

Reflective Teaching: Strategies for Self-Improvement and Adaptation

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Introduction

- The good teacher is always learning
 - Were the goals of the session met? Why or why not?
 - What worked well? What didn't?
 - Did learners act as expected? Why or why not?
 - How can class session be improved to provide opportunities for better learning?

Activity 1

- A lesson has just ended. You are still in the classroom. What feelings do you have?
 - The lesson was perfect and you are inspired.
 - You are satisfied. Almost everything was OK. The lesson was interesting. You feel good.
 - You are a little bit tired. Probably there were some unexpected surprises during your lesson.
 - You are like a squeezed orange because almost everything was terrible.

Activity 1 (cont'd)

- Answer these questions in small groups:
 - How can you cope with your emotions after lesson you have recently conducted? How can you express your feelings? With whom can you share it?
 - How do you usually think of the results of the lesson you have recently given? How do you reflect on the lesson? When and where?
 - How much time do you usually devote to such reflection?

Different Reflective Practices

- Regular discussion group with peers
- Mental debriefing
- Peer observation
- Teacher diary

*The reflective process can be organized and deliberate

Teacher Diary

- A simple way to begin the process of reflection.
- A series of notes you jot down after each lesson.
- Describe your and your students reactions to the lesson.
- Pose questions to yourself.
- Requires some discipline, but does not need to be lengthy.

Sample Diary Entry

Teacher Diary: Lesson Objectives

- In your groups or with a partner, examine these sample questions from the handout, “Reflective Teaching Diary Questions”
 - Did students understand the lesson? How did I measure or determine this?
 - Were the basic objectives (goals) met? How do I know this?
 - Was anything too fast or slow (pacing), easy or difficult (level)?
 - Is there anything I would do differently next time in preparation?
 - What will I plan for the next set of follow-up objectives?

Teacher Diaries: Activities and Materials

- Now, examine the questions under the heading, “Activities and Materials” Focus on these three:
 - What materials or activities did you use?
 - Did activities and materials motivate the students and keep them engaged?
 - Were there any surprises in today’s class? How did they affect the lesson?

“All lesson objectives were met”

- Is it possible to achieve absolutely all lesson goals?
- When you are planning your lesson do you really think that all goals will be attained?
- Why or why not?

Describing Lessons Activity

- In your group, try to find creative descriptions of the following types of lessons:
 - an exciting lesson
 - an ordinary lesson
 - a failed lesson

For example: Today's lesson was like a river; a torrent of ideas and activities ran endlessly

Video Segment

- Before viewing, the finish the following statements with your group using your own words:
 - **I belief that a good teacher....**
 - **The most important thing I try to accomplish in class every day is ...**
- After viewing, answer the questions on your sheet.

Video Segment

- After viewing, answer these questions in your group:
 - What beliefs and practices do these teachers have in common?
 - What differences do they have?
 - How do these teachers reflections compare to your own?

In Conclusion

- Teachers are different. Every teacher is unique.
- The reflection process can help teachers to cope with emotions in different situations in their practice.
- The reflection process can be well-organized process.
- The reflection process is creative one. It may be interesting and pleasant.
- Reflective teaching practice is an essential tool of professional development.

Thank You!

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