

NQT DEVELOPMENT PROGRAMME

3rd February 2021

Darlington
NQT Development
Programme



Reflection and feedback

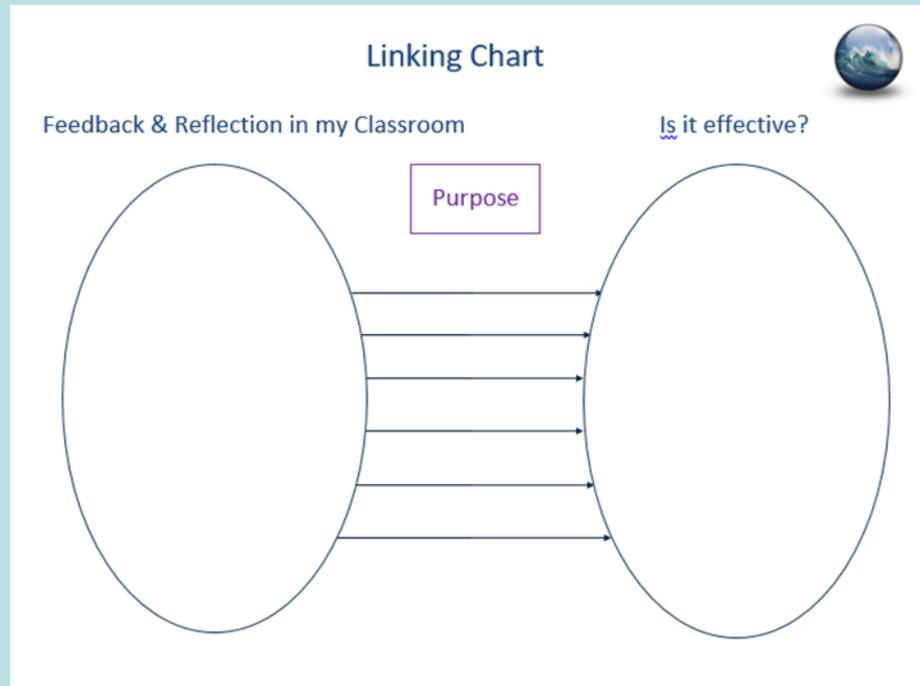


Reflecting On My Teaching



Darlington
NQT Development
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Reflection and Feedback in my Classroom



REFLECTION TOOLS AND QUESTIONS ON WHAT WE ARE LEARNING



REFLECTION TOOLS AND QUESTIONS ON HOW WE ARE LEARNING



Reflection questions

1. What is the value of asking pupils to reflect on how they learn?
2. Is this sort of reflection possible for pupils of any age?

Key Principles of Learning

Learning
requires
reflection

Key principles of learning

1. Learning is life-long and part of what makes us human.
2. Learning and wellbeing are closely connected.
3. Learning works best when the learner's prior learning is recognised.
4. Learning and context are closely linked.
5. Becoming an expert learner requires practice.
6. Learning that is worthwhile actively engages the learner.
7. Learning involves feeling as well as thinking.
8. Learning involves social as well as individual processes.
9. Learning involves doing as well as thinking.
10. Learning requires reflection.
11. Learning is influenced by mindset.
12. Learning is learnable.

Reflecting In....

10. Learning requires reflection

Reflection is the science of living. It is the means by which we extract the learning from our experience in life and in learning. For while it is smart to make mistakes in an attempt to learn new and difficult things, to make the same mistake repeatedly is dumb.

As A A Milne reminds us, it is hard to make time to stop and think: 'Here is Edward Bear, coming downstairs, now, bump, bump, bump, on the back of his head behind Christopher Robin. It is as far as he knows the only way of coming downstairs, but somewhere he feels there is another way, if only he could stop for a moment and think of it' (Milne, 1926).

One of the most cited authorities in this area is Donald Schön (1983). While Schön's theory of reflection-in-action has been highly influential in the design of teaching practice for student teachers, and is widely used in the training of other professionals such as nurses and care workers, it has not found its way into the classroom.

Reflection-in-action is essentially thinking on your feet. So for example, when something unexpected happens you might express surprise, but then you might want to go back and check something out before you continue with a particular course of action. Schön contrasts reflection-in-action with reflection-on-action, essentially the off-line review function in learning (for example, mulling over why you did what you did after the event, and dreaming up better ways of handling the situation next time). Schön's approach to learning is a kind of formative assessment and, therefore, not a million miles away from approaches used in assessment for learning (AfL).

Reflecting On....

Some really useful questions

Using the terminology of Blooms Taxonomy:

What thinking skills and strategies are you using to learn about feedback and reflection?

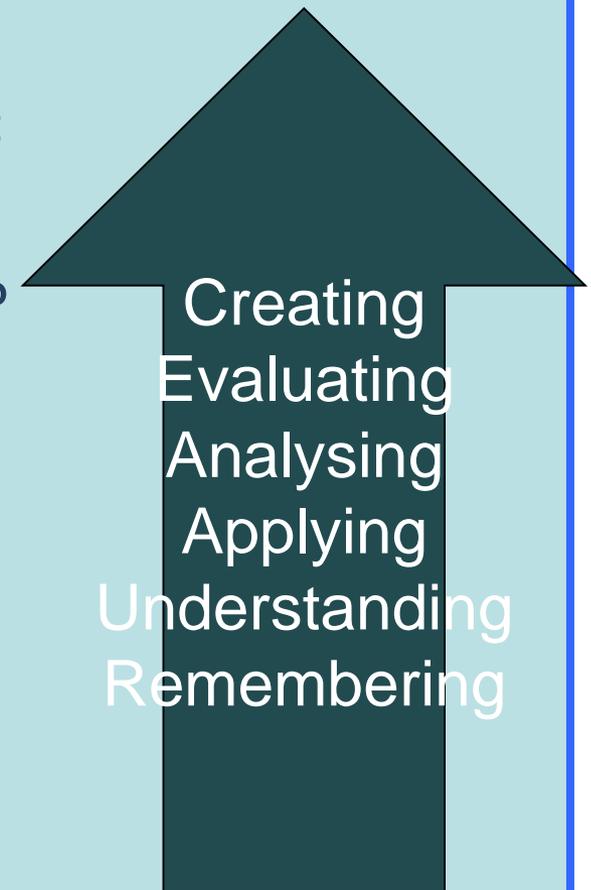
Which are the most effective for you?

What, for you, are some of the good points about learning in a group?

What are some of the good points about applying your learning in a practical activity?

How are you deepening your learning of the theory of feedback and reflection?

What is this telling you about how you learn?



Ideas for Starters and Plenaries

Starters

1. Whiteboard 'Snowstorm'

On arrival, give all pupils a post-it note. Ask them to list the three most important things they learnt last lesson. They can look at notes or discuss this with a partner. They then stick their post-it note on the whiteboard – instant feedback about the last lesson from the pupil's point of view.

2. Jumbles

Jumble up letters of keywords from the last lesson and ask them to sort them out, in pairs.

3. Remember

Look at your exercise book. Tell the person next to you three things you did last lesson, they then tell you two things they learnt.

4. Mind Map

A mind map, showing all the work to be covered in a unit and how it links together, is used to show pupils how the lesson fits into the 'big picture'.

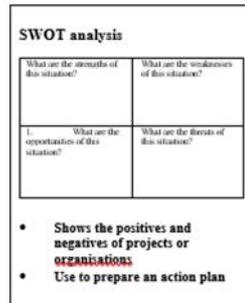
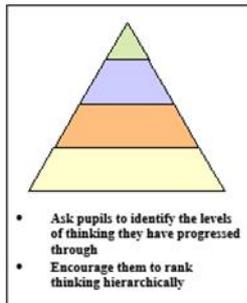
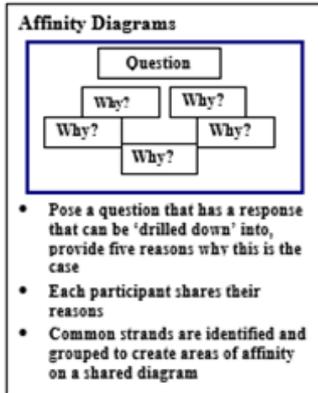
5. What if?

Ask a 'what if' question to encourage creative thinking e.g. What if

- all the soil on earth disappeared?
- there was no gravity?
- the Germans had won the war?
- there was no money?

6. Complete the Sentence...

Link to the topic or content of today's lesson. Write on the board for pupils to answer e.g. "Deserts are the worst places in the world to be because..."
After five minutes take feedback as a starting point to the lesson.



Digging: what have we learned?

- How have I been a good learner today?
- How has my learning been supported?
- How has my learning been personalised?
- Thinking about growing emotional intelligence, what have I noticed about myself and others?

