

## TPLUS meeting 2 - reflection focus group - may 2013 @ Yaşar University

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### Reflection Focus Group

#### What is Reflection?

- **Baskent university** - looking back at what we've done, what we're doing in a conscious way. Reflection should be critical. This gives you ideas to develop on.
- **Gazi University** - thinking beyond, your career development, interaction with your colleagues, it goes beyond the classroom. Have a reflection session in their training sessions. Which tools need to be used? Teachers complete forms after observations before the post observation. An action plan is produced with the trainer or peer observed
- **Gediz University** - expression of inner thoughts. How can we assess performance? This is important for development.
- **Yasar University** - being responsible for your actions. I did this and move on. Develop yourself. It's ok to make mistakes, learn from it, change it. Very challenging to reflect.
- **Ekonomi University** - think about why you did what you did? It's a personal thing. It's difficult to be aware of what you do in the classroom. Have a reflective program for teachers - teacher keep diaries, peer observations, student feedback. Teachers do not like their lessons being recorded. The first recording is the hardest. Teachers reflect on lesson and then watch their lesson for further reflection. They notice things they are not aware of after watching videos.

#### What my teachers need?

- Reflection causes fear. Teachers worried that if they determine a weakness this will be seen as not doing their job. People who you are closer to friends with find it easier to reflect. It's important to make teachers feel comfortable.

#### What are the methods?

- Audio video recording of lessons - action research
- Need to push people to reflect
- Staff room chat is a kind of reflection but they need to go deeper.
- Could the real problem not be reflection but could it be taking action? They don't want to break their habits? This is difficult.
- Action research - teachers pick a point. End of term meetings are held. Before meeting, teachers email their issues to the administration. The management team gets together, discuss these and then hold their staff meeting.
- Peer observations very useful. Good for learning new things.
- Appraisal - one to one meetings can be held. Questions are given beforehand so teachers come to meeting prepared. Very useful.
- Open door policy - teachers come with their problems.
- Peer observations - trust is important. You need to trust your observer. If a teacher needs help you can refer to them a teacher who is very good in this area.
- Unseen observations. No fear, no pressure.

- Every trainer should teach so that trainers have contact with the students and can empathise with the observed teacher. You know what the teacher is talking about because you ask experience the same things too.
- Hold seminars on how to give feedback.
- We need to know how to say things without hurting people.
- Invite students to give feedback on the lesson as well as teacher and trainers views.
- Some teachers have a resistance to watch themselves. You need to encourage them.
- Hold training sessions on focus area of reflection e.g. Instructions. Ask teachers to put themselves in the place of students.

### **How can the impact of reflection training be measured?**

- Need to change beliefs and practice.
- Observations
- notice the change in yourself, listen to your students.
- Teacher attitude
- Time is important
- Metaphors really work in reflection. Choose metaphors according to your students' beliefs. Teachers keep these in their portofolios. This is a personal journey. This could be done with pictures.
- What colour is your lesson? What shape the lesson was? Move away from cliché questions. Why red?
- Experience is important. Keep your expectations low. Don't expect perfection.
- Motivate - praise people when something good happens.

### **How can learners, peers and teachers be involved in the process of reflection training to assist quality of self-reflection**

- The best observer is the learner - get feedback from the students.
- Teachers exchange their practices between themselves
- Teacher trainers create a platform - a formal session - to discuss issues - teachers and trainers
- **Experience** and **reflection** coupled together are valuable for professional development.
- Willingness to make change is crucial.