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Going through the mirror:

Enactment, reflection and community of practice

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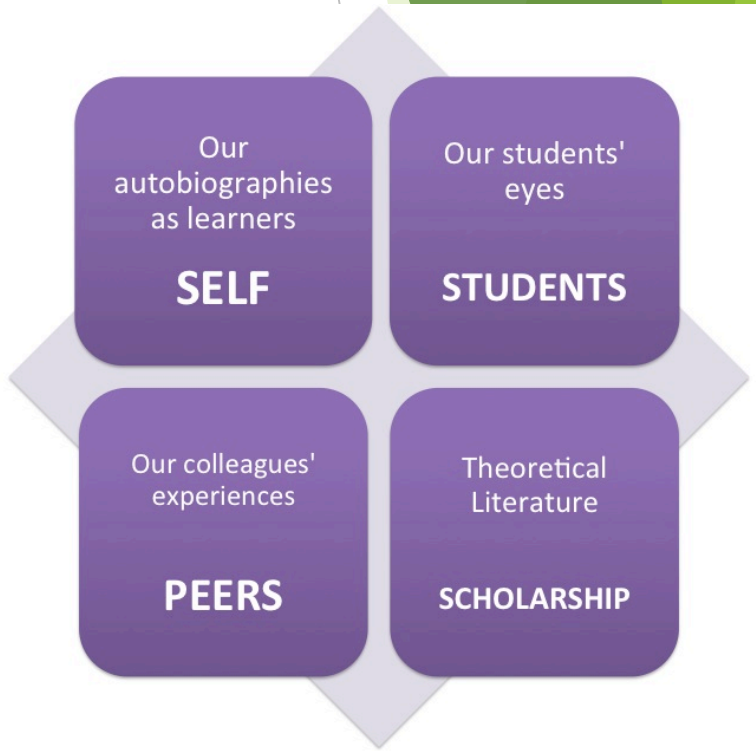
Context

- School Direct Primary PgCE - 14 students participated
- M-level module
- Seminar – ‘using and applying reflective models’
- Structure;
  - 1hr unedited clip of me teaching a year 2 class
  - Students observe using Brookfield’s (1993) len
  - Discuss, question me, feedback



https://janey138.wordpress.com/2015/02/09/reflexion-on-reflection/

Aims of the piece of research

The impact of my enactment of teaching (through a situated context of observation and critique) upon the students’ learning and reflection

Does this shared learning experience create a sense of community of practice?

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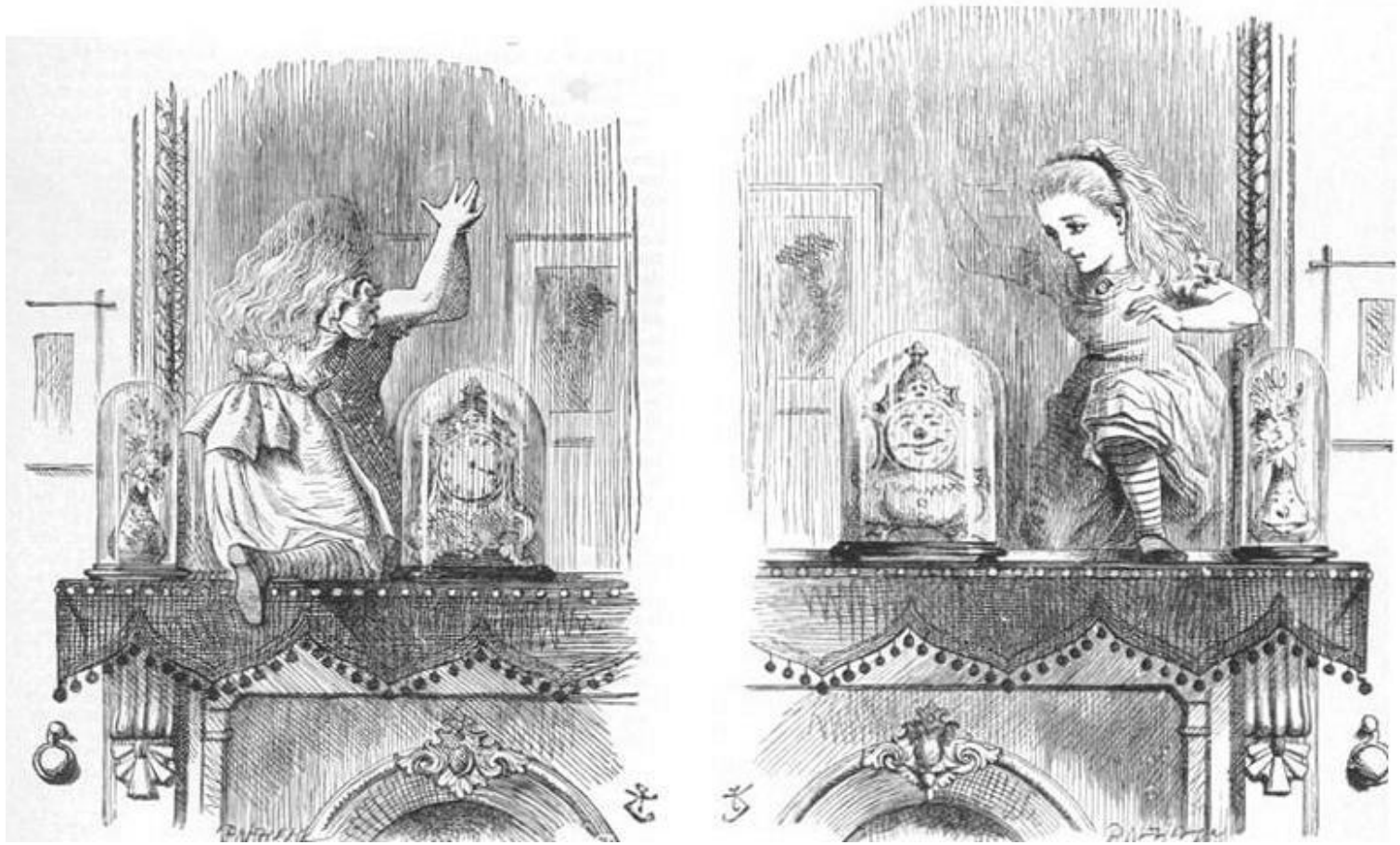
Why ‘going through the mirror’?



https://en.wikipedia.org/wiki/Through_the_Looking-Glass#/media/File:Aliceroom3.jpg
Illustration by Sir John Teniel

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Why ‘going through the mirror’?

“Reflection and reflexivity make the ordinary seem extraordinary, ‘as different as possible’. And it makes the extraordinary more comprehensible. Actions, interactions, professional episodes, memories from long ago, spirituality, thoughts, ideas and feelings become ‘all alive’. Developmental change becomes possible..”

(Bolton 2010 p.69)

http://194.81.189.19/ojs/index.php/TEAN/article/viewFile/60/72

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Findings (1)

Routine reflection and novice noticing

1) Routine reflection and novice noticing

(Early on in the dialogic feedback)

AC: Now you know a bit about where I am coming from, how did that shape your observations?

2: Well, you had good behaviour management, I mean they didn't talk over you and you kept them quiet when you needed to.

6: Yeah, we thought that too. You had a very friendly manner with them, it seemed like you had known them for ages, I know you said you had not met the class before.

AC: Was it all that perfect? What about the guided work? They were noisy there and I had to be a bit more direct? Any thoughts?

4: We thought you could have used more sanctions with them.

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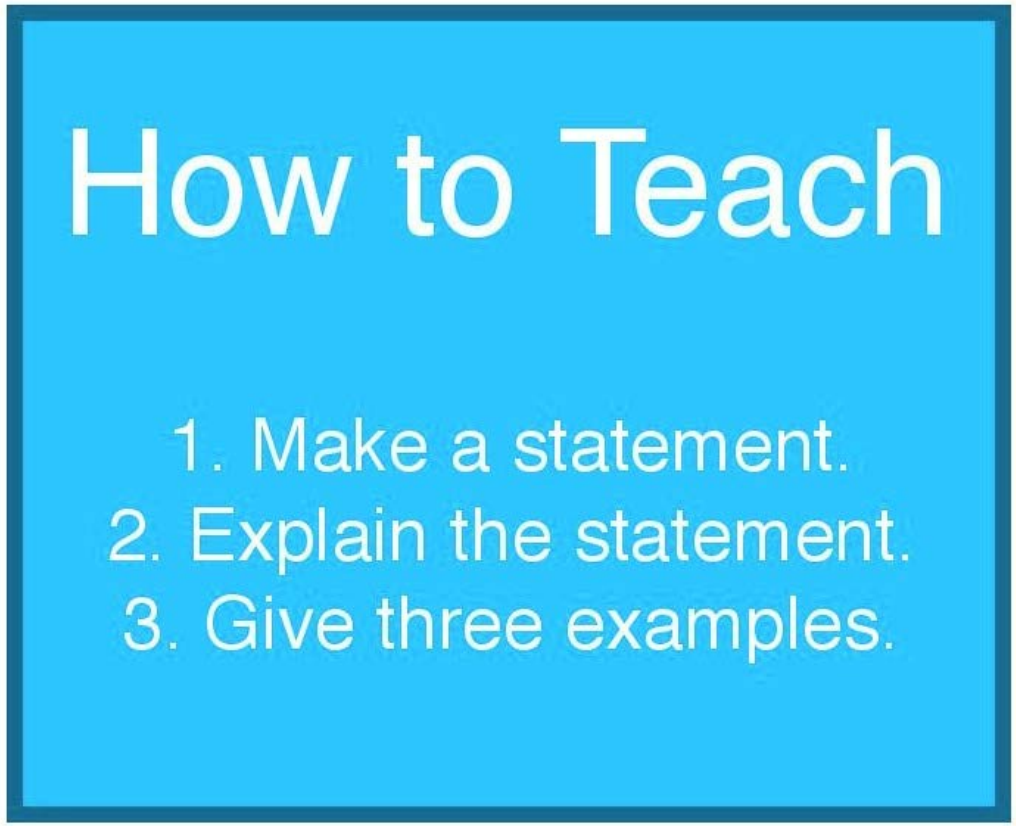
Findings (2)

Practical parlance not pedagogic principles



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2) Practical parlance not pedagogic principles

(a little later in the f=dialogic feedback, approx. half way through)

8: The way you did the guided writing was not like I have seen it in school. I have just seen the teacher write for children, scribing I think it's called.

12: Yeah, I haven't even seen guided writing at all.

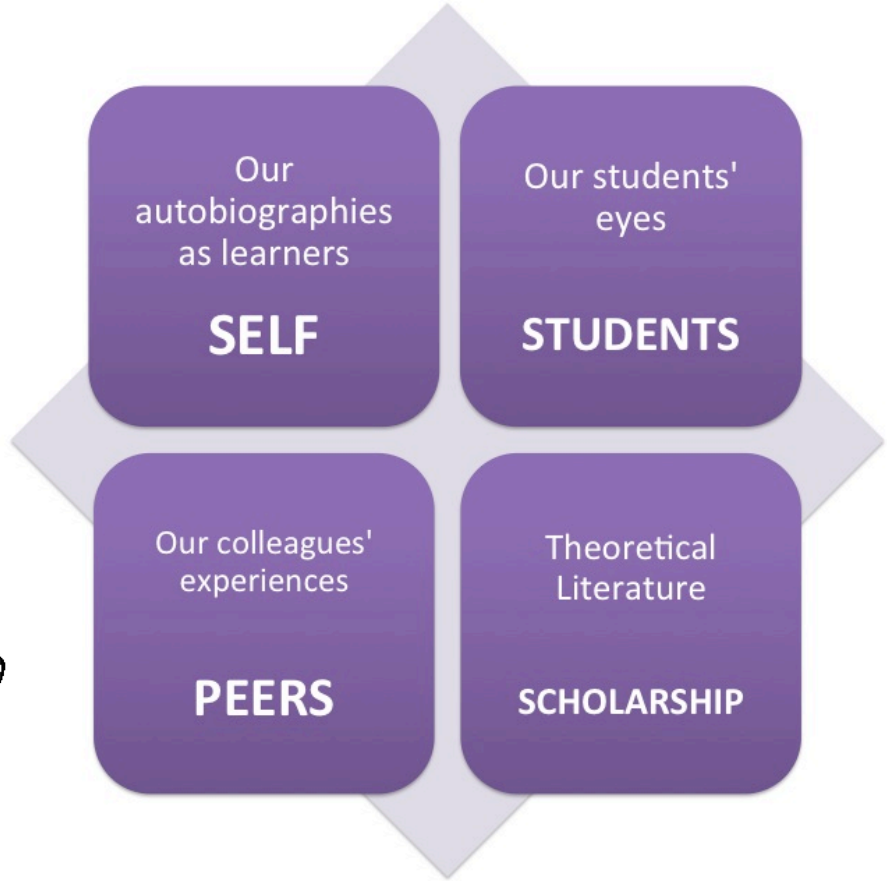
AC: Why do I think I did it then? What were my reasons? Did it add anything?

1: I think it did definitely, your group seemed to get it.

12: I don't think I could do that, what do you do with the rest of the class?

Findings (3)

The loss of the lens



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3) The loss of the lens

(approx. two thirds through the discussion)

AC: Let's hear from the group who had the learners' lens.

5: Well, they all seemed engaged, especially in the shared bit which you did really well.

6: We thought the children all seemed on task but that was because of the way you managed them. We noticed the class teacher in there too helping out and the way you managed the whiteboards was good. The way they used the 'boring' cards was not very good, it seemed distracting.

7: Yeah, I would have used those differently or maybe not at all, I don't think they added.

AC: Ok, say more, How did they distract? What did you notice from the children's perspective?

7: They were just playing with them.

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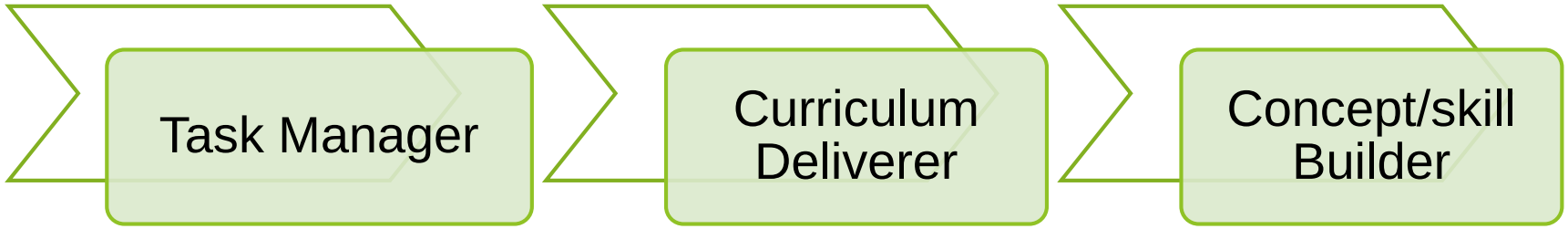
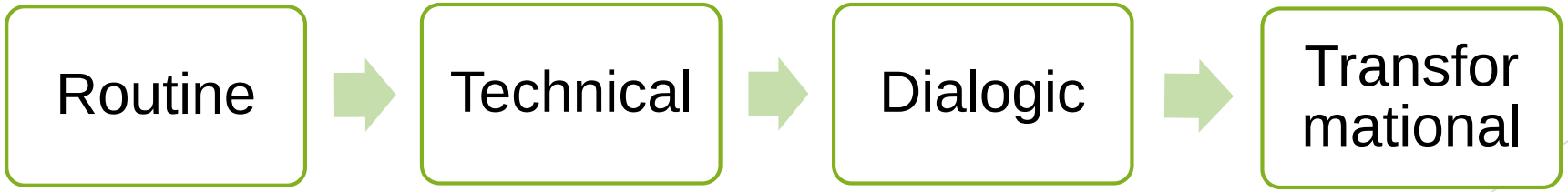
Fuller's model of teacher development based on concerns (1969)



Twiselton's model of teacher development (2010)



Ward and McCotter's Reflection Rubric (2004)

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Implications

- Programme design
- Module design and expectations
- Seminar design and expectations at different stages of the course – do we increase expectation?
- Placement expectations *‘to teach more is to learn more’*. Is it?

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Thank You

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