge we can develop become much greater at this level because we are not focusing solely on surviving and developing our skills but actually broadening and deepening our understanding of teaching learning. So, nurturing relationships is a very useful strategy for the reflective practitioner to engage with in terms of developing and generating knowledge.

With time nurturing relationships can actually help us to develop as practitioners and essentially the relationships that we have with our students and the relationships that we have with our colleagues in the work environment. These relationships can help us become much more self-directed as learners and self-directed as reflective practitioners and it really as we conceive from the job moves us from focusing things purely like skill development to be much more intuitive and much more investigations of the teaching that we are doing.

Self-Directed Learning

Self-direction is quite powerful. With self-directed learning we generate knowledge in a way which is responding to the learning needs and also is part of the responsibility of being a reflective practitioner.

The individual teacher is when they are being very intuitive very self-directed is empowered to select what knowledge is powerful and useful and to manage that knowledge in terms of application in the classroom. Assessing the quality of that knowledge and how it is used. Perhaps the key thing to be

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aware of in terms of self-direction as a reflected practitioner is that motivation drives the whole process.

As a teacher, as a reflective practitioner if you are not motivated to learn, not motivated to develop then the reflection is not going to help that development at all. Therefore, independence is significant part of self-directed learning as well as the ability to set goals to define what is worthwhile to learn, teachers have to focus on the particular aspects of experiences in the classroom and then to look at those people who can support the process whether they are colleagues' or critical friends.

Topic 129

Ways of Knowledge Generation: Scientific Method

Scientific Method

A way of generating new knowledge for the reflective practitioner is through the scientific method. The scientific method has proved essential in terms of knowledge building through history. Essentially it is based on identifying certain hypothesis and trying to experiment in order to see whether these hypotheses stand up to experiment or fail in terms of the experiment. It is possibly the single most important cognitive innovation in history and we can look at the scientific method from a nice simple design where the reflective practitioner is abstracting thinking, designing their concepts and experimenting on these concepts.

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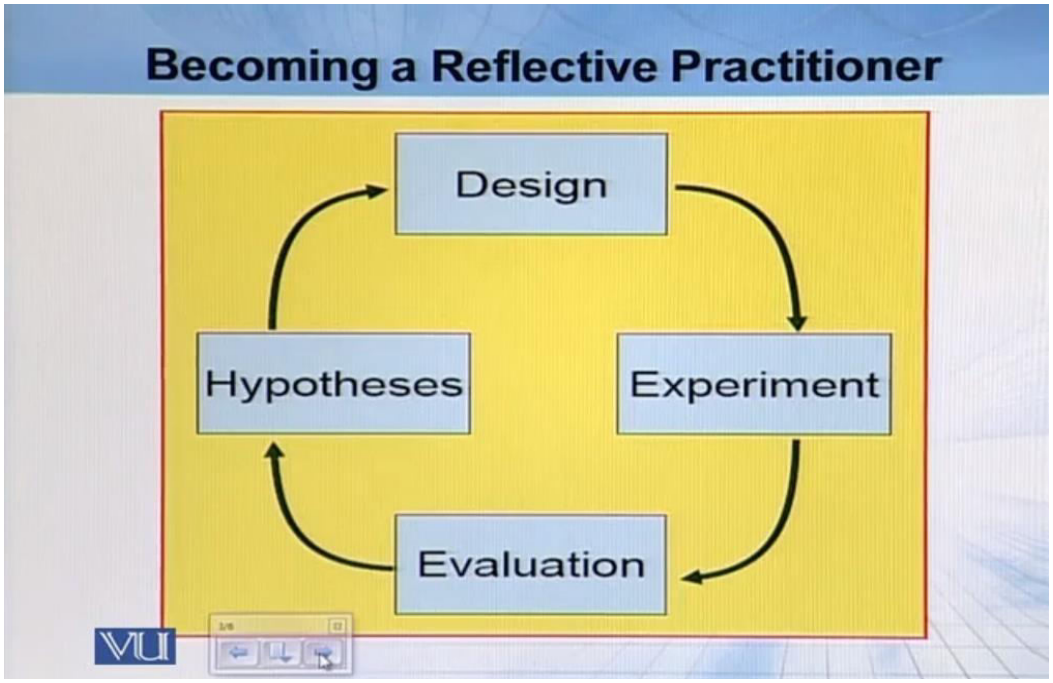

Experimentation

For the reflective practitioner teacher this is looking at issues and experimenting to overcome those issues. From that experimentation we look at the results and we evaluate the effectiveness of the experimentation and then refer the evaluation back to the hypothesis. Is our hypothesis correct or is it false. If it is false, we need to re-hypothesis and re-design in order to experiment again and re-design and refine thinking about the issues. This cyclic process which is very useful for the reflective practitioner although of course, it can be argued that teaching is not a scientific process but the scientific method is very useful in providing a structure for the experimentation where experimentation can be seen as trial-and-error process. The scientific method gives experimentation a much more scientific structure and a much more valued structure.

Statistical Analysis

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What plays a important part in scientific method is analysis and what we bring to that is essentially is systematic evaluation of the information we are gathering. The analysis phase is very much about looking at the variables which we set in the hypothesis and then seeing if we can verify those variables, seeing if these stand up to the scrutiny and looking at the within the whole context of teaching. The data results that come from this is observation of reality is very much not about changing our experience but trying to be reflective about the experience without any change taking place. Statistical analysis from this scientific method perspective for the reflective practitioner is very much about possible to experiment in the classroom. To make that experimentation the object of the research, we had to remember that statistical analysis is quite key when dealing with human beings simply because working with variables constantly rather than fixed items we can catalogue.

Topic 130

Ways of Knowledge Generation: Cycle SECI

Cycle SECI

In becoming a reflective practitioner, we are looking at ways of generating knowledge. One way to do this through the SECI cycle. SECI cycle was developed by Hirotaka and Takeuchi. A way to generate

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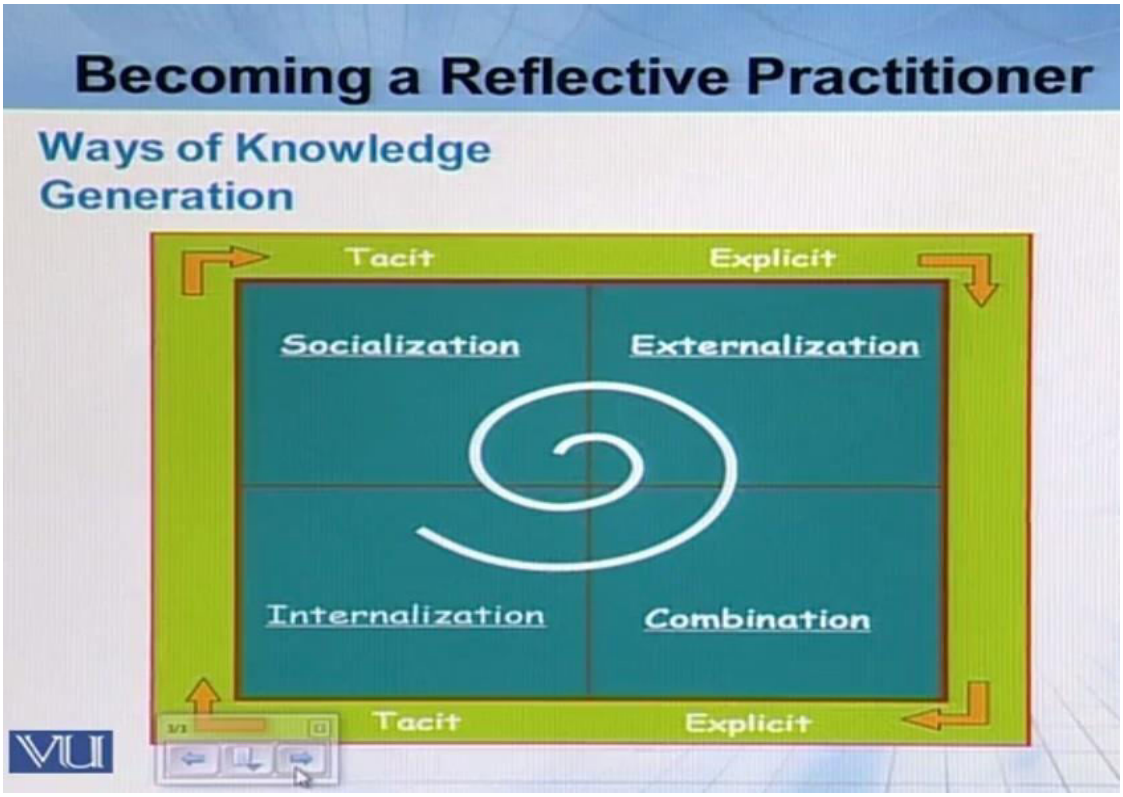
knowledge by transforming it from tacit knowledge to explicit knowledge and then back to tacit knowledge. This is represented in the diagram where we can see that knowledge transforms through number of phases in a never-ending cycle



Socialization

Looking at this in more detail what we can see in model is that if we can look at the bottom left-hand corner knowledge is generated and internalized by the teacher by the reflective practitioner. As an internal process it's quite tacit and perhaps unknown to us, it's just acquired experience but through discussion with colleagues through further experience with the context of the work environment. The knowledge through socialization starts to become much clearer to us.

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It is still tacit knowledge, it's still little bit unknown and vague but we are starting to realize that it's not just our knowledge but there are components that are shared by others in the context in which we work.

Externalization

From this the reflective practitioner through dialogue through the process socialization begins to externalize that knowledge. In other words, it becomes explicit within the context of the work. Externalizing that knowledge begins to make it more clear and helps us in understanding it in greater depth and detail and as we think more about it and externalize that knowledge through the socialization process, we begin to find points of comparison and contrast with that knowledge.

Combination

Comparison and contrast with theory and comparison and contrast with other people experiences. So, we start to combining pieces of knowledge together in a very explicit knowing way in order to rationalize the experiences we are having. From this process of combining the components of knowledge, we start to internalize into the conceptual frame so that it becomes much more tacit to our experiences.

Internalization

We do not think explicitly about this new knowledge, about this new learning instead we simply apply and understand what we have learned in a very intuitive way. This leads to new experiences, new internalizations which are again tacit but through the process of socialization we begin to develop tacit

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knowledge into much more explicit understandings. From socialization again we move to externalization where we are sharing that knowledge with others and others are sharing that knowledge with us.

Through this new knowledge is combined with existing knowledge. So, we are constantly as reflective practitioner using this cycle to generate knowledge by transforming nature of it from being tacit to explicit and from being explicit to being tacit.

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Topic 131

Ways of Knowledge Generation: Modeling and Conceptual Innovation

Modeling and Concept Mapping

Another effective tool for the reflective practitioner is through Modeling and Conceptual Innovation. Modeling is used essentially for two key purposes and that is to confirm theories that we are building and also to make prediction about the results of actions that we are undertaking. We can look at modeling and concept innovational concept mapping. In the literature, there are different models we can look at for different things from science through to nature. In "A New Kind of Science" and "Mathematica" Stephen Wolfram uses modelling for exploring patterns in nature.

For the reflective practitioner the notion of modeling and concept mapping is very new. Essentially modeling is something which is going to grow in the future, as a process of knowledge generation for teachers and as a process of generating knowledge the reflective practitioner is using models, using concept maps in order to build connections and to develop understanding between components of knowledge. In order to make sure that the knowledge is constructed and through this

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process of reflective practitioner is looking to build theories of practice from theories of teaching and learning and moving the theory into action.

Using Concept Maps

Concept maps are very graphic form for the reflective practitioner to use to represent the knowledge which they are acquiring and building over time. Concepts maps provide number of insights for the reflective practitioner into not only the concepts they have and the connections between those concepts. Concepts maps therefore are therefore comprised of two key components. The first component is the actual concepts that we are engaging with. The other component is linkages between those particular concepts. The linkages can be in form of linking words or linking phrases which connect one concept to another. Very much they are about the relationship, specifying the relationship the type of relationship between those concepts in the knowledge.

Model of Concept Map

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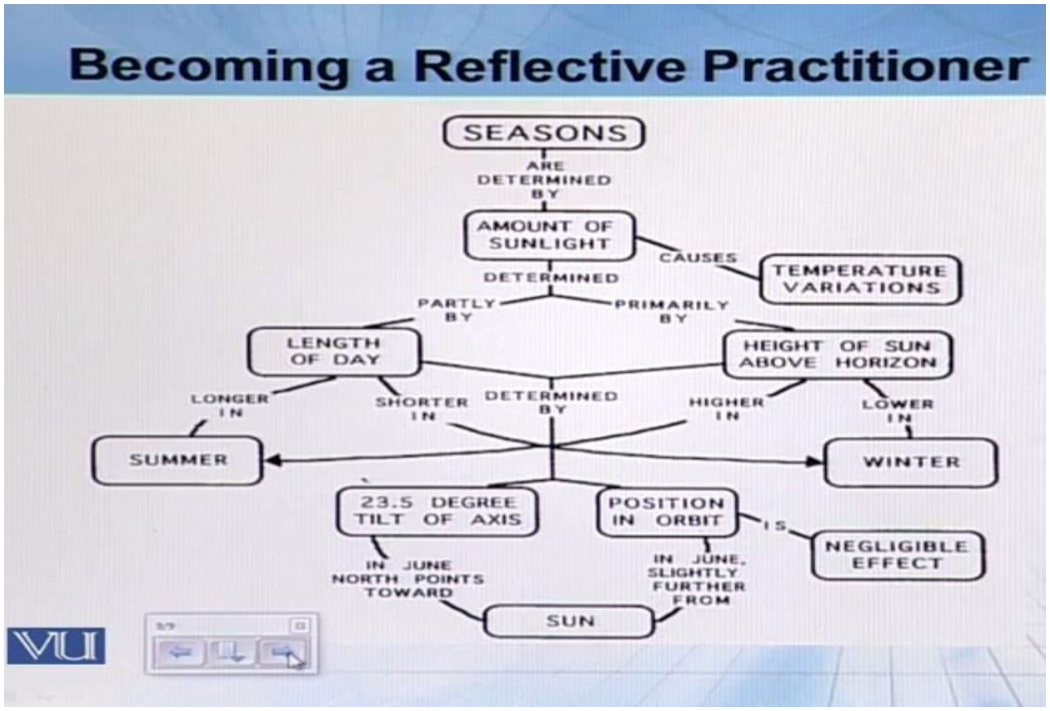

We can see above a model of concept map for seasons. It's a very simple model to look at from the reflective practitioner point of view because it can help us to understand how a concept map can be use. Essentially a concept map can have a number of highlighted features of concepts that the reflective practitioner is dealing with. In this example we talk about amount of sunlight and temperature variations. These are the individual concepts the individual is looking at within this domain. Then the linkages between the concepts define the nature of relationships. For example, the amount of sunlight and temperature variations, the linkage is there about the causes the temperature variations based on the amount of sunlight. For the reflective this means will be identifying and noting the individual concepts as they become explicit to us. Then our time building up the connections between these individual concepts as they become clear also. Most importantly the reflective practitioner in terms of generating

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knowledge will be looking to understand the nature of those linkages. In other words, what is the link and how do we define that link in terms of two concepts, in terms of three or more concepts.

Concept mapping is a modeling procedure which is very new for the reflective practitioner. Something which is extremely powerful because knowledge will build and build over time and this is a way of recording that knowledge for the reflective practitioner.

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Topic 132

Ways of Knowledge Generation: Design

Design

Reflective practitioner can generate new knowledge through the process of design. Design is a way for the reflective practitioner to gather artifacts which are outcomes of experiences and use this overtime to build up bodies of knowledge. Designs are artefacts that contain great amounts of knowledge embedded in them. These artefacts automatically part of the design and then become huge amount of knowledge which the reflective practitioner is holding. The process of design is very much a dialogic process about reflecting with self through the reflective journal. It's also about dialoging with other colleagues, other stakeholders, parents and also with students in order to build up the framework we are using for the design which is the basis of knowledge generation.

The design process therefore is very interactive and as an interaction process between the ideas we have, the values and beliefs embedded within those ideas and also recognition of the context in which we are working, the situation which influences those beliefs and ideas and of course the expectations and the impositions of the others involved in the situation, in other words the colleagues or stakeholders. So, design is a mean for these three components to come together to interact and inform one another. As such the knowledge generation process through design is very much about making visible the process of generating expertise. As a reflective practitioner it's therefore about

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experts and experienced practitioner sharing knowledge within the particular discipline. In order to create that design and also its sometimes perhaps complex it's a very detailed activity for the reflective practitioner to engage with to generate knowledge.

A key thing to remember here is that design as a way of knowledge generation is a socially constructed process rather than an individual process. It's through this explicit social process where perhaps the power of design really comes through. It is important to remember for the reflective practitioner to remember that the process of design for generating knowledge has a very key foundation and that key foundation is that the reflective practitioner is able to engage with conceptual frames for learning and be able to reframe concepts and reframe understanding in order for the knowledge generation to take place. Without reframing of concepts, without reframing of our understandings and reframing the way we approach our understanding; design cannot work as a means of knowledge generation. So, the key framing of reframing in terms of design is what will generate as a new knowledge for the reflective practitioner.

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Topic 133

Theories, Knowledge and Practice: Teacher Professionalism

Teacher Professionalism

Becoming a reflective practitioner is a process of combining theories, knowledge and practice into coherent whole which is meaningful for the teacher and this all comes together to generate a concept which we can think of as teacher professionalism. The fundamental question we have to ask ourselves here is good teaching is a direct consequence of reflective practice?

"Reflective practice is the habit o finquiring and investigating a problem situation in order to understand how to frame a solution"

Donald Schon, 1983

As we have seen reflective practice is very much a process of inquiring into a problem of investigation and understanding a problem in order to come to some sort of solution to drive processes to solve that problem. What this means is that we need to think of reflective practice from

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certain viewpoints in terms of professionalism. For example, we need to think of how reflective practice can boost teacher professionalism and improve and sustain teacher professionalism.

Assertion: Reflective practice Boosts Teacher Professionalism:

Caliber

One thing we need to look at here is the caliber of teaching, the quality of teaching. The caliber of teaching, the caliber of reflective practice is very much about challenging the assumptions we have about the practices of teaching about the pedagogical practices that we are using. Using these to established for us the principles of good practice. In other words, to see teaching as an art and the process of reflection is to refine and to improve the quality of the art of teaching.

Discourse

Teacher professionalism through reflective practice is also about discourse. Discourse dialogue helps us to cultivate for ourselves as professionalism a level of confidence in our abilities and discourse also helps us to describe those abilities to others to articulate the level of knowledge, the level of expertise, the level of professionalism we have.

Knowledge Creation

We also know that teacher professionalism from the reflective practice standpoint is also about knowledge generation, knowledge creation because what the reflective practitioner doing is thinking and observing critically and using this criticality to frame changes in terms of our frames of understanding in order to develop for ourselves new models and theories of teaching.

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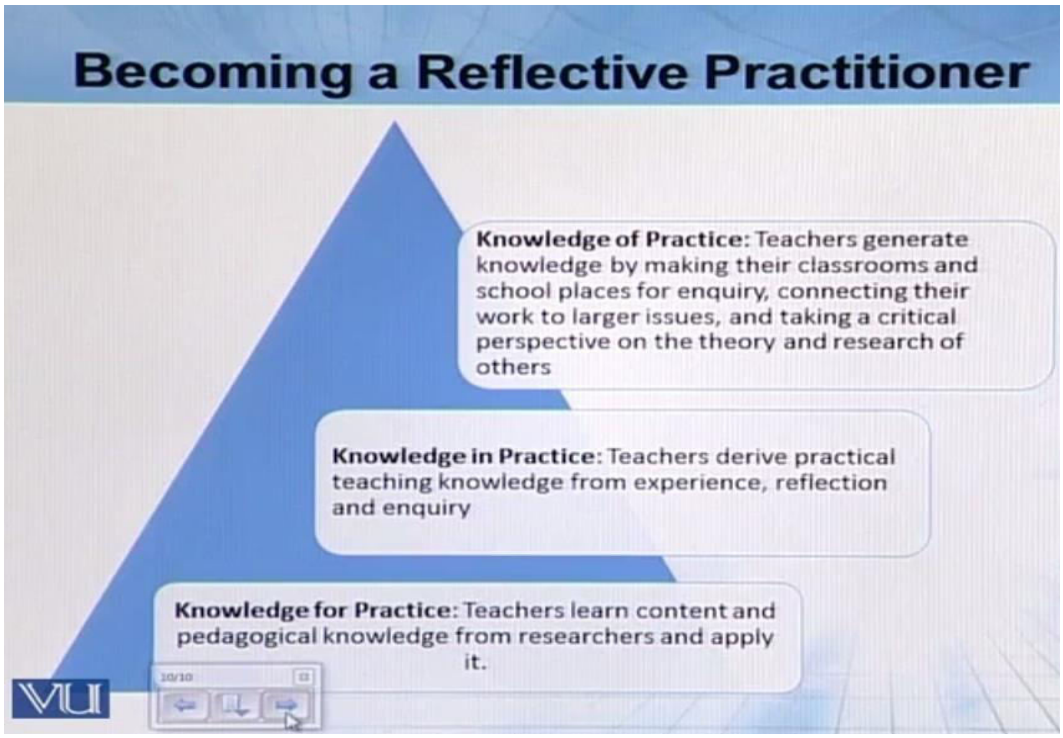
3 Levels of Teacher Knowledge and Inquiry (cochran-Smith & Lytle, 1999)

We have got the level of Knowledge for Practice acquiring and generating knowledge for improved practice. We have also got Knowledge in Practice or in other words knowledge as applied in the classroom and also of Knowledge of Practice or in other words, our metacognitive processes in relation to the work we are doing.

What we can do with this is begin to think of a diagrammatic representation for this knowledge and practice generation.



1. **Knowledge for Practice**

This format we can see that knowledge for practice is the foundational stone of teacher professionalism. It's where the teacher is learning content and learning pedagogical knowledge from theories, from researches and beginning to apply this in practice and although we can consider it a very basic level of professionalism. It is rather a foundational level of professionalism equally important to any other level without it we cannot call ourselves professionals.

2. Knowledge in Practice

This is where teachers are acquiring practical teaching knowledge from the experiences they have of teaching over time. From the reflection of that experience and inquiring into experience from day-to-day basis. Knowledge in Practice is ongoing and forms perhaps the most significant part of teacher professionalism.

3. Knowledge of Practice

This is where teachers overtime developing skills sufficient enough to be able to generate knowledge which is coming from the experiences of the classroom and the school and whether teacher is seeing such contexts as places of learning for themselves, as process of inquiry into the process of teaching. It's a way for the teacher to make cognitive connections between theory and practice, between the issues that they are having personally with the bigger issues concerning education as a whole.

Knowledge of practice is therefore very much taking a very critical perspective not only of theories but also of experiences of others and their own experiences in order to bring these three things

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together into a new generation of knowledge and understanding. From this generation of knowledge that we have start to develop the profession and also to develop our own roles as a professional within the context in which we work.

So, the three levels of thinking here and knowledge generation fundamental to the process of professionalism. The foundational level knowledge for practice is not insignificant it's a foundational level and therefore as important of knowledge of practice which is generating knowledge over time.

Topic 134

Theories, Knowledge and Practice: The Moral-Ethical Dimension in RP

The theories and knowledge and practice which come together to help teacher become a reflective practitioner and also have a moral and an ethical dimension to them. As teacher working in a social context, the moral and ethical dimension of reflective practice is important to them and should not

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be over looked and understanding this particular dimension to reflective practice. The starting point is really "attitudes" as teachers too towards the profession of teaching and learning.

Open-Mindedness

Our attitudes include things like open mindedness. This is important for the reflective practitioner because it underpins beliefs about the **diversity** of our students. The intellectual, the social and the other dimensions of diversity that we can be working with when we are in the classroom working with the groups of people. Another aspect of open-mindedness that we need to embrace as reflective practitioner is **humility**. We must remember that teaching for the reflective practitioner is the process which is not one way but two ways.

The reflective practitioner is learning from and with the learners and with the students as much as they are learning from the teacher. Therefore, this does require open-mindedness and humility in order to be honest with ourselves about the mistakes we are making and about the direction that we are travelling in. Another attitude which is significant for the ethical and moral dimension of reflective practice is that we are very caring about our students and we hope for them in terms of their learning and in terms of their future. What we are doing with them in the classroom is preparing them for their future for five years, for ten years, for fifty years hence.Therefore, that's a very great responsibility for us and part of the attitude which underpins the process of reflective practice.

Responsibility

Another attitude which is significant for the reflective practitioner needs to be aware of this moral and ethical dimension is the sense of responsibility that we have. As reflective practitioners we need to

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consider the consequences of our actions in the classroom. Our actions and experiments with our practices, the approaches and strategies we use are always for the good of students not for the sake of personal development. Therefore, the responsibility is that we are always looking at the consequences of our actions. The consequences should always be positive and good and there is also responsibility that we are developing from the experiences we are having. We are **making meaning** from them for ourselves as professionals in terms of teacher learner interaction and how this comes together for the reflective practitioner as a professional.

Engagement (Whole-Heartedness)

There is also an attitude of engagement or in other words whole-heartedness. Reflective Practitioner is somebody who is being very critical, asking questions about their role as teachers and what this means is that we need a certain bit **curiosity about subject** that we teach**,** our professional role, about the pedagogy of that subject and about the **impact of approaches on teaching and learning** and on students and therefore this whole-heartedness is part of the moral and ethical dimension of reflective practice. We need to remember for the reflective practitioner is that the teaching is very much an art individual to the teacher but is far reaching in terms of its impact. Therefore, it can be directed and guided in any particular way by the reflective practitioner so therefore it is something which is very much developed over time and evolves along with the teacher. So, this moral and ethical side of reflective practice realizes that the teacher the reflective practitioner is a growing and evolving practitioner.

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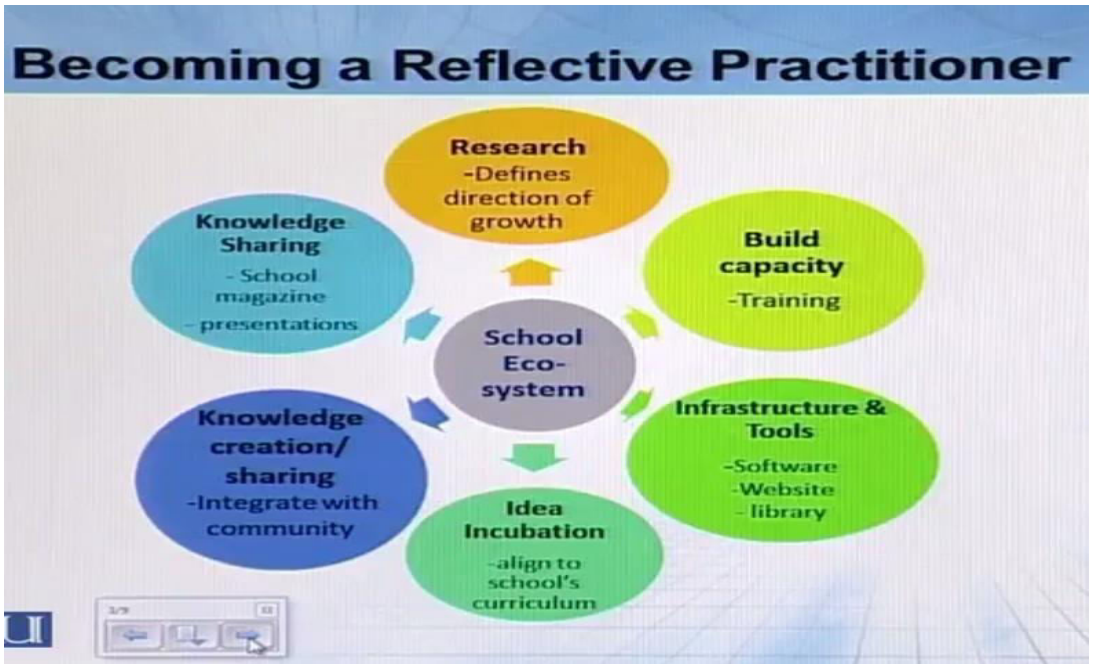
Topic 135

Theories, Knowledge and Practice: Teacher Knowledge and Enquiry

Becoming a reflective practitioner then is about combining knowledge and theories and practice.

It's easy to think of this in terms of teacher knowledge and teacher inquiry. We know that the process of teachers in terms of becoming reflective practitioner is very much about thoughtful and reflective process and the purpose of this for the reflective practitioner is to be active contributors to community the work, the educational community. What we need to think about this is where this all comes together in terms of developing as a professional, developing as a reflective practitioner and we can look at this in terms of very simple model for becoming a reflective practitioner based on knowledge development.

Approaches to build Professionalism



We as teachers are working within a community. We can think of it is as an eco-system from this we can use different approaches in order to build knowledge and therefore professionalism. For example, we can look at research and this personal research defines the direction of personal growth. So, think of it in terms of training, capacity building and this approach very often taken by the schools in terms of building professionalism in teachers. We can also look at in terms of tools that teachers can use and infrastructure which schools provide and this could be things like internet access or libraries where teachers are able to access information.

Perhaps the new idea is thinking of school as an eco-system where people, professionals are working together to order to explore, define and re-define the components of teaching profession. In other words, it's like idea incubation where ideas are defined and tested and then built on and of course within a collaborative environment we can think of the school eco-system as a place where knowledge creation and sharing occur, where colleagues are working together. There are more pure forms of knowledge sharing through things like school magazines and presentations and so on. Within this model we have to think of over selves, where does this reflective practice fitting to this knowledge acquisition process. We can look at another model define this, where reflective practice has two key components.

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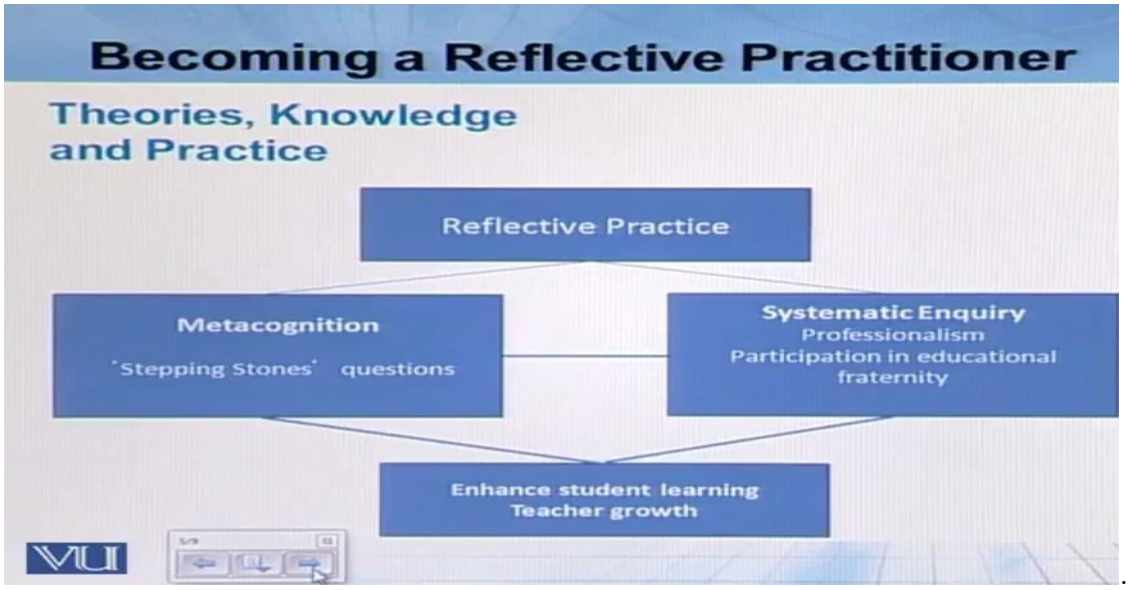

Systematic Inquiry

One component is about inquiry about investigation and its inquiry into professionalism in terms of teaching and its inquiry into have an individual is not only participating but contributing to the educational fraternity to the community as a whole.

Metacognition

The other component of reflective practice from this knowledge point of view is essentially metacognition or in other words how we are thinking about the process of professionalization and participation. The questions we are asking ourselves and challenging ourselves in order to move towards the professional identity.

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It's these two things which come together within the profession to enhance student learning and promote teacher growth. So, we see that these two comes together what we can call Teacher Growth Model.

Teacher Growth Model

The Teacher Growth Model is therefore multi-faceted it comes from many perspectives from it in terms of knowledge creation and knowledge generation through the system, also in terms of becoming experts in pedagogy and the subject pedagogies which will move the profession forward in the 21st century. Due to the multi-faceted nature of teacher's work, this implies that having a repertoire of strategies and content mastery is not sufficient for a teacher to be competent professional in the 21st century. This Teacher Growth Model that we can talk about therefore is significant for teachers now to engage with because it's through this process of multiple mode of learning that the reflective practitioner actually through research, capacity building and through knowledge acquisition becomes a true professional in the 21st century.

Topic 136

Theories, Knowledge and Practice: Communities of Practice (Part 1)

Becoming a reflective practitioner based in knowledge and practice can benefit from the use of practice. What is a community of practice? The community of practice is quite simply a group of people who come together to share information and experience to offer insights to one another and use this group process as tool to develop areas of common interest and common needs. At the heart of community practice is certain components. One community, its membership whose actually is in

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the community. The relationships and the interactions between the members of the community of the practice. The community here would be group of teachers within the department, the group of teachers within the school or even in the school system. The community can vary according to the weight set up by those involved.

Collaboration

Another aspect we need to think about from this point of view of this community of practice is the context, the domain in which the community occurs because the **context** very much provides the identity to the group. It actually drives the focus of sharing the experience and the insights the group engages with. Of course, part of **community of practice** is actual notion of practice or in other words the methods we applying, the knowledge about those methods and the notion that we bring to the community of practice of expertise and professionalism. These all provide the defining criteria in which the community of practice operates. The community of practice is really in order to bring **value** to its members. Value in terms of the quality of learning, the extent of learning and the depth of learning. Therefore, all members of community of practice are willing participants in the process of collaboration of working together in the process of contributing knowledge and sharing knowledge around those within the community

Why establish a community of practice in school?

We have to think about why establish a community of practice in the school.

- A mechanism to promote rapid sharing of knowledge and expertise across diverse interest groups.

  It's a very good mechanism; it's a very good means for developing rapidly because the individual

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teacher is not reflecting individually. In community of practice all reflective practitioners are going through the process of reflection and sharing, the experiences, the new insights and the new understandings with others. Therefore, knowledge and expertise grow rapidly in comparison to individual reflection.

- Provides a forum for exploring and testing ideas. The community of practice move the professionalism and the profession of teachers much more quickly towards good practice.
- Community of practice is a place where the new knowledge is more easily originated, where new understandings are created much more readily and explored and considered in more detail and therefore can develop much more strongly over time.
- Most importantly is that knowledge development for a reflective practitioner through a community of practice is very much responsive to the context in which teachers are working. The context will have unique issues associated with it, new problems arising all the time which are individual to the context. Therefore, the reflective practitioners within the community of practice have the opportunity to respond uniquely to those issues or problems as they arise within the context in which they occur.

Topic 137

Theories, knowledge and Practice: Communities of Practice (Part 2)

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Communities of practice are useful for teacher becoming a reflective practitioner. Communities of practice support the individual professional's ability to generate knowledge and to manage acquired knowledge from experience.

Communities of Practices and Knowledge Management

- Communities of practice are knowledge management therefore is essentially about solving known problems with known solutions.
- A new teacher can present the problem to the community which is experienced by somebody else and therefore the solution to that problem is readily available. Its therefore about sharing about transferring know-how what we already know about the problems and how to solve them.
- It's very much about applying principles of good practice to what we are doing in the key areas of learning. The community of practice is a place where good practice has been stored and therefore can be transferred to the other shared and the community. Therefore, good practice by all members of the community everyday occurs.
- It's very much a process of sharing trust and building relationships with colleagues in order for this knowledge transfer and knowledge sharing to occur.
- It's a process of making knowledge acquisition much easier and because this is easier for the reflective practitioner for a teacher to find somebody else with answers to problems which they are experiencing.

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- It's a very easy way to access that knowledge to organizational group intellect that available and therefore it's a very powerful tool for the reflective practitioner to use.

Types of Communities of Practice

There are different types of communities of practice and these are based on the strategic intents of the community of practice.

Helping

Helping in terms of its forum for helping an individual or individual solve problems and work with solutions that manage day to day classroom experience.

Best practice

It's very much about making sure that good practice becomes best practice. In school or some other educational environment, it is an opportunity to develop and disseminate to share around the best approaches, the best strategies that are already known by others with those particular students with whom we are working. Therefore, we can say that this becomes the best practice in that context rather than good practice

Knowledge Stewarding

Another aspect of community of practice is about being custodian of knowledge, knowledge stewardship. In a community of practice knowledge is organized, managed by the group and held carefully like a repository where knowledge can be drawn upon by any particular member at any

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particular point and therefore a community of practice becomes a key point of knowledge input for the reflective practitioner.

Innovation

Another aspect of community of practice is innovation. It's a way to explore with other professionals' new ideas, break through ideas, new innovations to create and generate new practices which can actually become highly successful in terms of managing students learning.

Critical Success Factors of Community of Practice (CoPs)

- The critical factors for the success of the community of practice are that it does reduce the numbers of hours that any individual needs to give in solving problems or issues that they are experiencing because answers may already be within the community.
- It decreases the extent of the learning curve. Learning for reflective practitioner happens much more quickly, much more rapidly because of the knowledge which is being shared.
- It cuts the amount of experimentation which is needed by the reflective practitioner. There is no need for re-working and re-inventing when somebody has already done that.
- It's also about increasing the amount of innovation that can take place because innovation is supported by the community.

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- Because the community is at to provide support, it means that the number of mistakes and errors that can occur will reduce because people will anticipate them and will have solutions for them.

- Because the community is there to support reflective practice. It means that any changes happen very quickly rather than taking time because of the reflective process.

Topic 138

Theories, Knowledge and Practice: Practice Episodes

Practice Episodes

Practice Episodes are a useful means of an individual to be a reflective practitioner. Practice Episodes are made of three components. Antecedents this is very much related to context in which the reflective practitioner is working. Theories of Practice that we are applying to teaching and something which we called practice episodes. Practice Episodes are comprised of three components. Our intentions within our teaching that action we can take and the outcomes of those actions. The intentions that actions and the outcomes form are a cycle that we can use as a reflective practitioner which brings substance which built the quality of the experience in the practice episode.

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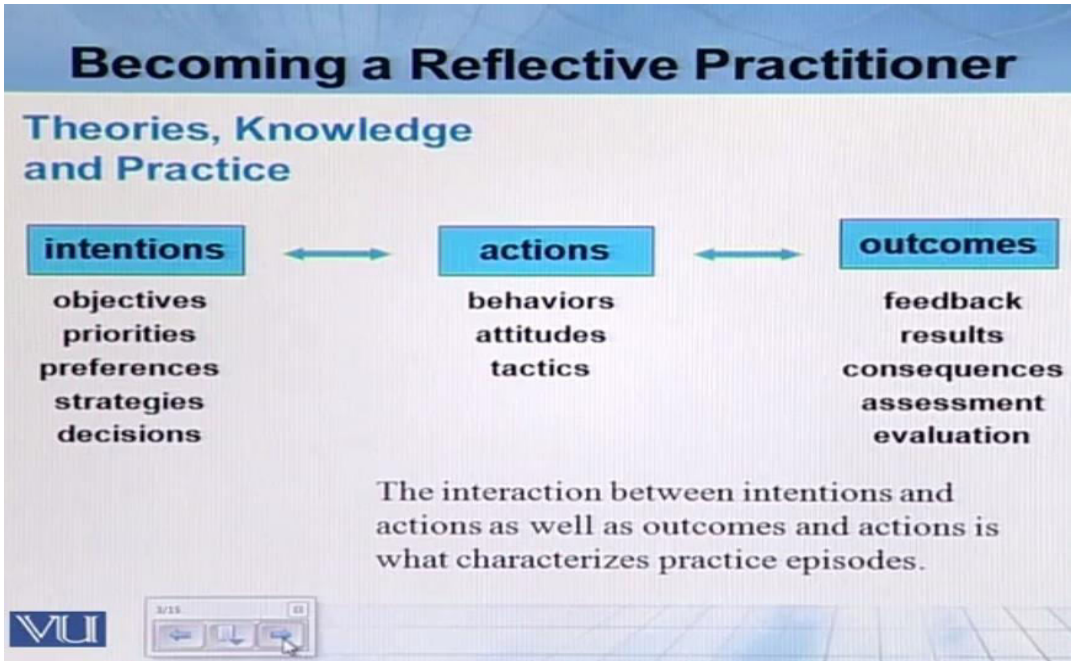

Intentions

We can see in this diagram the intentions that we bring in this practice episode. Things like our objectives, our priorities, preferences we have about the way we teach and the way we interact with students, the strategies we employ and the decisions we make in a lesson and about lesson. This interacts with the actions we take and the actions are based on our attitudes, behaviors and the strategies that we are directly applying.

Actions and Outcomes

The actions interact with the outcomes or in other words their consequences on the students learning, there results that comes out of the actions, their feedback we get and how we can use feedback for evaluation and assessment. The interaction between these components, between the intentions and actions, between the actions and outcomes is really what categorizes a practice episode. From this we

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can say that practice episodes are actually very much dynamic. This very much about the relationship between the intensions and actions on the comes. How the actions reflect the intentions and how the reality reflect the actions and of course how the intention reflect the outcomes, how these three things come together and interaction with one another. Within this interaction which occurs within a specific context, practice episodes occur within a specific cultural context which is the antecedents' part of the framework.

Cultural Milieu (Antecedents)

The cultural context, the social context, the pedagogical context, the religious context the so many different contexts which provides background in which practice episodes occur. This context or antecedent component of practice episodes influences directly and quite powerfully the practice episodes that the reflective practitioner is engaging with. Therefore, we can understand the dynamism within the practice episodes not within the episodes but within the antecedents which impact on the practice episodes. Therefore, these can intrinsically affect the theories of practice in relation to the work that they are doing. So, practice episodes can feedback to a teacher understanding of theories as they are applied to practice. Understanding of the theoretical foundation that we are applying. Practice episodes inform us about the practice of theory. This is really not enough for the reflective practitioner. While integrating the theories of practice and the practice episodes, we need to do as reflective practitioner to add in the antecedents to this because they are powerfully influencing what we are doing and also incorporate all of this into decisions that we are making about the practice on the actions.

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Reflective Practice

Therefore, we need to build antecedents into the model where the practice episodes and the theories of practice that we have interact with one another and the antecedents' than inform that interaction. In other words, we are getting information which we are feeding into the practice episodes from the antecedents which inform the interaction between the components of the practice episode. Therefore, it creates an opportunity for the development of professional knowledge for the reflective practitioner in the way we are linking facts and interpretations into a combined hole which we can call professional knowledge.

Topic 139

Reflecting and Connecting with Lifelong Learning: Teachers as a Lifelong Learners (Part 1)

Teachers as lifelong learners

To develop teacher identity, reflective practitioner needs to connect with lifelong learning. It's important for us to consider teacher as a lifelong learner. For reflective practitioners there are certain areas of learning that we need to engage with as a lifelong learner. There are certain proficiencies within these domains that we need to develop as reflective practitioners because they really guide us as lifelong learners. We can see here that the reflective practitioner is working with three domains of learning. Knowledge, skills and dispositions.

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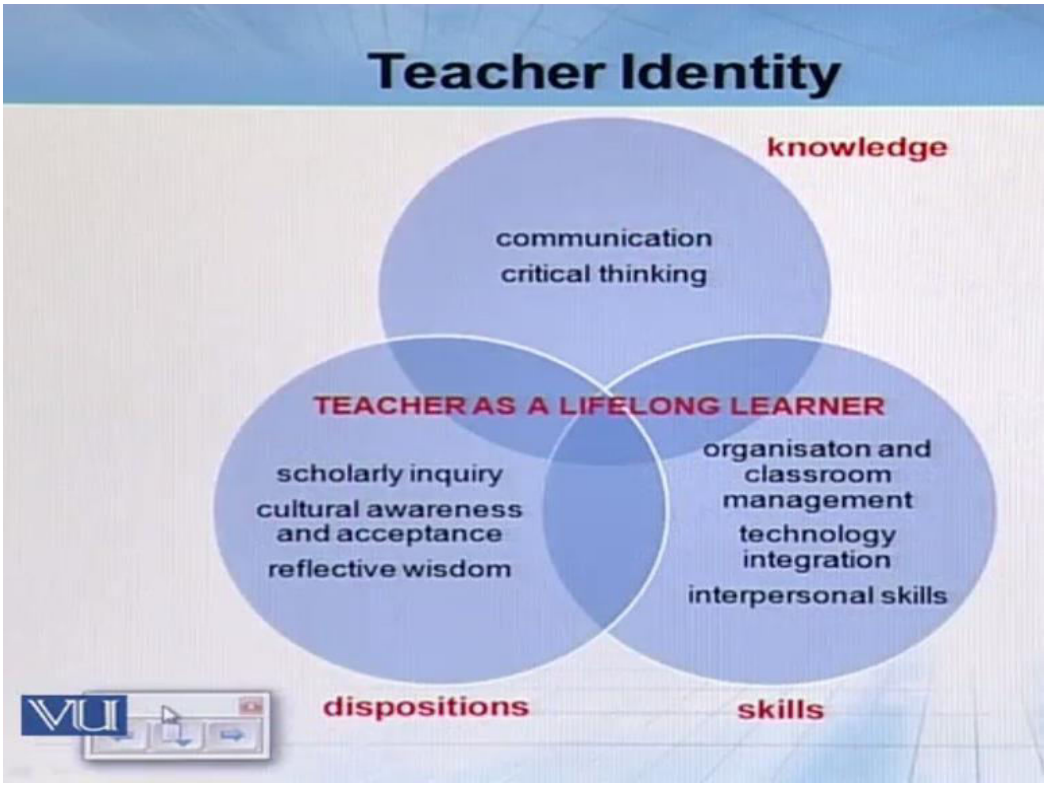

Skills

In terms of skills the teacher as a lifelong learner is working with classroom management and organization of management and technological integration for example, interpersonal skills within the context of working. In terms of the dispositions the reflective practitioner is someone who is working to develop certain wisdom in terms of reflective practice and to also a cultural awareness and acceptance of values within the school environment. As well as a confidence and a competence with inquiry into the process of teaching and reflection.

Knowledge

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In terms of knowledge teacher identity is developed through communication and through critical thinking and through these three domains we can consider particular aspects of the process of reflection. Knowledge definitely includes courses of education in order to develop us intellectually but also developing practical skills whether written or oral. Its written or oral communication which is a means of developing knowledge, quantitative literacy of what we are doing and also the ability to think what we are doing and also the approach to manage successfully as teachers. In terms of knowledge, we must be highly performing teachers very well versed in the subject we are teaching in the pedagogy of subject we are teaching. In essence we must be expert in the field and perhaps this is one of the defining characteristics of this domain of teacher identity. As reflective practitioner we must be able to demonstrate the ability to apply that knowledge to apply content and to also apply to apply the teaching of that content to the students and be critical about that within the educational setting.

The knowledge domain for the teacher is about possessing knowledge and the materials we need to acquire, the materials we need to find in order to access the knowledge especially within the subject we are teaching. There is the skills domain also which is very much focusing on the practical abilities that we are bringing to the roles of teaching and it can be very broad and expand across the school environment but can also develop from teacher beginning phases, teacher preparation through to experience practitioners. With experience skills domain become very powerful area for teacher skill development because through this our metacognition becomes significant through emancipation processes.

There are examples we can draw on in terms of the skill domain and what this means that we are looking at the skills within the context within the climate of the school. The micro politics within the

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school and the issues around the politics that occur and how this impacts our motivation to teach, the passion we have as teachers. This also generates for us the curiosity that we have about our professional identity and how we grow as professional selves.

The skills domain is also significant for building confidence, confidence as teachers and confidence as experimenters in reflective practice. Experimentation involves certain amount of risk. We need to be confident to deal with risk. There is also an underlying premise for the teacher as a lifelong learner in the skills domain and that is we believe that all students can learn and learn very well and achieve well and this belief underpins the skills domain so that it becomes a key component of our identity.

Dispositions

So, the teacher as a lifelong learner is always extending his knowledge, the practical knowledge, the subject knowledge and the experiential knowledge they are acquiring over time. Through this teacher identity really evolves into something quite powerful and of course there is dispositions domain the attitudes, the beliefs and the assumptions that an individual reflective practitioner has about teaching and about the patterns of professional selves. The teacher therefore within this domain, the teacher who has grown identity is somebody who can demonstrate behaviors consistent with ideals of best practice and bring these to classroom in terms of fairness and openness and honesty so that all students have best opportunity to learn.

Topic 140

Reflecting and Connecting with Lifelong Learning: Teachers as Lifelong Learners (Part 2)

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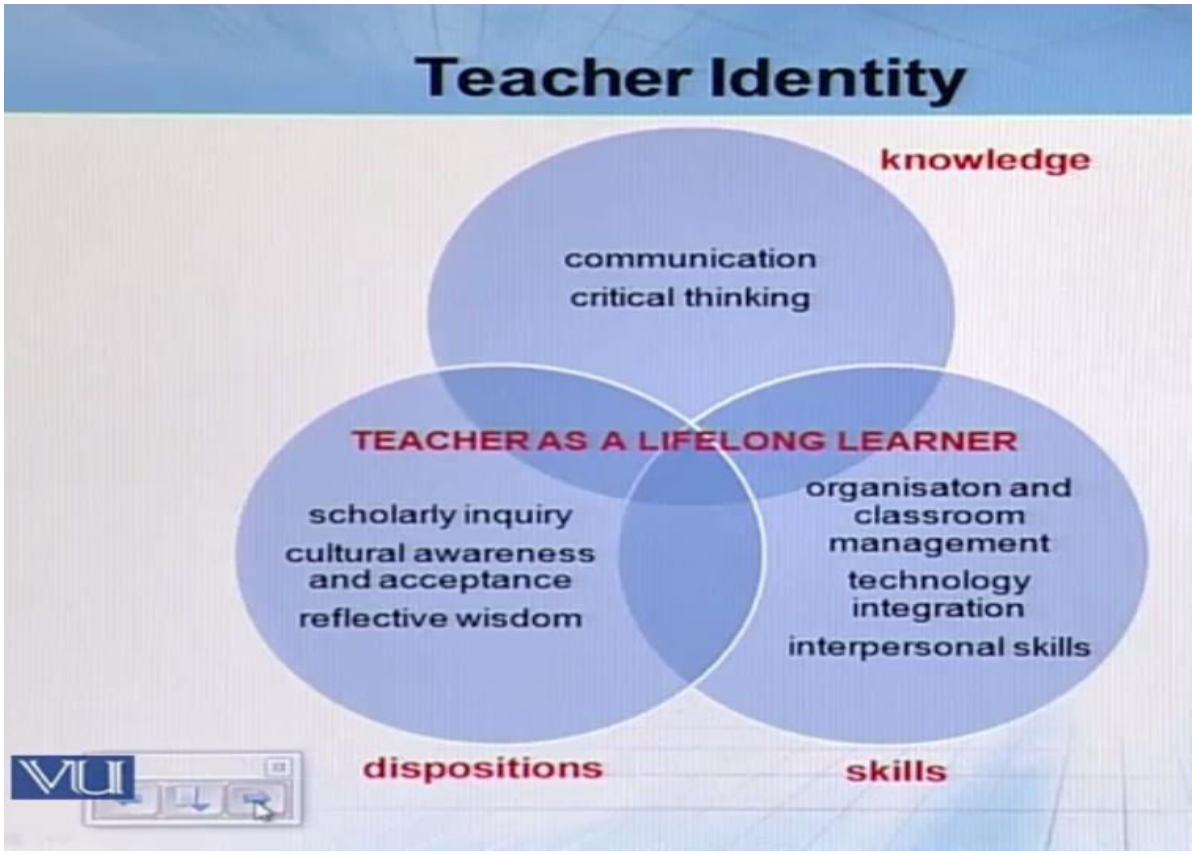
Teachers as Lifelong Learners

We have seen that there are three domains of learning and there are certain proficiencies and we need to understand and explore these particular proficiencies within these domains



Knowledge Communication

In terms of knowledge domain there is communication, how the reflective practitioner uses communication skills effectively in terms of teaching and in terms of their reflective practice.

The reflective practitioner is using appropriate verbal and written communication, articulation of ideas in order to develop their practice and develop the practice of others and it's not about necessarily

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communication but it's about using language to build an understanding of ideas and to bring experience together with theory. Additionally, it's also about how the reflective practitioner uses different media different means to communicate ideas whether it's written to journal or through magazine a professional magazine or through other medium may be a blog or through other writing. Communication therefore brings clarity to the reflective process and it provide opportunity for feedback and developing ideas and goals for further development. This very much contributes to the ability to structure and restructure knowledge and to reinforce their learning. Communication skills also allow the teacher to achieve the goals they have set for themselves because it is a means for clarifying those goals and therefore motivating towards the goals and therefore motivating towards the goals provide enthusiasm about the subject and about the learning of that subject. Teachers as lifelong learners are therefore continually in the process of using and refining communication skills with themselves with colleagues with students in order to develop the teacher identity

Knowledge: Critical Thinking

Another component of knowledge is critical thinking and the teacher specifically needs to engage specifically with critical thinking because this focus understanding of key aspects of professional practice and professional identity and informs the creation and generation of the skills for the profession in a very reasoned and logical and informed way which can be trusted by teachers and by communities of practice. Critical thinking is very powerful model for the teachers to use in terms of the process of thinking through teaching in the classroom and working with students and therefore, it does contribute to the context of teaching and even contributes to the wider society

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Skills: Interpersonal Skills

In terms of domains of teaching interpersonal skills becomes very significant for the lifelong learner. The capacity to interact with people to sympathize with others to share sensitivity towards other people in the community and to work with both adults and children very productively very positively in caring and meaningful ways and therefore producing environments which are good examples of these qualities. Interpersonal skills we possess therefore in terms of the skills we need to foster in terms of peer collaboration. The teacher therefore must be willing to work with others to seek help from others and advice and guidance in order to develop themselves as lifelong learners. Therefore, interpersonal skills form a basis for this continuation process.

Skills: Integration of Discipline

Integration of discipline knowledge is very important. The discipline the subject we are working in is significant for lifelong learning because it's the subject we are teaching, we need to integrate the different perspectives of the discipline into our views of the subject and how we intend to teach that subject to the students and how the teacher brings all of these together actually helps with teacher identity.

Skills: Technology Integration

Technology integration in the classroom or in the school environment is useful for constructing knowledge because it's through this process which brings reflective practice into the 21st century

Skills: Organization and Classroom Management

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Organization and classroom management is another proficiency that the teacher is engaging with, because classrooms are very complex environments. Teaching engages with very complex activities and therefore there needs to be very careful supports mechanism for the reflective practitioner in this regard with relation to reflective practice. We need to therefore adopt strategies which are very productive in terms of developing skills for classroom management and organization management and which support the organization as well as our own positive expectations of teaching and learning.

Dispositions: Scholarly Inquiry

Scholarly Inquiry is a very fundamental principle of reflective practice. Teachers need to be well versed with experimentation, exploration and also be knowledgeable about trends and issues which are emerging in teaching and how can we bring these to our own teaching through research and through experimentation within the academic environment.

Dispositions: Reflective Wisdom

Through reflection teachers gain more understandings of their roles and the knowledge they bring to the teaching and therefore this can help teacher become much more effective as a teacher, develop the teacher identity and this is very useful for lifelong learning. Reflective wisdom is ongoing it's not something that we acquire. It is ever evolving and ever changing. It is something that the reflective practitioner will grow on continuously as a means of ongoing learning and development

Dispositions: Cultural Awareness and Acceptance

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And also, the cultural awareness and acceptance, the context in which the teacher is working and the diversity of personalities and experiences the teacher is working with. The teacher must provide educational opportunities for everyone, themselves and the students they are working with and their colleagues because this will strengthen everybody's appreciation through the diversity of what is potential and what is possible.

Topic 141

Reflecting and Connecting with Lifelong Learning: Competency Framework for Lifelong Learning

Competency Framework for Lifelong Learning

To develop teacher identity, we can look at the competency framework for lifelong learning. This is a framework which enables the reflective learner to consider components of their practice which will help them develop their identity as teachers. The competency framework which is about lifelong

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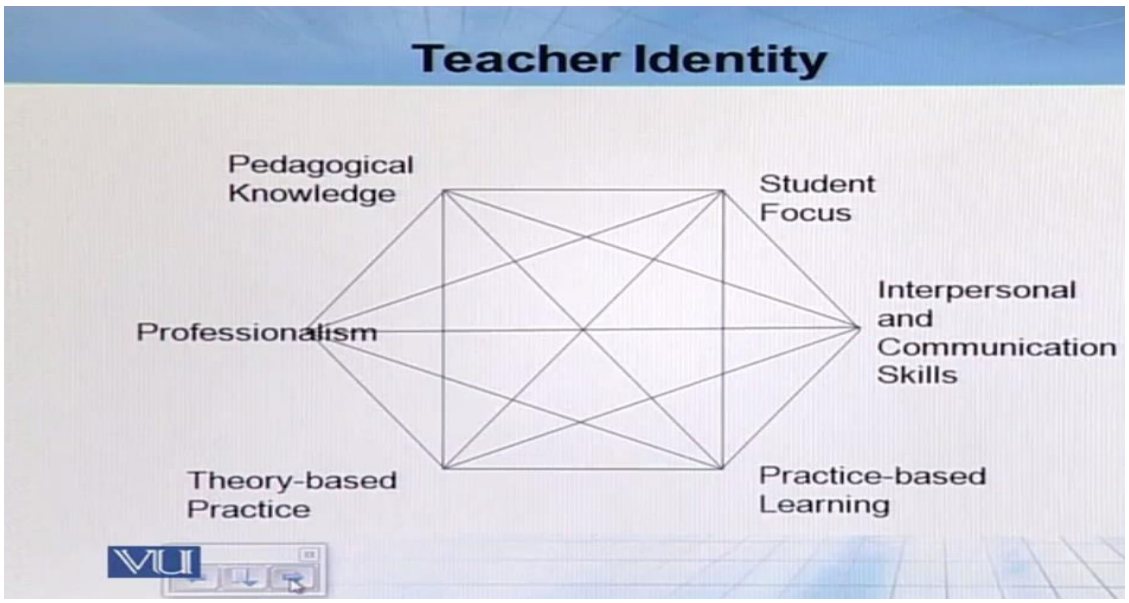
learning is a framework which is continuous and supportive and most importantly it is also impairing for the individual. The competency framework therefore evolves overtime. It can be added to and is used long term. It lasts for the life span of the teacher. It is not theoretical; it is very much an applied framework for the teacher and is useful in terms that it builds confidence within into the teacher identity development process. Any competency framework that you use is very useful for the reflective practitioner because it helps define not only the components of teacher identity but also the interaction between those components of teacher identity.



For example, in this framework we can see that interpersonal and communication skills form parts of teacher identity as well as learning from practice and the theory-based practice. These are three components of framework for competence. Also, another component which we can think of in terms of professionalism as well as pedagogical knowledge the knowledge we have about teaching the particular subject and then the final component of the competency framework could be something

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like our focus on the learners we have and the students we are working with. So, we see a number of components of teacher identity and there can be connections between any of these components. For example, how does interpersonal skill interact with professionalism? How does interpersonal skill interact with pedagogical knowledge? We are not only identifying the components of framework but how these components interact with one another. So, the competency framework then is very much about active participation in the process of teaching and the process of reflection. It very much helps us define the goals and how to accomplish those goals for teaching. It helps us set goals which are very specific, very measurable that we can define and realize the outcomes of our actions. They can set the timeline that we are working with in terms of development and also help us to identify the resources we need in order to help us develop as reflective practitioners. It's also senses about defining the goals, setting the goals. We need to consider that the particular goals can be set in terms of teacher identity as a reflective practitioner.

Essential Goals

There can be essential goals, dictated perhaps by the school community or by wider society.
These are goals that are essential for us that we do not have a choice about.

Problem-solving Goals

We also have problem solving goals. We experience issues in the classroom, problems in the classroom and therefore we have goals which we set to overcome those problems.

Innovation Goals

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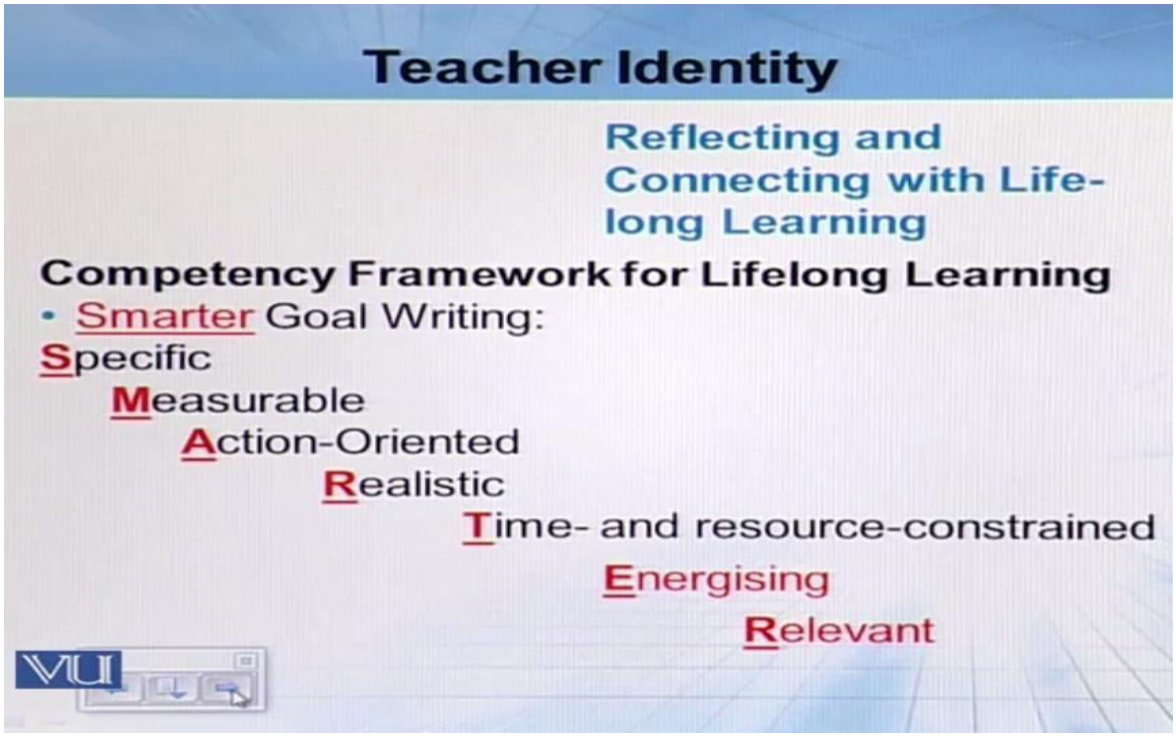
Then we have innovation goals. Goals which are about change, development and about professional growth which all come together to lead to professional teacher identity and we can look at this in terms of smarter framework



Smarter stands for specific. Goals need to be specific. We need to identify what they are, so that they become measurable to us. Goals need to be achieved and we need to know that we have achieved them. So, we need to measure that achievement. Goals need to be action-oriented. In other words, because we are working as reflective practitioners, we are doing things in the classroom and those actions are translated into goals. The goals need to be realistic; we need to be aware that we have achieved them. They also need to be happened within a time frame and within the constraints of resources that we have available to us. Most importantly these goals need to be energizing because

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they very much help us continue the process of development and improvement and of course for individual they need to be relevant. They are not general goals they are specific to us and our teacher identity and how we can build our teacher identity.

Topic 142

Reflecting and Connecting with Lifelong Learning: Work-based Learning

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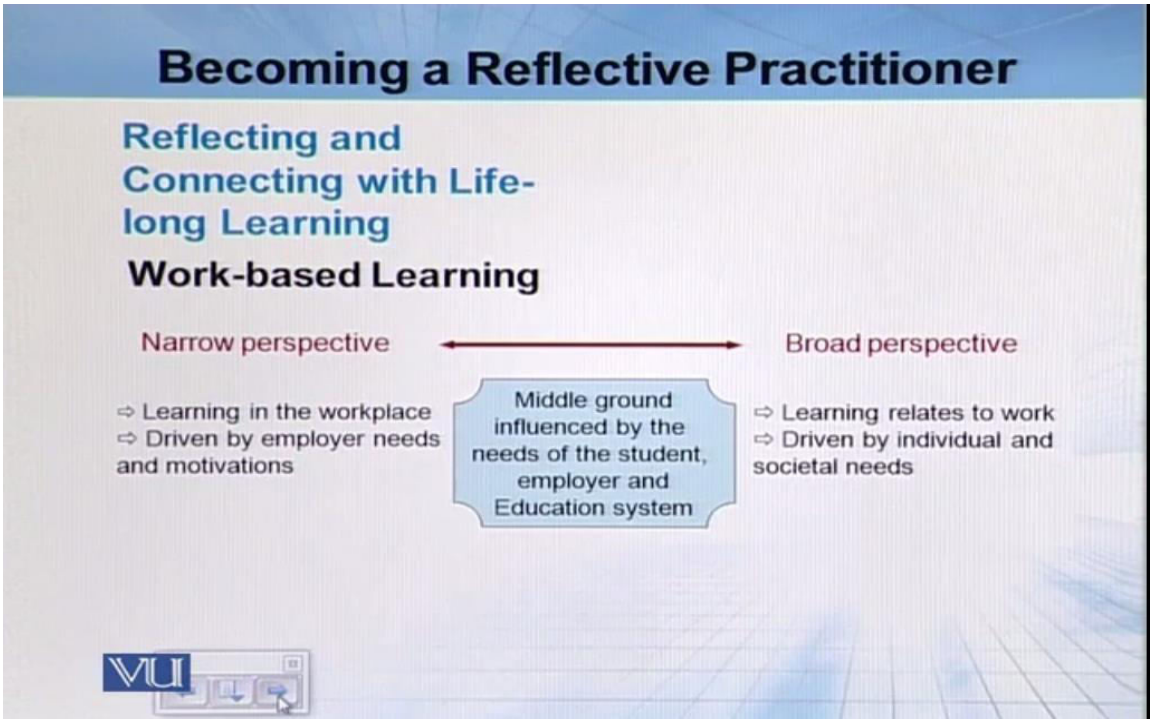
(Part 1)

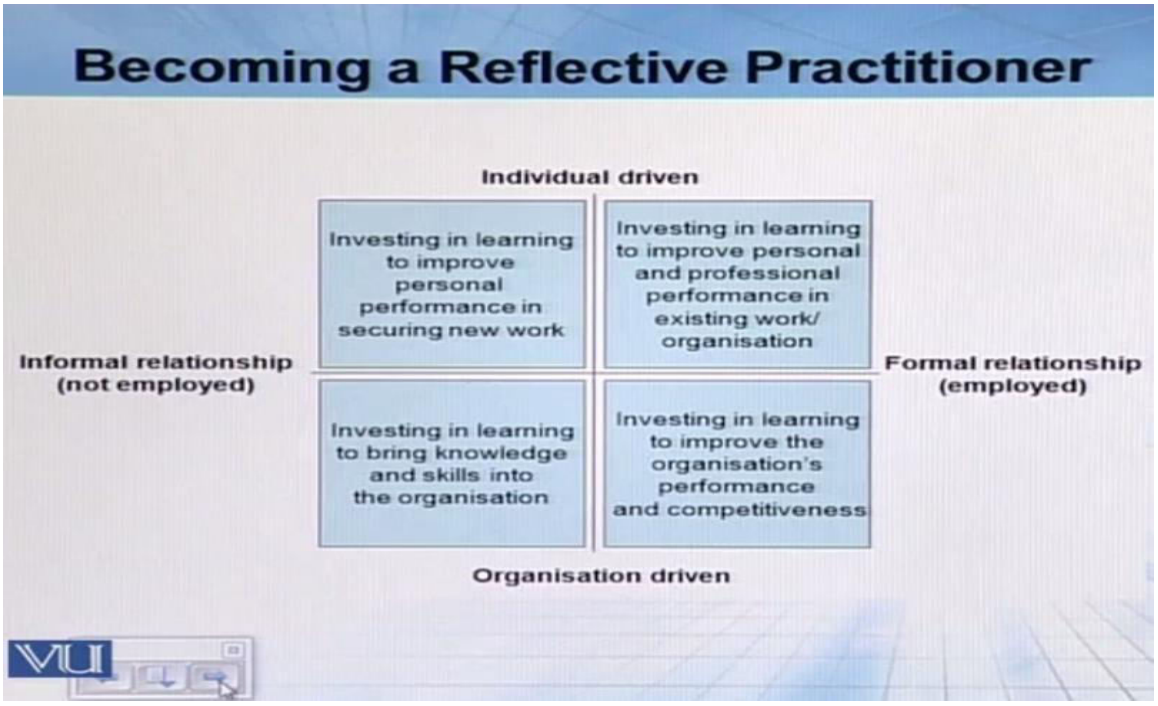
Work-based Learning

A process of connecting lifelong learning is through work-based learning. There is a question we can ask here, a very simple question, what is work-based learning? Work-based learning is that it incorporates range of words and phrases we describe it. Things like CPD or continuing professional development, things like vocational learning things like work-based learning, lifelong learning. Always of words which are used to describe what work-based learning actually is. We can see that what everybody has view on what work-based learning is. All of these views can be quite different. So, clearly a spectrum, a continuum that exists in terms of work-based learning



This continuum can actually define different perspective of what work-based learning actually is.

It can actually be a quite narrow perspective. In other words, it's about learning in the workplace and therefore its perhaps driven by employers rather than the employers. Work based also could have a very broad perspective which is about learning which relates to the professional roles relating to our roles. In this regard work-based learning is very much driven by individual or by community needs rather than organizational or employer needs. In the spectrum there is a sort of middle ground that we can consider. The middle ground where work-based learning is influenced by the needs of the students that we are working with or perhaps by the system in which we are working. So, work-based learning is very complex to understand and it very much extends the skills and knowledge of the reflective practitioner and has a potential for extending the abilities of the teacher. In terms of this extension, we can consider work-based learning within a matrix of components



We can see that work-based learning can be individually driven or can be organizationally driven. In other words, is it the teacher learning in the work place or is it a teacher working from the work place and it can be formal or informal in terms of its approach. If we look at the components of this matrix, if work place learning is individually driven and is informal. The process you see are, is very much about improving performance from individual personal perspective and it could be about developing skills in a new work setting or within a new framework. From an individual formal perspective, it is very much about investing process of learning not only personally but also professionally to extend performance within the work environment, within the organization. From an organizational and formal perspective, it is very much about investing in learning to improve organizations overall performance. In the 21st century it can also be about market competitiveness for an organization. From an organizational informal perspective, it's very much about investing in learning to bring skills to the organization which is currently missing or deficient in some way. So, we can say that work-place learning, it's complexity when viewed in matrix form actually help define the type of learning that takes place whether it's from an individual or organization perspective or whether it's from an individual or formal perspective.

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Topic:143

Reflecting and Connecting with Life-long Learning: Work-based Learning (Part 2)

Connecting to lifelong learning through work-based learning. We've seen is quite complex There are a number of assumptions that we need to consider. In terms of what makes good work-based learning. We need to think about, what works well in terms of practice in work-based learning, what makes it work well. What makes work-based learning work well and we saw a model of a matrix previously about work-based learning.

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The different dimensions of work-based learning and essentially bringing all these things together there are certain outcomes that we can begin to appreciate for example, outcomes and process driven curriculum.

Learner-cantered approaches to teaching, self-directed learning is a valuable outcome of workbased learning. Experiential processes evidenced based assessment, also work based learning is very flexible in terms of the way learning can be managed. These form the key pedagogical features of work-based learning. It's very much focused on achieving that outcomes identified within the context perhaps related to the curriculum the process and objectives of the curriculum.

Work-based learning tends to be very learner –cantered. It can also incorporate a contract whether a formal or a hidden contract between the organization and the learner. It's very much focused on self-

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directed learning driven by the individual and perhaps most importantly work based learning has a focus on learning how to learn.

This is a metacognitive aspect of learning for the reflective practitioner. Work based learning because it's in the workplace is experiential and therefore relates directly to the practice of the teacher. The application of learning in the workplace is another key feature of work-based learning rather than the teacher learning in a classroom outside of the work environment.

Work-based learning has immediate applications and therefore immediate outcomes immediate benefits for the teacher. Within the workplace of course there's opportunity for support from the organization whether it's just through colleagues or through a critical friend or through a formal process like a mentor or a coach within the school.

The outcomes for work based learning also very much evidence based .We can look at the outcomes as they're applied in the classroom and lends itself work based learning lenses so very nicely to reflective practice because it's on-going learning in the context of the school in the classroom environment and work-based learning of course then has the potential to be very flexible in terms of the way learning is managed and engaged with by teachers in an on-going basis and so there are certain factors which can affect work based learning and these are context specific .

There are some ideas here but there are certainly many other ideas which can impact on workbased learning.

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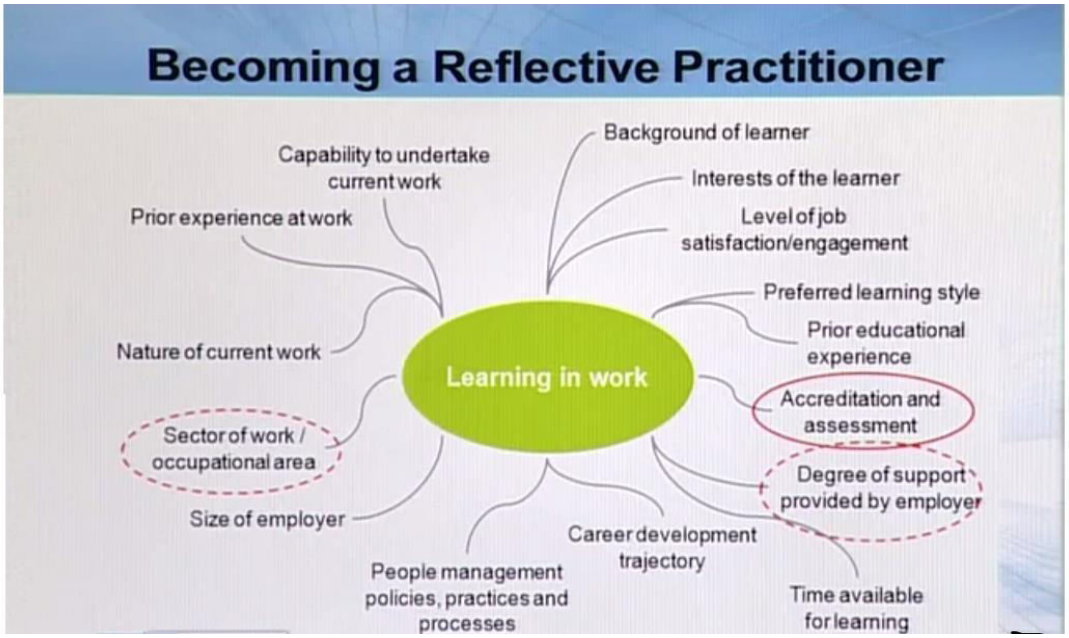

Perhaps the most significant to consider is accreditation and assessment of work based learning .How is learning in the work environment assessed and how is that assessment verified and most importantly how is it accredited how do we evidence the learning which is taking place so this is a key consideration for work based learning another area to consider in terms of an influencing and supporting factor is how much support the provider that the teacher the school can actually give to the individual teacher during learning in work.

The idea of work based learning is that it's flexible and because colleagues are available in the environment then there is a lot of support for the individual to develop another key area perhaps is the specific subject area the Occupational area that the teacher is working in there is within for example a department expertise that an individual teacher can draw on to develop so there are a number of factors there are some here there are potentially many more that are influencing and supporting factors for work based learning.

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Topic 144

Reflecting and Connecting with Life-long Learning: Work-based Learning (Part 3)

Reflecting and connecting with lifelong learning?

For work-based learning what are the issues and the challenges and the operations that the reflective practitioner has to deal with. First **and foremost** is perhaps overcoming the language barrier the communication barrier for work-based learning to be effective there needs to be very clear interaction with colleagues and with other professionals about the experiences. We have ring and about their support and their knowledge transfer to the individual.

The opportunity is very much about expanding skills pedagogical skills. How in particular these skills can be enhanced to a very high quality. In other words, work based an opportunity we work based learning is to set a very high standard of good practice or best practice.

We need to engage very carefully and very effectively with the work environment with the employers in order for work based learning to be successful .It's very much about identifying quality and transforming the level of quality .We can bring to teaching and therefore work based learning needs to meet certain requirements for teaching and for the design of that whole process in order for it to be successful and what we can do is consider three simple guidelines for work based learning to be successful . Work-based learning is essentially than to be structured and measurable so that it becomes

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successful. Work based learning which just happens in a very informal way is less successful than that which is supported by the school, by the author.

The organization and structured to be incremental over time and supported the support is important because this provides proper planning and proper training for work-based learning and therefore ensures its level of success.

Work-based learning needs to be supported by other activities for learning whether those are out of school college or university courses whether it's independent reading self-study whatever there are other approaches which need to be in place to support learning in the workplace.

Work-based learning through reflection then is where work-based learning connects with reflective practice. We remember that reflection is an active process but also a very detailed and rigorous process for the teacher. It's very much about contributing professional knowledge to ourselves unto the profession to the practice.

We're teaching and bringing these two things together work based learning through reflection then is a very deliberate process. Where reflection and work learning occur simultaneously in a critical process of examining practice.

Reflection for work-based learning then is where the teacher sets some goals sets a challenge for themselves and undertakes a process of self-inquiry to realize certain outcomes in relation to that practice.

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Learning for the reflective practitioner who's bringing reflection together with work-based learning is derived from experience. It doesn't just happen in a very informal ad hoc way. It's very much focused in place and in time and within the experience of work and reflection. It's by recording that experience recording the reflection and by thinking through what we're doing and understanding trying to understand it in more detail.

We start to bring meaning to our learning which is where reflection and work-based learning becomes very powerful for the reflective practitioner. It's through this that learning can increase and consequently our professional knowledge starts to take a very important part in what we play

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Topic 145

Teacher Identity

RP and the Socratic Method

RP and the Socratic Method

- Socratic method aimed at understanding.
- Socrates questioned and examined and cross-examined his fellow citizens, not to convey a new truth to them in the manner of an instructor but only to point out the path along which it might be found.

A useful strategy for developing teacher identity through reflective practice is the Socratic method. The Socratic method is essentially aimed at developing understanding. Socrates developed an approach to questioning reality based on a thorough understanding of skills for questioning and exploring or cross-examining evidence in order to arrive at the truth of a situation.

The Socratic method:

- Questioning in order to reveal the 'not-knowing' (Socratic attitude).
- Gathering of examples from ordinary life.
- Reason from examples to most general presuppositions.
- Planned investigation into concepts.

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- Investigate the concepts as such (definitions).
- Make yourself think.

And what the reflective practitioner can do is use the Socratic method and in particular use questions within the Socratic method to help the reflective practice process. It is essentially not focused on developing knowing from not-knowing but as a process in itself. It is about developing thinking skills and developing the ability to reason thoroughly and deeply. It is through this deep and thorough reasoning that the reflective practitioner will be able to explore very deeply the experiences that they have and the assumptions and suppositions that they have about those experiences. And in this light, the Socratic method is useful for the reflective practice in terms of reframing the concepts that they have and reframing thinking about experiences. It is essentially a thinking tool and therefore very helpful in developing critical thinking skills for the reflective practitioner.

Six Steps in Socratic Questioning

The six steps in Socratic Questioning are:

- Choose a topic and a question
- Give examples from own experiences
- Which example suits the topic best?
- Write out the example in detail
- Examine underlying principles
- Generalize answer (regressive abstraction)

What we need to do is consider the questions that are involved in the Socratic method. There are **six questions** that we can consider. First of all, the question about which topic to actually choose to question and how this is useful to explore for the reflective practitioner. The next question that we will be looking at as reflective practitioners using the Socratic method is what examples can we find

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and which questions do we ask in order to find the right examples to help us explore the experience. The next question that the reflective practitioner will use using this method a question around trying to find the correct examples that fit the topic most appropriately. Then the next question is looking about looking at the examples and explaining those examples; it could be explaining verbally and It could be explaining in written form. Then the final two questions are perhaps significant to realize in the Socratic method and these final two questions are where most of the thinking will take place and where real learning begins to occur. The fifth question is actually examining the underlying principles and the suppositions of the experience that the reflective practitioner is looking at. And then finally how to generalize from all this questioning, how to actually make broad understanding from specific experiences and this is known as **regression abstraction**.

We can look at the Socratic method diagrammatically. It's useful to understand for the reflective practitioner to see that the Socratic method relies on questioning and answering continually back and forth, and through questioning and answering, the reflective practitioner will begin to interpret situations and experiences very thoroughly or very deeply, and so then come to much more detailed and useful understanding of those experiences.

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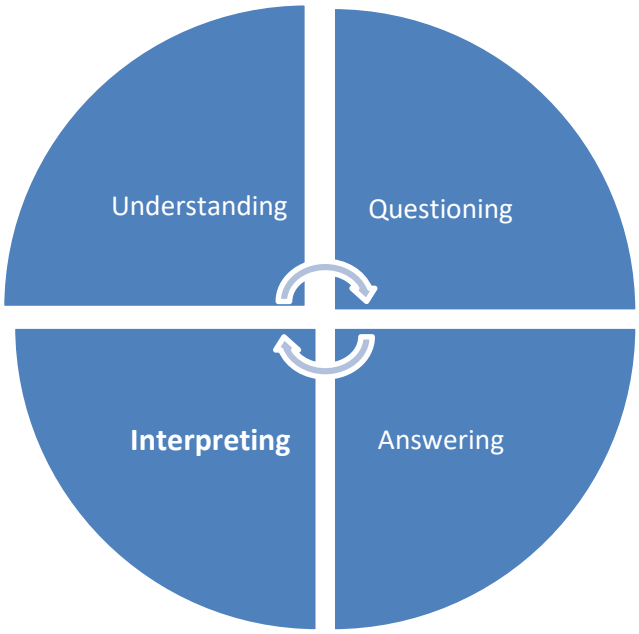

Topic 146

Teacher Identity

RP and the Socratic Method: The 4 Steps of the Socratic Method

The 4 Steps of the Socratic Method

- **The ultimate goal for the Socratic Learning Method is not to help you to come up with a proposition that you can rest safely with.**
- **The true goal of the Method is to help you examine your own beliefs and new information you encounter.**

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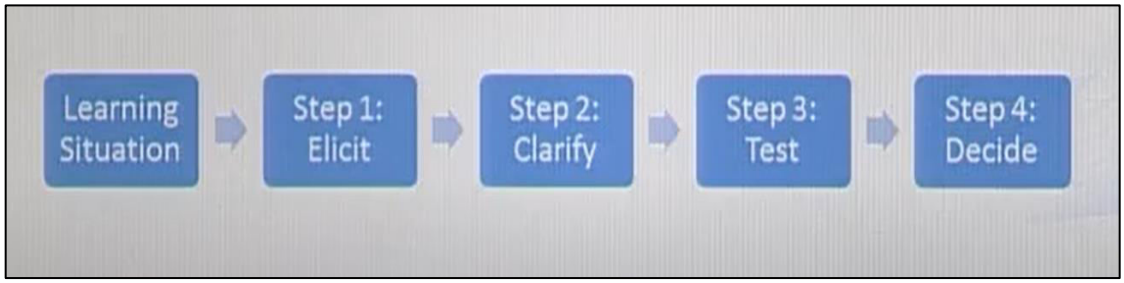
- **In frequently exerting the Socratic Learning Method, you should become independent as a reflective practitioner with curiosity and sensitivity toward new information, and gradually develop a mental habit of active inquiry and vigorous thinking.**

Using the Socratic method in order to develop teacher identity by the reflective practitioner relies on a very systematic way of questioning and thinking. In the Socratic method, there are four steps that the reflective practitioner needs to engage with, in order to work through that questioning and thinking process.

The true goal of the Socratic method is not so much about finding answers, but the process itself actually engaging in a critical questioning, inquiring mode, in order to move to better understandings about experience.

And therefore, what happens when a reflective practitioner engages with the Socratic method is that the individual teacher becomes much more independent in terms of thinking, and in terms of professional practice and ultimately professionalism. Hence, leads to a regular process of thinking and learning which is on-going and very rigorous practice.

- **The four steps of the method can be represented diagrammatically:**



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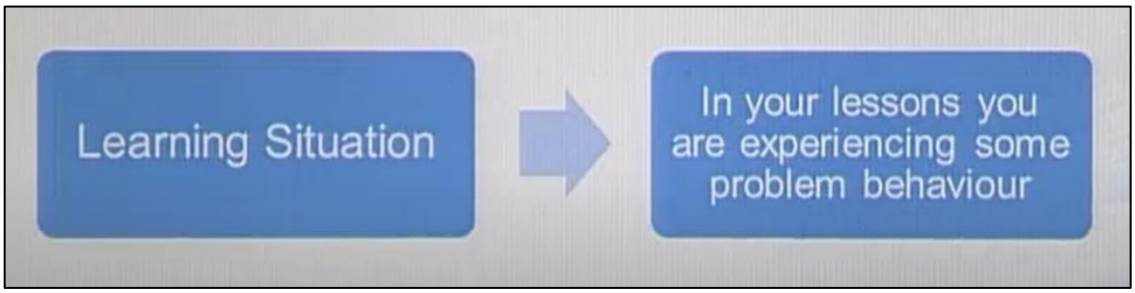
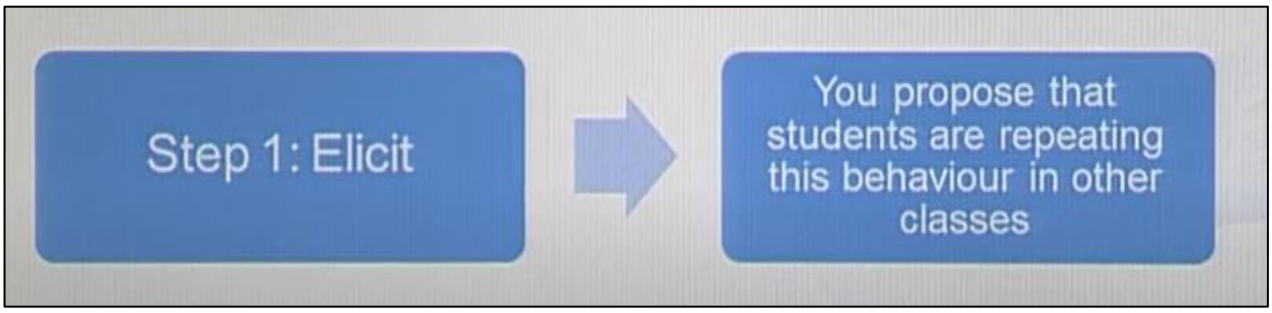


Here we can see that the Socratic method is defined as a sequence, moving from a situation to a decision. Let's look at an example: the Learning Situation in terms of the Socratic method, it might be that you as a teacher experiencing some problem behaviour in the classroom, note how this is framed differently not as a problem, not as an experience, but as a learning situation, and this is quite key for the Socratic method. The experiences that we have, the problems that we're experiencing are not spoken of in terms of problems, but in terms of potential for learning.



The **first step** in the Socratic method is to **elicit** meaning and to elicit the detail from the learning situation. And in the example which we are looking at, it could be that the teacher might propose

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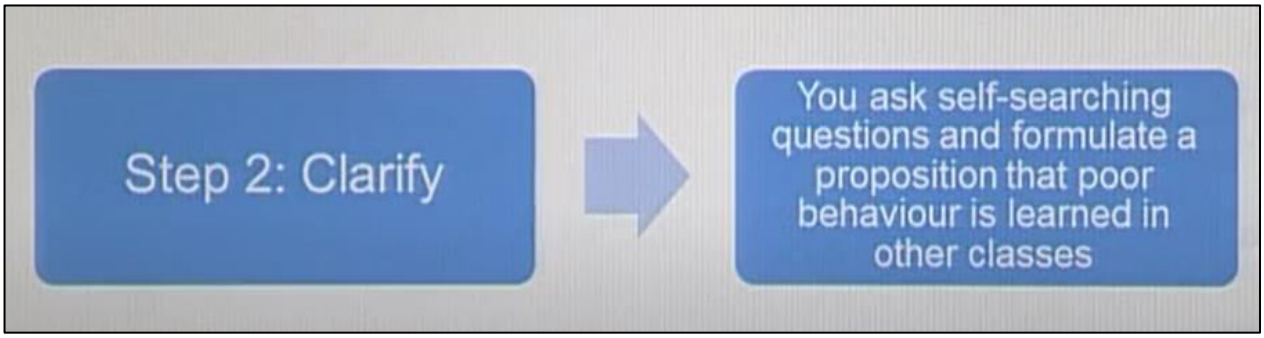
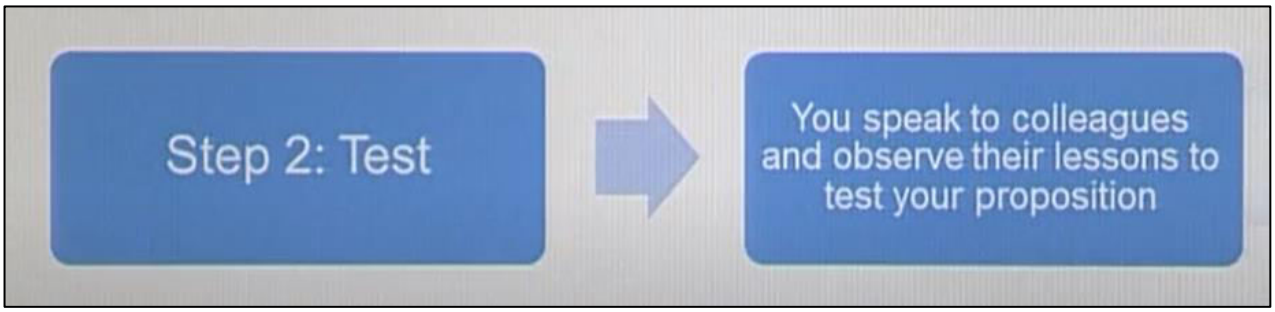
that the students are misbehaving in all lessons and not just in their own lesson, and that might be a starting point for further questioning and further exploration.



The **second step** is for the reflective practitioner to **clarify** the learning situation to get a better appreciation of the components which are creating the learning situation. So, at this point the teacher may be asking some questions about their own role in relation to the students' behaviour, and trying to come to some sort of proposition about why the behaviour is occurring. It might be for example that the students are misbehaving in all of their lessons, and therefore, this is some sort of learned behaviour which is carried through the whole of the school day.



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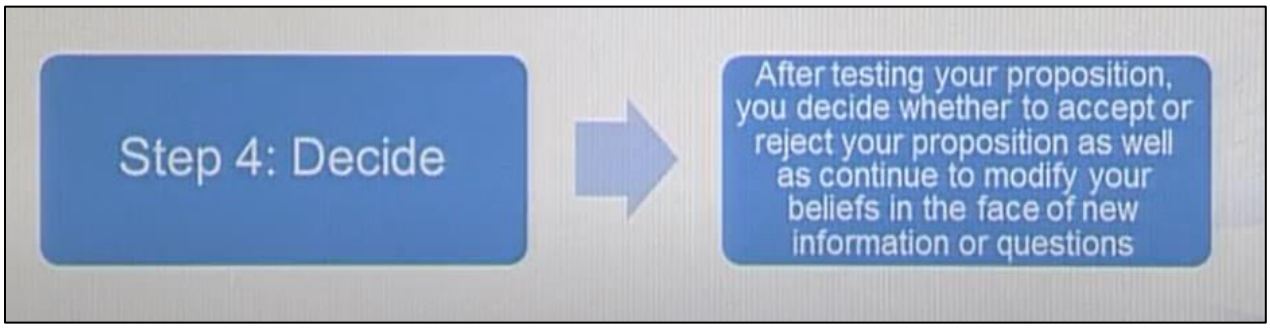
The **third step** is about **testing** the propositions, it could be speaking with colleagues, it could also be about observing behaviour in the other classes, just to see for yourself whether the proposition about poor behaviour across all of the lessons is actually true.



The **fourth step** is making a **decision**. Deciding whether the proposition is true and whether the experience needs to be questioned further. At this point, you're actually testing whether what you believe is true and making a decision to either accept the proposition or to decline it. And therefore, to rethink the initial idea about what is the cause of the problem, in order to then begin questioning again to find a better solution.

Topic 147

Teacher Identity

RP and the Socratic Method: Questions for Each Step in the Socratic Method (Part 1)

Questions for Each Step in the Socratic Method

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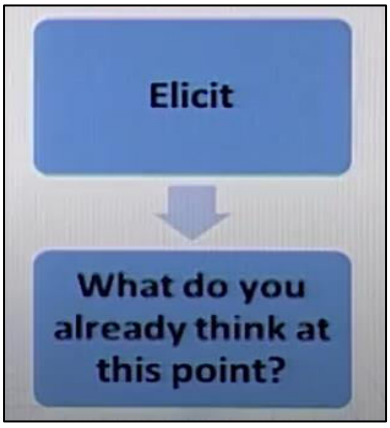
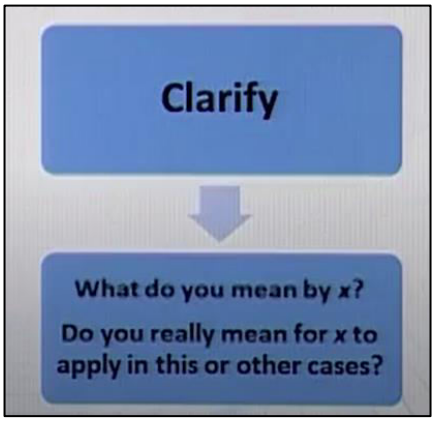
- **There are some questions you can ask yourself for each step of the Socratic Method.**

We have explored how the reflective practitioner can use the Socratic method to develop their identity as a teacher, and we will look at the questions that can be applied to the Socratic method. What is useful at this point is to explore specifically the questions for each step of the method.

The first step of the Socratic method is called elicit: Elicitation of facts and understanding from a situation. And a question that the reflective practitioner can ask themselves at this point is what do they already think about the situation, what are they already know about the experience, and what other experiences are informing them at this point.





The next step of the Socratic method is clarifying understanding about a situation or experience. So, questions which are useful to ask at this point is: what do I mean by X, what do I mean when I say this thing, what do I really understand about the situation as I experience it and as I perceive it.

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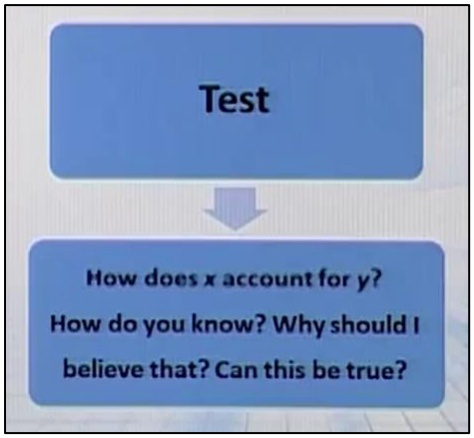
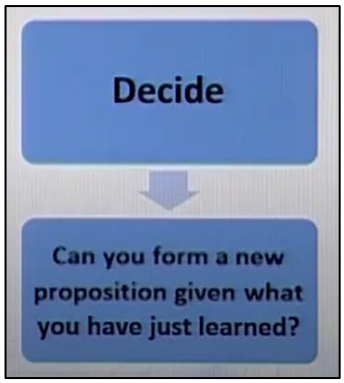
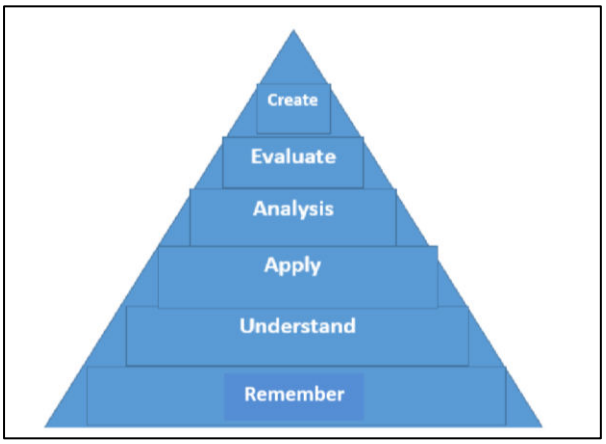
The third step of the Socratic method is testing our understanding, testing the assumptions and the presumptions that we are building as reflective practitioners. So, questions like: how does X relate to Y, how do I know what I'm saying from this experience, can it actually be true and can it really be true what I'm saying is happening, or is there another way of saying this is another reason.





And then **the final step of the Socratic method is decision making** for the reflective practitioner. So, the questions like: can the reflective practitioner form a new proposition, a new understanding of the situation based on the questioning process.

- **Link your questions to Bloom's Taxonomy**
  - **Move from lower-order questions to higher-order questions.**
    - **Remember:**
      - **'Description',**
      - **'Interpretation',**
      - **'Outcome'**



In this, we can see that the steps of the Socratic method link very closely to the levels of Bloom's taxonomy. In terms of applying questions to the Socratic method, we can see that they're following the common routine of description, interpretation and outcome. We can apply the Socratic method to blooms levels very clearly. There are different levels of reasoning in Bloom's taxonomy, moving from lower-order thinking through to higher-order thinking.

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Questions relating to ‘remembering’ and ‘understanding’, in other words, describing the experience, this is the elicitation phase of the Socratic method.

And then question types relating to the middle levels of Bloom's taxonomy, ‘applying’ and ‘analyzing’, these questions where the reflective practitioner is considering the second and third steps of the Socratic method.

And then relating to blooms higher-order thinking skills, ‘evaluating’ and ‘creating’, this is where the reflective practitioner is using the Socratic method, and using questions in the Socratic method to begin to make decisions, and to find propositions which explained the situation at deeper level of understanding.

So, we can see that the ‘Socratic Method’ as a tool is extremely powerful for the reflective practitioner. It provides a very strong structure, and it engages a reflective practitioner in a process which is both deep and powerful at the same time.

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Topic 148

Teacher Identity

RP and the Socratic Method: Questions for Each Step in the Socratic Method (Part 2)

Questions for Each Step in the Socratic Method

Question Types

- **Questions of purpose force us to define our task.**
- **Questions of Information force us to look at our sources of information as well as the quality of our information.**
- **Questions of Interpretation force us to examine how we are organizing or giving meaning to the information.**
- **Questions of Assumption force us to examine what we are taking for granted.**
- **Questions of Implication force us to follow out where our thinking is going.**
- **Questions of point of view force us to examine our point of view and to consider other relevant point of views.**
- **Questions of Relevance force us to discriminate what does and what does not bear on a question.**
- **Questions of Accuracy force us to evaluate and test for truth and correctness.**
- **Questions of Precision force us to give details and be specific.**
- **Questions of consistency force us to examine our thinking for contradictions.**

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- **Questions of Logic force us to consider how we are putting the whole of our thought together, to make sure that it all adds up and makes sense within a reasonable system of some kind.**

There are questions that we can apply to the Socratic method which support the process of reflection for the practitioner, and this whole process helps a reflective practitioner develop their identity as a teacher. We've seen how questions can be applied to different levels of cognition, different levels of thinking i.e., from lower-order to higher-order. In terms of these questions, there are very different question types at each level that we need to be thinking about asking, and these question types again provide a stronger structure for the reflective practitioner to use when they're applying the Socratic method.

Questions of purpose force the reflective practitioner to look at a situation critically and try to define the situation as clearly as possible.

Questions of information require the reflective practitioner to look for evidences, look for data, look for information in the situation in order to elicit understanding of the experience.

Questions of interpretation force the reflective practitioner to take the information, and begin to make meaning from that information to interpret, to analyze and understand the situation from different viewpoints.

Questions **of assumption** force us as reflective practitioners to look at the information, understand the information and then to reflect internally to think about how we're examining the information, and what assumptions we have which are affecting our interpretation.

Questions of implication mean that the reflective practitioner needs to follow where the information is leading, and begin to predict outcomes, predict conclusions from the experience.

Questions of point of view are about the reflective practitioner examining their own concepts, and their own frames for understanding in relation to experiences. So that the reflective practitioner is

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not removed from the process of reflection or thinking or the experience itself, but understand the connections and the interrelationships.

Questions of relevance force us to make decisions about our thinking, and about the evidence that we're using from situations. So that we can make better decisions about the questions that we're forming and the way we're perceiving a situation.

Questions of accuracy are focused on helping the reflective practitioner to see reality. The questions that we're asking are about understanding, the truth of a situation, rather than allowing ourselves to remain blind to a situation.

Questions of precision force the reflective practitioner to be accurate about the questions which are being asked; are the questions giving in sufficient detail and are they significant enough to gather the information that we need.

Questions of consistency are forcing the reflective practitioner to consider data. information over time to see if the information is consistent, to see if contradictions occur. Contradictions can help us reframe the questions to look more deeply.

Questions of logic help the reflective practitioner consider the situation as a whole, and consider how the questions connect with one another in a sequential and logical way, leading the teacher from a starting point to a concluding point in the process of reflection. All of these question types come together in a meaningful whole for the reflective practitioner, and help the reflective practitioner to make sense of a situation moving through levels of thinking; from low-order to higher-order.

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Topic 149

Teacher Identity

RP and the Socratic Method: Questions for Each Step in the Socratic Method (Part 3)

Questions for Each Step in the Socratic Method

- **The mnemonic PAPER CLIP can be used to construct a sequence of questions which stimulate deeper thinking.**
- **Three types of questions are often used: exploratory, spontaneous and focused.**
- **Exploratory questions show us how much we know and may be used to explore a new topic or review past discussions that may relate to the current issue.**
- **Spontaneous questions can be used to explore our beliefs and assumptions; they allow us to reflect on the issue at hand.**
- **Focused questions narrow the discussion, stimulating us intellectually.**

Questions are perhaps the most useful component of applying the Socratic method to reflective practice, and we've seen how questions can be used. There's a very simple mnemonic that we can use to help or guide the questioning process, and that mnemonic is **PAPER CLIP**. This helps move thinking from low-order to higher-order, and uses questioning to guide that process.

There are three types of questions: exploratory, spontaneous and focused. **Exploratory questions** are those initial questions helping us to understand the situation. **Spontaneous questions** are about our response to a situation. **Focused questions** help us get detail from the situation.

Exploratory questions are very much about the reflective practitioner using the Socratic method, and using this particular mnemonic PAPER CLIP to get a thorough understanding, gather all the information required to get very much clarity about an experience of they're having.

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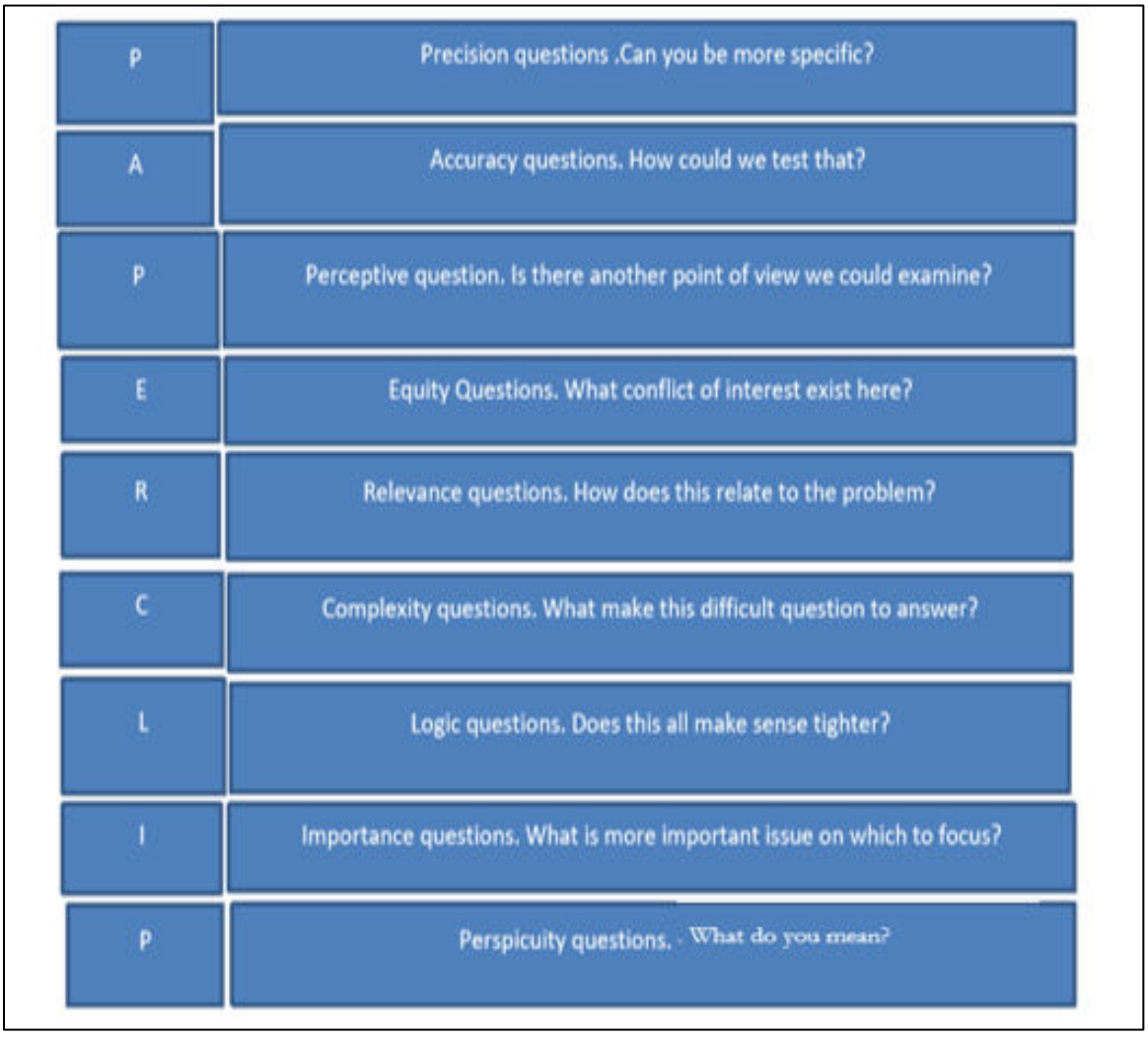
Spontaneous questions which are very much related to the immediate response, and the teachers' assumptions in relation to the situation that they're experiencing.

Focused questioning where we narrow down the discussion from a broad topic and get more clarity, or in other words, we are moving from broad ideas to very specific and detailed ideas.

So, using the mnemonic PAPER CLIP can help guide this questioning process.



The mnemonic PAPER CLIP identifies particular types of words to ask at any particular point. Using PAPER CLIP, we start off with **precision questions**, or in other words, questions which are helping

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the reflective practitioner become more aware of the situation and the details in the situation. For example, as a reflective practitioner you might ask yourself: can you be more aware of what is going on, can you be more specific about what is going on.

Accuracy questions: how could you test that particular assumption, how could you get a better understanding of whether the assumption is true or false.

The next letter in the mnemonic is about **perspective questions:** is there a different way of seeing the situation or the problem, is there a different perspective that you can use to examine the situation.

Equity questions: what are the conflicts of interest, or what are the biases that may exist within the situation which can affect the way it's being perceived.

The **'R'** in PAPER CLIP stands for **relevance questions**: how does this relate to the problem, how does X relate to Y, how is all of this understood as a logical whole.

The **'C'** in PAPER CLIP stands for **complexity questions**: what makes this a difficult question to answer. Remember, as reflective practitioners, we're always working in messy situations, and always trying to set unsatisfactory questions, so that we're always questioning rather than just finding solutions.

The **'L'** in PAPER CLIP stands for **logic questions:** does this all make sense, how does all this come together, how do all the component fit together into a logical whole.

The **'I'** stands for **importance questions:** what is the most important issue here, what is the most significant component of this situation.

And then the **'P'** letter in PAPER CLIP stands for **perspicuity questions**, in other words, what does this mean to me, what does this actually mean as a whole, how is all of this translated and perceived by all the actors in the situation.

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So, we can see that this mnemonic **PAPER CLIP** provides a very sound structure, a list of trigger words that we can use to question a situation from the perspectives of description and through to a decision for the reflective practitioner.

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Topic 150

Teacher Identity

RP and the Socratic Method: Socratic Questioning and Critical Thinking

Socratic Questioning and Critical Thinking

- **Thinking is driven by questions: No questions mean no understanding.**
- **The key to distinguishing *Socratic Questioning* from questioning is that Socratic questioning is always systematic and deep, focusing on complex concepts, principles, theories, issues or problems.**
- **Socrates was fundamentally concerned with the soundness of reasoning, with getting closer and closer to the truth in any given situation. He was more interested in the process of learning – the questioning process- than in reaching conclusions.**
- **The Socratic method involves two primary processes- the destructive and the constructive process.**

It's useful for the reflective practitioner to consider how Socratic questioning links to critical thinking. There's a very simple premise here that we need to understand, and i.e., without questioning, there is no understanding, and therefore, Socratic questioning and critical thinking come very closely together to enable understanding to develop.

The key distinguishing factor of Socratic questioning is that it is quite systematic, and aimed at developing a deep understanding of issues, of concepts, of experiences, situations, principles, theories, and because of this, it holds a lot of power.

Socrates was actually more interested in the process of thinking through a problem rather than arriving at a solution to any given problem. The key is about the quality of the reasoning and the quality of the questioning that the individual is engaged with rather than simply trying to find a

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solution. Therefore, the Socratic method is essentially focused on the process of learning rather than just simply trying to solve a problem.

And in this way, we can think about the Socratic method and Socratic questioning as a process of trying to frame issues that we're experiencing, and we can actually take the process in one of two different directions: we can either consider the Socratic questioning as a 'destructive process' or as a 'constructive process'.

- **The Destructive Process**
  - **In the destructive process, ideas formerly held are shown to be illogical or otherwise unsound. In other words, the practitioner comes to recognize the flawed nature of the reasoning.**

As a 'destructive process' what we're doing is, looking to see if our questioning, if our reasoning is illogical, or doesn't make sense, or is in some way unsound, and from this perspective, trying to identify the flaws within the questioning, within the reasoning.

- **The Constructive Process**
- **In the constructive process, the practitioner is encouraged to replace the flawed thinking with logical or justifiable thinking.**

Opposite to that is the 'constructive process'. This is where we're looking to find replacements for the flaws in our thinking, for the flaws in logic and constructively making our thinking, reasoning **or** questioning much more logical, precise and justifiable for ourselves and for others.

- **Critical thinking and Socratic questioning both share a common end.**

  In this way, both critical thinking and Socratic questioning share some common goals. They are both focused on the process and quality of questioning and learning.

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- **Critical thinking gives a comprehensive view of how the mind functions and Socratic questioning takes advantage of that overview to frame questions essential to the quality of that pursuit.**

Critical thinking gives a comprehensive view of a situation by looking at it from various perspectives, and understanding how bias and prejudice can influence the questioning process, and essentially therefore, the ultimate outcome of critical thinking is about 'quality' just as with Socratic questioning.

- **Critical Thinking**
  - **The goal of critical thinking is to establish an additional level of thinking to our thinking, a powerful inner voice of reason, to monitor, assess and re-constitute in a more rational direction- our thinking, feeling, and action.**
- **Social Discussion**
  - **Socratic discussion cultivates that inner voice through an explicit focus on systematic, deep, disciplined questioning.**
  - **The Critical Thinker considers the elements of thoughts.**

The goal of critical thinking is essentially to establish levels of thinking about our thinking, and creating a questioning reflective, in order to take the situation re-constituted in a very meaningful way for ourselves, develop a much deeper understanding and understand our responses to that situation.

And in a way, Socratic discussion is a process of dialogue, whether it's dialogue with self or dialogue with others in relation to a similar explicit, and deep appreciation of the experience that we're having.

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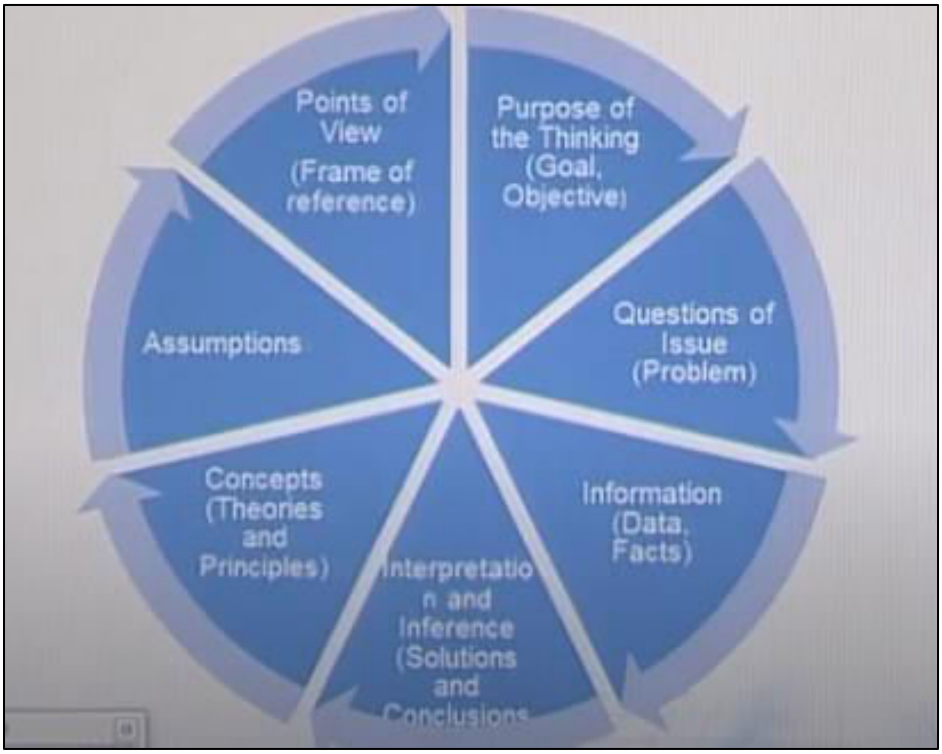
The critical thinker is looking at particular elements not only of the situation but elements of thought, which is also part of the process of Socratic questioning. What we can end up with at this point is a sequence, a cycle of thinking and questioning. When we bring these two things together, we are looking at the goals of the process of thinking, where exploring issues through questions, gathering information, eliciting deeper understanding to make interpretations and inferences about the experience. Then from this, we're divining concepts, bringing clarity for ourselves about theories and principles which lead to assumptions for ourselves as reflective practitioners, and which help us develop new frames for thinking, and this ultimately leads to new goals and objectives as part of the reflective practice process. So, we can see that critical thinking and Socratic questioning share very common processes and very common goals.



Topic 151

Becoming a Reflective Practitioner

The Practice of Reflection: How to be Reflective

How to be Reflective

- **For the busy teacher, it can feel like there is not enough time for RP.**
- **There are many tools to assist you.**

At times, it becomes a little difficult for a busy teacher to become reflective. There are a number of tools, approaches that the reflective practitioner can use, and it's useful just to be aware of some of these tools which are actually very efficient in terms of the time that we spend on them.

- **Feedback**
  - **Feedback is central to the process of reflection.**
  - **Can be written or verbal.**
  - **We receive feedback about our behaviour, our skills, our values, the way we relate to others.**
  - **Key question: "How do I know that I have accurately perceived what I have seen and what I have heard?"**
  - **We can ask others for clarity.**
  - **We should ask others how they see us.**
  - **Ask this simple question: "will you give me some feedback on what I did?"**
  - **Who you should ask?**
    - **Someone you trust.**
    - **Someone with more experience than you.**
    - **Ask more than one person.**
    - **Be as specific as possible and request specific feedback.**

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Perhaps the most efficient approach to reflection for the reflective practitioner is simply to gain feedback on our experiences. Feedback can be both written and verbal. We receive feedback on our approaches to teaching, but also on our values and the beliefs that we have about our teaching, and the behaviours that we engage with in the classroom.

The key question for the reflective practitioner in terms of seeking feedback is: how can I see and understand the experiences I'm having with more clarity and perhaps not through a conceptual frame which is unique.

So, by asking others, we seek to get more clarity about the experiences that we're having. our own perceptions of those experiences, and the feedback helps us very efficiently to reflect practically.

So, who should you ask for feedback? It can be anybody; students, colleagues, even line managers, but really what you want to find is somebody who you trust as a professional, and somebody who can be aware of your needs. You want to try and find somebody with sufficient experience to give you the sort of feedback that you're looking for. It is also very wise to ask feedback from a range of people, rather than just one person. Most importantly, you need to be very specific in terms of the feedback you're requesting and don't be general in what you're asking, focus on particular aspects of the teaching that you're engaging with.

- **What I have learned?**
  - **Ask yourself regularly, "what I have learned today?"**
  - **This is a positive approach to processing information.**

So, a good starting point is just to ask yourself: what have you learned today, what did you learn yesterday, what have you learned recently, and use this within a very positive frame in terms of being reflective.

- **Valuing Personal Strengths**
  - **Take time regularly to review all the things you have achieved.**

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- **When you think of something that needs improvement, think of 5 things you have achieved.**

And it is therefore, a way of valuing the personal strengths that you have as a teacher. And how you can build on these? regularly reviewing these strengths can not only give you more confidence and greater self-esteem as a teacher, but they provide a very strong framework for development for the future.

- **Viewing Experiences Objectively**
  - **Recall an incident.**
  - **Imagine the incident on a stage with you watching in the audience.**

It's important therefore to review experiences from a point of view which is objective, rather than subjective, and for many reflective practitioners, this is quite a complicated thing to do is to remove ourselves from the experience. Perhaps a strategy for this would be, first of all to think about the experience, and then to imagine yourself on a stage and viewing yourself from the audience. This simple imaginary technique can give you a strategy for separating yourself from the experience to be more objective.

- **Look carefully to see what is happening and what people are saying.**
- **This is called a 'participant observer' of your own experience.**

And by being more objective, you can look very carefully at the experience much more openly, and understand what is happening and the people involved in what is happening. From the reflective practice point of view, this is actually called 'participant observer' approach. This is where the participant, the reflective practitioner, is actually observing themselves in terms of their teaching.

- **Empathy**
  - **Try to see, hear and feel what the other person is experiencing.**

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The important thing to remember is to have a lot of empathy in terms of the experience. Try to see, hear and feel not your own point of view, but other people's experiences and feelings about what is taking place.

- **Keeping a Journal**
  - **Keeping a journal to log your reflections.**
  - **When you read your journal, ask yourself: "what do I see when I do this review?"**

A strategy which is very useful is to keep a journal, and this will provide written feedback. It is a little bit more time consuming than just verbal feedback from people, but it does provide a useful means for looking back on experience, and having a record of experience which you can use for the present.

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Topic 152

Becoming a Reflective Practitioner

The Practice of Reflection: Who Can We Reflect With?

Who Can We Reflect With?

- **Personal or individual reflection**
- **Shared reflection (with colleagues)**
- **Families**
- **Students**

It is important to consider the process of reflection or the process of feedback on supporting reflection. Feedback can be personal or individual, but it also can be shared with colleagues, or families of students, or the students themselves.

- **Personal or Individual Reflection**
  - **Some critical reflection is deeply personal and would not be shared until some time has elapsed and you feel ready to talk about what you learned about yourself.**

So, let's look at the first type of individual reflection (individual feedback) here. Some critical reflection is quite deep; therefore, it can actually take some time for the individual to process the information before taking it further in terms of sharing it with others, and so, some time is needed for this to take place.

- **Shared Reflection**
  - **Critical reflection cannot be just by yourself. Just saying something out loud to someone else can help fill in holes and can sometimes help you to find answers.**

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Shared reflection is very valuable especially, since it is with other professionals or colleagues in the school. Feedback and reflection to be productive cannot always be done alone or individual. It's always good to look for other people that you can share and reflect with.

- **Facilitating shared Reflection**

  Conversation and debate with:

  - **Colleagues**
  - **Other professionals working in the same setting**
  - **Professionals working in another setting**
  - **A professional network (peers on a course)**

There are a number of approaches available to facilitate this sharing of experience, and sharing of feedback and reflection. A very efficient approach would be to engage in dialogue, conversation and debate with other people, professionals and colleagues that we work within school. This debate is very valuable because it is a professional dialogue, and very easy to conduct in terms of time.

Reflecting with families on:

- **Their values, culture and traditions and what that might mean for practice.**
- **Their understanding of their children's interests, strengths and abilities.**
- **Their priorities or aspirations for their children and how a teacher can support these goals.**
- **Their children's progress.**
- **Their perspectives on play and learning.**
- **How they and professionals can work together to progress the children's learning and development.**
- **How they experience the school.**
- **Opportunities for learning in everyday experiences.**

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It can be of great value because reflecting with families is different. What we're reflecting on is the experience that they have in terms of their connection with the school, the sort of values, and the culture that they hold, and how this is supported by the work in the school.

Their understanding of their children's interests, their needs, their expectations and their abilities, all are valuable feedback for the reflective practitioner, because it provides information in terms of what we're trying to do, and most importantly, we can get feedback from the parents, from the families in terms of the students' progress, what their expectations, and their interests are in this regard.

Reflecting with families is an important addition to the process of feedback, but essentially it is looking at their perspectives on things like learning, rather than the professional approach that we would get from colleagues.

School, parents and teacher make a triangle to make students' learning happen. Therefore, how parents and other professionals work together to progress towards children's learning and development is of great importance for the reflective practitioner. Opportunities for learning for teachers occur from everyday experiences in the classroom and school environment.

- **Using reflecting questions with students.**
- **Reflective questions are open, requiring answers other than 'yes' or 'no'.**
- **Can motivate them to persist as well as encourage them to try new strategies and experiences.**
- **Displaying or documenting children's work can help to make children's reflection visible by including their words about how they learned, what they learned and who or what helped them to learn.**

Getting feedback from the students that we work with is also of great value for the reflective practitioner. It's important if we're gathering feedback from the students then we need to be very careful about the questions that we're asking. We don't want to be asking too many closed questions which just have 'yes' or 'no' answers. We want to try and get reflective, interpretive information, and therefore, we need to be using more open questions rather than closed questions. By doing this,

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this can also motivate the students as well as the teacher, and it helps develop dialogue and communication between the teacher and the students in the classroom, and therefore, it becomes a very useful technique.

Reflecting questions with the students in terms of gathering feedback, and this doesn't necessarily have to be an on-going dialogue. A very good way for the reflective practitioner to get feedback could be for example, displaying students work on the classroom wall, this is part of the learning process for the students and becomes quite motivational for them, but it also becomes a means for the reflective practitioner to actually see the progress of the work, and to understand the impact that they're having on the students.

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Topic 153

Becoming a Reflective Practitioner

The Practice of Reflection: Bloom and Professional Careers

Bloom and Professional Careers

- **Recognizing Bloom's Domains of Learning;**
  - **Cognitive domain: knowledge based**
  - **Psychomotor domain: skills based**
  - **Affective domain: attitudes, feelings**

We've been looking at how to support reflection especially when teachers are very busy. A useful scaffold for engaging with reflection is 'Bloom's Taxonomy'. Bloom's taxonomy is divided into three domains. The first domain is the **cognitive domain** which is knowledge-based, the development of an acquisition of knowledge for the reflective practitioner. The second domain is the psychomotor or the skills-based domain, the third domain is the **affective domain**, or in other words, their feelings, attitudes and values that the reflective practitioner has.

- **Cognitive Domain:**
  - **Lowest level-Knowledge- recall of data**
  - **Comprehension**
  - **Application**
  - **Analysis**
  - **Synthesis**
  - **Highest level-Evaluation-critiques, judgements about the value of ideas.**

The cognitive domain is divided into different levels. The lowest level is 'knowledge' which is recalling of data or information. This is an important part of the reflection process because a

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reflective practitioner needs to recall and describe experiences, and link them to knowledge they hold. At the highest level, we have 'synthesis' and 'evaluation' of knowledge that is being acquired. Synthesis and evaluation provide a high degree of critique and a judgment of the information that we're gathering. At this level, we're engaging with ideas, our own values about our experiences from a highly interpretive, and an evaluative standpoint, so that we're being extremely critical in terms of what we're doing.

- **Relevance to Career Path- Employers look for self-reflective people with:**
  - **Skills of analysis**
  - **Interpersonal skills**
  - **Self-development**
  - **Critical reflection on performance**

Bloom's Taxonomy provides a structure for reflection. The important thing to remember is that the reflective practitioner is a professional working in a highly dynamic environment, and the thing about reflective practice is that it can be used as a tool for developing individual careers. Employers look for self-reflective people. For example, they are very interested in teachers with a high degree of analytical ability, they can analyses skills and experiences very precisely, and in a lot of depth and detail. They're looking for people with a good degree of interpersonal skills, because teachers do not work in isolation, they work as part of a group or ideally as part of a team. They're looking for reflective practitioners who can engage in self-development, and reflective practice provides this opportunity for the individual to continually develop their skills and their knowledge, and therefore, develop their career. Being able to reflect on performance and on experiences is an invaluable tool that can be used to show future employers that the individual is a highly performing and highly skilled. And therefore, in terms of using Bloom's taxonomy to support this, the reflective practitioner needs to set some objectives. And in terms of reflection, the objectives are similar to the objectives that we come across all the time as teachers.

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Setting Objectives

- **An objective is a clearly defined target that has the following characteristics:**
  - **Specific**
  - **Measurable**
  - **Action-based**
  - **Realistic**
  - **Time-Bound**

Objectives for reflection need to be very specific. We're focusing on key areas, problematic areas of our practice in order to reflect and develop. We need to set objectives which we can somehow quantify, we can measure the progress that we're going through. Of course, any objectives that we set need to be focused in action, a key aspect of reflection is always the action component, and therefore, any objectives need to be actionable. And of course, objectives that we set in terms of reflection should be realistic and time-bound, we should be able to develop them, rather than just setting ourselves a conundrum which we can't fathom.

So, in terms of developing an individual career, reflection provides the opportunity for this analysis development, as well as the interpersonal skills development, and the opportunity to engage in terms of lifelong learning.

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Topic 154

Becoming a Reflective Practitioner

The Practice of Reflection: The Professional Development Plan (PDP)

The Professional Development Plan (PDP)

What is PDP?

- **A way of recording, reflecting on and writing about the practical outcomes of experiences.**
- **A personalized record of one's career or experiences.**

The practice of reflection can be supported with a professional development plan (PDP). PDP is a way of recording experiences and then reflecting on those experiences through a writing process. The professional development plan is very much focused on outcomes and learning from those experiences. It's a very personalized record, and is very useful for the reflective practitioner because it can be used in terms of cataloging the career experience and the career development.

Why keep a PDP?

- **It provides you with a record of your professional development.**
- **Useful as a means of updating a Curriculum Vitae.**
- **It personalizes learning by encouraging the teacher to own and value their development and achievements.**
- **It enables the individual to demonstrate coherence in their professional development and plan for the future.**

It, therefore, provides you with a record and on-going record of your professional experiences and your professional development. As a record, it is, therefore, a very useful tool for you to update

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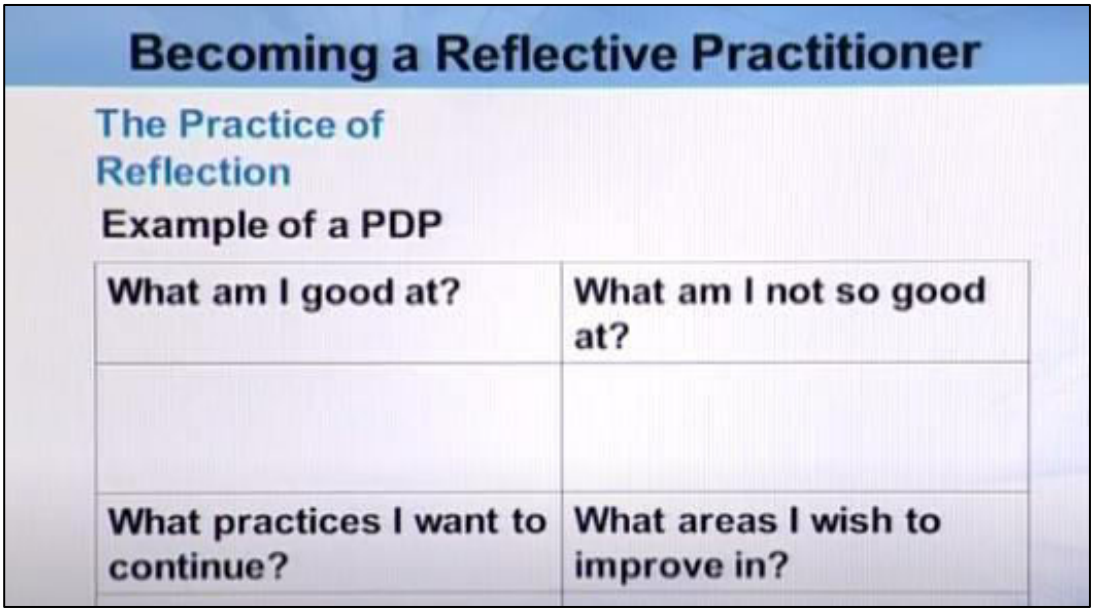
your curriculum vitae, and as a record, you can always check back to see what skills you're developing and what knowledge you're acquiring.

And therefore, PDP is a way of personalizing your learning as a reflective practitioner. Personalizing it in a way which values your experiences and your attitude towards those experiences, whilst encouraging and motivating your development of positive traits and strengths.

It enables the individual therefore because of its detail to demonstrate what they're learning and to demonstrate that their career is following a very definite thought-out progression.

Example of a PDP



A simple format for the professional development journal is to use a framework of questions. An example here of questions in a PDB could be: ‘what am I good at’ that would be a good starting point for the reflective practitioner in terms of identifying strengths and interests, and in connection with this it would also be good to ask: ‘what am I not so good at’. To identify those development needs, another simple question to add into a PDP could be: what practices do I want to continue, what ones do I want to develop in more depth and detail, and in contrast to that what areas do I

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wish to improve in, what weaknesses do I need to overcome. So, we can see that a professional development journal can provide a very simple framework for reflection, and engages a reflective practitioner in a well-defined process which can be very efficient and supportive.

The Process

- **How are you going to develop the skill?**
- **What is the time frame for this development?**
- **How are you going to check whether you have been successful at developing this skill?**

The process or the cycle of professional development plan is very important for the reflective practitioner because it deals with the skills that you are going to develop, the time frame required for this development and then the feedback on whether the practitioner has been successful at developing the skill or not.

Reflecting on your PDP

- **Do you feel you have succeeded in your personal/academic development? If so, why? if not, why not?**
- **What changes would you make to the Personal/Academic Development Plan if you had to do it again?**
- **What is the main thing your learnt from the process?**
- **What other things have you learnt from the process?**
- **What ideas have you had for developing other areas of your own practice?**

The PDP provides opportunity to the reflective practitioner to overcome the shortcomings by making changes to the professional/ academic development plan. The key thing is to consider what have you actually learned from the process of completing the PDP, what other things do you think you could learn by maintaining the PDP, what ideas have you had for developing other areas of your own practice. So, see it as a process rather than just a product of the engaging in reflective practice.

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Topic 155

Becoming a Reflective Practitioner

The Practice of Reflection: Why Be a Reflective Practitioner?

Why Be a Reflective Practitioner?

- **To enable professional development:**
  - **The 'knowledge' economy.**
  - **Undertaking continuous professional development is a requisite of working as a teacher.**

We're talking about different efficient approaches to reflection. The question arises why be a reflective practitioner at all, why engage in all these processes which do take up some time and away from our teaching in the classroom. The answer is simply because reflective practice enables professional development which is meaningful and keyed into our direct experiences, and in this sense therefore, reflective practice helps us develop ourselves in terms of a new notion of the 21st century which is about professions being part of a knowledge economy where the skills, knowledge and the experiences are more substantial, but at the same time less tangible than the things that we've had in the past.

Therefore, undertaking professional development has become and is increasingly becoming a prime requisite for teachers as professionals because we need to show as teachers that we are highly skilled and highly proficient.

- **To maintain quality**
  - **Reflecting on what went wrong and why=improvement.**
  - **Reflecting on what went well and why=good practice.**

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It's important to be a reflective practitioner because as a very simple process, it enables us to ensure the quality of what we're doing, and we can focus on why things are going wrong, and why they're going wrong, and this gives us a focus for improvement. And at the same time, we can focus on why things are going well, and how we can not only maintain that good work but also develop that expertise. In other words, it enables us to achieve what we would call good practice.

- **Reflection then includes hard systematic thinking and a soft initiative insight, leading to a plan of action based on critical evaluation of all the available evidence.**
- **Do not just think about what went wrong/well and why – also plan to improve skills if necessary, or to use those skills in future events.**

The thing about reflection is it does require a level of systematic thinking, very logical and detailed thinking, but at the same time, requires the individual in initiative and in a way soft thinking around issues, attitudes and feelings. And these two things within a framework with an outcome of action leads to a level of criticality within the profession.

So, the reason why we reflect is not just to reflect on what went well and what went wrong, but actually to look at the whys and the hows of these questions, and to begin to really think about these things within a broader context, and that broader context is about quality and about improvement.

- **Enhance your self-awareness**
- **Develop creative answers to difficulties**
- **Enhance your problem-solving skills**
- **Enhance your ability to evaluate**
- **Enhance your ability to action plan for success**
- **Make you an effective manager**

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So, in order to develop skills for practice, the reflective practitioner really needs to develop self-awareness their role as a professional, as a colleague and as an individual within a team or a group setting.

The reflective practitioner needs to be very creative in terms of their interpretation of experience, and the development of solutions to complex problems, issues that we're facing. Therefore, a good outcome of being a reflective practitioner is developing strong set of skills for problem-solving and critical thinking.

Reflective practice is a way to develop skills for synthesis and evaluation of knowledge. As practitioner in classroom, we're always acquiring knowledge from the experiences that we have, we are learning new things all the time. And using higher levels of Bloom's thinking, we can develop skills, develop abilities in terms of judging, evaluating and being creative around what we do. In this sense, we can develop high degrees of ability for planning and actioning ideas that we may have. This can help become a very effective and efficient teacher in the classroom. And in terms of career progression, can very much help an individual develop skills which can lead to management positions.

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Topic 156

Becoming a Reflective Practitioner

The Practice of Reflection: Ghayle's Process of Development

Ghayle's Process of Development

- **Good evidence is important**
- **Carefully selected**
- **Represent the standard**
- **Demonstrate competencies of standard**
- **Personally meaningful**
- **Paired and relevant**
- **Insightful and relevant**

The practice of reflection can be supported by Ghayle's process of development. This process is focused on a certain key aspect of the experiences that a teacher has in the classroom. It's essentially about looking at 'good evidence' and what's important in collecting that evidence. This care and attention help the reflective practitioner set a standard for their reflection and practice, and this standard can be reflected in professional standards. It therefore, enables the reflective practitioner to demonstrate their competence and their achievement of standards.

The important aspect of the process is to make reflection personally meaningful. It's not just engaging in the process because that's what teachers do. It's about engaging in the process because it aids us, it supports us, it interests us to do that. It needs therefore to be very insightful and relevant to what we're doing and ideally it needs to be connected with our other experiences and other understandings.

We can look at Ghayle's process in terms of different levels of reflection.

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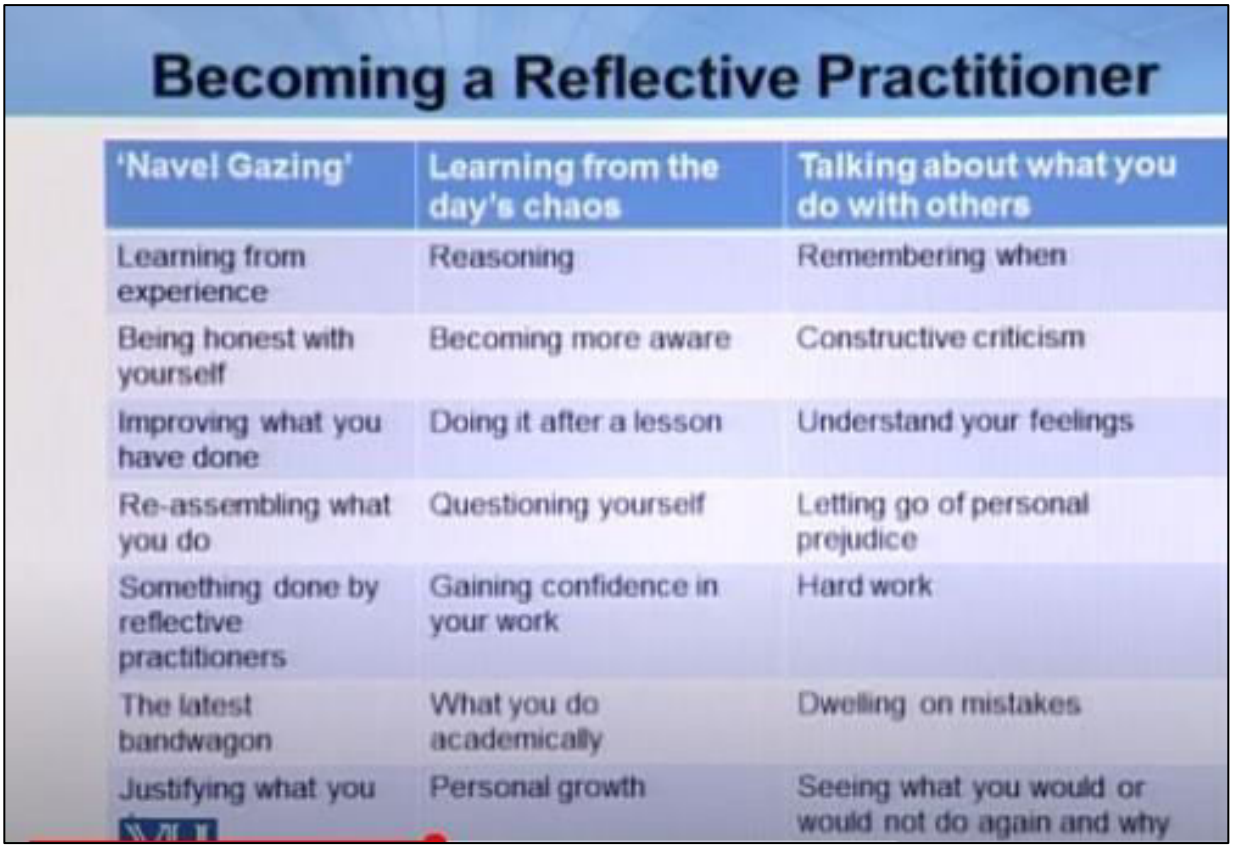

A level of the reflective process is about looking very closely and internally at our own experiences what Ghayle calls it **'Navel gazing'**. This is simply about being honest, and developing our self-awareness, and considering the process of reflection as about improving on what we've done and learning from the experience, and learning from that improvement. It's about finding connections and re-assembling what we're doing to make more sense adjusting and manipulating it. It's about developing an individual identity and not just fitting in with what everybody else is doing. it's something which is part of the reflective practice process and in a way therefore, it supports the reflective practitioner in finding justifications for their actions in the classroom

Another level of the process is about understanding and learning from the day-to-day experiences which Ghayle calls as **'Learning from the day's chaos'.** This leads the reflective practitioner to do things like: to find reason through the experiences, and to find connections. And in this way

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the reflective practitioner is developing their work awareness and becoming more aware of their role and other people's role in the experience. It's therefore based in things like questioning of self and questioning of others, and this can lead to increase in confidence of the reflective practitioner in the classroom which ultimately leads to professional growth.

The third level of Ghayle's process is **'Talking about you do with others'** This level is about sharing and learning from collaborating with others, and so at this level, the reflective practitioner is describing, remembering the experience, and seeking feedback which can be constructive in terms of the reflective practitioner's development. And so, the reflective practitioner is understanding feelings, understanding their personal response to experiences and where their response may be influencing the outcomes. And so, it might be about focusing on mistakes, but this is from a very developmental and improvement focused point of view.

- **A 'reflective practitioner' is someone who does something and is automatically reflective.**
- **Reviews what happened and asks 'why', 'how', 'where', 'what'?**
- **What skills can you take forward/need to improve/develop?**
- **How will I do this?**
- **The best practitioners are constantly learning, evaluating and refining their practice, even after years of experience.**
- **The next stage is to apply what you have learned from one situation to the next.**

So, Ghayle's process of development sees a reflective practitioner as somebody who is automatically reflecting, and this automatic reflection is something which carries on throughout the life of a teacher, and it's looking at questions which focus on 'how', 'why' and 'where' things are happening, and the skills which can be taken forward from those experiences.

Ghayle's process asked the question: how will I do this and how will I move forward.

The best reflective practitioners are people who are constantly learning, evaluating, judging and refining their understanding of their experience, even after years of practice.

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Ans so, the next stage in the process is to apply what has been learned, and this application is an on-going process, also it's never-ending.

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Topic 157

Teacher Identity

Reflecting on Professional Roles: The Nature and Purpose of Professionalism (Part 1)

The Nature and Purpose of Professionalism

- **There is great importance placed on teachers meeting a wide set of professional commitments and obligations.**
- **What values and practices should we reflect on which comprise 'being professional'?**
- **For reflection purposes, we need to think about 'professionalism-in-action'.**
- **What is it?**

The reflective practitioner needs to engage with one key understanding and that is what is professionalism. A lot of importance these days is placed on teachers meeting standards and having a commitment to meeting standards of quality in teaching and learning.

Professionalism for the reflective practitioner is about looking at the values and the practices which encompass these standards, and which we can consider as a key foundation stone to professionalism.

So, for reflection purposes, we need to think about a concept called professionalism-in-action, and we should question then what do we mean by professionalism-in-action.

Professionalism-in-action

- **Relating to pupils**
- **Relating to colleagues**
- **Relating to other professionals**
- **Relating to parents**
- **Relating to the school in its particular context**

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Professionalism-in-action is simply looking at our professional role, attitude and behavior, the skills which we are developing as professionals, and actions in terms of how these relate to students that we work with, but also how they relate to other professionals, our colleagues, and also even parents of the children that we are teaching, or significant others.

Teaching happens within a context, and so part of professionalism-in-action is the reflective practitioner relating their professional skills and their development of professional skills to the school context in particular.

- **The professional role of the teacher is multi-faceted.**
- **There are different dimensions to this role that require reflection.**
- **The teacher's pastoral role.**
- **The teacher's academic (subject) professionalism.**

So, the professional role of the teacher is multi-faceted or has many sides to it. Therefore, these facets create an idea for us of the dimension, the size, the extent of the role that we take on as teachers and the professionalism that we bring to it.

Therefore, that requires a number of avenues that the teacher needs to explore in terms of being a professional. One avenue is the teacher's role in terms of a pastoral role within the school and this is essentially about the care and the attention that we give to those that we're working with. There's also the idea of professionalism around the knowledge that we have about the subjects that we teach, as well as the teaching of those subjects, in other words, the academic professionalism.

This leads to the teacher:

- **Reflecting on the reasons behind poor performance (for example).**
- **Reflecting on planning to integrate isolated/shy students into group activities.**

This leads therefore the reflective practitioner to a point where we're reflecting on the reasons behind the deficiencies that we're experiencing, and reflecting on things like for example, poor

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performance or bad experiences, and developing an understanding of how to use these effectively to further development and become more professional. It also leads the teacher to reflect on planning to integrate isolated or shy students into group activities. Hence, reflection is not only academic but also pastoral.

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Topic 158

Teacher Identity

Reflecting on Professional Roles: The Nature and Purpose of Professionalism (Part 2)

The Nature and Purpose of Professionalism

- In addition to the academic and pastoral roles which need to be reflected on, different teachers may also have an underlying tendency towards a preferred mode of professionalism.
- This point is illustrated in the following diagram.
- Here we see the locations of two teachers (T1 and T2) on a matrix, where the horizontal axis measures degree of academic focus and the vertical axis shows degree of pastoral focus.
- Teacher (T1) tends to emphasize the pastoral aspects of the teaching role, whereas Teacher (T2), while mindful of the pastoral dimensions of teaching, tends to stress rather more its academic focus.
- The ability to be flexible and to adjust your own preferences to circumstances and requirements is an important skill to develop. It is a complex and subtle skill, however, and one which will continue to be developed as you continue to reflect on your professional role.
- Finally, your reflections on your professional role as a teacher will also encompass your contributions to extra-curricular activities, to whole-school initiatives and to the corporate life of a school.
- The idea of living out the ethos of a particular school, and helping to shape it, is at the heart of the rather special role of being a reflective practitioner.
- What is central to this distinctiveness is the idea that the reflective practitioner identifies and adheres to a code of professional values and practice.

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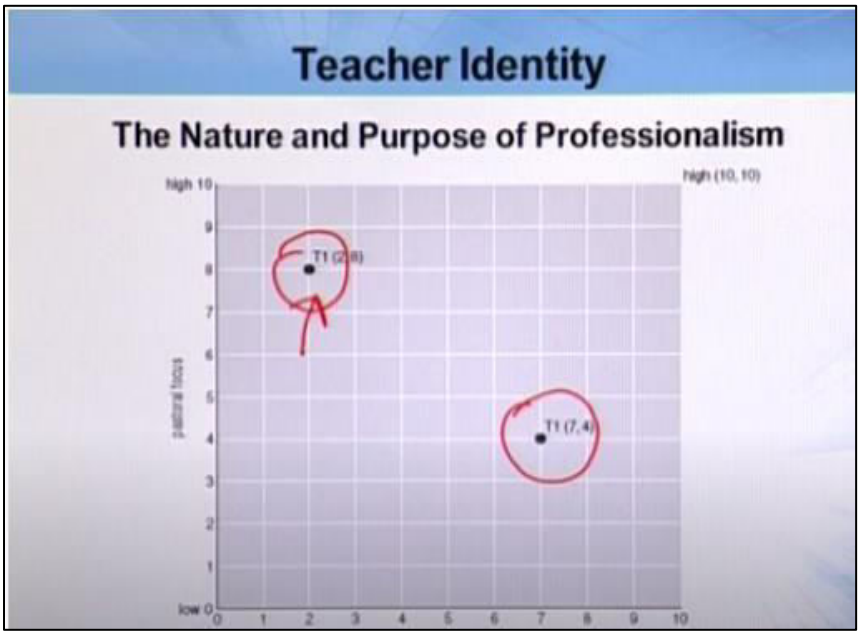
The nature and purpose of professionalism is actually different for different teachers, and the way teachers reflect will be dependent on a particular preference for their idea of professionalism, a particular preference for the way they choose to interact with others in the work environment. We can look at this diagrammatically.



What we can see here is that there are two teachers and perhaps working in a school. Teacher 1 we see as somebody who has a very high focus on the pastoral care of students, in contrast to the academic focus that they may have for teaching.

Another teacher in the same school may have a different focus, their focus is more towards the academic attainment of the students, rather than a very strong focus on their pastoral care. So, we can see that teachers can be located differently within the school and what that actually shows us is that no teacher is the same as any other teacher. Indeed, each teacher will have a unique identity, and with this identity, it actually shows that there can be professionals working in a school environment with a very different approach to teaching, and a very different focus for their attention in terms of reflection.

For the teacher who is interested in looking after the students, the students' enjoyment and engagement with learning, reflection can be focused in this area rather than on academics, whereas the teacher who may be focused on academic attainment will reflect closely on this and pay less attention to the students' engagement. However, too much emphasis/focus on any one area can

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mislead teachers into thinking about themselves as best practitioners. The balance between both the roles is vital and leads to high level of practice for teachers and a high level of identity development.

So, the ability to be flexible becomes quite significant for the reflective practitioner. We need to become very self-aware of particular focuses that we may have in terms of our teaching, and we need to be seeing how we can move these focuses to a place which we were considered to be professional, and that professionalism is that high degree of both pastoral and academic care.

So, what this tells us is that although we have preferences, we need to be very flexible about how we're working with students in the school, how we see our professionalism and our identity as teachers within the whole school environment, and how we can move this to very high levels in all axis that we're looking at.

So, the idea of living out this professionalism in the school is where this takes us, we are looking how to shape our identity, and how to help continually develop our identity within the classroom, within the school as a professional. And this leads us to a place of good practice and excellence, but enables us to do it in a very unique and individual way. So, we don't lose our uniqueness, we actually develop and grow that uniqueness through this movement towards excellence.

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Topic 159

Teacher Identity

Reflecting on Professional Roles: Reflecting on Notions of Professionalism

Reflecting on Notions of Professionalism

- **Reflecting in order to develop subject expertise is not sufficient.**
- **Other things are also vital:**
  - **The imaginative mediation of content**
  - **Varied activities**
  - **Concern for all pupils**
  - **Fairness**

Reflecting on professional roles means we need to think for ourselves what we really mean by professionalism, and it's true to say that professionalism for a teacher is not simply a matter of having expertise of a subject that's clearly insufficient. There are other things for the reflective practitioner, for the teaching professional which are equally important. One of those is the ability to work with their subject knowledge i.e., the content of teaching needs to be innovative.

There's another consideration and that's the pedagogy of the subject. Professionalism is about being able to teach and share our knowledge in ways which are varied and a very wide-ranging because our students will all learn uniquely and individually, and we need to use approaches which can catch every student.

In this regard, a significant notion of professionalism we need to consider is that we should have a concern for all students learning rather than making sure we're achieving the curriculum objectives on a day-to-day basis through the content we are planning in our lesson plans. But we should actually consider that whether the students are keeping up with the pace of the lesson, and all of the students are benefitting and learning as we go.

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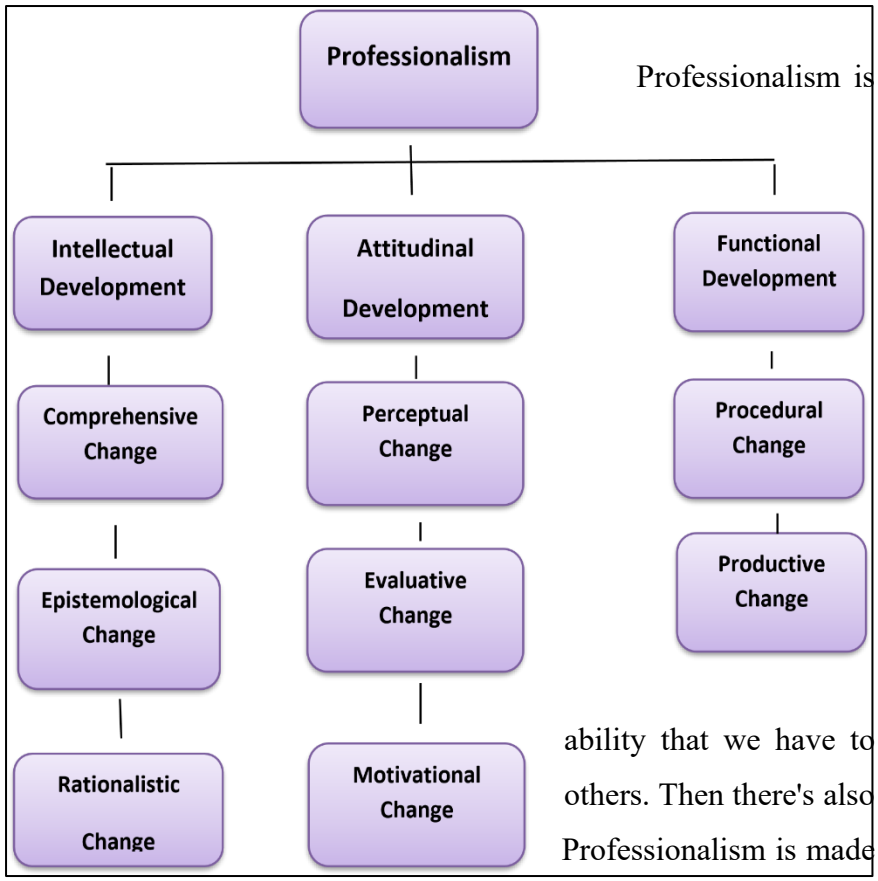
What underlies all of this is a notion of 'fairness' in terms of professionalism, how we're working to support all students, and how we see all students as not only unique but also in need of our support and encouragement. It is the duty of reflective practitioner to understand how important it is to stay fair for the wellbeing of all students.

- **We can look at the reflective practitioner's focus areas when exploring their professional roles and identity.**

So, we can look at these focus areas when we're considering professionalism, and these focus areas in relation to the roles that we have and the identity that we develop as teachers.

In this regard we can consider particular areas of focus. Professionalism is made up of many different components. These components all add together to develop teacher identity. Professionalism is made up of certain areas that we need to consider in terms of development. There's intellectual development, in other words, the knowledge of our subject. There's also functional development, the ability that we have to pass on that knowledge to others. Then there's also attitudinal development. Professionalism is made up of our values and beliefs about teaching and learning and how these describe to people and experience by people in the classroom. In terms of these development areas for professionalism,



there are certain areas of change that we can look at. Change in terms of the knowledge that we have, how we rationalize that knowledge, how we perceive change, and also the procedural changes that we go through as we develop. There can also be evaluative changes that we need to make i.e., how we go about our work and think about our work and even the outputs, the outcomes of our development can be looked at from a change point of view. Perhaps the most significant change that we can look at would be the motivational change that occurs as teachers develop their identity. So, this becomes a strong mechanism for how teachers motivate themselves throughout their careers.

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Teacher Identity

Reflecting on Professional Roles: The Reflective Practitioner-Professional Relations with Pupils

The Reflective Practitioner - Professional Relations with Pupils

- **What is regarded as 'professional' must be linked with the in-action responsibilities and reflective practice of the teacher.**
- **Reflective practitioners must be seen to treat pupils with respect, fairness and consistency, that is from an unconditional positive stance.**
- **This requires you to operate with a knowledge of pupils' cultural and social backgrounds, their experience and their interests.**
- **This is not simple since the knowledge we possess of any pupil is partial and it may be the next piece of information we get about them that makes a difference to our interpretation of a situation and how to tackle it.**
- **These concerns direct our focus as reflective practitioners onto key roles we have with students:**
    - **Teacher as mentor**
    - **Teacher 'in loco parentis'**
    - **Teacher as observer**
    - **Teacher as carer**

Reflecting on professional roles leads us to consider our professional relationships with pupils, and what is regarded as 'professional' must therefore be linked with the in-action responsibilities that we have as teachers as reflective practitioners in the classroom.

Reflective practitioners must be seen to treat pupils with respect and fairness and this underlies the professional relationship that we have. Teachers need to be consistent with their approaches so they can be viewed as professionals, and this underlies a particular notion for the reflective

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practitioner which is that we have a particular stance as a professional which is about an 'unconditional positive regard' for our students as learners.

This requires the reflective practitioner to operate with a working knowledge of students' backgrounds, their social and cultural backgrounds, as well as their interests, needs for learning and the experiences that they're developing as they grow and move through the school.

This is actually not simple knowledge to acquire. It is a knowledge which is very complex because our students are always growing, always changing, and their backgrounds and cultures influence this development, and therefore, any relationship that we have needs to reflect this development and this change, and any experiences that we have need to change, need to interpret and need to understand this change.

For the professional, this leads reflective practice into an area of focus for reflection, and what we need to be doing in terms of our professional relationships with students is reflecting on particular roles that we take on. One particular role is the teacher as a **mentor**. A mentor is somebody who is working alongside students in the classroom, supporting and encouraging whilst challenging and cheerleading the successes of the students.

The teacher is also within a professional role **taking on some responsibilities as a parent** in the classroom. The teacher with students in the school environment must realize and also reflect on their responsibilities of care, nurture and support, that they have within that parental role in the classroom.

Another role is teacher as a professional in the classroom need also to work as a **participant observer** of their own practice. In this way, their professionalism can grow and their objectivity about their professional role can support the professional relationships that they have with students.

Also, there's the teacher as **carer** in the classroom. The professional relationship that we have with students is such that we are not simply there to teach the students a subject or for the students to

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show that they have achieved certain facts and figures, but we need to care for the students on a personal level as well as a professional level, and caring for students leads to better learning process.

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Teacher Identity

Reflecting on Professional Roles: The Reflective Practitioner-Professional Relations with Colleagues

The Reflective Practitioner-Professional Relations with Colleagues

- **When you are in school, you are not on your own, you are a member of different teams in the school.**
- **You need to reflect on how you are regarded as team-player in all these different teams.**

Reflecting on professional roles leads us to a consideration of reflecting on our professional relationships with colleagues. When you are in a school as a teacher, you're not working in isolation, but you're working as part of a group of professionals or as part of a team in the school. Therefore, what you need to reflect on is how you are regarded within the team by the team members; are you a productive and contributing member of the team or not.

Your professional relations with colleagues are an opportunity to extend your thinking.

- **This is in contrast to solitary reflection.**

So, your professional relationships with colleagues are a real opportunity for you to develop as a professional and provide a real opportunity for you to extend your thinking. This is in contrast to solitary reflection. What this means is that this opened up world for us in terms of our professional relationships with colleagues is that our thinking takes on an extra dimension, rather than being a

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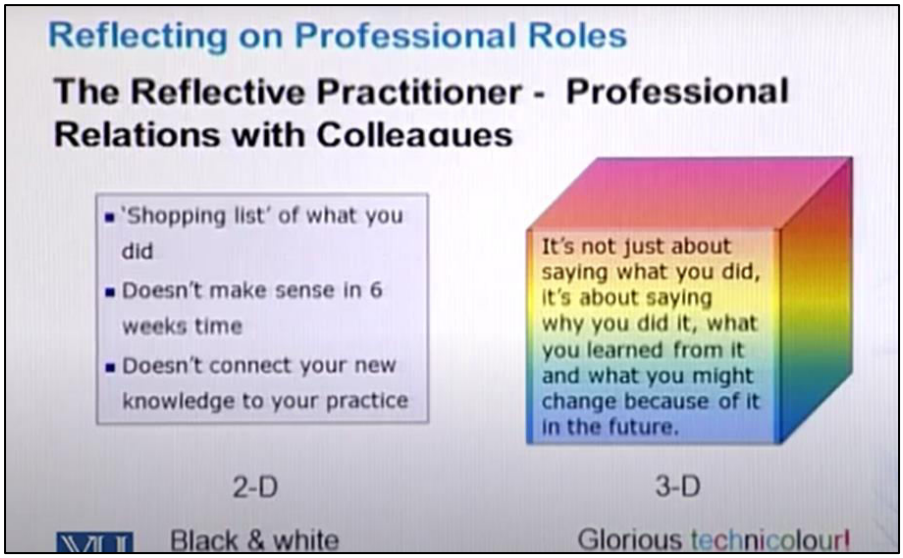
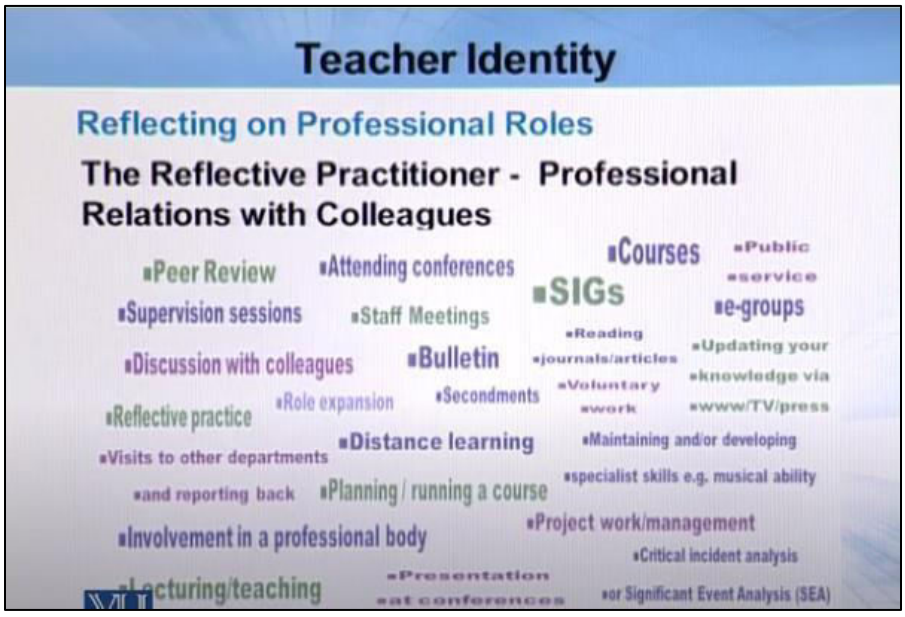
two dimensional, where looking at things simply in terms of lists, time frames and how we're proving ourselves. But it's very much looking at extra dimensions in terms of the depth of what we're doing, and the extent over time, the influence we have over time, and also, this leads us to in the future. This thinking is part of moving our teacher identity to a new level - a level which is: reflects the depth and extent of our professionalism.



- **Reflecting with colleagues opens up a world of possibilities.**

We can see that the professional relationships that we have with colleagues open up a number of worlds to us, open up our professional roles to opportunities that we have in terms of working with others. These opportunities are many and varied in terms of how we can develop our professional roles. We can think of our professional identity in terms of colleagues through any number of approaches and relationships, for example, things like **specific interest groups (SIGs)** are very



useful to build up in a school environment working with colleagues, sharing with colleagues and working with others.

We can also think of contributing to the school and contributing to our colleague through things like **working together**. So, we're always therefore building the relationships that we have within the team, and learning from each other and sharing with each other as part of a team.

From a very simplistic point of view, we can think of their professional relationships we have with colleagues in terms of **staff meetings**, and even informal meetings that we might have in the classroom or in the school at any particular point. So, we can see that there are many different ways that we can engage professionally with colleagues, and with other professionals in the school.

Reflecting with colleagues is very important for us because it not only help us integrate into the school and feel valued with other professionals in the school, but it really is an opportunity to grow professionally with support and encouragement from others.

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Topic 162

Teacher Identity

Reflecting on Professional Roles: The Nature and Purpose of Professionalism: Reflecting on your Contribution to the School

Reflecting on your Contribution to the School

- **Contributing to the life of the school is an indicator of a vibrant, inclusive school, generating gains for both skills and community.**

Reflecting on professional roles also leads us to the consideration of how we're contributing to the life of the school. Contribution to the school is important because it's an indicator of the vibrancy of the school and the quality of what's going on there. This generates a number of important gains for the whole school, the school community.

Reflecting on Your Contribution to the Life of the School

The definition of contribution includes:

- **Cross-curricular activities**
- **Participating in projects**
- **Contributing to the distinctive 'presence' of the school.**

Reflecting on your contribution to the school, your contribution to the life of the school can be realized in a number of ways. Of course, one way would be to engaging cross-curricular activities, rather than simply teaching the subject that we're there to teach. We engage in a much wider forum in the school.

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It's also about participating on particular projects or activities with other colleagues and students. And therefore, contributing to the individual significance that the presence of the school within the community.

School effectiveness can be viewed in terms of outcomes:

- **Attendance**
- **Student attitudes**
- **Student behaviour**
- **Scholastic attainment**

School effectiveness becomes important for us here because we can view this from a number of outcomes i.e., how well students are attending classes, attending the school throughout the year, and also the individual students' attitudes towards teachers, the school, and learning.

This translates into things like student behaviour and then also individual student achievements in relation to being in the school, and this underpins school effectiveness and is a direct result of our contribution to the school.

Reflecting on Your Contribution to the School

- **The reflective practitioner needs to reflect on their role in uncovering what makes the school effective.**
- **How do you contribute to the 9 characteristics of high-performing schools:**
  - **A clear and shared focus**
  - **High standards and expectations for all students**
  - **Effective school leadership**
  - **High levels of collaboration and communication**
  - **Curriculum, instruction and assessments aligned with highly regarded standards**
  - **Frequent monitoring of learning and teaching**
  - **Focused professional development**
  - **A supportive learning environment**
  - **High levels of family and community involvement**

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The reflective practitioner needs to reflect on this particular role in terms of uncovering their presence, and how their contribution makes the school more effective. So, you need to consider the contribution from nine particular perspectives in terms of very high performing schools, high quality schools with high outcomes.

One contribution you can make here is having a very clear and shared focus for what the school is trying to achieve.

Another characteristic of a high-performing school would be that it sets high standards and has high expectations of students' achievements.

Another contribution that the reflective practitioner can make to the school is in terms of effective school leadership - how leadership is promoting and sustaining excellence within the school. This is an important area for reflection.

Another characteristic for the reflective practitioner is to look at how much they are cooperating and collaborating with others within the school. This cooperation and collaboration is focused on high levels of effective communication.

Another characteristic to look at in terms of a high-performing school for the reflective practitioner to focus on is the curriculum, the quality of the curriculum, the instruction and the assessment associated with the curriculum content and the curriculum objectives, and these all need to be aligned together in terms of high-performing standards.

Another characteristic of high performing schools is the quality of monitoring of learning and teaching, and this needs to be an on- going process, and therefore, reflection can look at the regularity and the quality of that monitoring.

Therefore, in terms of contributing to the life of the school, the reflective practitioner is always having a focus on their professional development.

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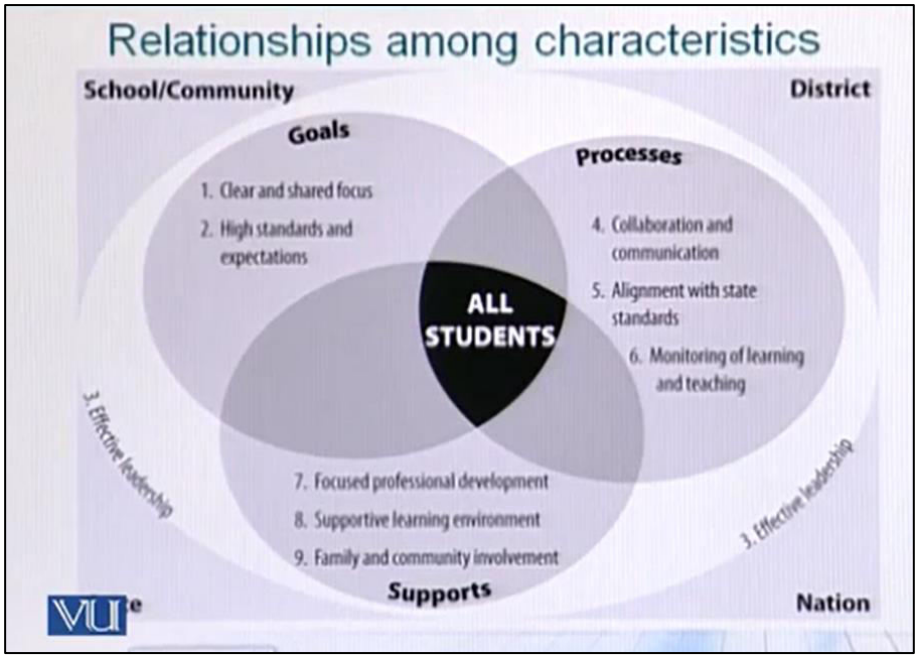
In terms of reflecting on the school, another characteristic would be to look at whether the learning environment is actually conducive to learning, and how this impacts on the effectiveness and the quality of teaching and learning.

And of course, there's the interaction and communication that the school has with the individuals within the school, with the community that they serve, with the families, with the parents.



This translates into a number of interconnected characteristics that we can consider from the reflective practitioner viewpoint. At the center are the students that we're working with. The characteristics which surround these actually lead to high performing schools and high performing teachers. They are characteristics around the goals that the school sets for learning, and the processes that the teachers engage with in order to achieve those goals, and this all comes together in terms of the school environment and how it supports effectiveness and high-quality teaching and learning. So, we can see that engagement is key here in terms of professional development and the reflective practitioner's contribution to the life of the school.

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Topic 163

The Impact of Organizational Dynamics: What are teams?

- Groups of two or more people who interact and influence each other are mutually accountable for achieving common objectives and perceive themselves as an social entity within an organization.

For the reflective practitioner there is an impact on reflection due to organizational dynamics.

What the reflective practitioner needs to think about is how to reflect within an organization. Within a framework of the effects that dynamics can have.

The first question for us as reflective practitioners, when we're in a working environment is to think about the team that we're a part of the teams that exist in the organization?

What is a team well a team is more than just a group of people? A team is people coming together with a common objective to achieve. All of whom are mutually accountable for the work and see themselves as a social entity within the organization.

Groups vs teams?

- All teams are groups
- Some groups are just people assembled together

The reflective practitioner needs to understand the impact of groups and teams on their role within the school. It's true to say that all teams are groups but all groups are not teams.

Some groups are just people assembled together in the same place without any common goal or mutual accountability.

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- Team has task interdependence whereas some groups do not (e.g. group of teachers enjoying lunch together).

Teams therefore have something known as task interdependence. Task inter dependence is where each member of the group relies on other members of the group for the work that they're doing.

Types of teams?

- Team-based department
- Team-based organization
- Quality circles

Within organizations, we can consider different types of teams. There are teams which are permanent in an organization for example departmental teams.

There are teams which are perhaps more transitory within the organization team's coming together for particular tasks or particular activities, within the school environment. Then there are other types of teams that can work together in a group for example a total quality management group, or a steering group.

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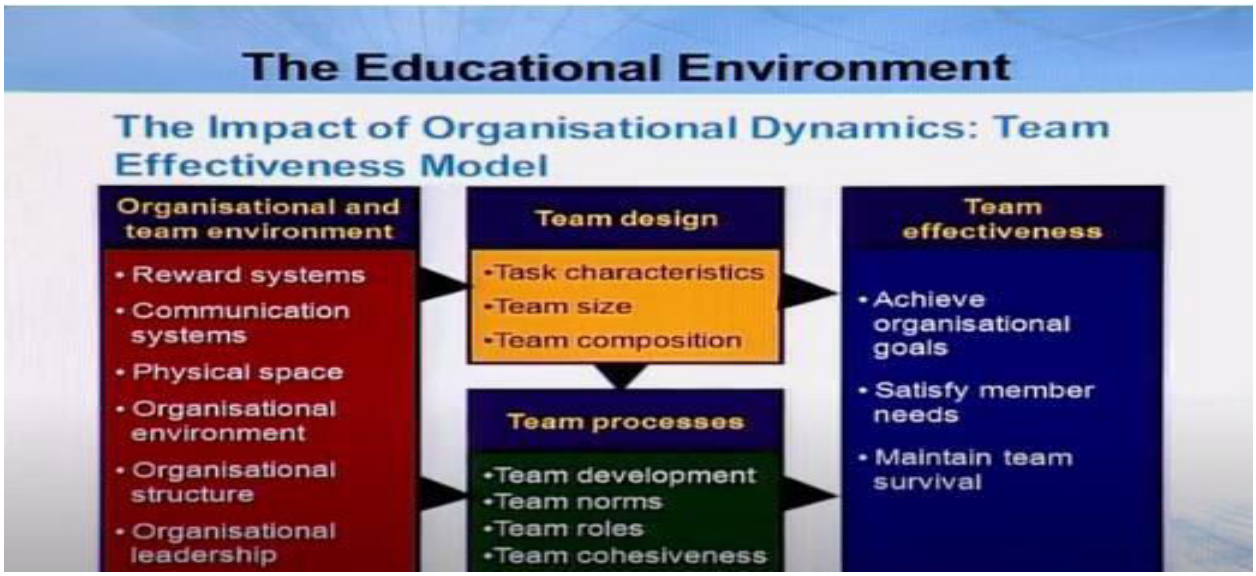

Temporary teams

- Task forces
- Temporary teams that investigate a problem

Some teams are temporary which tend to be very short-termed and are focused on achieving a particular goal. We can see the impact of organizational dynamics by looking at the categories of organizational dynamics. For example, the teams operate within an environment and the teams creates its own environment, its own identity. And therefore, they are imposing factors on the reflective practitioner from this category. For example, how communication occurs between teams and the organizational space and structure for the team and its work there is also the team design how big is the team and people involved in the team. This is another category that the reflective practitioner need to be aware of because of its potential impact that the team processes are very important to be aware of. The team processes can affect the functionality of the team and automatically all of these lead to team effectiveness and in other words how the goals are being achieved to what extent the objectives of the team are being met.

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Teams' elements to reflect on:

Task characteristics

Better when tasks are clear

Easy to implement

Task interdependence

Share common inputs, processes of outcomes

So, we can see from this that the impact of teams and the impact of dynamics of teams for the reflective practitioner can be quite considerable from both a positive and negative point of view. So, there are certain characteristics to be looked at in terms of the impact of teams. The characteristics for the reflective practitioner are that the task should be accomplishable and it should be relevant to the team. And the reflective practitioner within the team can actually consider these imposing factors.

Team size

Smaller teams are better but large enough to accomplish task

If the team is quite small but large enough to complete a task this can have an effect on how the reflective practitioner is undertaking their role and undertaking the activity of reflection.

Team composition

- Members

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- Motivated/competent to perform task in a team
- Environment
- Team diversity

Team composition is who are the people who comprise the team are they specialists or are they an accumulation of different specialized skills.

Homogeneous Teams	Heterogeneous Teams
• Higher satisfaction • Less conflict • Faster team development • More efficient coordination • Performs better on simple tasks	• More conflict • Slower team development • Takes longer to agree on norms and goals • Better knowledge and resources for complex tasks • Tend to be more creative • Higher potential for support outside the team

So, what this leads to is an understanding that teams are really homogeneous or in other words their people are supporting each other working together and developing as an entity in their own right there's a higher degree of satisfaction in teams than there is in groups and considerably less conflict whereas in a group of individuals who are not functioning as a team we're potentially looking at more conflict and also a slower pace of development. So, the reflective practitioner can look at these two components and understand whether they are a team or a group and. This is important in terms of reflective practitioner to understand the impact that working within an organization and the dynamics of the organization can have on reflective practice.

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Topic 164

The Impact of Organizational Dynamics: RP and the Stages of Team Development

While we're looking at the impact of organizational dynamics on the reflective practice, we need to understand that a group of people working as a team go through different stages of development and functioning,

We can represent these stages diagrammatically.

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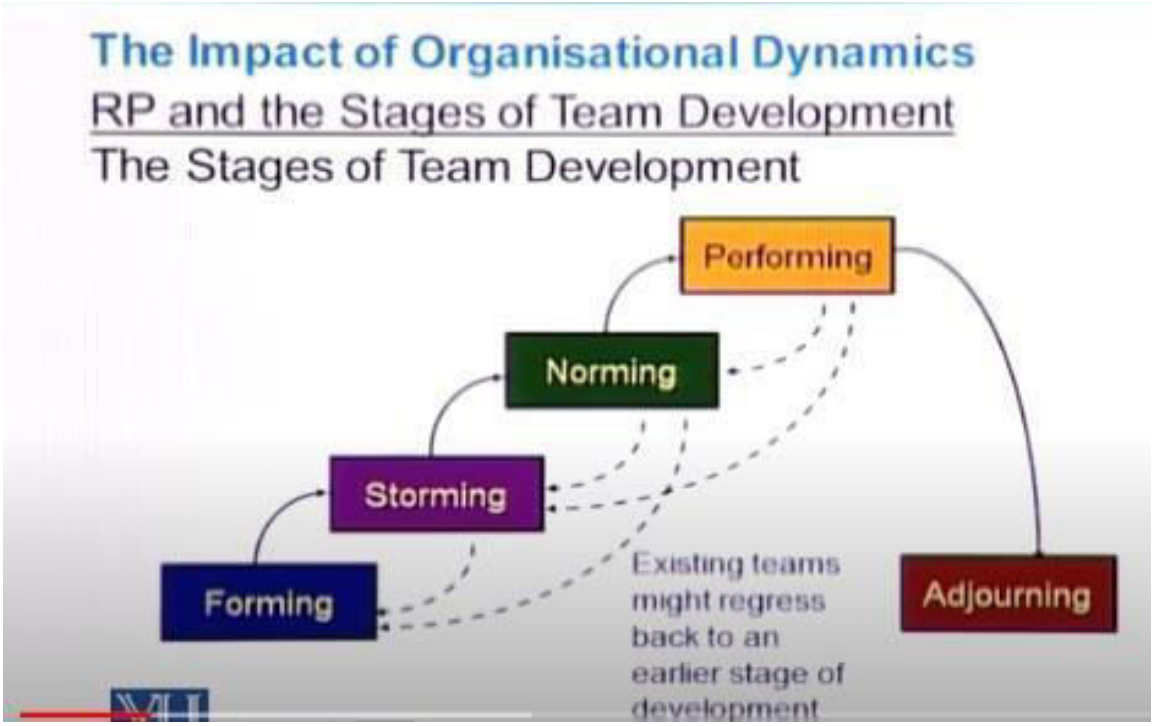

Here we can see that the group dynamics of a team go through different levels of functioning, at the initial stage of functioning is something called **forming**.

This is where the group comes together and starts to get to know other members of the group. This is the first stages of team development and essentially sets the tone for how the work occurs within the group.

The next stage of the group is called **storming**. This is where there can be conflict arising in the group because people have different ideas about how the work of the group should be achieved. Different people could try to lead the group towards achieving those goals. This can impact on the effectiveness quite severely of the group.

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Once the group gets past the storming stage this point of potential conflict the group is known to move into a stage called **norming**. This is where the individual group roles are very clearly defined and people are undertaking those roles efficiently and effectively supporting each other in those roles. This is where the group of people starts to become a functioning team to the point where the team ultimately starts to perform at a high level.

At the **performing** stage everybody supporting each other working together and understanding how that work supports the achievement of the goals.

In permanent teams these four stages can be transitioned through backwards and forwards the group can always go back to storming after it's been performing some for different reasons. It could be that a new member joins the group or there is some change in the functioning of the group. It's certainly not a one-way road. It is a journey backwards and forwards potentially that the group goes through.

If it's a temporary group then there will be a point where the individual members leave the group. The task is completed and this is known as **an adjourning stage**, at this stage the group members are leaving each other the work is completed. There's no reason for them to see each other or to be involved with one another again.

Team norms

- Informal rules and expectations used to regulate behaviors.
- Norms develop through-
- Critical events in team's history

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- Explicit statements

So we can see that these stages in terms of group dynamics are quite important. In terms of team norms and the norming stage we're looking at how the individuals are learning about each other, setting rules for the group and identifying commonalities in terms of the way they work. The expectations about working together.

- Initial team experiences
- Beliefs/values teachers bring to the team

This stage in the group people is learn particular frameworks in which other members are working. The values and the assumptions that they have about teaching and learning and about education.

Reflecting on team norms

- How to introduce norms when forming teams
- Selecting members with preferred norms
- Discuss counterproductive norms

In order to reflect on team norms the reflective practitioner needs to look at these aspects of the group how the members of the group are interrelating with one another and developing an understanding of, how to work efficiently and productively.

- Rewarding of behaviors representing desired norms
- Dysfunctional norms

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The reflective practitioner can look at how the group is supporting itself? How individual members are rewarding other members for the work that they're contributing. How the group as a whole is managing with disparate dysfunction and conflict.

Reflection on group Stages

- How to move the team from 'forming' to 'performing'
- How to deal with 'storming'
- Your role in helping the team 'perform'

The key point for the reflective practitioner here is to look at how the group is moving through these stages and ultimately working towards performing as a team. How they are dealing with the storming part of the process, where conflict is arising and how the individuals are maintaining the level of performance when they achieve it.

- What do you observe are the causes when the team slips backwards?
- What ideas do you have to the team move forward?

The reflective practitioner can observe this forwards and backwards movement of the team in, which they operate and begin to unpick the ideas which are supporting the team and which are perhaps moving the team back down the cycle towards storming

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Topic 165

The Impact of Organizational Dynamics: Team Cohesiveness and Performance and the Reflective Practitioner

There are a number of causes/influences on team cohesiveness:

A factor which can impact on organizational dynamics for which the reflective practitioner needs to be aware is therefore about team cohesiveness. How the individual members are performing together as a team. Where the reflective practitioner fits into this team cohesiveness and in terms of team cohesiveness. We can look at a very simple model of what makes team cohesiveness. Team cohesiveness is based around a number of factors of team and the way the team works .The individual members of the team have similarities and the extent of those similarities the amount of member interaction actually creates team cohesiveness with less interaction less communication The team becomes much more disjointed

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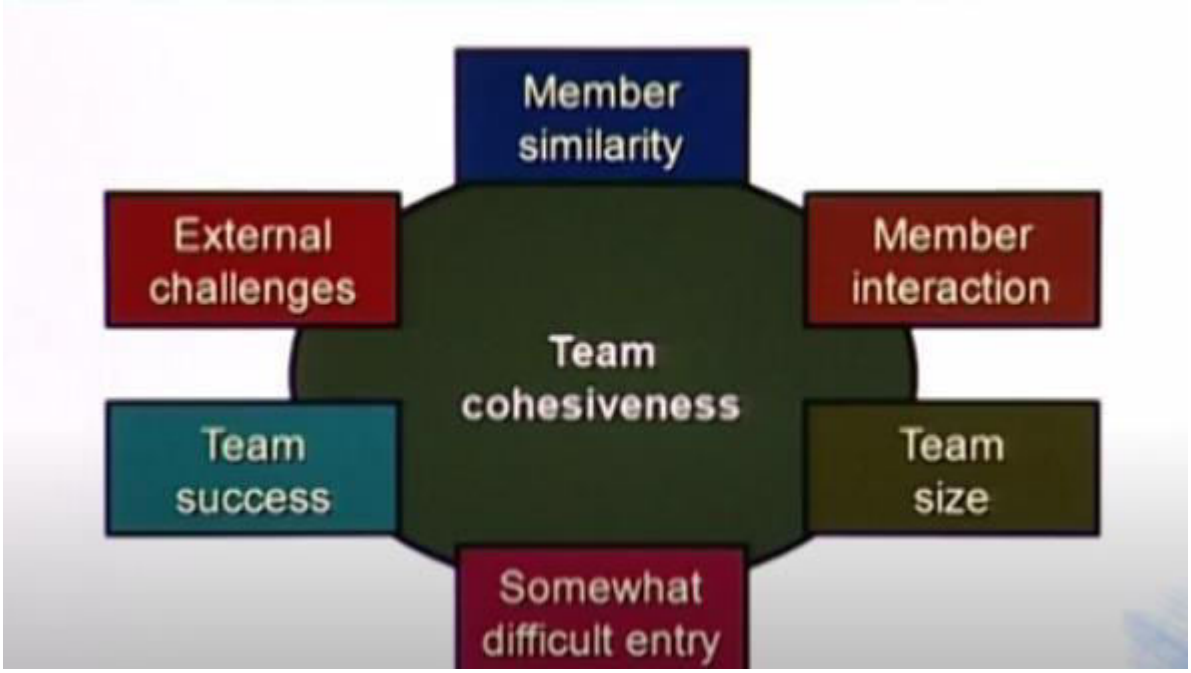

The team size has a significant impact on k team cohesiveness. A smaller team will be more cohesive than a larger team if it is difficult for a new member to join the team this suggests that the team is actually very strongly cohesive.

A new member joining would be able to join very easily if the team is not cohesive and, how the team deals with challenges and, the success associated with those challenges all come together to create team cohesiveness.

The reflective practitioner needs to consider the members of cohesive teams (including themselves):

- Want to remain members
- Are willing to share information
- Have strong interpersonal bonds

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- Want to support each other
- Resolve conflict effectively
- Are more satisfied and experience, less stress

So the reflective practitioner needs to consider the members of the team. The cohesive team in terms of their reflection and what they are looking at from their own regard is the extent, to which members want to actually be within the team.

They also can look at how willing people are to share information and to communicate information with others in the team. They can also look at how strong the bonds are the interpersonal bonds between individual members of the team.

They can also reflect on the extent that support is part of the team process and how to what extent individual members want to support others. Another important factor for reflection is how the team, how members of the team resolve conflict especially when they're in the storming stage of the group development process. Certain members are more or less satisfied with the experience that they're having in the team is their homogeneity within the group.

Team performance

The reflective practitioner needs to also consider the performance of the team and their role in the team.

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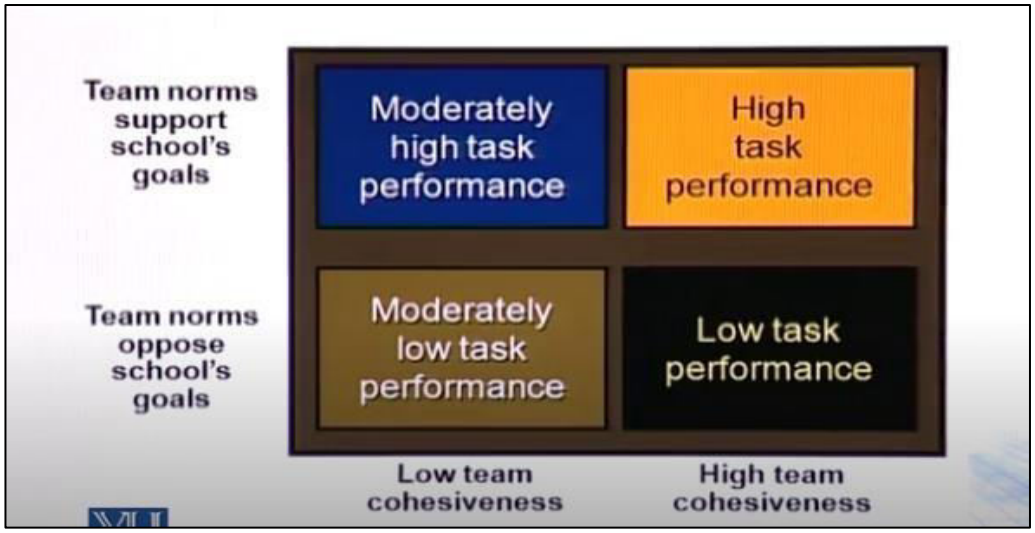

We can look at the impact of this in terms of the functioning of the group, certainly how the reflective practitioner should focus their reflection where the team norms are very much supported by the goals of the school. Where there is low cohesive. The amount of focus on task is fairly high but it could be higher it'll be much higher where the team cohesiveness is very strong. Where the teams' norms their rules and regulations and their expectations and intentions match those of the school. There is low cohesiveness in the group then the focus on task becomes quite low relatively low. In a highly cohesive group then the team is still performing at a very low level because of the dysfunctionality in the norms.

What do you need to reflect on?

- Individuals better/faster on some task
- Cost of developing and maintaining teams

The reflective practitioner is looking at individuals and seeing to what extent they are supporting the team effort and coming together to support others and turn to work towards the goals.

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- School does not support best work environment for team dynamics
- Social loafing

The reflective practitioner is looking in the way that looking at how the team is supporting the goals of the school overall?

Conditions for social loafing

- Low task interdependence
- Individual output not visible
- Routine, uninteresting tasks

How these dynamics are impacting on that achievement so it can mean especially in larger groups that some individuals are hiding in a way. It's a term called social loafing, where they're in the group they're actually not participating or contributing to the group. Certainly, this happens where the team cohesiveness is low.

There is a low focus on task achievement and low connection between the team goals and the school goals. This means that routines become very routine and mundane and actually the performance of the team reduces.

- Low task significance
- Low collectivist (group) values

Reflect on the school and your role/others' roles in the school.

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It introduces there for a very low performing ideal of the team and does not therefore at all lead to any sort of excellent performance. These aspects of the team are important for the reflective practitioner to consider.

Topic 166

The Impact of Organizational Dynamics: Task Interdependence

- Where do you as the reflective practitioner, fit into the team?
- What are you reflecting on when you are part of a team?

Task interdependence

What is task interdependence and where is the reflective practitioner in this?

- As teachers we are all dependent on each other for our work.
- You can reflect on how interdependent the team is and your role in supporting this

Team composition

- Effective team members must be willing and able to work in the team.
- Effective team members are good at the 5 C's:
- Cooperating
- Coordinating
- Communicating

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- Comforting (psych, support)
- Conflict resolving

Team interdependence depends on:

- Interpersonal knowledge and trust
- Understand roles
- Appropriate behaviors
- Learning to coordinate with each other
- The team and your role within it is a reach area for the reflective practitioner.
- Remember, you may be reflecting on yourself but you work within a context and with others – this also needs reflection.

Task into interdependence is an important area to reflect on for the reflective practitioner. In terms of organizational dynamics, it's important to reflect on because as a teacher you need to understand where you fit into the team? Where you can have more impact or where the impact of your work can actually be affected.

We've seen before how the reflective practitioner can deconstruct the identity of the team into particular categories. This task interdependence becomes very important because as teachers in a school environment were all dependent on each other for the effectiveness of our work and to support the effectiveness of other people's work.

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What the reflective practitioner can consider in terms of their reflective processes. How the team and how their role in the team is managing this performance. What the reflective practitioner is doing is looking at the levels of task interdependence within the group.

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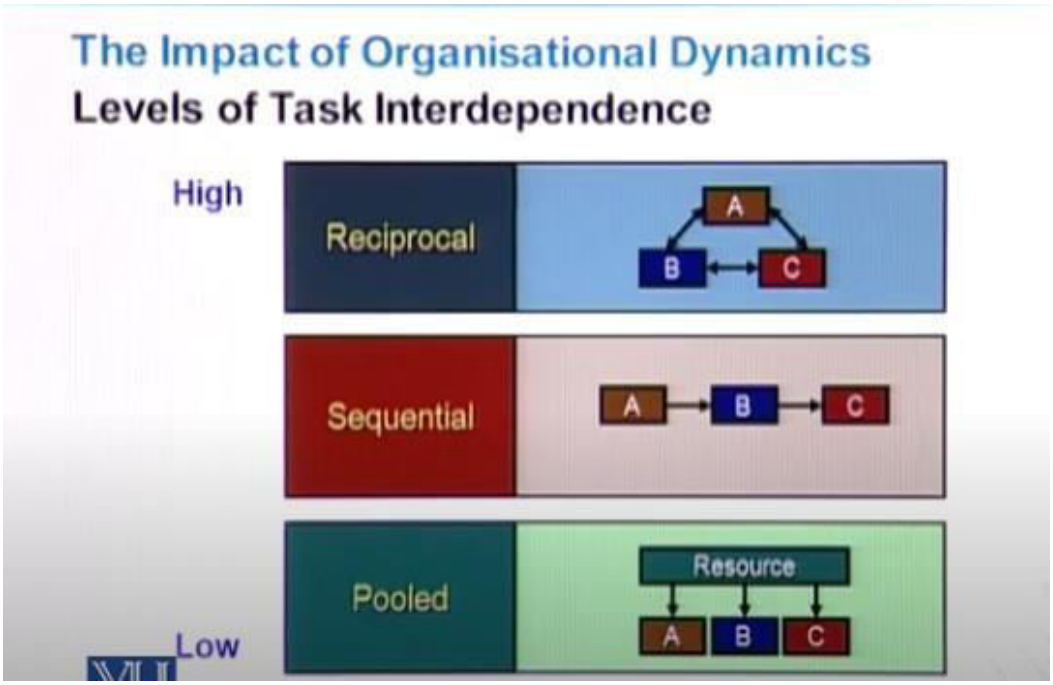

Task interdependence can be very high or it can be very low. When task interdependence is high the team is able to function very cohesively and achieve high levels of performance. We can think of task interdependence as reciprocal. This is where every member of the group is able to talk to every other member of the group. This is known as reciprocal interdependence because every member has access to others.

Where task interdependence is quite low this is where all the members of the group actually communicate actually interact through some other medium a resource or some other individual resource person.

There are no direct lines of communication between individual members of the group. In the middle ground we have sequential interdependence. This is where individual members of the group refer only to certain other members rather than all members. A chain is formed of communication through the

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group. Team composition can have an impact on this interdependence. An effective team is one where people are not only willing but able to communicate directly with every other member in the group. In this regard the reflective practitioner can focus on what are known as the five C for team composition.

The first C is cooperating how our individual members in the team cooperating with other members of the team.

The second C is coordinating, how are that the team members working in a coordinated way supporting each other guiding and directing each other.

The third C of team composition is communicating a high level of communication between all team members will promote team effectiveness.

The fourth C of team composition is known as comforting or in other words psychological support. This is how the team is actually managing difficulties overcoming conflicts supporting each other through difficult times.

The final C is conflict resolving, how the group is moving from the storming stage of its development into the norming and the Performing stage of its development .Team interdependence and depends on a number of factors and the reflective practitioner can try to identify these factors ,The extent to which these factors are having an impact a positive impact on the group ,things like understand individual or understanding of the roles that people take on in the group and also learning to coordinate activities between each other in the group .

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In the team therefore the reflective practitioner is looking at his or her own role. To the extent to which they're reaching the area of reflection. A movie how effective the team is in terms of moving forward. What you have to remember is that you may be reflecting on yourself within the group as well as the individual members in the group. Both of these need reflections in order to understand the impact of the dynamics is on teaching.

Topic 167

The Impact of Organizational Dynamics: Behaviour in Organizations

- The behavior of groups/ teams in organizations can become a barrier for the reflective practitioner.

Teams therefore in organizations have particular dynamics. The way teams behave within a school or an educational setting has potentially very positive impacts but also there can be barriers to reflective practice are caused by the team.

- The mode of thinking that persons engage on when concurrence seeking becomes so dominant in a cohesive group that it tends to override realistic appraisal of alternative courses of action.

Probably the biggest factor for the reflective practitioner to overcome is the idea of group think. This is where the individual members of the group are so strongly cohesive and so focused on the task and the social identity of the group that individuals will not question the activities of the group not question to what extent they're achieving the objectives in favor of just maintaining the group identity. This can actually lead to a number of factors which are barriers to reflection.

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Symptoms of "Groupthink"

- An illusion of invulnerability
- Collective construction of rationalizations that permit group members to ignore

The barriers actually prevent the reflective practitioner undertaking any sort of reflection because it would challenge the group, to an extent that it couldn't cope with and this would be very uncomfortable for the individual group members.

- Warning or other forms of negative feedback
- Unquestioning belief in the morality of the group

There could be for example negative feedback to the reflective practitioner and also a very unquestioning nature in terms of the roles that they're taking on. The teaching that they're engaging wit, we know that reflective practice requires a very questioning approach to teaching.

- Strong, negative stereotypes views about the leaders of 'enemy' groups.

What a group think creates is a very strong stereotype within the group. The individual members of the group become so strongly cohesive that in a sense there's no single identity anymore. Another person a reflective practitioner trying to introduce some sort of questioning or reflection of the process becomes an enemy to the group potentially.

- Rapid application of pressure against group members who express even momentary doubts about virtually and illusions the group shares.

This can block effective reflection and the upshot of this is that it's very difficult to break the ideas. The illusions that the group has about the work that they're doing and the goals that they're trying to achieve

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- Careful, conscious, personal avoidance of deviation from what appears to be a group consensus.
- Shared illusions of unanimity of opinion.

So the symptoms of groupthink are that people are very careful and conscious of who they're talking to and the way they're interacting with one another. This actually breaks down open communication which can block the process of reflection for the reflective practitioner.

- Establishment of 'mind guard' – people who 'protect" the leader and fellow members from adverse information.

In a sense people can become so protective of the group identity that certain pieces of information become withheld from the reflective practitioner simply because it would challenge the identity of the group too much .

Impact of structure on behavior

Each school/organization has structure that:

- Define the unique ways that people are divided
- The behavior of groups/ teams in organizations can become a barrier for the reflective practitioner.

The impact of this on the behaviour in the school can be quite significant. The idea of groupthink they said this barrier to reflection we're within teams leads people to thinking in very unique ways and also in a sort of divided way from the school identity.

- How specialist roles and functions are coordinated

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How specialized the roles and functions are how they're coordinated within the group is something which can impact on the effectiveness of the school.

- How information flows among people and groups

How information flows between members of the group is another impacting factor on the behaviour of the team within the school.

- How the system of controls (task measurement, evaluation, and change) is to work

How the system of controls that the measures and the checks and balances for what people are doing? How they're working within the school is another behavioural impact of this group dynamic.

- Structure is only one of the forces that affect behavior. Others include peer group pressure, group norms, social and technical aspects of work tasks, and internal and external cultures.

Each school with it structures can be affected to a very great extent by this behaviour, because the group can affect other peer groups and other individuals vary significantly through the pressure that they can exert within the school and entire schools' structure.

Group norms and the social identity of individual members gets affected and can be put at risk and by such dynamics in a group.

- The reflective practitioner is someone who works within organizational structures whilst simultaneously reflecting on those structures.

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The reflective practitioner there needs to be somebody who works within organizational structures and reflects on those structures and how people are working within those structures how teams are working within those structures.

- The reflective practitioner will reflect on function as well as dysfunction.

The reflective practitioner not only needs to reflect on good practice but also needs to reflect on the level of dysfunction that teams are exhibiting.

Topic 168

The Impact of Organizational Dynamics: Reflecting on Motivation

Reflecting on Motivation

- The hawthorne experiments demonstrated how work places are predominantly social institutions.

In terms of organizational dynamics and dynamic of teams of reflective practitioner can focus on what motivate individuals within the organizations and within the teams of they work. The Hawthorne experiments in America showed that how workplaces are predominantly social institutions and as such they affect the quality of the work and the outcomes that can be achieved and what motivate people to make these achievements and to understands motivational to be more clearly, we can look at Maslow 's Hierarchy of Needs.

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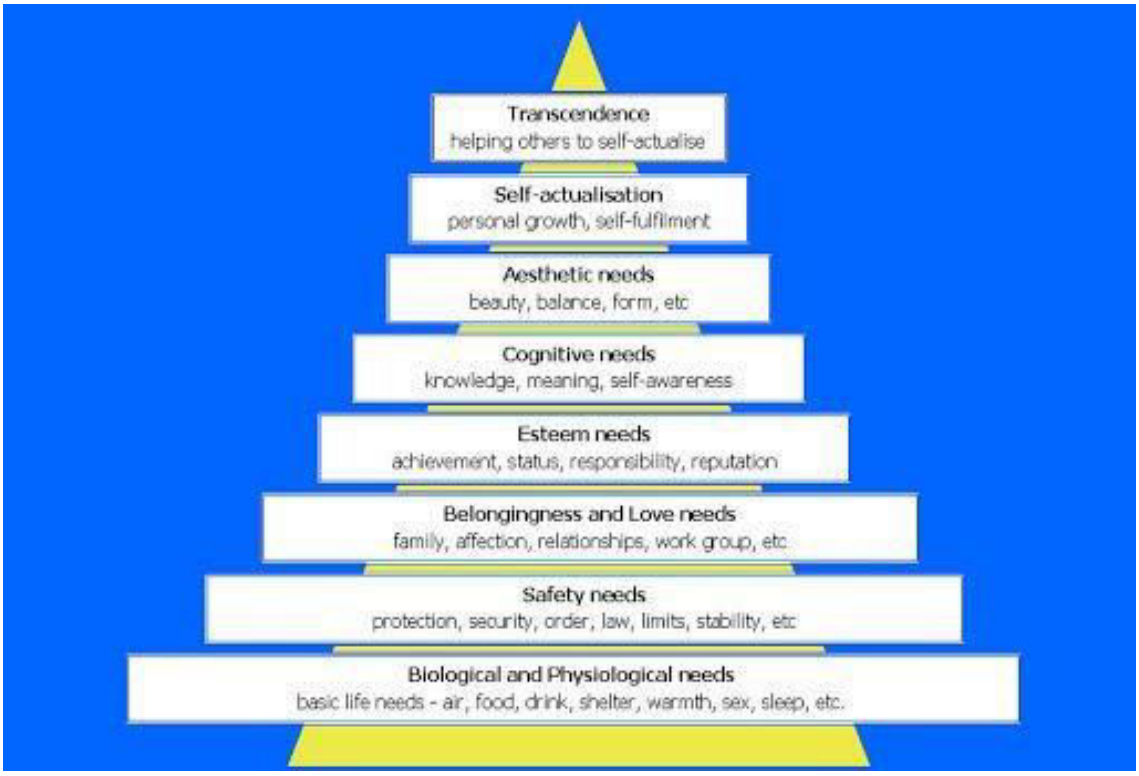

We got revised hierarchy which identifies different levels of motivation for an individual moving from a basic level at the bottom where any member of the team focused on a very specific aspects which are important to them basic needs and this leads up to higher level of functioning of motivation with the group and individual is looking beyond basic needs and looking at more of fundamentals attributes of motivation. What is true is that people will move through different levels and can also forth back down through levels if anything should go withing the group over within the organization structure. So, people can be motivated or demotivated at different times and they reflect practitioner can consider how people are motivated to the organization are moving through the structures.

- Asumtions about behavior can be self fulfilling prophecies.

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- However, public organizations have difficluty developing coherent philosophies because of conflicting goals and objectives.

So, to reflect on motivation there are certain assumptions about a behavior of a reflective practitioner can look at. And certainly, in very large public organizations there are very strong philosophies that the reflective practitioner can consider.

Self- Reflecting for Motivation

- In motivation, choice (especially autonomy and control over situations) does not have to be central to reflection.

In motivation there is a choice, but it depends on the amount of impact of motivation certain motivating factor are so fundamentals to us that we perceive them as not being something we choose or something we depend on the need.

- Selfregulation requires some degree of choices/ intentional selection of strategies designed to help you achieve a goal.

In terms of choice, we can consider motivation from self- regulation point of view or in other point of view says a certain degree to which an individual can influence the work environment that influence the involvement in work environment which will impact on the motivation.

Self-regulated teachers

- Self-regulated teachers therefore people who are aware of their strengths and weaknesses and this is something the teacher to reflect on.

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- Self-regulated teacher is also able to think about the way they are thinking and look at the why they are learning and reflect in a metacognitive sense on their role in the team or in the school strategies: e.g., questioning one's learning and monitoring one's learning, to approach academic tasks.
- Self-regulated teacher also has certain attribute around success of failure, and this effects how much control they feel they have over their work role.

Self- Regulation as a Process

- Self regulation is a syclical process. Teachers who are motivated to reach a centain goal will engage in self regulatory activities they feel will help them achieve that goal.

Self-regulation is a cyclical process it is not a linear way process and teacher can move through different levels of self-regulations in terms of their motivation in a cycle of motivational learning and what this means is that self-regulative teacher is who are motivated to reach a certain goal will engage in self-regulatory activities they feel will help them achieve that goal.

- Self reggulation promotes learning, which leads to a perception of greater competence, which sustains motivation toward the goal and to future goals.

Self-regulation therefore promotes learning and is something for the reflective practitioner to aspire to in terms of their reflective practice then they are managing their own motivation levels. Self-regulation leads to a perception of greater competence, which sustain motivation toward the goal and to future goals.

Dimensions of Self- Regulation

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Researchers identify three critical dimensions or characteristics of self-regulation:

- Self-observation
- Self- judgement
- Self- reactions

Self-observation

- Referes to the deliberate monitoring of one's activites. Self observation may take the form of recording frequency, duration or quality of a behaviour.

Self-observation is essentially being able to stand back and objectively look at your activities and actions you are taking refers to the deliberate monitoring of one's activities. Self-observation may take the form of recording frequency, duration, or quality of a behavior.

- Self-observation aims at being very critical to the regulation of performance.
- Self observation may also lead to higher motivation.

Self-observation therefore can lead to higher level of motivation. It can lead the practitioner realistically through a cycle of learning so that the reflective practitioner is able to move through different levels of Maslow 's Hierarchy.

For example: If you realize your preparation habits were causing you to perform poorly, you may adjust the way you prepare, leading to higher satisfaction and more motivation to continue to improve your work habits.

Self- judgement

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Self- judgement refers to the extent to which you can evaluating one's current performance levels compared to the goal level.

Self- reactions

Self- reaction refers to one's behavioral, cognitive, and affective responses to self-judgments. Self-reactions can be motivating if you believe you are making progress towards your goal.

This means is that again you are moving through a cycle as reflective practitioner and looking very critically at all these different cognitive an output that you have.

Topic 169

Models and Mentors: Peer Mentoring

Peer Monitoring

- A shared relationship, involving both giving and receiving.
- It is an equal relationship between two people who value and respect each other and believe each can enrich the other.

Within the educational environment the reflective practitioner can look to models and mentors to help them with their reflective practice. Peer mentoring is a useful strategy for reflection. Peer mentoring is a shared relationship between the reflective practitioner and a colleague which involves both giving and receiving in terms of knowledge and information. And as such peer mentoring is very

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much in equal partnership is an equal relationship between two people who value and respect each other and believe each can enrich the other.

- The effectiveness of these relationship is because of unrestricted openness, trust, commitment, sense of responsibility for each other and mutual accountability

The effectiveness of these relationships is because of the interaction between the individual is unrestricted and there is high degree of openness, trust, commitment, sense of responsibility for each other and mutual accountability which is already present in good friendships.

- Which is already present in good friendships. It can be developed further when there is an agreement to be more purposeful.

Peer mentoring is that it can fit very neatly into friendship and relationships that an individual can have so can become very easy to conduct.

- Unfortunately, this is so readily available, and most effective form of mentoring is overlooked by many or not developed to its full potential.

What is important for the peer mentoring is a professional relationship and not just two friends talking.

- Begins with a friend
- Set aside regular times to be together
- Maximize your times together

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- Maintain a balance in your relationship
- Seek to be transparent with each other

So perhaps the starting point is to begin with a friend somebody who you can trust a colleague very closely. And what you need to do is put time aside regular times to be together e very day, once a week or once a month to talk to discuss / share ideas about the experience that occurring in a school and what is important to remember is this relationship must be balanced. The peer mentoring and the reflective practitioner are equal partner in this relationship.

- Focus on major areas of concern
- Ask good questions
- Be mutually accountable
- Show mutual respect

The nature of the discussion the sharing takes place is to focus on major areas of concern not just to be general discussion will just be two people talking rather than a peer mentoring. As it is important for the reflecting practitioner to ask very good very powerful questions in relation to areas of concern and for both reflecting practitioner and peer mentor to be accountable for the answers which explore through the questions.

The Best Peer Mentoring is Characterized by:

- Honest, two way exchange

Honest in terms of the exchange of information and ideas.

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- Respectful debate on differencing views
- Critical assessment of ideas
- A leveling of the power gradient

There should be respect for discussion and questioning for the reflection and for feedback. The power between the two individuals should also be an equal partnership.

- Mutual and unconditional acceptance
- Respect for limits and boundaries

There is a mutual regard between peer mentoring and reflecting practitioner as an equal relationship it is unconditional acceptance and the peer mentoring activity that takes place happens within limits and boundaries it is not something that still over in every day of life.

Benefits of Peer Mentoring

- Creates sense of belonging and support
- Contributes to work success
- Contributes to relationships/networking
- Contributes to sense of community
- Contributes to culture of success
- Builds awareness of resources

The benefits of Peer mentoring are many and there lots of literature to took by peer mentoring it does create a sense of belonging within an organization because of support provide.

It Contributes to work successful and helps people to develop networking and relationships in the organizations.

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And by helping to build a sense of individual joining the community builds on the culture of organization that helpful in culture success and it also when helps people identify resources available to support effective work.

What does a Research say about Peer Mentoring?

Ferrari (2002)

- Improved academic performance
- Improved academic self-efficacy
- Improved satisfaction with academic programs

According to Ferrari (2004), Peer Mentoring improved academic performance and individual self-efficacy in terms of their academic performance towards that how they manage their own academic performance. It also creates larger degree of satisfaction in terms of work.

Brown, David and McClendon (1999)

- Ability to make a career choice and increased persistence to achieve goals

It also has been shown that peer mentoring helps people develop sense of autonomy in terms of choice and this leads to increased persistence to achieve goals (Brown, David and McClendon, 1999).

Sosik and Godshalk (2005)

- Improved interpersonal communications
- Improved psychosocial support

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Research also shown that it improved interpersonal communications and interpersonal skills between members of an organization and the psychosocial support within the organization become very powerful and when a reflective practitioner for example is dealing with behavioral problems this becomes very significant positive impact (Sosik and Godshalk, 2005).

Making Good Use of Your Peer- Mentor The

Roles of the Mentor are to:

- Listen to the reflective practitioner
- Share experiences and understanding about practice
- Work together to mutually develop skill for teaching and working in school building
- Work together to develop network around the school environment
- Be one of many influences.

Reflective Practitioner Roles

- Active participant
- Retain critical faculties
- Seek new capacities, not just knowledge

Reflective Practitioner Roles are to be active in term of participating in this relationship and the communication of the interpersonal becomes very important.

- Remain open to multiple influences
- Own responsibility for success

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The Reflective Practitioner must remain open to the share experiences, the ideas, and the feedback from the mentor. Also, to accept the responsibility for the success of the outcome of the peer mentoring process.

Topic 170

Models and Mentors: Mentoring Skills (Part 1)

Mentoring Skills

A mentor is important for a reflective practitioner because:

- Helps provide professional development

In terms of the educational environment, we know that models and mentors are useful for the reflective practitioner. A mentor is important because a mentor helps provide support and guidance for professional development.

- Demonstrates the employer's recognition of knowledge, skills and abilities of the mentee.

Also, a mentor demonstrates the employer's recognition and understanding of an individual knowledge, skills, and abilities of the mentee.

- Usually helps to advance career more quickly
- Increases confidence

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The peer mentoring relationship also helps an individual teacher reflective practitioner to develop their career much more quickly when if they work independently and peer mentoring also been shown to help individuals develop the self-confidence about their role in school.

- Develops creative and independent thinking
- Helps acclimatize a new staff member to his or her job and school culture more quickly

A mentor is also important because it helps an individual reflective practitioner to develop their skills for critical thinking about the work they are doing and to develop a sense of independence and autonomy in terms of their work. And where a new teacher is joining the school, a mentor can the new teacher acclimatize much more quickly into a climate/ culture of the school.

- Helps teachers feel more in touch socially and professionally

A mentor is important because it helps teacher feels more in touch socially and professionally in terms of culture of school environment.

- Results in a greater awareness of organizational politics and culture
- Provides an appreciation and effective use of networking

It results in a greater awareness of organizational politics and culture functioning at all levels.it can also support networking between individual and group and create connect between individuals which support both emotionally and professionally.

- Develops proactive approaches to tasks and projects
- Movement toward "expert" status

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The mentor also helps reflective practitioner become more proactive about their work and to think critically about the approaches they are taking and proactive about may be changes these approaches. Therefore, what mentoring can do is help reflective practitioner to move toward "expert" status much more quickly than if they are working independently.

What Can You Expect from a Mentor?

- In the role of coach, a partnership with an colleague is developed in order to strengthen and expand the reflective practitioner's skills in specific areas of job performance.

A mentor in one sense can take a role of coach, a coaching is a partnership between colleagues where one individual the mentor is helping the reflective practitioner develops skills and understandings about the job and the performance, they are engaged in.

- *Trust*- the glue of all relationships. When we work in a climate of trust, we know that we can predict the positive actions and attitudes of another person.

Therefore, what the reflective practitioner needs to expect from a mentor is the relationship will be held together by the trust. Trust is very important in terms of mentoring because trust is needed to create the climate for learning, climate for honesty and real reflection.

- We know that she/he cares about us and support our efforts.

With this trust the strong bond between the reflective practitioner and the mentor which means that the reflective practitioner knows that they wholly supported and encouraged therefore can accept the criticism and difficulties much more effectively.

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- *Feedback*- positive recognition of a job well done or the constructive criticism of a skill or task which could use improvement.

Another thing expect from a mentor is feedback- the reflective practitioner needs honest feedback which is positive constructive rather than just destructive. Constructive criticism is valuable for reflective practitioner.

- *Learning* about desired behaviors- the actions or skills that provide the most effective completion of a tsk.

It also about passing on learned behaviors a mentor has experienced of productive approaches and therefore can identifies several behaviors which reflective practitioner can jubilate and benefit from.

- Learning about replacement behaviours- new behaviours to replace ineffective or inappropriate behaviours.

Also, what can you expect from a mentor is about ideas for replacing in effective approaches as reflective practitioner if you are engaging in certain activity which you are finding difficult and nonproductive in term of students learning the mentor can help you identifies strategies to replace these become more productive.

What to Expect from Constructive Criticism?

- Is specific and focused on the behaviour, not the person.
- Describes the significance of behaviours for the team or team goals.
- Remains calm

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For reflective practitioner it is very much focus on the behaviors, not the person. In this sense the trust becomes important because it not a personal attack it simply looking at what is working and what is not working. It focuses on describing effective behaviors and ineffective behaviors within a team of organization. Therefore, it is a very focused approach to reflection it's important to remain calm specially when reflection is quite difficult.

Is selecting or choosing only what you can receive.

Watches for non-verbal cues.

- Listen to your perspective of the behavior and/or situation.

What to expect from constructive criticism is also about how reflective practitioner receives information and chooses certain pieces of information and the quality of relationship is also not in not in what is said but also what is said and perhaps what is even nonverbal communication. The reflective practitioner then needs to listen very carefully from the perspective of objectivity in terms of developing skills.

- Identifies the benefits of improving the behaviour.
- Balances positive and negative feedback.

And what constructive criticism does is help an individual identifies the benefits of improvements in their approaches so that they are thinking meta cognitively about their working in the school. And any feedback should be balanced it should be constructive as well as positive information what is going well.

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Topic 171

Models and Mentors (Part 2)

- The hierarchy gap ("speaking truth to power")

Mentoring is used by the reflective practitioner help develop their practice and there are several considerations to be aware of. It is important that the relationship is understood as an equal relationship.

- Political correctness (over compensating)

In other words, this is not a power gap of hierarchy between the mentor and reflective practitioner. It's also important for both mentor and reflective practitioner not to overcompensate in term of political correctness its private compensation feelings can be explore without being censored.

- Same words/ different meanings

It is important that two individual share common understanding of the word they used to describe and understanding the language they are using so that common meaning between the two.

- Avoid exploring own feelings, attitudes and values

Of course, what important is not just a description of events and ideas for improvements but also an exploration of feelings and responses around experiences and the values which underpinned the role of reflective practitioner.

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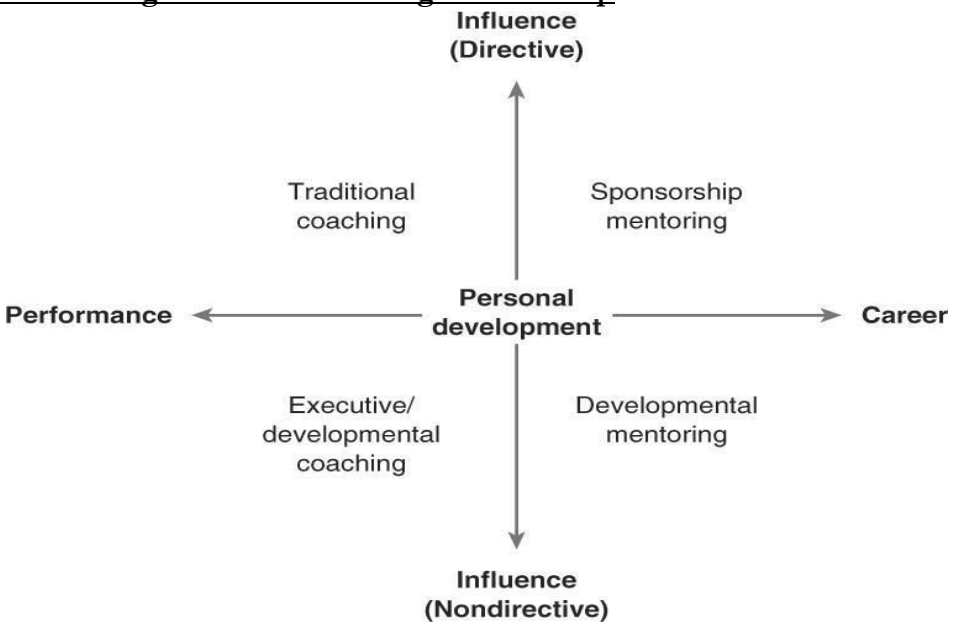
- Problem denial

In the mentoring relationship that problems are not ignored nor denied they do need to be focused on and worked on so that development can takes place.

How Difference Strengthens the Mentoring Relationship



Now what we do is to look this diagrammatically because the mentor and reflective practitioner are not the same person, they are individuals.

In this sense there is a potential benefit that can occur because of the difference between mentor and the reflective practitioner. In terms of personal development, the mentor and reflective practitioner that different perspective can lead to different dimensions of reflection and discussion. At one dimension we can think about focus sing on performance this is perhaps the focus point for the reflective practitioner. But for the mentor the focus on career and career development in terms of reflective practitioner is developing their role thus also inherent the mentoring relationship.

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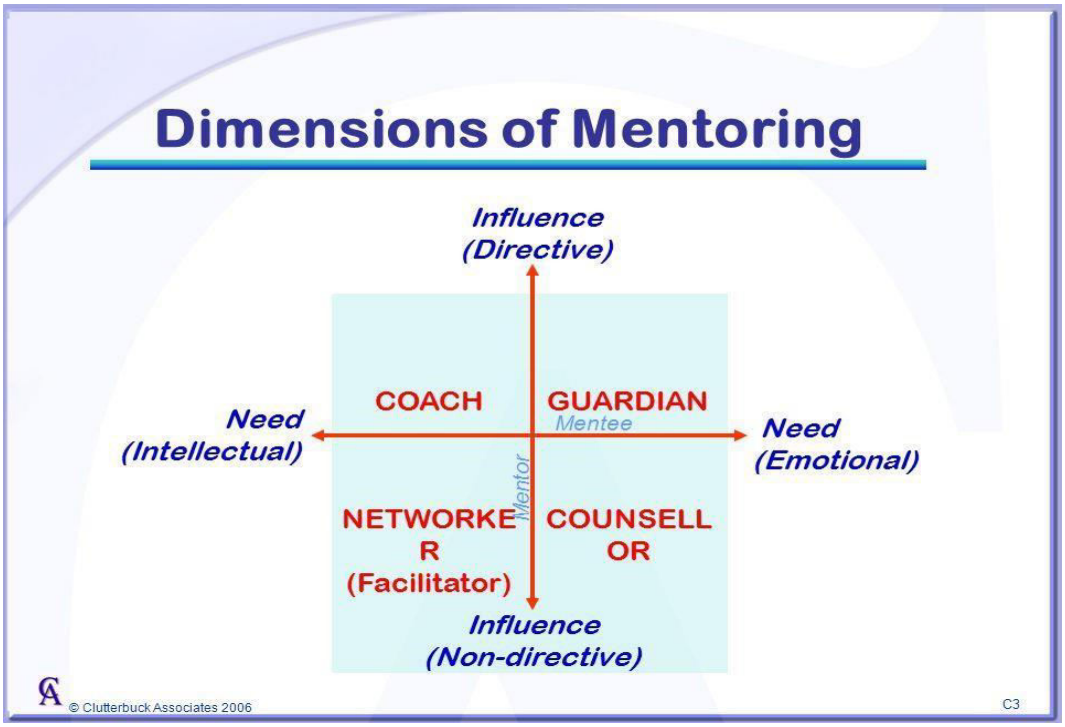
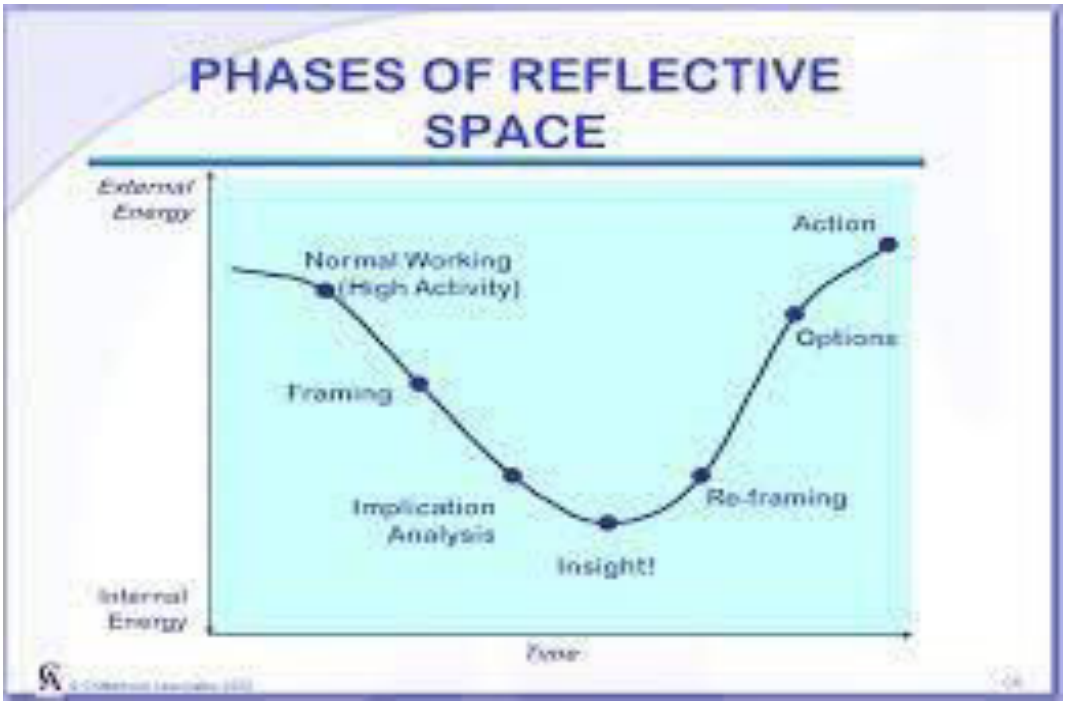
An idea of equality but also different and thus therefore the mentor can be quite directive in terms of influencing the reflective practitioner in terms of certain work especially where replacement behaviors being suggested. But they can also non-directive influencer towards sharing of experience so that the reflective practitioner has options to consider the choices to make. And these different dimensions suggest different approaches that mentoring can take. It could be very traditional coaching for example which is a directive input from the mentor focusing on development performance. It could be more developmental mentoring where the mentor is not being directive but offering suggestions and ideas with a longer-term development in finding immediate solutions of the problems.

Dimensions of the Mentoring Relationship



Therefore, a mentor takes on different roles in maintaining a relationship that of a couch where the performance being focused on. The mentor is being quite directive. It can be a role of a guardian somebody supporting, protecting, nurturing a reflective practitioner where the needs become much more affective rather than a performance oriented. In terms of mentor being nondirective in their role the mentor can act as a facilitator or networker in the relationship. In other words, how been the reflective practitioner find connections between people working in the organization and fit in those networks and where the need of reflective practitioner is much more about their feelings, responses, reactions, and experiences. The mentor can take the role of the counsellor somebody who listens and understands and emphasizes with reflective practitioner.

Phases of Reflective Space



The relationship between two can be looked at in term phases a journey that reflective practitioner goes through in maintaining relationship. At the beginning, it is very much about the two people identifying how to work together, understanding their role that each of them can take their responsibility and accountability that each have.

Then this moves to point where their relationship between the mentor and reflective practitioner begins to focus on analysis of experiences and events and the implications of this under work is happening. At this point we can think the relationship in terms of changing levels of energy that occur between the two when the mentor and reflective practitioner are learning to work together and developing the relationship the amount of input and energy required is quite high but once the peer once begin to work constructively with one another and they can be focused on analysis much more rather than have the working relationship of work. In a sense meant of energy that you must input as a reflective practitioner becomes much lower and easy easier process.

From reflection with mentor you get some insight some learning occurs and this then can actually leads an attempt to change practice ,experiences , assumptions about the way we are working and consequently the amount of work done by the mentor this points starts to increase quite consideringly because lots of suggestions, thinking around the problem and sharing the ideas needs to take place and but alternately this process of energizing the reflective practitioner leads to the point where the teacher is changing practice putting in to practice, actions and procedures suggested within the mentoring relationship.

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We can see this journey that the reflective practitioner goes on with the mentor moving through stages of action and thinking external energy use in internal reflection.

Clarity of Purpose vs Rapport

In terms of the purpose of the mentoring relationship and the quality of the relationship we can consider again certain focused areas where the purpose is very clear and where there is very high rapport between the mentor and reflective practitioner you would expect high degree of openness and open dialogue a sense of working to vote something which need to be resolve. Expectations and experiences being shared between the two where there is not much clarity about what needs to be resolve whether rapport level of interaction between the mentor and reflective practitioner is quite low then it simply becomes habitual unthinking process of talking and dialogue rather than reflection. So, it is important as a reflective practitioner to be very clear about the purpose you have in terms of

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mentoring relationship and to build very strong rapport with the mentor and to get the most benefit from mentoring relationship.

We can see mentoring and the model to work with can be very powerful tool for the reflective practitioner if it remains honest and open and there is very clear purpose for the mentoring process.

Topic 172

Models and Mentors: The Skills of Dialogue

The Skills of Dialogue

- Managing stereotypes
- Permission to explore
- Fearless questions
- Analyzing assumptions, behaviors and values
- Achieving clarity
- Valuing the insights from different perspectives

Clearly mentoring within the educational environment require developed very highly developed skills with dialogues and dialogues involves understanding of stereotypes that we hold and how we manage those stereotypes. It requires fearlessness in terms of questioning and discussion. It requires us to analyze assumptions and values that we have the behaviors we regularly and engage with and most importantly the dialogues need to supporting interactions of ideas and valuing of different perspective.

Four Key Issues Relating to Difference in Mentoring

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There are 4 key issues relating to difference in mentoring which will impact on the level of dialogue and the quality of dialogue between mentor and reflective practitioner. These four issues are:

- **Perspective**: the ability to realistically look the environment
- **Networking**: ability to make connections between the individuals may be departments within the organizations.
- **Power**: sense of power between the mentor and reflective practitioner there should be an equal relationship and one person is more powerful.
- **Dependency**: mentoring relationship is very supportive, but it must be clear that the reflective practitioner should not become dependent on the mentor for that work.

How the Reflective Practitioner Views Differ in Mentoring?

Issue	Same group	Different group
Perspective	More empathy	Wider perspective
Career	Less likely	More likely
Network	Sharing same concerns	More influential
Power	Easier rapport	Insight into politics
Role modeling	Occurs more naturally	Promote wider range of responses.

Now we can look at these issue that specifically the dialogue of the mentor and reflective practitioner where they all part very closely and cohesive group. They can be more empathy between the mentor

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and reflective practitioner. This is very powerful tool for the dialogue where the mentor is may be a sider from a different group this alive a much wider perspective to be gain by the reflective practitioner.

In terms of outcomes and networks where the mentor is a part of same group as the reflective practitioner. The outcomes are less likely because the outcomes that concerns tend to be the same. Where the mentor is from the different group or outside the school the networks can be established or much more influential and the positive outcomes much more likely. The mentor and the reflective practitioner shared lots of commonalities by being in similar working environment.

The sense of power can be overcome very easily because of very strong rapport between the two people. Perhaps the mentor in different group this gives reflective practitioner a much greater insight into micro politics in culture/ climate of organization.

Also, there is role modeling by the mentor where the mentor is from the same group as the reflective practitioner. Role modeling is occurring more naturally without any intention but within different group it does promotes wider range of responses.

The Value of Difference in the Mentoring Relationship

- Encourages RP to set and work towards ambitious career goals, increasing their confidence.

Difference in mentoring does encourage reflective practitioner to set targets to set high performance targets and to work towards those ambitious career goals. It does provide lot of clarity/ visibility to the higher levels to management in the organization of developing practice.

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- Provides RP with visibility and influence and senior levels and with insight into management thinking and organizational politics

It also helps reflective practitioner get the much insight into the culture and climate of people working in a school.

- Encourages RP to recognize their value and enhance their self confidence

It encourages reflective practitioner to recognize their value and enhance their self-confidence.

- Stimulates more effective and wider networking.

It is a significant factor that reflective practitioner to consider to stimulates a lot of networking between individuals and groups of individuals in schools.

Your Mentor Should:

- Establish confidence by beginning with work- related issues.

Mentor should establish confidence by the beginning with work-related issues rather than personal or family issues.

- Identify common interests and values

Mentor should identify common areas of interests and values.

- Make efforts to learn about each other

Mentor should also make effort to learn about reflective practitioner as much as the reflective practitioner needs about the mentor.

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- Show empathy

Mentor should be able to demonstrate the high degree of empathy towards the reflective practitioner.

- Be clear about needs and expectations

Mentor should also be clear about needs of reflective practitioner and expectations of the mentoring relationship.

- Avoid stereotypes and untested assumptions

It is important for the mentor to avoid stereotypes and untested assumptions about what is good what is bad, what is work what is not work.

- Provide 'risked discomfort' to make the relationship work

Mentors need to provide degree of risked to the reflective practitioner in terms of their work but support that risk so that to minimize the amount of discomfort that will reflective practitioner experienced.

Areas of Dialogue for the Reflective Practitioner and the Mentor

- Universalism v particularism
- Individualism v communitarianism
- Affective vs neutral
- Specific vs diffuse
- Achievement v ascription
- Sequential v synchronous
- Internal v external control

Reflective practitioner and the mentor have the certain areas of dialogue to consider:

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- In terms of content the dialogue between the reflective practitioner and the mentor it can focused on very general/ universal aspects of working in an organizational setting or it could be focused a particular minute area of practice.
- It could also be related to the individual is settling working in group environment or it could be focused on team community within a school.
- The dialogue can also be quite neutral in terms of description, explanation, and analysis but it also focused on emotion, feelings, and reactions. The dialogue goes on between reflective practitioner and the mentor can be very specific or can be quite nebulous, diffuse, and varied in terms of ground covered.
- It focused on achievements or ascribing standards to the work that the individual is doing.
- The dialogue can be on going its synchronous with the work of reflective practitioner it could be in response to after an event, in other words sequential to the work of reflective practitioner.
- In terms of control dialogue can go between internal control in other words autonomy of reflective practitioner as well as external control or in other words control by the school or by line manager so the dialogue between the reflective practitioner and the manager can vary between extremes in whatever area the two are looking at.

Topic 173

Models and Mentors: Situated Learning

Situation Learning

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- Seeing to integrate formal and work place learning
- 'Learning to teach' and 'teach to learn' (Loughran, 2006).

Learning and development for the reflective practitioner does not happen in isolation and there is a notion around modeling and mentoring in school where learning is situated. This is in a sense looking at formal integration of learning from the workplace. We can think of it as 'learning to teach' and 'teaching to learn' (Loughran, 2006).

- Student as teacher and learner (think critically, question practice and explore new principles) (Taylor, 2008).

Teacher is not only teacher but also a learner and as such learning to think critically, question practice and to explore new principles (Taylor, 2008).

- 'Transfer of Learning' an inadequate metaphor
- 'Becoming' -within a transitional process of boundary-crossing (Heger & Hodkinson, 2009).

Situated learning therefore employs that learning is not simple transfer of knowledge or skills from one individual to another from one individual to another from mentor to reflective practitioner to mentor. Indeed, transfer of learning is in sense quite inadequate. It is better to think the situated learning model as transformational process and transitional process of reflective practitioner.

Becoming an expert and moving across boundaries of teaching and learning to achieve high levels of performance (Hager & Hodkinson, 2009).

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Teachers as reflective practitioner need to learn to think like a teacher and to look at teaching from the perspective of the learners.

The Reflective practitioner and Situated Learning

There are certain stages that considered about situated learning that support reflective practitioner.

Stage 1: Implicit modeling of strategies and values at this point the individual is practicing and behaving certain ways and through their behavior expressing values which are reflective in an organization.

Stage 2: Explicit modeling of reflective learning and change in practice.

Stage 3:

- Linking practical wisdom to abstract theory

Reflective practitioner begins to link practical wisdom to abstract theory. At this level reflective practitioner is using situated learning to make sense of the learning they have been expose to an abstract sense.

Stage 4:

- Reconstruction by teachers in the classroom

Reflective practitioner is making a reconstruction of the learning in the classroom putting in to practice new ideas new techniques, strategies being developed based on the connection between practical wisdom and abstract theory.

Reflective Practitioner as teacher and learner

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Situated learning focuses in a holistic way on teacher learning-enabling teachers to think critically and originally about the work they are engaging in, question existing practices and exploring new principles -this has resonance with Loughran's learning to tach and teaching to learn. We can look at this as a powerful tool for the reflective practitioner.

Topic 174

Models and Mentors: Social Learning Theory: Elements of Social Cognitive Theory

Elements of Social Cognitive Theory

- Social learning theory influences the mentoring relationship and the process of reflective practice in an educational environment.

Social learning distinguishes between the acquisition of knowledge (learning) and the observable performance based on that knowledge or (behavior).

- Both internal and external factors are important because they are interacting in the process of learning for the reflective practitioner.
- There is an idea of reciprocal determinism. And explanation of behavior that emphases the mutual effects of the individual and the environment on each other. In this sense the distinction between enactive and vicarious learning.

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- Enacting learning is learning by doing and experiencing the consequences of you action.

Consequences are seen as proving information about appropriate actions, creating expectations, and influencing motivation.

Distinction between enactive and vicarious learning

- Vicarious learning is learning by observing others. Emphasises the powerful effect that modeling learning and imitation can have on learning.

The emphasis is on other's modeling, behaviors and attitudes and therefore the reflective practitioner imitating those behavior and those values and learning occurs through this imitation.

Learning by Observing Others

Two main modes of observational learning for vicarious approach are:

- First, observational learning can take place through vicarious reinforcement.

vicarious reinforcement is important because it happens automatically.

- Second imitates the behavior of a model even though the model receives no reinforcement or punishment while the observer is watching.

The second notion is that learning by observing others imitates particular models (behavioral models) even though the models receive no reinforcement. Just by watching we learn and we can take on particular behavior.

Second, learning by observing others imitates the behavioral model that even receives no reinforcement or punishment while the observer is watching.

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- Observation can be a very efficient learning process.

The other aspect of observational learning is that observation can be a very efficient learning process there is no effort in terms of having right it just understanding and observing.

- Social cognitive theory distinguishes between acquisition and performance of learning.

Four important elements to be considered in Observational Learning

Attention-pays in watching a role model

Retention-understanding and learning from that observation

Production-individual putting in practice what has be learned

Motivation and Reinforcement- reflective practitioner uses his observations to motivate themselves and to reinforce new behaviors.

Observational Learning for reflective practitioner has five possible outcomes.

1. **Teaching new behaviors**.

- It teaches new behavior. Modeling can deliberately be applied to practice once it been explored. And this can be very powerful for the reflective practitioner.

Modeling cab be applied deliberately in the classroom to teach mental skills and to broaden horizons- to teach new ways of thinking.

2. **Encouraging already-learned behaviors.**

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All of us have had the experience of looking for cues from other people when we find ourselves in unfamiliar situations. Observing the behaviors of others tells us which our already- learned if you can see another teacher doing the same things as you then that reinforces it encourages the behavior that you are engaged with.

If you can see another teacher already doing the same things that you so that reinforces, encourages the behavior you engage with.

3. **Strengthening or weakening inhibitions. The ripple effect.**

The third outcome for reflective for observational learning is what's known as the ripple effect and by observing a teacher not managing say particular behaviors in the classroom though it's possible for the reflective practitioner to make conclusions based on that observation. For example it could be about the poor behavior and the teacher and the reflective practitioner can make connections and try to understand what that means.

4. **Direct attention**

It directs attention to areas of need and interest.

5. **Arousing emotions.**

In OL you may develop emotional reactions to situations you have never personally experienced.

It arouses emotion in observational learning you may developed emotional reactions to situations that you have never personally experienced, and this can help you develop better reactions in the future.

Topic 175

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The Dialogic Process in RP: Dialogue as a Self-Assessment Tool

Dialogue as a Self- Assessment Tool

To assess knowledge

To assess practice

To evidence reflection on practice

To assess professional learning

We have seen that reflective practice can be a dialogic and as such dialogue process and as such dialogue cab ne self-assessment tool for the reflective practitioner. It is useful assessing knowledge as well as practice but in terms of evidencing reflection and development for reflective practitioner.

Characteristic elements of dialogue for reflection

Trust: empathy, honesty, sincerity, openness, learning, self-awareness, growth, mutual responsibility, listen, challenge, interrogation, inquiry exploration, reflection and critique, shared knowledge, process, multiple levels of communication.

There are some critical elements to the dialogic process in terms of reflection and these aspects of trust; empathy; understanding and openness to learning and in terms of reflection taking responsibility and challenge to develop.

It involves exploration as well as critique of experience and is a process of communication at many different levels from a very descriptive level through to an analytical and evaluative level.

Defining Dialogue Reflection

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- Conversation with a purpose
- It has to involve moving forward
- Learning should emerge for all
- Care should be given to the different purposes of dialogue

What we need to do then for the reflective practitioner is trying to define what would be included in terms of dialogue for reflection it is indeed conversation with a purpose it is not just general conversation, and it involves the reflective practitioner in moving forward professionally. It is learning which should emerge over time dialogue helps learning develop rather than just become instantaneous and therefore the reflective practitioner needs to take care in terms of the professional dialogues that takes place.

- There is an inherent power differentiated due to the different roles

There is of course an inherent power differential in any dialogue that a reflective practitioner engages with and this power differential can be quite useful but needs to be fully understood by the reflective practitioner.

- Assessment involves: quality of dialogue, evidence of understanding
- Process verses product, exposing of the process
- Assessment for learning

And there is an understanding that there for the reflective practitioner should access the quality of the dialogue that is being engaged within the evidence of the understanding that's growing from that and as a tool for the reflective practitioner to use. It is about process as product it's as much about learning evolving over time from engaging in dialogue rather than just outcomes of the dialogue.

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- A shared purpose
- Genuine questions to seek unknown answers

Dialogue has a shared purpose it's not just one way it is a two-way street and there are genuine questions which are based in experience and develop the reflective practitioner to higher level of performance.

- Formative for the participant (backwards and forwards)
- Power relationship is two-way

For the reflective practitioner it is formative in the sense that dialogue can move backwards as well as forwards reflecting on previous experiences as well as looking towards the future and the power relationship the two-way power relationship enables this backward and forwards movement as part of the learning process.

- Consideration of influence of assessment criteria/ learning outcomes
- Dialogue is about learning evolving
- Assessment is about summative element

Consider that criteria especially assessment criteria learning outcomes for teachers may have on the dialogic process they may influence or guide the dialogue, and this affects the quality of the dialogue and can be beneficial to reflective practitioner.

- Dialogue involves complex interaction, compare with monologue
- Mutuality, turn taking
- Different expectations can be an issue

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The dialogue is quite complex and involves complex interaction with another. There are not only needs to be speaking but also listening. Effective dialogue in terms of professional conversation engages in turn taking a mutuality in terms of sharing information and working with understanding and there of course is based on different expectations and intensions for the dialogue.

- Notion of process is critical
- Emphasis is on growth
- Would students know when dialogue is in process?

There is a notion that the process of the dialogic reflection is critical rather than superficial and there is an emphasis on growth and development with dialogic reflection. It is important to consider how much student engage in this process.

Topic 176

Reminder: Dialogue as a Self-Assessment Tool

The Dialogue Process in RP

Reminder: Dialogue as a self-assessment tool

- To assess knowledge
- To assess practice
- To evidence reflection on practice
- To assess professional learning

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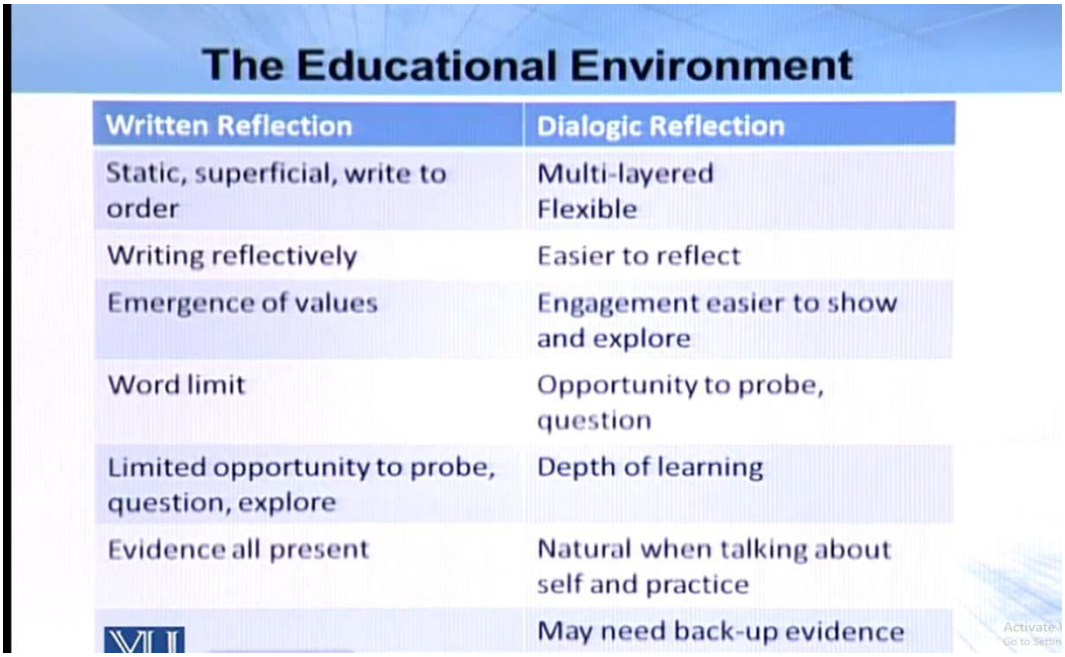

For remind, reflective practitioner can engage in a dialogic process to develop their practice and dialogue is a self-assessment to access knowledge and practice. To evidence that assessment and to access the quality of professional learning. We can look at this in terms of the types of dialogic reflection that an individual can engage. Dialogic reflection is different to written reflection.

- Written reflection is quite static and ordered because it is written down whereas dialogic reflection is much more flexible and multi-layered because of level of interaction.
- Written reflection is simply about writing reflectively and we know about professional development journals and the structure of those whereas dialogic reflection is much easier to reflect compared to formality of written reflection.
- In written reflection the values we hold will tend to emerge over time whereas in dialogic reflection it is much easier to engage and explore values or assumptions with some immediacy.

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- With written reflection there is certain word limit there is only so much that you can write on an ongoing basis and but with dialogue reflection because it is so quick and easy it provides opportunity to really question and to probe in detain certain aspects.
- Written reflection is limited in terms of that ability to explore and therefore can be quite limiting in terms of the depth of learning and depth of learning is one positive attribute to dialogic reflection because of the level of questioning by other people.
- Written reflection is useful because it's possible to evidence all that is present in the experience and in contrast to dialogic reflection is very natural because we are just engaging talking with people about ourselves and about practice the thing about dialogic reflection because there is no permanent record it may need some backup evidence in terms of professional learning so the dialogic process is very useful because it is very quick and easy to engage with but there are limitations to it as well as positive attribute.

The Outcomes of Dialogic Reflection

The outcomes of dialogic reflection include:

- Assessment of informal professional learning

An assessment of informal learning which is engaged within the school environment and from experiences in the classroom.

- Creation of a learning space

It is useful because it creates a space for learning between individuals and regularity in terms of reflection and therefore learning and because it is a process of interacting with others.

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- Re-profiling ideas of a teaching professional
- Reconfiguring teaching and learning

It is a way of revision approve and professional roles and refiguring notions about teaching and learning.

- A career development and CPD tool

Dialogic process is very useful as a professional development tool and a career management tool for individual teacher.

- Means of organizational change

It is a process of sharing and working with others and it is useful means for an organizational change and development.

Topic 177

The Dialogic Process in RP: Asynchronous Discussion-The Theory

Asynchronous Discussion-The Theory

- Content based (theory oriented): Asynchronous discussion (AD) allows teachers to have more time to reflect on and produce their contributions.

The dialogic process for reflective practice can be asynchronous. Asynchronous dialogue occurs sometime after experience and between experiences. Asynchronous discussion tends to be very theory

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oriented and allows teachers to have time to reflect and to produce their collaboration and contributions with others.

- AD enables teachers to develop higher order thinking skills (e.g. to gather, apply, analyze, synthesize and evaluate information).

Asynchronous discussion enables teachers because of the time to think and reflect and to be critical to develop higher order thinking skills for the evaluation and synthesis and creation and these add to the reflective practitioner our bags of skill.

- AD allows students to conceptualize a topic/issue/theory from multiple viewpoint.

Asynchronous discussion allows the reflective practitioner to conceptualize ideas and issues and theories from different viewpoints to understand different perspectives in things.

- Asynchronous discussion promotes collaborative learning – the act of collaboration is an act of shared creation and /or shared discovery (Schrage,1995).

Theoretical Framework

Vygotsky's sociocultural learning theory

Learners' experiences at the sociocultural level (i-e; experiences communicated and shared with a community of professionals) and this essential for the internalization of knowledge. There is a constant interplay between social processes and individual cognitive development.

Dewey's experience-based learning theory

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Experience is shared and reconstructed through reflection. Reflection is the heart of the knowledge-constructing process. A reflective practice is framed by a perplexing and confused experience initially and a unified or reserved situation at the end. In this sense it is very much about integrating deliberation and action.

Halliday's social-semiotic perspective on learning

Language simultaneously performs three macro-functions: ideational (experiential), interpersonal and textual functions in terms of how people are interacting. Language's use is a socially shaped and shaping action but also shaping our experience and there is an interplay between language and dialogue.

Topic 178

The Dialogic Process in RP: Asynchronous Discussion-The Practice

Asynchronous Discussion- The Practice

- Asynchronous dialogue needs to be designed
- Designed by the other (mentor) asking the teacher to reflect on how the theories they have learned about teaching.

Asynchronous discussion as a process of dialogic reflection needs to be designed it does not happen instantaneously and it can be designed by some other individual perhaps a mentor rather the reflective practitioner. It is very much about asking teacher to reflect on how the theories they have learned about teaching is being understood and explode/ applied in different situation.

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- Asynchronous discussion (dialogue) occurs over time rather than spontaneously providing time for thinning about events.
- Can be via email/text
- Care needs to ensure that the level of interaction remains high.
- Monologic discourse compared to dialogic discourse.

Asynchronous discussion (dialogue) between people dialoging occurs over time rather than spontaneously, providing time for thinking about events. It can occur via email/text of course and this is the remains high for asynchronous discussion because their time lag is involved in that written exchange, but care needs to be taken by the reflective practitioner that the dialogue remains as a dialogue and not a monologue they should be a two-way exchange of information and understanding.

Interpersonal discourse:

It is about showing/giving admirations, understanding, compliments, supports, encouragement, appreciation, eager for success, consoling people about difficulties and finding solutions, agreements, offering suggestions, clarifications, invitations for more discussion.

Asynchronous discussion is a process of questioning but engaging symbol tenuously, expressive, but responsive, skeptical but respectful and challenging but supportive.

- The other may need to model or explicitly "teach" desired discourse used in asynchronous discussions.

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So, the other involved in this perhaps the mentor may need to model explicitly the processes and the means for engaging with that dialogue a sense to teach how to engage in asynchronous discussion.

Thus, teachers can learn critical language to express themselves effectively in both cognitive and socio-affective levels.

Fabro and garrison (1998) revealed the established presence of a 'significant other' in dialogic discourse.

This is revealed in sense that we can talk about other as a significant other somebody who is important to the reflective practitioner enables the dialogic discourse and to occur in a very focused productive manner. The practice appropriate critical discourse and constructively critiques contributions in the dialogic process is crucial if higher order learning outcomes are to be facilitated.

Topic 179

The Dialogic Process in RP: Dialogue Diaries

Dialogic Diaries

- Dialogic diaries are a type of reflective journal in which teachers (reflective practitioners) reflect on their learning and a 'significant other' writes a response.

Dialogic diaries can be a very useful tool for the reflective practitioner to engage in a dialogic process. A dialogic diary is a type of reflective journal in which reflective practitioner reflect on their learning and a 'significant other' writes a response.

- The diary process regularly between the two.

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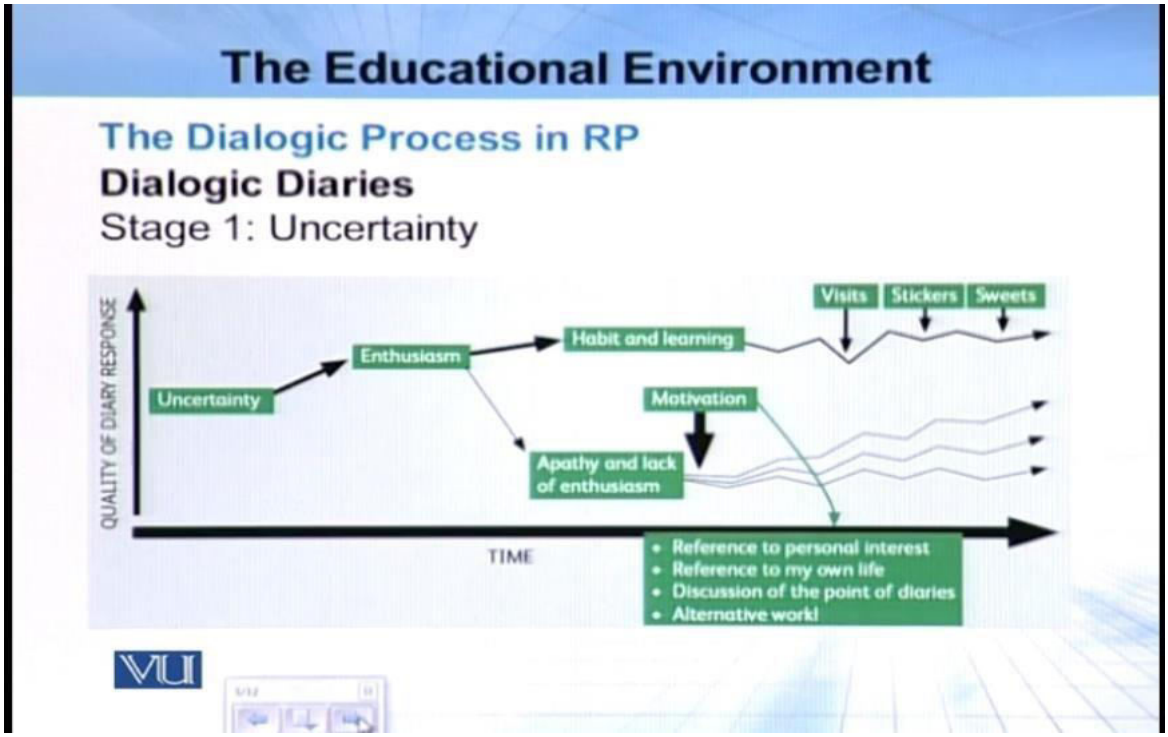
Essentially then written thinking passes between the reflective practitioner and significant other and this becomes and ongoing dialogue.

Dialogic diaries are a form of asynchronous discussion. Reflective practitioner will go through four stages in maintain a dialogic diary over time. So a conversation is maintained between two people through journal and because we can look at these different stages:



Stage 1: Uncertainty- At the initial stage of writing a journal is uncertainty. At this point reflective practitioner is engaging in maintaining a dialogic diary. There is uncertainty about what to write and how to write it the quality of that writing is good enough for reflection. It helps individual develop their practices through reflection and then this moves us to another stage the process which is about enthusiasm.

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Stage 2: Enthusiasm –Once the level of uncertainty has been overcome the reflective practitioner can find that writing in a journal and sharing the journal with another who also writes in it responds to those reflections become quite an engaging process and can develop a lot of enthusiasm by the reflective practitioner.

Stage 3: Lack of Enthusiasm- Once the dialogic diary has been engaged with for some time it become a little bit habitual and therefor it can lead to a sense of apathy or lack of enthusiasm for maintaining the writing and indeed at this point journal writing for the reflective practitioner could just become things like simple words rather than reflective and explorative sentences and paragraphs however if this stage is overcome it does become a habit and learning can develop very easily very quickly from that habit.

Stage 4: Habit and Learning- This requires motivation and for reflective practitioner its worth at this point mentioning being aware of this and mentioning this to the significant to other. It is quite powerful tool because learning can be ongoing, and the process can continue because the habit is there to maintain it.

There are certain issues with the dialogic diary process which we become aware of in terms of maintaining a diary:

Time:

- For teachers to write the diaries?
- For 'the other' to respond?
- For the diary writing process to continue?

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Time is needed for the individual to write in the diary and significant other to respond to reflections in the diary. And needed for the diary writing process to continue long-term. This is a very significant factor because over the long term of lack of enthusiasm can take hold and therefore diary writing starts becoming unproductive.

- Writing:
  - Writing v. Drawing
  - Blogosphere?

It could be via the internet or maintaining a blog and teachers interacting with each other; the blogsphere and of course it does not have to be about illustrations and drawings.

Ethics:

- The ethics of 'diary writing'

Shared writings we are discussing issues may be delicate or sensitive we must be aware of the ethics of putting this into permanent form.

- Political process (writing about roles)

Writing reflections is a political process in the sense it does raise questions about roles and responsibility that we have in the classroom and in the school.

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Topic 180

The Dialogic Process in RP: The Academic Portfolio

The Academic Portfolio

- A fundamental feature of the (self-evaluative) academic portfolio is the intentional focus on learning and assessment.

The academic portfolio can also be used for engaging with the dialogic process. It is self-evaluative mechanism which has an internal focus for the reflective practitioner focusing on learning and assessment.

- The deliberate and systematic attention not only to teaching but also action research skills.

Therefore, it is very deliberate and systematic attention not only to but also action research skills in terms of reflecting on experiences in the classroom.

- A fundamental feature of the (self-evaluative) academic portfolio is the intentional focus on learning and assessment.

This focus is very different to things like dialogic writing the academic portfolio is an evolving collection of experiences and experiments over time.

- To a teacher's self-reflective, meta cognitive appraisal of how and more importantly why learning and teaching.

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It is very much about the teacher's self-reflective, metacognitive stance on their stance appraisal of how and more importantly, why learning and teaching from their experiences.

Benefits of the Academic Portfolio for Dialogic Reflection

Increased understanding of

- How you learn and what are your learning outcomes.
- What you have and have not learned)

There is an increased understanding of how we are learning and what are our learning outcomes from reflection. Also, about what we are not learning.

- What do you value?
- Roe in learning how to articulate in writing one's thoughts and ideas.

With increased understanding we can explore what aspects of our work and our professional role we do value. The role in learning how to articulate in writing those values and our understanding of those values.

- How others view your work?

Another benefit of the academic portfolio there is an increased understanding of how others view the work that we do what their ideas are about our professional role.

Enhanced ability to make corrections.

- Among courses thought and in the context of teaching 'without boundaries'.

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There is an enhanced ability to make connections between experiences that boundaries that exist for us as teachers and can be expanded and therefore improve learning.

- Among research experiences and research collaborations.

It's an opportunity to make connections between what we have experienced formal courses with the experiences and research collaborations that we undertake in the classroom.

- Increased sense of learning over time.

Another useful benefit of academic portfolio is there is for the reflective practitioner an increased sense of learning over time of development, progressing and evolving.

What to include in the Academic Portfolio?

- Documentation of steps (analogous to keeping a log for lab research)
- Commentaries (as for solutions for math problems)

What you should consider including in an academic portfolio that in its useful evidence that we can use for not only reflecting but evidencing and monitoring your progression any sort of documentation of reflection or processes of your work. Things like lesson plans and materials as well as written reflections there can be commentaries in there almost like discussing mathematical problems you can discuss experiences in the classroom.

- Evolution of a course, of a speech, or pf a paper.
- "History" of a piece of artwork.

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It also evolves over time like a speech on paper and there is a history to it you will be able to look back months and see progression of your learning and the journey that you have been on.

Four Basic Processes for the Creation of an Academic Portfolio:

What we need to consider then is their certain processes involved in constructing an academic portfolio.

Four Basic Processes for the Creation of an Academic Portfolio

Collection	A relatively short collection of materials that summarizes and highlights an individual's activities as a teacher and researcher.
Selection	Why are you creating the portfolio? Who is reading it, and why?
Reflection	Thinking critically about your total learning, teaching, and research experiences
Connections	Making personally meaningful connections between • Your teaching, • Your field of research, its body of knowledge, and its applications • Your service and community experiences

Collection: Firstly, we must consider what we are collecting in terms of material to include should enable us to explore and to reflect not just inclusions for the sake of putting them in academic portfolio.

Select: we need to select those materials quite carefully because part of creating of portfolio is to consider who will read it and who will benefit from it and purposes for which they will be reading.

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Reflection: we need to understand that the academic portfolio is a tool for reflection and therefore we need to make sure that the inclusions are there to help us learn until develop our teaching and we are simply part of research of experience that we engage with.

Connections: Finally, the academic portfolio a mechanism that contains materials that enable us to make connections between different aspects of our professional role.

A Document that Evolves Over Time

- Remember: the portfolio is a living collection of documents and materials which change overtime.
- New items are added, others are dropped.

Academic portfolio is a long-term piece of evidence. It is a living material that grows and develops over time along with reflective practitioner new items can be added and others can be dropped as he document evolves.

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Topic 181

Collaborative Observation and Feedback: Teacher Collaborating

Teachers Collaborating

Every teacher is an active participant in their reflective practice and there are definite benefits from collaborating with others in a process of continuous learning and we can see that continuous learning through teacher collaboration actually forms part of a cycle focused on particular aspects within the process of observation and we can see that step-3 of this 5-step cycle. It is about observing and collecting of evidence and this is the key point where teachers collaborating come together. It's at this point where evidence is collected of processes and practices where observation is used as a means for that collection, and it continues until the end of the cycle as part of the process of reflection and evaluation.

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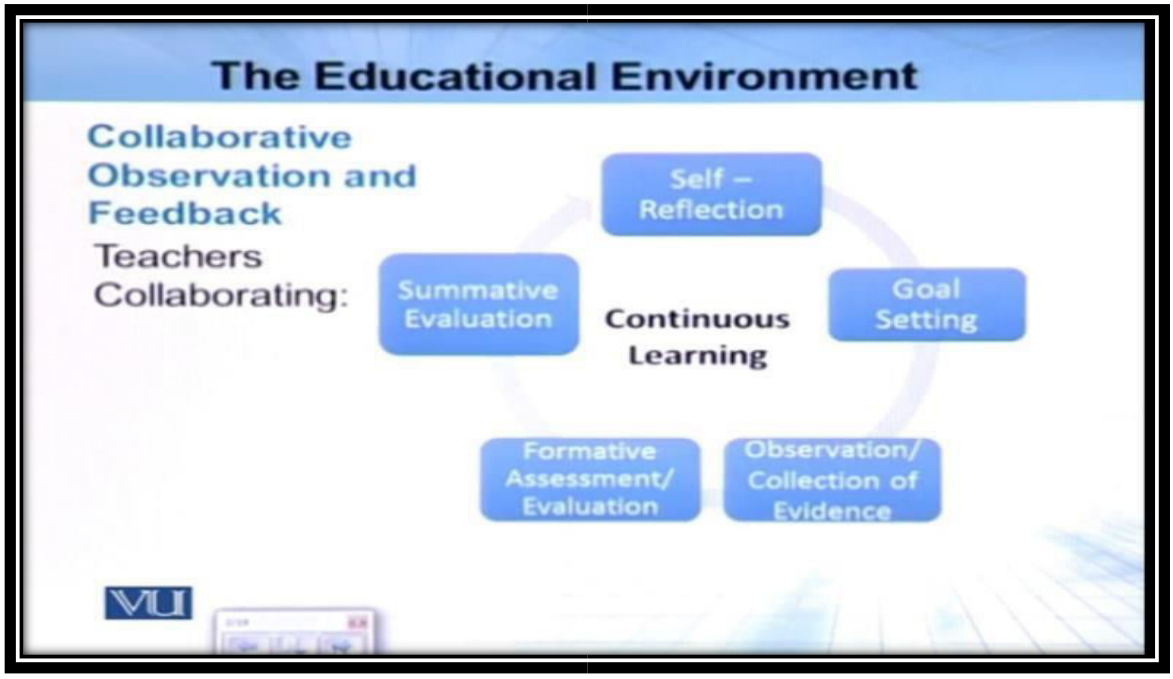

Observations are one more source of evidence for the reflective practitioner and this forms a significant part of feedback for the reflective practitioner in term of promoting professional growth and development. We can see clearly how observational collection of evidence fits into the cycle and where teachers can collaborate on this aspect of reflective practice.

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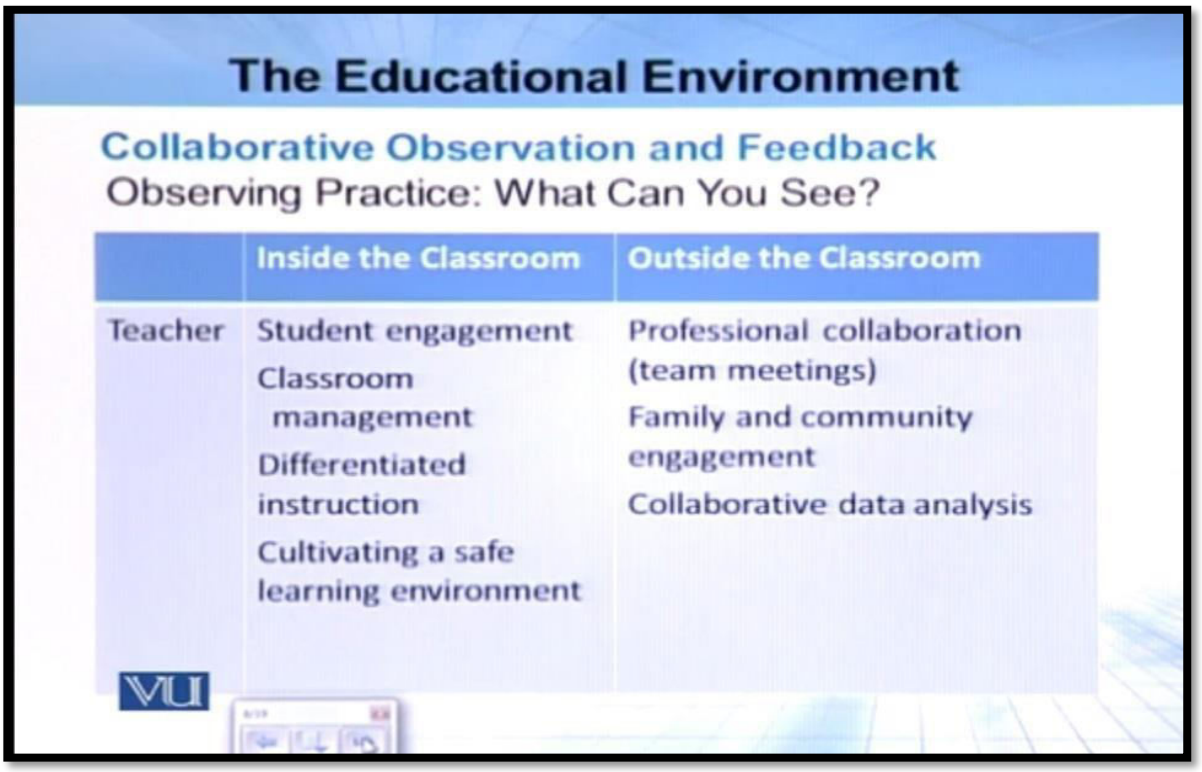

Teacher is observing somebody else in the classroom or where everybody is observing the reflective practitioner. There are certain things that can be looked at for example things like the level of student engagement the ability to manage the classroom environment. And how to differentiate instruction for different learners in the class, outside the classroom what can be observed are how colleagues are participate in collaborating with each other whether that's in meeting or whether it's more informally it can also be about how individuals are engaging with the community as a whole and with families.

Principles of brief

There are certain **principles of brief** that we need to consider in terms of collaborative observation as process for reflective practice and these are that **observations** must be frequent so that learning is

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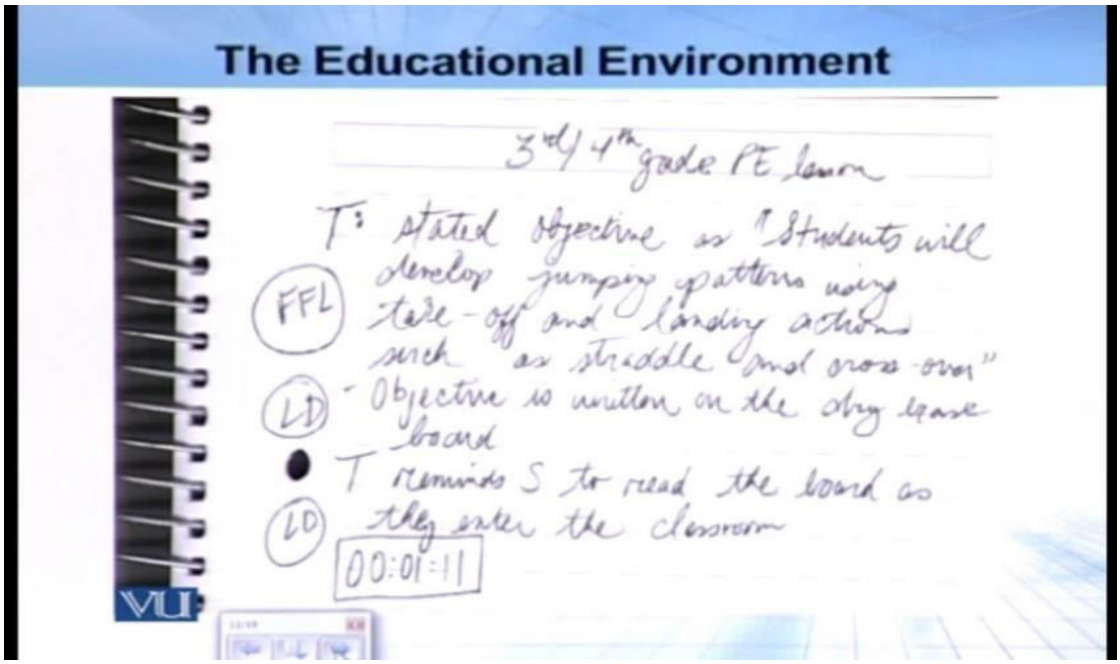
always **ongoing**. They must be **focused** on aspects of practice rather than just general observational. They must be **varied** as well as so that they do not fall into a habitual process. They must include **useful and timely feedback**.

Collecting Evidence through Observation

What can happen in observation is that we take notes as reflective practitioner and focus on particular aspects of the teaching using a quick shorthand to explain or define aspects of our observation and it's through this shorthand that we get focus through the writing on things that we need to consider.



Here the RP has been used abbreviations such as: T for teacher, S for student, FFL for focus for learning, LD for lesson delivery, as well as time stamps at the bottom. This aspect along with amount of time that this reflection takes place in that becomes a very useful tool for reflection so what happens

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in terms of collecting evidence through this process. Paraphrasing perhaps of short quotes to convey interaction although they would not be the direct word-for-word account of what is being said.

Getting Feedback from others on Observation:

Focused: helps focus attention on the content of that paraphrasing so teachers collaborating is a means for the reflective practitioner to get feedback.

Evidence-based: It is important that feedback is focused on aspect of the observation it also needs to be evidence-based. It should be grounded in what has been observed in the evidence for that.

Constructive: Feedback should reinforce effective practice and identify areas for continued growth.

Timely: feedback should be provided shortly after the observation so the connections can be made with the information from the feedback process and the activity in the classroom.

Topic 182

Collaborative Observation and Feedback: Peer Observation (Part 1)

Peer observation

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There are number of benefits to the reflective practitioner of using peer observation:

- Peer observation helps the individual maintain and enhance teaching quality and therefore improving the quality of students learning experiences.
- It is a process of building awareness for an individual about variety of practices that they can be using in the classroom.
- It is a way of reflecting on the various aspects of their approach and their teaching practice that they are aiming to master.
- It recognizes and identifying good practice in relation to others.
- It is reflective of development needs for an individual practitioner's
- It as a process provides evidence of quality teaching practice for promotion applications.
- As a means for development, it identifying and promotes good practice and innovation in teaching and learning.
- In this way it can help reflective practitioner deepening understanding of the work of colleague in and across teams, departments, and faculties.
- Because peer observation involves our colleagues in the process reflection then it is good opportunity for networking and developing connection with colleagues to discuss various learning and teaching issues.
- Increasing the sense of collaboration and enhanced trust through allowing colleagues that we have in schools in order to help build the practice that we have the ability to observe and comment on other people's teaching becomes very powerful here.

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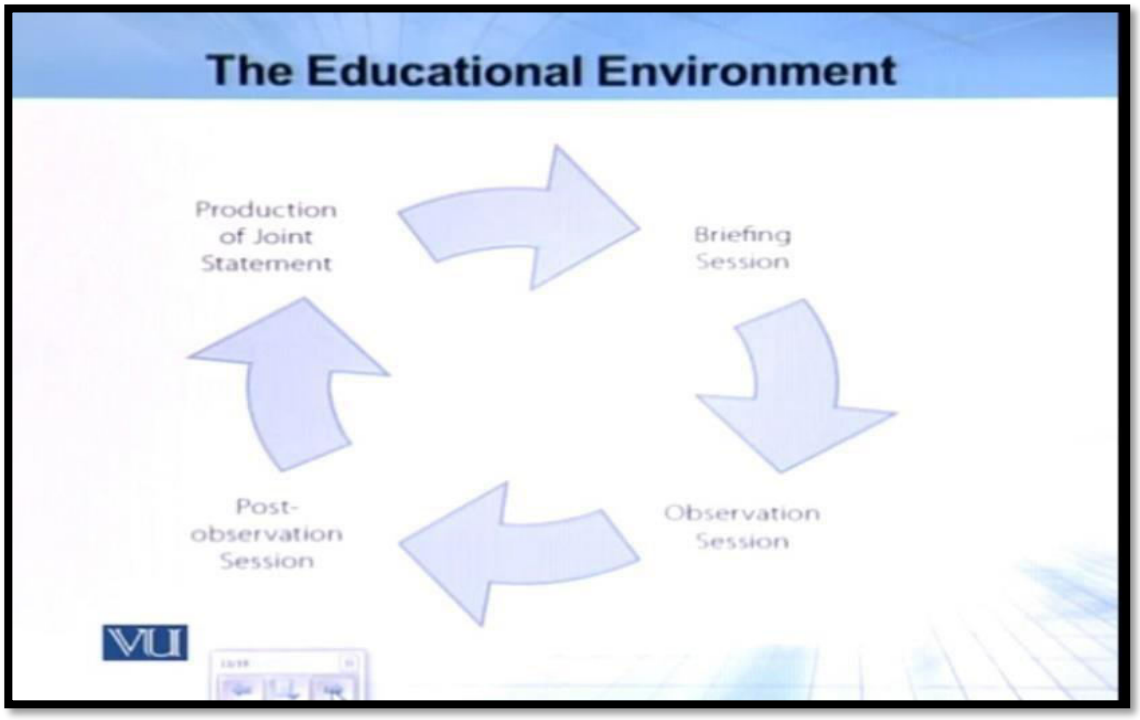
The Process of Peer Observation

For the Reflective practitioner process has four main stages:

Briefing session before observation where a focus is given to the observation then the **observation** followed by post observation. In **post observation** there is reflection and feedback from the observer and then there needs to some recording of the observer.

We look at reflective cycle where the briefing session occurs before observation which leads ultimately through a statement a record observation which can lead then into another pre-observation session in terms of development. This becomes very useful very simple approach to peer observation linking it to reflective practice.



Briefing session: the reflective practice being observed will set out the context of the observation and draw the observer's attention to anything that they particularly want comment on.

Post-Observation session: this is a collaboration reflection (practitioner and observer) and will involve appraisal of the session by the teacher who was observed and comments from the observer

The observer's feedback should cover good practice seen during the session, as well as areas they think may benefit from future development. Post observation is usually the most difficult part of the peer observation process as it can be difficult both to give criticism and to receive it.

Topic 183

Collaborative Observation and Feedback: Peer Observation (Part 2)

Peer Observation

There are four key focus areas for peer observation:

- Planning/Organization/ content
- Teaching Strategies/resources
- Presentation/management
- Assessment/monitoring

Planning/Organization/ content

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- Focuses on the teaching purposes are clear and stated in appropriate term, such as aims, objectives and outcomes.

- Teaching purposes are appropriate to the needs, experience, and abilities of students.

- In terms of observing their planning and content it would be good for observer to look at how the lesson is structured in term of introduction and content development of ideas and learning how the lesson is concluded and evaluated.

- Content is appropriate for the levels, abilities, needs and interests of students.

- Content is well researched and up to date.

Teaching Strategies/resources

- Observer is checking that the methods are appropriate to purposes of session.

- Methods are chosen about students' abilities, needs and needs of students.

- Methods are chosen to gain interest and participation.

- Class management is effective and appropriate in terms of the number of people in the classroom and the activities they are engaging with.

- Resources are used effectively and complement content, methods, and purposes they support clearly the aims and outcomes.

Presentation/management

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- Observer is looking for things like effective communication skills and presentations of ideas and concept

- Individual teacher is questioning students and asking effective questioning to monitor and promote understanding.

- Student contributions and participation are encouraged in a conducive atmosphere.

Assessment/monitoring

- The observer wants to see that individual teacher is monitoring learning throughout the individual lesson and also looking at a suitable method are used to identify and monitor students' progress.

- Part of this aspect of teaching of course is about the teacher continual use of feedback to the students in a constructive way so this enhances learning.

Topic 184

Collaborative Observation and Feedback: Peer Observation (Part 3)

Peer Observation

The process of peer observation of teaching (POT) can be undertaken in several different ways:

Buddy System

We can consider it does not just have to be with two people it can be with more, but with two people involved in this process of observation it is important to agree to act as observer and the one being observed and share these two roles.

Circus

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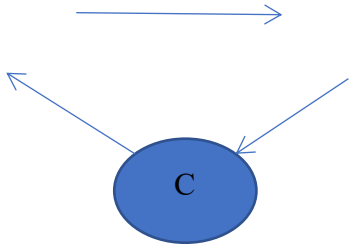

We can also consider observation in terms of several people observing for example there could be three teachers three reflective practitioner engage in the process of observing each other and we can call this appear observation circus this is where colleague A would observe colleague B , colleague B would observe colleague C and colleague C would observe colleague A, and this can go around the group continually and can be in reverse order so that all participant observed each other. It not only builds a sense of team work, but it does mean that an individual gets observed by two different practitioner and more practitioners involved in a peer observation circle you can get more feedback perspectives.

When you are the observer:

- You need to make sure that you discuss all aspects of the activity with the person being observed and ensure that feedback is structured around this and provides the sense of exploration that the observer needs.
- It should be very efficient and not be too time consuming and should be very clear in terms of instructional value.
- During observation don't be distracted by the content if you are there to observe teaching strategies, for example, it could be looking at teaching strategies and rather than resources.

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- You should also allow the one being debriefed to say something about the observation before you give your feedback.
- Focus comment on the behavior not the person in the classroom rather than products.
- In terms of feedback, it is very important that the observer follows a very simple strategy and that it should be clear and owned, balanced, brief, and specific.
- The important thing to remember is for you as an observer to give feedback as soon as possible after the observation otherwise any feedback you give can lose its sense of urgency it makes it very difficult for the observer to make connections between what is your experience and their experience in the classroom.
- What you want to do in term of giving feedback is to priorities your comments. Focus first on what is most important and then work down from there to what is not so important, and this gives much better focus to the feedback from the observation.

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Topic 185

Collaborative Observation and Feedback: What is Lesson Study?

What is Lesson Study?

Lesson study is another collaborative observation technique that the reflective practitioner can use. Lesson study is a professional development process that Japanese teachers engage in to systematically examine their practice. The goal of lesson study is to improve the effectiveness of the experiences that the teachers provide to their students.

The core activity in lesson study is for teachers to collaboratively work on a small number of "study lesson". These lessons are called "study" lessons because they are used by the group to examine the teachers' practice.

Working on a Study Lesson

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1: **Research and preparation:** The group of teachers jointly draw up a detailed plan for the study lesson. The lesson plan is not constructed by an individual but by the group.

2: Implementation: A teacher teaches the study lesson in a real classroom while other group members look on.

3: Reflection and improvement: The group after the lesson delivered comes together to discuss their observations of the implementation of that lesson.

4: Second Implementation and reflection: This is optional but after first discussion and reflection phase and the teacher may go back and teach the lesson again or another teacher may teach that lesson.

Another teacher teaches the study lesson in a second classroom while group members look on; this is followed by the group coming together again to discuss the observed instruction.

Now we can look at this diagrammatically; it starts off with the lesson study group having meetings and this is about preparing the study lesson which can involve research by the individual group members in two strategies approaches and resources to be used in that lesson.

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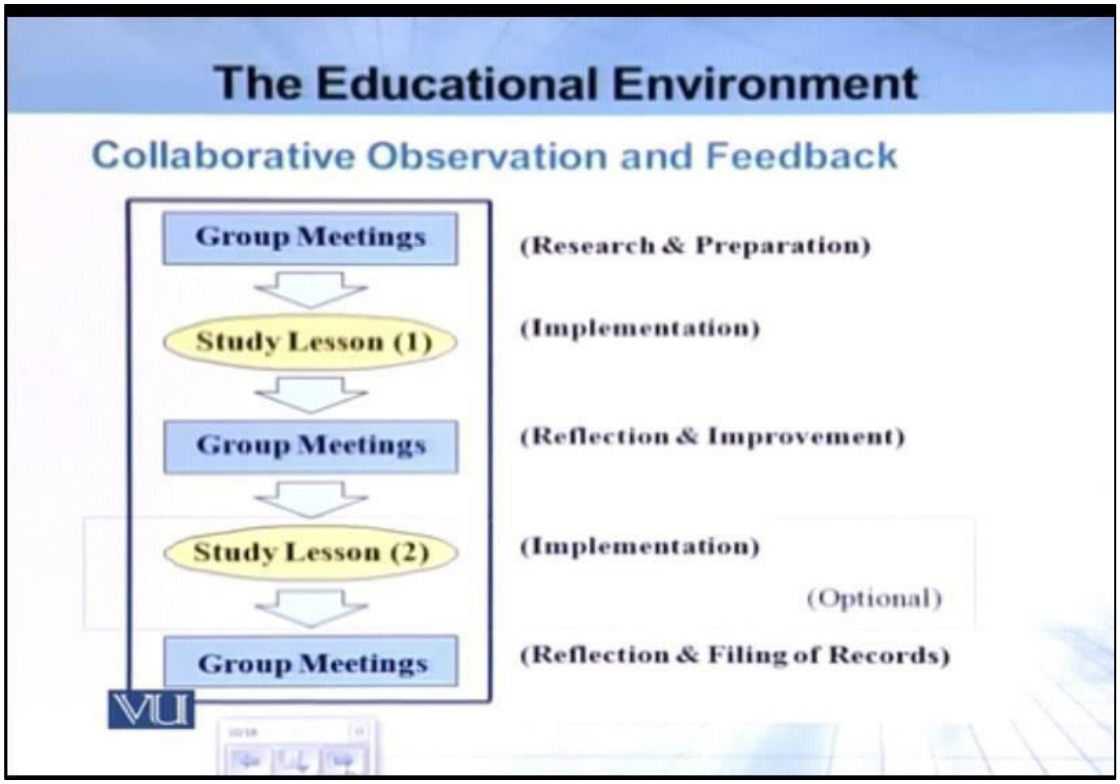

Then there is the implementation of that lesson by one member of the group followed by a reflection and improvement meeting this is where the group come together and discuss and reflect on the delivery of that lesson and this may lead to second implementation where changes may be made to the lesson by the group, and these are implemented and then that is again followed by another reflection session where some record may be kept.

The Lesson Plan is the Backbone of the Study Lesson

The lesson plan supports the lesson study process by serving as a:

- Teaching tool--it provides a very well define script for the individual teacher to follow in terms of activities and resources used in the lesson.

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- Communication tool—it conveys to other members of the group, the thinking of the teacher who planned the lesson.
- Observation tool—it guides what to look for in the lesson; it is a place for the observers to record/share observations.

And so all together this process is very collaborative very systematic and can lead to high levels of reflection and development

Topic 186

Collaborative Observation and Feedback: How do RPs Share Learning form Lesson Study?

How do RPs Share Learning from Lesson Study?

Lesson study is a powerful tool of collaborative observation for the reflective practitioner and what is important to think about is how the reflective practitioner shares what is learned from the lesson study process. There are number of ways for it, it could be very formally through things like **reports and**

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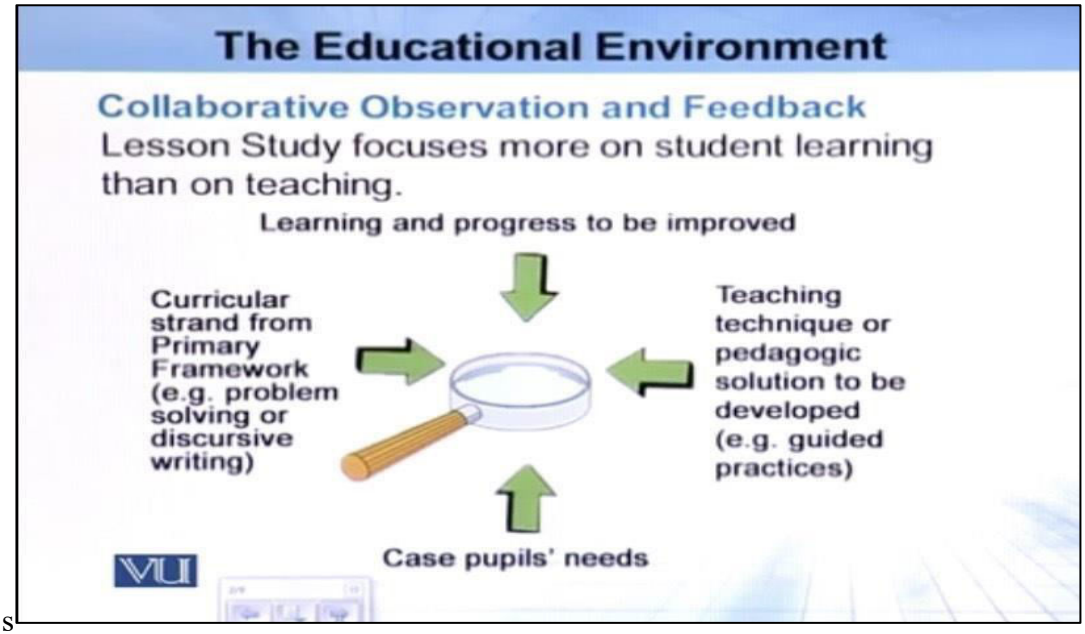
publications but perhaps it could be more informal through **lesson study open house** or **rotating teachers** through different grade levels or just through informal mechanism like **structural supports for teachers** in the school.



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What we can do is focus on the passing on of that knowledge by remembering that lesson study focuses more on student learning than on teaching. What are the outcomes of teaching and in this sense the lesson study has several imposing factors which is down to do like students' needs as well as the pedagogic approaches used to respond to student's needs?

There is of course a demand from the school in terms of the content that needs to be taught on the timetable that an individual teacher is working to. So, the lesson study is a collaborative process for the teachers focusing on students learning as a center of reflection.

Sharing the outcomes of lesson study can be very formal like in things like:

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Reports or publications- what is important to remember is that this type of sharing of knowledge is not just about including materials or lesson plans but there needs to be some sort of reflection there are of the discussions around the construction of those lessons plan. The motivations and the goals behind those on the intended achievements even challenges that were expected behind each lesson study process.

Outside observer- It can be useful for the lesson study group to use an outside observer. There are three basic benefits to using an outside observer:

1: an individual can give a different perspective when reacting to the lesson study.

2: an outside observer can provide additional information about content/new ideas.

3: observer share the work of other lesson study groups.

Open House- In Japan they use something called open house this is where individual teachers can share their lesson study work with other schools. So that good practices share around the system.

Rotation of Teachers- Teachers can be rotated through grades levels within their schools. It help people understanding the issues that the group is experiencing.

Structural Supports for Teachers- There can be structural support in the school itself teachers in terms of sharing the learning from lesser study.

These can be very simple like for example the staff room teachers being able to sit down in a calm and relaxed environment, drinking tea can share processes can share learning from experience and

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teachers can do this very informally that a lot can be gained from that. So lesson study is a very powerful way and a collaborative supportive way for the reflective practitioner to develop.

Topic 187

Collaborative Observation and Feedback: Group and Peer Supervision

Group and Peer Supervision

What we need to consider are **roles and approaches** to supervision as part of collaborative supervision. Within collaborative observation there is a **focus person** the reflective practitioner and a **mediator** and **supervisor**.

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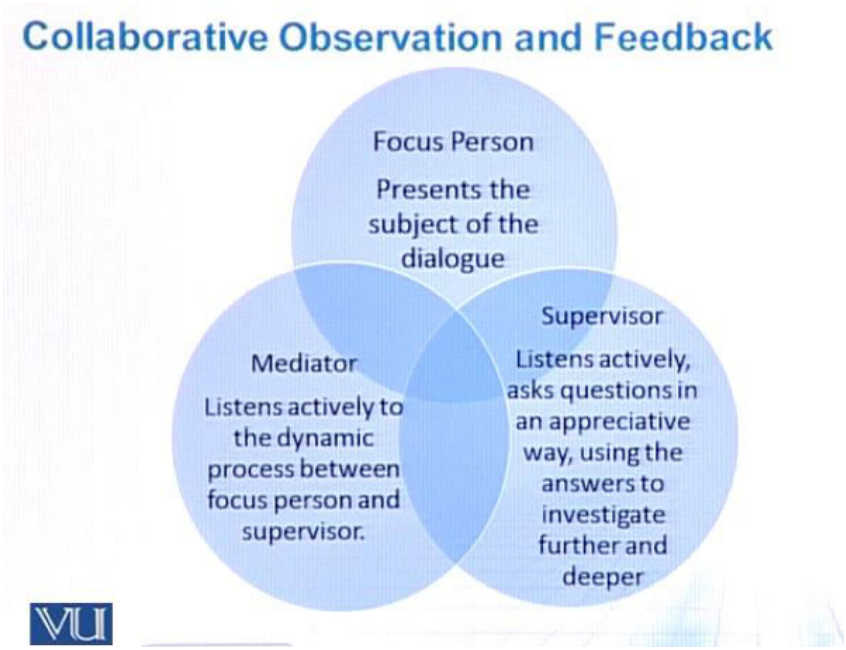
Looking at these three roles and how they combine the focus person is the subject of the dialogue essentially, they provide the subject of discussion within the group.



The supervisor is the individual who listens actively to the dialogue, ask questions in an appropriate way to build confidence and selfesteem and supports the individual, using questions to investigate further and deeper in terms of their experiences.

The mediator is one who listen actively to the dynamic process between the focus person and supervisor and work to support the process of dialogue.

The Roles

There are particular roles which each individual in the process of collaboration take on:

Focus person: Clearly defines theme and subject of the dialogue.

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Supervisor: Is the individual who asks questions about what has been seen and heard in an investigative, exploratory, and appreciative way.

Mediator: is the individual that keeps a check on the dialogue and gives feedback on the process of the dialogue, its structure and depth to the focal person. Mediator listens carefully and then sums up the content and the process of the dialogue between the two.

We can see that the three together make a reflecting team. The reflecting team is made up of the mediator the supervisor and the focus person working together regularly over time.

The Role of Reflecting Team

- The role of the reflecting team is about listening to the dialogue without interrupting so that full understanding can be required.
- Reflecting team take notes on the dialogue to record the content and to give a focus to the individual concerns.
- And notes will also help the reflecting team finds connections between experiences and to understand the associations between different aspects of the process.
- The reflecting team will discuss what they have seen in a very non judgmental way and supervisor can make suggestion on proposed questions to help the focal person understand better the experience and get more clarity about how to move forward.

Group and peer Supervisor: The Rules

There are rules that should be followed:

- The roles within the group need to be very clearly defined theme structured by the focus person.

- The approach should be very appreciative of the focus person rather than constructive.
- The feedback needs to be clear and precise.
- Supervisor should engage in useful questioning technique which help to develop depth and detailed.
- The whole process should about building confidence for the individual.

Constructive Feedback

- For the reflecting team constructive feedback should be respectful the focus person and acknowledge the insights of others reflecting team, their values, opinions and their ideas.
- Show understanding and recognition of the other's feelings and views within the group.
- Help all members of the team but particularly the focal person to be better understanding, strength, weaknesses, and potentials that they have.

Questioning technique is an important part of group supervision and its important that open question are used as these promote examination and exploration for example question like can you give me more details about? And questions to make the other elaborate and argue; like why use this activity…? Why did you do this thing…? this get the focal person to really think critically about what they have done and questions by the supervisor should also a challenge the focus person; like What did/do you intend the students to learn?

Questions can also be used to **Direct** (which resource are to be used in this activity?) attention to particular area of the lesson but **In Direct** (how do you think the students will interpret the result?) also to get the focal person to reflect on other person expectations and experience.

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Using close questions as part of the reflecting team for validation and interpretation so for example supervisor could say something like Is it correct when I understand this particular thing? because the answer is yes or no and that's provide clarity in terms of reflection.

Supervisor can ask particular probing questions (what exactly?) and funnel questions can make the other focus.

Developing Dialogues

The process of collaborative observation where there is a focus person, and a supervisor has a number of dimensions to, it can be used to inform the group to particular aspect of practice and of course, it can be used to influence practice or the focus person and there can be very linear assumptions about the practices which are being employed as well as circular assumptions or in other words the ability to look back and then to change practice from what has been going on.

So, there are particular roles to be taken on within the process of collaborative observation for example the focus person and supervisor can see themselves as detectives focusing on facts and looking for future understanding can be as an advisor looking for solution in relations to issues and problems. It can be about just exploring , understandings and getting much better appreciation, or it can be about looking better perspective from different viewpoints facilitating understanding.

The Rules:

The rules which need to be follow are very precise but the supervision of a focus person as part of collaborative observation is a very useful technique for reflection on practice.

- A clearly defined theme

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- Appreciative approach
- Clear feedback
- Questioning technique
- Confidence

Topic 188

Collaborative Observation and Feedback: Supervision: What Is It?

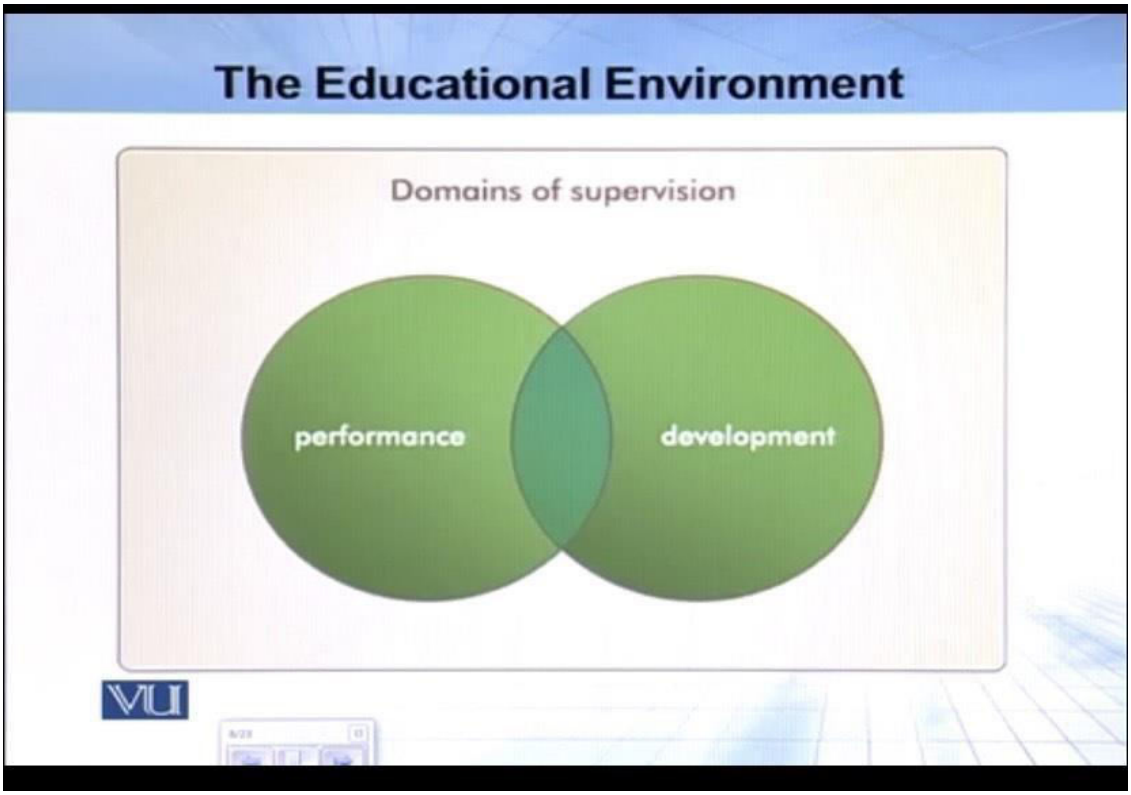
Supervision: what is it?

Supervision in education is made up of collaborative observation and feedback and both of these aspects are important and relevant to varying degree in supervision, depending on the context in which they are conducted. It can be helpful to think about supervision both in terms of development (which related to ongoing professional learning) and performance (which is related to clinical governance and standard setting.) of and individual in an organization.

Domains of Supervision

We can look at this diagram as domains of supervision in terms of performance and development think about some different context in which supervision can occur in school, it could be through

things like; peer supervision, team teaching, multidisciplinary team meetings. Therefore, it's worth considering in which part of the diagram these supervisory conversation can take place, are they taking place in performance domain or are they taking place in development domain? Although many aspects of supervision are common across all context, in the critical setting it is useful to tease out some of the specific aspects of reflection and teaching; not least because there is an emerging distinction being made in education between the two closely related and overlapping activities of critical and educational supervision.



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So, in which part of the diagram do these supervisory conversations take place? Because in this diagram it is very useful to understand this as much as possible and these domains interact with one another performance and development, so they are interlocking characteristics of the domain.

Principles of supervision

- Be clear about why there is a need for supervision and who has asked for it.
- Set a time frame for the supervision session; even a few minutes of focused time can be worthwhile.
- Protect the time and space where possible and appropriate; try to ensure there will be no interruptions and that there is privacy.
- Ensure that there is confidentiality.
- Be transparent about the extent to which the supervision is about development or performance; this may need to be renegotiated or stated during the session.

What is Supervision For?

Essential for improving experience of students it also available for improving performance within the context. It is also about ongoing development for the teacher especially in terms of career development.

Using question in supervision

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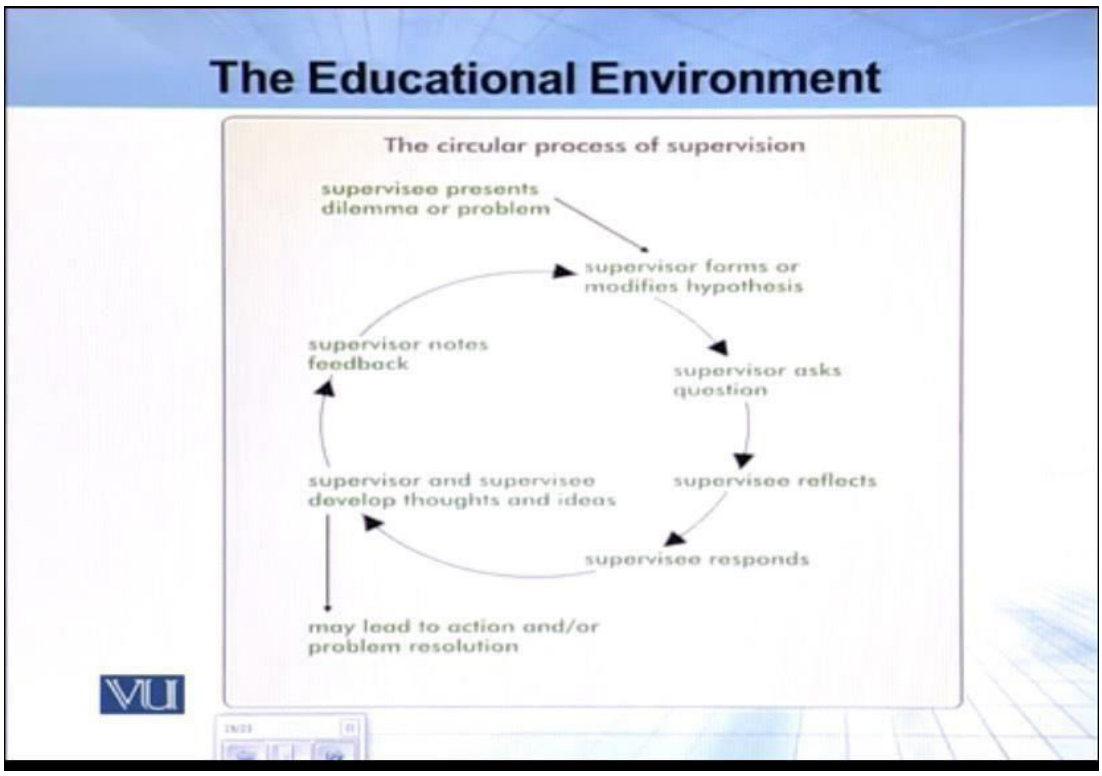
- The RP is given the opportunity to reconstruct their view of a particular issue or difficulty. This is achieved by the supervisor asking them questions. They are trying to help them see things from different perspectives and in different context.
- To help the RP come to conclusions and solutions, the supervisor may wish to refrain from giving any advice until towards the end of the supervision conversation.
- To identify those solutions, we can represent this as a circular process.



Supervision occurs within an ongoing cycle rather than as a linear process beginning to the end. The supervisor and supervisee meets and identify issues which need to be questioned. The question help the reflection of the process to which they are responses, it can lead to thinking through and development of ideas around issues which may lead to action or a solution of a problem and this then

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needs to be recorded by the supervisor and then this can actually lead into new notions of change and development, new question can be raised.

Constraints and Barriers

In terms of supervision there can be particular constraints and barriers to supervision being effective.

- The most obvious barrier would be amount of time that supervision would take.
- They can also be worries about the possible enormity of the problem, opening a 'can of worms',
- There is also need for experience or training to carry out supervision.
- Embedded cultural attitudes within the school about the process of reflection, for some teachers there is a tradition of working alone.
- Fear of showing areas of weakness or need.
- Anxiety about professional revalidation.
- Attitudes about policing the profession.

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Topic 189

Collaborative Observation and Feedback: A Question-Based Approach to Supervision: The 7C's

A Question based Approach to Supervision

To conduct supervision, we can look at a model which is describe as the 7C's model of supervision:

1. Conversation

Within the question-based approach this implies that language and conversation itself is the working tool. Effective conversation can creates new understanding, both for the focus person and supervisor, it s a way of understanding, unpacking reality and getting much more components of reality through "rethinking" and reconstructing stories in order to make sense of them.

2. Curiosity

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This is used to develop story about students, colleagues, and oneself. It involves paying close attention to both verbal and nonverbal language. This approach of supervision is very useful because it's holistic.

3. Context

The reflective practitioner is working in a very particular environment and therefore both the supervisor and the reflective practitioner should understand the network, some cultures, faith, values, history and beliefs, community and how these affect teaching. All of these can play a significant part in unpacking the experience.

4. Becoming more interested in interactions

Becoming more interested in interactions/patterns between people and enjoying the process of supervision and benefiting from that process in a very personal way by exploring the richer stories

5. Creativity

Finding ways to create an account of reality that make sense. It implies the creativity process of jointly constructing a new version of the story of process of supervision.

6. Caution

Looking for cues from teaching. It involves working with a level of challenge. So, in order to conduct effective supervision it is important that a lot to care taken so that challenge is not too much, because too much challenge can actually become stress.

7. Care

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This encompasses being respectful, considerate and attentive. It means ensuring reflective practice is carried out within an ethical framework. Therefore, the whole supervision cycle and certainly the work of the supervisor need to be conducted in a way which is very ethical and considerate and understanding the confidentiality.

Topic 190

Collaborative Observation and Feedback: Differentiated Supervision

The Premises

Using supervision for reflective practice is a useful tool. What we can also consider is the notion of differentiated practice and there are certain understanding and premises that we need to explore in order to use differentiated supervision.

- There are lot of very good teachers in education.
- Teachers are the best determines of their own professional development needs rather then school or any body else.
- Not all teachers need to be observed continuously and this is the idea of differentiated supervision that some teachers will need more supervision.

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- Therefore, a collaboration and professionalism can breed from creativity and motivation from differentiated supervision because it becomes much more flexible for the individual in terms of how they use it.

Four modes of differentiated supervision

There are four modes of differentiated supervision:

- **Focused Assistance** which is very much directed at meeting very specific needs.
- **Technical Supervision** around some practical aspects.
- **Peer coaching**
- **Self-directed professional development.**

1. **Focused Assistance:** To solve a very specific problem it identifies that problem and then helps provide direction for teachers in order to solve that problem. It is very useful as a supervisory approach for those just entering in teacher profession.

2. **Technical Supervision:** Teachers not in focused assistance can choose this form of supervision. All reflective practitioner benefit from participation in this phase. Technical supervision will focus on specific aspects of work and therefore , it's not just for new teachers for also those teachers who are teaching from some time to improve habits or develop new approaches.

3. **Peer coaching and self-directed professional development:** Teachers not in focused assistance can choose either of these options for continued professional development.

What is Peer Coaching?

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It is where two teachers working as a team to collaborate around individual development goals in a non-threatening supervisory model.

What is the Process of Peer Coaching?

- To select a partner, somebody who have think you can learn from and you can help them in their professional development.
- Set goals for practice which meet both of your interests and needs.
- From this goal setting process, you both operationalize those goals, you put into practice certain activities in order to achieve those goals.
- Then develop and collect data to look at the impact of changes in relation to those goals.
- Therefore, the process of peer coaching will incorporate things like observation as well as sharing data from individual teaching practice and also modifying practice then looking at the record of those modifications.

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Topic 191

Collaborative Observation and Feedback

Challenges of Inter-Professional Working for Reflective Practice: Drivers of Inter-Professional Learning

There are certain challenges for reflective practitioner in terms of professional working. What we need to consider are the driver of interpersonal learning is:

- Need to create some changes to modify attitudes and perceptions.
- For making change remedying certain aspects of the teaching practice between professionals in the learning environment.
- To reinforce collaborative competence to secure collaboration.
- To implement policies

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- To implement new services
- To effect changes
- To enhance job satisfaction and ease stress.
- To create more flexible working conditions
- To counter reductionism and fragmentation as the teaching profession proliferates in response to technological advances
- To integrate teaching approaches and changing learning preferences
- Economic drivers also support Inter Professional Learning. This is especially for teachers who are working in rural/remote areas where resources are quite sparse.

Therefore, these situations can create environment where inter professional learning can be effected and therefore, economic consequences, the resource allocation, the funding for resources can be a key driver for the reflective practitioner.

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Topic 192

Collaborative Observation and Feedback

Challenges of Inter-Professional Working for Reflective Practice: Principles of Inter-Professional Learning (IPL)

When we are looking for the challenges of inter-professional learning for the reflective practitioner, we need to consider certain principles involve in IPL. Principles of Inter-Professional Practices:

- Improves the quality of teaching
- It helps the reflective practitioner to focus their attention on the needs of students
- Encourages professionals to learn with, from and about each other.

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- Respect the integrity and contributions of each professional. It enables an individual teacher to feel a part of professional community.
- Improves professional satisfaction and begin to recognize their developing professional identity.

Principle of IPL

There are principles that we really want to look at in detail:

- **Improves the quality of teaching-** IPL underpins the reality of the complexity of education. Individual professionals working in isolation does not develop expertise.
- **Focus on the needs of students-** IPL puts the needs and interests of students at the center of the practice. Therefore, provide a very strong focus not only for their approach to the work they do but also their metacognitive processes about the professional and teaching as a whole
- **Respect the integrity and contribution of each professional-** participants in IPL are seen as equal learners.
- **Increase professional satisfaction-** This is achieved through mutual support and guidance and encouragement or the work they do. It is through this process that the individual teacher can discuss with others about their roles and responsibilities and benefits about collaborative practice.

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Topic 193

Challenges of Inter-Professional Working for Reflective Practice: Effective Inter-Professional Team-Working

Effective schooling requires coordinated and concerted efforts from teachers

So, we are looking at opportunities for the reflexive practitioner to benefit from inter professional learning and this is important for us at this point consider what effective inter professional working what is valuable for us to understand at this point is that effective teaching, effective education requires teachers to work together as a part of team to coordinate efforts and collaborate on improvements.

Effective care requires the concerted and coordinated activities of multiple professionals

Effective care by the teacher requires that an Individual is not working in isolation but working with others with colleagues in a coordinated effort to bring about positive improvements to manage change and therefore this can improve education in total.

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Team work can contribute to job satisfaction

And by working with others being part of team, this greatly supports job satisfaction for reflective practitioner and this makes teaching much easier.

Teamwork can assist in the development and promotion of inter-professional communication.

Teamwork can assist reflective practitioner in number of ways in the development of their professional identity and the promotion of inter-professional activities and communication between professionals and these qualities lead to improvements in education.

A clear understanding of one's professional identity, likely role within a team and the ideas about teaching as a profession are tested and developed.

Another aspect of team working as part of inter-professional working is that it provides for the reflective practitioner. A very clear understanding of the roles and responsibilities they have the professional identity that they develop with in the team that they work and the ideas that people share about teaching and learning and about the profession as a whole and these ideas, the developer commonality which helped us not only test the quality what we are doing but develop the quality what we are doing.

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The perceptions of one's own professional identity and others assumption about the professional identities of other groups may not align.

And it also helps us develop the perception that we have of our own identity as teachers and along with this where this connects with other people's assumptions about the profession and about the identity of a teacher and the role of a teacher within the group within the community as a whole.

There is an expectation that in professional settings a grouping of individuals will have the capabilities required to adjust their own practice.

There are expectations about the individuals' role within a professional setting and part of inter-professional team working is that the individual is able to work to develop their own practice within that communal environment and there are many capabilities that colleagues bring to supporting the individual to do this.

Differences in career histories

And interestingly in terms of working in a team all teachers will have different experiences in their professional role and in other words different career histories and these provide a foundation for exploring different approaches and different successes and different failures people have had in learning from those.

Varying levels of preparation, qualifications and status

And what therefore is possible to see from this is that the reflective practitioner is able to use all of these aspects of working within the team to improve what they are doing to work in a way which helps them develop their professional status and improve on the qualification that they are developing as they go and this helps lift the quality of teaching within the school environment.

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Topic 194

Collaborative Observation and Feedback: Communities of Practice and IPL (Part 1)

The learning that comes from being involved in a community of practice (COP) is often not formalized and usually unacknowledged by the workplace as a legitimate way of learning.

Inter-professional learning from team work can help the reflective practitioner become a part of community of practice. A community of practice is a very significant body for the reflexive practitioner to be involved with and it is often not a formalized process but is actually very informal but very collaborative and supportive and the Idea of a community of practice has been acknowledged as very significant in the school environment to manage the quality of teaching and for the individual to manage what they do.

The concept that learning is a social phenomenon (Wenger) leads to informal learning experiences which occur at all levels within a work environment.

The concept of community of practice was a developed a number of years ago and relates to the informal learning that an individual that a reflective practitioner can gain from being within a team,

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being within a community of practitioners. Learning not only from their insights but also from their experiences and this can occur at any and all levels within a school.

New knowledge allows teachers to act as change agents as they find new ways of doing things and have the opportunity to challenge practices, which ensures that best practice is incorporated into the workplace on an ongoing basis.

A community of practice then is a way for teachers to consider knowledge to build new knowledge from experiences from insights and ideas and work with these ideas and insights, work with the new knowledge to explore the quality of it, to use the opportunity but also to challenge existing practices so that constant improvements can be found constant change can enable the reflective practitioner to reach heightened levels of quality in terms what they do.

If the working environment allows and encourages this type of learning experience, opportunities for professional and practice development are greatly increased

If the working environment therefore promotes the idea of teachers sharing experiences and learning from other people's experiences opportunities then the opportunity for developing practice is very greatly increased and so community practice for the reflective practitioner is an extremely powerful supportive tool to manage the quality of what they do.

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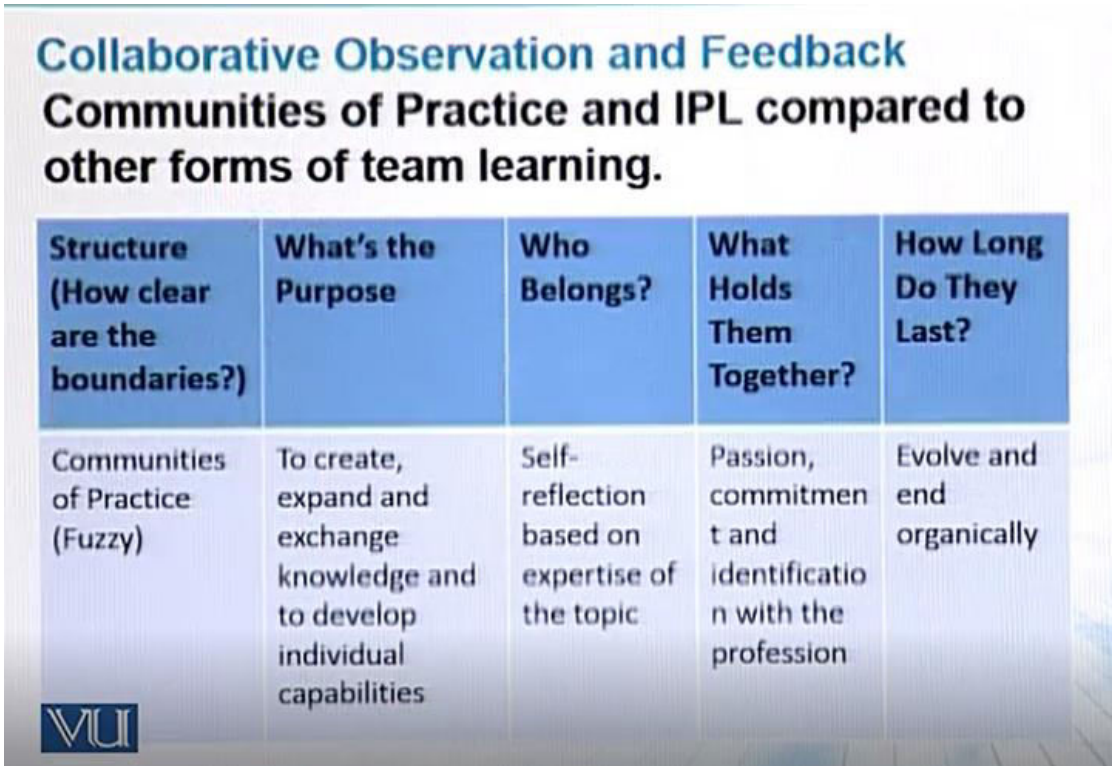

So we can compare a community of practice and inter-professional learning to other forms of learning in teams and from the chart we can see that the community of practice is less clear in terms of the boundaries in which it operates then we might expect from formal learning opportunities and formal structures within an organization, and the purpose of a community of practice is purely then to exchange knowledge and to develop individual capabilities and therefore the structure is not important here it's the knowledge exchange which is important and therefore a self-reflection for the community of practice is based on experience and expertise rather than hierarchy and for people within the community of practice what holds them together professionally is commitment and commitment to an identification of roles within the profession.

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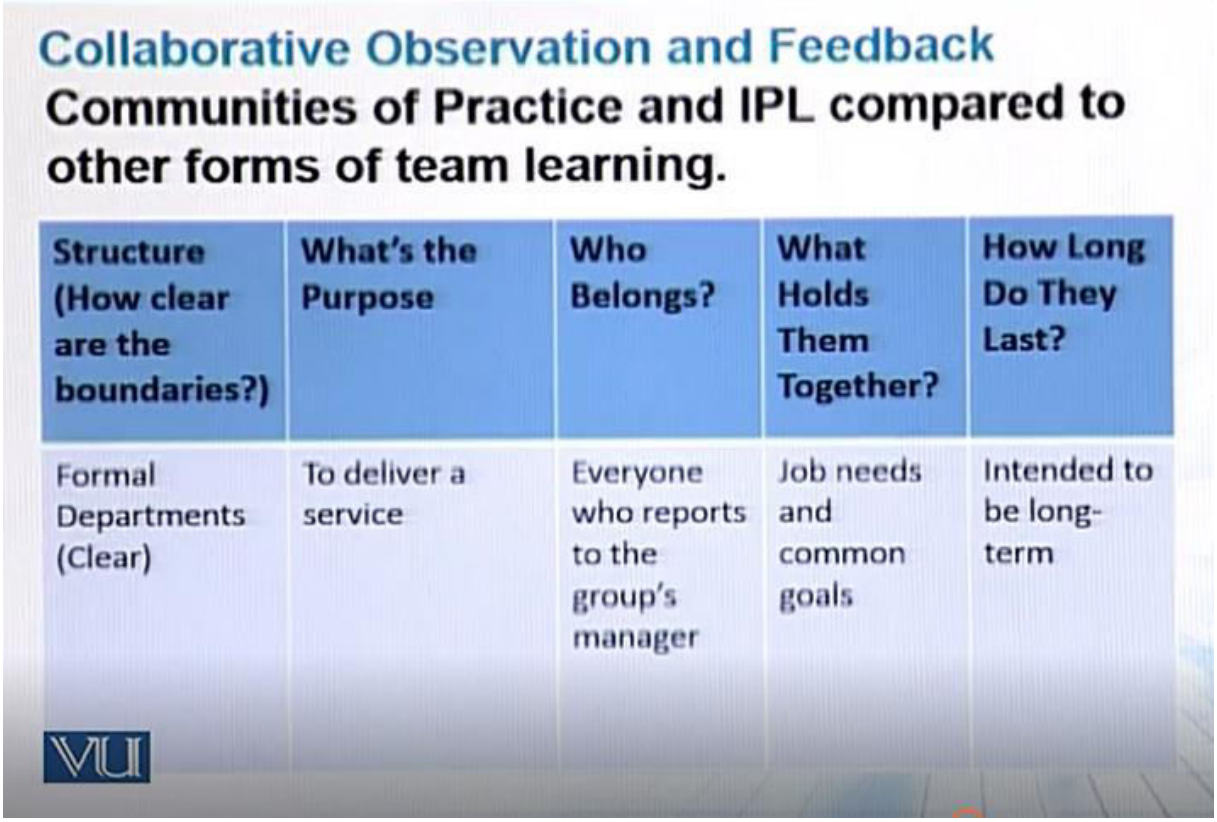

We can compare this to four more departments for example where the focus is about delivering a service rather than exchanging knowledge and where people communicate through hierarchical structures rather than through lines of knowledge exchange and what holds people together within a formal department are things like the needs of the work they do in the goals that they have for the work they are doing. Community of practice in contrast is very much more informal and can involve anybody who's interested and not necessarily everyone in the organization and consequently a community of practice can evolve and change over time in terms of its members it won't be fixed which is what you would expect from a formal department.

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What we are always thinking about them in terms of community of practice is something which is designed to support knowledge exchange and support learning and support individual teachers rather than focusing on what the organization needs in terms of goals and structure and hierarchy.

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Topic 195

Collaborative Observation and Feedback:

Communities of Practice and IPL (Part 2)

A community of practice can be described as a group of people who work together to achieve a common goal.

So community of practice is significant for inter-professional learning and a community of practice we have seen is actually very informal and the boundaries of the work of a community of practice are somewhat fuzzy undefined in terms of the normal structures and hierarchies that we experience in organizations and however there is a common goal for people involved in the community of practice and that common goal is about developing skills and experience developing knowledge and by sharing working together and collaborating.

The process of working together and sharing knowledge and resources can lead to an enriched learning experience as people are exposed to new ways of thinking and problem solving.

And collaborating the process then of working together and sharing knowledge and also sharing resources is an opportunity for teachers to enrich not only the quality of their teaching but enrich the learning experience of the students and of course it also enriches the learning experiences of individual teachers as they progress in the development of their skills and the progress in the ways of thinking around activities that they undertake in the classroom it's also of course a means for reflective

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practitioners to find supportive and new ways to deal with those interesting and significant and a problematic issues that we face in the classroom

We have seen that a community of practice has a specific criterion which makes it so. There are differences between a CoP and, say, an informal network.

So we can see that community of practice then has some specific criteria and it's these criteria which define the community of practice and which make a community of practice different to a team of people working together in an organization even if that team is working quite uniformly

Communities of practice share three specific domains

- **Knowledge – a common body of knowledge within the community.**

Community of practice share certain attributes and the first key attribute for the reflective practitioner is about knowledge sharing for reflective practitioner practitioners within the community of practice knowledge becomes a shared commodity there is a body of knowledge which is contributed to by all members of the community and is therefore a benefits to all members in equal portion

- **Community – commitment to forming a group for networking.**

Another key criteria that helps us define what is a community practice is the fact that it is a community and the community exists because there is a commitment to not only learning from others but learning with others and maintaining the lines of communication and networking between people within the community and there's also a commitment for the reflective practitioner and to share practice what this means is that all teachers are learning from their experiences in the classroom.

- **Shared practice – sharing of ideas, resources and strategies**

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The community of practice is a forum where teachers can come together share those experiences, share understandings and knowledge which is developed from those experiences even come together to share resources and materials which are developed over time and also strategies which are useful and strategies which have been shown to fail in the classroom all become part of the content of what the community of practice aims to engage with and this extreme engagement with all aspects of the experience that teachers have is what provides the community of practice with real strength in terms of supporting learning and supporting the reflective practitioner in that teaching.

Topic 196
Collaborative Observation and Feedback:

The Role of the Reflective Practitioner in IPL

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The RP ensures that IPL is effective at many levels: The level of the curriculum (its design and balance of activities); timetabling; allocation of resources; relationships between different academic groups; selection of activities for IPL.

So what is the role of the reflective practitioner in inter-professional learning the reflective practitioner ensures that into professional learning is effective at many levels in the organization for example at the level of the curriculum which is being used in terms of its design and the balance of activities which take place the reflective practitioner is ensures that inter-professional learning happens at the level of the timetable and allocation of resources within the timetable and curriculum. The reflective practitioner is also concerned about the relationships between individual groups are within the organization and the selection of activities also which support inter-professional learning.

Once higher-level decisions have been made to implement IPL activities, the RP is also responsible for what goes on in the learning environment itself – the micro- culture of the classroom.

So once a decision has been made that inter-professional learning can occur in an organization, the reflective practitioner is responsible for being involved in terms of what goes on in the learning environment itself but also within the micro culture of the classroom where they put into practice the skills and knowledge that they are developing.

Guidelines for School Management of Inter-Professional Groups

- Encourage learning from 'rather than learning with 'one another.

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There should be an encouragement for individuals to learn from each other rather than just learning with each other the idea about teachers attending workshops or courses is that they will be learning with one another, from some expert the idea of inter-professional learning is that people are learning in collaboration with one another and learning therefore from experiences that people are requiring a knowledge that they are building up over time.

- Make sure there is adequate, diverse and equal mix of experience.

The reflective practitioner needs to make sure that within the group there is a sufficient diverse experience to be drawn from a way there is a wide breaths of knowledge and experience and this adds to the quality of learning within inter-professional groups.

- Ensure the majority of collaboration has relevance to all.

It is important to make sure that collaboration within the group occurs for everyone and is relevant to everyone in the group so that everyone benefits and everybody feels the value in sharing.

- Utilize the skills, knowledge and expertise of all the participants.

It's important to use all of the skills all of the experience and expertise which is built up all of the knowledge which has been acquired by people over time and to benefit the group and benefit all participants within the group.

The Role of the Reflective Practitioner in IPL: Learning Theory

- The rationale for IPL is also underpinned by learning theories.
- Various theories focus on effective learning happening in the gap (or disjuncture) between what someone thinks they know and what they think they need to know. So, the rationale

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behind inter-professional learning is really based in learning theory and there are a number of theories which identify learning as occurring within a that gap in knowledge and experience and the idea is that learning occurs when we tried to close the gap between what we think we know and what we actually know

In theory, slightly unfamiliar contexts, such as IPL, create disjuncture, revealing learning needs and motivating RPs to close the gap.

And therefore, inter-professional learning is an opportunity to look at that gap and for the reflective practitioner to be motivated by the need to fill that gap in knowledge or their skills

Skillfully facilitated and planned IPL can utilize constructive friction, creative conflict and the learning edge 'to promote change, stimulate debate and discussion, and promote professional development.

And inter-professional learning is used productively where it's planned and it's structured it is an opportunity for the reflective practitioner to identify gaps in knowledge and experience and skills and to see these as opportunities for constructively managing learning in a sense it's a conflict or a difficulty which the reflective practitioner wants to close and wants to promote some sort of change and this gap which needs to closed and can stimulate this debate and discussion within the group and it's this debate and discussion collaborating and learning with people where professional development occurs.

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Topic 197

What is Grounded Theory?

Focus on generating theoretical ideas (or hypotheses) from experiences rather than having these specified beforehand. Grounded theory is inductively derived from the study of the phenomena it represents.

Grounded theory is a way for a reflective practitioner to focus on generating ideas theoretical ideas or in other words hypotheses based on their experiences rather than having these pre-defined in texts and by others and therefor grounded theory is derived inductively by the reflective practitioner or simply by looking at the phenomena and trying to understand experiences from a cognitive and metacognitive point of view.

Core Elements of Grounded Theory

- Inquiry shaped by the aim to discover social & social psychological processes with in the school.
- Create analytic codes and categories from the data therefore helps us to drive the theory that explain the processes would be using.
- Data collection and analysis proceed simultaneously.
- Analytic process employed prompts theory discovery and development rather than verification of pre-existing theories. In this sense grounded theory is an Inductive process.
- Theoretical sampling refines, elaborates and exhausts conceptual categories.
- Systematic application of grounded theory analytic methods will progressively lead to more abstract analytic levels.

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Data analysis begins o develop theories(explanations) that suggest further cases to sample.

- Use these to elaborate and refine emerging theoretical categories
- Develop properties until no new ones emerge
- Involves comparison of people, places, events, conditions, settings etc.

Data analysis for the reflective practitioner begins to develop theories if you like explanations of experiences and it's possible then to take these explanations and generalize from those which becomes a grounded theory and the reflective practitioner uses these to not only understand data within categories but to refine the data that we are exposed to and to develop new categories as our experience develops

Purpose

- To develop theory about phenomenon of interest which are grounded or rooted in observation
- Allows the reflective practitioner to take a researcher role in order to seek out and conceptualize latent social patterns and structures through constant comparisons. As teachers we are always seeking new knowledge and conceptualizing our understanding around occurrences and around patterns of behavior that we experience in the classroom.

Constant Comparisons

- involve comparing one segment of data with another to determine similarities and differences
- provide abstract conceptualisation to avoid descriptive interpretations
- help facilitate the discovery of patterns in the data

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Coding

While you do comparisons, you will be taking notes and coding

- Coding: identifying categories and properties
- Can be done formally or informally

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Topic 198

Grounded Theory: Stages in Developing a Grounded Theory (GT) 1

Three Stages

1. **Open coding** - a procedure for developing categories of information
2. **Axial coding** - a procedure for interconnecting the categories
3. **Selective coding** - a procedure for building a story that connects the categories producing a discursive set of theoretical propositions.

Open Coding

- Examine the text for salient categories
- Applying codes to the text is labeling phenomena.
- Key is to avoid mere description. e.g. "conferring" not "talked to a manager" "Information gathering" not "reading the schedule". The important thing for the reflective practitioner to remember is not just to describe experiences but to take on the role of trying to understand experience much more and therefore clarity is very important in terms of looking at words and how using words to describe experience
- Use constant comparative approach in an attempt to saturate

  Saturation = look for the instances that represent the category and continue looking until new information does not provide further insight into the category

  Saturation = look for the instances that represent the category and continue.

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Coding

- Stress on ACTION Not what does this represent, but what is the person doing? What are they trying to achieve by doing a particular action? What strategy are they using?
- Code social and psychological processes.
- Coding process is iterative. Builds up gradually, based on early coding.

Axial Coding

- Explore the relationship of categories, making connections between them.
- Then apply a model to this.

Model:

Causal conditions => Central Phenomenon => context => intervening conditions => Action/interaction strategies => Consequences.

A model can be applied the stages in developing grounded theory come from the activity of axial coding where the reflective practitioner begins to define the model comes from certain conditions which are creating a process of change cause or conditions and these lead to the identification of a particular phenomenon within the context of teaching in the classroom and this then has a consequence for the reflective practitioner in terms of certain interventions which are made and actions and interactions which can occur in the classroom and the strategies which the reflective practitioner use then lead to consequences and which again further lead to further casual conditions

Look for

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- **Causal conditions:** what influences the central phenomenon, events, incidences, happenings
- **Phenomenon:** the central idea, event, happening, incident about which a set of actions or interactions are directed at managing, handling or to which the set of actions is related.
- **Strategies** for addressing the phenomenon. Purposeful, goal oriented.
- **Context** - locations of events.

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Topic 199

Grounded Theory:

Stages in Developing a Grounded Theory (GT) 2

Three stages

Selective Coding

The third stage of developing grounded theory is a selective coding this is where the reflective practitioner constructs a story around the data in order not only to explain it but to conceptualize the thinking which underpins the data

Story line: The conceptualization of the story, the core category

Selective coding: Systematically relating the core category to other categories and filling in categories that need further refinement.

Through selective coding grounded theory then emerges over time by that process of constant comparison always checking and re-checking searching for meaning in the data and in this sense it's not a forced process it's an iterative and informal and informative process and therefore theory emerges over time and becomes a something which it grows with experience. It is then in a sense for the individual a prescriptive process and develops categories in terms of trying to prescribe understanding to the data.

In this sense the individual categories coming together and helping the reflective practitioner developed theory are constructed and in this sense we can understand that this whole process is constructivist from a learning perspective. Selective coding then examines how that experience is constructed over

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time how the individual is working with experience and starting to construct knowledge from that experience.

Coding not a description, rather it gets to the concept/pattern. GT is the study of a concept.

Selective coding is not again purely descriptive it is an attempt for the reflective practitioner to recognize patterns and to put order to those patterns by identifying a particular concept and so grounded theory then is essentially the study of a concept.

Theoretical Sensitivity

A significant process as for the reflective practitioner to bring to the stages of developing grounded theory essentially about theoretical sensitivity.

Sources of Theoretical Sensitivity:

- Professional experience
- Personal experience of an event
- Analysis process itself: become sensitive to concepts, meanings and relationships
- Theoretical sensitivity is a good thing in that it helps us connect what we know to what we do not know about what we are studying (awareness of our biases)
- Forces us to step back and make sure what we are truly seeing is FOUND in the data. Think of it as a grounding tooll for conducting grounded theory

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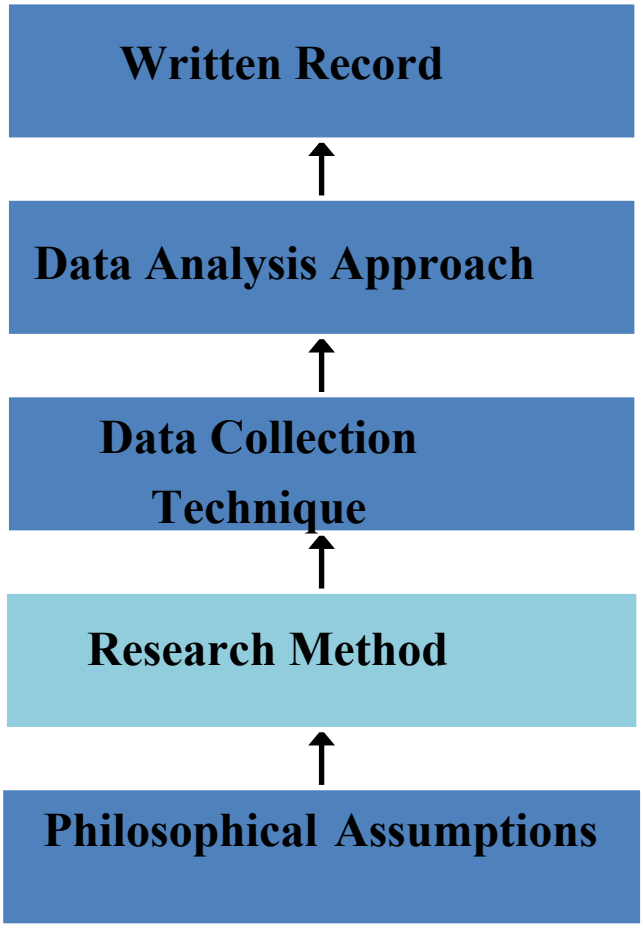
Topic 200

Grounded Theory

- There is a continuous interplay between data collection and analysis



There are certain philosophical assumptions that we bring to the job of teaching as reflective practitioner our philosophical assumptions not only affect what we do but from the grounded theory perspective affect how we research and practice so our philosophical assumptions affect the research methods that we use and consequently the research methods that we are applying affect the collection

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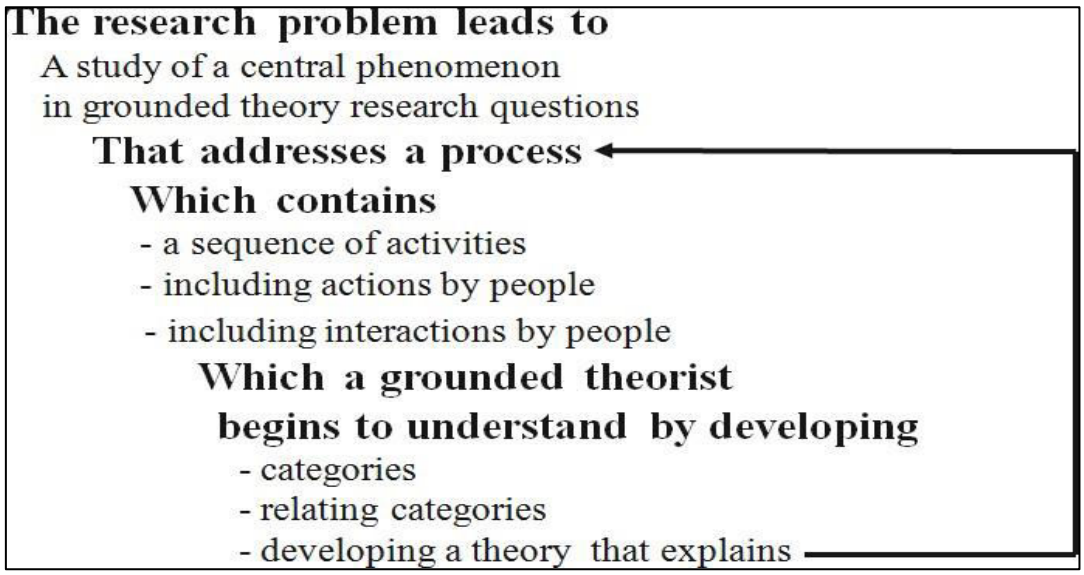
of data the strategies that we used to collect data and also our approach to analysis of data and moreover once collection and analysis of data has occurred the way we write about our learning the way record information is affected by the research method and so we can see that our first philosophical assumptions are key in terms of developing grounded theory.

Some Approaches to Grounded theory

Two main variants:

1. Strauss and Corbin (1990) provide a one coding paradigm (context, conditions, interactions, conditions and consequences)
2. Glaser (1978) provides 18 coding _families 'giving many more options Strauss and Corbin (1990) variant is the most widely used

- **Theoretical coding = The formulation of a theory**
- **The Process and Categories Within the Flow of Research in Grounded Theory for the Reflective Practitioner**



We can look at these diagrammatically what we are always attempting to do is to develop theory which addresses certain processes which explains certain processes and those processes contain the particular sequence of activities that were engaged with and it includes the actions of people including ourselves within the situation and also the interactions between people in that situation and the reflective practitioner using grounded theory and begins to understand more thoroughly their experience or by developing categories and relating categories to one another in order to develop that theory and then that theory once again addresses explains the process is involved in teaching and so what we can see from grounded theory as a process for the reflective practitioner is that it is a very much enabling to the reflective practitioner to see themselves as a researcher the teacher as researcher and grounded theory is iterative and cyclical and informs teaching and informs theory.

Topic 201

Types of Grounded Theory Design

There are certain types of grounded theory that we can consider as reflective practitioners:

- **Emergent Design:**

  This is where grounded theory emerges from the data over time. Grounded theory exists at the most abstract conceptual level rather than the least abstract level as found in visual data presentations such as a coding paradigm. most importantly emergent design helps us understand that theory is strongly grounded in the data and it's not forced into pre-conceived categories the categories emerge from the data and for emergent design we think of certain

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categories that may emerge for example the fit of data within the categories and the nature of the categories in relation to particular aspects of the work that we do. We are also considering about the relevance of the categories in relation to the experience and most importantly whether the categories can be modified refined over time.

- **Constructivist Design:**

  This is a philosophical position between the positive perspective learning and post-modern ideas about research and in this sense it's very much focused on the feelings and explaining the feelings of individuals in relation to experiences and therefore putting all of this into a very focused context. Constructivist design then helps the reflective practitioner not only study experience but make connections between that experience and their beliefs and values as practitioners and also as researchers and therefore ignores any predetermined categories and develops categories as they become apparent in the data. Narrative of this whole process is more explanatory, discursive, and probing the assumptions and meanings for the individuals in the study.

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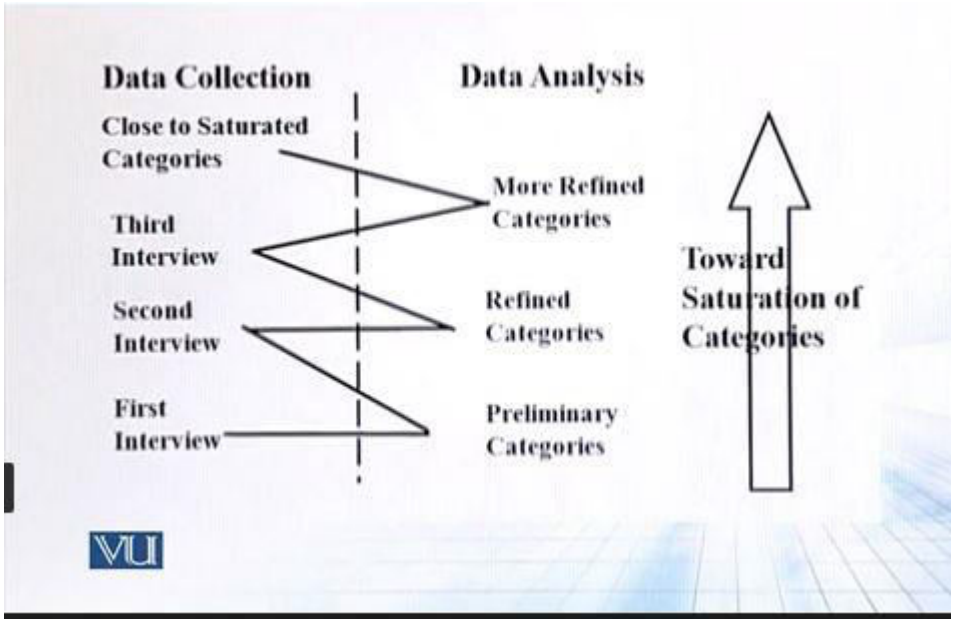

we can look at this in terms of a process that we are engaging with the reflective practitioner is looking at data and defining categories to that data and then looking at the data again and then refining those categories and then going back to the data enables the reflective practitioner to further refine those categories and so this zig zag data collection and analysis process leads to a saturation of understanding where grounded theory develops and this is very useful for the reflect reflective practitioner because it underpins the emergent process is taking place and is very analytical and very structured but does not predetermine the categories and so grounded theory design is has a number of processes that we can consider whether they are emergent or constructivist but essentially what we are always looking for is for the data to become enriched by the process the process of collection and re-collection of data and the process of analysis and re-analysis of data in order to define and re-define categories all leads to saturation and that saturation is where the theory emerges.

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Topic 202

Types of Grounded Theory Design: Criteria for Evaluating Grounded Theory

Types of grounded theory design mean that we need to consider the criteria for how we actually evaluate the grounded theory which emerges there are certain questions that we can ask for example:

- Is there an obvious connection between the categories and the raw data?
- Is the theory useful as a conceptual explanation for the process being studied?
- Does the theory provide a relevant explanation of actual problems and a basic process?
- Can the theory be modified as conditions change or further data are gathered?
- Is a theoretical model developed or generated that conceptualizes a process, action, or interaction?

This is a good way for us to test the robustness of the theory that's being developed. Another question we can ask:

- Is there a central phenomenon (or core category) specified at the heart of the model?
- Does the model emerge through phases of coding? (e.g., initial codes to more theoretically oriented codes or open coding to axial coding to selective coding)

If we can say that these this is the case then this is a good way for evaluating the quality of grounded theory, another aspect of this theory is:

- Does the teacher attempt to inter-relate categories?

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- Does the study show how the teacher validated the evolving theory by comparing it to the data, examining how the theory supports or refutes existing theories in the literature, or checking theory with students' colleagues?

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Topic 203

Building Theory From and For Practice: Framework for Organizing Teachers' Learning and Knowledge: Building Theory from and For Practice

We need to develop a framework for organizing our learning and knowledge in order to build practice and there's a simple model that we can use called the knowledge conversion model. The knowledge conversion model focuses primarily on knowledge creation and the transfer of knowledge between implicit and explicit forms and across individual and organizational levels.

There are four knowledge conversion stages (SECI):

- Socialization (S) between individuals using tacit knowledge.
- Externalizing (E) it in individual reflections in an organizational context that builds collaborative knowledge
- Combination (C) facilitates bringing tacit individual knowledge into explicit organizational knowledge
- Making knowledge reusable for individual learning in internalization (I)

Summary: Socialization is the process between in the processes between individuals in terms of sharing and using that acquired knowledge from experience and the next phase of the model is the externalizing phase this is where individuals are taking that acquired knowledge that tacit knowledge and exposing it within the organization externalizing it to individuals to others so that we begin to build an organizational perspective on that knowledge and we can start to collaboratively construct and re-construct that knowledge and then this leads to another phase of the model which is known as the

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combination phase this is where the individual reflective practitioner is linking the acquired knowledge the tac it knowledge with the externalized knowledge the explicit organizational knowledge which is being created synthesizing understanding from those two perspectives and then that leads to the final stage of the model which is known as the internalization stage this is where the individual takes both the tacit and the explicit knowledge and through a process of reflection begins to build new understandings of process and practice in teaching.

Socialization Communication between the members of the community	**Externalization** Publishing reflections. Comments from community member to peers' reflection
Internalization Monitoring community members reflections and learning from them. Planning own competence development	**Combination** Collaborative creation of learning resources. Formulating community norms and visions

In this model diagrammatically we can see the sec I components within the framework here socialization is essentially a process of communication. Communication between individual members of the educational community. Socialization is where tacit knowledge has an opportunity to be externalized. Tacit knowledge is what we acquire over time what we learn from experience and it's through communication that we begin to externalize that knowledge so socialization is an important process first to engage with. The externalization of that knowledge can occur in many different ways of course it can simply be about individual members of the educational community communicating with one another sharing experiences and ideas but it can be much more than that, it can be about

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publishing reflections what is becoming increasingly common these days is for things like blogs and other social media to be used to add to the reflection process and to support individuals in terms of turning tacit knowledge into explicit knowledge and this externalization process enables the members of a community to reflect on each other's knowledge and learning and therefore becomes community property and it's through this idea of the knowledge becoming community property that we are able to combine the tacit and the explicit aspects of knowledge together. Collaborative creation of learning resources can result from this and is a means for bringing together the tacit and the explicit. It is a way then for whole groups of teachers for communities of practice to begin to formulate to develop norms and visions, values and beliefs around teaching and learning and once the knowledge has been combined synthesized it's possible then for an individual to internalize that knowledge and this is where the teacher identity begins to develop where concepts about teaching and learning are not only a structured but are made stronger through this process.

So we can see that this model of knowledge building is a very simple but a very structured model that we can follow as reflective practitioners to turn knowledge acquired from experience to turn the knowledge and understanding, the learning that we acquire from our teaching and into something very powerful in terms of teacher identity by a process of both externalizing that knowledge and then synthesizing that knowledge tacit and explicit into something which is shared and owned by the community.

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Topic 204

Building Theory from and For Practice:

A Process for Personal Theory Building (Part 1)

Building theory from and for practice for the reflective practitioner is a process of personal theory building the aims of theory building are essentially about explanation and prediction.

The Aims of Theory Building

- Explanation: explaining things which are experienced which are occurring in the platform

Examples: what produces bad behavior?

- prediction: making predictions in relation to the teaching that were engaged with if "A" happens, "B" will follow

Theory Building

Theory building for the reflective practitioner is an attempt to construct and also evaluate statements explanatory statements about what we are experiencing and what is going on around us.

Some common-sense examples:

- punishment deters bad behavior
- improved teaching increases student achievement

Theory building operates both at the abstract level of concepts (ideas abstracted from an object) and at the empirical level (experience of reality). These two levels can interact with one another for the reflective practitioner as part of the theory building process.

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Issues in developing your personal theory

- People are unlikely to change their beliefs unless they have opportunities to critically reflect upon them.
- The intention to learn springs from problems experienced in practice or the desire to maintain currency in knowledge
- The intention to learn is essential to the recursive process of personal theory building.

It is not something which is this going to happen one time and then stop for the reflective practitioner theory building is ongoing and is ever-changing ever-evolving and therefore an issue for the reflective practitioner is that there should always be an intention to learn and develop and so that theory can actually be built.

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Topic 205

Building Theory from and For Practice: A Process for Personal Theory Building (Part 2)

What is Theory?

A coherent set of general propositions used as principles of explanation of the apparent relationships of certain observed phenomena.

What Makes a Good Theory?

- Validity

It fits to the facts.

- Generalization

Makes predictins about future or other events.

- Replication

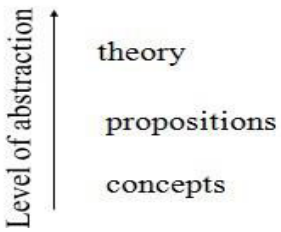
It can be repeated with similar findings

Constructs:

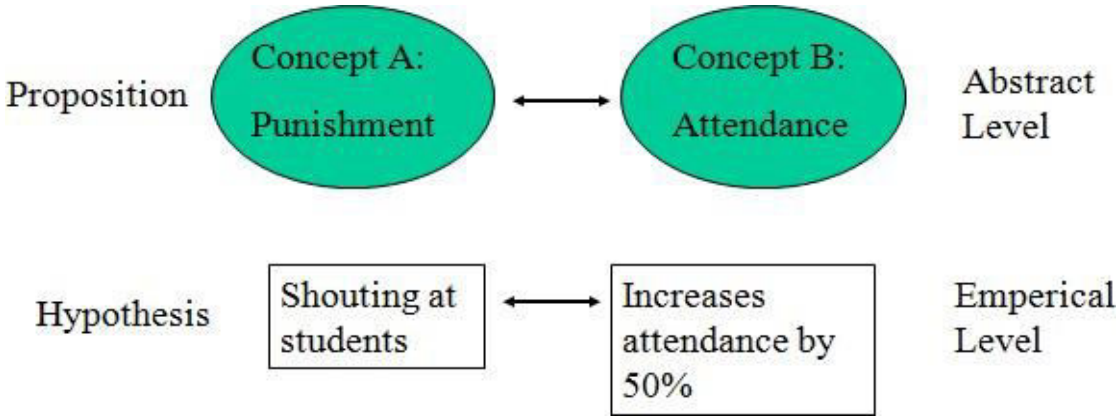
Teachers use concepts (or constructs) as variables. Examples: School leadership; honesty; efficiency.

Propositions

- Concepts are the basic building blocks
- Propositions propose the linkages between these concepts



The process of personal theory building has certain propositions. There are concepts which for the individual for the reflective practitioner are the basic building blocks from which theory Springs and propositions are used by the reflective practitioner to develop linkages between the concepts and ultimate theory and as we move from concept to theory the level of abstraction becomes greater or in other words the level of generalization becomes greater the more we move from concept to theory.



We can look at an example for example concept a punishment is related to attendance the proposition here is that punishment is going to have some impact on attendance and attendance is abstracted in this sense because the type of punishment could affect the amount of attendance and whether attendance is actually linked to punishment is contested and what this means for the reflective practitioner is that at an empirical level an observational experiential level we can look to see changes in attendance through certain forms of punishment so for example a hypothesis would be that by shouting at students we actually increase attendance by some amount. of course this is just an example we are not saying that these things are true but the idea is there that concept through proposition develops theory.

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What Makes a Good Hypothesis

- precise
- specifies variables to measure
- specifies relationships between variables

The Double Movement of Reflexive Thought

- Induction occurs when we observe a fact and ask "why".
- To answer this, we develop a tentative hypothesis as the explanation.
- Deduction is the process we use to test the hypothesis.

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Topic 206

Building Theory from and For Practice: Using Evidence 1

In order to build theory from practice and to build theory for practice though reflective practitioner needs to use evidence and evidence comes in a variety of forms.

- Evidence from own students (formal and informal)
- Evidence of own practice (link to evidence from students)
- Evidence from others' research to inform practice

Using Evidence:

We use evidence for a number of reasons:

- Beliefs, Knowledge and Skills of Reflective Practitioners
- Inquiry habit of mind
- Evidence as a source of information for teaching and learning (not labels for students)
- Beliefs, Knowledge and Skills of Reflective Practitioners
- Knowledge and skills
- The meaning of the evidence for practice
- Sufficient understanding to make relevant adjustments to practice
- Evidence-informed Conversations

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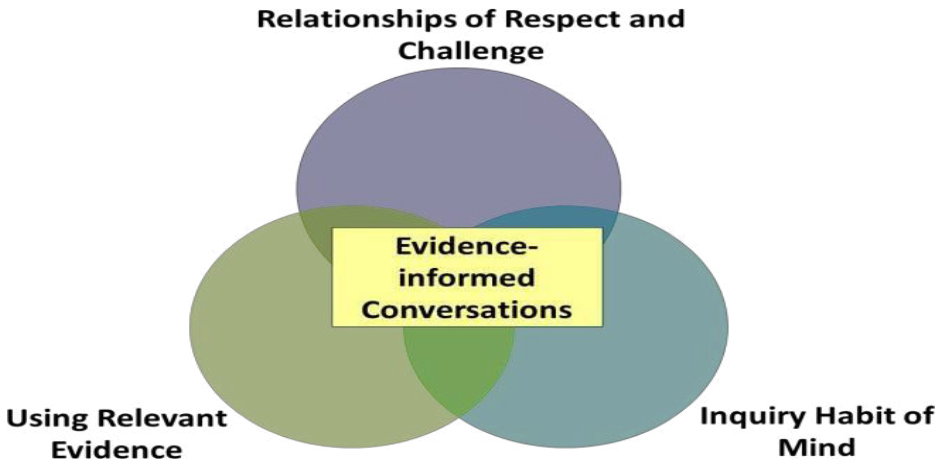

We can see this diagrammatically that evidence-informed conversations rely on three key components. One component is the inquiring habit of mind that an individual has that they bring to the process of reflection. This is in relation to the relevant evidence that is being used to inform practice. And also, the relationships between individuals in an organization that exists, relationships of respect and also challenge of thinking.

- Teacher inquiry and knowledge-building cycle to promote valued student outcomes. Sufficient understanding to make relevant adjustments to practice

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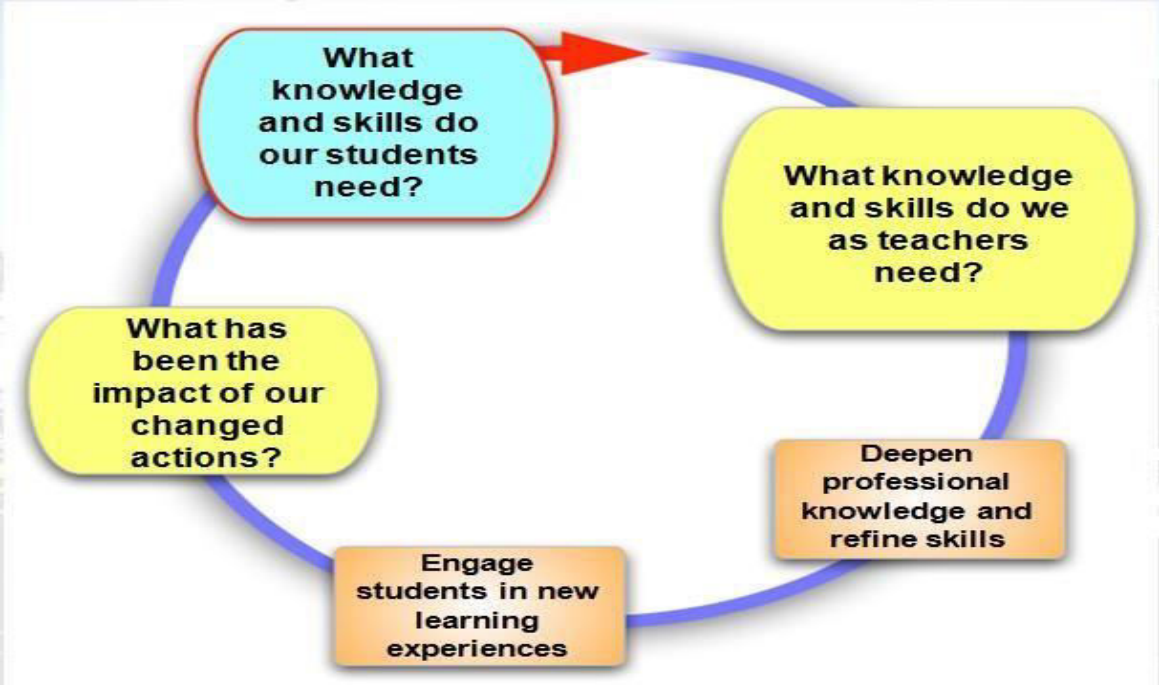

We can look at this again diagrammatically in terms of a cycle. What we are seeing is that the reflective practitioner is looking at knowledge and skills that need to be developed and trying to understand how these knowledge and skills can be used and developed over time. By looking at this perspective we can then begin to deepen to develop our professional knowledge and to refine over time the skills that we us as practitioners and ultimately of course, this means that that will lead to improved learning experiences for students. The engagement of students in new learning experiences also will be an outcome of this deep and professional understanding. Fo r the reflective practitioner of course, this means that we need to look at the impact of these new learning and these new experiences and what has been the impact of our changed actions on students. From this as a reflective practitioner you can continue to consider what knowledge and skills do your students then need to develop, which

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ultimately leads into a new phase of the cycle where we are constantly going through a cyclical process of development and re-development.

So building theory from practice and building theory for practice is a process of using evidence and that evidence is needed to be sufficient and needs to be strong enough and robust enough to help the reflective practitioner to move through cycles of development and exploring new approaches and looking at the impact of those approaches on students in terms of their experience and in terms of their learning and then using that understanding to influence new impacts and new change.

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Topic 207

Building Theory from and For Practice: Using Evidence 2

Evidence from Students

Building theory from practice and building theory for practice as we have seen uses evidence and evidence can come from students there are particular things that we can look for certain things that we can question as reflective practitioners for example:

- What do the students already know?
- How adequate are the sources of evidence we have used?
- What do the students need to learn and do?
- How do we build on what they know?

Evidence of Effectiveness of Own Knowledge and Practice

Evidence is also looked for in terms of our own growing knowledge and our own developing practice and so questions that we can ask in this area include things around knowledge and practice for ourselves for example:

- How we have contributed to existing student outcomes?
- What do we already know that we can use to promote improved outcomes for students?
- What do we need to learn and do to promote these outcomes?
- What sources of evidence / knowledge can we utilize?

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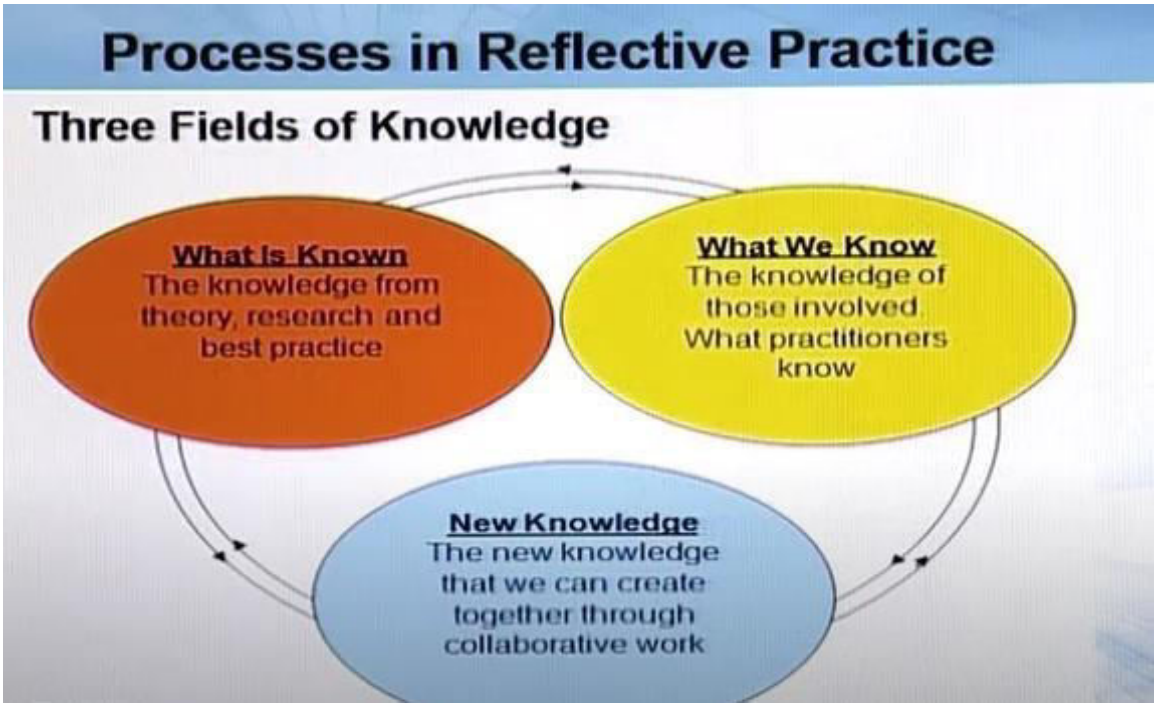

The first field of knowledge is what is known the knowledge from theory, the knowledge from research and also the knowledge from best practice which is shared with us by colleagues what is known is a good starting point for the knowledge building process another component is what we know the knowledge of those involved in teaching, what the practitioners know not only the individual but the community of practitioners and another field of knowledge is new knowledge, the knowledge that we can create both individually and collaboratively from work and for work and we can see that these three fields of knowledge work together and inform one another what is known the knowledge from theory and research informs what we know about our practice and both of these can inform new knowledge and conversely the new knowledge that we can create individually or collaboratively with colleagues can inform what we know as practitioners, what we know about what works and what doesn't work and this can actually then be used to inform what is known generally about teaching and learning them and informs theory and research.

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The use of evidence for professional learning cannot be a single event: Pervades all aspects of the cycle, it helps us to:

- **Identifying what students know and need to learn**
- **Identifying what teachers know and need to learn**
- **Deciding what might be most effective**
- **Checking impact of changes to practice**

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Topic 208

Building Theory from and For Practice: Teacher's Knowledge Management

The three-basic means of human knowledge acquisition are:

- To discover
- To study
- To communicate - obtaining knowledge from others

Significance of Knowledge Management

- Track, measure, share and make use of intangible assets in a school.
- To capture, share and use productive knowledge to enhance learning and improve performance

BASICS of knowledge:

Information; Values; Beliefs; Experiences; Rules and Procedures

Therefore knowledge involves a certain degree of validity from the information that we gather and there are certain basics that we can consider then in terms of knowledge is information knowledge for the reflective practitioner is also comprised of things like values beliefs and assumptions around teaching around learning and it's also based on experiences that are and that we go through in the classroom and of course another basic of knowledge is the rules and regulations that we work to as practitioners.

Categories of Knowledge

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We have to consider certain categories of knowledge,

- Tacit Knowledge - we have seen that for the reflective practitioner knowledge starts off as being quite tacit this therefore means the knowledge is very personal based on experiences that we are having in the classroom and therefore personal wisdom which is built up over time in this sense it's very context specific and therefore is very difficult to make explicit and perhaps difficult to make it meaningful for a society as whole because it is so individual and because it is tacit it makes it difficult to actually quantify all to codify the components of that knowledge.

- Categories of knowledge can be transmitted through social interactions and socialization.
- Explicit knowledge - Explicit manner knowledge is what is what ends up being recorded tacit knowledge can be translated into explicit knowledge by being written down by being recorded in some way, easily identified and shared with others through different means.

- Cultural knowledge - Cultural Ethos specific to a school or region or language or religion or nation.

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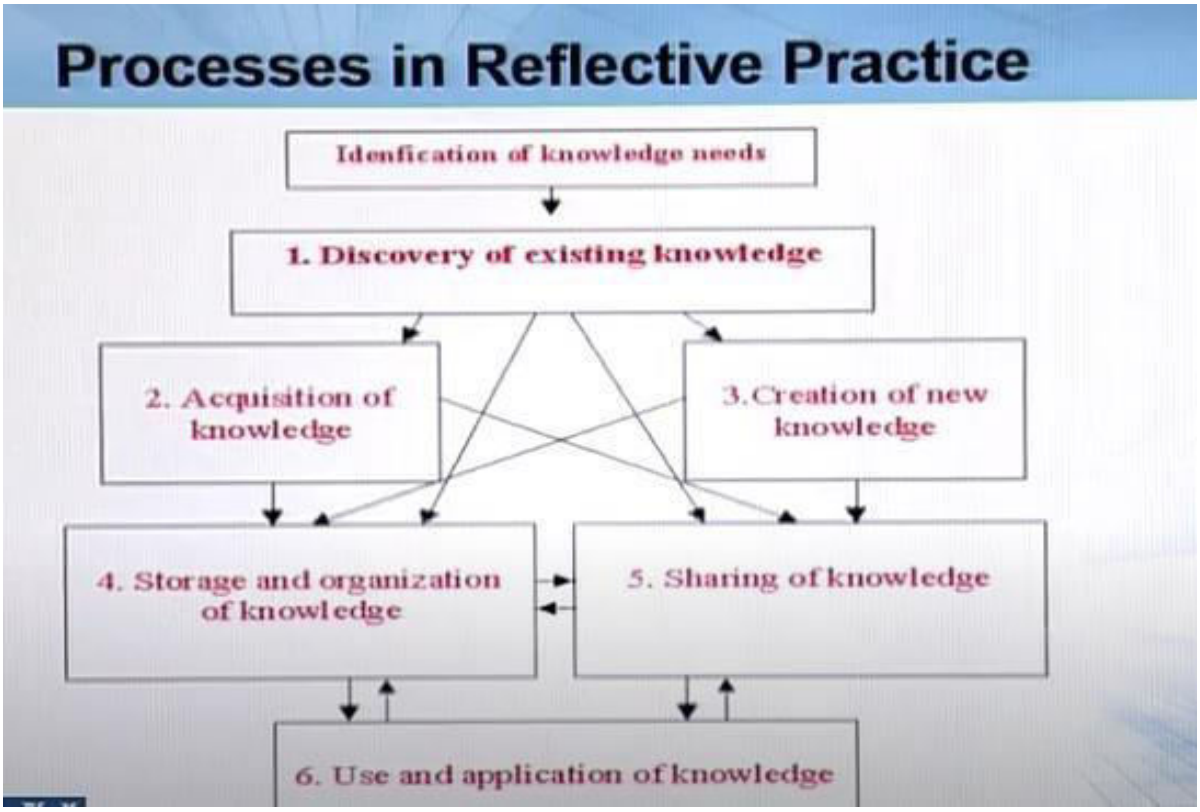

Conceptual Framework of Knowledge Management

What this means is that we can build a framework of this whole process of knowledge acquisition and development where the identification of our knowledge needs leads us to looking for information exploring and to discover existing knowledge as other people hold it and from this the reflective practitioner is engaged in a dual process of not only acquiring knowledge but also creating new knowledge and from this acquisition and creation there is the process of making tacit knowledge more explicit and this is about storing knowledge and organizing knowledge into coherent a meaningful categories and then sharing that knowledge with others. From this knowledge is applied it's put into practice and it's this whole process that underpins knowledge acquisition and development for the reflective practitioner.

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So, we can see that the process of knowledge management fits with the notion of reflective practice very well and it's a process of taking existing knowledge, identifying new knowledge and then making that knowledge more explicit and then sharing that knowledge with others and this becomes the process of knowledge management not only for the individual but for the whole community of teachers.

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Topic 209

Action Research: Three Particular Characteristic of Action Research

A significant approach to reflective practice is action research. Action research for the reflective practitioner is about investigating own practice.

Three particular characteristics of action research are that it:

- **Arises from practical questions**
- **Is participatory in nature**
- **Its validity is strengthened through peer examination and discussion.**

The Objects of Enquiry Are:

- Observable social activities, patterns, structures;
- Intentions motivating those activities;
- Shared, available interpretations of these activities;
- Goal & interest to document, explicate, critique, transform.

Aspects of Action Research

Practical	Participatory
• Studying practices involving individual or team-based enquiry	• Studying social issues that constrain individual lives

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• Focusing on teacher development and student learning	• Emphasizing equall collaboration
• Implementing a plan of action leading to the teacher-as- researcher	• Focusing on —lifeenhancing changes‖ Resulting in the emancipated practitioner

The Reflective Practitioner looks at Action Research as a Cycle: Action Research is an "interacting cycle"

Look ↔ Think ↔ Act

Action research has a very simple formula it's about interacting with the environment and therefore it's about looking at what is occurring looking at patterns of behavior and reflecting thinking about those and then using that investigation the looking and the thinking in order to develop some action.

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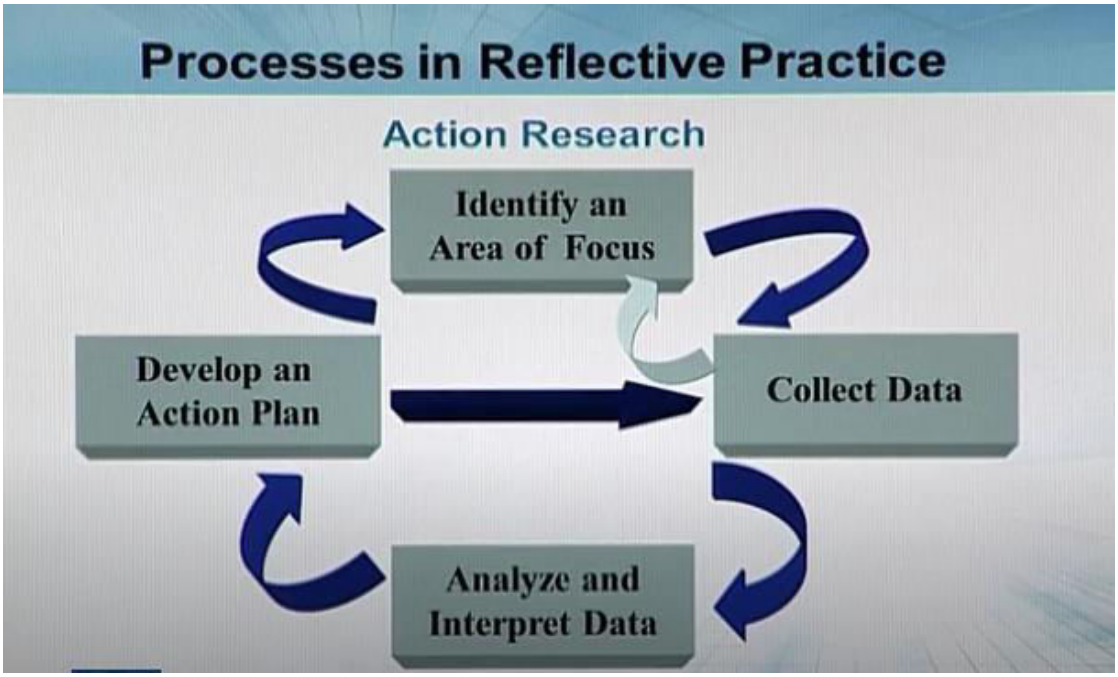

What we can see from this is that action research for the reflective practitioner starts to build into a cycle of activity. Action researcher the reflective practitioner is identifying an area of interest something which is an important focus and from this is developing an action plan and collecting data to support the investigation of that focus and from the data there of course is analysis and interpretation of that data which can lead back into further action planning and can refocus the area of interest for the teacher.

The Cyclical Nature of Action Research:

So, we can see that action research for the reflective practitioner follows a cycle of Investigation and we can represent the cycle through a number of diagrams.

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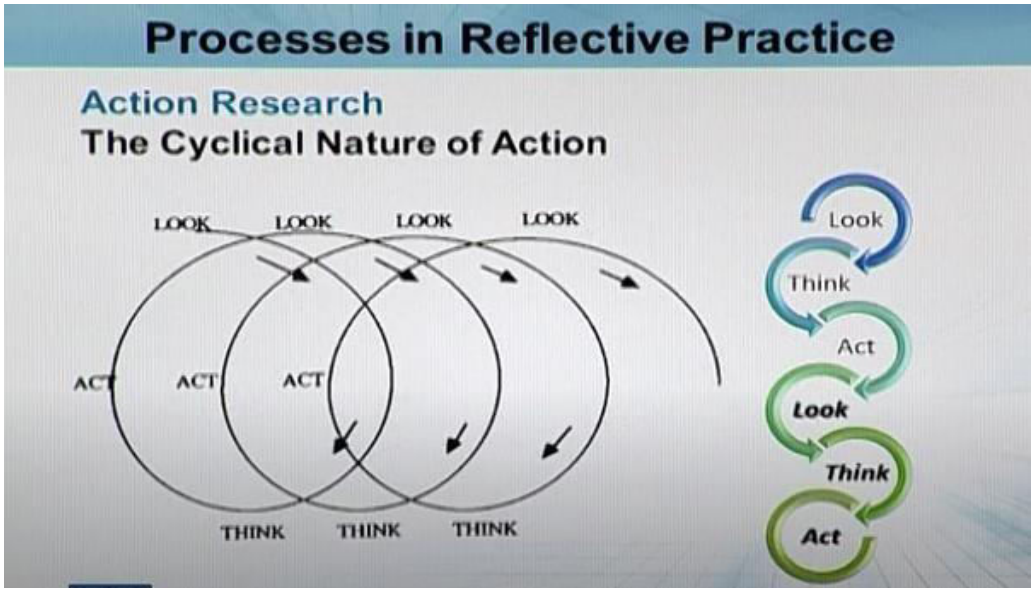

Usually when we talk about action research we think about a spiral of activity because we have to remember that investigating the practices in the classroom is a part of an iterative process, we are looking, thinking and acting, looking thinking and acting so we can see that action research can be quite powerful for the reflective practitioner because of the cyclical nature and because of because of the iterative process that the reflective practitioner is engaging with.

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Topic 210

Processes in Reflective Practice

Action Research: The Reflective Practitioner Engaging in Action Research

Action research engages teachers in a cycle of:

- Experience
- Critical reflection
- Action
- It is a deliberate rather than a purely exploratory entry into a naturally-occurring educational setting. That is, it is a planned and self-consciously focused examination of changing practice.
- It is a solution-oriented investigation aimed explicitly at solving particular problems rather than simply documenting their instances, character or consequences
- It is group or personally owned and conducted. This emphasizes the importance of the practitioner's role as a determinant of the description of the problem, what counts as solutions, and what form the reporting will take.
- It takes the form of a series of iterations on and around the problem, its documentation and theorization, and the analyses that are used to display how it has been redefined and solved.
- These iterations are referred to as spirals but are more commonly known as the Action Research Cycle. This 'cyclic' feature of Action Research is taken to be central to its core emphasis on the documented improvement of practice

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- **The trying out of ideas is not undertaken solely for the purposes of re-theorizing practice, or adding to knowledge, but is also aimed at improving practice.**

So, for the reflective practitioner engaging in action research, the individual needs to engage with the cyclical nature of the process and by doing this the reflective practitioner is engaging much more critically with their experience in the classroom and also engaging in critical reflection, critical thinking around that experience. And what's important to remember is that the reflective practice always needs to lead to action and so action becomes a significant part of the action research cycle.

Therefore, reflective practice using action research is a very deliberate process. It's not about exploring and trying to understand. It's about investigating in a very focused and deliberate way so that, that leads to action and therefore change.

And therefore, the reflective practitioner is looking at action research as a means to provide solutions to problems. It's very much focused on helping the individual problematized their teaching and look for ways to improve the issues which are being uncovered.

Action research is very personal but it can also be focused around a group of individuals and what we have to remember is that action research for the reflective practitioner has greater validity if the investigation is shared with others and is a collaborative participatory process. And It's therefore identifying the problems and looking for solutions through investigation and action.

What we have seen through diagrams is that this cycle therefore needs to be repeated through a spiral of activity, a number of iterations around that problem, fine-tuning the investigation and fine-tuning

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the action around the issues discovered. And therefore, this spiral helps us understand the actions that were undertaking in the classroom from a very focused and detailed point of view. These spirals are known as the action research cycle and they form a very key feature of action research. This provides an emphasis for us as reflective practitioners because reflection is not just a one-time activity, it is something which occurs and recurs throughout our practice.

The trying out of ideas then is a useful part of this process. It's about trying to find ways to improve situations, trying to find new ways of doing things and of course these may not be perfect the first time we do them. So the reflective practitioner is using action research to undertake actions and then to reflect on the actions and improve, make changes in order to undertake further actions and so leading to much improved practice over time.

Ethical Practice

It is collaborative in nature:

- **Provides opportunities for colleagues to share, discuss and debate aspects of their practice with the aim of improvements and development and involves responsible**
- **sense-making of data collected from within the field of teachers' own practice.**

It is transformative in its intent and action:

- **Practitioner researchers engage in an enterprise which is about contributing to transformation of practice.**

This provides opportunities for the reflective practitioner to work with colleagues, to share understandings with colleagues and this draws out the participatory nature of action research.

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This participatory nature helps in meaning-making and sense-making from the information and from the actions which bring about the information that we are using.

What we must remember is that action research for the reflective practitioner becomes a transformative process. It is not about staying static with practice but deliberately making changes and improvements

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Topic 211

Processes in Reflective Practice

Action Research: Reasons to do Action Research

- **Help you build a reflective practice based on proven ideas or techniques.**
- **Allow you to try new ideas and reliably assess their effectiveness.**
- **It will help you build confidence in your teaching.**
- **It will contribute to the professional culture of teaching at your school.**
- **It can create meaningful and lasting change in order to improve student achievement.**

Why should the reflective practitioner engage with action research? Well, action research helps the reflective practitioner base their teaching on techniques which are proven to work and it allows through this framework the reflective practitioner to try out new ideas and to simultaneously assess the effectiveness of those ideas.

Perhaps most importantly for the reflective practitioner is that this process enables the individual to build up their confidence as a teacher and develop their identity as a teacher.

It also contributes to the body of knowledge that we have about teaching and learning, about education. And for the reflective practitioner, it builds a better understanding of their role within the school and the role of others within the school environment with whom they interact and, in this sense, reflective practice which uses action research provides an opportunity for meaningful change, useful change and very practical change in teaching and learning.

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Levels of Action Research

- **The individual practitioner for classroom**
- **Group of teachers for department**
- **Teachers, administrators, and other stakeholders to affect change in the larger school community**

There are number of different levels that the reflective practitioner can consider for using action research. Perhaps the most obvious is action research in the classroom for the individual practitioner this is where the teacher is trying out new approaches, perhaps different techniques and applying different understandings to their actual teaching practice but action research can actually happen at different levels as well for example with groups of teachers within a department investigating certain activities.

It can also occur at the whole school level including administrators, managers and others who are interacting in the school environment and it can even go beyond that into the larger education community and perhaps even involve parents.

How to Get Started – Identify a Problem, Issue or Question

- **Decide on a FOCUS**
- **Find your professional self…some guiding questions may be…**
    - **What are your broad interests in teaching/ specific interests?**
    - **What questions are manageable?**
    - **What are you passionate about?**

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- **Is there a problem or question that you would like an answer to as a teacher and how will an answer to your question or idea help you do a better job?**

So, the question is how does the reflective practitioner embark on this process of action research? well, the starting point has to be for the reflective practitioner to gain a clear focus area for investigation and this is the most important starting point. And it's through this that the reflective practitioner begins to find and fine-tune their skills in the classroom and to find their professional identity. And the reflective practitioner does this through looking at particular areas of interest that they have or particular problems that they're finding and using this as a focus for the investigation.

And from this then the reflective practitioner needs to identify questions which can be investigated and the important thing to focus on is questions which actually can have answers. And because it is an iterative process and will occur over time because reflective practice takes time, it's important then that any questions which are being investigated are of interest even you could say that you're passionate about because otherwise it becomes a very dull and time-consuming activity.

So, if there is a problem or a question you'd like to look at as a reflective practitioner a question to ask yourself is to look at the problem and how can you change that problem, how can you make the situation better and how can you facilitate some change for improvement.

Sources of Information

- **Studies published in books, journals, periodicals, technical reports, and academic theses and dissertations available either in print or online.**

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The sources of the information for reflective practice are of course things like observation and maintaining a journal but there can be other sources for example peers' colleagues in the school and also reference texts where you're looking at understandings from a broader perspective and trying to bring those to your own practical experience.

Conducting Action Research Steps

- **Identify the question, issue or problem**
- **Conduct a literature review**
- **Define a solution**
- **Apply the solution and collect the data**
- **Analyze your findings**
- **Report your findings**
- **Take ACTION**

There are certain steps that we can think about as reflective practitioners. First of all, identify the question, identify the issue or the problem, the focus area that you need to address. And then from that look at the literature and maybe even talk to colleagues about this particular issue, this particular problem and try to understand what the theory, what others say about this particular area, and from this attempt to define a solution for yourself because in defining the solution you're putting into place an action plan. And it's through activity, through the action plan that you will start to collect data, collect information which you can reflect on, analyze and use then in order to take further action through the iterative process of action research.

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Topic 212

Processes in Reflective Practice

The Nature of Action Research

The Nature of Action Research

- **Research is empirical.**
- **Research is systematic.**
- **Research should be valid.**
- **Research should be reliable.**
- **Research can take on a variety of forms.**

In order to use action research as a process for reflective practitioner, we need to understand the fundamental nature of action research. Perhaps most importantly action research is empirical. It is based in experience. It also needs to be very systematic in terms of the way it is operationalized and what we need to make sure is that the action research process is both reliable and valid in terms of the outputs, and usefully action research can actually take a number of different forms.

Research is empirical

- **Action research is characterized as empirical because empiricism is the concept that all knowledge is derived from sense experience.**
- **Information takes the form of data, which can include test scores, field notes, responses to questionnaire items, etc.**

The empirical nature of action research focuses our attention on evidence from real life experience, from our Sense experience and it's therefore very practical to us. It draws information together for us

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as reflective practitioners which we can use to inform our practice, it's acquired knowledge in a sense, and it can use any number of different instruments in terms of data collection; questionnaires are very popular, things like checklists and taking notes.

Research is systematic

Based on the scientific method, there are five steps:

1. **Identify the problem**
2. **Review the information**
3. **Collect data**
4. **Analyze data**
5. **Draw conclusions**

This process then is part of if you like a scientific method that we are applying to the social activity in the classroom. In the sense that it's based on a scientific process, it is very much about identifying a problem, reviewing the information and collecting data in relation to that particular problem and then analyzing the data and drawing conclusions which guide further actions.

Research should be valid

- **Validity is when something should be based on fact or evidence**
- **Internal validity is the extent to which results can be interpreted accurately.**
- **External validity is the extent to which results can be generalized.**

Action research as part of the reflective practice process must be valid and reliable in terms of validity, we can consider both internal validity and external validity. Internal validity is simply recognizing the fact that action research produces data, produces information and that information needs to be interpreted and consequently the reflective practitioner needs to ensure that the interpretation of that data is accurate. And then there's also external validity, this is important because the reflective

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practitioner needs to understand that the action research process is adding to the body of knowledge about teaching and learning and therefore, we are always looking at data from the point of view of being able to generalize their understanding to other situations, other contexts.

Research should be reliable

- **Reliability of research concerns the replicability and consistency of the methods, conditions, and results.**

Reliability of the information that we collect concerns how consistent it is, and is premised in the understanding that the methods that we use to collect data are robust and do not lead to miss interpretation of information.

Action Research can take on a number of forms:

- **Basic and applied research**
- **The primary purpose of basic research is the extension of knowledge.**
- **The primary purpose of applied research is the solution of an immediate, practical problem.**

And, it can be operationalized in a number of ways. Action research can be both basic or applied action research. The primary purpose of basic action research is for the reflective practitioner to extend their knowledge, their understanding of their practice.

The key purpose of applied research is about identifying a problem and working towards a solution which is perhaps immediate but certainly practical.

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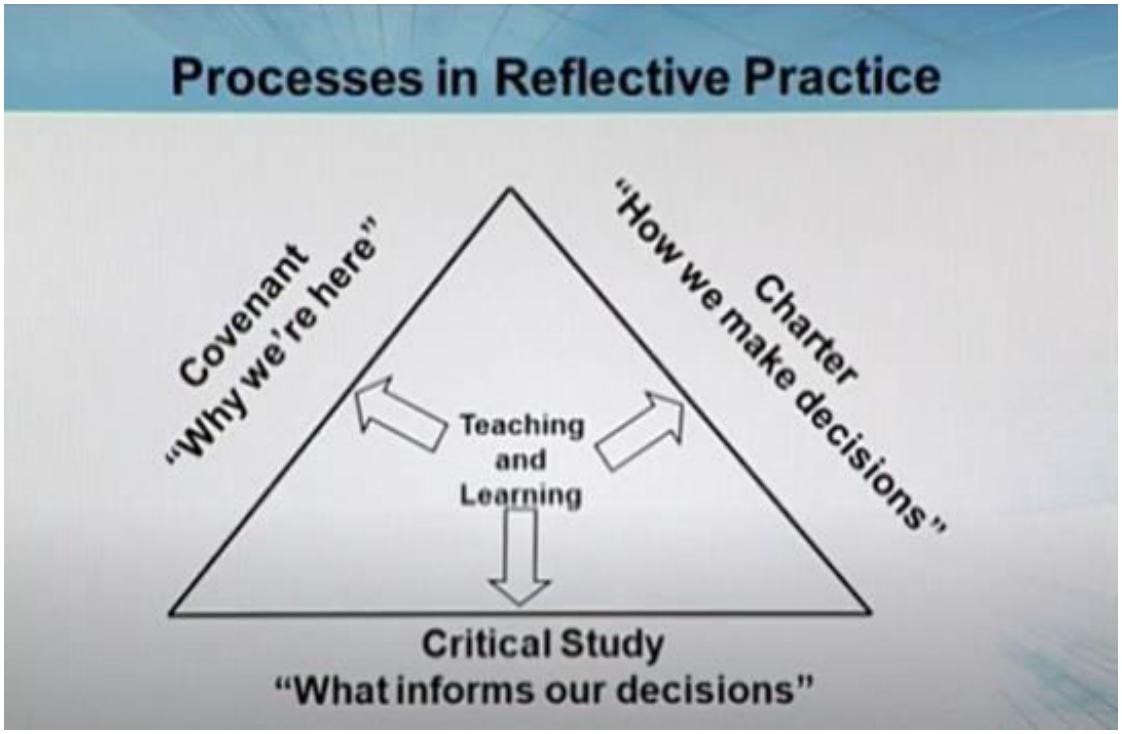
Topic 213

Processes in Reflective Practice

Action Research for Continuous Improvement

For the reflective practitioner, the process of action research is a process of continuous improvement and there are certain aspects of this continuous improvement which we can look at diagrammatically.



we can see here that the reflective practitioner who's engaged in a continuous process of improvement of their teaching and of improvement in learning outcomes is guided by three key principles. One principle is that there's an agreement and understanding a covenant that the individual practitioner has about their role in education for example, why am I here? why am I doing this? it underpins the notion that the teacher sees in their profession a particular purpose, a valuable undertaking. There's

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also what can be known as a charter for the reflective practitioner or in other words a code of working as a reflective practitioner and we can understand this in terms of how we make decisions as teachers and as researchers of teaching and these come together to help us understand that what we are doing with action research is looking at our practice from a very critical point of view and action research then is a critical study of practice and we can consider this in terms of what informs our decisions that we take in the classroom.

- **Successful schools will have learning rather than teaching as a focus. Teachers will work together to analyze student work and consider best practice.**
- **Instructional decisions will be based on data, emphasizing formative as well as summative data.**

And therefore, action research as a continuous process can be seen as a process which helps schools develop themselves and helps schools realize increasing levels of success. It's also enabling of teachers working together, collaborating and supporting students in their learning to maximize the outcomes.

It includes therefore certain decisions about actions taken in the classroom and the data which is collected from investigations after actions and therefore, data can be both formative and summative. Formative in the sense that it can help us make further decisions and summative in the sense that it can help us make conclusions.

Professional Learning Communities

- **Collaborative conversations will be a part of the regular school day for teachers.**
- **There will be a focus on results and staff will hold themselves accountable.**

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- **Professional learning teams will function successfully on a variety of levels leading to improved student achievement**
- **SMART goals will be understood and used meaningfully.**
- **Action research or teacher enquiry will inform practice.**
- **Students who are experiencing difficulty will be supported**
- **Learning is for all students and teachers**

Therefore, professional continuous learning through action research is or can be based on collaborative conversations with peers and even others like parents and could certainly include students also.

There will also be a focus on the outcomes of action research and on the results of the process of action research and therefore, the teacher and the school community have accountability and responsibility for these outcomes, for these results.

And, in this sense when the reflective practitioner is participating with others in the school or in a community environment, there are professional learning teams and action research helps such teams develop and use information successfully to engage students, to help students develop and to realize improvements in outcomes for learning in the educational setting.

Consequently, improvements need to be recognizable by the reflective practitioner and consequently then the process of action research needs to be very smart. There are smart goals for undertaking action research in the classroom and for the reflective practitioner working with action research as a process of reflective practice.

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Action research or we can actually call it a teacher inquiry will inform the practice of the individual teacher. It's not an academic activity as such, it's very much a practical process for developing skills and knowledge and it's useful especially where students are experiencing difficulties because this can help the teacher support students in a much more focused and practical way.

Therefore, this process of continuous improvement is not just for the individual teacher but it's for all teachers that are working in a school and also for the students.

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Topic 214

Processes in Reflective Practice

Action Research: Gathering Data

- **There are many options for gathering data.**
- **Action researchers must choose their data gathering methods.**
- **Choose the techniques that most effectively address the question.**

Action research is a process of thinking about practice and it's about acting on problems and issues and therefore an important part of this iterative process is about gathering data, and there are a number of options that the reflective practitioner can use in order to gather data to inform the reflective practice process, and it's important for us to realize that we need to choose the techniques not only which are appropriate for the aspect of our teaching which we are investigating but the techniques which we feel most comfortable with and which we feel are going to give us the most valuable data.

Techniques for Gathering Data

- **Reflective Journal**
- **Portfolio**
- **Observations**
- **Interviews**
- **Questionnaires**
- **Case studies**
- **Checklists**

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Techniques that we can use for action research are actually no different to the techniques and the tools that we can use for reflective practice. Things like reflective journals and building a portfolio are useful strategies for collecting data as part of action research, undertaking interviews with students or even with colleagues generate data for us as part of the action research cycle, and things like checklists can be useful for us to use an over a period of time as we monitor activities and actions in the classroom. And perhaps very usefully and certainly most useful in terms of building a community of practice, an observation can be used as a technique for gathering data, having colleagues observe you teach and giving you feedback and you are engaging in a process of discussion and exploration from somebody observing is a useful method for gathering data and also you are observing colleagues in the school can be another means for you to gather data about your own practice.

Guidelines for analyzing Data (Do)

- **Design a system for analyzing your data.**
- **Look for themes or pattern to emerge from the data.**
- **Share your findings with a colleague.**

So, once we have the data, we have to analyze that data, and in terms of analysis, there are certain things that we really must do and certain things that we must avoid in terms of our analysis. Perhaps most significant in terms of analyzing information, analyzing the data from action research is that we are searching through the data to find emergent themes that becoming full important for us. The nature of action research is such that the data we acquire is somewhat tacit and therefore, we need to look through the data a number of times and look for recurring ideas, recurring themes in the data

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and where we can focus our attention, and this can be therefore usefully engaged with in terms of others in the school environment. Looking at the data ourselves is good but having other people look at our data can also be a very useful technique in terms of analyzing and understanding the information that we have acquired.

Guidelines for analyzing Data (Don't)

- **Let your previous assumptions guide your analysis.**
- **Censor the data you have recorded.**
- **Look through your data only once.**

There are certain things that we ideally should not do in terms of analyzing data and perhaps what's most difficult is to put our assumptions aside when we are looking at the data, we have to try to be as objective about the data and in a sense objectively subjective about the data, we can't remove ourselves from the information and their interaction with it and therefore, the analysis will always be somewhat subjective but we must be honest and open about that subjectivity and in order to get more clarity about the data and their interaction with it.

And of course, the data that we collect must not be censored in any way. The data that we have is the data that we need to use and we must not arbitrarily cut information simply because it doesn't help us, we need to look at all the data that we are requiring in its entirety and use that information in order to guide our process. And of course, reflective practice is iterative and therefore, it's not a one-time activity, it's a process which occurs with great regularity, certainly at least on a weekly basis, it can of

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course even be on a daily basis or even more than that it could be on a session by session basis perhaps, following the teacher through a number of lessons in a school day.

A Process for Analyzing Qualitative Data

- **Write continuously…What are you seeing? What questions emerge? What are you Learning?**
- **Look for themes, patterns, and big ideas**
- **Identify main points that appear most frequently and most powerfully**
- **Draw information together**
- **Include support for each of your themes**

Action Research is: Process, Collaboration, Improvement, Practice, and Communication

Therefore, it is very much a process of continuous writing for the reflective practitioner, what are you seeing, what questions emerge from the data as you look for themes and what understandings can you begin to develop and what problems you can begin to see from the data.

You need to draw the themes together to identify the key points that the main issues which are becoming apparent and it's through this that the reflective practitioner gets a clear focus for action research.

And therefore, action research is very useful in terms of developing skills as a reflective practitioner. It is collaborative and it improves practice and is reliant on communication between individuals in the work setting, and as an entirety, it can help improvement both in the short-term and in the long-term.

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Topic 215

Processes in Reflective Practice

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Appreciative Inquiry: An Introduction

- **Appreciative Inquiry (AI) is the study and exploration of what gives life to human systems when they function at their best**
- **This approach to personal change and organizational change is based on the assumption that questions and dialogue about strengths, successes, values, hopes, and dreams are themselves transformational.**
- **AI simply put….**
- **If we continue to search for problems, we will continue to find problems.**
- **If we look for what is best and learn from it, we can magnify and multiply our success.**
- **Imagine the difference….**
- **What works well in my teaching? Vs.**
- **What problems do I need to fix to make my teaching better?**

Appreciative inquiry is another process of reflection for the reflective practitioner and appreciative inquiry is different to action research. Appreciative inquiry is a study of ourselves, of people, of systems that engage us and that we work with and how these systems work successfully and work productively.

This approach of appreciative inquiry is about change, it's about personal change, it's about organizational change and it's also about professional change. And it's based in certain assumptions and these assumptions are that by constantly questioning and constantly engaging in dialogue about our practice and through this we are creating the personal, organizational and professional change. It

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changes our strengths, it helps us build on our strengths, it challenges those areas that we want to build on in terms of success, it helps us develop the values and the beliefs that we have and it helps us work with our hopes and our dreams about ourselves as teachers and in this sense appreciative inquiry is a transformative process for the reflective practitioner.

Therefore, let's look at a simple understanding about appreciative inquiry. The idea about reflection is that if we are always focusing on problems, we are always going to find problems. And appreciative inquiry helps the reflective practitioner look at their practice from a different perspective and that perspective is about enhancing, magnifying the successes that we experience.

It helps us imagine the difference that we can make, it helps us understand that certain aspects of our practice, don't need fixing, they need enhancing, and indeed they need to be valued and celebrated, and it's through this understanding that the reflective practitioner then improves. So, for example, we can consider two questions, an action research question might be 'what problem do I need to fix and how do I fix it and that's a good thing to do' but appreciative inquiry has a different premise, the premise might be 'what works well in my teaching and how can I enhance this'. So, you can see there's a different perspective around appreciative inquiry for the reflective practitioner in comparison to other strategies for reflection and certainly in comparison to action research.

4D Cycle of the AI Process

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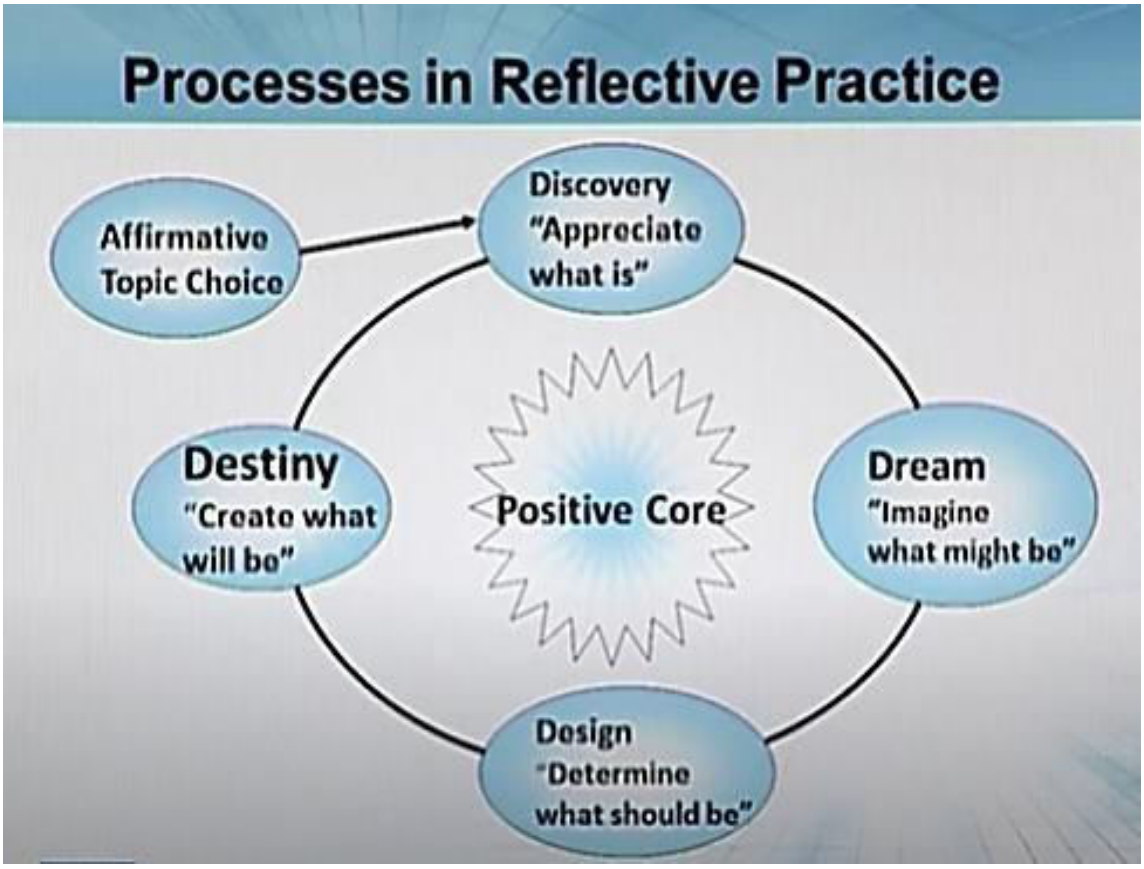

So, for appreciative inquiry, we can again look at a cycle in terms of the process and there is a particular cycle that we can use called the 4D cycle. And we can see that cycle here at the center of the process of reflection using appreciative inquiry is a positive and productive understanding of our teaching as a whole, there's a positive perspective of ourselves in terms of our professional identity or our teacher identity, the focus for appreciative inquiry is not about fixing problems but about using that positive central standpoint, that positive focus to generate change and transformation for the individual.

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So, part of the 4D cycle is about discovery, it's about appreciating aspects of teaching that the teacher is using, what is working well, what is being productive, what successes are being realized in the classroom or in the school.

It's also about dreaming, it's about the reflective practitioner imagining how the positive aspects of their work can be enhanced, can be transformed even further, so that they can enhance and transform their practice.

And another aspect of the 4D cycle is about design, determining what should be in relation to practice, not from again the standpoint of fixing a problem but looking at positive attributes and building on them.

And another aspect of the 4D cycle is about destiny, in other words, creating what will be, what improvements will be, what successes can be realized through the process of inquiry. So, 4D cycle is discovery, dream, design and destiny, and is premised around a positive notion of the reflective practitioner, and the choice of discovery is about affirming in a very positive way, the identity that the individual reflective practitioner has and this affirmation of practice needs to be a positive choice rather than looking at problems need to be about looking at strengths and enhancing those strengths.

- **Imagine the difference….**
- **What works well in my teaching? Vs.**
- **What problems do I need to fix to make my teaching better?**

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So, imagine the sort of difference that this can make for the reflective practitioner. It's not about fixing problems and the notion then is that there are always problems to fix because this has a negative connotation to it, the idea that we are not doing very well and therefore, we need to do better. Appreciative inquiry is about identifying what we are doing well and using that to develop our skills and our understandings further so that we are constantly transforming our practice and therefore, realizing ever increasing, ever higher quality of practice in the school environment.

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Topic 216

Processes in Reflective Practice

Appreciative Inquiry: An Introduction

Problem-Solving vs. Appreciative Inquiry

Problem-solving is:

- **Identify problems; Conduct Root Cause Analysis; Brainstorm Solutions & Analyze; Develop Action Plans**
- **Metaphor: Teaching involves problems to be solved.**

The reflective practitioner can compare and contrast appreciative inquiry with action research, with problem solving. The key focus of problem solving is about identifying problems, the root causes of issues that they're experiencing in the classroom, and we can do this through various ways, through brainstorming the ideas around those problems, brainstorming solutions, trying them out in the classroom, and then analyzing the results. And there's a particular metaphor, an expression that we can use to describe this notion of problem solving for the reflective practitioner and that's a teaching involves problems which must be solved.

Appreciative Inquiry is:

- **Appreciate "What is"; Imagine "What might be"; Determine "What Should Be"; Create "What Will Be".**
- **Metaphor: Teaching is a solution/ mystery to be embraced.**

Appreciative inquiry in contrast to this is looking at: what might be, what is a situation, what might be an improvement to what is perhaps already working very well, what creation can the individual teacher bring to their teaching and which will enhance it further. And therefore, the metaphor here that the

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reflective practitioner can consider teaching is a mystery, a journey that they're engaging with, which is exciting and interesting that they're passionate about and that they can embrace as a process.

Focusing on Being Exceptional

Reflective Practice tends to focus on:

- **Making improvements**
- **Changing things for the better**
- **The language of 'deficit' - correcting what is wrong**

So the reflective practitioner using appreciative inquiry as a process for reflection is therefore focusing on themselves; when they're being exceptional and when things are going very well, and therefore, reflective practice from this point of view focuses on making improvements, not to solve problems but to enhance things further, and therefore it challenges the notions that tend to exist around practice, the deficit language that we tend to use, what needs to be improved because there's a problem there and looking at it from a different point of view.

For the Reflective Practitioner, using AI focuses on:

- **Positive Attributes**

Examples:

- **Describe a peak experience or high point in your teaching.**
- **Identify a time in your experience when you felt most effective and engaged.**
- **What are three wishes you have to enhance the quality of your teaching?**

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And therefore, if we think about the 4D model of appreciative inquiry then it requires certain personality characteristics from the individual teacher. One key aspect there is about having certain positive attributes that you can look at in your teaching. Certain positive qualities that you're bringing to the classroom as a teacher and examples of positive attributes might be about looking in detail at a particular lesson, at a particular point in time in your teaching when you were performing exceptionally well, where you were enjoying your teaching and the students not only were enjoying teaching but were experiencing higher levels of achievement, and therefore this is a good starting point for appreciative inquiry. These positive attributes to build from other core of appreciative inquiry.

Another thing that the reflective practitioner can consider by using appreciative inquiry is to in a way have a wish list of how they would like things to develop and to improve because reflective practice is always about change, and appreciative inquiry is always about transformation about personal, organizational and professional change and therefore, this personal attribute for the reflective practitioner is to have certain desires or certain wishes about how they want that change to occur, how they want that transformation to take place and the benefits of that transformation.

Underlying Benefits

Appreciative Inquiry unleashes power by:

- **Building relationships.**
- **Creating opportunities for teachers to be heard.**
- **Generating opportunities for teachers to dream.**
- **Allowing teachers to choose how they will contribute.**

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- **Giving teachers the support to act.**
- **Encouraging and enabling teachers to be positive and affirming.**

So, we can consider certain underlying benefits of appreciative inquiry. It's a very powerful process for an individual teacher and it's powerful because it is very affirming of positive practice and therefore builds confidence and generates motivation.

It helps the individual build relationships within the school environment which are supportive and positive and positively constructive, and it enables then teachers to be heard in terms of their professionality which helps teachers envisage improved futures where the strengths of their identifying are building over time.

It as a process allows teachers to be very particular about the contributions that they are making to their practice, choosing very carefully the positive changes which are going to enhance further the positive attributes which they've identified in their teaching. And the process of appreciative inquiry is so supportive and gives teachers the will to act, provides motivation and encouragement to always move forward rather than focus on trying to solve problems and it's very encouraging then, and this is a key aspect of appreciative inquiry which the reflective practitioner can use to generate over time increasing levels of interest in the profession

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Topic 217

Processes in Reflective Practice

Appreciative Inquiry: 5 Principles of AI

Appreciative Inquiry as a Process for Reflective Practice

5 Principles of Appreciative Inquiry (AI)

- **Constructionist: The way we know is fateful**
- **Simultaneity: Change begins the moment you ask the question**
- **Poetic: People in organizations are an open book**
- **Anticipatory: Deep change = change in active images of the future**
- **Positive: The more positive the question = greater/longer lasting change**

There are five principles that we need to understand about appreciative inquiry. One principle is that the process of inquiry which is based in positive attributes is **constructionist** in theory. In other words, the individual practitioner is building knowledge based on experience and is perceiving that knowledge and experience from a very unique standpoint.

It's also about a **simultaneous** process. The process of change begins the moment the individual teacher asks a question. And another key principle of appreciative inquiry is that it starts to create a narrative for an individual and for a group of practitioners which means that everybody can interact with that narrative and it becomes an open book for everyone to see.

It's also **anticipatory** in the sense that appreciative inquiry can facilitate change which is very profound over time. It helps the individual take positive attributes of their work and actively work with those to enhance them for the future. And of course, appreciative inquiry has a key principle of **positivity.** The

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more positive the question that the individual asks then the longer lasting and the more profound the change will be for the individual.

Key Understandings of AI

- **Appreciative/value the best of what is**
- **Envision what might be**
- **Engage in dialogue about what should be**
- **Innovate what will be**
- **A cooperative inquiry**
- **A collaborative process**
- **Generate new narratives/perspectives**
- **The 4D Cycle**

There're key understandings that we can relate to appreciative inquiry and what we need to understand is that we are always valuing the best of what we can do as a starting point for the process of investigation, we are also looking at what might be based on that positive standpoint and how we can improve things for the better from a starting point which is already very good. And it's therefore important for us to understand that it's very much about innovation and creation rather than problem resolution, and is important for us then that appreciative inquiry is cooperative and collaborative because that helps build the narrative about the role that we take on.

It's because of this collaboration then and the fact that appreciative inquiry opens up dialogue about ourselves as teachers that we start to build new understandings and develop new perspectives about our roles in the school, about the strategies and the techniques that we apply to teaching and it's this

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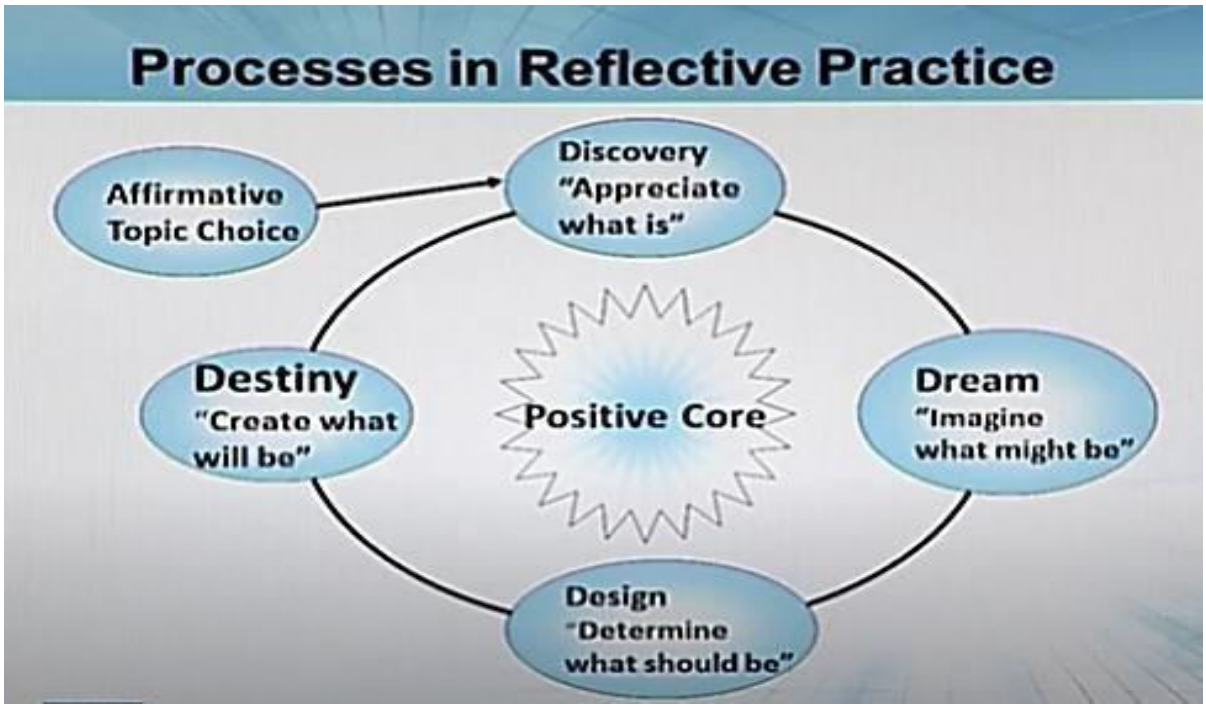
which is the key process of transformation for us rather than solving a problem and it's about generating new perspectives.

The 4D cycle helps us understand these principles much more clearly. As we saw before that there are four components: **discovery, dream, design and destiny** and we can think of destiny as delivering working in the classroom to create and to innovate.

- **The 4D Cycle Expanded**

  - **Discover: The identification of organizational processes that work well**
  - **Dream: The envisioning of processes that would work well in the future**
  - **Design: Planning and prioritizing process that work well**
  - **Destiny: The implementation of the proposed design**



So, let's look at these components of the 4D cycle in more detail. The starting point perhaps is **discovery**, this is about identifying an individual or an organizational process that is working very well, that is being productive and has positive outcomes. This leads the reflective practitioner to envisage what might be and what could be in relation to these positive starting points and looking to innovate based on a very strong foundation.

And then the next part of the 4D cycle is to think about how to action particular changes, planning and prioritizing processes and strategies that can build on the positive aspects which have already been identified, and which will work well in relation to building on that positivity.

And then destiny or delivery, this is the implementation of the design where the reflective practitioner is working with the new techniques, trying them out and realizing new potentials and new innovations which can build on the strong foundations they already have.

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Topic 218

Processes in Reflective Practice

From Appreciative Inquiry to Transformative Inquiry (Part 1)

Critical Inquiry

- **Systematic inquiry that seeks to reveal the operation of wider structures such as power;**
- **Claims to objective knowledge;**
- **Claims to 'truth' and understanding;**
- **Can be inclusive and dialogical;**
- **Includes a vision of a better world;**
- **It can be argued that it often results in a problem focus with an emphasis on solutions**

Appreciative inquiry as a process for reflective practice is a transformative process and it can be considered as a process of critical enquiry.

Critical inquiry is a very specific thing that we need to reflect on. Critical enquiry is very systematic as a process and aims to look at much broader perspectives around education, much wider issues and critical inquiry therefore holds for the teacher as researcher (the reflective practitioner) certain requirements in terms of generating objective knowledge and developing new understanding around education and around teaching.

It is different because it can be very inclusive but it can also be very dialogic in terms of process, teachers sharing and collaborating together within the closed environment. Critical enquiry therefore

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has a vision, a longer-term perspective for the reflective practitioner in terms of achieving a particular goal, certain results which lead to revisioned view of the world in which we work.

Comparison of AI to Critical Inquiry and Similarities between AI and Critical Inquiry

What is useful for us to do then is to compare and contrast appreciative enquiry with critical enquiry and we can see here in the chart that there are commonalities between critical inquiry and appreciative inquiry and differences.

	Critical inquiry	**Appreciative inquiry**
Driver	Logic of analysis Find what's wrong, broken or missing/find solution to it.	Faith in strengths. Find what's working, present or right/affirm and expand on it.
Knowledge focus	Negative experiences of power/conventions	Positive and unique experiences.
Epistemology	Social constructivist/realist. More stress on understanding.	Social constructivist. More stress on meaning significance.
Value	Rationality and reason, the intellect 'objective knowledge'	Innovation, affirmation, intuition, imagination, 'constructed knowledge'
Approach	Address the 'negative'; leverage the 'positive'	Amplify the 'positive'; reframe the 'negative'
Space-time dimension	Wide-continuous	Immediate (here/now)
Process	Does not have to be social. Dialogical or reflective criticism?	Narratives; Storytelling. Encouraging. Draws on principles of simultaneity.
Impact	Directive/intolerant resulting in defensiveness. Potentially paralyzing or deficit discourse – maintains status quo.	Encouraging and inclusive resulting in sense of camaraderie; Potentially emancipatory - way forward. Spirals of 'dysfunctional' practices.

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	Potentially emancipatory - shared meaning of Justice	

The **Driver** of critical enquiry is very much about the reflective practitioner engaging in a logical process of analyses; breaking components of their practice down in two aspects of the work that they can investigate and find solutions for, but the **Driver** of appreciative inquiry is about realizing the foundation of the strengths and find ways to either confirm those strengths or to build on those strengths.

Critical inquiry has a particular **knowledge focus** and which is based in problem solving, identifying negative experiences and attempting to change those. Whereas the **knowledge focus** for appreciative inquiry is always positive and unique to the individual in terms of their experiences.

The **epistemological background** for critical enquiry is very much looking at things from individual perspective and how knowledge is created, constructed over time and there is a greater stress is on **understanding** compared to appreciative inquiry where the stresses is on **meaning** and on significance to the individual.

There is also a **value** component to critical inquiry which is the about **intellect and reason**. Whereas with appreciative inquiry it is very much about **intuition and imagination** and how the transformation can occur over time.

Another focus for critical inquiry is the **approach** that is actually taken. It is looking at negative aspects and trying to change them into positive components, whereas with appreciative inquiry the approach is actually to build on positive components and rather than looking at things negatively, looking at things from an opportunistic pointed of view.

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For critical inquiry there is also a dimension around the context. The **space-time dimension** for critical enquiry is very wide and very long term but for appreciative inquiry, it is very much focused in the immediate work of the practitioner.

For critical enquiry the **process** can be dialogic or reflectively critical but for appreciative enquiry, it's very much about creating a narrative, telling a story and developing that story over time.

The **impact** of critical enquiry is very direct and does not bring itself to emancipation of freedom and developing choice for the reflective practitioner but appreciative inquiry is encouraging, stimulating, promoting freedom of choice and freedom of development for the individual.

Therefore, we can say that there are commonalities between critical inquiry and appreciative enquiry and also difference is in the process and the product. Appreciative inquiry is much more meaningful for the reflective practitioner from a personal change perspective and a professional change perspective. Critical inquiry is meaningful for an organizational change perspective and also the professional perspective.

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Topic 219

Processes in Reflective Practice

Appreciative inquiry: Transformative Inquiry (Part 2)

- **Combining Critical Inquiry and Appreciative Inquiry provides the Reflective Practitioner with a new framework: Transformative Inquiry**

It's possible to combine appreciative inquiry with critical inquiry. And when we do this, what we have is something called transformative inquiry. And this is particularly powerful for the reflective practitioner. It provides a framework that the practitioner can use, which is both logical and intuitive. And we can see in the diagram here that there are certain aspects of transformative inquiry similar to critical inquiry and appreciative inquiry.

Aspects of transformative inquiry (TI)

	Transformative inquiry
Driver	Social change – Logic and affirmation
Knowledge focus	Power in both negative and unique/shared experience
Epistemology	Postmodern stress on rational meaning. Retains a critical realist orientation.
Value	Reflectivity modulated inquiry. 'Not everything goes'
Space-time dimension	Natural, Modulated choices through social reflection.

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Process	Wide-continuous through the immediate
Impact	Collaborative, situated judgments
Impact	Second order learning

Driver

The driver for transformative inquiry, combining critical inquiry and appreciative inquiry is about social change. The driver is very logical and affirming of practice by the teacher and therefore, this produces a change within the context of work.

Knowledge Focus

The knowledge focus for transformative inquiry is based in aspects of power. From the critical inquiry perspective, it's about changing the negative into positive. And from the appreciative inquiry perspective, it's about taking what is unique and sharing that with others, sharing experience and learning from shared experience.

The Epistemological Background

The epistemological background for transformative inquiry is stressing on meanings, both which are oriented to the individual very specific relational to the individual in the context in which they work. And critical in terms of where the thinking, where the understanding develops within the broader social context.

Value

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The value of transformative inquiry is understanding that not everything is relevant. And therefore, the process of reflection and the process of change is modulated over time. Sometimes there's more to change, and sometimes there's less to change.

Approach

The approach with transformative inquiry is therefore quite neutral, it can be highly critical, but it can be also highly appreciative. And these tend to balance each other out.

Space time dimension

In terms of the wider perspective of teaching and learning, it combines the wide continuous aspect of critical inquiry with the immediate present and the immediate experience of the practitioner.

Process

The process, therefore, is both collaborative and situated in judgments about what is good and what needs to be improved.

Impact

The impact is much greater than either critical inquiry or appreciative inquiry individually, because it builds on an ongoing recurring thinking about practice.

Transformative Inquiry (TI)

- **Claims to retain the mobilizing appeal of AI with the reason of CI.**
- **Claims to foster informed positions on change (whether transformative or conservative) conducive to action.**
- **Can result in the inclusion of new voices.**
- **Potentially expands the circle of influence.**
- **Recognizes the power/reality of the whole in the specific.**

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- **More awareness of consequences (practical reason).**
- **Can result in second order learning.**

So, transformative inquiry claims to combine the mobilizing aspect, the mobilizing appeal of appreciative inquiry with the reason and the logic of critical inquiry. And therefore, it claims to improve, to inform the professionality of the individual practitioner and helping that process of transformation into higher levels of practice.

Therefore, it helps build communities of practice and therefore, includes voices of others in the process of transformation. By making these connections, the ripple effect of change is a key component of transformative inquiry. Because of the connections and the networks of circle of influence increases, there is a recognition that transformative inquiry becomes a process by which the teacher can understand power relationships within the teaching role. Through transformative inquiry, more awareness is gained regarding the consequences of actions in the classroom, and it also enables the teachers to begin to develop much higher levels of learning as reflective practitioners.

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Topic 220

Processes in Reflective Practice

Appreciative inquiry: The 5-I approach

The 5-I approach

- **Provides a more detailed framework for AI**
- **Based on S.O.A.R**
- **Provides a strategic framework with an approach that focuses on strengths and seeks to understand the whole system (e.g., school) by including the voices of the relevant stakeholders.**
- **The '5-I approach' is: Initiate, Inquire, Imagine, Innovate & Inspire to Implement**

Appreciative inquiry is a valuable process for reflective practice. And there is a particular approach that we can use for appreciative inquiry called the 5-I approach. And this is based on a premise called SOAR. SOAR represents strengths, opportunities, aspirations, and results.

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Strength: We use SOAR so that we can identify the strengths of our practice. And from the appreciative inquiry point of view, this is identifying what is positive, and finding ways to build on that.

Opportunities: And then in SOAR, we are looking at opportunities from the strengths, or in other words, what are people asking for, what do they want that we can use as a guiding light to help us develop our practice.

Aspirations: The next component is aspirations, or in other words, as practitioners, as professionals, what do we care about, what do we want to achieve, and what are our goals.

Results: And then, we have results, how do we know when we are actually succeeding in achieving higher levels of practice.

The 5-I approach provides a framework, a very strategic framework for the reflective practitioner to use which helps them understand the process of appreciative inquiry, and gives a strong structure to follow in terms of undertaking appreciative inquiry.

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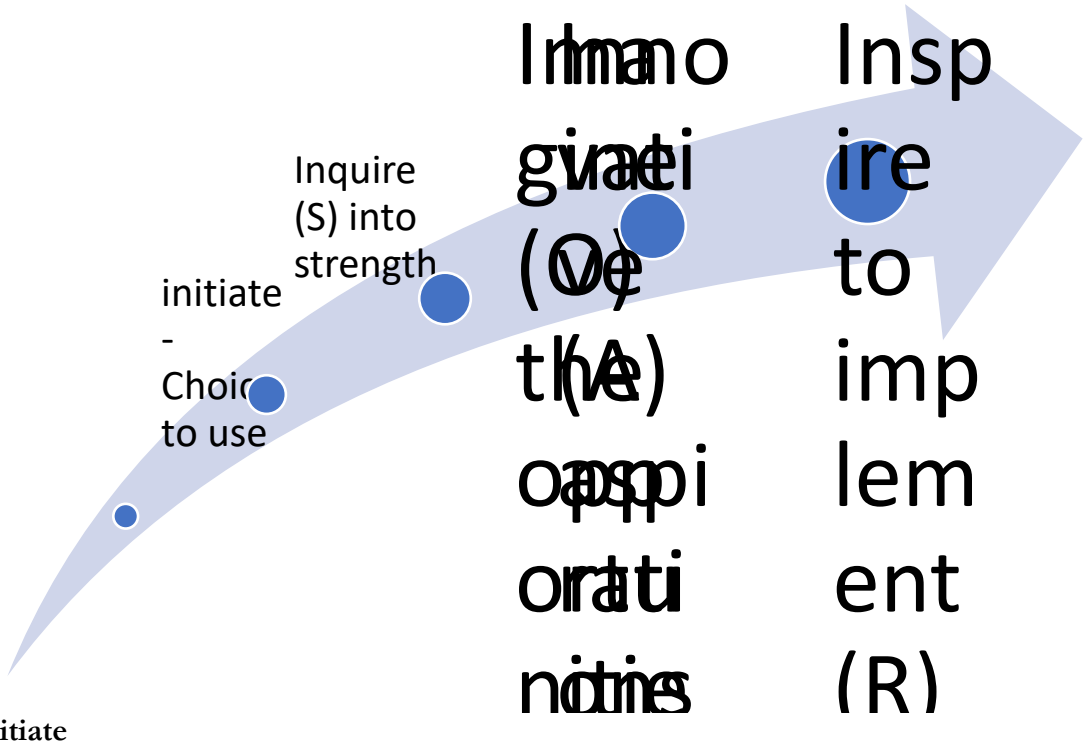
The 5-I approach uses a framework of key words to help us move through the process of inquiry. The first is **'initiate'** how do we actually identify what we want to do, and then inquire the process of collecting data, and investigating. And then **'imagine'**, imagine what can be, how we can change things or transform things for the future. And then **'innovate'**, and **'inspire'**, in other words, being creative, around what we're doing so build on that practice. And we can look at this diagrammatically.



Initiate

And in this diagram, we can see here the first I of the 5-I approach which is initiate. This is where the reflective practitioner is making choices about their teaching, making choices about the methods to use to investigate their teaching. It's about understanding what they can build on for the future.

Inquire

And then the next I in the 5-I approach is inquire and this is where SOAR becomes important. When we're inquiring through appreciative inquiry, we're starting with the strengths that we have, that we can build on. So, the inquiring process is not looking at problems, or looking at things which are going wrong, or looking at negativity, but starting the inquiry process from a point of a strong foundation.

Imagine

The next I in the five I approaches is imagine, or in other words, begin to imagine to look for the opportunities. Opportunities that can enhance current practice, and that can transform good practice into best practice.

Innovating

The next I in the 5-I approach is about innovating. And it's the reflective practitioner innovating around the aspirations that they have for themselves as professionals. 'A' in SOAR stands for aspirations, finding ways to build on what is currently good practice in relation to ideas about what can be achieved and what is desired by the individual.

Inspiring to implement

And ultimately, the 5-I approach leads to inspiration, and most importantly, inspiration for implementation. And this relates to SOAR in terms of the practitioner achieving results from the appreciative inquiry process.

Inspiring to implement is about identifying opportunities that can be operationalized and finding ways to move practice to high levels of excellence.

The SOAR Process

- **Can be done quickly or over an extended period of time.**
    - **Depends on purpose/goal**

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- **This is best opportunity to involve various stakeholders**

So, the SOAR process can actually be done quite quickly. It's a very simple model to use, and is therefore the best opportunity that the reflective practitioner can use to engage in transformation, to engage in development, and to engage with other stakeholders in the school environment or in the education environment. And because it is so powerful, it can lead to transformation quite quickly, or in very detailed and deep ways over an extended period of time.

Topic 221

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Extension to Models

Extension to Dewey's Work: Reflection as Rationality

Reflection as Rationality

- **John Dewey, saw reflection as a further dimension of thought, and as such in need of education; "while we cannot learn or be taught to think, we do have to learn to think well, especially acquire the general habit of reflection" (Dewey, 1933).**
- **For Dewey, reflection is a rational and purposeful act, an "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it leads…" (Dewey, 1933).**
- **Emphasized practical ideas in both his philosophical and educational theories, always striving to show how abstract concepts could work in everyday life.**
- **He emphasized "hands-on" learning, and opposed authoritarian methods in teaching.**
- **Recognizes the individual's own experience as the key element in learning – as both the 'means' and the 'end product'.**
- **In its simplest form, reflection is comprised of direct experience, process and understanding of experience.**
- **To achieve understanding – to make meaning – the reflective practitioner MUST engage in his or her own inquiry cycle.**

With a developed appreciation of reflective practice, what we need to do is consider models of reflection in more detail. And first of all, we can look at Dewey's model of reflection. And what john Dewey was talking about in relation to reflective practice was the process of reflection as a process of rationality. And his idea is that the process of reflection is not simply a process of looking, but a process of deep and meaningful thought, in such a way that the reflective practitioner is engaging in a very rational, logical analytical process. In his text, he said, "While we cannot learn or be taught to think,

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we do have to learn to think well, especially acquire the general habit of reflection" (Dewey, 1933). So, this underpins Dewey's idea about what reflection actually is.

Therefore, reflection, and reflective practice is more than just going through a process. But it is indeed a very meaningful and purposeful act, a process that the reflective practitioner goes through, and it leads to desired and important outcomes. It is very active, it includes participation as a process, and leads to changes in teaching and learning. What Dewey was saying is that the whole process is a process of reaching conclusions, and identifying actions from conclusions.

Interestingly, for Dewey, the idea of reflection models, the ideas that he had about teaching and learning, the philosophical and the other educational theories who is developing, and for him, everything was aimed at being as practical as possible. And similarly, reflection is a very practical process from the Dewey perspective.

It is simply because he thinks about learning as a very 'hands-on' practical activity, and he considers reflection and the process of reflective practice is also a very practical activity. And he places that practice within a paradigm of rational thinking and interaction with the world.

And through this interaction, the individual is building experience, joining experiences together into more meaningful whole, and using these meanings in order to construct new meanings to develop a product for themselves, their identity as a teacher, and their practice as a professional.

In its simplest form, for Dewey the reflective practice is very much comprised of interacting with direct experience, and trying to understand that experience from a very deep and meaningful point of view.

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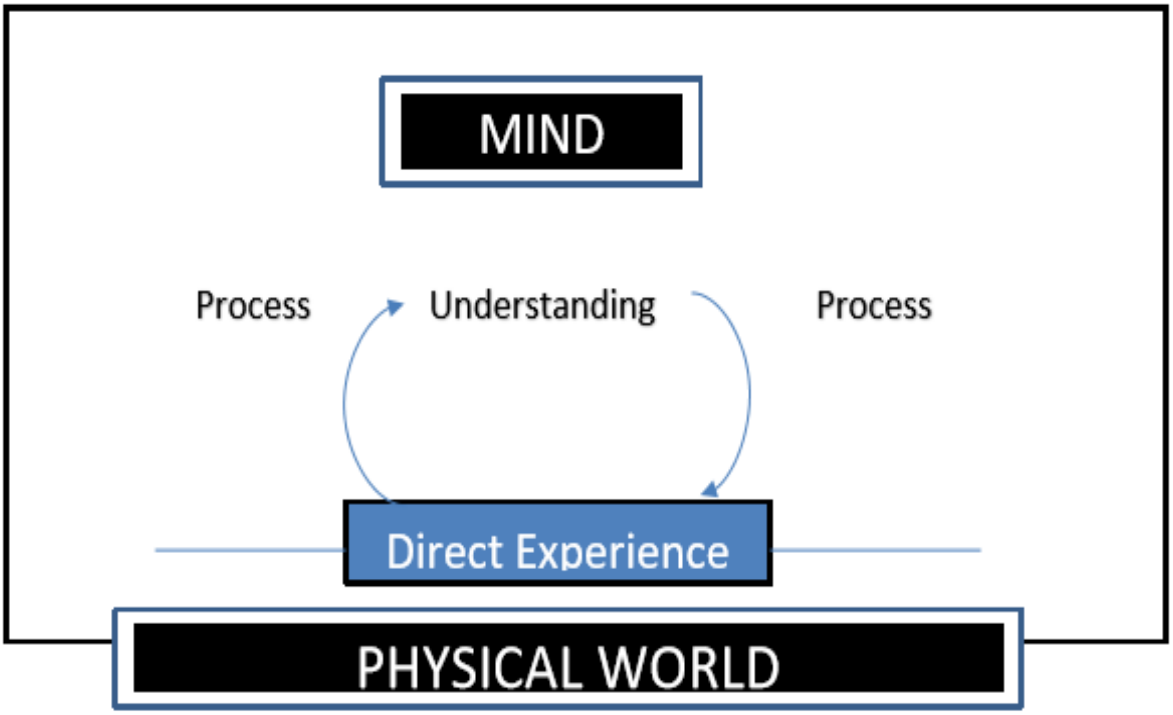

We can look at this idea diagrammatically. What Dewey is saying in terms of reflection as a rational process, is that it engages the individual with their direct experience of the world. The practitioner is working in a context, in an environment with philosophies, beliefs and values around teaching and learning. And all of this creates a direct experience that the individual is trying to understand. And most importantly, what Dewey is saying is that understanding is not part of a linear process but understanding is part of an interactive cyclical process with the physical world, with direct experience. Understanding is therefore a rational and a cognitive process of mind that the reflective practitioner is engaging with.

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So, to achieve understanding, what this means is that the reflective practitioner is always seeking to make meaning from experience. What they're trying to do therefore, is engaged with that experience and to understand it and to construct a meaning from that for themselves as practitioners.

Topic 222

Extension to Models

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Dewy and Reflective Thinking (Part 1)

Dewy and Reflective Thinking

Reflection as a Meaning-Making Process:

- **Moves the learner from one experience to the next with deeper understanding of its relationships with, and connections to, other experiences and ideas.**
- **The thread that makes continuity of learning possible. It ensures the progress of the individual and, ultimately, society.**
- **It is a means to essentially moral ends.**

For john Dewey, the reflective practice process is therefore a process of making meaning for the individual. And what this means is that the reflective practitioner

- is on a journey,
- is moving through levels of experience,
- developing levels of understanding
- gains deeper understanding from that experience, as they move through from one experience to another.

Therefore, as a meaning-making process, reflection takes experiences and tries to make meaning by joining them together into coherent wholes. Making meaning is about finding continuity between experiences in order to understand them in much deeper and greater detail. And it ensures therefore, that the individual is progressing continually as they evolve as teachers.

It also then suggests that there are certain implications to this process, implications about the values and beliefs that the individual practitioner holds, and therefore, the moral ends to which they're working.

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Reflection as a Rigorous Way of Thinking:

- **Systematic**
- **Rigorous**
- **Disciplined**
- **Roots in scientific inquiry**
- **Reflection needs to happen "in community", in interaction with others.**

So, from this perspective, reflection as a rational process, what we have to do is think about the different ways of thinking that the reflective practitioner needs to engage with and we can look at these from different angles.

Certainly, reflective practice needs to be:

- very systematic,
- very logical and
- analytical.

And consequently, the depth of analysis needs that the reflective practitioner needs to ensure that there is a lot of rigors in terms of investigating experience and cataloging experience. And this requires a very disciplined approach by the reflective practitioner, because without discipline, reflection becomes less detailed. It therefore suggests that the reflective practitioner is engaging in somewhat of a scientific process of scientific inquiry on their practice.

Because of the notion of a longitudinal development, continuity in experiences, there is the notion that the reflection does need to take place within a group, within community, so that there is interaction with others, and therefore the development of ideas and understandings, making meaning from and with others.

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Reflection as a Set of Attitudes:

- **Reflection requires attitudes that value the personal and intellectual growth of oneself and others.**

Reflection requires some very specific attitudes for individuals, there are certainly a need for the reflective practitioner to consider both their personal and their professional growth, and also their intellectual growth in terms of reflection, and how this is made in relation to others within the education community.

Six Phases of Reflection:

- **An experience**
- **Spontaneous interpretation of the experience**
- **Naming the problem(s) or the question(s) that arise out of the experience**
- **Generating possible explanations for the problem(s) or question(s)**
- **Constructing the explanations into full-blown hypotheses**
- **Experimenting or testing the selected hypotheses**

Phases of reflection

There are certain phases that we can look at around reflection.

1. **An experience**

To start off with there has to be some experience.

2. **Spontaneous interpretation of the experience**

And therefore, the reflective practitioner has a reaction to that experience, it's very spontaneous. And therefore, the interpretation of that experience tends to be very immediate and very spontaneous.

3. **Naming the issue**

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From this, the reflective practitioner can identify particular issues, and even label, name those issues in order to bring more clarity to them.

4. **Generating possible explanations**

From this, the reflective practitioner is generating solutions, generating explanations for these problems in order to be able to question them, and then to find resolution to them.

5. **Constructing the explanations**

From this, there comes action, and then the construction of explanation into much more meaningful wholes, hypotheses which explain the way things are.

6. **Experimenting**

With the hypotheses comes experimentation, trying things out in the classroom, seeing what works, identifying what doesn't work, and taking further action to get a much richer understanding of the hypothesis, the meaning which has been made.

Significant attitudes for reflection

- **Empathy**
- **Open-mindedness**
- **Curiosity**
- **Self-awareness**
- **Inter-cultural communication skill**
- **Patience**
- **Ability to take risks/ act/ experiment**
- **Active seeking of feedback and alternative perspectives**

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In order to do all of this, from the Dewy perspective, there are certain attitudes which the reflective practitioner needs to develop over time. And these are attitudes of things like

- being open minded.
- and having empathy for others in the profession and the students.
- being aware of the cultural, social and economic context in which the practitioner is working.
- And certainly, the depth of engagement requires a great deal of patience by the practitioner.
- It also requires the ability to take risks with their teaching, and understanding of the things may go wrong and they will need to be remediated another time.
- And of course, the need for feedback and to work with feedback in a very constructive and positive manner.

Topic 223

Extension to Models

Extension to Dewey's work

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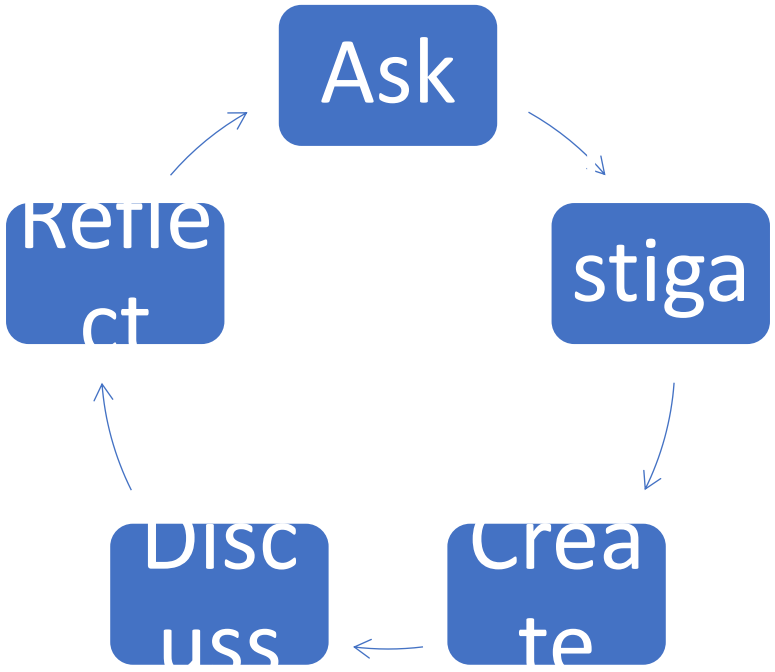
Dewey and Reflective Thinking (Part 2)

- **Modern Version of Dewey's Theory - Inquiry Cycle**

Let's look at a modern interpretation of john Dewey's cycle of reflection. And nowadays, we can think of this process as a process of inquiry, given the fact that we understand that the process of reflection is a process of the teacher inquiring into their own practice. And we can see this diagrammatically.

Dewey's model of five stage cyclical process



Here we can see that Dewey's model is put into a five-stage cyclical process. Very simply, identifying a process where the reflective practitioner is inquiring into their practice, and developing meaning, and professionality as they reflect.

Ask

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The starting point is to ask a question about practice, asking what could be improved, asking what needs to change in order for things to improve.

Investigate

And through this then investigating, in some sort of detail, how to make those improvements and investigating or to understand the components of those change needs.

Create

From this, the reflective practitioner creates a new approach to teaching, a new technique to try out and puts this into practice in order to make the reflective process meaningful for themselves.

Discuss and reflect

And then to discuss with others, the outcomes of that action that they've engaged with helps the reflection process. Because it's from this deeper level of reflection, that the practitioner can ask further questions, and so engage in this continuous cycle.

Dewey: Pattern of reflective thinking

- Problem Definition/Identification
- Problem analysis
- Solutions
- Criteria
- Implementation

And so, what we think about in terms of this cycle is that there is definitely problem identification and problem analysis. And from this labeling of problems, the reflective practitioner is seeking solutions. What we are talking about here in terms of a process of inquiry is that the solutions are based on certain criteria. Developing understanding for us as reflective practitioners help us identify particular

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standards, particular criteria that we can use to assess the change process. And from this addition of criteria becomes new implementations in the classroom, which are improvements on what has been gone before.

Problem Identification/Definition

- **What is the specific question or problem?**
- **What are the key terms, and what do they mean?**
- **What are the group's limitations?**

So, for problem identification, it's good to think about particular questions we can ask: what is the specific problem, and what are the words, the labels that would use to define that particular problem. It's important for this process that Dewey is describing this process of rationality, that we're constantly questioning and trying to provide names to these problems, so that we can be much more analytical about them.

Problem Analysis

- **What is the nature of the problem?**
- **What caused the problem?**
- **Why is it a problem?**
- **What are your goals?**
- **What are the obstacles preventing you from attaining your goals?**
- **How does it affect the persons involved?**
- **What are the short-range effects?**
- **What are the long-range effects?**

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Problems analysis includes questions about trying to understand the nature of the problem, and how the problem actually occurred in the first place. This takes the reflective practitioner to an additional step of rationality, where the detail is provided, which can lead them to the next phase of action, which is understanding the problems that can get in the way and understanding how to find solutions to overcoming those problems to new change actions.

Problem analysis also gets us to think about what are the effects, what are the outcomes of the change actions that we are implementing in the classroom and what these change actions are both in the short-term and also in the long-term.

Solutions – Selection

- **What are the available solutions?**
- **What creative solutions can we generate?**
- **Brainstorming**

When we're looking for solutions, when we're selecting the methods that we're trying in order to get rid of the problems then we are thinking about not only the usual solutions that we can take, but also trying to be creative about new solutions that may actually be relevant.

There can be different processes that the reflective practitioner can engage with in order to be creative and innovative about the solutions.

Solutions - Criteria

- **By what criteria will you judge a solution?**
- **How well does each solution meet these criteria?**
- **What additional effects will preferred solutions generate?**
- **What are possible negative side effects?**

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- **What are possible bonus effects?**
- **What is the best solution or combination of solutions?**

Using criteria in relation to the solutions actually helps us judge the extent to which we've achieved the solution in relation to the problem. And the criteria come from our developing experience over time, standards that we have for ourselves and standards which can be set externally by others on our practice. And we're looking at not only the change actions, but also the negative consequences of what those change actions can bring. So, it is as a rational process, it tries to be very balanced, looking at both the positive and the negative components as a combination solution to the issues that we have identified.

Topic 224

Extension to Models

Extension to Dewey's Work

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Dewey: Routine Action and Reflective Action

Dewey: Routine Action and Reflective Action

- **Provides a useful distinction between routine action – in which the grounds for action have not been actively considered and where tradition, external authority and circumstance are guiding factors.**
- **Reflective action derives, in Dewey's view, from the need to solve a problem and involves 'the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it'.**
- **Teachers who are unreflective about their teaching tend to accept the everyday reality in their schools and concentrate their efforts on finding the most effective and efficient means to solve problems that have largely been defined for them.**
- **It's not that unreflective teachers aren't thinking – rather, their thinking does not allow the possibility of framing problems in more than one way.**
- **Main feature of Dewey's approach to reflection and reflective thinking are the generation of the process through 'perplexity', a sense of goal-directedness and the notion of texting or evaluation.**
- **This brings Dewey's approach into the realms of experiential learning. Dewey believes that the process can be improved by having an understanding of, and experimenting with, forms of thinking.**

For Dewey, reflective practice defines the distinction between reflective action and routine action. For Dewey, the routine action is based in tradition and long-standing experience, and can also be defined

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by external authority as well as particular contexts and circumstances within the experience of the reflective practitioner, all these become guiding factors in terms of routine action.

Reflective action is somewhat different. Dewey says that this derives from a particular need to solve a problem. What Dewey is saying is that the reflective practitioner needs to be active in terms of identifying problems and persistent in terms of identifying problems. And also, very careful in considering what is and what is not a problem, what is and what is not knowledge derived from experience. So, what the reflective practitioner is always doing is looking at knowledge, which they're acquiring over time in the light of the grounds of the context in which they are working.

What this means is that teachers who are not engaging in reflective practice are not actually non-reflective or non-thinking. It just means that they are engaging in routine action. They're working in ways which are very traditional and maintain the status quo. And, what somebody is doing if they being non reflective, is actually trying to be efficient and as effective as possible in terms of their teaching. And this is although about solving problems, it is about solving problems in very standardized and well experienced ways.

It is not therefore teachers, who are not reflecting on practice or not thinking, of course they are thinking, but what is true to say is that a teacher who is not working as a reflective practitioner, is actually not giving themselves the chance to reframe their thinking about teaching, and to reframe problems in order to find solutions, and finding new ways of addressing their professionalism in the classroom.

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So, the main feature of reflective action for john Dewey is that the individual teacher is not routinely engaging with action, but is actually looking at very complex and very **perplexing** contexts, and always trying to work with this perplexity in order to develop their skills. And it's indeed this perplexity which the reflective practitioner aims to engage with, which develops practice. Reflective practitioner is always doing with this perplexity is setting goals, identifying aims to be achieved through reflection, and through the analytical process, through whatever tools are being used to evaluate what is actually going on.

In this sense, we can see that reflective practice from the Dewey perspective is strongly based in experience and therefore, any change or any improvement is actually part of an **experiential learning** process for the reflective practitioner.

Dewey believes that the process of reflection leads to improved understanding, leads to new meanings, and because of the reframing process leads to new forms of thinking for the teacher. And it is these new forms of thinking for the teacher which build professionality.

Topic 225

Extension to Models

Extension to Dewey's Work

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Dewey: Phases of Reflective Thought

Dewey suggests aspects (phases) of reflective thought:

- **Suggestions…where the mind leaps forward to a possible solution.**
- **Intellectualization…of the difficulty or perplexity that has been directly experienced into a problem to be solved.**
- **Hypothesis…the use of one idea after another as a leading idea to initiate and guide observation.**
- **Mental elaboration…which clarifies the idea by overt or imaginative action.**
- **Testing the hypothesis…Dewey did not believe that there was a strict order to these phases. He described them as being "fluid".**

Dewey's model of reflective practice is a model of reflective thought. What we can add to this model is the idea that there are particular phases to reflective thought. Dewey said that these phases come together.

1. **Suggestions**

First of all, there are suggestions in terms of reflective thinking. These are about looking at the future and looking at possibilities what might be the way things could be or should be. These are always about trying to find solutions to problems. And so, suggestions are a good jumping off point for the reflective practitioner, because they can jump in any direction and can lead the individual teacher into new understandings.

2. **Intellectualization**

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The next phase of reflective thought is intellectualization. What we know about Dewey's reflective thought is that the reflective practitioner is engaging with very complex and very perplexing contexts. And therefore, intellectualization is about trying to develop an understanding, a direct experience of this understanding, so that the problem can be solved.

3. **Hypothesis forming**

The next phase of reflective thought is hypothesis forming. The reflective practitioner is forming an idea or a number of ideas about a problem and how to solve it. And using this hypothesis as the next stage of the reflective thinking process.

4. **Mental Elaboration**

Next phase is about gaining clarity about the hypothesis, mental elaboration is what Dewey called it. This is where the reflective practitioner is defining the hypothesis with a lot of clarity and being very overt about that understanding. And this actually then leads into the next step of the process, which is about **imaginative action**. It is important to remember that action for the reflective practitioner is not routine, it's actually something very different.

5. **Testing the hypothesis**

And because there's action, of course, this leads to the testing of the hypothesis that the reflective practitioner has formed. And it's this testing of hypotheses, that the new understanding develops, that meaning is created for the practitioner, and then is able to be shared with others.

The thing about this cycle is that Dewey made a point of saying that it is not strict in terms of the process. Indeed, he said that it was very fluid, and that the practitioner could move backwards and forwards through the different phases of the cycle, in order to develop their practice.

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Topic 226

Extension to Models

Extension to Dewey's Work

Dewey: Experience, Reflection and Learning

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Dewey: Experience, Reflection and Learning

- As the father of the 20th Century progressive movement in education and an eminent philosopher, John Dewey's work is particularly helpful in defining and describing the relationships among experience, reflection, and learning.
- Dewey (1933) states that an experience is an interaction between the individual and the environment.
- An experience first includes more than participation in activities; experience could be reading a book, taking lecture notes, or talking with others.
- Secondly, an experience contains what Dewey referred to as continuity, a continuous flow of knowledge from previous experiences.
- Learning, therefore, is a continuous and cumulative process.
- Prior learning becomes the fodder for further understanding and insight.
- In his 1933 work, "How We Think", Dewey distinguishes between four different modes of thinking:
    - Imagination
    - Belief
    - Stream of consciousness
    - Reflection
- Dewey acknowledges that imagination, belief, and stream of consciousness are certainly part of our thinking activities, yet they do not necessarily contribute to learning and even less to lifelong learning.

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- **Reflection however plays a different role.**
- **Reflection is active. When we reflect, we examine prior beliefs and assumptions and their implications. Reflection is an intentional action.**
- **A "demand for a solution of a perplexity is the steadying, guiding factor in the entire process of reflection" (Dewey, 1933, p. 14).**
- **A key point is that informed action follows this reflective thinking process and leads to more ideas and therefore generates more experience on which to reflect. "Reflective thinking impels to inquiry" (Dewey, 1933, p. 7)**

For john Dewey reflective practice is an accumulation of experience along with reflection, and most significantly learning. The idea for this is that john Dewey as the founder of progressivism, really looks at the nature of experience and learning as a combination developed from reflection. And this is particularly helpful for us in terms of defining the relationships between experience reflection, and learning.

Experience

Dewey states that experience is an interaction between the individual and the environment in which they're operating.

And an experience includes participation by the individual and by others. And there are activities which the reflective practitioner can engage with in terms of that experience. What the extension to this model defines is that the development of that experience can first start with things like a literature

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review, or discussion with others or observing other people's practice and taking notes, rather than just the direct experience.

And then secondly, the idea is that experience, reflection and learning are part of a continual flow of knowledge acquisition for the reflective practitioner. It is about the reflective practitioner developing knowledge from experience, but longitudinally and continually so that the process never stops, Dewey calls this continuity.

Reflection

Consequently, learning from reflection is not only a continuous process, but it's also a cumulative process, building up an extending over time. And therefore, prior learning forms a significant part of this experiential process, because prior learning, provides the bedrock, the foundation for new learning.

And what Dewey was always saying in terms of his model, because of this continuity aspect to it, is that there are certain **modes of thinking**, which are very important for the reflective practitioner. There are certain focus points that we need to think about.

The reflective practitioner certainly needs to have a good deal of imagination around the teaching learning transaction, to be finding ways to experiment, to develop the skills and knowledge that they have. And along with this, a belief system that each individual has about teaching and learning, about what is good teaching and what is effective learning. And this in terms of continuity, comes together as a process of thinking over time, what do we called a stream of consciousness, where prior learning informs current experience and leads to new experience and a new learning, and this is all part of reflection and how experience, reflection and learning come together.

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Dewey recognizes and acknowledges that **imagination, belief, stream of consciousness** and **reflection** are important thinking activities for the individual teacher, but they don't necessarily contribute to learning as such. Certainly, he was saying that learning needs to be a thoughtful, active process by the individual in order to make reflection meaningful. Without learning there is no point in reflection.

Learning

Reflection plays a very clear role in terms of facilitating learning for the reflective practitioner. Reflection is that added component which makes the whole process of development work and makes the actual development meaningful.

Reflection needs to be active. It's not a passive process. When we reflect as teachers, we're examining our beliefs and our understandings, and we're looking at the implications of these. And the reflection then becomes an intentional process by the individual rather than a routine action.

It is this which becomes important, because it is this reflection on perplexity that creates the need for change, and also directs change and offers the definition of how we achieve change.

The key point is that informed action by the reflective practitioner is a thinking process and the thinking process which leads to learning, and beyond that the thinking process and learning leads to new experiences. And these new experiences provide opportunities for further reflection and further learning. What Dewey said is that reflection is a process which generates inquiry.

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Topic 227

Extension to Models

Extension to Boud's Representation

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Extension to Boud's Representation

- Returning to the experience and attending to feelings.
- The strength of this model is it addresses emotions.
- Returning to the experience and attending to feelings.
- The strength of this model is it addresses emotions.

Returning to the experience – recall and detail of the salient points.

Attending to – connecting with feelings – using helpful feelings and removing or containing obstructive ones.

Evaluating Experience – re-examining the experience in light of one's intent and existing knowledge.

- The Importance of Emotion
- Boud is concerned about the role emotion plays in blocking or facilitating reflective processes.
- In this way, reflection is essentially a private process where emotional influences - such as avoidance of an area of thought - can steer the process of reflection more strongly than any other influence.
- This requires the Reflective Practitioner to return to an event, incident or experience & record it.
- Then consider it in detail at an emotional and cognitive level.
- Then the Reflective Practitioner re-evaluates the event in the light of experience, knowledge & experimentation; seeking to understand the meaning of the experience.
- Then the reflective Practitioner plans for what might change.

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We are looking at extensions to models of reflective practice. And this is because we now have a deeper appreciation of the reflective practice process. Perhaps the most used and most appreciated model of reflection is Boud's representation. And this is because Boud's triangle links together the experience that the reflective practitioner has in the classroom with the emotional response, the feelings that they have generated by that experience. This is very much seen as the strength of this particular model.

The starting point for this deeper understanding of this model is to think about how to **return to the experience**. The reflective practitioner is using reflection as a tool to not only recall what happened, but also to consider in much greater detail the key points, the key parts of the experience from which to learn.

And from this, the reflective practitioner is not only **attending to their responses**, but making connections between the experience and the response to the experience. And from a deeper perspective, we can also now consider that the emotional response to the experience can actually have barriers which need to be overcome.

It is this whole process of attending to feelings and attending to the barriers to the feelings, which are added to the **evaluation of the experience**. And this is an important part of the re-examining of the whole process as part of reflection. This is how the reflective practitioner is developing their own knowledge and also developing the knowledge of the profession.

And so, what we can see is the most important, the most significant component of Boud's triangle is the **emotional response** of the practitioner. At this deeper understanding, what Boud is most

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concerned with as part of the reflection process are the actual barriers, the emotions which are barriers, and the emotions with which are facilitators of the reflection process.

It is in this way that we begin to understand that the process of reflection is essentially a very private process for the reflective practitioner. It is about the reflective practitioner dealing with the emotional response and the emotional influences upon the reflection process. The understanding here is that emotions then have a very strong influence on the reflection and the outcomes of reflection.

So, the **representation** in this model requires that the reflective practitioner in a way **revisits the experience**, is **looking at the incident in detail** and then **recording** it. Then considering it not only at a **cognitive level**, but also at an **emotional level**. It is these two things coming together, where the model becomes very powerful.

Then the reflective practitioner **evaluates the experience**, and uses this to construct knowledge and then to add this to the experimentation, the practice in the classroom, in order to understand the experience in more detail and their process within the experience.

This whole action then for the reflective practitioner leads to the **potential for change**. And it's this whole process, especially the emotional response, where change can actually occur.

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Topic 228

Extension to Models

Extension to Boud's Representation: Understanding the Three Stages of Boud's Model

- **Boud's Triangular Representation of Reflective Learning is one of the most popular and frequently cited models of RP.**

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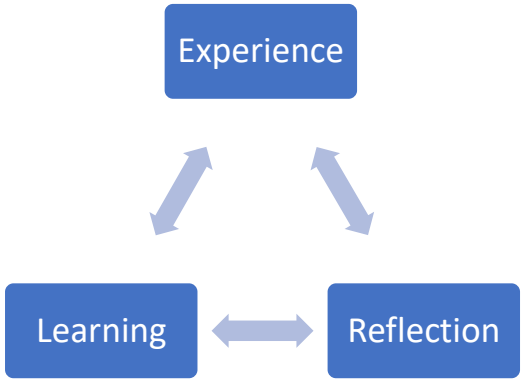
Boud's representation is one of the most popular models of reflective practice. And it is very often the model which is discussed and described explained most in the literature.

Key components of Boud's Model of reflective practice

- **There are three stages of reflection:**
  - **Experience**
  - **Reflection**
  - **Learning**

We can remind ourselves of the key components of the model. In the diagram, there are three stages to Boud's representation. We also consider this as Boud's triangle. The three components are experience, reflection and learning.



We know that through all teaching, there is always experience. And this has an interaction with our reflection. Experience, and reflection is not a one-way journey, it is the reflection that influences the experience, and the experience influences the reflection. And similarly, we learn from the reflection and the experience. And again, learning and reflection are a two-way dialogue, learning influences

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reflection and reflection influences learning. And so, the triangle comes together, and what we are looking at the emotional facilitators, and the emotional barriers within this model.

- **In the three-stage model, Boud recommends that the Reflective Practitioner first reflect on an experience by mentally replaying the experience and describing it in a descriptive, non-judgmental way.**

So, what Boud says with this model is that the starting point is the reflection on the experience. And this is a reflection of thinking about the experience, a mental replay, in order to recall the components of the experience. And what Boud says from this deeper understanding of the model is that this recall of the experience needs to be conducted in a non-judgmental way, in a way as much being as objective as possible.

- **The second stage involves attending to feelings – both positive and negative – triggered by the experience, 'discharging' any negative feelings which may obstruct the reflection.**

Then, the next stage perhaps from this deeper understanding, the most significant stage involves how the reflective practitioner is dealing with the emotional response to the experience, or in other words, attending to their feelings. What we should consider at this point is that the emotional response can be both negative and positive. And where there are negative emotional responses, where there are negative feelings generated by the experience, these can become barriers to reflection. The positive emotional response, the positive feelings associated with an experience become facilitators of the reflection process. And so what the reflective practitioner needs to do within this part of this model, is to find ways to overcome the negative feelings in a way to negate them, so that they do not influence the reflection process, and to use the positive feelings in a way which support the non-judgmental and objective review of the experience.

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- **After attending to feelings, the teacher is then ready to re-evaluate the experience by progressing through four sub-stages:**
  - **Association (relating new data to what is already known);**
  - **Integration (seeking new relationships between the data);**
  - **Validation (determining the authenticity of the new ideas and looking for inconsistencies or contradictions);**
  - **Appropriation (making the new knowledge/attitudes one's own).**

And then after attending to the feelings, the reflective practitioner begins to evaluate the experience, and evaluation from a deeper perspective in the model actually contains a number of sub stages:

1. **Association**

The first sub-stage of evaluation is Association. This is where the reflective practitioner is taking the new understandings, the new knowledge which they're acquiring from the experience, and making connections with their existing knowledge and understandings. In this way, creating connections between the old and the new.

2. **Integration**

Another sub-stage of evaluation is integration. This is where the reflective practitioner is looking to establish relationships between elements of data, between elements of new data and between elements of new and old data.

3. **Validation**

And also, the reflective practitioner is looking for validation of their understanding, or in other words, finding ways as part of the evaluation process to check that the new data is accurate, is correct, and there is no inconsistency involved.

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4. **Appropriation**

And then finally, the reflective practitioner engages with appropriation as part of the evaluation process. The final sub-stage is where the reflective practitioner takes the new data and begins to own it. They make it their own and so that they can begin to apply that new data in their teaching.

Topic 229

Extension to Models

Extension to Boud's Representation-Issues

Issues in Boud's Model

- **Boud's Triangular Representation of Reflective Learning is one of the most popular and frequently cited models of RP. One problem with this model is that it tends to confine reflection to a retrospective role: Reflection-on-action rather reflection–in-action.**

With Boud's triangular representation of reflective practice, there are certain issues which have been raised. And despite the fact that it is a very popular model, because it's simple to apply, and also

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powerful in the sense that it links the emotional response to the experience. The issues which have been raised are important to understand.

One **key issue** is that the model has been described as focusing reflection in a **retrospective role** by the teacher. In a way, this is the teacher only reflecting on their practice in the classroom as a retrospective action, rather than reflecting in practice, where practice is seen as an ongoing recurring process. And therefore, this notion that you're always looking back as a reflective practitioner, and never looking forward is seen as an issue to this model.

- **Also, the focus stays on individuals' mental activity; practitioners are not encouraged to engage in reflective dialogue in a wider social arena.**

There is also a focus in this model on the **individual's emotional processing** of the experiences, and in this way, it recognizes reflection as a very private process. Issue which is associated with this model is that it does not lend itself to dialogue with colleagues, with other practitioners, it does not therefore engage the reflective practitioner in a wider social arena of communication.

- **Boud has countered such criticism by highlighting the complexity of the reflective process given our understanding about the way emotions and cognition interact.**
- **For example, if Reflective Practitioners feel more positive about themselves, they will be more likely to persist with reflective activities.**

Now Boud takes these issues very seriously and considers them as worthy of reflection, but counters them by saying that actually reflection is a very complex process, and given the fact that the focus of the model is on the individual's emotional response, their emotional processing of the experience and evaluation of the experience, and then this means that any external input, any dialogue with others can

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actually detract from quality of the reflection. And it is really the reflective practitioners' way of dealing with the emotions, which leads to new understandings, and helps the reflective practitioner develop a better cognitive appreciation of the experience.

For example, due to a very private process of reflection, reflective practitioner becomes more confident with their practice, and can therefore persist with the reflective activities which they are engaging with. And ultimately, these lead to improvements in practice.

- **Ideas like these have since been applied in teachers' professional education with the use of mentors and supervisors who understand the importance of giving teacher (Reflective Practitioners) external validation and positive feedback about their reflections.**

And so, ideas like these tend to put the role of reflection within a very private and individualized idea of what teachers' professional education is about. New understandings around reflection and the reflective practice process have led to the idea that the way to create wider dialogues between practitioners is to introduce reflective practice support role in the form maybe of a supervisor, or a mentor for individual teachers. And this gives importance to the very private and emotional aspect of reflection within this model, whilst overcoming this issue around it being very private, and therefore, not part of an interactive and dynamic dialogue. Therefore, with mentors and with supervisors, there is this opportunity to overcome the private nature of reflection through external feedback and external validation of the individual's reflections, and this can add to how robust the model becomes.

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Topic 230

Extension to Models

Extension to Boud's Representation-Naming Barriers to Reflection (Part 1)

- **Boud's model puts the process of reflection into context.**
- **When formulating the model in 1985 he was not aware of barriers which hindered the process of reflection.**
- **In his 1993 book he became more concerned with critical reflection and barriers.**

With Boud's representation of the reflection process, there are certain barriers associated with the process of responding to the experience. The idea that the reflective practitioner has an emotional

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reaction, which has to be dealt with, generates a number of barriers. Now, when Boud first designed the model of reflection, these barriers were not considered at that time, and it's only lighter when others began to recognize the barriers can become apparent in terms of the emotional response from the reflective practitioner. Later the model was investigated from this point of view, so that the barriers were considered as a significant component for the reflective practitioner to engage with.

- **So finally, in 1993 we see the emergence of barriers as a separate entity within the process of experiential learning and reflection in the Boud model.**
- **This largely came about due to Boud's experience of being 'blocked'.**
- **Boud classifies barriers as internal and external based on their origins in relation to the practitioner;**
- **Internal barriers come from within the learner, such as:**
    - **Previous negative experiences**
    - **Accepted presuppositions about what the learner can do**
    - **What learning can take place**
- **Internal barriers come from within the learner, such as:**
    - **A lack of awareness of one's assumptions**
    - **The emotional state of the teacher**
    - **Established patterns of behavior**
- **External barriers can come from:**
    - **People**
    - **The learning environment**

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- **The larger personal situation and context of the teacher**
- **Social forces such as stereotyping, cultural expectations, classism and so on.**

In later texts, we can see that the model, although still a triangular model, has associated with the emotional response component, the feelings component. The idea that there are certain aspects of the reflective practitioner's self, their professional identity, which they need to bring to that component, so that the barriers can be addressed, named, and therefore overcome.

And this all came about because the Boud actually found that in terms of applying the model to teaching that there was a block created at the point where the reflective practitioner is beginning to engage with the experience and developing emotions about it.

Classification of barriers

The barriers, when they were explored, were categorized into two areas, they were external barriers and internal barriers.

The internal barriers:

- Are the most significant because they come with the reflective practitioner,
- They are internal, they are part of the emotional response.
- can come from any area, any arena for the reflective practitioner

For example, they can come from previous experiences, especially where those experiences in the classroom were very negative, these can actually create a barrier in terms of the reflective practitioner's emotional response. And of course, another barrier can be created internally by the reflective practitioner because of the assumptions, their presuppositions about teaching and about the learners and what the learners should and shouldn't be doing.

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Another component of the internal barrier is about an understood the individual's understanding of what learning can take place, what is possible and what is not possible, because it actually creates boundaries, which is difficult for the individual to overcome.

Other internal barriers can be the individual's lack of awareness about their assumptions. This is important because if an individual is not aware of their presuppositions, of the assumptions that they're holding, then there's no possible way that they can address them and overcome them so that they stop being barriers.

There's also the emotional state of the individual, where a reflective practitioner is in perhaps a very highly stressed position, then this actually becomes a barrier to accurate and efficient reflection. And of course, in a very busy work environment, what we have to do is to make reflection a regular part of our practice. And when things are very busy, when things are very stressed, it can be difficult to establish the sort of behaviors which are needed to actually engage with reflection.

External barriers

There are external barriers that relate to the people we work with, could relate to the students that we are working with and the parents.

The external barriers include:

- the work environment,
- the learning environment,
- the wider community environment
- and how that impacts on the school and on the individual.

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Other external factors can be those social forces around us. How we stereotype and how other people stereotype within the profession, ideas about class and social status, all can become external barriers to the reflection process.

Topic 231

Extension to Models

Extension to Boud's Representation-Naming Barriers to Reflection (Part 2)

- **Boud specifically focuses on emotions and feelings as a barrier to reflection.**
- **In Boud's model of reflection he talks about Stage 2 of the model - Attending to Feelings and stresses that in reflecting it is important to work with any feelings which we may have.**
- **However much valuable learning occurs in circumstances which we would never choose to experience, if we knew what the end point would be, and if we were aware of what we would need to experience so as to get to the end point!**

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- **The significance of this is that the Reflective Practitioner may not want to engage fully with the affective elements of reflection which can lead to anxiety, pain and discomfort.**

In the Boud model, the naming of barriers for the reflective practitioner becomes a key way to overcome the barriers associated with the emotions and feelings generated by the experience.

In the second stage of Boud's model, where the reflective practitioner is attending to their feelings, attending to the emotional response of the experience. The individual is focusing reflecting on in a very private way on that emotional response. This is a significant barrier for the reflective practitioner.

Simply because, no matter how much learning is available to us, by reflection, there is an inherent difficulty for the reflective practitioner. Because the emotional response that they may have from reflecting on experience can actually create certain discomfort and certain anxieties associated with their professional role. And indeed, some teachers even talk about reflection as being quite painful, because the individual process is difficult to deal with. Even if we know the end point can be valuable, the process that we have to go through becomes so difficult that we can actually tend to avoid the process altogether.

So, it is the anxiety and the potential for discomfort as part of the second stage of the model, where the difficulty arises in relation to positive reflection. And so, what we have to do is understand in a way, we have to name the barriers associated with the emotional response that we have.

- **Personal awareness as a barrier to reflection**
- **This is the most important barrier in reflecting on experience. If we are not personally aware that a barrier exists, then how can we possibly seek to overcome it?**

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- **The Reflective Practitioner's learning can be seriously impeded in that s/he does not see the benefit of formally reflecting:**
- **'It wasn't in my nature' or 'I'm too practical for things like that' can be typical thoughts.**
- **Also coupled with this, not knowing 'how' to reflect comes the feelings of not being 'able' or 'good' enough to undertake critical reflection = 'impostership'.**

Another barrier associated with the second stage of reflection is about our personal awareness of ourselves in relation to the work that we do.

This is important simply because if we are not aware of the barriers that we have, or in other words, the assumptions that we have hold and how they can become barriers, the preserve presuppositions that we have about teaching and learning, then we cannot possibly overcome those barriers. There is no way to address our understanding if we are not first naming and coming to terms with our understanding.

In this way, this can create a serious barrier to overcome, because in a way, as reflective practitioners we become blind to proper reflection, simply because of that barrier created by our own lack of awareness.

Another aspect of the second stage which can become a barrier is that the emotional response can be such that the individual teacher feels that they perhaps do not know enough about teaching, or they might think that reflection is a very non-practical approach to change, or they could not even believe that it is unnatural thing for them to do, it does not feel comfortable for them to do, and these become negative thoughts about the process of reflection.

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And associated with this can also be the idea around reflection itself. We do consider reflective practice and the reflective practitioner as a primary model of the professional teacher. Some individuals could actually feel that they are not good enough to do it or not able to do it. And in a sense, by engaging with it, they are engaging with it as an imposter not as an effective and efficient practitioner. And therefore, this becomes a barrier to the reflection process.

- **The environment as a barrier to reflection.**
- **Any environment can be disturbing to careful reflection if it is not comfortable for the Reflective Practitioner.**

Of course, the environment also at this point can affect the process of reflection. If it is an uncomfortable environment for whatever reason, then this can actually prevent the reflective practitioner from engaging with reflection. For example, if written reflections are required, and these are used perhaps for appraisal processes, then this can actually create a negative environment for reflection.

- **The keeping of a journal as a barrier to reflection**
- **A journal is a recognized method of evaluating personal experience by reflecting on it.**
- **It is not easy to pick up a pen and to start writing!**
- **Writing about personal experience can be profoundly difficult.**

So, journal keeping, or any sort of teaching log is a good method for reflection, but actually, within the environment that actually can become a barrier to the reflection process.

Simply the fact of having to maintain a journal regularly, day after day, week after week, becomes a barrier in its own right. The process of writing is not automatic for all people.

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And writing about personal experience, and of course, in terms of the second stage of this model, writing about our emotional response, and perhaps even private feelings around the experience can be very difficult for the individual.

- **Boud suggests a possible reason for this in that the culture of academic and professional writing has always devalued personal experience in the 'quest for objectivity and generality'.**
- **So, we can see two instant barriers that restrict personal writing, namely previous experience and the traditional nature of academic writing.**
- **Boud refers to the fact that the real battleground for working with barriers is the teacher.**

So, Boud tries to understand this from a cultural and academic perspective, and actually says that the reflective practitioner in a sense is being devalued by these responses. And the personal experience that they have, becomes in a way a quest for trying to be objective and trying to be as general as possible about what we are learning and, in a sense, because of the environment, and because of our emotional response, it becomes very difficult to achieve.

So, we can see that these barriers are quite immediate, they are very instant in terms of the experience that the individual is having, and the nature of academic writing around these experiences becomes the potential core of the problem.

So, what Boud tries to help us understand within this model is that the focus point for these barriers is the teacher themselves. The focus point is the emotions associated with reflection, with recording

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reflection, and the impact of that on them as teachers that actually become where the barriers need to be overcome.

Topic 232

Extension to Models

Overcoming Barriers to Reflection: Overcoming Barriers by Oneself

Overcoming barriers by oneself

- **Boud identifies a process for overcoming barriers starting with acknowledging that they exist.**
- **An important landmark in overcoming barriers is called 'naming' - the more clearly, we can understand them, the more easily we can work with them.**

Since the teacher is the battleground for barriers to reflection. Boud says that the way to overcome the barriers, begins with the teacher themselves, nobody else can overcome these barriers for the individual. And therefore, stage 2 of the model is enhanced by the idea that the teacher can benefit from

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identifying the barriers that need to be overcome. In order to overcome them, they need to acknowledge that they do exist.

And so, the important consideration here in stage 2 of the model is that the reflective practitioner needs to clearly identify, in a way name the barriers, because without naming them, we cannot get an understanding of them, and therefore, we cannot overcome them. It is only by naming them, it's only by understanding them that we can actually work with the emotional responses that we have in terms of the reflection process.

Overcoming barriers with the help of a Group

- **Reflective Practitioners are able to learn from a group, since their experiences of using reflection in practice are invaluable.**
- **Teachers working together can motivate each other and help sustain interest in the exercise.**
- **The Reflective Practitioner can commit to the group because the group becomes an invaluable part of the reflective process, because we need, as learners, appropriate support, trust and challenge from others.**

And what we can consider here, although this model represents reflection as a very private process for the individual is as reflective practitioners to try to use the model with others within a group. And it's, therefore a process not only of sharing experiences, but also sharing the emotional response to experiences, which can prove to be invaluable here within the model. It's also a very supportive and nurturing process for all those within the group.

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So, in this way, teachers within a school environment are able not only to support each other, but to find ways to encourage and also motivate each other in terms of their work. By being able to reflect together on their experiences and also to reflect together on their emotional response to those experiences, creates a community where the teachers can support each other, guide each other and ultimately motivate each other.

And, in this way, the reflective practitioner can gain a great deal of commitment to their work and commitment to the group. Because the group becomes an invaluable part of the reflective process for them. And because of this, what we see is that we can understand our learners better and we can understand ourselves and our needs. By understanding the needs of our learners and our own needs more, we are also then able to provide more appropriate support to each other as reflective practitioners. What we have to remember within this model of reflection is that it requires a great deal of trust within the members of the group, and that trust underpins a process of challenge by individual members within the group. So, trust and challenge become added components to the stage two of the model.

Overcoming barriers with the help of a facilitator

- **Boud refers to the importance of effective facilitation.**
- **But the facilitator should create conditions in which authentic dialogue and communicative discourse can occur.**
- **Boud reminds us that the facilitator should resist the temptation of running mindlessly giving answers and solving problems.**

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What Boud refers to here is the importance of facilitation of this group process. Since the model is focused on the individual and the individual response by benefiting from a group environment using the model, there should be some process of facilitation of the model in relation to the group.

What the facilitator should do, whether this is a supervisor, or whether this is some sort of group mentor is to create safe conditions for the group and for individuals in the group, where there can be authentic dialogue about the experience, and of course, authentic dialogue about the emotional response to the experience and to facilitate authentic and real discussion around the issues, and so that dialogue becomes a key component for encouraging and motivating.

And Boud reminds us that the facilitator therefore needs to be very aware of not just trying to jump to solutions and answers to problems but the model is focused on the process itself, especially stage 2.

And in terms of stage 2, there may not be quick and easy answers to find

Topic 233

Extension to Models

Extension to Gibb's model: Revisiting the six Phases of Reflection Using Gibb's Model

- **Gibbs' reflective cycle, as we saw previously, is a popular model for reflection.**
- **The model includes 6 stages of reflection:**
  - **Description**
  - **Feelings**
  - **Evaluation**
  - **Analysis**

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- **Conclusion**
- **Action Plan**

Gibb's model of reflection is a very popular model. And we need to remind ourselves of the **six stages of reflection in the model.**

We see that Gibb's identifies reflection within a cyclical process of developing understanding, moving from description of what happened to the emotional response of what happened, our feelings about what happened, and then an evaluation of that experience, what was good about it, what was bad about it. And from the evaluation then the analysis in order to deeper our understanding of what makes that particular situation. From the analysis, the reflective practitioner is drawing conclusions, making decisions about what happened, why it happened, how it happened, and what else could happen in the future as a positive response. And then within the model, there is an action phase where the reflective

practitioner is putting into practice some change activities, which will then lead to a new experience. And in terms of the reflective practice cycle, this new experience then needs further description, and the cycle begins again.

- **Gibbs' discussed the use of structured debriefing to facilitate the reflection involved in Kolb's 'experiential learning cycle'.**
- **He presents the stages of a full structured debriefing as follows:**
  - **Describe = Initial experience**
  - **Description = What happened? Don't make judgments at this point or try to draw conclusions, simply describe**
  - **Feelings = What were your reactions and feelings? Don't move too quickly to analysis.**
  - **Evaluation = What was good or bad about the experience? Make value judgments.**
  - **Analysis = What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on? Were different people's experience similar or different from yours in important ways?**
  - **Conclusions (general) = What can be concluded, in a general sense, from these experiences and the analysis you have undertaken?**
  - **Conclusions (Specific) = What can be concluded about your own specific, unique, personal situation or way of working?**

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- **Personal Action Plans = What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learned?**

What Gibbs is talking about in the model here is a cycle of developing understanding and what deepens the development from the use of this model is what Gibbs calls **structured debriefing** in a similar way to Kolb's 'experiential learning' in relation to each stage of the model.

Description

And in relation to Kolb's experiential learning cycle, what Gibbs is talking about here is a deepening understanding, deepening reflection and developing understanding from each stage of the model. So, describing the experience, this initial stage of the cycle is where we get an initial understanding of the experience. And what the reflective practitioner is doing here is not just simply recalling and describing the events, but within the description, moving beyond simple description, and drawing conclusions, making judgments at that point within the cycle.

Feelings

And the next stage of the cycle is the feeling stage, what is the response of the individual to the experience. And again in order to deepen our understanding the model here, it is not simply about quickly identifying whether we liked the experience or whether we thought it was a bad experience, whether we are comfortable with it, or whether we are uncomfortable with it, but actually looking much deeper, and developing a much deeper understanding of not only our reactions, but the reasons for our reactions to the experience.

Evaluation

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The next stage of the model is the evaluation stage. What was good about the experience in the classroom, what was bad about the experience in the classroom. And again, to deepen the process of the model here to go through this debriefing process, what we are doing is making value judgments about the experience. Although we have already made conclusions, we have not linked the conclusions to our feelings. So, the evaluation stage is where we are making this level of judgment about our teaching and about students learning.

Analysis

In the analysis stage, where the reflective practitioner is beginning to understand the reasons for the experience, whether it was good or whether it was bad. And in terms of a deeper reflection here, a more profound use of the model, the reflective practitioner is at this point, finding connections with previous experiences, and making connections with experiences of others, or with understandings, knowledge in the literature, which we can draw to our own teaching.

Conclusion

And then in the model, we'll move on to the conclusions phase. And this is where in a deeper sense, the individual practitioner is not just a simply making conclusions, but actually using the experiences and the analysis of the experiences to make very robust and solid conclusions, which can be generalizable to other situations and for other practitioners.

And it is important also to realize that the conclusion phase for the reflective practitioner using this model can also be very specific in relation to the conclusions. It is about the reflective practitioner making very clear decisions and understanding the reasons for those decisions about the way they work, about the way they teach, about certain aspects of very emotional response, in a way developing their teacher identity and developing a specification for themselves as an individual practitioner.

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Personal action planning

And from this, of course, there needs to be the final stage, which is about personal action planning. And from a deeper perspective, this is not just about identifying what to do next, but about thinking very critically about the situation, the experience in its entirety, and moving that experience forward into something which can create new learning and new understandings.

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Topic 234

Extension to Models

Extension to Gibb's model: Describing the Phases of Reflection Using Gibb's Model (Part 1)

Stages of Gibb's Reflective Cycle

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

Gibbs reflective cycle has six stages. And what we need to do is investigating more detail each of these six stages. And in this topic, we will look at the first three stages: **description, feelings**, and **evaluation** in more detail. Remember, the **Description** is about understanding, gaining clarity about what happened. **Feelings** is about your emotional response. And the **Evaluation** is where you are thinking about what was good and what was bad in relation to the experience.

Description

- **It is important to remember to keep the information provided relevant and to-the point. Don't focus on details that aren't required.**

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In terms of description, it's important also to remember that you need to focus on useful key aspects of the experience, rather than the details, which are not adding to understanding, adding to development of knowledge.

Feelings

- **Discuss your feelings and thoughts about the experience.**
- **Consider questions such as: How did I feel at the time? What did I think at the time? What did I think about the incident afterwards?**
- **You can discuss your emotions honestly.**

The next stage is to reflect on the feelings. And at this point, it is important to discuss the feelings and the thoughts associated with those feelings in detail. And consider the sort of questions which help us understand not how we respond to the experience, but also how our response, our emotional response impacted on the experience also. In this way, we gain greater depth of understanding from the reflection process. But what is important to remember is that in terms of reflecting on our feelings that we need to do this very honestly and openly with ourselves, so that we are not creating barriers and not missing opportunities to add to our understanding.

Evaluation

- **For your evaluation, discuss how well you think things went. Perhaps think about: How did you react to the situation, and how did other people react?**
- **What was good and what was bad about the experience?**
- **If you are reflecting on a difficult incident, did you feel that the situation was resolved afterwards? Why/why not?**

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- **This phase is a good place to include the theory – remember it is important to discuss the theory and not just describe it.**

And then the third stage of the cycle is about evaluating the experience, what was good about it, and also what was bad about it. And this is a point from a deeper perspective, where we can look at this aspect of evaluation, not only from the description perspective, but also from the feelings perspective. What was good about it in terms of how we reacted, what was our emotional response, what was bad about it in terms of our emotional response, what was good about the experiences as a whole, and what was bad about it. So, with the evaluation stage, bringing the two previous stages together, and looking at them in combination to get a much richer understanding from an internal perspective around the experience.

And it is this interaction of what was good and what was bad from both a description and the feeling perspective, where the quality, the depth of understanding, and the quality of understanding improves from using this model.

And what we have to remember, if we are reflecting on something which is perhaps uncomfortable or something which is very difficult, we also in terms of evaluation have to consider to what extent we resolved that particular issue and also resolve those feelings, and if not, then why not? Because it may be a case of not trying to overcome feelings because that may not be possible, but actually just recognizing and accepting them.

And this phase is a good place for the reflective practitioner to include theory in relation to the evaluation. Because what we must remember, it is important not just to discuss the experience or try to describe it, and discuss our feelings in relation to the experience, but also to discuss in relation to what theory says about such incidences and how we work with those incidences.

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Topic 235

Extension to Models

Extension to Gibb's Model: Describing the Phases of Reflection Using Gibb's Model (Part 2)

The **fourth and fifth stage of Gibbs reflective cycle** are the **analysis** and **conclusion** phase. And we can see that the analysis and conclusion phrase, follow one after the evaluation phase. Just to remind ourselves the analysis phase is where the reflective practitioner is making sense of the experience in the classroom. And the conclusion phase is where the reflective practitioner is considering what else could have been done in relation to the experience.

Analysis

- **In your analysis, consider what might have helped or hindered the event.**
- **You also have the opportunity here to compare your experience with the literature you have read.**
- **This phase is very important, particularly for higher level reflection.**
- **As a reflective practitioner you need to bring the theory and experience together.**

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In the analysis, at a much deeper level, the model helps us do certain things in terms of analysis. When we are analyzing, we try to make sense of the experience, try to get a deeper understanding. And in terms of applying this model, what that means is that the reflective practitioner needs to analyze what happened, consider why it happened, how it happened, in relation to the discourse that takes place in the literature, and in relation to the theory that we understand about teaching and learning.

And this phase is particularly important because at a deeper level, what this requires of the reflective practitioner is to engage in critical thinking about the experience. Critical thinking enables the reflective practitioner to engage with the experience at a much deeper level. And so, get a much richer understanding of that experience. And so, what the reflective practitioner needs to do at this point in the cycle, is to bring together their understanding, their analysis of the experience with what we know from the literature, what we know, from what theory tells us.

Conclusion

- **In your conclusion, it is important to acknowledge: Whether you could have done anything else; what you have learned from the experience; consider whether you could have responded in a different way.**
- **If you are talking about a positive experience discuss whether you would do the same again to ensure a positive outcome.**
- **Also consider if there is anything you could change to improve things even further.**
- **If the incident was negative, explore how you could have avoided it happening and also how you could make sure it doesn't happen again.**

And then in the conclusion phase, it is important for the reflective practitioner to be aware of and to acknowledge certain aspects of the experience. Initially, what we need to do, of course, is to understand

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what we could have done differently. But the conclusion stage is the point where the reflective practitioner can begin to identify what they can learn from the experience, and how they can use that learning to enrich their teaching in the future and so improve the experiences next time. And, importantly, in the conclusion phase, what the reflective practitioner needs to do is to think how they would have done things differently. And if they did do things differently, then what would be the results of those, what are the potential outcomes of doing things differently.

There are two types of experience that the reflective practitioner is engaging with, and considering at the conclusion stage, both positive experiences and negative experiences. The feeling is that if we have a very positive experience in the classroom that we respond in a very particular way, which is purely celebrating the fact that things have gone very well. And actually, in terms of applying Gibbs model much more effectively, what we need to do is to consider whether we would change anything we did to further improve on that positive experience, or even indeed, to consider that, because we have this positive experience that doesn't need to be change, because in other groups with other students, the experience may not be positive, but could be quite different.

And we also, therefore need to think about the positive experience in terms of how we might improve our actions around it and not just take it for granted.

In terms of conclusion, if we have a negative experience, what we need to do is explore not only how we dealt with it, but how it can be avoided in the future. What do we need to put into place, what do we need to do to make sure that same thing does not happen again, and these two aspects of the stage bring a richness to the level of conclusion.

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Topic 236

Extension to Models

Extension to Gibb's Model: Action Plan

The sixth and final stage of Gibbs reflective cycle is the action planning stage. And we see the action planning stage in the cycle between the conclusion of a previous experience, and as part of leading to a new experience which needs to be described. And the action plan is where we consider the experience that we have had, and how we need to deal with it, what we would do in order to change it to improve it.

Action plan

- **Action plans sum up anything you need to know and do to improve for next time.**
- **Perhaps you feel that you need to learn about something or attend some training. What can you do which means you will be better equipped to cope with a similar event?**

So, the action plan is the point where the reflective practitioner collects together and sums up everything, they need to know about the experience in order to make improvements.

And it's at this point, perhaps, that the reflective practitioner is thinking about the experience from many different perspectives. An improvement could be about attending a course or some workshop to learn more about our role as teachers, or it could be about reflecting with other teachers in the work

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environment, or it could be about reading around the subject, it could include a range of different actions in order to lead to change.

Action plan- An Example

- **Following is an example of an action plan.**
- **It demonstrates a number of options (aimed at support and activity) within the reflective thinking process for consideration as ways forward for the reflective practitioner.**

And so here is an example of a process of action planning thinking, where we can see not only the idea about change action, but an idea of very specific approaches to that change.

What it demonstrates is that a reflective practitioner needs to consider a number of options, options not only for activity, but also for support in relation to the activity. Because it is important to remember, in order to be successful as reflective practitioners, we do not really want to work in isolation, we want to work in a way which supports our work, but also supports the work of others.

Action Plan-An Example

- **In future, I will ensure that I build up a relationship with colleagues. I am working alongside several different teachers and I intend to speak to each of them about my worries about students' behaviour.**
- **I have already had a useful conversation with one teacher and together we have developed a programme of team-teaching for the next few weeks so that I do not feel so pressurized.**
- **I plan to do this with the other class teachers, as it will help them to understand how I feel.**

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- **I also need to speak to colleagues more often about how they feel, as I think I will be able to learn from them.**
- **In terms of training, I have booked onto a behaviour management workshop.**

In this example, we can see here, that the reflective practitioner is considering what things they might do in the future in relation to their working role. And the reflective practitioner has picked up on a key aspect of building relationships with colleagues. And in this way, the reflective practitioner, by building relationships with colleagues can learn more about how to manage students' behavior. The idea here is that the teachers that the reflective practitioner is engaging with has dealt with behavior of students themselves, and therefore have acquired knowledge that they can share usefully with the individual. And what the reflective practitioner has done here has already identified actions which have been undertaken, which can support this process of building relationships.

In the next stage, the reflective practitioner is also thinking about working with colleagues, speaking to colleagues about their own reactions to managing behavior. And so, this is a way for the individual to realize that perhaps their response is no different to anybody else. And in relation to the discussions that they have had with colleagues, has decided to undertake some training, and is going to attend a workshop on behavior management in school. So through building up the relationships with the teachers, and having the conversations with the teachers about their feelings around behavior management, and how this affects them in terms of stress and the pressure of work, the reflective practitioner is building up a very rich action plan that they can put into practice.

And what the reflective practitioner doing here is looking at not only their role, but also their role in relation to others. And considering the actions that they can take not only from their own perspective,

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but in relation to others as well. And using this whole process as a very rich engagement with reflection in order to lead to change actions. And so, what the reflective practitioner doing here is working in a collegiate way in terms of their action, and what this recognizes in this stage model of reflection is that action is not individual as such, action involves colleagues and others in the working environment. Action is therefore, both an individual and a supported process for the reflective practitioner.

By doing this, what the reflective practitioner is engaging with, is a process which supports change and improvement. And so, the reflective practitioner can start to move forward not only in their thinking, but also in their ability to facilitate improvements in their teaching.

And in terms of training, the individual is focusing on certain aspects which in relation to the details that they have identified in the evaluation and the analysis. So rather than just attending general training, any workshops or training are considered in relation to very specific aspects of their experience.

So, action plans are a way for the individual reflective practitioner to sum up their thinking about change actions, but also to identify how they can be supported in those change actions and how they can maintain motivation in relation to that change.

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Topic 237

Extension to Models

Extension to Gibb's model: Using Gibbs' Reflective Cycle for Deeper Reflection

Gibb's Cycle for Deeper Reflection

- **Gibb's Model helps the Reflective Practitioner develop the type of thinking associated with deep thought; reflection which is aimed at achieving better understanding. It contains a mixture of elements:**

What we can see from Gibbs model is that it provides a process for the reflective practitioner to engage in very deep thinking, critical thinking about their practice. And this reflection, this thinking is aimed at not only gaining a better understanding, but also enriching their teaching practice. And as such, this level of reflection, this deep reflection has a number of key elements to it.

1. **Making sense of experience**
   - **We don't always learn from experiences.**
   - **Reflection is where we analyze experience, actively attempting to 'make sense' or find the meaning in it.**

Firstly, the element in relation to each of these six stages is about making sense of experience. And the important thing for the reflective practitioner here is to understand that we don't always learn from experience. So, what we're doing in terms of deep thinking and critical thinking in each of these stages,

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is trying to make sense of the experience and trying to make meaning for ourselves from that experience.

2. **Standing back**

- **It can be hard to reflect when we are caught up in an activity. 'Standing back' gives a better view or perspective on an experience, issue or action.**

Another element that we have to consider here is about how objective we can be about that experience, or in other words, standing back. And it can be very hard to reflect objectively in relation to each of these six stages, simply because as teachers, we are involved in the experience. But what we need to do, by applying critical thinking processes is enable ourselves to stand back, and therefore be much more objective about the experience.

3. **Repetition**

- **Reflection involves 'going over' something, often several times, in order to get a broad view and check nothing is missed.**

Another element that we need to consider is about repetition. The Gibbs model is a cycle and each stage of this cycle is an opportunity for us to go over a number of times to have a number of iterations in relation to our thinking about the experience from each of the stage points. And what this does is helps us see things with greater clarity and with more depth.

4. **Deeper honesty**

- **Reflection is associated with 'striving after truth'. Through reflection, we can acknowledge things that we find difficult to admit in the normal course of events.**

Another element we need to consider is about being honest in relation to each of the stages. Critical thinking helps us get a much deeper, richer honesty in relation to our reflection. As such, the critical

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thinking that we can apply to each of these stages is a way for us to dig down deep into the experience and try to find the truth of it, try to understand the core causes of that experience.

And through reflection, therefore, we can begin to acknowledge all the things which are difficult, and perhaps the things which are difficult for us normally to admit through the normal course of events. And by applying critical thinking, we can begin to move away from vague and unsure reflections to much more rich and robust reflections.

5. **Weighing up**

- **Reflection involves being even-handed, or balanced in judgement. This means taking everything into account, not just the most obvious.**

The fifth element we can see there is about weighing up the evidence. And what critical thinking helps us do here is be very even-handed, be very balanced in our reflection, in our judgments of the experience that we have had, and not to be too critical or too obvious about the reflection.

6. **Clarity**

- **Reflection can bring greater clarity, like seeing events reflected in a mirror. This can help at any stage of planning, carrying out and reviewing activities.**

The next element we can consider is about gaining clarity through applying critical thinking processes to the model. And by doing this, by gaining greater clarity, it is in a way like the teacher looking in the mirror and seeing themselves and critically looking at every aspect of themselves. And in this way, what the reflective practitioner is able to do is to gain much more clarity about their role in their teaching and their role in relation to particular experiences.

7. **Understanding**

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- **Reflection is about learning and understanding on a deeper level. This includes gaining valuable insights that cannot be just 'taught'.**

Another element that we need to consider is about developing understanding by applying critical thinking processes. And in this way, by developing greater understanding, we get much better insights not only into our roles as teachers, but into our roles as learners in the teaching environment.

8. **Making judgments**

- **Reflection involves an element of drawing conclusions in order to move on, change or develop an approach, strategy or activity.**

Another element we need to consider is about making judgments and reflection involves elements of drawing conclusions, making decisions in order to move forward to create change, and also to develop the roles and responsibilities, the approaches and the strategies that we apply in our teaching.

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Topic 238

Extension to Models

Extension to Gibbs' model: Trans-disciplinary skills in Gibbs' model

Trans-disciplinary skills in Gibbs' model

Gibbs model helps the reflective practitioner develop a range of trans disciplinary skills. These are skills which the reflective practitioner develops in a range of different arenas, which can help in their professional role, but also in wider roles.

- **Social skills**
- **Communication skills**
- **Thinking skills**
- **Research skills**
- **Self-management skills**

And these trans-disciplinary skills can occur in a number of different areas. We can talk about social skills, development, and, of course, communication skills. But then there are also skills to be acquired in terms of thinking and research skills. And then of course, also self-management skills.

Social skills

Social skills include skills for:

- **Accepting responsibility**

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- **Respecting others**
- **Cooperating**
- **Group decision making**
- **Adopting a variety of roles**

In terms of social skills, the reflective practitioner can develop skills around accepting responsibility for their own actions in relation to their teaching, and understanding the role that they have in relation to their actions. Because the cycle of reflection involves a deep level of thinking and a deep level of working with others, then there are skills to be developed around respecting self and respecting others. At the same time, the process of reflection can help develop skills for cooperation and collaboration. Because there are other stages of conclusion and action planning, then there is the opportunity to develop skills around decision making, and also group decision making or in other words, negotiation skills. Because the cycle leads to change action, then there are also skills to be to be developed in terms of flexibility and adaptability by the reflective practitioner.

Communication skills

Communication skills include skills for:

- **Reading**
- **Writing**
- **Listening**
- **Speaking**
- **Non-verbal communication**

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In terms of communication skills, the reflective practitioner is looking at literature, talking to other people, sharing ideas with other people and so of course, there are a range of skills to be developed around reading and writing, speaking and listening. And of course, in terms of communicating with others in the workplace, there are skills to be developed around nonverbal communication also.

Thinking skills

Thinking skills include skills for:

- **Acquisition of knowledge**
- **Comprehension**
- **Application**
- **Analysis**
- **Synthesis**
- **Evaluation**
- **Dialectical thought**
- **Metacognition**

In terms of thinking skills, we can see that each stage of the cycle requires a level of critical thinking from the reflective practitioner. And in this sense around thinking skills, the reflective practitioner can acquire abilities in terms of how they acquire knowledge and how they use the knowledge they have acquired. And there are also skills to be developed in terms of Bloom's taxonomy of understanding, in other words, skills around comprehension, and analysis, and also how we apply learning in situations. And at very high levels of reasoning, the reflective practitioner can develop skills for synthesizing new understandings, in relation to existing understandings.

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The reflective practitioner is also developing the skills for thinking in relation to evaluating experiences. And all of these come together to help develop skills around thinking, about thinking, or in other words, metacognition and the type of thinking, the type of thought which is looking at dualities and trying to reason around issues that we experience.

Research skills

Research skills include skills for:

- **Formulating questions**
- **Observing**
- **Planning collecting data**
- **Organizing data**
- **Interpreting data**

The reflective practitioner is also developing skills for research, especially in the evaluation stage and the analysis stage. And so, in this arena, the reflective practitioner is developing skills for formulating around ideas, questions which can lead to answers, or in other words, intelligent questions, and also around hypothesizing, and in relation to research skills, the reflective practitioner is also collecting data, analyzing data, organizing data, and of course, most importantly interpreting data.

Self-management skills

Self-management skills include skills for:

- **Time management**
- **Codes of behavior**
- **Informed choices**
- **Ethics**

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In terms of self-management skills, the reflective practitioner throughout this six-stage cycle of reflection needs to develop the ability to manage each stage of the cycle, not let any particular stage take precedence. And so, there are time management, organizational skills which need to be developed. And along with these we can also consider particular developments around our ethical standpoints and of course, the behaviors that we engage within the classroom. Because in terms of our ethics and our behaviors, what we really need to consider is the choices that we make, the informed choices that we make around our actions and these choices, develop our actions and guide our actions. So, there are a range of time management skills around this whole process of thinking that we bring to the Gibbs model.

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Topic 239

Extension to Models

Extension to John's model of Structured Reflection: Describing the Stages of Structured Reflection (Part 1)

- **John's model of structured reflection is an example of a 'staged model' of reflection.**
- **Another popular model used by reflective practitioners, it should be used to assist you in moving beyond a descriptive account of an experience to one that involves analysis, learning and plans of action.**

John's model of structured reflection is another staged model that we need to consider as reflective practitioners. And we can deepen our understanding of this model by thinking about each of these stages in turn. And as a very popular model, what we need to do is to make sure that we're not only using it to describe experience, and our interpretation of that experience, but also to use it as a model to help us learn from that experience, and also to put into action, change activities, which can help us improve our experience.

Stage 1: Describe the event/experience

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- **What happened?**
- **Who was involved?**
- **What part did you/others play?**
- **What was the result?**

The first stage is about describing the event or experience that we have experienced in the classroom. And we ask questions in relation to this model. There are a number of questions that we can ask:

- What happened?
- Who was involved?
- How did that happen? and
- What were the consequences of those particular events in the classroom?

This beginning stage is essentially about laying the foundations for the reflection to happen.

Stage 2: Thinking and feeling

- **What was significant about this experience to me?**
- **What was I thinking and feeling during the experience?**
- **What was I trying to achieve?**
- **How do I feel about the outcome of the event?**

Stage two of the model moves from pure description into the emotional response, our thinking about the experience, and our feelings about the experience. And the model uses questions here to help us focus our attention:

- What was significant about the experience?
- What was I thinking at the time?

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- How did I feel at the time when this thing happened?
- What was I trying to achieve?
- How do I feel about the outcome of the event?

And so, in stage two, we are not considering just the experience, but we are just considering our own response to it. Because we are just looking at our response to the experience, we are not trying to look at both together, and therefore perhaps adding confusion to the reflection process. As discrete stages, we're able to focus on particular areas of our understanding.

Stage 3: Evaluation

- **What was good and bad about the experience?**
- **What were the consequences of my action/actions of others?**

In terms of what happens next, after reflecting on the experience describing it, and after reflecting on our feelings, we need to undertake evaluation of the experience. And we ask:

- What was good and what was bad about it?
- What were the consequences of our actions as teachers?
- What were the consequences of the things that happened?

Stage 4: Analysis

- **What sense can I make of the situation?**
- **What factors (e.g., values, assumptions, meaning perspective, experiences) influenced my feelings, thoughts, and actions?**
- **What sources of knowledge influenced or should have influenced my actions?**

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- **How did others feel and how do I know?**
- **What could I have done differently?**
- **What would be the consequences of those other actions?**

And we can use this evaluation then to lead us into the next stage of the process, which is analysis. This is where we are trying to raise and make meaning for ourselves about the experience and our feelings in relation to the experience. And so, there are questions here which we can ask which help us in making sense of the experience, and what factors were important in relation to the experience. These factors could be about people's actions, but it could also be about our own values and assumptions in relation to our role in the classroom or in relation to the experience, or indeed, in relation to our relationships with students. And we can also analyze our feelings and thoughts around those responses. And of course, asking questions at this point, in relation to the theory, the knowledge which is around us, and trying to make sense of the experience, of the acquired knowledge in relation to the existing knowledge.

And we can ask questions like:

- How did others feel?
- How did the students feel?
- What could be done differently?
- How could it be done differently?
- Why does it need to be done differently?
- Would it need to be done differently at all?
- Would the same thing happen again?

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Stage 5: Conclusion and action plan

- **How do I now feel about the experience?**
- **What have I learned about my practice/myself/my organizations?**
- **What would I do now in a similar situation?**
- **What factors might get in the way of me applying my learning from the experience?**

And then stage five of the model is about making conclusions and developing action plans, making conclusions in relation to:

- How you feel as a teacher in relation to the experience?
- What would you do differently?
- What did you learn from that experience?
- How would you change your practice?
- How would you change yourself?
- What would you change in the organization perhaps in relation to that experience? and
- How would you take it forward?
- And what would you do now, if you were in a similar situation?

This whole process of questioning through different stages takes the reflective practitioner on a cognitive journey, and a process of thinking about experience and about their own role in the experience, which creates a model, which is very easy to apply and therefore very popular.

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Topic 240

Extension to John's Model of Structured Reflection: Reflecting on Cue Questions (Part 1)

John's model of reflection provides the reflective practitioner with a series of cue questions to guide the reflection process. And it is important to look in detail at these questions for reflection.

1. Description questions

First of all, there are description questions and we can categorize these description questions very precisely into phenomenon and causal questions.

1.1 **Phenomenon questions**

The first type of description question would be about describing the phenomenon that we're experiencing questions which describe the here and now experience of the tutor and the students.

1.2 **Causal questions**

There are also causal questions that we can ask questions, which are essential factors in terms of understanding the experience, the understanding the factors which contributed to the experience.

1.3 **Context questions**

And there are also context questions, questions that we need to ask, which explain the background to the situation for us, and help gain clarity to all those factors which could be influencing the experience that we had.

1.4 **Clarifying questions**

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There are also clarifying questions in terms of describing the experience questions, which are part of the key process of reflection because they make our understanding of the experience much clearer.

2. Reflection questions

The second type of question we can ask our reflection questions, questions around

2.1 What we were trying to achieve?

2.2 When we were working in the classroom?

2.3 Why did we do certain things the way we did?

2.4 What were the consequences of my actions?

2.5 How did I feel about this experience when it was happening?

And, importantly, in terms of reflection, we need to look at the consequences of these particular actions, what were the impact of the things that we did on those that we are working with.

And there is also the idea in terms of reflection questions that we need to consider how we actually felt about the experience. Looking back on it, and, and try to remember how we felt while it was happening.

We are to also ask questions, which take us outside of our own feelings. And we can perhaps ask questions around

2.6 How did the students feel about it?

2.7 How do we know how the students felt about the experience?

Because it's important for us to get clarity about the evidence that we're using.

3. Influencing factors

We're also asking questions around identifying the influencing factors, on the experiences that we have.

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3.1 What internal factors influenced my decision making?

3.2 What external factors influenced my decision making?

3.3 What sources of knowledge did/should have influenced my decision making?

We are looking at both the internal and the external factors that can affect what we do, particularly the factors which affect our decision making when we have made in the classroom, the internal factors affecting our decision making, and the external factors affecting our decision making.

And in relation to identifying these influencing factors, we need to ask questions about the sources of knowledge that we're using in relation to making these decisions. Is the knowledge from books, is it knowledge from colleagues? Or is it our own acquired knowledge from experience over time?

4. Could I have dealt with the situation better?

The fourth area that we can consider questions for this stage model of reflection is questions about

4.1 What other choices did I have?

4.2 What would be the consequences of these choices?

Other questions include, how we would change things, how we would do things differently, could I have dealt with the situation better? And then the questions about the choices that we make as teachers when we are in the classroom, and what would be the consequences of those particular choices.

5. Learning

And we also need to focus questions around the learning that we can take from the experiences that we have on a day-to-day basis. So, in terms of learning, we need to ask questions about:

- How we feel about particular experiences
- How have I made sense of this experience in the light of past experience and future practice?
- How has this experience changed my ways of learning?

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We also ask whether our response was positive or negative, and how that can impact on our learning, and how this experience is considered in the light of past experience and how we bring the two together. And we can also think about how we might explore through questioning, how the experience or how our experience of teaching is changing in terms of our own thinking and the ways of knowing the experience that we are having.

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Topic 241

Extension to John's Model of Structured Reflection: Using John's Model (Part 1)

So, using John's model of reflection provides a guide for the reflective practitioner in terms of analysis, both for perhaps a critical incident, a key incident, but also their practice in general.

- **This would be useful for more complex decision making and analysis.**

This particular model is very good in terms of supporting the reflective practitioner, in terms of decision making, as well as analysis of incidents in the classroom.

- **Johns supports the need for the reflective practitioner to work with a supervisor throughout their learning experiences.**

What we need to remember in terms of this particular model is that it benefits from the reflective practitioner engaging with a significant other in terms of the reflection process, perhaps a supervisor or a mentor, or some other to enhance the learning experience.

- **He refers to this as guided reflection, and recommends that teachers use a structured diary.**

And what John causes is having somebody to help with guided reflection, and this is because the reflection through the staged model can become quite mechanistic, unless there is somebody else there to provide guidance in terms of the reflection.

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- **Johns considered that through sharing reflections on learning experiences, greater understanding of those experiences could be achieved than by reflection as a lone exercise.**

By learning through reflection and sharing through reflections, what the stage model provides us with as reflective practitioner is a greater understanding of our experiences and their responses to those experiences. And this is in contrast to what can be achieved if reflection is a solitary, a lonely activity.

Carper's four patterns of knowing

John use additional frameworks, for example, Carper's (1978) four patterns of knowing in relation to each stage in the model.

- Aesthetics
- Personal
- Ethics
- Empirics
- Reflexivity

Aesthetic

The first pattern of known would be in relation to aesthetics, or in other words, how the reflective practitioner considers themselves in their role, and what is good and what is bad, what couldn't be better, making choices, and trying to find clarity around all those aspects of quality.

Personal

Then another pattern of knowing is a very personal pattern of knowing, or in other words, in each stage of the model, what is our internal process? How are we considering the knowledge that we are acquiring, how we are considering the information, and what is our personal response to it.

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Ethics

There's also an ethical pattern of knowing, in other words, those frameworks, those guidelines that we use, which tell us what we should be doing, what we ideally should be doing, and how we as reflective practitioners are considering ourselves in relation to those particular standards.

Empirics

Another pattern of knowing is about the experience and empirical knowing we know what works and what does not work, we know what is right and wrong. From what we've done in the past, it is acquired knowledge, it is learned knowledge.

Reflexivity

We can add a fifth patent of knowing here in terms of reflexivity, or in other words, the process of iteration and consideration of looking again, at our experiences, and learning from that process in itself.

Epistemological base

- **This is a strength of the model as it is one of the few models of reflection that refers to the development of an epistemological base to reflections.**

By doing this, this becomes a great strength of the John's model, simply because what we're doing is adding an epistemological foundation to our reflections. What we mean by this is that we're developing ways of knowing what we know, around our practice. And this is a strength because it helps us develop our awareness about our practices, and awareness about our preferences in relation to our work.

- **If you use this model for a situation that is ongoing, you could adapt the reflexive section using cues from another model or develop your own set of cues.**

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And if we use this model for any particular situation, which is ongoing, or indeed for practice, in general, we can add the reflective component. And what we can do is use other models to help us with this reflexivity component, or indeed, we can develop our own cue questions to help with that reflection, that reflexivity how do we respond in relation to each stage of the model

Topic 242

Using John's Model Looking in- Thoughts and Emotions (Part 1)

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Using John's model for reflection requires a reflective practitioner to look inward and also to look at. In terms of the reflection process. This means that the reflective practitioner is to doing two different things.

Looking inward

- **Find a space to focus on self**
- **Pay attention to your thoughts and emotions**
- **Write down those thoughts and emotions that seem significant in realizing desirable work.**

In terms of looking in, looking inward, the reflective practitioner needs to find some space and time in order to undertake this process, in order to focus on themselves. And this requires the reflective practitioner to pay close attention to their thoughts and their feelings around the teaching practice. And in terms of looking inward, then what is important for the stage model is that the reflective practitioner is taking time to make note to write down their thoughts and their emotions, around particular incidences, especially where these thoughts and emotions seem significant in relation to their work.

Looking out

- **Write a description of the situation surrounding your thoughts and feelings.**
- **What issues seem significant?**

In contrast looking out, requires the reflective practitioner to not look at their own feelings and their own thoughts. But to be much more analytical in terms of describing the experience, the situation surrounding the experience, a connection in relation to that experience. And to ask a question what is really significant here?

Aesthetic

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In terms of looking out, we can apply those additional focus questions to the stage model, we can ask questions around the aesthetics of describing the experience, questions like,

- What was the point of what I did?
- What was I trying to achieve with it?
- Why did I respond in a particular way to that experience when I could have responded in a different way?
- What were the consequences of that response?
- What were the consequences to me as the teacher also to the students, or even to others in the teaching situation?
- How other people were affected?
- How, what were their feelings?
- What were their emotions, about the experience?

Personal

In terms of the personal attribute, questions,

- What the reflective practitioner is doing is asking questions about why they felt in a particular way,
- Why certain emotions were generated and trying to understand the reasons for that.

Ethics

And in terms of the ethical considerations, the questions that the reflective practitioner can use to look outward and to describe the situation, questions around understanding includes,

- Did I act for the best? (ethical mapping)

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- What factors (either embodied with me or embedded within the environment) were influencing me?

In a sense, this is about creating a cognitive map of the ethics, which bound us as professionals. Some people call this ethical mapping. And we are looking at the sort of at the factors which are embodied both within us and within others, which influence everyone and influence the environment.

Empirics

In terms of the empirical questions that we can ask, we are looking at

- What particular knowledge do we have?
- Did we generate which informs our practice?
- What is the experience that we are using?
- What is the knowledge of the theories or the literature saying to us, which we can bring to the experience of reflection?

Reflexivity

And then, of course, we have this additional question component about reflexivity.

And what we are doing is thinking here about how the experience we have is situated within our entire experience, or in other words,

- How does this experience link to previous experience?
- How could we handle a particular situation in a particular way?
- How can we handle it better?
- What would be the consequences of other forms of action that we might take in response to a particular experience?
- How do we feel before and how do we feel after?

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- What has changed?
- Can I support myself and others better as a consequence?

This is all about reflectivity. Another question we can ask is around support and guidance in relation to the reflection process. And can ask question about whether we are just supporting ourselves so whether other people can better support us.

- How available am I to work with students/families and staff to help them meet their needs?

And also questions around how we are working with colleagues, with others, with families with children, in relation to the process of reflection as a whole. So, we can see that using these stages of John's model at each stage, were both looking inward at reflection, and looking outward at reflection. Looking inward, internalizes all the processes, and looking outward externalizes all the processes. And together these two create a very robust model that we can apply.

Topic 243

Using John's Model: Considering the Cue (Part 1)

Considering the Cue:

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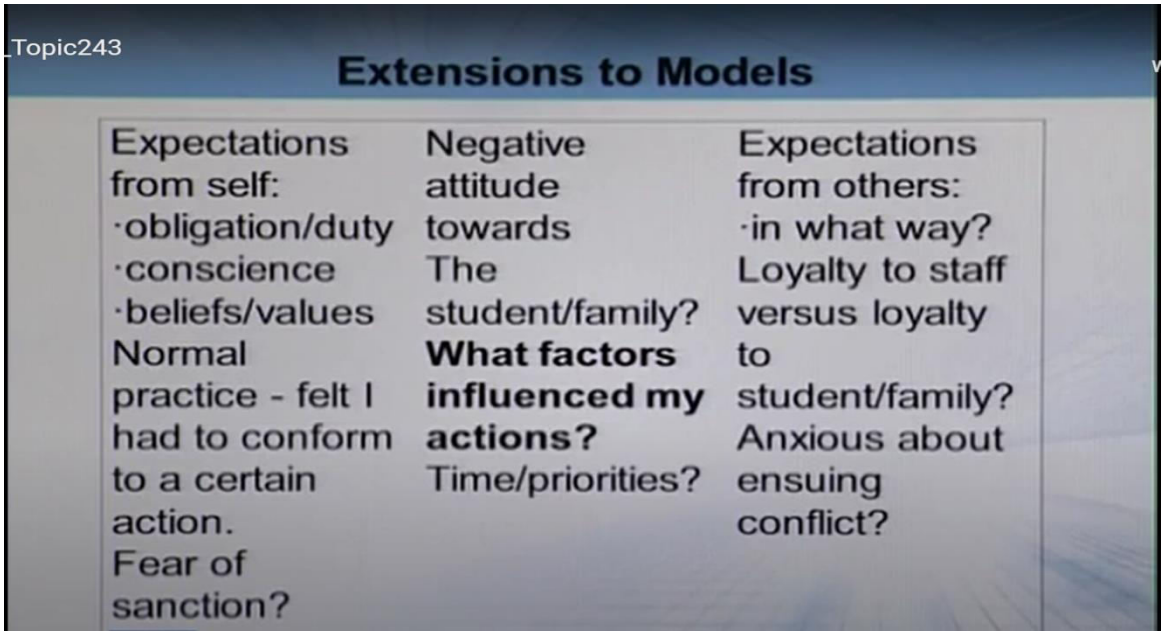
- **What internal factors were influencing me?**
- **Consider the following framework**

So, using John's staged model of reflection requires inward-looking and outward looking. Looking in and looking out. What we need to need to do is consider what internal factors are influencing us as reflective practitioners and we can consider a simple framework for this.



Here we can see the framework for inward reflection. In terms of inward reflection, we are looking at expectations that we have about ourselves from ourselves. There could be expectation around duty or obligation to particular people in the school environment or to the school itself. It could be expectations that we have around our professionality, the conscience that we have in terms of trying to do the best for the people that we are working with. There could also be expectations around the beliefs and the values that we have and how we are realizing these and operationalizing these in the classroom. There can be expectations around what good practice indeed what is normal practice is and

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whether we are conforming to that idea. They can of course also therefore in relation to those practice be expectations around what happens to us if we fall below that norm or in other words any sort of fear of reprisal or sanction if we are under performing at the other end of this framework. There can be expectations from others that a part of inward reflection and what we have to consider here is in what way refill expectations from others can impact on us. There could be expectations from others about our loyalty to individuals in the school or to the school itself or of course the loyalty that we have for the professional role that we take on and of course consequently that can create anxiety around any sort of situations that might occur that so can be expectations that we build up over time others build up over time about situations and how they're dealing with it and how we are all part of that in relation to this inward-looking process.

We can also consider attitudes that we have as practitioners and the most influential attitudes are the negative attitude that we have towards others. It could be towards colleagues. It could even be towards students or two families and what we need to consider is what are the factors that influence our actions in relation to these expectations and attitudes and what are the priorities around all of these which influences and guide our actions.

- **Considering this cue helps the reflective practitioner to give equal weight to the internal perspective of reflection as much as**

So, we can see that using John's model means that we need to consider these particular cues as reflective practitioner. And they're useful because they help us give equal weight to the things we considering from this internal perspective and it's this equal weight which helps us balance the internal perspective with the external focus.

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- **Adding 'reflexivity' means that the danger of 'navel-gazing' (thinking with no point) will be avoided and along with looking in provides us the reflective practitioner with the opportunity for 'deep learning'.**

Now what we can do here is also adding the idea of reflexivity and reflexivity means that the internal looking aspect of the stage model moves away from just thinking and not doing anything else. It actually is a way of avoiding. What is in the literature called navel-gazing and taking a much more profound and pragmatic perspective. And in this way, the reflective practitioner moves from a point of just thinking to a point where learning becomes profound and deep. So, the inward aspect as long as we're using a meaningful framework is a way to balance the process of reflection both internal and external and thereby through that balance creating a process of reflexivity which adds to our practice and helps us learn?

Topic 244

Using John's Model: Writing Reflexively and Writing Reflectively (Part 1)

- **John's Model provides a structured approach to reflexive writing and reflective writing.**

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John's staged model of reflection requires a reflective practitioner then in order to make the process profound to engage both reflexively and reflectively with the content of reflection and most often this is done through writing through keeping a journal. So, the reflective practitioner needs to write reflexively and write reflectively. Now what we need to do is consider the difference between reflexivity and reflectivity.

- **What is the difference?**

First of all, reflexive writing. Well, the key point to identify, to differentiate reflexive writing from reflective writing is that reflexive writing will use the first person in terms of writing in other words, you'll be writing I, rather than the third person where you be talking about the teacher or the researcher. So as a reflective practitioner using John's staged model you need to write reflexively and that means you need to develop a style of writing that uses personal experiences and relates incidents from a very personal perspective using, I statement.

- **Develop style of writing that uses 'I' and personal experience**
- **Danger of being too personal**

Now there can of course be a danger here of being too personal in terms of the reflection. So, the reflective practitioner needs to develop approaches which are personal and reflexive but not too personal.

- **A personal response to events/ experiences**
- **Immediate/ surface considerations**

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And reflexive writing therefore is a personal response to experiences and events that we have in the classroom and as a personal response and they can be very immediate rear reactions to what we experience and some might say therefore as immediate reactions they're only surface considerations. However, if we are writing reflexively over time there is an opportunity for us to take these surface reflections and add some depth to them.

- **Aiming at cataloguing – may be subjective – but this is OK!**

So, the aim of reflexive writing is about cataloguing from a personal point of view and therefore a subjective point of view the experiences that we are having now some might say that a subjective response as reflection can actually be very skewed and one-sided perhaps polarized around particular perspective. But this is the attribute of reflexive writing. It's okay for it to be subjective. It is indeed your personal response.

- **Provides foundations for the professional response**

As a personal response reflexive writing provides the foundation for more academic perhaps some might say more professional writing. It's a good foundation because it provides a focus point for the reflective practitioner.

- **Might feel strange at first. You may not be used to writing about your feelings or actions from an impersonal perspective**

In contrast reflective writing is perhaps more formal and for most people reflective writing at first will feel very strange to undertake because it's not a usual way of writing the formality that it has in relation to writing about feelings and writing about actions is from an impersonal perspective, which is aimed

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at helping us be more objective about what our experiences but in terms of writing is very difficult to get right.

- **Will take practice.**
- **Experiment with different models of reflection.**

Therefore, reflective writing takes practice to do well in contrast to reflexive writing and which is very easy to undertake and what we need to do in terms of reflective writing is to practice using different models, different approaches in terms of that writing and to find the one style which works for us best.

- **It is still academic.**
- **It is not a diary entry, blog or email to a friend.**
- **It is not simply a description of events. Reflection is in the analysis of those events.**

Reflective writing then is much more academic than reflexive writing which is very personal and as academic writing it's not a diary and you know, it's not an email to a friend which reflexive writing could be reflective writing is far more formal and it's not just about relating events, but it's about reflecting, analyzing and evaluating those events and therefore doing that through very form a formal process of thinking.

- **It is the considered exploration of your own role in the experience.**

In this way reflective writing is considered an exploration of the experience rather than an understanding of our response to that experience and as an exploration, what we're doing is looking at our own role within that experience.

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- **It should not be chatty (informal) in style.**
- **It should still contain a clear introduction, a main body, and a conclusion.**
- **It may even include evidence and references.**

So reflective writing being academic being formal It should not have an informal style. We shouldn't fall into complaining or worrying about things and some people would say that reflective writing should be formal to the extent that there should be an introduction and conclusion to the writing in contrast to reflexive writing which being very immediate would not necessarily have an introduction or conclusion. Of course, reflective writing being academic and being analytical therefore an evaluative could include references to literature or references to conversations that we're having with other professionals.

- **It should be clearly linked to theory.**
- **It should show what you have learned from the process.**
- **It should consider other perspectives**

In this sense reflective writing has to be linked very clearly back to the literature back to the theoretical understanding around teaching and learning. It should show therefore that we've actually learned from the process. Reflexive writing is not about learning. It's about understanding reflective writing gives us a chance an opportunity to analyses and evaluate and therefore develop understanding and so develop new perspectives and, in this way, we are learning throughout the process.

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Topic 245

Extension to John's Model of Structured Reflection: Describing the Stages of Structured Reflection (Part 2)

- **John's Model of Structured Reflection is an example of a 'staged model' of Reflection**

In terms of exploring models a reflection in more detail it's important for us to consider an extension to John's model of structured reflection because it's a staged model of reflection.

In this light, it's very popular with reflective practitioners. The reason it's very important as a staged model John's process for reflective practice moves the reflective practitioner away from purely

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descriptive accounts of their experience into much more analytical and thoughtful accounts of what they have been involved with. It focuses therefore on the individual reflective practitioners learning and their plans for action. As we've seen before there are certain stages five stages of John's model of reflection.

Stage 1: Describe the event/ experience

- **What happened?**
- **Who was involved?**
- **What part did you/others play?**
- **What was the result?**

Stage one takes the reflective practitioner into a descriptive account of the event or the experience and the reflective practitioner. This point can consider certain questions what happened in the experiment in the experience who was involved who else played a part in that experience and whatever is helping the individual teacher get a clear understanding of what happened and who is involved.

Stage 2: Thinking and feeling

- **What was significant about this experience to me?**
- **What was I thinking and feeling during the experience?**
- **What was I trying to achieve?**
- **How do I feel about the outcome of the event?**

Stage two is where the reflective practitioner is thinking and feeling about the event or experience and their response to that and questions as we've seen before would be the reflective practitioner identifying significant aspects of the experience and their response, their feeling about that particular experience; what were they trying to achieve as a teacher in that experience?

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And what was the outcome of their particular role or the approach that they were using?

Stage 3: Evaluation

- **What was good and bad about the experience?**
- **What were the consequences of my action/actions of others?**

Stage three in the stage model is the reflective practitioner evaluating the event or experience. The teacher is looking at the positive aspects of their teaching and looking at those areas which need improvement and starting to identify the key components of these and also looking at the actions that were occurring and who was actually involved in those actions and why it's beginning to consider why those actions were taking place

Stage 4: Analysis

- **What sense can I make of the situation?**
- **What factors (e.g., values, assumptions, meaning, perspective, experiences) influenced my feelings, thought, and actions?**

Stage four in the model is where the reflective practitioner is analyzing the Experience. So, the reflective practitioner has described the experience and understood their response their feelings about the experience they've undertaken an evaluation of the experience and now in this part of the model, perhaps most significant part of the model, this is where the reflective practitioner draws all these.

Individual strands together in order to create a meaningful all understanding about that experience. This is where the sense is being made about and all these strands and how they come together. What factors in particular were important in the event of the experience and from the reflective practitioner's point of view? This is where they are considering things like values and assumptions beliefs around

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their role as teachers and also the role of students as learners in the experience. How these things interact and influence one another.

- **What sources of knowledge influenced or should have influenced my actions?**

What the reflective practitioner is also doing at this point in the model is considering their knowledge about teaching and learning that they bring to their role in the classroom. How this influences their behavior, their actions. What knowledge are they trying to apply? How are they applying it and the success of that application?

- **How did others feel and how do I know?**
- **What could I have done differently?**
- **What would be the consequences of those other actions?**

How did others feel about what happened in the classroom is another part of the analysis process for the individual teacher if the experience was very difficult for the teacher? Because maybe there was some bad behaviors in the classroom and other teachers will have an opinion about these. Part of the analysis for the reflective practitioner using this model is to consider these other perspectives and to begin to put the jigsaw pieces together to create the meaning that sense of meaning that they need to develop and they can also consider what future consequences might be of the analysis.

Stage 5: Conclusion and Action Plan

- **How do I now feel about the experience?**
- **What have I learned about my practice/self/my organizations?**

And then the final stage with a reflective practitioner is conclusion and action planning. This is where the reflective practitioner is taking the next steps from the reflection process or in other words, they've

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made decisions about what needs to change what needs to stay the same and what actions they can affect in the classroom in order to take the next step.

Topic 246

Extension to John's Model of Structured Reflection: Reflecting on Cue Questions (Part 2)

- **Johns model for structured reflection can be used as a guide for analysis of a critical incident or general reflection on experience.**

So, for the reflective practitioner using John's structured model of reflection is essentially then a guide to analysis for the reflective practitioner. This is analysis of particular incident what you'll see in the literature is described as a critical incident for reflective practitioner. And what this model enables the individual teacher do is focus on key stages of reflection separately in order to reflect in a very meaningful and analytical way.

- **This would be useful for more complex decision making and analysis.**

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The useful thing about stage one and perhaps the reason why it's so popular is although it can look at critical incidents. It can also be used in a very general way. But within General situations looking at the complexity of those situations, the complexity of decision-making and actions that take place as well as the complexity of the analytical process itself and by breaking down the reflection process into clearly defined stages. This simplifies the complex nature of the process for the teacher and enables critical reflection to take place.

- **Johns supports the need for the reflective practitioner to work with a supervisor throughout their learning experience.**

John's model is therefore a model which lends itself to collaboration with others and indeed in order for this high level of analysis to take place within this structure process. It is considered that the individual practitioner could usefully use a supervisor or some other like a mentor within the school in order to reflect on to consider the learning experience that they're having from the events which are taking place in the classroom.

- **He refers this as a guided reflection, and recommends that teachers use a structured diary.**

Johns refers to this supervisor role in terms of the staged model as a process of guided reflection and this recognizes the fact that the staged model is therefore not such a lone exercise, a solitary exercise for the teacher but is used most productively as a collaborative process where a practitioner is working with supervisor and mentor or some other. What John's recommends is that this whole process is

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recorded. And in order to aid the supervision process and therefore the structured model actually becomes a model for structuring diary or log entries and for the reflective practitioner.

- **Johns considered that through sharing reflections on learning experiences, greater understanding of those experiences could be achieved than by reflection as a lone exercise.**

What this means is that the individual teacher is looking at their experiences sharing their reflections and learning from their experiences. And because they are sharing and discussing those experiences and discussing their learning. This leads to much deeper understanding of their roles as professionals and helps the individual reflective practitioner build up professional identity.

Johns also uses Carper's (1978) four patterns of knowing:

- **Aesthetic**
- **Personal**
- **Ethics**
- **Empirics, adding a fifth pattern, reflexivity.**

What is useful to consider here is that there are particular ways for this deep understanding to be acquired and John's uses Karpis patterns of knowing in terms of the reflection process. These patterns are about aesthetics personal patterns of knowing ethics and empirics and added to this John's adds reflexivity.

- **This is a strength of the model as it is one of the few models of reflection that refers to the development of an epistemological base to reflections.**

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So, the important point to understand here is that this stage model provides an epistemological foundation for the reflective practitioner. This means that they are beginning to understand how they know about their role as teachers in the classroom and understand their roles as teachers and students' roles as learners.

- **If you use this model for a situation that is ongoing, you could adapt the reflexive section using cues from another model or develop your own set of cues.**

Therefore, by using this model, we're able to develop a set of cue questions which guide thinking through the aesthetic aspects of knowing as well as the personal and ethical and empirical aspects of knowing and this also can lead to reflexive patterns of knowing for the reflective practitioner.

Topic 247

Extension to John's Model of Structured Reflection: Using John's Model (Part 2)

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Johns also uses Carper's (1978) four patterns of knowing:

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know about their role as teachers in the classroom and understand their roles as teachers and students' roles as learners.

- **If you use this model for a situation that is ongoing, you could adapt the reflexive section using cues from another model or develop your own set of cues.**

Therefore by using this model, we're able to develop a set of cue questions which guide thinking through the aesthetic aspects of knowing as well as the personal and ethical and empirical aspects of knowing. This also can lead to reflexive patterns of knowing for the reflective practitioner.

Topic 248

Using John's Model Looking in- Thoughts and Emotions (Part 2)

- **Find a space to focus on self**
- **Pay attention to your thoughts and emotions**
- **Write down those thoughts and emotions that seem significant in realizing desirable work.**

- **Write a description of situation surrounding your thoughts and feelings.**
- **What issues seems significant?**

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Reflective practitioner using the staged model every fraction reflection needs to look in on the experience and also out on the experience. In terms of using John's model looking in requires the reflective practitioner to find a suitable space some time alone, perhaps to focus on themselves and pay attention to their emotional response to their experiences in school and to pay attention to the way they're thinking about their professional role. With cue questions this gives an opportunity for the reflective practitioner to write down these ideas these thoughts these emotions in order to create a record that can be reflected on looking out requires the reflective practitioner to write a description of the context surrounding those thoughts and feelings and what issues then becomes significant in relation to the external influencing factors.

As we saw there are particular patterns of knowing for the reflective practitioner and one pattern of knowing is related to the

Aesthetics

What was I trying to achieve?

Why did I respond as I did?

What were the consequences of that for the student/others/myself?

How were others feeling?

of the professional role. In order to guide the reflectance, the reflection process the reflective practitioner working with a supervisor or mentor can consider patterns of knowing within an aesthetical framework. What this means is the cue questions are considering aspects about what the individual what the teacher was trying to achieve with particular approaches in the classroom and why they were using those particular approaches in this area. Also, the reflective practitioner is considering

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the particular consequences of these actions not only for themselves but also of course for the students and perhaps even wider than that for the wider school community. There could be consequences and in terms of the wider school community the aesthetics aspect of knowing can be looking at how others in the school how our colleagues or other professionals might be considering their actions.

Personal

- **Why did I feel the way I did within this situation?**

Then of course, their personal ways of knowing for teachers and this relates to personal understandings beliefs and values around the role of teachers and how these are affecting the teaching situations and in terms of personal ways of knowing there are personal responses that we have to experiences which affect what we know and how we know.

Ethics

- **Did I act for the best? (Ethical mapping)**
- **What factors (either embodied within me or embedded within the environment) were influencing me?**

And then of course, there are ethical patterns of knowing. For a professional this means that we are considering questions which are helping us focus on the reasons why we do things and whether we're actually doing things for the people we are working with; are we doing the best for the students and what factors within ourselves are embodied by ourselves or embodied by the school or by others that we work with influencing the way we're acting.

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Empirics

- **What knowledge did or could have informed me?**
- **Does this situation connect with previous experiences?**
- **How could I handle this situation better?**

And then the there is an empirical aspect of knowing. In other words, and what knowledge informs our practice what literature that we've read, what courses have we undertaken where we have acquired understandings, which we're trying to apply in the classroom.

Reflexivity

- **What would be the consequences of alternative actions for the student/others/myself?**
- **How do I feel about this experience?**
- **Can I support myself and others better as a consequence?**
- **How available am I to work with students/families and staff to help them meet their needs?**

And of course, there's reflexivity. This is part of the process where the individual teacher is not so much being reflective, but actually being reflexive in other words looking at their response to a particular situation and how they are making connections with their actions and with knowledge and their actions. And what would be the consequences therefore of changing actions and applying other knowledge new knowledge to our processes to our approaches and how this creates new experiences. Of course, we feel about this those experiences that we are having. In terms of being reflexive within the model, what we're looking to do is seeing whether we can continue to support this ongoing process. So, we need to consider asking questions of ourselves about the consequences of these particular

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actions. We can also consider how much we're being responsive to people's needs, how much we're interacting with people, what's availability for the students and for the parents of students that we are working with.

Topic 249

Using John's Model: Considering the Cue (Part 2)

For the reflective practitioner using John's staged model of reflection, we can consider a particular cue question and that cue question is what factors were influencing me as a reflective practitioner. What we need to do is use a particular framework in terms of reviewing that particular focus question. What factors were influencing me and from an internal perspective we can look at our own expectations about our role as a teacher or in other words what duties or what sense of duties do, we have as a teacher. What do we feel are our obligations as teachers and we can also consider the particular beliefs and values that we hold and how these create expectations for ourselves as teachers as reflective practitioners?

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Of course, from an internal perspective, we can also consider the particular conscience that we have in terms of the duty. The values of the beliefs that we hold about teaching and how all these come together for us as teachers and help us identify with those expectations. From an internal perspective we can also consider how we look at the expectations of others. Perhaps colleagues perhaps school administration and the question for us from this internal perspective is well, how do we look at the expectations? This can be around areas, perhaps of loyalty to the school or loyalty to individual students or groups of students and particular feelings anxieties that we have. Perhaps about the contrasting expectations of others and ourselves and how we might try to reconcile these particular expectations and from an internal perspective.

We can also consider particular attitudes that we might have as teachers and how these influencing us and influencing what we do in the classroom. Some attitudes can be very positive some attitudes that we may have could actually be quite negative. What we need to do is consider in balance these positive and negative attitudes. How they influence what we're actually doing and of course as we know teachers are extremely busy individuals. So, from an internal reflection point of view, we can consider particular priorities and the amount of time that we have in terms of our role. So, considering this cue question, what are the internal influences on teaching this helps a reflective practitioner give equal weight to the internal perspective of reflection as much as other focus of reflection, especially the external focus of reflection, and this is important because it's the external focus of reflection which tends to draw our attention more than the internal focus.

So, by adding this reflexivity, this internal focus and means that we can avoid looking in a way which is a purely just about contemplation and not so much about analysis. This provides then the reflective

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practitioner with an opportunity to acquire a deep level of learning from their experiences. This is where the real value of the stage model becomes apparent.

Topic 250

Using John's Model: Writing Reflexively and Writing Reflectively (Part 2)

- **John's Model provides a structured approach to reflexive writing.**
- **What is the difference?**

John's staged model of reflection for the reflective practitioner provides a useful framework for reflective writing. Now the reflective practitioner can write reflexively or the reflective practitioner can write reflectively. So, what we need to do is consider the difference between reflexive writing and reflective writing.

Reflexive writing

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- **Different to other forms of academic writing. Switch from 3rd to 1st person for example.**
- **Develop style of writing that uses 'I' and personal experience.**
- **Danger of being too personal.**

First of all, reflexive writing. Reflexive writing is very different to academic writing because it uses the first-person form of grammar rather than the third person form. This means that reflexive writing leads the reflective practitioner to write using a style based on I phrases and I sentences. This can lead to the danger of making reflection too personal. This is what some people would argue but reflexive writing is indeed a personal response by the reflective practitioner. It's focused on the feelings the surface feelings and the immediate reaction that the individual teacher has to particular experiences. In this regard reflexive writing is very personal and reflexive writing is indeed subjective. As a personal response, this subjectivity is therefore, okay, and is part of the analytic process.

Therefore, this reflexive writing, this personal response provides the foundation for the much more professional response, which is part of reflective writing. In contrast to reflexive writing reflective writing can feel quite strange. This is because reflexive writing is very easy. It's very personal. And it's very easy for us to do. Reflective writing becomes much more academic and we're writing about our feelings and writing about our actions and from an impersonal perspective. We are trying to introduce a level of objectivity to the reflection to counterpoint the subjectivity of the reflexive writing. What this means is that the reflective writing is looking at different models and different understandings about teaching and learning and trying to look at aspects of our experience from a much more impersonal, much more theoretical point of view.

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Reflective writing is a very academic. It's not a journal entry or keeping a diary and it's certainly not the same as maintaining a blog or emailing colleagues. It's very structured and moves in an analytical way from description to a much deeper reflection of events as they occur. Looking at events from an objective point of view. Therefore, it's very much considered an exploration of the role in the classroom and an exploration of understandings of perspectives generated from experience.

Therefore, reflective writing in contrast to reflexive writing should not be informal. Indeed, it should be very formal. It should have a clear introduction and a clear conclusion at the end. In terms of the writing the reflective writing, there needs to be structured paragraphs which lead the writer through a process from beginning to end from introduction to conclusion. Most importantly in contrast to reflexive writing reflective writing should be linking experience to theory linking theory to knowledge.

It should also show what the individual has learned from the process of reflection as much as what they have learned from the experience that they're having in the classroom. These two together reflexive writing and reflective writing provide a very robust process that the individual teacher can engage within. The stage model reflexive writing is very personal and subjective. Reflective writing is very impersonal and objective and the two together make a powerful combination.

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Topic 251

Taking Reflective Practice Forward: Introduction

- **Reflection investigates pedagogy and the content of teaching, in a conscious on-going review and evaluation of theory, policy and practice.**
- **Different levels have been identified, for example:**

Reflection investigates teaching. It investigates pedagogy and also it investigates the content of teaching. Reflection is an ongoing conscious effort by the teacher of review and evaluation and this review and evaluation affects. Pedagogy and the content teaching and can also affect wider aspects of education policy and practice and in terms of reflection. We have looked at different levels of the reflection process.

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- **Technical (focusing on teaching strategies only e.g., how to teach vocabulary)**
- **Contextual (relationships between problems and teacher actions)**

Reflection can be viewed from a technical perspective focusing on the strategies that we use the approaches that we use in the classroom and also reflection focuses on the contextual aspects of the role in the classroom context in terms of the relationships between the teacher and their experience.

- **Critical (deep) thinking, seeking to get at the heart of practice while taking account of contextual and technical factors).**

Perhaps most importantly reflection takes the teacher to a level of deep thinking. Critical thinking about their role as a practitioner. It's at this level where the teacher is seeking to get to the real center point of the heart of their practice while taking into consideration both the technical aspects of their role the contextual aspects of their role.

- **The quality of reflection is also something to be borne in mind. Reflection has been seen as always beneficial among teachers.**

And most importantly we need to consider the quality of reflection. Simply because reflection which is done in a very superficial way does not benefit anyone. And reflection which occurs through a process of deep critical thinking actually benefits not only teachers but benefits everyone in the education community.

- **However, some reflection may just lead to stagnation, with some teachers just going round in circles**

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So, what we must understand is that to take reflective practice forward as practitioners we must engage in this critical aspect of reflection so that as a teacher, we don't simply go through a process or indeed just engage in a process which takes us nowhere and leads to stagnation. Critical thinking and reflective practice as a critical process takes the teacher forward in terms of their professional identity and their professionalism.

- **In addition, power is a key issue; teachers without power cannot perhaps use their reflection to best advantage.**

In order to take reflective practice forward the individual the teacher must be aware of all of these factors which affect their reflection and affect their thinking about their teaching. There are aspects of power in relation to teachers and students and school administration teachers, which need to be considered in terms of reflection. The teacher needs to consider how these impact on the process of reflection and what the advantages and disadvantages are of these influences on their reflection.

- **In addition, power is a key issue: teachers without power cannot perhaps use their reflection to best advantage.**

It's therefore a significant process that the teacher takes forward with deep critical thinking in relation to reflection on practice what the individual is doing not only their professional role seriously, but enhancing the profession, enhancing their professionalism and helping their professional identity develop over time.

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Topic 252

Taking Reflective Practice Forward: Professional Practice

We're concerned here with reflective practice in relation to our own professional role as teachers rather than in terms of student learning.

- **These two domains are by no means separate, since the main objective of the former is to facilitate the later!**

However, what we of course understand is that these two domains teacher learning and student learning are not necessarily separate.

The reflective practitioner needs to embrace the diversity of available definition, including:

- **Evaluating the effectiveness of one's teaching practice.**

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In fact, they influence one another and so the reflective practitioner needs to understand the diversity of the influences on their particular role in the classroom and the diversity of definitions in relation to reflective practice. Some of the definitions we could look at for example reflective practice is about evaluating the effectiveness of one's teaching at a very simple starting point.

- **Examining teaching from the perspective of the learner**
- **Conscious and self-aware**

It can also be described in terms of examining teaching from the perspective of the learner. We can also think of reflective practice in terms of the teacher developing consciously about their role as a teacher and becoming more self-aware about themselves as a teacher developing their professional identity.

- **Deliberation on professional practice (sometimes called *reflection on action*, after Schon)**

We can also say that reflective practice is a deliberation, a critical thinking on professional practice for teachers. This is what Schon described as a reflection on action.

- **Intuitive and implicit application of professional knowledge to specific teaching and learning settings (called *reflection in action* after Schon)**

We can also think of definitions in terms of intuitive and implicit applications of professional knowledge by the teacher and this application is in terms of specific teaching and learning settings. This is what Schon described as reflection in action.

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Other definitions that we can consider about reflective practice on reflective practitioner include the individuals developing self-awareness in terms of respect for themselves as teachers respect for the profession and respect the processes of learning that the students are engaging with. It's through these processes is developing self-awareness and developing understanding of how learners develop in terms of knowledge and skills that the reflective practitioner can develop their professional identity.

- **Deepening one's understanding of one's role as a professional teacher in the light of experience (again based on Kolb's cycle of experiential learning) basing professional decision upon feedback (e.g., from learners and/or colleagues).**

We can also think about the reflective practitioner using reflective practice using critical thinking to deepen their understanding of their role as a professional deepening their understanding of their role as a teacher. In the light of experience in terms of this definition we can link to Kolb's model of reflective practice. Basing our understanding of our decisions and upon feedback that we're acquiring from experience.

- **Theorizing from experience that is, constructing abstract models or analytical frames based on practical experience of teaching**

In terms of this model and taking reflective practice forward means that the reflective practitioner is taking a metacognitive stance on their role as a teacher. They are theorizing from experience and therefore, constructing abstract understandings about the experiences. They're having and framing these understandings from a practical point of view.

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Reflective practice therefore is not just a process that the teacher engages with; it is indeed a way of being for a teacher. The reflective practitioner is not a label that a teacher holds but it is part of their professional identity and part of the approach that they use in terms of the profession

Topic 253

Taking Reflective Practice Forward: A Clean Approach to Reflective Practitioner

A Clean Approach to Reflective Practitioner

A clean approach to RP aims to facilitate Reflective Practitioners to improve their practice by:

- **Enhancing the effectiveness of their reflection**

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In terms of moving forward as reflective practitioners, we can consider a clean approach to reflective practice. What this means is that reflective practitioners are always looking to improve their practice by means of enhancing the effectiveness of their reflection. The processes that they engage with in order to reflect on practice.

- **Deepening their understanding of their process of reflection and its application to their practice (i.e. self-modelling).**

They're also looking at ways to deepen their understanding of the process of reflection as a whole is application to their practice. This is therefore not something which is applied to the role of the teacher but as a part of what the teacher does as a teacher.

The Lawley and Tompkins Model of Reflective Practice involves two parallel processes (each with two aspects):

We can look at a very simple model to help us understand this clean approach. This metacognitive aspect of reflection and it's the Lawley Tompkins model of reflection, which has two parallel processes that we can look at as reflective practitioners.

- **External behaviour (event)**
- **Verbal and non-verbal**
- **Internal behaviour (experience)**
- **State and strategy**

The Lawley and Tompkins model has external and internal components. The external behaviour is one area of focus for the reflective practitioner in terms of looking at a particular event from what was

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said and also the nonverbal aspects of event and then also looking at an event from the internal behaviour which drove that particular experience. In other words what were the actions, the strategies that the teacher was using and applying and the impacts of those strategies as they were applied?

The Lawley and Tompkins Model has 5 components:

1. Reflection

2. Desired Outcome

3. Plan

4. Practice

5. Feedback

Therefore, looking at these two perspectives internal and external behavior. Lawley Tompkins model gives us five components to consider in terms of clean reflection. These components are about reflection and looking at desired outcomes of the reflection process as well as planning. Therefore, improved or change practice and then feedback which then informs further reflection.

We can represent this very simple model diagrammatic. We can see here the diagrammatic representation of the model.

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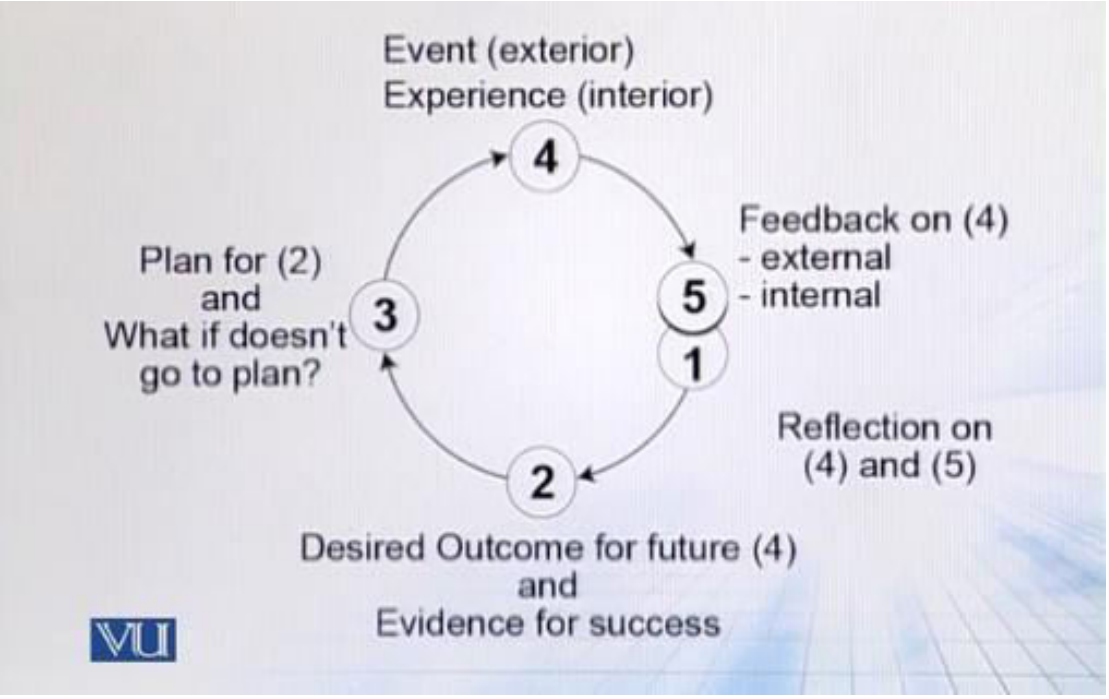

It starts a point one with reflection and in terms of a cycle. This is reflection on what has happened before but what happens before reflection, of course is experience. The model looks at both the external behavior as well as the internal behavior. The external behaviour in terms of pot four of the model is about describing the event. The internal behaviour is our experience of that event. These exterior and interior responses lead to feedback for us as reflective practitioners. Feedback which is both external and internal. Feedback as an external component is what we do and how we use the experience and feedback from an internal perspective is our response. So, reflection takes these components into consideration and from reflection this leads into stage two of the model which is about desired outcomes: what we want to achieve, how we want to change things and this leads to stage three where we plan out actions changes and try to consider what we could do if the changes that we consider don't work. Then of course in terms of a cycle this leads to new experience from an internal and external perspective once again.

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So we can see that the Lawley and Tompkins model provides a simple reflection cycle what they call Clean Reflection which takes both an internal and an external perspective on the process of reflection and takes again the reflective practitioner through a cycle of thinking in terms of their action

Topic 254

Taking Reflective Practice Forward: Comparing Models

Comparing Models

The Disney Strategy for Reflective Practice is described in terms of roles the practitioner takes on:

- **The Dreamer**
- **The Realist**
- **The Critic**

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There are many models of reflective practice that we can use to guide the process of reflection and help us develop as professional. What we need to do in order to take reflective practice forward is to consider all the models and understand compare and contrast the models and how we may use models productively. In terms of application and there is one simple strategy called the Disney strategy of reflective practice. What this particular model does for the practitioner is place the teacher in particular roles in terms of their thinking in terms of their reflection. They take on a role of a dreamer: how they would like things to be. They take on the role of a realist how things are and they also take on the role of the critic in other words how things should be or ought to be.

- **With all models it is possible to find points of comparison.**
- **Look at the following, which compares three different models:**

With all models of reflection and reflective practice there are points of comparison as well as points of contrasts. So, we can look at some of these and understand that although there are different models. They all provide the same process the same foundation that we engage with as reflective practitioners.

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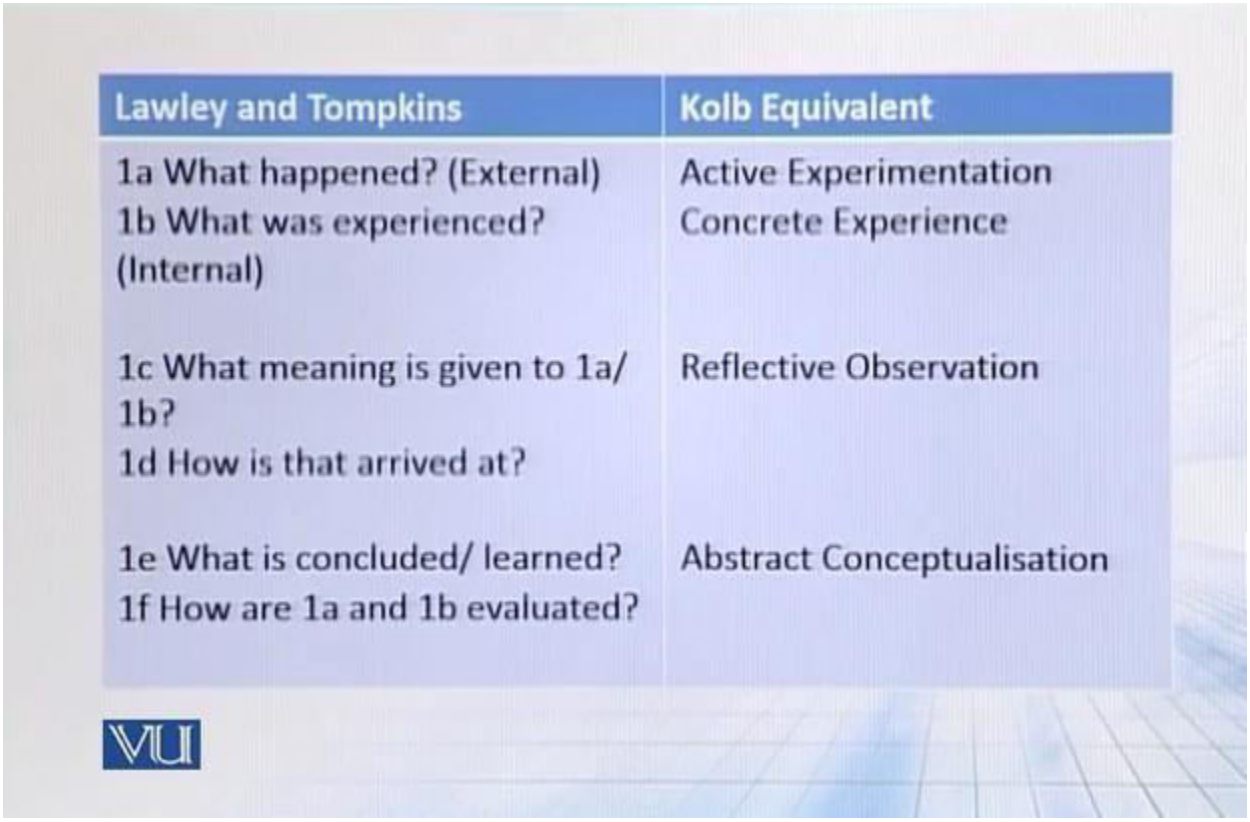

What we see here in terms of a comparison is that we can look at the Lawley and Tompkins model in comparison to the Kolb's learning cycle and where we have in the Lawley and Tompkins model a reflection on what happened or the internal reflection of the experience. This is equivalent to Kolb's learning cycle in terms of active experimentation.

The concrete experience that we have prompt that experimentation in the classroom. We can also see in the Lawley and Tompkins model what meaning the individual may give to what happened both from the external as well as the internal perspective and how they are thinking about that particular experience. And in terms of Kolb's learning cycle this compares with the stage of reflective observation where the individual is sitting down and thinking through the experience and trying to give meaning to it. With the Lawley and Tompkins model we can also think about the aspect of learning and the

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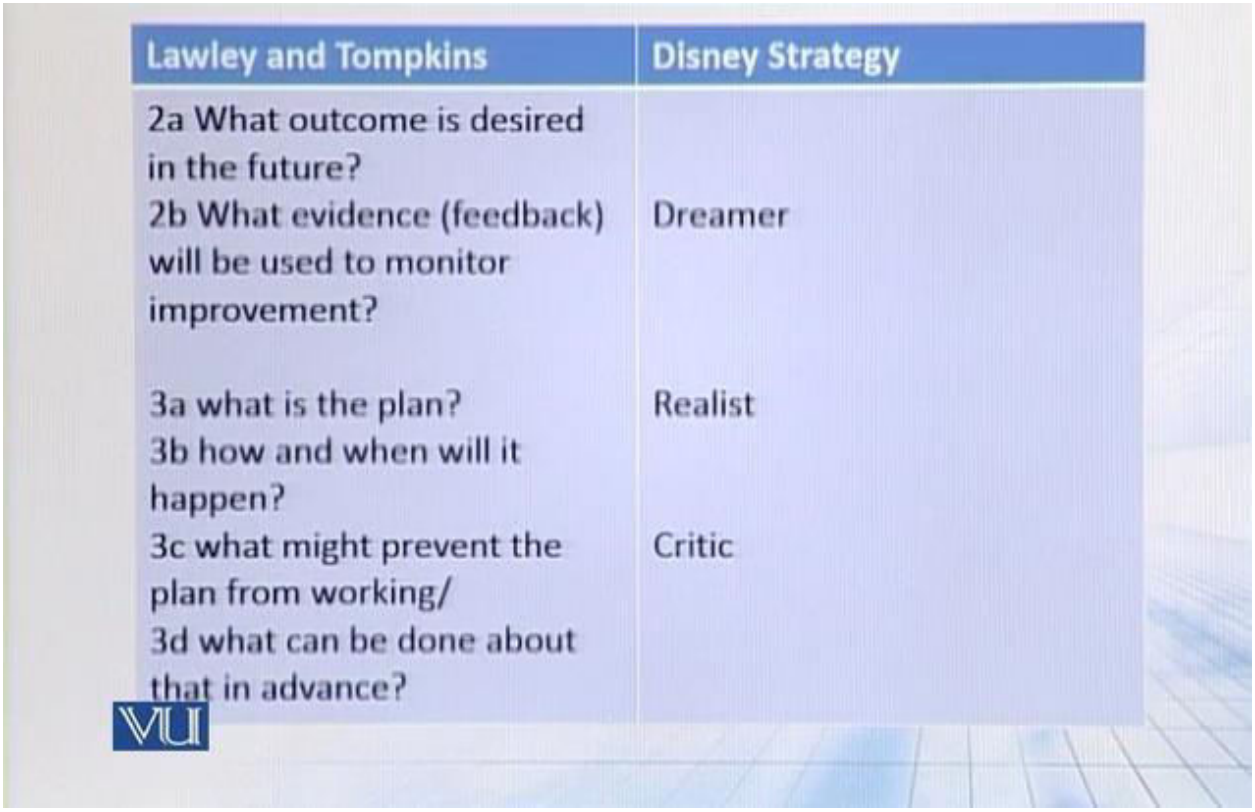
conclusion point of the process of reflection and how we're evaluating the experience and evaluating a response to the experience those external and internal components. These correspond with Kolb's learning cycle in terms of the abstract conceptualization aspect of the cycle.



We can also compare the Lawley and Tompkins model with the Disney strategy of reflection and Stage two of the Lawley and Tompkins model. We're looking at the outcomes that we wish to achieve and what evidence we're using in order to consider improvements of monitor improvements. In other words what feedback we have. This compares with the dreamer role that the reflective practitioner takes on in terms of the Disney strategy. With the Lawley and Tompkins model we can also consider the aspect of planning how and when we will put into action that plan. This compares with the role of the realist that the individual practitioner can take on in the classroom. In terms of the Lawley and

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Tompkins model we can look at what might get in the way, what barriers might affect our planning and what can we do in order to overcome those barriers. The role that the reflective practitioner takes on here is of a critic of their practice considering how they can do things in different ways and being critical in terms of what they are doing.

So, we see that all these different models are not necessarily isolated separate models. They are just processes that we can use. There are similarities and differences with all these models. They do compare with one another and they are simply mechanisms that we use as reflective practitioner and in terms of taking reflective practice forward. What we need to do is find the model that works for us. The one that we are most comfortable with and use that model productively as reflective practitioner.

Topic 255

Taking Reflective Practice Forward: Self-Directed Learning -What is it?

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- **The process of learning in which the learner assumes primary responsibility for planning, implementing and evaluating learning.**
- **The learner chooses what to learn and how to learn, and also decides when to continue and when to end**

When the reflective practitioner is engaging effectively in self-directed learning. What is self-directed learning? Self-directed learning is a process of learning which the learner takes ownership, takes responsibility for their learning, of planning their learning, implementing their learning and evaluating their learning. What this also means is that the learner chooses what to learn and also how to learn and makes decisions about when to end learning as well. So self-directed learning is a key principle in terms of taking reflective practice forward.

Goals for Reflective Practice

- **It enhances the ability of teachers to be more self-directed in learning (humanistic approach)**

The goals of self-directed learning for the reflective practitioner relate to the reflective practitioner enhancing their ability as teachers to be more self-directed in the process of reflection, take control of their learning from their practice. This is very humanistic in terms of its principal.

- **Fosters transformational learning**
- **Promotes social action**

Self-directed learning fosters transformation for the individual. It is a means by which an individual, a teacher can develop themselves as professionals in the way that they are, that they feel is important for

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them and as professionals. In other words, develop their professional identity which is unique to them And of course self-directed learning is about individuals taking ownership and taking responsibility of what and how they learn is a process of social action and social change.

Enhanced Abilities

- Reflective Practitioners can use SDL to develop both skills and attributes as learners which support lifelong development

So reflective practitioners can use self-directed learning to develop skills and attributes that they can use as teachers and as learners to support their development not just over the short term, but over the long term.

- Better plan, carry out and evaluate their own learning

Also use self-directed learning to plan the process of reflection and action and carry out and evaluate their own learning and development as they progress in their careers.

- The Reflective Practitioner who is a self-directed learner can participate fully and freely in the dialogue through which we test our interests and perspectives against those of others and accordingly modify them and our learning goals

The reflective practitioner then is someone who can participate both fully and freely in their development and participate in dialogue about teaching and learning and about their own role as teachers and in a way which is about not only understanding their roles but testing their roles and testing the interest and the perspectives that other people as well as the wider community may have around the importance of teaching and learning and about the goals of teaching and learning.

Self-Directed Learning

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- **Is listed as a key component of 21st Century skills.**
- **It is intricately inked to lifelong learning**
- **Listed as a demand for modern societies (UNESCO, OECD)**

So, we can see that self-directed learning is a key principle for the reflective practitioner and to add weight to the self-directed learning is identified as a key component of learning in the 21st century. What is recognized is that the ability to not only take responsibility for learning but to guide learning and to guide the process of learning is about lifelong learning for not only the teacher but also the student. Indeed, international organizations are recognizing self-directed learning as a demand of the modern era.

For the Reflective Practitioner, self-directed learning is;

- **A learning process**
- **A personality aspect**
- **Ownership of learning**
- **Self-management**
- **Self-monitoring**
- **Extension of learning**

So, for the reflective practitioner self-directed learning is not only a learning process, but it's also about a way of being a personality aspect which they need to engage with in order to move reflective practice into the future. So reflective practice is about ownership of learning and it's also therefore about self-management of learning and self-monitoring and it's also about extending learning as professionals.

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Topic 256

Taking Reflective Practice Forward: Self-Directed Learning 2

Ownership of Learning

- The Reflective Practitioner 's characteristics or personal attributes are important to SDL

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- **Teachers who take personal responsibility in learning have ownership of their learning**

Self-directed Learning is a useful approach to reflective practice and can lead reflective practice and reflective practitioners into the future. A key aspect of self-directed learning is therefore ownership of learning through. In terms of ownership of learning their key characteristics personality characteristics of the individual teacher are important to self-directed learning.

Self Management

- **SDL, as an instructional process of the individual teacher assessing their needs, identifying learning resources, implementing learning activities and evaluating learning outcomes.**

Teachers who take personal responsibility for learning take personal responsibility over ownership of their learning what self-directed learning is about. In order to do this, there is an attribute that the teacher has which is about self-management of learning.

Self-management in self direction is really then considered as an instructional process for the individual teacher in terms of assessing the needs that they have as teachers, identifying resources that they need or can use in terms of learning and developing and then implementing learning activities and monitoring both learning activities then of course evaluating the outcomes of learning.

Self-Monitoring

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- **This focuses the Reflective Practitioner on both cognitive and meta-cognitive aspects of learning, which are internal to the teacher (thinking, making meaning of information and integrating new knowledge into existing knowledge structures.**

As well as self-management, self-directed learning includes the reflective practitioner in monitoring the process of learning self-monitoring. This focuses that reflective practitioner are not only thinking about experiences but thinking about reflection. In other words, both the cognitive and the metacognitive aspects of learning and these are internal to the teacher in terms of making meaning of the information they're acquiring and integrating their experience and the knowledge that they have with new knowledge as it evolves over time.

Extension of Learning

- **The Reflective Practitioner has total control about the choice of what to learn, how to learn and how to evaluate learning.**

Self-directed learning also includes an extension in terms of learning the reflective practitioner who is self-directed has total control over the choice of what to learn and how to learn and of course how to evaluate what they have learned and how well they've learned it. S

Some possible behavioural indicators

- **Teacher identifies/ determines and articulates own learning goals**

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So, there are some possible behavioural indicators that we need to consider as reflective practitioners. These things that we need to consider about applying to ourselves in order to be self-directed in reflective practice. One behavioural indicator is the teacher identifying, determining what their particular goals for learning are.

- **Teacher identifies learning tasks to achieve the goals and charts learning progress**

The teacher needs to identify what they can do in terms of achieving those goals. What are the learning tasks? And in relation to the activity of learning how the individual was going to monitor the progress chart the learning towards achieving those goals.

- **Teacher challenges self for achievement of learning goal**
- **Teacher formulates a question and generates relevant inquiries**

The another indicate is that the teacher needs to challenge themselves in terms of achieving goals and therefore goals should not necessarily be easy to achieve, but they should be challenging in themselves.

So, what the teacher needs to be able to do is to formulate questions around the actions and the goals, which they can begin to operationalize.

- **Teacher explores a range of possibilities and makes decisions**

The teacher then also explores the possibilities and in relation to those possibilities of puts things into action and makes decisions about their roles.

- **Teacher self-plans and self-manages time**

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Another behavioral indicator would be that the teacher is able to self-manage time and to self-plan the direction towards achieving those goals rather than it coming from elsewhere.

- **Teacher critically reflects on learning and initiates gathering of feedback**

Also, the teacher needs to be able to critically reflect on their learning and also to think about where feedback comes from and how to acquire feedback to monitor the process of learning.

- **Teacher applies learning in new contexts**

Finally, another behavioral indicator of a self-directed reflective practitioner is that the teacher is able to apply what they've learned in contexts which are new or different rather than just repeating learning in context which are usual.

Topic 257

Higher Order Thinking for a Unified Curriculum, Instruction and Learning: Three Dimensions of Critical Thinking

- **Focus on the three dimensions of critical thinking**

The reflective practitioner necessarily needs to engage in higher order thinking, critical thinking about their practice. There are three dimensions of critical thinking. We can see the dimensions of critical thinking here.

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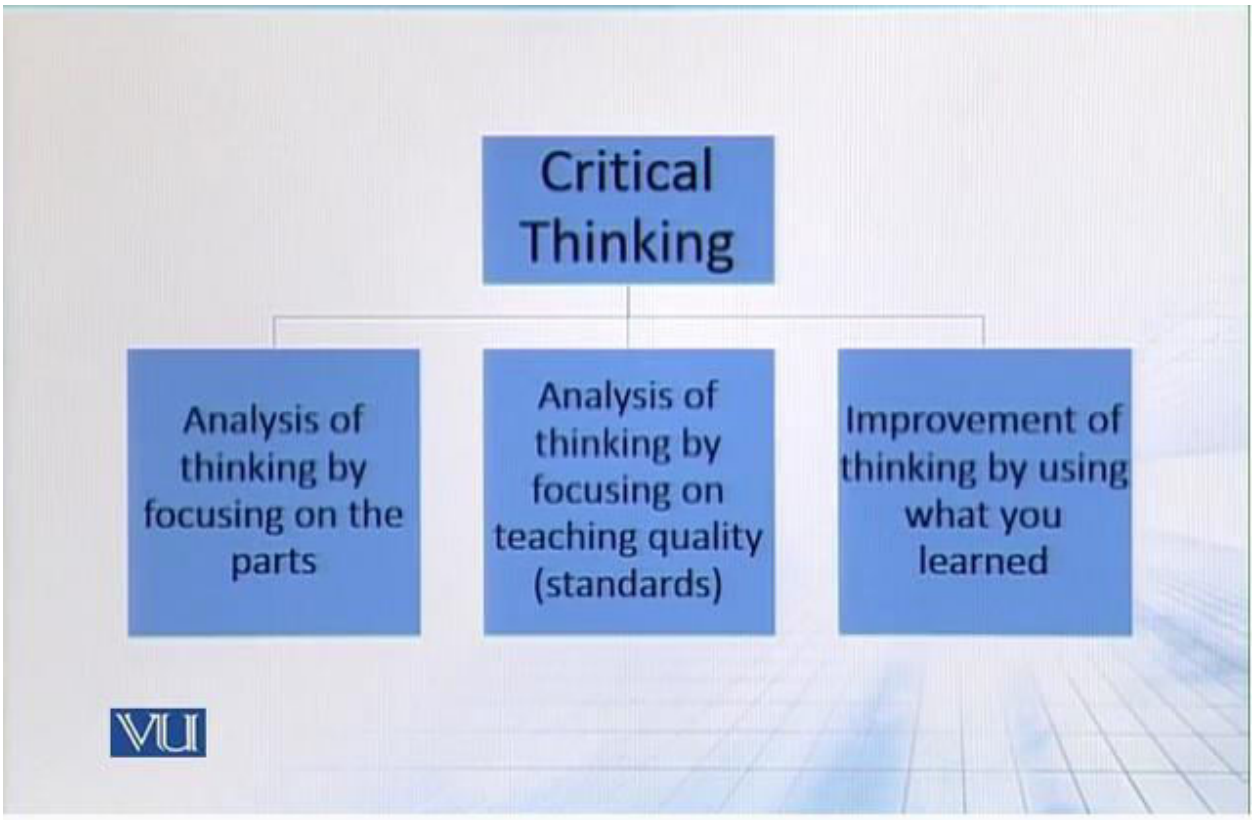

One dimension is the reflective practitioner in the process of analyzing and focusing on parts of teaching. Both sides critical thinking involves the analysis of thinking by focusing on the quality of teaching. Critical thinking engages the reflective practitioner in Improvement of their thinking by using what they've learned.

- **Education, as a concept, defines a set of higher order goals, but actual school learning typically culminates in a set of lower order results.**
- **How can we narrow the gap between goals and results?**
- **How can we make higher order goals a practical reality?**

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…so that in math classes students learn to think mathematically,

…so that in history classes students learn to think historically,

…so that in science classes students learn to think scientifically,

So higher order thinking is an opportunity for reflective practitioners. Education as a concept focuses on higher order skills, but the reality of what happens in schools is that education results in lower order results and what the reflective practitioner aims to do is to narrow the gap between these higher-order goals and these lower order results. In other words, what can the reflective practitioner do to practically get students to think in higher-order ways? In other words, in math classes, how the reflective practitioner can help students think mathematically? In history classes, how can the reflective practitioner help students learn historically and also in terms of science classes, how can the reflective practitioner help students think scientifically. These are higher order processes rather than the lower order results that are so easily achieved.

- **So that in general –Students begin to think critically in a disciplined, self-directed way**

The whole point of this in general is that students learn to think critically and therefore learn critically and thinking and learning in very disciplined and self-directed ways.

- **The obstacle is that many teachers make assumptions about instruction, knowledge, and learning that are incompatible with HOT**

The obstacle that teachers, the reflective practitioners face here are their own assumptions and values about the nature of teaching nature of instruction the nature of knowledge and the nature and process of learning in itself. These assumptions can and very often are incompatible with higher order thinking.

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Reflective Practice provides a new set of assumptions:

- **We need long-term commitment to Reflective Practice because of the deep-seated nature of the changes needed and the depth of resistance that can be expected.**

So reflective practice provides a new set of assumptions for us as professionals. What we need to do as reflective practitioners is develop a long-term commitment of higher order thinking and this is because of the need for change in terms of learning the need for change in terms of moving students from lower order thinking and the outcomes associated with lower order thinking to higher order thinking and higher order skills. Of course, what we must realize is that there are certain barriers to overcome for the reflective practitioner in terms of promoting higher order thinking in schools. In classrooms lower order skills are what curricula are focused on lists to be achieved knowledge, to be embodied in the students and higher order thinking is about the students' acquiring skills for managing knowledge and for understanding at a much more as a deeper level that knowledge. So, part of what the reflective practitioner needs to engage within the future is ways to overcome resistance and barriers to the experiences that we're having in the classroom.

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Topic 258

Higher Order Thinking for a Unified Curriculum, Instruction and Learning

Conceptualizing Higher Order-Thinking

- **The fundamental problems in schooling today at all levels are fragmentation and lower order learning.**
- **There is too little connection and depth.**

Higher-order thinking is the future for teaching and the reflective practitioner is involved in helping students develop higher-order school skills in terms of the curriculum being taught as well as the way they are being taught and how they are learning. The key problem faced by reflective practitioners in the 21st century is that learning has been fragmented into lists and criteria to be achieved and this can often be seen as focusing on the lower order learning and the consequences of this is too much learning then is actually not connected nor as any depth.

- **Fragmented lists dominate curricula**
- **Fragmented teaching dominates instruction**
- **Fragmented recall dominates learning**

What we see in curricula are that there can be lists of knowledge to be learned skills to be acquired and what we can see from teachers applying those curricula teachers who are not reflecting critically on their practice is that instruction becomes somewhat fragmented and inconsistent and also what happens as a consequence of these things is that learning tends to be dominated by memorization and recall rather than thinking.

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- **What is missing is coherence, connection, and depth of understanding.**

So, what is missing is a coherence and a connection in terms of teaching and learning how this relates to the depth of understanding acquired by learners in the classroom.

- **The bottom line, as we all well know, is not what is taught but what is learned.**
- **Students are learning something very different from what we think we are teaching them.**

So, what we need to consider as reflective practitioners as well as what we know is that we need to consider how things are being taught. But also, how things are being learned and students are learning something all the time and they're learning in very different ways. What we need to do as reflective practitioners is think about how we're teaching all of them if they're all learning in different ways.

"All too often we focus on a narrow collection of well-defined tasks and train students to execute those tasks in a routine, if not algorithmic fashion."Alan Schoenfeld

This idea that the disconnect between higher-order goals and lower order results is picked up in the literature.

"Then we test the students on tasks that are very close to the ones they have been taught. If they succeed on those problems, we and they congratulate each other on the fact that they have learned some powerful mathematical techniques."Alan Schoenfeld

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I can read here one writer said all too often. We focus on a narrow collection of well-defined tasks and train students to execute those tasks in routine ways. This recognizes the fact that we tend to be somewhat mechanistic in terms of teaching and learning.

Further the writer goes on to say then we test the students on those tests and we focus on the problems and overcoming those problems and then congratulate ourselves on the fact that students have learned something powerful. So, what the writer is suggesting here is that we're not thinking critically enough about our roles as teachers and being honest enough about what we're trying to achieve. The writer cites a number of examples to categorize this reflection on teaching and learning and it's a reflection on the lower order outcomes which tend to be achieved because we're not focusing on higher order thinking in the classroom. He also goes on to give a number of examples from a range of education provision at the higher education level as well as in the school secondary and primary levels of learning. So, what we need to consider in terms of being reflective practitioners is how we're bridging the gap or narrowing the gap between higher order thinking and the lower quarter results changing the lower order results into higher order

results.

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Topic 259

Reflective Practice and Higher-order Thinking

- **Reflective practice is a cure for lower-order learning which is an increasingly common mode of learning in every subject area.**

So, an application of reflective practice is to improve higher order thinking. Reflective practice then is a cure for lower-order outcomes. In other words, student's robotic learning of concepts, content and subject.

- **In other words, though education by its very nature comprises a set of higher order goals, actual school learning, given established practice, culminates in a set of lower order results.**

In other words, although education is focused on higher order goals what reflective practitioners are confronted by our environments which are focused on subjects to be learnt, content to be acquired lower-order results?

- The issue that emerges from these harsh realities is unambiguous for the Reflective Practitioner.

So, the issue that emerges for us as reflective practitioners is actually very clear. We need to move from lower order learning, lower-order results to achievement of high order goals.

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So, the question for us is how we can reconceptualize and restructure what we do as teachers to reduce the gap between these higher order goals and these lower order outcomes, which students are achieving in order to create better quality learning

- **Reflective practitioners can work to improve student performance only by improving student thinking. We can improve student thinking only by creating opportunities and incentives for them to think.**

And what the reflective practitioner can do is work to improve student performance, but they can only do this by improving their thinking. We can only improve student thinking by creating opportunities and incentives for students to think in higher order ways.

- **But we can only provide students with these opportunities and with these incentives if and only if we as teachers as reflective practitioners have time to think about what we're teaching think about and thoughtfully redesign what we do and what we do is how we teach.**

So, we can only provide students the opportunities to begin to think in higher-order ways if we as reflective practitioners give ourselves time to think about how we're teaching and the approaches which we are using to help students develop those particular skills.

- **We can give teachers time to thoughtfully redesign their instruction only if they do not feel compelled to cover huge amounts of subject matter.**

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We can only do this if we give teachers time to if we look at the curriculum and understand that we can only get time to think about how we're teaching and redesign our instruction. If we don't have to cover huge amounts of subject matter that we usually find in curricula.

- **We can reduce the obsession to cover huge amounts of subject matter only if the curriculum is restructured to focus on basic concepts, understandings and abilities.**

Of course, we can only reconsider the huge breadth of subject matter in curricula in terms of our restructuring if we change the way we think about that subject matter, if as reflective practitioners with focus on purely delivering content rather than focusing on concepts and understandings and abilities. Then we have a problem in terms of allowing ourselves time for reflection on the strategies that we are using.

- **We can restructure the curriculum to focus on basic concepts, understandings and abilities only if we understand why such a focus is essential to higher order learning.**

We can only restructure the curriculum in order to do this change to focus our instruction on basic concepts and understandings and abilities. If we understand that we're focusing on higher order thinking rather than purely focusing on lower order attainment in other words memorization and recall. So, there are certain aspects of the reflective practitioner role which we can apply to our work and we can see that by reconceptualizing our thinking about what we do and how we do it and reconceptualizing a professional role that we can help students develop higher order thinking and higher-order learning.

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Topic 260

Assumptions of Teaching

- **The reflective practitioner understands why such a focus is essential to higher order learning only if teachers clearly understand the profound differences between didactic models of education.**

The reflective practitioner understands why a focus on higher-order thinking and higher order learning is important because there are very significant differences between didactic models, instruction models of education as opposed to critical models of learning.

- **These confuse acquiring knowledge with memorization and the critical model of education which recognizes that acquiring knowledge intrinsically and necessarily depends higher order critical thoughts.**

The problem is these approaches confuse the acquisition of knowledge, which is essentially focused on memorization of content with critical models of education, which recognized acquiring knowledge which is intrinsically focused on critical thinking, higher order critical thought.

What lies behind uncritically held assumptions?

- **That students learn how to think when they know what to think.**

So, we have to question as reflective practitioners. What is the foundation of uncritically held assumptions, what lies behind uncritical foundations of thinking? One assumption is that we can't

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think that students learn how to think only when they know what to think. This is a view that teaching is based on a didactic model rather than a critical thinking model.

- **That knowledge can be given directly to students without their having to think it through for themselves**

That knowledge can be given directly to students is another assumption that can be held by teachers given directly to students without them having to think for themselves or work things out for themselves.

what this means is that students actually just acquiring knowledge without an understanding and that knowledge has come to be.

Another assumption is that the process of education. The process of learning is based on students storing content in their head. This is what people like Paulo Freya said is education has a banking process where knowledge is poured into students' head. Another assumption that we can consider here is that the didactic model says that classrooms are places where students are working very quietly whether it's very little interaction between students and this is evidence that they're learning something. Another assumption that we can think about in terms of though this didactic model is that students acquire significant amounts of knowledge without having to seek it for themselves without having to find it. In this respect therefore the assumption is that the knowledge that acquired is not valued by the student.

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Topic 261

21st Teaching Assumptions

- The Reflective Practitioner understands and values education focused on higher order learning as this holds a very different set of assumptions, namely:

In terms of higher-order thinking the reflective practitioner understands and values education which is focused on higher-order learning, which moves away from the didactic model of learning and this has a number of assumptions associated with it for the reflective practitioner.

- That students learn what to think only as they learn how to think
- That one gains knowledge only through thinking

In terms of higher order thinking then and in terms of what the reflective practitioner is aiming for is that the assumptions that we have our different assumptions that students learn what to think only and when they learn how to think. Another assumption is that students gain knowledge only through thinking rather than just memorizing.

- That the process of education is the process of each student gathering, analyzing, synthesizing, applying, and assessing information

Another assumption for a reflective practitioner is that the process of education is actually the process each student engaging in analyzing and synthesizing and also applying and assessing what they are given in the classroom rather than purely memorizing and then recalling that on demand.

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- That classes with much student talk, focused on live issues, is a better sign of learn learning than quiet classes focused on a passive acceptance of what the teacher says

Another assumption is that classes for the reflective practitioner are not quiet places with a minimal student talk. But in fact, classes are places where students are engaged in a lot of talk focused on real issues for them, live issues which are of interest and of concern to them and for the reflective practitioner this is a better sign of learning than those quiet classrooms.

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Topic 262

Higher Order Thinking for a Unified Curriculum, Instruction and Learning: The Paradigm Shift

- The Reflective Practitioner will make a paradigm shift from a didactic to a critical model of education to make higher order thinking a classroom reality

In terms of applying reflective practice, the reflective practitioner then will make a paradigm shift, a logical and conceptual shift in thinking about their teaching from a didactic model to a critical model of education where higher order thinking and higher-order learning are an everyday and usual part of work and learning in the classroom.

- What are the basic changes that must be made to affect this shift?

Therefore, we have to ask the question of ourselves. What are these changes that we need to make in order to realize this paradigm shift in thinking from lower order to higher order?

- Re-conceive the curriculum
- Curricula play a significant role in school life. Instruction arises from goals and objectives stated in them.

First of all, the reflective practitioner needs to reconceive the curriculum. Curricula play a central and significant role for the teacher and instruction arises from the goals and the objectives stated in curricula. But what the reflective practitioner needs to do is to look at these goals and look at these

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objectives and not consider them just in terms of subject matter, but to consider them in terms of how the students can engage with those ideas at conceptual and abstract levels.

- The redesign of instruction
- Teachers feel they have no time to focus on higher order learning and therefore the most basic ideas and issues within a content area can be neglected.

A starting point for this can be for the reflective practitioner to redesign their instruction in terms of delivering that curriculum. We know teachers are very busy and teachers feel that there is no time to focus away from the subject content to be acquired in terms of thinking around the subject. What we need to do as reflective practitioners is think differently about what we're doing in terms of instruction and instruction in terms of delivering the curriculum. We mustn't neglect the content of the curriculum. It's purely thinking about how we're helping the students engage with that content.

- The shift from a lecture-drill-recall paradigm to one focused upon engaged deep processing can only be achieved through long-term evolution.

What this means is that as reflective practitioner we are moving away from those didactic methods, lecture methods and drill methods and recall of content by the students of the subject matter in the curriculum. And using approaches, engaging students in strategies for their learning which are engaging them in processing of that content most importantly deep processing of that content. So that they can learn at a much deeper higher order level of thinking. For the reflective practitioner this is a paradigm shift which is evolutionary rather than revolutionary. It's something which will occur over time as they develop their practice.

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- The Reflective Practitioner has the opportunity to place a major emphasis on a detailed formulation of philosophy, highlighting the essential role of thinking in the acquisition of knowledge, and contrasts lower order with higher order learning.

The reflective practitioner has the opportunity therefore to place an emphasis on this type of thinking place an emphasis on formulation of thinking, formulation of philosophy, formulation of ideas and highlighting the essential role for the student that thinking plays in their learning in the acquisition of knowledge. The reflective practitioner is always contrasting both students with the student. The differences between their lower-order learning and the higher order learning that they're engaging with.

- How does this translate for the Reflective Practitioner?
- Higher order learning multiplies comprehension and insight

So how does the reflective practitioner achieve this process and how does this translate into an approach for the reflective practitioner? Higher order learning multiplies for the students their comprehension and their insight of the content.

- Lower order rote memorisation and performance multiply misunderstanding and prejudice.

This is an important thing for us to remember. Whereas lower order learning in contrast learning which is focused on rote memorization and performance of particular skills, which are predetermined actually multiply students' misunderstandings and even prejudices about what constitutes knowledge.

- Higher order learning stimulates and empowers
- Lower order discourages and limits the learner.

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What the reflective practitioner needs to do is to help students; understand that higher-order learning provides an opportunity for the students to feel more empowered and in control more autonomous of the learning and of themselves as learners. What this does is to stimulate to students in terms of the subjects which their learning. And in contrast to this, we can see that lower order learning has potential for discouraging students also limits the students' potential for acquiring deeper more substantial skills of knowledge.

- Good teaching focuses on high content, basic ideas and issues taught in ways which actively engage student reflection and thought.

So, for the reflective practitioner we can think about how these come together in what might be called good teaching. Good teaching for the reflective practitioner focuses on high content and on ideas and issues and content and ideas and issues which are taught in ways which actively engage students not only in the processes of learning but engage students in thinking and in reflecting on their thinking rather than just engaging in memorizing the content of curricula.

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Topic 263

The Future of Reflective Practice: An Introduction

- Reflective practice is something that was invented in the 60s, 70s, and 80s.
- It has been used worldwide for the past ten years. Many things have changed after 1994

Reflective Practice has been around for many years since the 60s, 70s and 80s, but in the last two decades certainly since 1990s things changed quite considerably.

We can begin to see some of these things:

- The concept of wikis, where many people collaborate to construct a knowledge base, an evolving encyclopedia.

We can see this through a number of technological innovations, which nowadays we take for granted. For example, Wiki's where people collaborate to construct knowledge can be seen as an evolving encyclopedia of understanding. This is a forum that teachers can use and teachers can use with other teachers or use with students in terms of their role in the classroom what students and how students are learning.

- Search engines are changing the way we access information. This will change our professional world.

Search engines are changing the way we access information in society. This ability to access huge amounts of data huge amounts of information are changing the world of the teacher, changing our professional world and our students are very up-to-date and easily using search engines to find information and teacher the reflective practitioner can't be left behind in this.

- The Internet – the wisdom of crowds, combining people 's knowledge to make decisions.

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The internet is a forum where students have access to crowds of people lots and lots of knowledge and information and understanding from all around the world. We can see as reflective practitioners that this is a source of our teaching that we need to bring to the classroom in the 21st century.

- The concept of collective intelligence, and similarly, communities of practice, which are small groups

The concept of collective intelligence is important for us as reflective practitioners. The idea of communities of practice where small groups of professionals come together to exchange information and create a collective intelligence about the profession which they work.

We can begin to see some of these things:

- Constant renewal - Any profession will face the challenge of needing to adapt. The way I do my profession will need to be reinvented, and in some cases I will need to create new approaches, new beliefs and new understandings.

What we also know is that the world is constantly changing and therefore the reflective practitioner needs to engage in a process of constant renewal. Any profession will quickly get out of date and will need to face the challenge of adapting to change and being flexible in terms of the way work is done. The way you know, I do my teaching the way I do my profession will need to be reinvented and this is a question that the reflective practitioner needs to ask themselves and a focus that they need to give themselves in terms of being adaptable and flexible to change which is occurring very quickly around us.

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- My assumption is that many ideas of reflective practice are being used by authors today, and they are finding it very powerful. Its importance is growing in this Century.

My assumption is that reflective practice is being used today by many people and reflective practice is proving to be very powerful by teachers. What is true to say is that reflective practice is increasing in importance as we go through the pursuing years.

- Are those authors citing Schon? If you analyse how they present their ideas, you can see similarities. The idea of Schon is basically how to improve the ways we think in action.

The key question perhaps to ask ourselves is are all their authors talking about reflective practice now and all the teachers applying reflective practice? Are they referring back to one key point? The other citing Schon and his ideas about reflection and reflective practice, reflective practitioner because what we can see in terms of reflective practice now is that teachers are essentially thinking in ways about changing their action. This was really what Schon was talking about.

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Topic 264

The Future of Reflective Practice: Perspective of RP in the New Professional Environment

Perspectives of RP in the New Professional Environment

- **Although a product mostly of the 60s, 70s and 80s, one name recurs through the years:**

Perspectives on reflective practice are ever-changing now in a new professional environment.

Reflective practice has been around since the 60s 70s and 80s and is that there's one name that has been recurring over that time.

- **Donald Schon, Displacement of Concepts, 1963**
- **Chris Argyris and Donald Schon Theory in Practice, 1974**
- **Donald Schon, The Reflective Practitioner, 1983**
- **Donald Schon, Educating the Reflective Practitioner, 1987**
- **Donald Schon and Martin Rein, Frame Reflection, 1994**

That name is Donald Schon. In 1963 He produced a text displacement of concept in 1970 and 74 He produced the text theory in practice. In 1993 the reflective practitioner and in 1987 educating the reflective practitioner. So, we can see that this one individual is a key focus point for us in terms of reflective practice. The application of reflective practice and moving reflective practice into the future.

Importantly in 1994 frame reflection is where reflective practice actually takes a jump ahead in terms of reflection into the future.

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- **Many things have happened to quicken the pace of reflective practice, and these will continue to strongly influence the ways that Reflective Practitioners reflect on practice**

Many things have happened to speed up the process of application of reflective practice. These will continue to occur over the years and what this means is that these will influence not only reflective practice, but the reflective practitioner as we engage in teaching in time to come.

- **The Web World Wide was invented and spread throughout the world.** These things include the World Wide Web, the internet and access to information is now so much easier than it ever was before and the extent depth of information that we have access to as teachers is now so huge that this is a key influence on us as reflective practitioners.

- **A new communicational platform was implanted, new collaborative software was developed and new business processes emerged.**

A new communication platform, new collaboration software, new approaches to share ideas and collaborate with others through things like wikis and the internet processes which are emerging and continue to develop evolve and which create new perspectives for us in terms of sharing knowledge and acquiring knowledge.

- **Cell phones have spread worldwide and internet communication (e.g. Skype and so on) are now spreading even faster.**

And of course, cell phones have spread the ability to communicate widely, not only locally but around the world and the ability to communicate with others using technologies. The ability to engage in

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dialogue with people is a way that reflective practice will grow very quickly and also the teaching and learning will change.

- **China and India have entered into the global market with highly dynamic economies.**

Of course, the importance of all of these technologies and all of these changes is that economists are changing very quickly and societies are changing very quickly. What is important for the reflective practitioner to consider then is their role in a maintaining economic and social change. Along with the rest of the world for example places like China and India are growing exponentially and are considered hugely dynamic and important markets in the modern world. The reflective practitioner working in the classroom is the individual who can help future society in a country like Pakistan. Keep Pace with these very strong economic powers.

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Topic 265

The Future of Reflective Practice: Emerging New Ways for Collaborating in Professional Work

New Ways for Collaborating in Professional Work are emerging

- **Wiki, or the gradual construction of a knowledge base from many people**

The future of reflective practice lies in reflective practitioners engaging in new ways of collaborating with others in their work in their professional work. Reflective practitioner can do this in a number of ways.

For example, through Wiki's where colleagues where teachers can construct knowledge over time collaboratively and therefore create a community of knowledge which can be drawn on.

- **Search Engines, reaching out to the whole pool of knowledge worldwide.**

Also, reflective practitioners can work together using search engines to reach a wider pool of knowledge not just locally, but internationally. There's no reason why a reflective practitioner in Pakistan for example can't share understandings and learn from experiences from teachers in other countries as far afield or as diverse as America or Russia Australia China or India.

- **Collective Intelligence, combining intelligence of many people around shared interests.**

Reflective practitioners can collaborate in terms of creating a collective intelligence about their roles as teachers and we can as reflective practitioners share these understandings, combine this intelligence

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with others from very wide distribution around the world and also from other professions making connections and links between professions.

- **Communities of Practice, stable spaces for exploring and learning together.**

Reflective practitioners can come together as communities of practice which are very stable places and spaces where teachers can not only explore and investigate together but learn together and acquire knowledge and develop knowledge and understandings together.

Innovation is Being Distributed

- **Democratising Innovation, teachers, researchers and educationists develop new ideas of teaching, learning and education.**

Innovation is such innovations are helping reflective practitioners distribute knowledge and what this does is it democratizes knowledge and innovation by teachers. In fact, rather than knowledge and skills being held by a few people. It is much more widely available to all teachers and all teachers can use this knowledge and therefore it empowers everyone.

- **Social Innovation, many teachers working in diverse contexts can come together because of common interests and innovative initiatives.**

It also promotes social innovation for teachers. Many teachers and especially in countries like Pakistan are working in very diverse and very challenging context and it's through these new media, new approaches that reflective practitioners can come together and innovate and share and collaborate in terms of common interests and common needs.

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- **Research Networks, articulate capacities worldwide around a common question or inquiry**

What this can do is that teachers can become part of and what we might call research networks. Although there may not be formal researchers by collaborating in investigations and explorations with others then teachers are effectively researching education and this provides opportunity to raise questions about teaching about learning about education as a whole and actually leads teachers through inquiry and therefore can lead to wider answers and bigger answers.

The Art of Conceptual Innovation is the Driver

- **Innovation now is achieved in new concepts of the way professionals work.**
- **Artistry will be more important then before in the exercise of professions.**

Now what we can see is that such innovations are helping teachers achieve new ways to conceptualize themselves as teachers and to conceptualize the profession as a whole.

- **The capacity of integrating technologies is key for creating new solutions and tap into the pool of knowledge of humanity**

The capacity to integrate technologies that is a key for reflective practitioners to create solutions. New solutions to the issues that they're facing and this can be through tapping into this knowledge this information this very deep and wide information available to us.

- **When millions of people are innovating, the only way of keeping pace with change is through the creation of new concepts.**

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When so many teachers, so many reflective practitioners are investigating and innovating and researching in these ways. It means that the reflective practitioner is able to keep pace with change and to adapt to new ideas and new concepts as they evolve.

- **Artistry will be more important than before in the exercise of professions.**

Perhaps most importantly this means that the reflective practitioner is not engaged in a scientific process, but is in fact engaged in an artistic process. Teaching can be seen more as an art rather than a science and as an art the teacher needs to develop their identity as a teacher and develop their own styles their own approach to teaching because that is the art of teaching rather than purely being a mechanistic scientific application of knowledge in text books with students in the classroom.

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Topic 266

Reflective Practice Will Evolve Continually: Traditional Teaching Skills

Reflective Practice Will Evolve Continually

- **The diversity of situations and pace of change will require the capacity of:**
- **Updating**
- **Extending**
- **Adapting**
- **Reinventing the practice of professions, and**
- **Reinvention of the professions or the creation of new ones**

Reflective practice will continue to evolve. There's no stopping reflective practice. And no stopping change in teaching and learning. So, what this requires that the reflective practitioners are particular capacities to continually update their knowledge and to extend their knowledge. It also requires the reflective practitioner to be adaptable to be able to adapt to change as it occurs. It also requires the reflective practitioner to not only reinvent the practice of the profession, but also maybe even to reinvent the professions themselves and create new ones.

- **How can we fit the ideas of Reflective Practice into this emerging professional environment?**

So how can we fit reflective practice and the role of the reflective practitioner into this emerging and ever-changing professional environment?

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- **These first 6 teaching skills are not new, but their importance has increased significantly for the modern teacher**

Well, we can link this back to traditional skills in teaching and their skills for teaching are important and even for reflective practitioner in this ever-changing environment. These skills are becoming increasingly significant for us.

Commitment:

- **It is essential that teachers are committed to their work and to the education of young people. The responsibility that lies with a teacher is huge, so a modern**

The first skill that we can consider is commitment. Essentially the reflective practitioner needs to be committed to the work of the profession and to the education of young people. The responsibility here lies with the teacher and this is a huge responsibility for the modern world because the teacher needs to be constantly aware of the way the world is evolving and the students place in the future. Therefore, commitment is a key skill that the teachers the reflective practitioner needs to bring to the new evolving environment.

Traditional Teaching Skills

Preparation

- **There used to be a time when the right temperament enabled you to become a teacher. Nowadays it is impossible to find a teacher without formal academic training.**

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Another skill is preparation for teaching. There used to be a time in the past when good teaching was about having the right temperament, right approach. But in the modern world, it's important that reflective practitioners are finding a way to work with students in very professional and very structured ordered ways. Therefore, this requires the teachers are engaging in training in education as professionals.

- **This requirement is increasing as education levels improve in society.** Another key skill is preparation. This is a requirement of all education levels names simply in order to improve society. The idea of preparation teaching is that we're not just blindly walking into the classroom and telling students what we know but we're actually working with the content of curricula working in context and working with diverse students in ways which not only prepare them for society, but actually help to improve society.

- **The better prepared you are as a teacher, the more effective you will be, so you should pursue you studies with this ethos in mind**

It's through this that the teacher needs to be prepared for helping the students move to higher levels of study and what this means is that there's a particular mind-set that the teacher needs to have in order to help students fit into this ever-changing adapting role that they have.

Organization

- **Good organization and the planning of a course/ lesson in advance are key factors for success. It is very important that a teacher organizes the lesson properly and allocates the time to cover it in its entirety.**

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Another skill of the reflective practitioner is organization, good planning good preparation of lessons and whole courses in advance of teaching them to the students is a key factor in the success in the modern classroom. It's very important that the reflective practitioner organizes their lessons properly and allocates time to cover the content entirely.

Tolerance

- **In an increasingly diverse and multicultural society, it is necessary for teachers to manage any prejudices they may have and to treat all their students equally without showing favoritism.**

Another key skill is tolerance in the modern world teachers are working with ever diversifying groups of students and society is becoming much more differentiated. Therefore, teachers need to be able to manage this differentiation and also be aware of perhaps our own prejudices in relation to working with this diversity.

Therefore, that requires a certain tolerance in terms of treating all students equally and clearly, we can see that the reflective practitioner without bias is not favoring some students in relation to others.

- **It is a very important teaching skill not to impose your world view on your students, instead you should openly discuss topics and let students decide for themselves**

This is very important for students simply because the world is opening up and therefore the reflective practitioner needs to provide an environment where students can openly engage in discussion sharing ideas and making decisions identifying understandings around various topics for themselves.

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Story Telling

- **One of the best ways to teach and transfer ideas is through stories. The best teachers have used this method in their classes for centuries**

Another skill which will emerge more and more over time. It's already started to emerge is the teacher's ability for storytelling. One of the best ways to teach is to transfer ideas through stories through the telling stories and teachers have been using this method for centuries. Teaching a lesson by incorporating some sort of thematic approach, some sort of storytelling is a fantastic skill that the teacher can develop, the reflective practitioner can develop to apply in their teaching.

Open to Questions

- **Having discussions and collaborating in class are essential for encouraging students and implementing new teaching techniques**
- **Teachers must be open to answering their students' questions.**

The skill of questioning especially open questioning rather than closed questioning having discussions in the classroom and having students collaborate in class are essential for encouraging them and helping them develop skills for the modern era. The reflective practitioner needs to implement new teaching strategies to engage in this discussion and open questioning and collaboration. Teachers must be able to respond to students and especially be in a comfortable situation to allow students to ask questions and to answer questions from students.

- **Modern teachers truly listen to their students' questions and answer them honestly, not just with a cursory or textbook response.**

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So modern teachers then reflective practitioners of people who have good listening skills and their teachers who can listen to students' questions and answer them honestly and even help students find the answers for themselves and thereby, encourage the students provide students with opportunities to develop curiosity in order to find answers for themselves.

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Topic 267

Reflective Practice Will Evolve Continually: New Teaching Skills

New Teaching Skills

- **These new teaching skills complement the more traditional ones. These skills are associated with new technologies. Incorporating these into your teaching repertoire will ensure you become a modern teacher.**

These new teaching skills complement the older teaching skills and nowadays they're associated with new technologies. The reflective practitioner incorporating these new teaching skills into their teaching will ensure that they become a modern teacher that they are a reflective practitioner of the 21st century.

Innovative

- **The modern teacher must be willing to innovate and try new things, both teaching skills and educational apps, ICT tools and electronic devices.**
- **The modern teacher must be an —early adopter**

What this means for reflective practitioners is that they need to be innovative. The reflective practitioner the modern teacher must be willing to innovate must be willing to change and to try new things. And both teaching skills and educational software and apps ICT come together in this new paradigm. Innovation is a key skill for the reflective practitioner. What this means is that the reflective practitioner is somebody who takes up new technologies very quickly they can be considered as an early adopter trying things out before they become popular.

Tech Enthusiast

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- **The modern teacher must not only be innovative but also be willing to explore new technologies. Whether it is iPads, apps or personal learning environments, modern teachers should be in constant search of new ICT solutions to implement.**

Consequently, the modern teacher the reflective practitioner is somebody who is quite enthusiastic about new technologies. They'll be willing to explore the use of new technologies in their teaching and won't be afraid of trying out new things. When Computers were introduced, it took some time for teachers to realize the value that they add to the teaching-learning process. Whereas now computers are an integral part of all schools. What we can do as reflective practitioners is try to future ideas and about new technologies that we could use for teaching iPads and iPhones perhaps and ways to personalize the learning for the students and use technologies which are everywhere in society and will play a very significant role for us and also for students in the future. So, what the reflective practitioner is doing is constantly searching for such new technologies and to implement in their teaching.

Social

- **One of the traditional teaching skills was to be open to questions. The modern teacher should lead the conversation to social networks to explore possibilities outside of the class itself. Try using Twitter in the Classroom**

The reflective practitioner of the modern teacher is also somebody who's looking at teaching from a very social perspective. One of the traditional teaching skills with always to be able to ask open questions and the modern teacher needs to be able to do the same but the modern teacher needs to be able to lead the conversation of colleagues of other professional in social with social networks in

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order to explore possibilities of new approaches inside and outside of the class itself. For example, trying Twitter can be a technique that a teacher can use with students in the classroom.

Geek

- **The internet is the greatest source of knowledge that humanity has ever known, so to be a modern teacher you must be a curious person and incorporate this resource at every available option. Your students are going to do it if you don't!**
- **You need to be someone who is always researching and looking for new information to challenge your students and engage them in a dialogue both in class and online.**

And in a way this means that the reflective practitioner or the modern teacher is somebody who's quite tech-savvy. Somebody who can be considered as a technological geek. The internet is a huge source of knowledge and information and as search is extremely powerful. Therefore, the modern teacher needs to be somebody who's very curious. The reflective practitioner is somebody who is always looking for new knowledge and as such the internet and email and other technologies are an extremely powerful resource for the reflective practitioner. What we have to remember is that our students will be using these technologies and if the reflective practitioner if the modern teacher doesn't use these technologies will be left behind.

So, we're always looking for these new technologies and seeing how we can use them and the information that they provide in our teaching and what this means is that they provide a challenge not only to us but also to our students. We need to engage in a dialogue about technologies and how we

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can use them for learning and what we can gain from them with students in the classroom in order to keep pace with the modern world.

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Topic 268

Reflective Practice Will Evolve Continually: Better Teaching

Better Teaching

Reflective practice will evolve continually and it will evolve into better teaching. So, for reflective practitioners, this means there is a greater emphasis for us on new skills. Also, it has important implications for us as reflective practitioners as we reflect on practice.

- **The 21st Century reflective practitioner will favor student-centered methods—for example, problem-based learning and project-based learning**

The 21st century reflective practitioner, the modern teacher will favor approaches which are student-centered in the teaching rather than teacher-centered. For example, problem-based learning and project-based learning where students are collaborating, working together, exploring investigating, asking questions and finding answers to those questions themselves are approaches that 21st century reflective practitioner will use.

- **Problem-based Learning and Project-based Learning allow students to collaborate, work on authentic problems, and engage with the learning community in school.**

Problem based learning and project-based learning allow students to collaborate. They allow students to work together on real life problems on authentic problems. They allow students to engage with others, with their peers and so become a community of learners in their school. These are very

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powerful ways to implement curriculum content. These are very powerful ways to help students develop higher order skills rather than lower order skills.

- **Teachers know about them and believe they're effective. And yet, teachers don't use them. Recent data show that most instructional time is composed of whole class instruction led by the teacher.**

Therefore, better teaching is about teachers knowing about these approaches and how effective these approaches can be. Also, it's about teachers, about reflective practitioners knowing how effective they are being in the classroom. But the key problem currently is that reflective practitioners are still not applying approaches which can lead students into the future. Research shows that a lot of instructional time in the classroom is still very much teacher centered rather than student-centered.

- **Even when class sizes are reduced, teachers do not change their teaching strategies or use these student-centered methods**

Even when class sizes are reduced the focus for the approach to teaching stays on teacher-centered methods rather than student-centered methods.

- **When students collaborate, one expects a certain amount of noise in the room, which could devolve into chaos in less-than-expert hands.**

In terms of better teaching, when students collaborate, the reflective practitioner expects a certain amount of noise because students are communicating with each other and when a teacher is not as prepared to work with students in student-centered ways, perhaps using problem-based learning project-based learning then such noise can actually become something unproductive. Too much noise

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in the classroom or noise which is off task actually is non-productive learning and part of the better teaching that a reflective practitioner needs to engage with is that teaching which allows constructive noise rather than destructive noise. So, what the reflective practitioner is aiming to do is to become more expert in the skills, to become better teachers and certainly better teachers in terms of student-centered strategies and managing these approaches very productively.

- **These methods demand that teachers be knowledgeable about a broad range of topics and are prepared to make in-the-moment decisions as the lesson plan progresses**

Student-centered methods demand that teachers are knowledgeable about a broad range of topics and subjects and they're prepared to quickly and easily make in class decisions about the progress of lesson and the strategies that they are using. So rather than applying approaches mechanistically and unthinkingly they are applying approaches in a very thoughtful and productive way and changing and adapting to situations as they occur in classroom.

- **Part of the 21st Century Reflective Practitioner skills relates to greater collaboration among teachers and learning from knowledge acquired from classroom experience**

So, part of the 21st century reflective practitioners' skills relate to greater collaboration between practitioners because it's through collaboration and through communities of practice that individual teacher can become more expert and therefore engage in better teaching in the classroom.

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