

Weekly Reflective Diary

Brendan Egan		Week: 1	
Use Brookfield's model of the 'four critically reflective lenses' to gather the evidence that you require to make informed critical evaluations of your practice.			
Self	Theory source identified	Peer (coordinating teacher, tutor)	Student
<ul style="list-style-type: none"> ✚ Personal Reflection ✚ Post lesson written diary reflections ✚ Post lesson typed lesson evaluations ✚ Observation and assessment of student work produced ✚ Post week review of scheme plans and estimated time lines 	<ul style="list-style-type: none"> ▪ <i>'Effective Teaching in Schools'</i> Chris Kyriacou ▪ <i>'Reflective Teaching'</i> Kenneth M. Zeichner ▪ <i>'Learning to teach art & design in secondary school'</i> Nicholas Addison 	<ul style="list-style-type: none"> ➤ Pre and Post lesson discussions ➤ Discussions on schemes – strategies material and time ➤ Staffroom conversations 	<ul style="list-style-type: none"> ✓ Student observation ✓ Classroom Conversations ✓ Observation of student work
Analyze and cross reference the evidence gained from these lenses to critically reflect on an emergent aspect of your teaching practice that requires improvement and development.			
Strengths:			
<ul style="list-style-type: none"> • Planning & Resources I feel like my planning has been a strength for me this week from the scheme plans to the lesson plans. I have been conscious to try and plan lesson activities for each scheme that will be relevant and applicable to the outcomes intended. "With regard to lesson organisation, a host of concerns are involved during planning. Of prime importance is the need to ensure that to the type of activity to be used is right for the type of learning that is desired. (Borich, 2007; Good and Brophy, 2003). For example if, if the teacher wishes to extend pupils oral skills, then pupils must be given the opportunity to talk... Indeed, the fact that pupils learn more effectively by doing rather than listening, indicates that a greater emphasis should be given to pupil involvement and activity across the curriculum than is typical at present" (Kyriacou, Chris. <i>Effective Teaching In Schools</i>. 1st ed. Cheltenham: Nelson Thornes, 2009.) Chris Kyriacou discusses here how students learn more effectively through doing in lessons, for this reason I will continue to consider it essential to incorporate activity's that are relevant to the outcomes of the schemes in my lessons when planning them. It appeared from observation that the resources I prepared and used in lessons this week were strong in getting a lot of students engaged from the beginning of the schemes. The 1st years seemed intrigued and excited by the dark work by Goya, the 2nd years were captivated by the tale from '1001 Arabian nights' and the podcast 'Fox and the Crow', the TY's seemed to admire the use of shape, colour and pattern by local artist Morrison and the 5th years engaged well with investigating the qualities of the organic primary materials from the woodland surroundings. As well as applicable activities, relevant resources are important to assist the development of these schemes and will continue to be a top priority. • Teaching For my classes this week I have had learning outcomes prepared, and I have clearly declared them to the students at the beginning of lessons, both orally and by writing them on the board. The outcomes were directly linked to the activities and the resources used and could be compared at the end of lesson. I feel like I was confident in my command of classes this week in terms of teaching strategies and dealing with behaviour, hopefully helping establish a good working atmosphere. 			
Weaknesses:			
<ul style="list-style-type: none"> • Questioning & Assessment On reflection I feel I need to review how I am using questioning at different stages of all of my lessons. It appears to be a recurring issue that I have highlighted in my post lesson reflective diary. This area for development is related to my use of questioning as a method of checking and monitoring understanding in students as well as prompting thought provoking discussion. I have been consistent in checking students understanding by observing and reviewing their work, but I need to develop my use of <u>questioning</u> to assist this process. "When instigating discussion and debate or when questioning pupils about their own and others work, teachers often use questions such as 'what do you think?' 'what can you tell me about this?' or 'How does 			

it make you feel?' The pupil's response is usually an unqualified value judgment: 'I feel like' or 'its rubbish'. The further question 'why?' can yield embarrassed inarticulacy or evasion. Given particular subject matter or a particular concept, it is easy to ask trivial questions or to lead the child to ask trivial questions. It is also easy to ask impossibly difficult questions. The trick is to find the medium questions that can be answered and that take you somewhere" (Addison, Nicholas and Lesley Burgess. Learning To Teach Art And Design In The Secondary School. 1st ed. London: Routledge, 2007.)

My use of questioning is connected to the ways in which I assess my student's progress and check for their understanding of certain concepts. As mentioned, this week I have been consistent in monitoring students progression through observing the art work that has been produced, but I need to develop the ways in which I assess student's understanding of concepts that art important for the development of the projects. "It is important that you monitor pupils progress on a regular basis. In order to facilitate effective planning, it is imperative that pupils are constantly assessed to establish achievement and learning: this provides evidence to evaluate the success of your teaching." (Addison, Nicholas and Lesley Burgess. Learning To Teach Art And Design In The Secondary School. 1st ed. London: Routledge, 2007.) In order to develop my use of question as a way of facilitating discussion and checking for understanding, I will need to make this a priority at my lesson planning stage, by researching effective questioning methods and refining the language I use for them

- **Learning - Imaginative Drawing**

Another area that requires attention is the way in which I approach teaching and learning to develop imaginative drawing. This has emerged as an issue in 1st, 2nd & TY lessons this week. 1st years were tasked to make sketches based on a short creative narrative they had written, 2nd years attempted drawing to illustrate an element from a story they had listened to and TY's were challenged to make a drawing of landscape from memory. Unlike the 5th years that were drawing from a primary source, these tasks demanded a certain amount of confidence from students to be able to express and develop their individual interpretive drawing styles. On reflection I feel as though many students struggled with these challenges and will need to use some scaffolding to assist their development. "For both young people and adults, drawings often have a strong and direct sense of purpose, more so than other aspects of art making. In everyday life people will turn to drawings when words or photographs are not adequate for their purposes; an obvious example might be drawing a diagram or a map for someone. Children's 'eclectic' uses of combinatory drawing conventions within cognitive and communicative development are recognised by Atkinson (2002) and Matthews (2003) as imperative to their needs for relating a story or imagined landscape." (Addison, Nicholas and Lesley Burgess. Learning To Teach Art And Design In The Secondary School. 1st ed. London: Routledge, 2007.) This eclectic use of combinatory drawing conventions is what I would like to assist my students in exploring, though I need to prepare some scaffolding and teaching strategies to weave into my lessons.



* 2nd yr - Story listening Illustration

*TY - Landscape drawing from memory

Action plan for each scheme of work:

- **1st years - Horror Movie Poster**

The 1st years are a high energy group. I will need to plan a well-structured lesson each week with clear and achievable outcomes to keep students engaged and on task, I will need to break the double lesson up into different activities to hold students attention. Next lesson is introducing the poster design and experimenting with photography. Will need to consider how to structure this in a double lesson.

- **2nd years - Short Course**

Will need to consider approaches to teaching and learning for drawing exercises. Need to design activities for lessons that assist with development of imaginative drawing style, also need to consider how I will use effective questioning to assess the students' progress and understanding of concepts.

- **TY – Landscape collaborative abstract painting**

For this scheme need to decide on the best way to organize the scheme and its activities due to the large number of students in the class (30) Need to evaluate the source material to use for the painting – photography/on location drawing/ memory drawing. Potential methods to develop drawing from memories.

- **5th year – Textile Sculptures**

Need to review the use of questioning as way of monitoring students understanding of investigating the primary materials. As well as reviewing the work produced need to plan on prompting some discussion on the applications of this investigation for a sculpture.

How can I use the four lenses to gather evidence in the next iteration of my action plan to enable me to critically reflect on the actions implemented?

- Audio recording my implemented use of questioning in lessons
- Request another teacher to observe my class and provide some advice and feedback.
- Have students provide short written accounts of their learning/understanding
- Research further into questioning and drawing teaching strategies