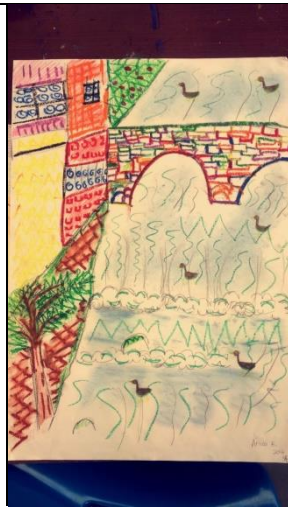


Weekly Reflective Diary

Brendan Egan		Week: 2	
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 – material and time ➤ Staffroom conversations 	<ul style="list-style-type: none"> ✓ Student observation ✓ Classroom Conversations ✓ Observation of student work ✓ One on one talks on behavior or work issues
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.			
<p>Strengths:</p> <p><u>Strategies & Learning Outcomes</u></p> <p>Last week I noted after observing student work that I would need to consider how to support students in developing their imaginative drawing skills and an appreciation for their individual drawing styles. With this in mind when planning lessons for this week, I considered what strategies I could incorporate. In order to guide and support students through drawing activities I attempted to refine the learning outcomes for the lessons and to break the tasks down into manageable parts. For example 1st years were challenged to develop a 'monster' as the subject for their horror movie. To get the students started I had a group brain storming session on monsters and creatures from folklore, I then showed students examples of horror movie trailers from 1950's, I presented students with images of Goya's etchings, and then outlined the guidelines for students to consider the movie being set in the woods around the town and draw on all the animals and fauna that live in the habitat. The students responded well to the guidelines and seemed to find it easier to push themselves when developing the imaginative drawings. Similarly the TY had one more lesson to develop their drawings from memory, I refined the outcomes for the lesson for students to follow. The majority of students seemed more motivated to apply themselves to the challenge with more specific outcomes to aim for, in terms of using the materials and considering color and pattern. With the 2nd years I had them take part in a challenge where they had to spread out around the room and individually draw a map of the locality. The outcome was a review of the work where students could identify how each person had gone about drawing the same thing in completely different ways. Students displayed a better understanding of what is meant by creative illustration and representation.</p>			



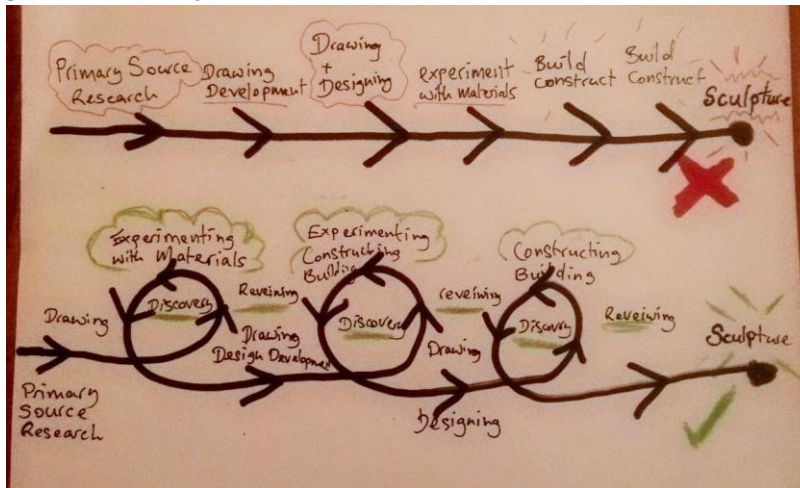
1st yr. Drawing development TY Colour & Pattern



2nd Year Mapping & Representational Drawing

Making & Using Materials

This week I decided that I needed to reconsider the straight line design of the time line I had planned for the sculpture scheme with the 5th yr group. I felt that the making and learning through making needed to happen sooner than later. The time line planned for students to develop drawings and designs to ultimately inform their sculptures. Though now I feel like there needs to be more of a cycle of discovery system where students work at making with materials and visit their design drawings simultaneously.



*Sculpture Scheme time line comparison in an attempt to make sense of the plan

“The real task is to see sculpture as a process of problem-solving. Here, work is determined by problems set or defined. These can range from experimenting with materials, exploring general principles, to working with clear-cut problems that can be solved through designing, experimenting, thinking and making an artefact” (Addison, Nicholas and Lesley Burgess. Learning To Teach Art And Design In The Secondary School. 1st ed. London: Routledge, 2007.)

So this week I interrupted the student’s investigative drawing to introduce them to some of the types of materials they will use to create their sculptures, the lesson had a straight forward outcome for the students to aim for. After I gave a demonstration, students were to take some materials of their choice and just play around with them, they had to create 2 different forms by a certain time. Students responded better than I thought to the challenge, and there was plenty of interesting work made to review and the end of the lesson and beginning of the next.

*Examples of 5th yr. material manipulation



Weaknesses:

Classroom Management – Behavioral Issues

An issue that has seemed to emerge from my reflections this week is some of the behavior in my classes. I had two incidents of lesson disruption by students getting into fights and arguments in my class. In the 1st yr class this week, I planned to get two different activities done, drawing and photography. This required students to rotate in groups to take part in the photography shooting, while the rest of the class worked on their drawings. I had the room rearranged to cater for the two different activities. The main issue was that it was only my second time with this group, and there was a student who had not been there the 1st time. I was not informed that this student is actually supposed to have an SNA with him at all times as he is a risk in the classroom due to some emotional issues. As my back was turned for a moment doing the photography session with one group, an altercation happened between this student and another. This caused the rest of the students to become lively and restless. The SNA came and took the two students out to find out what had happened, but I found it difficult to gather the rest of the class back to focus on the task at hand. It took me off guard as I had felt I had established a firm expectation of behavior in the previous lesson. Chris Kyriacou discusses this issue “Pre-empting misbehavior is made much easier if the teacher’s authority and expectations can be quickly established and accepted. There is a general consensus that during the first few weeks with a new class, the teachers behavior should be firm and serious, to establish a climate that is purposeful and task-orientated. Thereafter, a move towards the more human and relaxed side of teacher-pupil relations needs to develop” (Kyriacou, Chris. *Effective Teaching In Schools*. 1st ed. Cheltenham: Nelson Thornes, 2009.) In this case it was perhaps to soon for me to have students work while my attention was on something else, and I need to continue working on establishing a solid working environment wit in my classroom. This incident also shows me that I am still learning about the range of students in my classes, and in order to avoid further disruptions I will need to consider differentiating activities to cater for the variety of abilities.

Differentiation

As I get to know my groups more, by observing their behavior and performance, I begin to identify students that may need some differentiated tasks, and that it could probably be an effective solution to behavior issues with students off task. Up until this time I have only considered how to differentiate for a student that has special educational needs, but it has become apparent that I might need to consider some less obvious tactics for students who seem consistently off task.

Higher Order Questioning

While pre-empting misbehavior by attempting to differentiate is important, I feel as though I need to remember to find ways to challenge students who are excelling with the projects. In my reflections I have mentioned concerns with my use of questioning. This includes designing higher order questions to direct at the students who are able for them and will assist in developing their understanding of deeper concepts that underpin the projects. This is something I know I need to properly plan for, and not just hope it happens naturally in the flow of the class. I have come across several ways to construct questions in my studies, blooms taxonomy is a very well-known scale of the range of thinking that can occur within the class room



Asking Thinking Questions

I can use the information:

to build new ideas

Creating

What might be a solution to...? Can you make a proposal that would...? What theory can you come up with for...? What might happen if...? How many ways can you...? How could you create/improve/develop...?

To express and back up my opinion

Evaluating

What would happen if...? What is your opinion of...? What shows you that... happened? How could... be improved? Using what you know how would you explain...? What evidence would support your view? Do you agree with the outcome...?

By breaking it down to understand it better

Analysing

What is similar to/or different from...? Is the information based on fact or opinion? What is the underlying theme/meaning? Who do you think...? What conclusions can you draw? Can you explain what would have happened when...?

in a new way

Applying

How / why is... an example of...? What would happen if...? What can you use to show or explain...? How is... an example of...? Can you group/sort by features such as...? Which factors would you change if...? How would you solve...?

to explain ideas

Understanding

How would you compare/contrast? How would you summarise? Who do you think...? What example could you give of...? How would you say... tell in your own words? How would you explain...? What might have happened next...?

to remember facts

Remembering

What is...? Where is...? How many...? How would you explain... describe... show...? What happened after...? Can you identify/select/ picture...? Who spoke to...? Who or what were...? How did... happen? Can you outline...?

Another method of forming higher order questions in the 'interpretation grid'. I like this model because it deals specifically with questioning around artworks. By placing an art work in the middle of the grid and work through questions that climb to higher order thinking.

Description:	Analysis:
Interpretation:	Judgment:

Description: Analysis

Interpretation Judgment

<p style="text-align: center;">Description:</p> <ul style="list-style-type: none"> • What kinds of things do you see in the work? • How would you describe them? • What information can you get from the credit line? 	<p style="text-align: center;">Analysis:</p> <ul style="list-style-type: none"> • What Elements of Art did the artist use (line, shape, space, form, texture, color)? • What Principles of Design are used (rhythm, movement, balance, proportion, variety, emphasis and unity)?
<p style="text-align: center;">Interpretation:</p> <ul style="list-style-type: none"> • What do you think this piece is about? • Does the title fit? • Pretend you can climb inside. How does the painting feel? How does it make you feel? • Would you agree with the choice of medium and colors? • Does the date make a difference? 	<p style="text-align: center;">Judgment:</p> <ul style="list-style-type: none"> • Why do you think other people should see this work? • What would you do with it if you owned it? • What is worth remembering about this picture?

Identify an action plan for each scheme of work:

1st years

Meet with SNA discuss strategies to differentiate for the student that is having issues with focusing and is getting into trouble by fighting with other students in the class. Firmly remind the entire class of the behavior expectations and revisit the seating plan.

2nd years

This class is working well, I am revising research methods that will complement the learning activities of this project. As part of this I am going to concentrate on forming the right questions that will assist the schemes learning outcomes while also informing the research

TY

I need to bridge the way for this group to transition from the individual drawings they have been doing to the collaborative work they will take part in to create the larger work

5th Years

For this group I will need to continue guiding between drawing / designing and problem solving with materials. I also need to form higher order questioning for students who are able for them and make them a consistent part of every lesson