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# Kingsbridge Session 1

Welcome!

@Kingsbridgeeip #ITT #traineteachers

# Objectives for this morning

- To discuss and reflect upon the induction week
- To develop observation and reflective writing skills

# How are we feeling today?

- Challenges

- Excites



# Ways of working

- Contributing
- Questioning
- Challenging
- Discussing
- Developing each other
- Supporting
- Punctual
- Having fun



# What are the Ground Rules?



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# Paperwork

- Protocol signed
- The Handbook
- Portal Passwords
- AROFL
- Reflective Journal

# Important things to note...

- While we can offer support...this programme is YOUR responsibility
- Required to behave as a professional at all times
- Dress code should be professional and in line with school's
- Reflective journal should be brought to session every week – and used at the end of the day to record your reflections
- Library is available for your use – please sign out books and sign them back in again
- Please keep the training room clean and tidy – wash cups or put them in the dishwasher at the end of the day



# Absence Policy

- Attendance at sessions is an essential part of your professional development
- If you are sick – call in before 8:30am and collect the materials – either from the trainer or from another trainee
- Thursdays are NOT a day to schedule hospital/doctors appointments – get used to arranging outside teaching hours
- If you aren't here – you are at school. Unless Brenda or I have arranged otherwise





# At school

- Follow your schools attendance policy
- If you need time out of school for anything – you need to fill in a LOA or the equivalent
- All INSETS, staff meetings or staff CPD should be attended
- The Teachers' Standards have a 'wider responsibility' section – you don't start and 9 and finish at 3
- If days are scheduled for interviews, courses or MMU; this may be used as your NQT time for that week

# Reflective Practice



# Let's Reflect

Consider the points below. Prepare your answers to share with a partner.

1. One thing you've learned at school this week.
2. One thing that was funny at school this week.
3. One thing that you want to find out next week.



# Reflection

- What is it?
- Why is it so important?



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# What is it?

- Where you stop and think about what you have done
- Analyse decisions made
- Draw on previous research / seek out further support to improve performance and practice

# Why do it?

- Leads to improvement in practice
- Helps develop new ideas and strategies
- ‘enables us to direct our actions with foresight ... It enables us to know what we are about when we act’ (Dewey, 1910)
- Allows errors to be rectified
- Future practice to be developed
- The more you do it, the better you get at it

# Schön (1983)

Reflection  
on Action

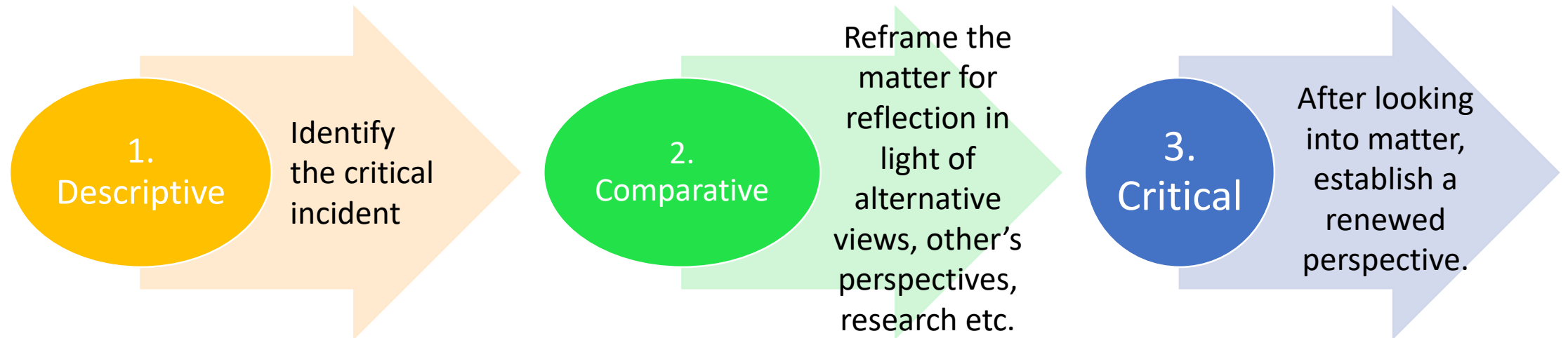
Reflection after the event,  
allowing more careful  
consideration of issues;  
usually involving added  
research

Development

Reflection  
in Action

Reflection as the event is  
happening leading to  
practice being changed  
and therefore improved  
quickly

# Jay and Johnson (2002)





# Descriptive

## IN LESSONS

What is happening?

Is this working, and for whom?

For whom is it not working?

How do I know this?

Specifically, what areas are students not understanding?

What impact did this have on them?

## IN CPD

- What did I learn?



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# Comparative

## IN LESSONS

- What do I think could have gone better?
- What do my colleagues think could have changed?
- What does the research I have done say?
- Who could I ask for advice on this?

## IN CPD

- How can I use this information?
- What further research do I need to do in order to use this?
- Who will this effect?
- How will it change my practice?
- Where will I try it out? What is the projected impact?



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# Critical

## **IN LESSONS**

As a result of the research, what have I done differently?

How did it affect the pupils?

Which children did it have a positive effect on and how do I know?

Which children was it not effective enough on?

How do I know?

What could I do now to develop further?

## **CPD**

- How did it go?
- Which students benefited and how do I know?
- Which students struggled?
- How do I know?



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# Order of reflection

- Sometimes you can do all three dimensions at once
- Generally though, the Description and the Comparison comes first
- The Critical dimension is normally something you do AFTER you have implemented the change

## Thinking to your REAL

Stage 1: Description and Comparison

Stage 2: Mentor responds

Stage 3: Comparison and Critical



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OK, so you have spent a week in school...

Have a discussion in twos...

Consider an even that has happened this week which you have learned something from. Keep it focused – one thing that has had an impact on you as a professional

You have 10 minutes each – go through the stages of reflection – what will you do next?



# Congratulations...

You have just discussed your first REAL!



# When could you use this model?

- After teaching lessons (post it/annotate lesson plan)
- After attending session (reflective journal)
- REAL
- Observing someone else's practice (coaching notes/observing other professionals)
- Meeting with professionals within school (coaching notes)
- Reading (coaching notes)
  
- You should be reflecting all the time! Put some time aside at the end of the day to consider your learning – it's all evidence!!!

# Observing other professionals

- A key element to your own development
- Good to observe good practice – but you can learn from all practice
- Your job is not to judge; it is to consider how you can use it to develop your own practice
- A number of different ways to do it.



# Ways of recording lesson observations

- Take notes – then summarise on an observation reflection sheet
- Use a 'time sheet' to see what the teacher does when and why?

# Let's watch one...

<http://archive.teachfind.com/ttv/www.teachers.tv/videos/lesson-2-james-evelyn-uncut.html>

Take your own notes initially – you can use the ‘personal notes’ section or your Weekly Coaching notes

Don't fill the bottom bit in yet – we'll discuss together

# Discuss in your partners

- Consider the key things this teacher did which made you think
- Use these discussions to fill in the observation form to support your reflection
  
- What standards is he meeting?

# What is Learning?



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# Write it down:

- Think about the best teacher you ever had.
- What was so special about them?
- Why do you remember them?
- Can you remember specific lessons?

# There are many different types of learning styles?

- What learning style do you prefer?
- The best classrooms utilise all the learning styles in order to ensure that everyone has the chance to achieve!

# To develop learners you must develop their skills

Build resilience

Growth Mind-sets

Enable them to fail



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# One way to develop skills for learning in pupils

## Skills for Learning Lessons

Designed to perplex and mystify pupils to enable them to work together to solve problems.

### The RULES:

The teacher doesn't teach – they facilitate by giving pupils resources, team members and questions which enable pupils to work together to solve an open ended problem



# Your TASK

*Build the highest, free standing structure you can with 20 art straws.*



# Reflect

- How successful were you? What would you change if you were to do the task again?



# Reflect

- What skills for learning did you need to enable you to complete this task?



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# Reflection

- Discuss with your table
  - One action
  - One question
  - One thought you will take away from today's session
- 
- Use this reflection to complete your first Reflective Journal Entry