

Chapter 1 : Becoming a Critically Reflective Teacher - Stephen Brookfield - Google Books

Becoming a Critically Reflective Teacher outlines for educators a process for becoming critically reflective about teaching, confronting the contradictions involved in creating democratic classrooms, and using critical reflection as a tool for ongoing personal and professional development.

How many times have you heard statements like those above? I bet many times. And how many times have you stopped to reflect upon your teaching practice? Have you ever done it? What was the last time you observed a friend? Why so many questions? What does it all have to do with reflective teaching? What about reflecting on our teaching process? Have we reflected on it? Reflective teaching is a personal tool that teachers can use to observe and evaluate the way they behave in their classroom. It can be both a private process as well as one that you discuss with colleagues. You will be able to look at the underlying principles and beliefs that define the way that you work. This kind of self-awareness is a powerful ally for a teacher, especially when so much of what and how they teach can change in the moment. Reflective teaching is about more than just summarizing what happened in the classroom. Reflective teaching is a quieter and more systemic approach to looking at what happened. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life. We can conceptualise successive levels of expertise in teaching – those that student-teachers may attain at the beginning, middle and end of their courses; those of the new teacher after their induction to full-time school life; and those of the experienced, expert teacher. Given the nature of teaching, professional development and learning should never stop. How does reflection take place? Approaches to Critical reflection: Some suggestions for peer observation: The teacher being observed would also assign the observer a goal for the observation and a task to accomplish. The task would involve collecting information about some aspect of the lesson, but would not include any evaluation of the lesson. Observation procedures or instruments to be used would be agreed upon during this session and a schedule for the observations arranged. The two teachers would meet as soon as possible after the lesson. The observer would report on the information that had been collected and discuss it with the teacher Richards and Lockhart, The teachers identify a variety of different aspects of their lessons for their partners to observe and collect information on. They may also obtain new insights into aspects of their teaching. Written accounts of experiences Another useful way of engaging in the reflective process is through the use of written accounts of experiences. Powell and their potential is increasingly being recognized in teacher education. A number of different approaches can be used. Self-Reports – Self-reporting involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed Pak, Self-reporting allows teachers to make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices. Journal Writing A procedure which is becoming more widely acknowledged as a valuable tool for developing critical reflection is the journal or diary. The goals of journal writing are: To provide a record of the significant learning experiences that have taken place 2. To help the participant come into touch and keep in touch with the self-development process that is taking place for them 3. To provide the participants with an opportunity to express, in a personal and dynamic way, their self-development 4. While there are many useful insights to be gained from diaries and self-reports, they cannot capture the moment to moment processes of teaching. Many things happen simultaneously in a classroom, and some aspects of a lesson cannot be recalled. It would be of little value for example, to attempt to recall the proportion of Yes-No Questions to WH-Questions a teacher used during a lesson, or to estimate the degree to which teacher time was shared among higher and lower ability students. Many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with

recordings of actual lessons. A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. Teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students. Like other forms of self-inquiry, reflective teaching is not without its risks, since journal writing, self-reporting or making recordings of lessons can be time-consuming. However teachers engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development. You might find, as you progress, that there is an area of knowledge you need to know more about. So never be afraid to ask for help or advice. It shows you are brave and professional. Roseli Serra Roseli is an enthusiastic educator in Brazil. Graduated in English and Portuguese, she works as an ELT consultant, teacher trainer, materials writer, Cambridge examiner and e-moderator. She truly believes in life-long learning and teacher development.

Chapter 2 : Becoming a Critically Reflective Teacher by Stephen D. Brookfield

Description A practical guide to the essential practice that builds better teachers. Becoming a Critically Reflective Teacher is the landmark guide to critical reflection, providing expert insight and practical tools to facilitate a journey of constructive self-critique.

Most commonly, it happens when the new readers cease using the eBooks as they are unable to use all of them with the appropriate and effective fashion of reading these books. There present number of motives behind it due to which the readers stop reading the eBooks at their first most effort to make use of them. Yet, there exist some techniques that could help the readers to have a nice and successful reading experience. Someone ought to adjust the appropriate brightness of screen before reading the eBook. Due to this they suffer from eye sores and head aches. The best option to overcome this severe issue is to reduce the brightness of the screens of eBook by making particular changes in the settings. A great eBook reader ought to be set up. You may also use complimentary software that could provide the readers with many functions to the reader than just an easy platform to read the desired eBooks. You can even save all your eBooks in the library that is also supplied to the user by the software program and have a great display of all your eBooks as well as access them by identifying them from their unique cover. Apart from offering a place to save all your valuable eBooks, the eBook reader software even give you a great number of characteristics to be able to boost your eBook reading experience than the traditional paper books. You can even enhance your eBook reading encounter with help of options furnished by the software program including the font size, full screen mode, the specific variety of pages that need to be displayed at once and also change the colour of the background. You must not make use of the eBook consistently for several hours without breaks. You should take proper breaks after specific intervals while reading. Nonetheless, this does not mean that you should step away from the computer screen every now and then. Constant reading your eBook on the computer screen for a long time without taking any break can cause you headache, cause your neck pain and suffer with eye sores and also cause night blindness. So, it is important to give your eyes rest for some time by taking rests after particular time intervals. This can help you to prevent the problems that otherwise you may face while reading an eBook always. While reading the eBooks, you should favor to read big text. Normally, you will realize that the text of the eBook will be in medium size. So, increase the size of the text of the eBook while reading it on the screen. Although this can mean you will have less text on each page and greater number of page turning, you will be able to read your desired eBook with great convenience and have a good reading experience with better eBook display. It is proposed that never use eBook reader in full screen mode. It is suggested not to go for reading the eBook in fullscreen mode. Though it may seem easy to read with full screen without turning the page of the eBook quite often, it set lot of stress on your own eyes while reading in this mode. Always favor to read the eBook in exactly the same span that will be similar to the printed book. This really is so, because your eyes are used to the length of the printed book and it would be comfortable for you to read in the same way. By using different techniques of page turn you can also boost your eBook experience. Check out whether you can turn the page with some arrow keys or click a specific section of the screen, apart from using the mouse to manage everything. Favor to make us of arrow keys if you are leaning forward. Try using the mouse if you are comfortable sitting back. Lesser the movement you must make while reading the eBook better is going to be your reading experience. Specialized problems One issue on eBook readers with LCD screens is that it is not going to take long before you try your eyes from reading. This will definitely help make reading easier. By using each one of these powerful techniques, you can surely improve your eBook reading experience to an excellent extent. This advice will help you not only to prevent particular hazards which you may face while reading eBook often but also facilitate you to relish the reading experience with great relaxation. The download link provided above is randomly linked to our ebook promotions or third-party advertisements and not to download the ebook that we reviewed. We recommend to buy the ebook to support the author. Thank you for reading.

Chapter 3 : Books by Dr. Stephen D. Brookfield

Building on the insights of his highly acclaimed earlier work, The Skillful Teacher, Stephen D. Brookfield offers a very personal and accessible guide to how faculty at any level and across all disciplines can improve their teaching.

I thought it was good, focusing on various of reflecting on your teaching, and then dealing with the ramifications of those reflections which can lead to imposter syndrome, for instance. I liked reading about how he dealt with confronting his own assumptions in particular. Aug 04, Jared rated it it was ok Do you want the good news first or the bad news? The author does not explain how a teacher would be "critically reflective" and still teach his subject matter. He has all of this stuff about critical reflection and at the end of the day I just want to know when the students would ever be taught stuff. He also has disregard for traditional learning models like the lecture and is convinced that the democratic model of dialogue, learning journals, and making sure that minorities racial, and gender emphasized do not feel left out. On top of that he sometimes adopts a sniveling attitude where he berates himself about his mistakes he is trying to model openness but I think it sounds sniveling. This guy suffers from "liberal white man" guilt. And in a bad way. My biggest complaint is that all of the stuff he recommends is just not realistic. There is no way any teacher could do all of these things or should do all of the things he suggests. Throughout the book I rolled my eyes and smirked at the author many times. Here is the good news. He does a fairly adequate job explaining what critical reflection is. Even if a teacher disagreed with his fundamental ideas many of his methods would be useful. Not all of these need to be done. Anyone with common sense will mix and match them. He claims his book is for adult education but many of his ideas apply to other fields. His writing is easy to understand, and he does not go out of the way to sound smarter than he really is. I bought this book because I want to teach in South Korea, and I got it at discount price. I am not an experienced teacher, but could tell that doing his whole system probably would not work. But doing bits of his system at different times will probably help reveal faulty assumptions, and bad practices that need to be improved. That is itself makes this book reading. However you will have to put up with much silliness to get to the treasure. Another criticism was that if the lecturer is concentrating on equality and diversity and other aspects of critical pedagogy then how can there possibly be time to deliver the specialist content. Firstly- critically reflective practice is entrenched in practice rather than an add on to be used here and there. Secondly, the review in general seems to have a respect for classical humanist teaching where teacher-centric content is respected rather than questioned. He gives examples of his own practice, which I did find useful, but I do not think that they are particularly insightful. His reflection on his own practice is a good way of modelling the process, but his conclusions were simpler than I expected. They also seemed repetitive, instead of building to a more complex thesis. His explanations, particularly the distinction between predictive and causal assumptions, was vague to the extent of being completely unhelpful. Most significantly, he does not consistently relate his teaching practice and experiences to his personal and socio-political context, which is a huge oversight for a book that is based on his personal experiences. What I liked about the book was the anecdotal parts - I do learn by example, so those examples were much more valuable than any sort of advice. However, towards the end, there is less of that and more on advice, theory, and a good deal of warnings of what might face the teachers who want to practice critical reflection. Based on such warnings, there are two possibilities: Finally, there is one chapter where Mr. Brookfield talks about how he learned swimming - this is the most insightful chapter of all, and just for this part, it is worth reading.

Chapter 4 : Becoming a Critically Reflective Teacher - Ebook pdf and epub

The author does not explain how a teacher would be "critically reflective" and still teach his subject matter. He has all of

this stuff about critical reflection and at the end of the day I just want to know when the students would ever be taught stuff.