

# 7 suggestions of what to look for when self-reflecting

Reflective practice is a more systematic process of collecting, recording and analyzing our thoughts and observations, as well as those of our students, and then going on to making changes. Research is clear that self-reflection is a core component of effective teacher PD and key to enabling teachers, like you, to become skilled in their roles. In order to get the most out of reflecting on a lesson, it's a good idea to focus your attention on specific aspects of your teaching.

## Here are some suggestions:

- 1 The ratio of interaction** - How much are children responding to you versus how much you are talking to them? Is there a dialogue of learning in your classroom or is the talking mainly one-sided?
- 2 Growth vs. fixed mindset** - Carol Dweck writes in [Mindset: The New Psychology of Success](#) (2007) about how people with fixed mindsets believe that their qualities are unchangeable whereas people with growth mindsets feel they can improve their qualities through effort. The way you respond to your students can inspire either a fixed or growth mindset. Praising students for being 'smart' or 'bright' encourages fixed mindsets whilst recognising when they have persistently worked hard promotes growth mindsets. Dweck found that people with growth mindsets are generally more successful in life: which are you encouraging students to have? [Click here to read more](#) about Dweck's theory of the growth mindset.
- 3 Consistent corrections** - Are you correcting your students consistently? Try to avoid inconsistency; such as stopping a side conversation one day but ignoring it the next, as this will cause confusion with students and the feeling that you are being unfair.
- 4 Opportunities to respond** - Are you giving your students enough opportunities to respond to what they are learning? Responses can include asking students to answer questions, promoting the use of resources such as whiteboards or asking students to discuss what they have learnt with their neighbour.
- 5 Type and level of questions** - Do the questions you're asking match the method of learning that you want to foster in your classroom? The type of questions you ask your students can include open or closed, opinion or right/wrong. Is the level of questions that you're asking appropriate for the students' level of learning? To find out more about open questions read this blog: [can you make coaching more effective with open questions?](#)
- 6 Instructional vs. non-instructional time** - The more students are engaged in learning activities, the more they will learn. Try to keep track of how much time you give to learning activities compared to how much is spent on other transitional things such as handing out resources, collecting work at the end of the lesson etc.
- 7 Teacher talk vs. student talk** - Depending on the topic you are teaching, decide how much students should be talking about what they're learning compared with how much you should be talking to them.

Talk to a member of the team

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