

Fostering Professional Development through Reflective Practice

César Bizetto, São Paulo Open Centre

8th Future of English
Language Teaching
Conference



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Aims



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- Revisit the concept of reflection
- Define reflective practice
- Analyse the reflective cycle
- List and discuss the benefits and challenges of reflective practice
- Reflect upon our own practice

What is reflection?



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serious and careful thought



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Reflection is a systematic reviewing process for all teachers which allows you to make links from one experience to the next, making sure your students make maximum progress.

”

<https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>



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Ultimately, reflection makes sure all students learn more effectively as learning can be tailored to them.

”

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What is Reflective practice?



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“[R]eflection aims at making you more aware of your own professional knowledge and action by challenging assumptions of everyday practice and critically evaluating practitioners own responses to practice situations.”

”

Finlay, L. (2008). Reflecting on 'Reflective practice'. Practice-based Professional Learning Paper 52, The Open University.



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Reflective practice is 'learning through and from experience towards gaining new insights of self and practice.'

”

Finlay, L. (2008). Reflecting on 'Reflective practice'. Practice-based Professional Learning Paper 52, The Open University.



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- How of often you reflect upon your practice?
- What are your reflections related to?



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What are the benefits of reflective practice?

Reflective Practice



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... helps create
confident
teacher

... makes sure
you are
responsible for
yourself and
your students

... encourages
innovation

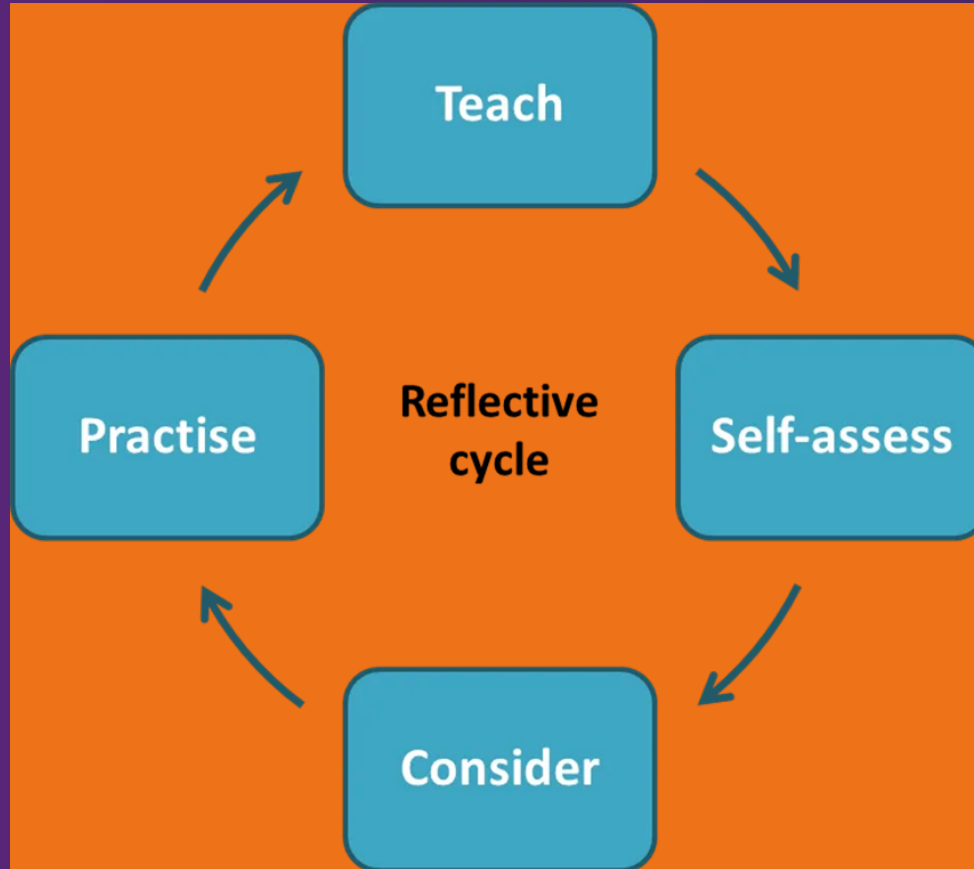
... encourages
engagement

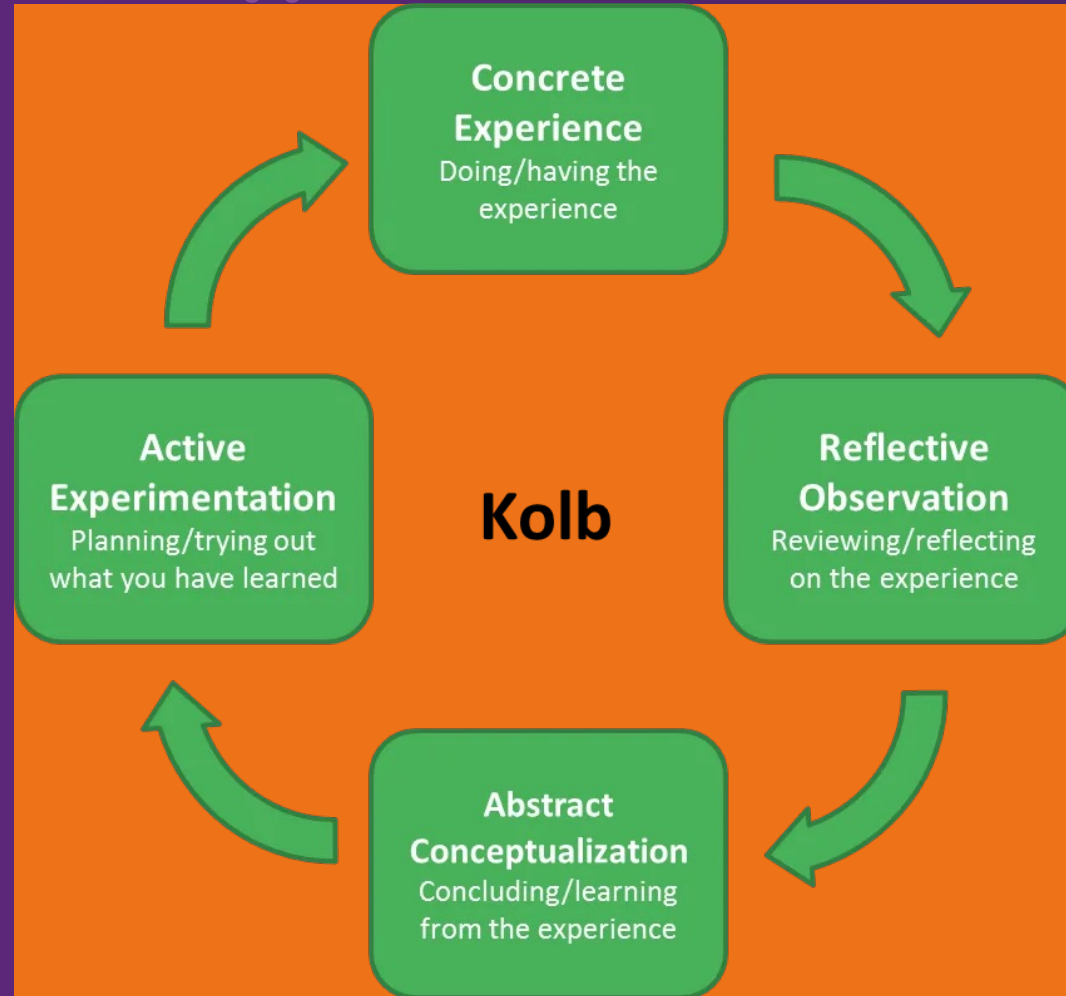
...
**benefits
all**

The reflective cycle

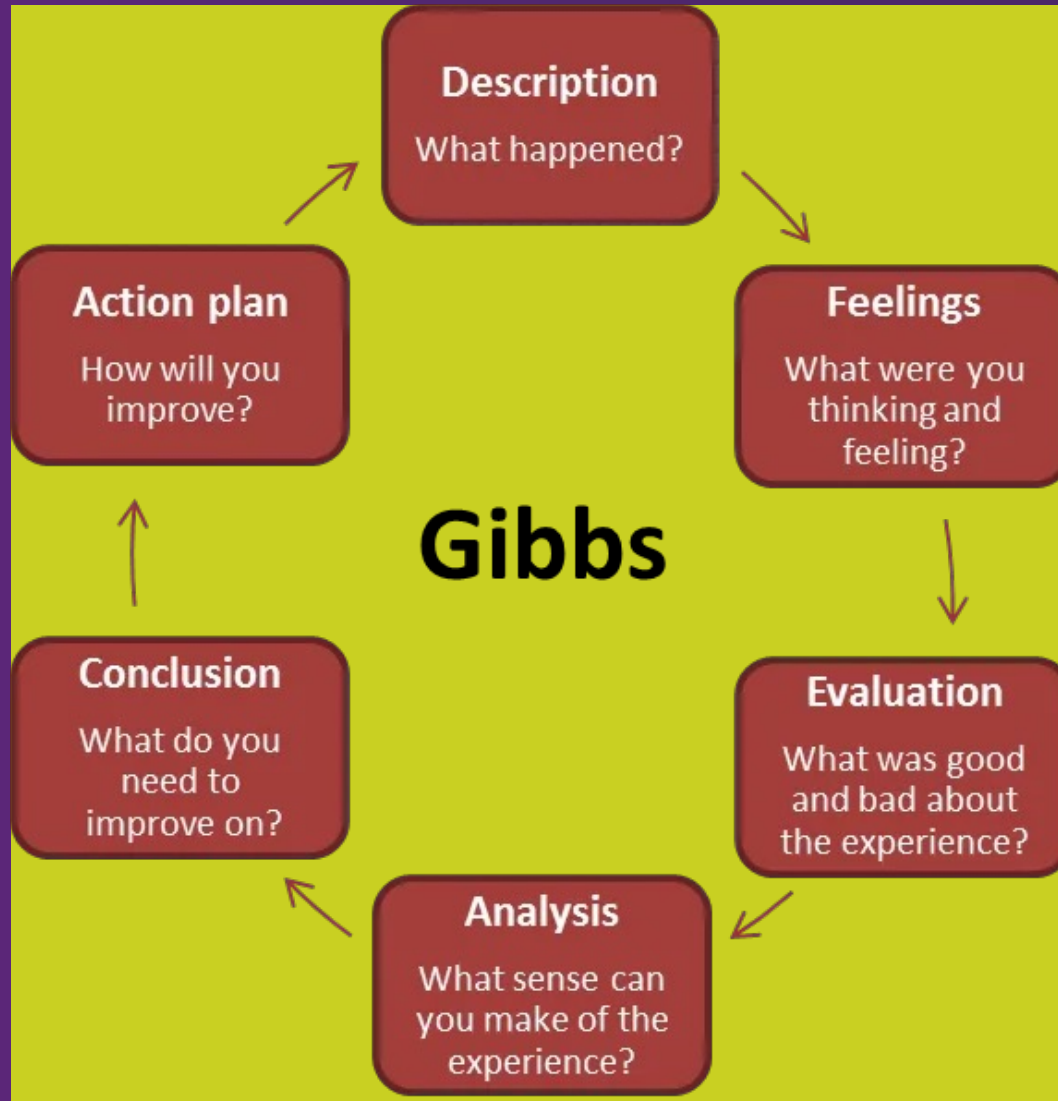


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What?

Describe the event.

- What did you notice?
- What elements stood out?

So what?

Identify implications

- Make sense of the facts
- How did they affect people?

Now what?

Define a course of action.

- What's possible?
- What actions make sense?

Rolfe et al (2001)



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Reflection on action

Reflecting after something happens

- Reconsider the situation
- Think about what needs changing for the future

Schon, D. (1983). *The reflective Practitioner. How professionals think in action.* London: Temple Smith, 50-68

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Reflection in action

Reflecting as something happens

- Consider the situation
- Decide how to act
- Act immediately

Schon, D. (1983). *The reflective Practitioner. How professionals think in action.* London: Temple Smith, 50-68

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The most distinctive feature of these very good teachers is that their practice is the result of careful reflection...
They themselves learn lessons each time they teach, evaluating what they do and using these self-critical evaluations to adjust what they do next time.



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Ofsted



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Context-specific approaches promote teaching practices that are consistent with the principles of effective teaching but also systematically assist teachers to translate those principles into locally adapted applications.”

”

Timperley, H. (2008). *Teacher Professional Learning and Development*. Educational Practices Series-18. UNESCO.



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How can you become a more reflective practitioner?

SELF-
QUESTIONING

JOURNALS

EXPERIMENTING
WITH NEW IDEAS

DISCUSSING
WITH OTHER
COLLEAGUES

DISCUSSING WITH
STUDENTS

OBSERVATIONS
AND FEEDBACK



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What should we reflect on?



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What are the challenges and/ barriers in becoming a reflective practitioner?

TIME

SUPPORT

CONFIDENCE



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Pollard, A.. (2002). *Reading for Reflective Teaching*. Continuum

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Teachers who are engaged in cycles of effective professional learning take greater responsibility for the learning of all students.



Timperley, H. (2008). *Teacher Professional Learning and Development*. Educational Practices Series-18. UNESCO.

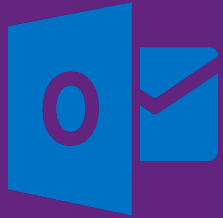


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