

Building a Reflective Teaching Practice



Literacy Works

keighty ward, M.A

Literacy Works

AGENDA

Agreements

Grounding Thoughts

What is Reflective Teaching?

Practicing Reflective Teaching

Social Change vs. Social Service

Finding the Root Cause

Reflecting to Promote Social Change

AGREEMENTS!

As a presenter, I will

- Do my best to convey the info without confusing you
- Happily repeat, clarify, or whatever to make sure you understand if you're confused
- Welcome your feedback!
- Send you the slides, resources, and other materials discussed in this training
- Be available to answer questions that come up later - email me!

As a participant, I will

- Keep an open mind
- Try new things
- Learn from my peers
- Share my wisdom with the group and the presenter
- Offer my feedback to the presenter
- Consider using at least one thing I learn today in my next class/tutoring session

GROUNDING THOUGHTS

- Change is constant
- There is always enough time for the right work
- Never a failure, always a lesson

adrienne maree brown,
Emergent Strategies: Shaping Change, Changing Worlds

REFLECTIVE TEACHING IS REFLECTIVE ACTION

...the process of reflection for teachers begins when they encounter a difficult, troublesome event, or experience that cannot be immediately resolved.. [then they] *step back to analyze their experience.*"

Kenneth M. Zeichner and Daniel P. Liston,
Reflective Teaching: An Introduction, pg. 9-10

REFLECTIVE ACTION



REMEMBER

find a way to remember what you taught in a concrete way so you can consider it later

REFLECT

think about the ways you've been doing things and then consider if they're still effective

IMPLEMENT

try it a different way and then record your results - then start the process again

Zeichner, K. M., & Liston, D. P. (2013). Reflective teaching: An introduction. Routledge.

wait, isn't reflective teaching just good teaching?

reflective teaching is more than just the newest and best technique. it is a mind-shift and a lifestyle change

and consider "effective" and "ineffective" instead of "good" and "bad" when describing your teaching

PRACTICE: REFLECTIVE TEACHING

teach - 1 minute

you will be divided into pairs

- a) how to make a pb & j sandwich
- b) how to draw a daisy

reflect - 30 seconds

silently reflect on your teaching (one positive, one improvement)

student feedback - 1 minute

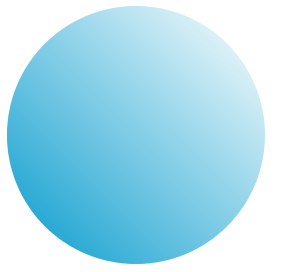
listen as your 'student' gives you feedback on your teaching



**HOW DID THAT FEEL?
WHAT DID YOU NOTICE?**



REFLECTIVE ACTIVITIES



- teacher reflection
 - reflection groups with colleagues
 - reflection journal
 - sticky notes
- student feedback
- peer observation
- surveys
- student-teacher conferences
- exit-slips
- time-outs
- reflective lesson planning

AGENDA

~~Agreements~~

~~Grounding Thoughts~~

~~What is Reflective Teaching?~~

~~Practicing Reflective Teaching~~

Social Change vs. Social Service

Finding the Root Cause

Reflecting to Promote Social Change

SOCIAL SERVICE VS. SOCIAL CHANGE

Social service work addresses the needs of individuals reeling from the personal and devastating impact of institutional systems of exploitation and violence (Kivel) It is reactive (Dolnick)

Social change work challenges the root causes of the exploitation and violence (Kivel)

What are some examples?

Do you think we need social service work?

Have you considered whether your work is social service or social change?

Social Service or Social Change, Paul Kivel, p. 129-149 *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex* edited by INCITE! Women of Color Against Violence; Bria Dolnick contribution during "Adopting a Social Change Model in the Classroom" 9/17/2020

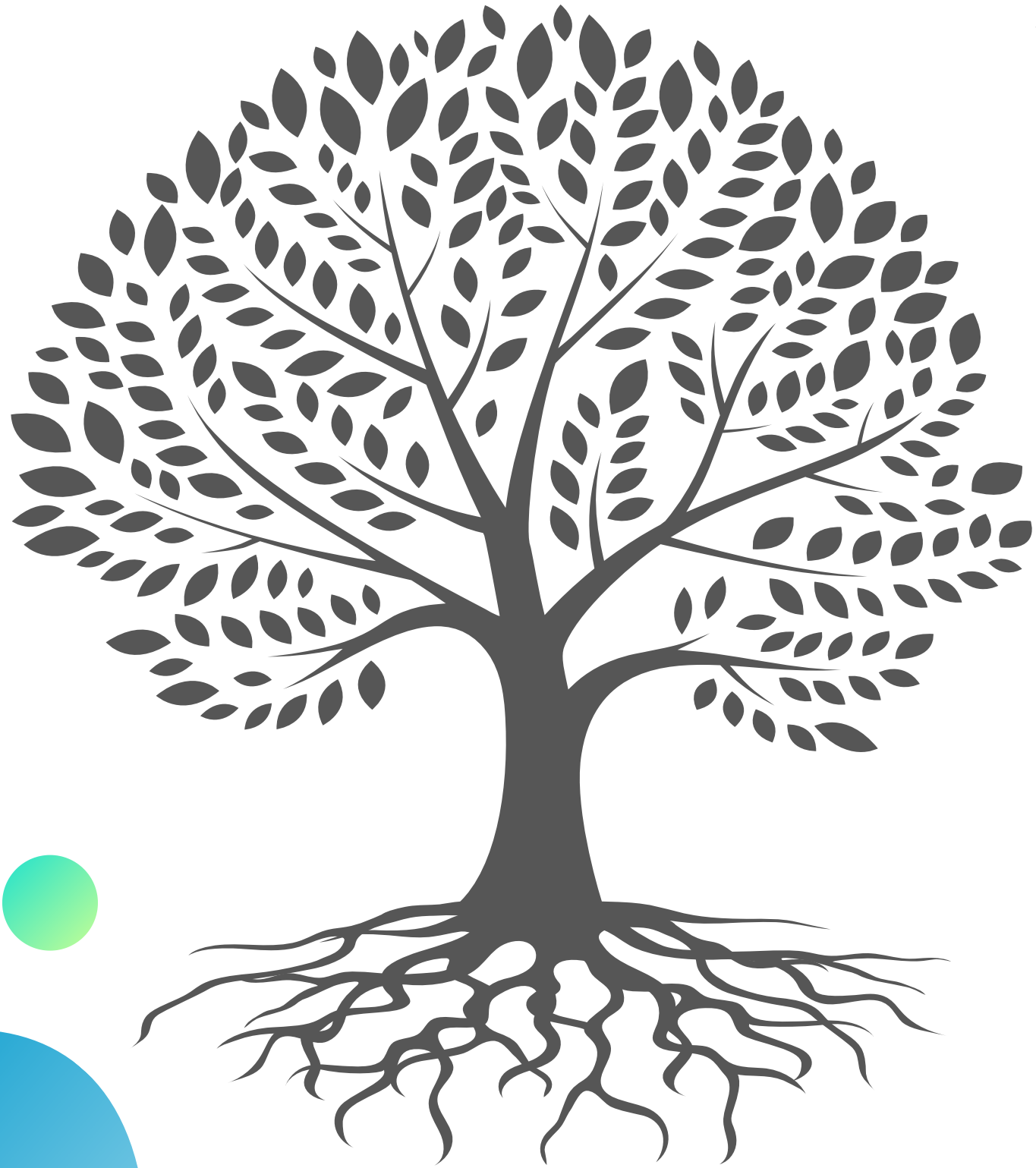
FINDING THE ROOT CAUSE



**symptom
(leaves)**

**supporting
institutions
(branches/trunk)**

**causes
(roots)**



symptom: stagnant test scores

supporting institutions: standardized tests, rigid testing facilitation, assumption of test-taking background

root causes: numbers-heavy funding sources, food insecurity, lack of subsidized childcare, belief that education is only for creating workers

PRACTICE: FINDING THE ROOT CAUSE

In groups, you'll discuss the symptom **LOW STUDENT ENROLLMENT**

● Consider the leaves, trunk, and roots of the problem

Then discuss what you have control over and what areas you can change to support social change and not the status quo

REFLECTING TO PROMOTE SOCIAL CHANGE

developing a reflective practice is essential for promoting social change - being reflective can help you:

- improve lesson plans to reach the most learners
- develop more student-centered learning opportunities
- audit your work with an anti-racist lens
- learn how to use feedback to build collaboration and empower
- build stronger relationships with partners, friends, colleagues
- improve your empathy skills

LEARN MORE!

How to Become A Reflective Teacher

(a helpful, graphic guide to becoming more reflective – plus activities!)

Gathering Student Feedback

(ways for making the most of student feedback – plus check out the bibliography at the bottom for even more resources!)

Reflective Teaching

(nice overview of the concept – plus examples of reflective tools)

Using Teaching Inventories and Classroom Observation Protocols

(tools for helping you reflect in class, by yourself, with your students, and with your colleagues)

A-ha Activities for Unconscious Bias Training

What is Action Research?

(more info about action research, if you're interested!)

Reflective Teaching: An Introduction

Zeichner, K. M., & Liston, D. P. (2013). Reflective teaching: An introduction. Routledge.

Emergent Strategies: Shaping Change, Changing Worlds

Brown, A. M. (2017). Emergent strategy: Shaping change, changing worlds

THANK YOU!

Keighty Ward (they/them)

Community Literacy Program Director

keighty@litworks.org



give yourself some grace today,
you're doing a great job.

