IDEAS
for
TEACHERS
REFLECTION
&
JOURNAL
Evidence must be provided to show that you are thinking about your teaching.

1.6 Review and Evaluate learning experiences

2.3 Evaluate the effectiveness of teaching and learning strategies and resources

2.4 Review Assessment

12.1 Reflect critically on reflective practice.
Effective teachers inquire into the relationship between what they do (style) and what happens for students (outcomes).

Accomplished teachers work to strengthen their teaching.

They examine their practice critically and seek to expand their repertoire, deepen their knowledge, sharpen their judgement, and adapt their teaching to new findings, ideas, and theories.

(NBPTS)

Good teachers are good, precisely because they ponder, reflect, and analyse.

(ACSD)
WHAT EVIDENCE IS NEEDED?

The evidence needed is a

Teacher Reflection

Or

Teacher Journal
The Evidence could be

- A series of reflections with each lesson plan
- A more full reflection could be written up after teaching a Unit of Work telling
  - What went well
  - Whether the students made progress
  - What was interesting
  - What challenges appeared
  - What might be done differently next time?
- A reflection of an article you have read, telling
  - What it was about
  - What ideas it has given for better teaching
  - What was tried
  - How successful the new ideas were?
- An Action Research report.
Think about a series of lessons you have recently taught.

THINK ABOUT....

- 4 good things that went well during the lessons
- 4 things that could have been better
- Were the students attentive to the teacher instruction
  - Why
  - Why not
- Were the students interested in their activities
- Was there a student who found it difficult to follow
  - Why
  - What did you do
- Was the work too easy / too hard / just right.
- What were you hoping the children would learn?
  - Did they?
The Learning outcomes for the unit were that students would have a deeper knowledge and awareness of the wonders of Space.

The use of Blooms Taxonomy provided the basis for planning a unit covering a range of thinking skills, and allowed for good peer cooperation.

It was intended that the children would be able to recall the names of most of the planets, know what they consisted of, would be able to sight a planet at night, and write a report on their favourite planet.

The students enjoyed the opportunity to use Internet for the first time to carry out research. Most children completed those research tasks well and widen their knowledge of important people. The sites chosen for research were within the student English abilities.

Most student completed a glossary of at least 25 ‘space’ words with correct meaning.

Student still have a hazy idea about what the challenges are being an astronaut and still have a simplistic picture of the challenges faced.

Relative sizes of planets was not really understood, and the planet models were well out of proportion as was the distance between planets. This requires some more outside work, though the playground may not be big enough.

Keeping a diary of Living on a Planet gave a wide variety of results — some students had difficulty with the language, others with the concept of living in quite a different environment. More work would need to be done on the challenges living in an airless freezing environment.

Overall the unit was interesting and engaging.
Unit Reflection: Thinking about the future

Recently I involved my grade 9 students in a unit of work that would help them think about their futures and what sort of work they might choose to do. I knew that many of my students were ill prepared for this and often choose vocations and areas of study that didn’t suit who they were and who they could be in the world beyond school. Some became doctors because that was what their parents were and some just left it to fate. My idea was that schooling should help them think about their preferred choice of work or study well before they really needed to make a decision about it.

I thought that it was important to help them realize who they were in terms of their strengths and weaknesses, their attributes and skills and interests and particularly the things they could do to improve their chances and options later on. I spent a lot of time working with them to help them build up a profile of all these things and it took quite some time because what they ended up with was a multi-faceted description of themselves. The good thing was that they were able to see that there were many areas where they could develop themselves.

I also knew that I needed to teach them about the global world in which we must now live and work and show them how that world has changed over time. So things like how work has changed (where we work, how we work, what jobs are obsolete and what will the work in the future look like) and what the information communication revolution means for our lives and our work. This was complex work for my grade 9s and we spent a lot of time analyzing the world around us and trying to predict what that world might look like in the future.

The next step was to get them to see themselves in this world that hadn’t arrived yet and to explore what might be their options about employment. We considered the various pathways they might take to get to their chosen options and considered things like finances, availability of work, options as far as university study goes and costs, whether they would need to work to finance their study, whether they would have to leave home and if their available work options were viable in the world we tried to envisage.

To bring all this together, I asked them to develop a 10 year plan that started from now. I knew that many students left school and worked before studying and that many also went straight on to university but dropped out after the first year. I wanted my students to deeply consider their pathways and to be flexible about how they might get there. They had to be fairly well informed about who they were and what the world would be like and also what options for work would suit them, in the future. This was hard but many succeeded in developing a plan that was well considered, was comprehensive and actually reflected the work they had done as part of this unit.

I liked teaching this unit as I saw that my students were getting involved with the real world outside the classroom and that they were actually doing something that would help them prepare for their futures. They practiced goal setting, and prioritizing, consulting and negotiation, and their understanding of global and local economic forces and how they would impact on their future lives improved.

Attached is one of my students response to a feedback sheet I asked the whole class to complete at the end of the unit.
These sentences starters may help you put together a reflection of a unit of work.

*The Unit on _________ was carried out over _____ weeks.*

*The good things about the unit were ______

*Some of the challenges that arose were ____________

*I was very happy when ________________

*The activities chosen helped the students to____________

*The most engaging activity was ______ because ______

*Students achieved Learning outcome _______.

*They were weak on ____________

*Some points for follow up are _______

*Changes necessary in the unit would be ______________
A Journal is a record of

- events,
- thoughts,
- challenges,
- successes and failures,
- puzzles,
- discoveries,
- joys and sorrows
- Conversations
- Musings
- Interesting readings

in the daily life of a teacher.
Staff meeting: 2 April 09

Lesson Planning and NPS:

One of the ideas at the meeting was to note the NPS as part of the lesson plan. I really thought this was a waste of time as our emphasis should be on Curriculum Standards. However I started doing it – just writing the numbers in the relevant section.

Since doing it, I have noted that I am beginning to see more clearly where the standards fit in.

Over the last three weeks, I have noticed that some standards don’t get mentioned – ICT (NPST 6 & NPST 5). Since then I have tried to see how I can make these standards more relevant in my teaching.

Today I used an internet link that was relevant to the LO. Children showed a good interest.

Must keep doing it !!
But effective teachers do more than simply inquire (or reflect)
- they take **action** (in relation to what they are doing in the classroom) to **improve** the outcomes for students and continue to inquire into the value of these interventions

So what are the **ACTIONS** that will happen as a result of your **REFLECTION**?
Completing the Evidence Submission - Annotation

- Read the Standards and Standard Statements With your evidence in front of you.

- Note the Standard Statement on your Evidence where you see it in your Evidence
  Eg: A teaching strategy = 1.3
  An Assessment Task = 7.1 / 7.2

- Use the words and phrases of the Standards and reference numbers when writing up your annotation.

- Try and link your Evidence; Assessment tools, Assessment Data, Teaching resource, Teacher reflection, Student Feedback, can all be linked to the Lesson Plan

- Discuss your work with your Coordinator or colleague.
### LESSON REFLECTION

<table>
<thead>
<tr>
<th>Name:</th>
<th>Lesson No:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date and Time of Lesson:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Part One - To be completed before the lesson

<table>
<thead>
<tr>
<th>What is the primary objective of this lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What teaching and learning strategies will you use to engage your students in effective learning? How will you help all students in your class to achieve this objective? (differentiation and flexibility)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will you know that the objective has been achieved or that it requires further work in a future lesson? (assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will the various stages and phases of your lesson help you engage students in effective learning to achieve the objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is there an opportunity in your lesson to pay attention to any of the following? Comment on how these will help student learn effectively?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ICTs</td>
</tr>
<tr>
<td>• Intellectual challenge</td>
</tr>
<tr>
<td>• Connectedness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development Objectives: Identify 3 areas of your teaching that you wish to focus on and analyse (e.g. Use of resources, monitoring and feedback, error correction, group work, dealing with mismatched levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you concerned about any part of this lesson – do you have any uncertainties as to how this lesson will go?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Additional Comments:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>
**Part Two Reflection - To be completed after the lesson**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teaching and learning in the lesson</td>
<td></td>
</tr>
<tr>
<td>Did the lesson go better than/worse than/about the same as you had</td>
<td></td>
</tr>
<tr>
<td>anticipated?</td>
<td></td>
</tr>
<tr>
<td>Which parts were you particularly pleased with and why?</td>
<td></td>
</tr>
<tr>
<td>Which parts, if any, were you unhappy about and why?</td>
<td></td>
</tr>
<tr>
<td>What steps do you propose to take to repeat or improve the good points</td>
<td></td>
</tr>
<tr>
<td>above and to reduce the problematic ones in future lessons?</td>
<td></td>
</tr>
<tr>
<td>What percentage of your students achieved the objectives?</td>
<td></td>
</tr>
<tr>
<td>How would you characterise your students’ overall response to the lesson?</td>
<td></td>
</tr>
<tr>
<td>b) Reflect critically on professional practice</td>
<td></td>
</tr>
<tr>
<td>With regard to the objectives you have set yourself in your learning</td>
<td></td>
</tr>
<tr>
<td>goals, how well does this lesson help you work towards achieving some of</td>
<td></td>
</tr>
<tr>
<td>them?</td>
<td></td>
</tr>
<tr>
<td>To what extent have areas of improvement identified in previous lessons</td>
<td></td>
</tr>
<tr>
<td>been addressed here?</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**