



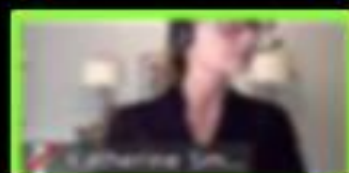
Back to Square 1: Reflective Practice in Uncertain Times

BRIAN RAISBECK

2020







Not here

bad hair

stressed

in bed

who knows?

sharing space

shy

low bandwidth

sharing space

my kid is here

stressed

broken webcam

in bed

low bandwidth

who knows?

bad connection

embarrassed

who knows?

sharing space

exhausted

young siblings

sharing space

phoned in

stressed

low bandwidth

in bathroom

who knows?

who knows?

embarrassed

in bed

who knows?

embarrassed

who knows?

shy

low bandwidth

shy

who knows?

Not here

who knows?

mom is here

bad connection



Mute



Stop Video



Invite



Manage Participants



Polls



Share Screen



Chat



Record



Closed Caption



Breakout Rooms



More

End Meeting





From Trainee to Teacher – Reflective Practice for Novice Teachers

-Thomas S.C. Farrell (2016)

From Trainee to Teacher

- ▶ Qualitative study of 3 novice ESL teachers
- ▶ Year 1 of teaching career
- ▶ Transition from teacher education to live classroom
- ▶ Focus on needs of novice teachers

Agenda

- 1) Stages of the Novice Teacher
- 2) Five stages of Reflective Practice



Novice Teacher Stages

- 1) Transition Shock
- 2) Developing Awareness
- 3) Managing the Classroom
- 4) Evaluating Lessons
- 5) Role Identity Development

Farrell, T. (2016)

1. Transition Shock

- ▶ Transition from teacher training to the real classroom is a jolt for many novice teachers.
- ▶ Assumptions and beliefs learned during training are suddenly challenged.
- ▶ Novice teachers are still focused on learning to teach instead of teaching to learn.



1. Transition Shock

Describe your first teaching experience in 2020 that was either done online or in a manner that was new or unexpected.

If you did not have to make adjustments to your teaching in 2020, describe your very first teaching experience.



2. Developing Awareness

- ▶ Novice teachers are forced to develop new strategies to survive in a new environment.
- ▶ Novice teachers become more aware of their environment and school culture
- ▶ Novice teachers transition from survival mode to focusing more on teacher performance



2. Developing Awareness

“The first week I felt like I was brand new because I was experiencing everything for the first time, and so it would have been nice to have had more guidance.”

What was new for you in the classroom in 2020? What did you become more aware of about yourself and your students?



3. Managing the Classroom

- ▶ Teaching methods are affected by....
 - ▶ Context
 - ▶ School administration
 - ▶ Colleagues
 - ▶ Students
- ▶ Novice teachers' make lessons work in order to survive in spite of obstacles.



3. Managing the Classroom

Between context, school admins, colleagues, and students, which of these 4 things had the most positive influence on you in 2020? How did it influence you?



4. Evaluating Lessons

- ▶ Novice teachers felt inadequate.
- ▶ Novice teachers said they would teach lessons differently if given another chance.
- ▶ Novice teachers came up with own solutions to deal with problems with lessons and disruptive students.



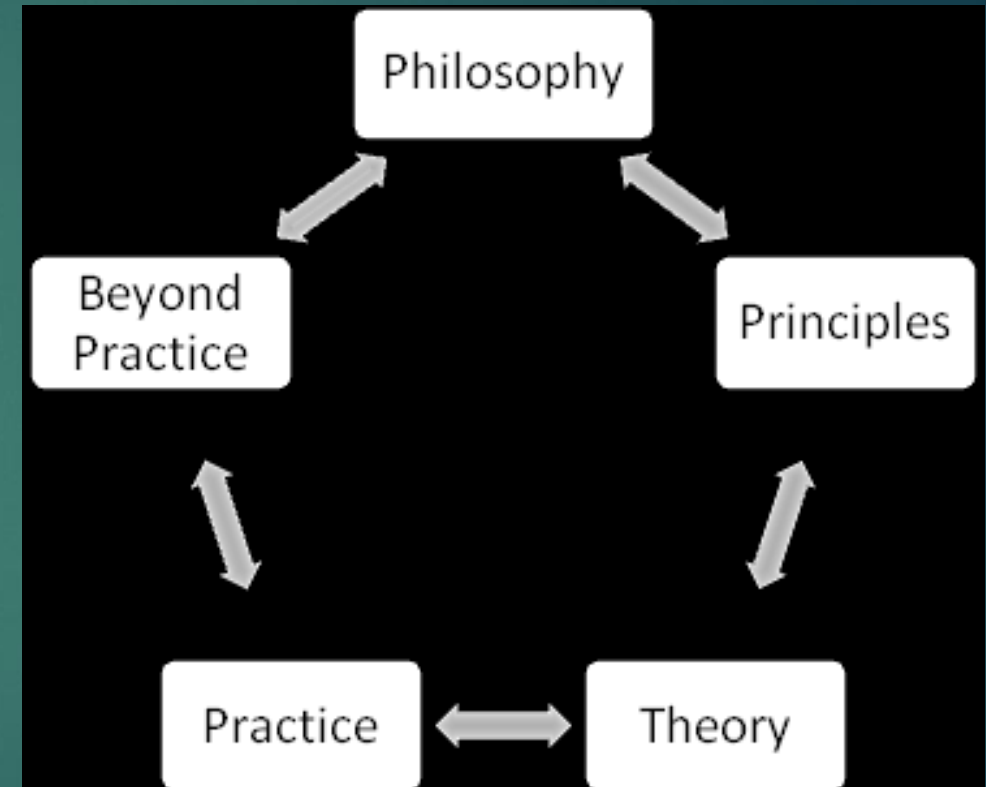
4. Evaluating Lessons

If you could go back in time and teach your 2020 classes over again, what would you do differently?



Reflective Practice Stages

- 1) Philosophy
- 2) Principles
- 3) Theory
- 4) Practice
- 5) Beyond Practice



Farrell, T. (2016)

Philosophy

- ▶ Heart of the teacher's practice.
- ▶ Includes heritage, ethnicity, socio-economic background, religion, family, personal values, influencers.
- ▶ How have these elements shaped you as a teacher?

Principles

- ▶ Includes teacher's assumptions and beliefs about teaching.
- ▶ Derived from your own personality, training, experience, and established pedagogy.
- ▶ What are your own assumptions and beliefs about teaching?

Theory

- ▶ Focuses on putting your principles into practice (e.g., teaching techniques, activities, routines, etc.).
- ▶ Also includes “critical incidents” – an unplanned occurrence in the classroom.
- ▶ Reflect on a critical incident that occurred in your classroom. What happened? What did you learn from the experience?

Practice

- ▶ Reflection before, during, and after teaching a lesson.
 - ▶ Reflecting-for-action (anticipating what will happen).
 - ▶ Reflecting-in-action (observation).
 - ▶ Reflecting-on-action (delayed reflection).

Beyond Practice

- ▶ Looks at the “moral, political and social issues that impact a teacher’s practice....”
- ▶ Reflection on the bigger picture beyond the classroom.
- ▶ How does what you do impact your students outside of the classroom? What is your role within the context that you teach in?

2020

In Closing...

- ▶ Teachers were challenged to invent new ways of teaching
- ▶ Teachers learned new skills
- ▶ Teachers challenged their core beliefs
- ▶ Teachers evolved
- ▶ Teachers are better prepared than ever



thank you

Presentation Link

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