Mónica Leal
Modern languages teacher

Carlos Martínez
Spanish teacher

Paola Stockton
English as a Second Language teacher

Nivedita Bose
Professional Development Manager

Transcription: How are you using reflective practice in your teaching at the moment?

Mónica Leal:

At the moment, I'm trying to be more inclusive and to cover for all the cultural diversities in my classroom, so I'm evaluating after each lesson how am I implementing the learning and strategies and how could I improve and seeing observations with experienced colleagues, taking advice from my mentee, my mentor, and to put it into practice. I use school, so I start with the concrete experience, how I was feeling, what went good, what went wrong, what could be improved. Then I do research and write down in my diary innovative ways of improving the strategies in the classroom. How could I be more inclusive, include differentiation and being open to take more advice from my colleagues or the research that I'm doing? Then putting into practice what I have learnt for the next lesson, and then the cycle starts again.

Transcription: How do you reflect?

Paola Stockton:

The first part is to see the description of your lesson, what happened in that lesson, what content, what reaction you had from your students, what resources, which of the resources worked. So, the first step I base it on what happened in the classroom. Then I come out of the classroom and then I look at things that worked and hopefully celebrate. You have to be positive about things that worked, and then look at things that went wrong. It could be technology on the day. It could be resources that you thought they are fantastic and you're going to get a fantastic reaction from students but you didn't. So, personally then I try and find solutions to the issues. Now, that could be through just an informal chat with a colleague next door to you, just as you walk out the class you say, "It was very frustrating," and they give you solution. Or you have to then maybe wait for the solution to happen through reading. I like personally reading about solutions because I find I personalise the experience better too, I tailor it to my own needs, but also you could ask more experienced teachers. For example, I say, "Has this ever happened to you and how did you go about to solve?" then I collect solutions.

Nivedita Bose:

For me it's kind of a habit now, so whether I'm doing something in the classroom or in a training session, or even if I'm doing something personal. So, my thoughts generally go in

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that direction: what went well and how things happened and why they happened and what implication it has for future, how can I change it in future for good?

So, it's all the time. Sometimes it's formal, sometimes it's informal, sometimes it's with colleagues when you're doing it in a professional setting. For me a reflective cycle begins with a class or a session that I'm taking, then it goes through the feedback that I get from the students or the delegates that are there. Then I do my own reflection, what went well, because you always have that personal thing that okay, I could have done this better. Then you again strategize and analyse things and you plan for the next time that, "I'm going to do this differently next time." Then the cycle begins.

So, you could call it any cycle, it could be Kolb's cycle, it be Gibb's cycle, but I think essentially all follow the same circle.