



Reflective Practice Project

Management Guide

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[The Management Guide to the RPP is based on a supported induction to action research for teachers. It contains all the resources and links needed to implement the RPP in which new staff will be involved in an eight week journey of action research which will see them improve their teaching practice, help to retain valuable staff members and increase student outcomes.]

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Reflective Practice Project: project leader guide

Educational practice should always be developmental because as Eisner, (1994) says, teachers out of necessity constantly reflect upon and improve their educational practices, that is, they are developing. This reflection and improvement of professional teaching practice has been coined 'action research' (Newton-Suter, 2006). Action research seeks to address the practical concerns of people in an immediate situation; it is systemic in its approach in that it studies what is happening in order to make informed decisions and improvements (Hodgson, May, & Marks-Maran, 2008). It is this aspect of research which defines educators as professionals, and hence makes it vital that research be made a conscious process and a formal requirement of all educators. We need to dissect our practice if we are to develop professionally because an important dimension of professionalism is the desire to go on extending one's knowledge and refining one's skills.

The Reflective Practice Project (RPP) is based on a supported induction to action research for teachers. It contains all the resources and links needed to implement the RPP in which new staff will be gently directed on a journey of action research which will see them improve their teaching practice, help to retain valuable staff members and improve student outcomes. The model represents very little time and input at management level, but will provide a much needed lifeline to teachers. The model does not refer to action research but to the less intimidating term 'reflective practice' so as to not overload these already stressed and at risk professionals. Teachers need support and encouragement into action research to improve their practices, and York-Barr, Sommers, Ghore & Montie (2006) report that the results of mentored reflective practice far surpass workshops or demonstrations for professional development purposes. Specifically, teachers often find that they need help to establish the basics of teaching such as classroom management, designing and communicating clear lesson objectives, implementation and evaluation of successful learning strategies (Tileston, 2004). These teaching skills are developed through experimentation and experience; hence, the RPP utilizes the experienced teachers already within the organization to provide assistance and guidance to teachers.

Self reflection is important not only for the growth of educators, but also to increase the outcomes for students. The government is increasingly making the education sector accountable for student outcomes (Ministry of Education, 2010) and little improvement in student outcomes without improvement in teaching practices. If educators are not focused on learning it is hard to imagine why students would be. (York-Barr et al, 2006). Bain (2004) sums up why we should engage in self reflection by saying "With a robust system of evaluation, we can continue to explore what the best teacher's do that makes them so effective...excellent teachers develop their abilities through constant self-evaluation, reflection, and the willingness to change" (Bain, 2004. pp. 172).

The RPP is implemented as an eight week project - *'the RPP'* in which teachers are supported in their reflective practice by a teaching mentor. The project will need to be implemented and overseen by a project leader. All supporting documentation for this project is included in this management guide. The model uses pre designed meeting templates to prompt the teacher's reflective practice, and to monitor the teaching mentors input. It has brief sections to be filled in by all three parties involved: teachers, teaching mentors and project leader. The management guide contains:

- A *'Lunchtime lounge'* introduction pamphlet to get teachers interested in the project.
- A guide for the teaching mentors; *'Teaching mentors guide'*.
- An introduction document for teachers; *'Reflective practice and the benefits: teachers guide to the RPP'*.
- A link to the Ako Aotearoa commissioned document which guides the collection of evidence of learner benefits; *'A Tertiary practitioner's guide to collecting evidence of learner benefit'*.
- A meeting template for the first meeting between teachers and mentors; *'Introductory meeting for the RPP'*.
- A sample of a lesson observation template.
- A meeting template for the weekly meetings between teachers and mentors; *'Weekly meeting template for the RPP'*.
- Consent form for participation in the RPP.
- Conclusion survey to measure the improvements gained through participation in the project.

A teaching mentor will need to be allocated to each teacher; however a teaching mentor may mentor and guide up to three teachers at a time. Teachers should be allowed to settle in for a least a term before being involved in the project. Being a teaching mentor will be a fairly straight forward task for experienced and /or qualified teachers as they will have the benefit of previous experience and experimentation with all aspects of teaching. Select the teaching mentors carefully; they will need to be supportive, collaborative, objective and patient. The teaching mentors and the teachers will need to have time allocated each week for the meetings, these should take around 30 minutes, however you may allow longer in order to ensure that the teacher and mentor have enough time to form a relationship, and you may also wish to allocate time for the mentors to observe the teachers progress each week if time and resources permit. Without a solid relationship, it is unlikely that the teacher will feel supported enough to grow throughout the project.

The teaching mentor will first observe the teacher and discuss an area of focus for improvement during the project. The *'Teaching mentors guide'* will provide guidance to the teaching mentors in this area. The initial meeting and end surveys are self explanatory. The meeting template for the weekly meetings has a separate section for each party to fill in and will be filled in each week during the projects implementation.

1. The first section is for the teacher to fill in and consists of a series of questions which will prompt the teacher to reflect upon their teaching practice.
2. The next section is filled in by the teaching mentor and asks the mentor to note how they have guided the teacher. The mentor will then photocopy the document and hand a copy to the project leader.
3. The last section is for the project leader to fill in and allows the programme to be monitored.

All documents to be used will need to be printed. The teaching mentors and the teachers should each have a folder in which to keep their documents. These documents should be collected at the end of the eight week project and stored as proof of professional development. The next document in this management guide to implementing the RPP is a simple instruction guide to the correct order of distribution and use of the documents and forms for this eight week project.

Instructions for Implementing the RPP

1. Print out all relevant documents.
2. Introduce the teacher information pamphlet *Lunchtime lounge: Help I'm drowning!*
3. Collect and record the names of the teachers who are going to be involved in the RPP. Get each teacher to sign the Consent form for participation to the RPP.
4. Select possible candidates for the teaching mentor's role.
5. Make one folder for each possible teaching mentor containing;
 - Teaching mentor's guide
 - A tertiary practitioner's guide to collecting evidence of learner benefit (<http://akoaootearoa.ac.nz/download/ng/file/group-4/a-tertiary-practitioners-guide-to-collecting-evidence-of-learner-benefit.pdf>).
 - Introductory meeting for the RPP and a sample of a lesson observation
 - A sample of the weekly meeting template for the RPP
 - End surveys
6. Meet with the teaching mentor candidates and collaborate with them about involvement in the project. Get each mentor to sign the Consent form for participation in the RPP.
7. Decide on and record the teaching mentor and teacher pairings. It will be necessary here to consider the matching of educational philosophies, shared beliefs and personalities.
8. Make one folder for each of the teachers to be involved in the RPP containing;
 - Reflective practice and the benefits: Teachers guide to the RPP
 - A tertiary practitioner's guide to collecting evidence of learner benefit (<http://akoaootearoa.ac.nz/download/ng/file/group-4/a-tertiary-practitioners-guide-to-collecting-evidence-of-learner-benefit.pdf>).
 - Introductory meeting for the RPP and a sample of the lesson observation form.
 - At least eight copies of the weekly meeting template for the RPP.
 - End survey example.
9. Schedule and advertise a meeting time and place for the initial meeting between teaching mentors and teachers to introduce and explain the project. This meeting should take about one hour and all staff can be addressed in the one meeting.
10. In the meeting;
 - Introduce the teaching mentor and teacher pairs.
 - Conduct an icebreaker which is orientated towards team building and trust building.
 - Hand out a folder to each teacher.

- Explain the *'Reflective practice and the benefits: Teachers guide to the RPP'*.
 - Explain what will be involved in the project.
 - Explain the tertiary practitioner's guide to collecting evidence of learner benefit.
 - Explain the weekly meeting templates.
 - Allow questions to be asked about the RPP.
11. Advise the staff of when the initial meeting and the weekly meetings should be held, and how time will be allocated for these meetings. Some brief ideas for the creation of time include;
 - Extending student lunch breaks for half an hour once a week.
 - Bringing in substitute teachers.
 - Setting self directed learning projects for students to complete.
 - Arranging guest speakers once a week.
 - Joining classes together for some activity once a week.
 12. Allow the mentor and the teacher pairs to arrange a time and date for the lesson observation and initial meeting for the RPP and weekly meetings.
 13. Schedule a conclusion meeting with the mentors and teachers to complete the End survey and to discuss the effectiveness of the RPP.
 14. Store the evidence of the RPP and all related data as proof of professional development.

LUNCHTIME LOUNGER: HELP I'M DROWNING!

- Do you feel you are drowning within your teaching role?
- Are you struggling to manage your classroom?
- Do lesson objectives confuse you?
- Are your learners engaged with their learning?
- Are you having difficulty with discerning why your learning activities sometimes don't work?

The RPP is an eight week programme mentored by experienced teachers within your organisation to guide you to find the answers to some of your teaching questions.

What's involved?

- Reflecting on your teaching practice once a week by filling in a meeting template.
- Gathering feedback from various sources so that you can make informed decisions about your teaching practice.
- Meeting with a mentor to discuss your teaching once a week and receiving help and guidance.
- Planning new strategies and ideas to implement in your classes.
- Reflecting on these changes.

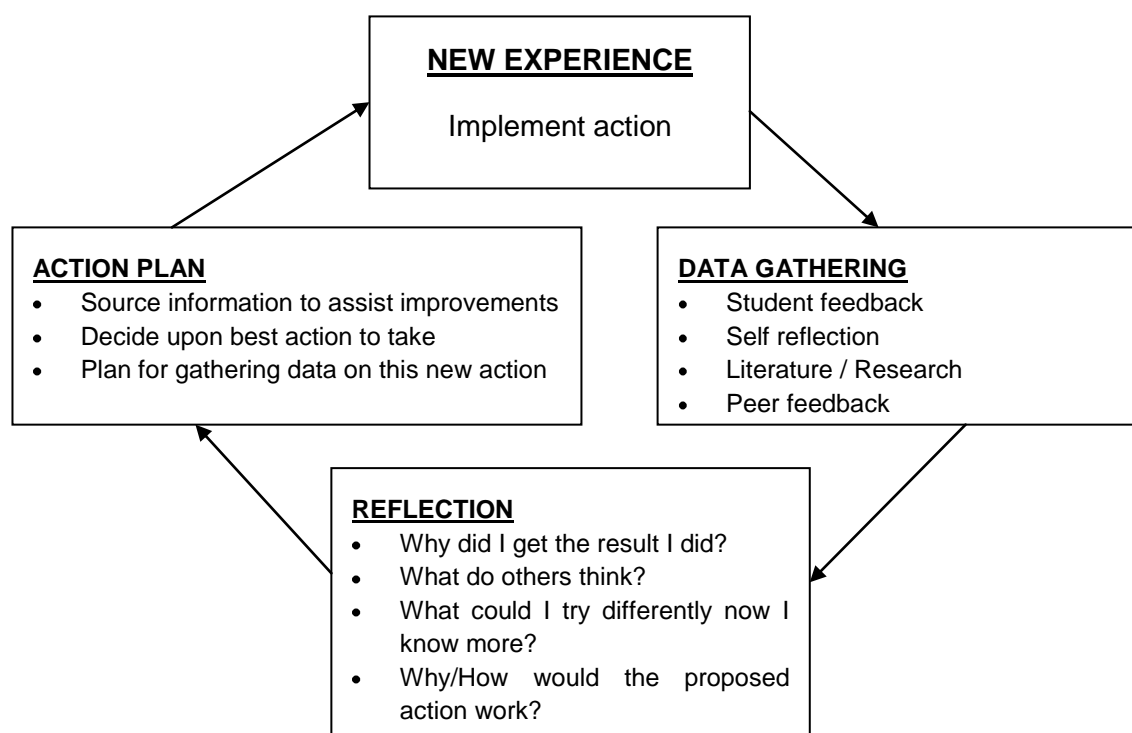
What are the benefits?

- Improving your teaching skills and developing as a professional.
- Finding out which teaching strategies work best for different subjects and students.
- Discovering the reasons for problems which you may be experiencing in the classroom.
- Increasing your learning strategy 'tool box'.
- Improving the learning achieved in your lessons.
- Improving your time management skills.
- Increasing student engagement and achievement.
- Improving your communication skills.
- Experimenting with new ideas and solutions to problems.
- Making a link between theory and practice.
- Obtaining support and guidance from experienced teaching staff.
- Providing a sense of control to your teaching practice by collecting concrete evidence, analysing it, and making informed improvements.
- Increasing the outcomes and welfare of your students.

Would you like to be involved?

Reflective practice and the benefits: Teachers guide to the RPP

Reflective practice is a purposeful process involving an experience-analysis-action cycle which can be used by teachers to improve their teaching skills. Reflective practice has been used since the 1980's (Jasper, 2003) to allow professionals to learn from experiences in order to understand and develop their practice. The process of reflective practice involves a teacher (or any other professional) thinking about things which have happened to them, gathering data from different perspectives, analyzing the data, and then taking some form of new action to obtain improvements (Beaty, 1997). The forms of enquiry that teachers use to think about their teaching practice may include; identifying problems or crises that occur in teaching, thinking about the cause of classroom events, examining personal actions, emotions and responses in relation to classroom events and gathering feedback which will assist improvements in the classroom (Hartman, 2010). A flow chart depicting the self reflection cycle can be seen in the model below.



The process of reflective practice can be likened to an experimentation cycle. For ease of understanding, the simple analogy of a young child discovering how to successfully pet an animal is used here. The child first decides it would like to have a loving interaction with the pet (objective). However, the child would possibly first handle the animal roughly (experience) and the animal would most likely react by moving away or striking out. The child is able to process this feedback (data gathering) in order to find possible reasons for the reaction. This will allow the child to develop a different approach (action plan) which may obtain the results the child desires. The child may then try to pet the animal from a safe distance with a lighter stroke (new experience). And so the cycle will continue, until the child eventually achieves the results they desire.

The self reflection process is completed as a cycle but may continue repeatedly as new improvements are made and tested out. Some of teaching practices which may be examined are; communicating learning objectives clearly to students, managing conflict, implementation of teaching tools such as role plays or debates, and trialling new seating plans. The options are endless.

The example used above about the child shows that in order to achieve desired results, there must first be a clear goal. And so it is with teaching. Using a lesson plan to clearly plan out your lessons in advance will provide the chance to think about the desired results and *how* you will set about achieving them. These are called lesson objectives, but need not be limited to what you want the students to learn, they can also include 'how' you would like the students to respond, 'what' sort of atmosphere you wish to create, 'why' you have chosen the teaching/learning methods you have. The more detailed you make your lesson objectives the easier it will be to think about your planned actions and then to reflect upon them later for further improvements.

While reflective practice may seem daunting for teachers who already feel overloaded, this simple process will help to alleviate some of the anxiety new teachers feel about their skills, and afford greater control in classroom situations. While the self reflective practice is performed on an individual level, this certainly does not mean that the process need necessarily be undertaken alone. To make it more user friendly, the RPP has been designed for use by teachers in all fields. Being involved in the RPP will mean that support, guidance and direction are offered to make the journey easier, less lonely, and less daunting.

One last factor to consider before launching into the exciting world of self improvement through reflective practice is that none of us come to learning without factors which will have already shaped our perceptions and actions. For example, many teachers are lead to a career in education because of strong emotional past experiences (positive or negative) and/or strong convictions about what education should achieve. Jasper, (2003) says that these past experiences help to form a spring board from which teachers can develop new and exciting skills. It is through reflecting upon and sometimes challenging both these past experiences and new ones that a teacher is able to grow, develop and refine the skills, attitudes and beliefs which are vital for the successful teaching professional to possess.

Sometimes challenging long held and unexamined beliefs can be difficult, however you will find it is well worth the effort. As Rudick (1998) says, there will be little growth without first experiencing some form of dissatisfaction as the catalyst for change.

The steps involved in the RPP are:

1. An introductory meeting where you will meet your mentor and find out what will be involved in the RPP.
2. An initial meeting with your mentor to discuss your focus for reflective practice and the improvements and professional development you hope to achieve. An initial lesson observation may be performed here with agreement by both parties if necessary to determine an area of focus. This meeting is where you will set your

goals for the project and decide your first new strategy for improvement of your educational practice.

3. Gathering of data/feedback about the effectiveness of the new strategies you will be implementing. Most of the feedback you will gather about your new strategies will most likely be obtained from your students. Use the '***Tertiary Practitioner's Guide to Collecting Evidence of Learner Benefit***' (<http://akoaootearoa.ac.nz/collecting-evidence>) for guidance on gathering feedback from your students.
4. A ten minute weekly reflection on your practice using a set of pre prepared questions as found in the weekly meeting template for the RPP. This may be completed in class while your students are engaged in self directed activity.
5. Weekly 30 minute meetings with your mentor to discuss your reflection and receive new ideas and be directed towards new strategies/resources.
6. Planning and implementing improvements for your lessons.
7. This cycle of experience-analysis-action should be conducted for at least 8 weeks for maximum benefit.
8. A conclusion meeting where you will fill in a survey to analyse the achievement of your personal goals and the effectiveness of the RPP.

TIMELINE

- | | |
|------------|---|
| Week 1: | <ul style="list-style-type: none">▪ Introductory meeting to find out about the project▪ Lesson observation▪ Initial meeting with your mentor▪ Setting of goals for the project▪ Decision on the first new educational strategy to implement |
| Weeks 2-9: | <ul style="list-style-type: none">▪ Implement the new educational strategy▪ Gather feedback from students about the effectiveness of the new strategy▪ Reflect upon the week and fill in the weekly meeting template▪ Meet with your mentor to discuss progress▪ Decide new educational strategies to implement |
| Week 10: | <ul style="list-style-type: none">▪ End surveys to measure improvements |

There are many ways that reflective practice can be undertaken and some methods include; keeping a reflective journal, critical incident analysis, being observed by peers, discussions with student and researching literature. However, you will be utilizing a model which uses pre-designed questions/prompts to lead you on your supported self reflective journey. It is however noted that not everyone benefits from prompts or prescribed process, and you may wish to select one or more of the 'thinking' methods below to help your reflective practice before you meet with your mentor each week. Methods which encourage the reflective thinking process include; journaling, discussions with friends or colleagues, mind maps, running or other exercise and meditation.

The benefits of involvement with the RPP include:

- Improving your teaching skills and developing as a professional.
- Finding out which teaching strategies work best for different subjects and students.
- Discovering the reasons for problems which you may be experiencing in the classroom.
- Increasing your learning strategy 'tool box'.
- Improving the learning achieved in your lessons.
- Improving your time management skills.
- Increasing student engagement and achievement.
- Improving your communication skills.
- Experimenting with new ideas and solutions to problems.
- Making a link between theory and practice.
- Obtaining support and guidance from experienced teaching staff.
- Providing a sense of control to your teaching practice by collecting concrete evidence, analysing it, and making informed improvements.
- Increasing the outcomes and welfare of your students.

Teaching mentors guide

Congratulations on embarking upon this exciting journey with other teachers. Do you remember what it was like when you started teaching? Sometimes it is scary, lonely and frustrating. How much easier would you have found the transition into this profession if you had a friendly and supportive teaching mentor to answer your questions and assist your educational practice and attempts at self improvement? Being a teaching mentor involved in the eight week RPP will be a rewarding process for you. Not only will you get to share your experience and help someone else, you will also find that you learn a lot about your management and communication skills. You may also find that you are able to glean an idea or two from these teachers who are so often brimming over with enthusiasm and new ideas. So what will happen/be expected?

- You will be assigned a teacher.
- You will meet with this teacher and build a relationship with them before the project starts.
- You will conduct a lesson observation and initial meeting with your teacher(s) to discover and discuss possible areas for focus and to set a goal for the RPP. At this meeting you and your teacher will decide on the first new strategy for your teacher to try out, that is, you will help your teacher to take the first step towards achieving their educational goals.
- The teacher will implement the new strategies and then reflect on their educational practice by using the provided weekly meeting template each week, and then they will meet with you for half an hour on a weekly basis to discuss their reflective practice and the next step in improving their educational practice.
- The teachers will gather feedback from their students about the effectiveness of the new strategies trialled. They may need some help in this area. The '***Tertiary Practitioner's Guide to Collecting Evidence of Learner Benefit***' (<http://akoaootearoa.ac.nz/collecting-evidence>) has useful guidance on these processes.
- You will be allocated 30 minutes each week to meet with your teacher.
- You will assist the teacher to think critically about their practice, and offer helpful suggestions or guide them to additional resources which may help them.
- You will continue to help the teacher to plan for improvement during their lessons in the upcoming week and then help to assess the effectiveness of the plan the following week.
- This cycle will continue for eight weeks.
- You will be required to fill in your section of the meeting template, photocopy the meeting notes when you have finished and hand this to the project leader each week.

- There will be a conclusion meeting at the end of the project where the benefits of the project will be analysed and discussed.
- All data will be kept as evidence of professional development by your educational institution.

Some teachers will adapt easily to reflective practice, others may find it difficult to select just one section of their practice to concentrate on. Specifically, teachers often find that they need help to establish the basics of teaching such as classroom management, designing and communicating clear lesson objectives, implementation and evaluation of successful learning strategies (Tileston, 2004). These teaching skills are developed through experimentation and experience; so you, as a teaching mentor are in an optimal position to provide assistance and guidance to teachers. Hopkins (2002) points out that reflective practice does not necessarily need to start with a problem, just a general idea that something needs to be improved. Kemmis and McTaggart (1982) suggest an initial focus on what is happening now; in what sense is the current situation problematic and what could be done about it?

Choosing which area of educational practice to improve upon can be tricky. For teachers there is so much to focus on. For the RPP to work effectively and obtain maximum learning and progress for the teacher, it is necessary to focus on what is important to the teacher; however the area of focus still needs to be strongly mentor directed as teachers will not necessarily be able to recognise what needs to be improved. By first performing a lesson observation and then conducting the initial meeting with your teacher, you will be able to get a clear view of the areas of educational practice which need improving. Reflective practice takes time, effort, and commitment. Therefore the educational practice goal must be personally tailored to each teacher's individual need if they are to 'buy' in to the project and sustain the effort necessary to achieve the goals they set. York-Barr, Sommers, Ghere & Montie (2006) suggest three areas of possible reflection; technical, conceptual and dialectical. Examples of technical areas might be, teaching strategies, solving classroom conflicts, meeting lesson objectives, and classroom management. Conceptual areas might include teaching philosophies, consistency of teaching philosophies and classroom practices, and how current practices affect students. Dialectical areas may include how organisational structure affects teaching practices, the role teachers play in an organisation and the matching of teaching philosophies with students needs. For teachers it is recommended that the first area of reflection, the technical considerations are more appropriate.

For reflective thinking to occur, space needs to be provided. When you are guiding the weekly meetings with your teacher, don't step in to resolve the problem or to provide an answer too quickly. York-Barr et al (2006) describe a useful acronym for assisting effective communication that can be used when you meet with teachers weekly:

- S – Silence
- P – Paraphrasing
- A – Accepting non-judgmentally
- C – Clarifying
- E – Extending

Allowing for periods of silence will afford your teacher the space in which to reflect and think about their practice. Paraphrasing is a method where the communication is repeated back to the speaker in order to check for listener understanding. Desired results are often not achieved in communication because of misinterpretation of the information. Check that you understand what your teacher is telling you by re phrasing the statement or question. Accepting the information your teacher communicates to you non-judgementally is harder than it sounds. Vital communication is often missed because the listener is busy analysing the information against their own beliefs, values, personal situations, and expected norms. More information will be forthcoming when you simply listen rather than analyse the information you are receiving. You can offer advice afterwards to avoid stemming the train of thought of your teacher, I find jotting notes down for later referral useful here. Deci (1995) tells us that judgement whether it is praise or rejection, shuts down thinking. It is also important to remember that body language portrays our judgements, for example, eye contact, fidgeting, crossed legs, leaning forward. Clarifying the information that your teacher is sharing, will help them to further analyse the data they have gathered. For example, your teacher may say “my students responded positively to the new whiteboard layout today”. You can help your teacher to clarify why or how this new strategy worked by asking “What was it that suggested to you that your students found this change positive? What was it about the layout that achieved these good results?” Be careful with the tone of your voice here, clarification can sound judgemental, interrogatory or derogatory. Extend the reflective practice of your teacher by asking questions which allow them to consider things from many perspectives and link learning to their goals. For example you might ask the teacher “How do you think your observations this week moved you towards your goal?” or “how might your students describe what happened in the lesson?”

At some stage your teacher may come across blockages within their reflection and analysis of events. This can sometimes be the result of an unwillingness to examine long held beliefs as this is often very uncomfortable. I would not suggest that you attempt to help your teacher probe too deeply here; it can be very difficult and emotional, and is beyond the scope of this project. You may however, wish to let the project leader know about the situation so that they can offer further support. Your main priority throughout this eight week cycle is to foster a positive and supportive relationship as trust is vital to achieving successful reflection here. If however, the blockage does not involve deeply held values or beliefs, it may be helpful to illuminate the unseen for your teacher by asking them probing questions similar to the ones that York-Barr et al (2006) suggest:

- How can you think about the situation differently?
- What factors have been ignored or glossed over?
- What assumptions are being made?
- What is influencing the view currently held about the situation such as personal circumstances?
- Where may data have been misunderstood or misinterpreted?

Introductory meeting for the RPP

Mentor _____ (mentor to record the information here)

Teacher: _____ Date: _____

During this meeting you will decide together with your mentor which area of educational practice to focus on for the RPP. As a teacher, the main areas of focus for you are likely to be:

- Lesson objectives. Specifically; creation, communication, clarification, implementation and achievement.
- Learning activities and materials. Specifically; creation of different learning tools to meet various learners needs, analysing the effectiveness of those learning strategies, and timing and implementation of learning activities.
- Student achievement. Specifically; keeping students engaged and on task, measuring achievement of learning.
- Classroom management. Specifically; lesson pace, student interaction, participation and behaviours, fostering of inclusive learning environments, and your own communication skills.

There may or may not be an obvious area of focus. Here are some questions to get you started:

1. What are your biggest questions about/challenges with your teaching practice at present?
2. What situations or actions in your classroom trigger an emotional response such as despair, anger, or frustration for you? What is it about these situations which trigger the response?
3. What situations or actions in your classroom trigger an emotional response such as despair, anger, or frustration for your students? What is it about these situations which trigger the response?
4. How do you prepare for your lessons? Do you use a lesson plan? Do you feel adequately organised for each lesson?
5. What do you do to build a rapport with your students?
6. How do students know what is expected of them in your classes? How do you set expectations and communicate the goals of the learning?
7. How does your current variety of teaching tools meet the needs of different learners, for example, VAK?
8. How do you know that your students are engaged with the learning activities that you implement?
9. When you get to the end of a subject/lesson, how do you recap the topic?

10. How do you know that you and your students are meeting your lesson objectives?
11. How do you collect feedback from your students about your teaching and their learning?
12. What are the possibilities, realities, and/or issues for your educational practice?
13. What does your ideal teaching practice/classroom look like? What do you need to do to get there?
14. What do you want to learn more about?
15. What would you like your teaching mentor to help you with/focus on?

After the lesson observation and considering your educational practice using the questions above, what areas do you think you need to work on? (Record the initial ideas for focus from the teacher here).

Advice/guidance from the mentor.

Agreed area of focus for reflective practice.

Specific goal(s) for the RPP.

The first strategy to be trialled by the teacher is:

Signature of Teacher: _____ **Signature of Mentor:** _____

Date: _____ **Scheduled date for first weekly meeting:** _____

Copied and submitted to college archive: YES/NO

LESSON OBSERVATION

Teacher name:

Mentor name:

Date:

PLANNING

	1	2	3	4	5	Comment
Clarity of Objectives						
Activities: Sufficiency						
Suitability for learners and topic						
Variety						
Adaptability						

PRESENTATION

	1	2	3	4	5	Comment
Introduction of the learning objectives and lesson						
Explanation of learning activities						
Clarity of directions						
Timing of classroom activities						
Use of appropriate language, verbal and body language						
Encouragement of pupil contribution						
Feedback provided to students						
Checking of understanding						
Review of subject						

Revisiting of learning objectives and obtaining proof of achievement						
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MANAGEMENT

	1	2	3	4	5	Comment
Classroom organization						
Ability grouping						
Control						
Timing						
Tidying up						

STUDENTS

	1	2	3	4	5	Comment
On task behaviour						
Inappropriate behaviour						
General interest						
Involvement						

TEACHER

	1	2	3	4	5	Comment
Enthusiasm						
Initiative						
Communication skills						
Questioning techniques						
Content knowledge						
As a motivator						
Relations with pupils						
Information interactive						

Support given to students						
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USE OF RESOURCES

	1	2	3	4	5	Comments
Overhead projector/power Point/ video						
Handouts						
Materials and other multi media						
Whiteboard						

GENERAL COMMENTS

Date: _____

Name of teacher: _____

Name of teaching mentor: _____

Name of project leader: _____

Weekly meeting template for the RPP

TEACHER SECTION

This section should be filled in by the teacher before the weekly meeting with the mentor. Note: not all the sections will necessarily be filled in. Use these prompts to guide reflection on your teaching practice at the end of the week. You will share this information with your teaching mentor and together come up with new action plans.

What was the strategy you tried this week?

How did the new strategy work out?

What was difficult about using this new strategy?

What was good about using this new strategy?

When I use it again, how will I alter the strategy?

What did other parties say about the effectiveness of the strategy?
Colleagues/students

SPECIFIC PROMPTS FOR TECHNICAL FOCUS AREAS (use as necessary)

Lesson objectives

- Did I communicate the learning objectives clearly to the students?
- Did the students understand what we did in the lesson and why we did it that way?
- Was what we did too easy or too difficult?
- What problems did the students have (if any)?
- Was there a clear outcome for the students?
- What did the students learn or practise in the lesson? Was it useful for them?
- How do I know the students reached the objective of the lesson?

Activities and materials

- What different materials and activities did we use?
- Did the materials and activities keep the students engaged?
- Could I have done any parts of the lesson differently?
- How did the activities meet the needs of all my learners?

Students

- Were all the students on task (i.e. doing what they were supposed to be doing)?
- If not, when and why did it happen?
- Which parts of the lesson did the students seem to enjoy most? And least?
- How much English did the students use?
- Were the students extended?

Classroom management

- Did the activities last the right length of time?
- Was the pace of the lesson right?
- Did I use whole class work, group work, pair work or individual work?
- What did I use it for? Did it work?
- Did the students understand what to do in the lesson?
- Were my instructions clear?
- Did I provide opportunities for all the students to participate?
- Was I aware of how all of the students were progressing?
- How could I improve my communication?

FILL IN THIS SECTION AFTER MEETING WITH YOUR MENTOR

What is my next strategy?

What is my goal for this strategy?

How will I measure the success of this strategy? How will I ask my students for feedback this week? What templates/methods would be most effective?

TEACHING MENTOR SECTION

Please help your teacher to reflect upon their practice by first reading and then asking questions about their reflective notes and the week's educational practice. Then guide your teacher to new resources and discuss new strategies to try in the following week. Fill out this section of the document at the end of the meeting.

How is your teacher progressing towards their goal?

What new resources/ideas have you led your teacher to this week?

What strategies were discussed and decided upon today?

Do you require any help from the project leader?

Please photocopy this document and hand it to the project leader at the end of the meeting. The teacher keeps the original document in their project folder.

PROJECT LEADER SECTION

Have the teacher and the teaching mentor developed a clear action plan this week?

What assistance (if any) is required to help the team be effective and meet their goals?

Is the direction from the teaching mentor appropriate and useful? Could the teaching mentor use some support and direction from you?

Please keep this document your RPP file.

Consent Form for Participation in the RPP

I have been informed about the processes involved in the RPP and agree to participate.

Name _____

Position _____

Date _____

Signature _____

Ethical considerations when implementing or being involved in the RPP

The data gathered from and about the individual teachers involved in this project will be collected, recorded and stored as proof of professional development.

The completed meeting templates will be stored in a secure place and will only be viewed by external accrediting bodies such as NZQA. This data will not be used for any other purposes.

The data/feedback that individual teachers gather from their students about their educational practice should be kept by the individual teacher if necessary/appropriate.

Please be aware that you must inform your students about how the information you gather will be used and stored and who will see it. Data gathered from students should be anonymous and the resulting actions from the data gathered should never be punitive.

Conclusion survey

Thank you for being actively engaged in the RPP for the last eight weeks. I hope that you have gained a lot from the experience. One of the aims of this project was to assist you as professional teacher with developing your educational practice; the areas worked on will have depended upon your personal teaching practice needs.

Please circle as many of the statements below as you wish:

- I have learnt something new from being involved in the project
- I feel more confident with using interactive learning strategies
- I feel that my learners will benefit from my new practices
- I found it a challenge to ask for student feedback
- I found student feedback useful
- I will continue to ask for student feedback
- I now understand the benefits of reflective practice
- I will continue to use reflective practice to improve my educational practice
- I have not found any benefit in using reflective practice
- I now understand my learners needs better
- I am meeting the needs of all my students now
- I am more organized for my lessons now
- I feel more confident with my teaching
- I would like to help other teachers in the future using this eight week self reflective practice model

How has your educational practice/teaching philosophy changed over the course of the project? What do you do now that you didn't do before?

How will you continue to improve your educational practice now that the project is completed?

If you had to give ONE main benefit of being involved with the project it would be:

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