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Contributors

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Nick Clough is currently working as a consultant for teacher and care provider education, specialising in the development of reflective practices that make improvements possible. He draws on the findings of his own doctoral work, 'Community Praxis in Rural Zimbabwe', during which he relearned the value of reflection-in-action while alongside community members who had initiated and built their own community library as a base for their cultural and educational development. Until recently he worked as a Director of Initial Teacher Education at the University of the West of England, Bristol.

Adrian Copping worked for a number of years as a primary teacher in two Lancashire primary schools before joining St Martin's College (now University of Cumbria) in 2003. Adrian leads the Lancaster campus side of the Primary PGCE, including an M-level module on Reflective Practice which he has recently written and for which he received an Excellence in Teaching and Learning award from the University. Adrian also teaches primary English and music. He is currently engaged in research into the integration of work-based and centre-based learning through co-teaching. Adrian regularly volunteers in primary schools, teaching creative thinking through English and drama and specialising in the use of teacher-in-role.

Helen Davenport worked for ten years in the Early Years sector of Birmingham, including roles as Foundation Stage Leader and Deputy Head, until joining Manchester Metropolitan University in 2008. Her major responsibility is as Year 2 Cohort Leader for the BA Primary programme, within which she also teaches on a number of Early Years units, including the Learning Through Play specialism. Helen is currently engaged in research that explores the nature of students' reflective writing, and pedagogic strategies that might embed the process of reflective journal writing more deeply and effectively. Her wider academic interests relate to play and risk-taking among children, including the pedagogies and practices stemming from Forest Schools, both in Britain and internationally.

Pete Dudley taught for many years in east London and abroad and has spent 20 years in school improvement and raising standards. For five years he was Director of the Primary National Strategy. In 2001 he began research into teacher learning through Lesson Study, a Japanese approach to improving teacher and pupil learning. He has introduced Lesson Study to the UK working with National College of School Leadership, the National Strategies, the General Teaching Council of Northern Ireland and a range of universities, local authorities and

schools. Completing his doctorate at Cambridge in 2011, he now writes and speaks on Lesson Study internationally and runs www.lessonstudy.co.uk.

Elizabeth Gowing worked in primary classrooms and school leadership teams in inner London before joining a Lambeth Education Action Zone as professional development consultant. She went on to be a policy link advisor with the General Teaching Council, focusing on professional learning, and then became an independent education consultant working with local authorities, professional associations and the Primary National Strategy. Since 2006 she has divided her time between the UK and Kosovo where she is co-founder of the educational charity The Ideas Partnership, and has worked on professional development approaches with the European Union, Save the Children, Unicef and other international Non-Governmental Organisations.

Emma McVittie began her RE career as a primary school teacher where her roles included RE co-ordinator and special educational needs co-ordinator. In 2004 Emma became a Senior Lecturer in Primary RE at the University of Cumbria where she spent seven years, during which time she was the specialist course leader for both undergraduate and postgraduate teacher training courses. Emma is now an independent RE consultant and the Primary Leader for REonline as well as a regular contributor to the *REMatters* online journal. Her research interests include developing reflective practice in the primary school, whole school spiritual development, the use of creative assessment, and engaging children with spiritual literacy through neuro-linguistic programming.

Lisa Murtagh has been involved in ITT for the past 12 years. Her current role at Edge Hill University is Programme Leader for the BA (Honours) Primary Education with QTS Part-Time Programme and she is also appointed as a Research Fellow of the Centre for Learner Identity Studies. Her research interests lie in formative assessment, in the field of Primary Education and in Higher Education. The focus of Lisa's current work is aimed at enhancing assessment experiences for students already engaged in HE study, and preparing prospective students to embark upon their HE experiences with a clearer expectation of what will happen and, indeed, what they may experience, in order to allow for a more informed and smoother transition.

Mike Pezet is a professional coach who holds an MSc in Personal and Organisational Development. His research into the relationship between blame, feedback and the acceptance of feedback has been published as a practical workbook to help managers enhance their feedback skills. Mike has helped hundreds of teachers across the UK in the use of coaching skills to aid reflective practice. As a coach Mike feels privileged to be asked to help people unlock and develop their capacity to lead. He has worked with many different industries, roles and nationalities, from education, to mental health, to construction, to defence, to name a few. Coaching, for Mike, is a stimulating, continual process of learning from, and with, those he works with.

Introduction

Alice Hansen

This book has been published to help you to develop the tools and strategies you need to improve your own teaching and learning and the learning and development of the children in your care. It is full of practical advice for how to use reflection during your initial teacher training course to its fullest effect.

This extended introduction sets the scene for the book and introduces the chapters that follow. It identifies the central place reflection has in learning and teaching for children and adults, and learning to be a teacher. First, before exploring the notion of reflective learning and teaching, it is prudent to clarify how learning and teaching is defined and used within this book.

'Teaching/learning'

As a trainee teacher, when do you see yourself as a teacher and as a learner? When you are in a seminar, are you passively learning from your tutor or are you expected to discuss and support peers to learn also? When you are in the classroom, what are your expectations about the children acting as teachers to each other, that is, learning from each other? I ask these questions to challenge your thinking about the artificial divide that the terms *teaching* and *learning* in the English language can create.

To my mind you will always sit somewhere along the teaching/learning continuum illustrated in Figure I.1. Sometimes you might find yourself at one end. For example where would you place yourself now, reading this book? I imagine towards the learning end (Point A). Often, however, your placement on the continuum will be dynamic, depending on what you are doing, who you are doing it with, and how you perceive it to be going. Can you think of situations where you may be at Points A, B or C on the continuum?

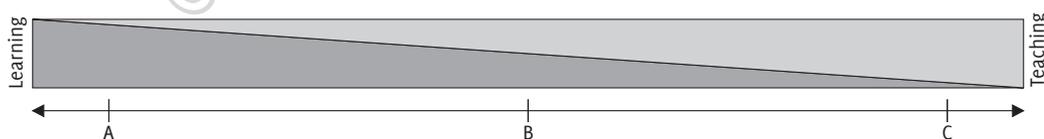


Figure I.1: The teaching/learning continuum

When you are a trainee teacher and teacher (and no doubt in many other roles in your life) you will be learning and teaching to some extent at any given time. Schön's notion of *professional artistry* (1983, pp.48–9), which will be revisited later in this introduction, reflects this. When you teach, you are consistently reflecting on your actions and those of the children in your care. Schön refers to this as *reflection in action* and this activity could be placed somewhere around Point B on the continuum. Schön also refers to *reflection on reflection in action*, where a teacher deliberately takes time to further develop his/her *repertoire of knowledge and experience* through a

conversation with the situation (Schön, 1983, p.166). In these situations, placement is more likely to be around Point A on the continuum.

Therefore, it is rather difficult – and I suggest unnecessary – to artificially separate the two terms learning and teaching. Indeed, I hope that by the time you have read this introduction you will see that the act of ‘teaching/learning’ is symbiotic, that one does not exist without the other, and that reflection is a component within their relationship.

The idea of ‘teaching/learning’ is not a new one. For example, John-Steiner and Mahn (2003, p.133) use the term ‘teaching/learning’ to represent ‘a joint endeavour that encompasses learners, teachers, peers, and the use of socially-constructed artefacts’. They cite Sutton (1980) as defining teaching/learning from the work of Vygotsky: ‘The Russian word *obuchenie* does not admit to a direct English translation. It means both teaching and learning, both sides of the two-way process, and is therefore well suited to a dialectical view of a phenomenon made up of mutually interpenetrating opposites.’

Another term for teaching and learning is *pedagogy*. Through their ten principles for effective pedagogy, the Teaching and Learning Research Programme (TLRP) identifies evidence-informed pedagogic principles for all learner age groups and sectors in education. The principles are listed below, but you should visit the website (www.tlrp.org/themes/themes/tenprinciples.html) to read about each of them. As you work through this book, you will be able to see how you can use the principles in your own reflective practice as a learner and as a teacher to support children’s development.

1. *Effective pedagogy equips learners for life in its broadest sense.*
2. *Effective pedagogy engages with valued forms of knowledge.*
3. *Effective pedagogy recognises the importance of prior experience and learning.*
4. *Effective pedagogy requires learning to be scaffolded.*
5. *Effective pedagogy needs assessment to be congruent with learning.*
6. *Effective pedagogy promotes the active engagement of the learner.*
7. *Effective pedagogy fosters both individual and social processes and outcomes.*
8. *Effective pedagogy recognises the significance of informal learning.*
9. *Effective pedagogy depends on the learning of all those who support the learning of others.*
10. *Effective pedagogy demands consistent policy frameworks with support for learning as their primary focus.*

(TLRP, online)

The chapters in this book often use learning and teaching interchangeably. When you are reading a discussion about what you can do as a learner, challenge yourself to think about how

the ideas could be translated into the classroom and be used with children. Likewise, when you are reading about encouraging children to be reflective learners, step back and think about how you might use similar ideas in your own learning.

What is reflection?

Reflection is a broad concept used as a tool for learning in many different disciplines and it is a difficult notion to pin down. Biggs points out that ‘a reflection in a mirror is an exact replica of what is in front of it. Reflection in professional practice, however, gives back not what it is, but what might be, an improvement on the original’ (1999, p.6). Many identify reflection as a tool for ‘deep’ learning (Moon, 2001; Hinett, 2002; Race, 2004). Race (2004, p224) encapsulates many authors’ definitions in how he talks about the impact of reflection.

Reflection deepens learning. The act of reflecting is one which causes us to make sense of what we’ve learned, why we learned it, and how that particular increment of learning took place. Moreover, reflection is about linking one increment of learning to the wider perspective of learning – heading towards seeing the bigger picture. Reflection is equally useful when our learning has been unsuccessful – in such cases indeed reflection can often give us insights into what may have gone wrong with our learning, and how on a future occasion we might avoid now-known pitfalls. Most of all, however, it is increasingly recognised that reflection is an important transferable skill, and is much valued by all around us, in employment, as well as in life in general.

Race (2004)

What is reflection in ‘learning/teaching’?

John Dewey

Dewey (1933) is seen by many as the father of reflection in education. In his seminal book for teachers, *How We Think: A restatement of the relation of reflective thinking to the educative process*, he explained that reflective thinking is used by people when a solution to a problem cannot be found with certainty. This is particularly helpful to you as a trainee teacher because there is never anything certain in education, teaching and learning! Dewey defined reflective thinking as ‘active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends’ (Dewey 1933, p.118).

He went on to identify five thinking states, which are outlined below (1933, pp.199–209).

1. Dewey believed that individuals (and societies) are characterised by habitual patterns. It is only when a habit is disturbed that the process of *intellection* is employed.

reflected on his own teaching behaviour and talked about how that had impacted upon the behaviour of the children in his placement classroom.

The activity below asks you to think about how reflecting on children's behaviour can provide a meaningful insight into children and their lives.

Activity

Reflecting on the impact you have in a classroom

This activity is designed to encourage you to think about the impact that reflecting on what drives children to behave in a certain way can have on your attitude towards them and the way that you ensure appropriate learning opportunities happen for them. Think about the following comments.

Teacher A

1. He's a lazy child, he'll never get the work done in a lesson.
2. She has no hope of doing her homework when you think of the situation she is living in at home.
3. They can't sit together because they always go off-task.

Teacher B

1. James worries about his spelling and so he is sometimes slow to put his ideas on paper.
2. Sometimes Melany will ask you if she can take a pencil home to do her homework. It is OK for her to do that and it doesn't matter if it isn't returned.
3. Maisha and Jo need to be given a task that really gets them interested. Then they'll stick at it for ages.

Have you met teachers who make comments like those above? Now, if you haven't already, pair the first statements from each teacher, then the next two and finally the last two. Can you see that they are comments about the same children by different teachers?

Which teacher would you prefer to undertake a placement with? Which teacher would you have preferred to have had as a child? Which classroom would you like your own children to learn and develop in? Which teacher would you like as a colleague in your first year of teaching?

To what extent do you think Teacher A and Teacher B are reflective practitioners? Why?

A little time taken to reflect upon the reasons why a child behaved in a certain way, or carried out a task, or attained a certain level, can certainly impact upon how you understand them and how you approach your planning of their learning.

minds! It is interesting – they are only seven, eight years old and yet they are involved in discussion, they were listening to each other. The more able were helping the others. They were thinking about what each other said.

Mentor Have you engaged in this way of working in your earlier placements?

Maggie During the sessions at the University we have been learning about investigations in mathematics and Rich Maths activities. I am now much more confident about this approach but I have not used it before. I did not practise it in my first placement because of my own confidence level and also because of what I met in school. I did not try it in my second practice either for the same reasons. Really looking back I do not know why I did not try it out before but until now I did not have the confidence. The project has given me the confidence to try it out. I have learned that it is not new – it has been around since Cockcroft – or before then. Even in the 1960s and 1970s people were talking about talk across the primary curriculum and it is strange that it has not been taken up. People have been saying that talk in mathematics is a good thing – but you don't really see it. It is not the norm as I have found it. It is crazy.

The need for reflective practice to be 'interaction focused' – summary

This case study was introduced to raise questions in your mind about the value of a form of reflective practice that results from a focus on interactions in the classroom. We have seen how Maggie is reflecting at different levels about her practice and that the sharing of these reflections is enabling her to develop her approaches within the classroom. She is now arguing a case that is informed by her detailed observations that when children are given space to investigate and solve problems, their collaborative exploratory talk allows them to support each other and develop their powers of skills and reasoning – in the way that Mercer argued (see research focus above). As in Mercer's examples, the children are engaging in exploratory talk and are applying knowledge and skills that they bring to the learning. Maggie is considering how this principle of allowing opportunity for collaborative talk might influence her future practice.

As you read through the transcripts from Maggie's experience presented above, you may have been struck by details that relate to your own developing practice. You should engage in discussion with your peers or trainers about what you are learning from this and what the implications are for your developing reflective practice.

Activity

Read the transcripts presented above from Maggie's classroom. Write some notes about (1) the children's talk and (2) Maggie's reflections that you think are relevant to your own developing reflective practice. Share these with your peers and trainers.

You may also include consideration of how my own summary position statement may apply to your own situation and experience.

Another feature of reflective practice is that it can be interaction focused. A feature of children's voice and utterance is that it emerges within a social context which engages other children. Exploratory talk that represents an instance of learning is of prime interest to those who are developing pedagogical skills as beginning teachers. Such instances might be a 'heureka' moment when a new understanding, skill or value is seemingly acquired but these should not overshadow the representation of understandings, skills and values that are being reapplied and consolidated in a new context. Reflective practice provides insights into interactive pedagogies that engage children in new and continuing learning.

Reflective practice as an opportunity for communal theorising

Research Focus

Alexander (2008) identifies principles, repertoires and indicators that characterise what he calls dialogic practice, many of which resonate strongly with the assertion in this chapter that reflective practice should be talk informed, interaction focused and communally theorised. In an important section entitled 'From interactive whole class teaching to dialogic teaching', he argues that 'dialogue can take place in any organisational context. It commands attention to the power of talk in teaching and learning wherever it is used' (p.22).

In the final section he proposes a set of principles, repertoires and indicators for dialogic teaching that you can use now as a basis for evaluating the case study material presented in this chapter, and also that you set for your own reflective practice as it develops from reading this chapter. Alexander provides five descriptors as follows (p.38):

Dialogic teaching is:

1. *Collective*: teachers and children address learning tasks together, whether as a group or as a class.
2. *Reciprocal*: teachers and children listen to each other, share ideas and consider alternative viewpoints.
3. *Supportive*: children articulate their ideas freely without fear or embarrassment over 'wrong' answers; and they help each other to reach common understandings.
4. *Cumulative*: teachers and children build on their own and each other's ideas and chain them into coherent lines of thinking and enquiry.

→

5. Using coaching as a tool for reflection

Mike Pezet

Learning Outcomes

By the end of this chapter you will be able to understand:

- the relationship between coaching and reflective practice;
- what coaching is;
- coaching skills;
- the similarities and differences between coaching and mentoring;
- coaching processes and frameworks;
- coaching as a tool for reflection with:
 - peers
 - self
 - pupils.

Introduction

Within the ever-changing and increasing demands on teachers' time, coaching has the potential to offer efficient reflective practices.

Both coaching and reflective practice aim for the same outcome: the development of higher order thinking and problem-solving skills. Both approaches consider ownership, accountability and responsibility as key elements in the development and application of higher order reasoning. In education, enhanced professional practice is built from the development of autonomy, expertise and pedagogical reasoning.

Reflective practice can, however, be undermined by lack of clarity; Murray et al (2008) observed that in the absence of clear roles, or leadership, reflective discussions were unfocused. Coaching demands clear roles, structure and expectations in order to be effective.

This chapter focuses on how coaching can be used as a tool for reflection. The chapter begins with an overview of coaching and reflective practice, followed by an overview of coaching, coaching skills and the similarities and differences of coaching and mentoring, before moving on to an overview of coaching processes and frameworks followed by their use as a reflective tool with peers, self and children.