

Reflection

Ruth Jennings

Using reflection to develop skills in the classroom

“If I don’t learn something quickly, I am not smart”
Dweck, Mindset

“If learning means making mistakes,
it also might make you feel incompetent”
Beere, Grow

“We can’t impose a growth mindset or the ability to persevere
on our student. These are things that we awaken them to.
Reflection is the vehicle for this”
Stockman, The Purposeful Pause

The Experiment

- Two weeks - 7 lessons
- Starters and plenaries
- Focussed reflection: perseverance
- Style varied - group discussions, written, closed/ open questions
- Test of improvement: GSCE question time spent & marks

The outcome

The amount of time spent trying to complete the question increased by 2½ minutes

Though the score only increased by 1

However

“simply measuring how long someone works at a task does not adequately capture the essence of perseverance because to perform something that is fun or rewarding does not require one to endure and overcome setbacks”

Peterson, Character Strengths and Virtues

So thoughts and next steps

- Reflection has some impact but more research was needed
- How do you reflect?
- Where do you start?
- What can reflection have an impact on?

Reflecting with students

Don't just ask students to reflect, it's like asking them to revise.

They don't know how to...

Try it yourself first!

Here are some general questions that may help you start a daily reflective log:

- What made me happy today?
- What did I learn today?
- What am I grateful about today?
- What didn't I accomplish today that I wanted to?
- What do I need to do tomorrow to make this happen?

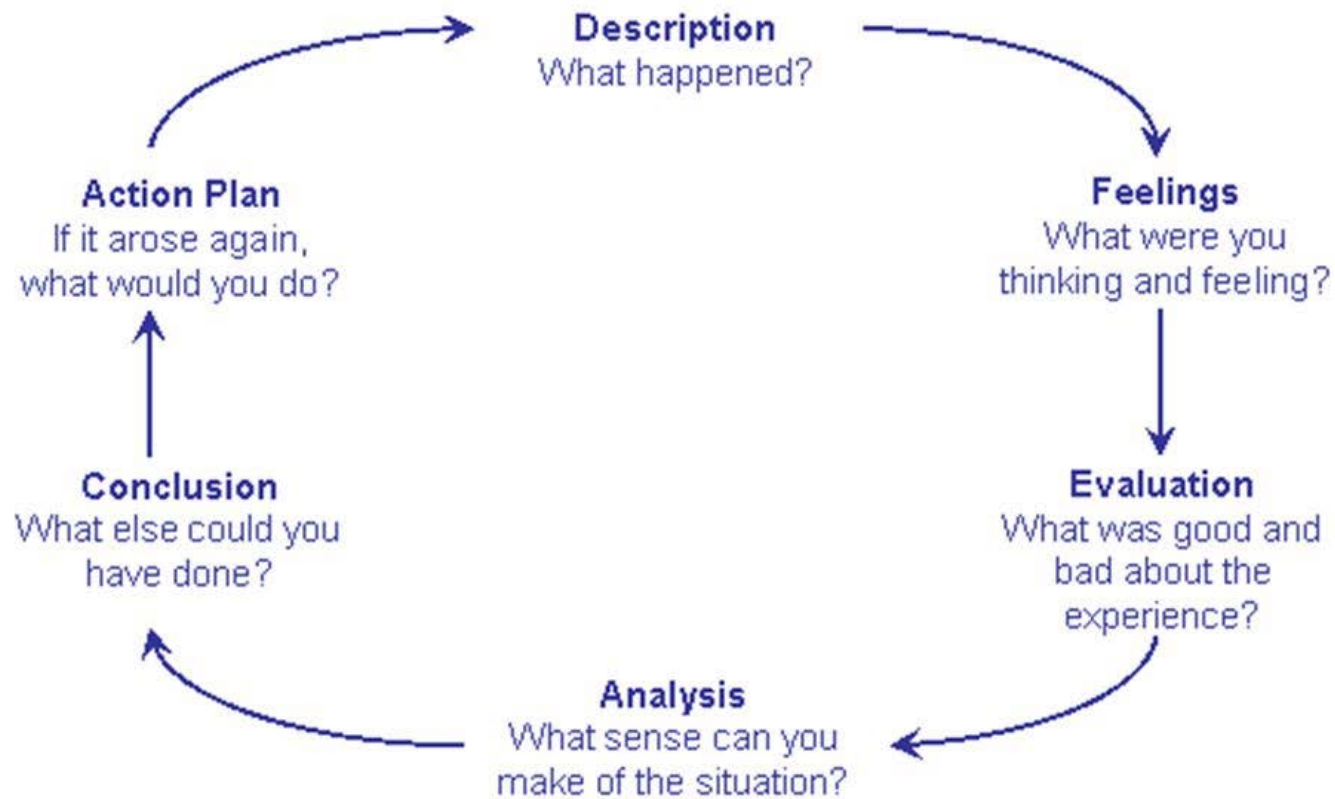
Creating structured questions

An example, using perseverance as the virtue:

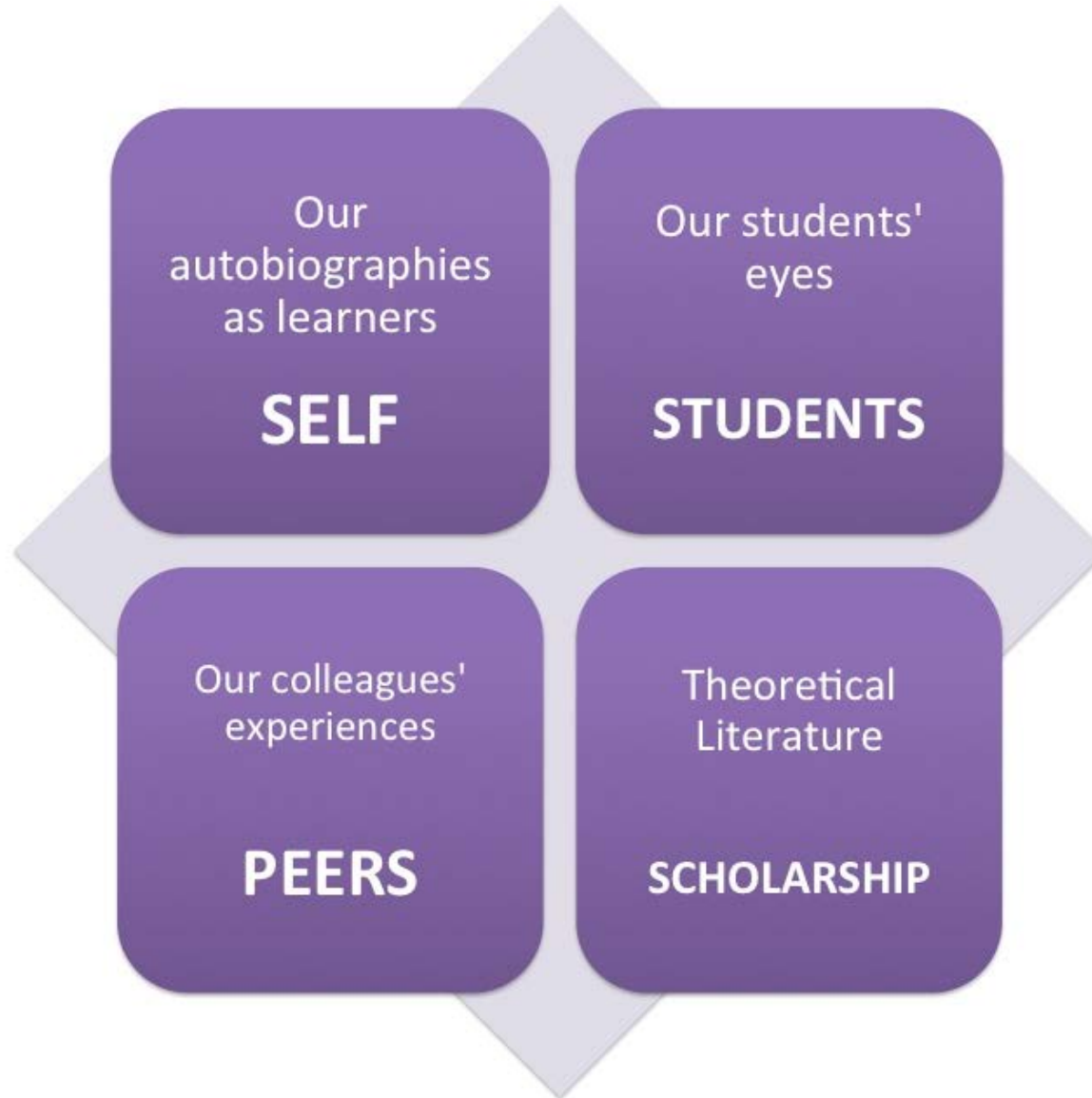
- During the lesson today, did you think you showed any perseverance?
- What was it you persevered at?
- Did your perseverance have an impact on your work? How?
- Were there other times you could have persevered but chose not to?
- What could have been different if you had decided to persevere?
- If you did this lesson again, would you do anything differently?
- What will you try to do differently next lesson?

Models for Reflection

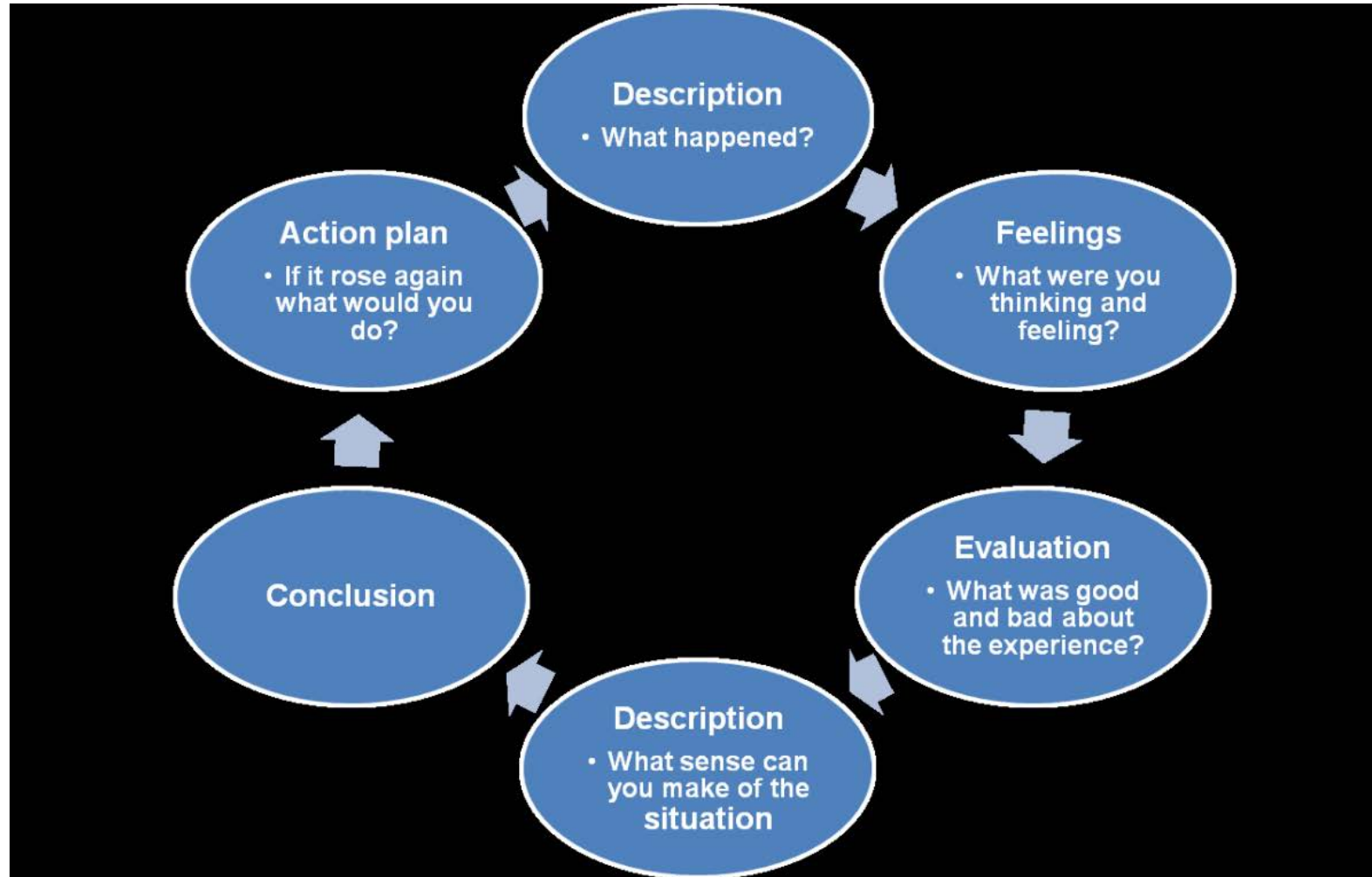
Gibbs' model of reflection (1988)



Brookfield's 4 Lenses



Roth's Reflective Practice Processes



Building reflection into coaching models

GROW model

- G**row What do you hope to achieve?
- R**eality What is your current position?
- O**ptions What alternatives are available to you?
- W**hat next? What have you decided to do next?

iSTRIDE

- S**trengths Paying attention to strengths and maintaining people in a resourceful mindset
- T**argets Identifying the target to be achieved and exploring motivation to achieve it
- R**eality Exploring the current situation in relation to the target and identifying limiting beliefs
Beware of falling into the negative pit with them especially about behaviour!
- I**deas Seeking ideas that might succeed in achieving the desired target
- D**ecide Selecting the most appropriate option from the ideas generated
- E**valuate

There are two parts to the evaluation phase:

Evaluating the solution now; exploring commitment to agree decisions

Evaluating later; agreeing a time to follow up on the actions taken arising from the decision

The Big Plan

- All students will be asked to reflect on a weekly basis as part of our registration programme
- Staff will be “challenged” to use reflection as part of their starters/ plenaries, particularly for performance & intellectual virtues