LOOP
Empowering teachers

BUILDING BLOCK I: MENTOR'S PROFESSIONAL IDENTITY

UNIT III - SELF-REFLECTION AT THE CORE OF PROFESSIONAL DEVELOPMENT

UNIT III - SELF-REFLECTION AT THE CORE OF PROFESSIONAL DEVELOPMENT

INTRODUCTION

Self-reflection is a process of becoming aware of and, most importantly, evaluating the reality and appropriateness/validity of certain personal assumptions that guide one's experience and behaviour. Several definitions of the concept can be found in the literature. Dewey (1933), for example, defines self-reflection as:

> «Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of grounds that support it, and further conclusion to which it leads.

Central to the process of reflection is the questions that the individual uses to explore why things are the way they are. Tancigova (1994) emphasises the consciousness and systematic nature of the process of self-reflection:

> «Self-reflection is conscious and systematic process of discovering one's own beliefs and values; we need to learn it. »

Larivee (2000), however, cites the moral and ethical implications of one's actions as an object of self-reflection, in addition to examining one's thinking, experiencing and acting:

> «Self-reflection is in-depth investigation of one's personal values, beliefs and assumptions, which direct thinking, feeling and actions of a professional and is thinking about moral and ethical implications of actions. »

Brookfield (1985) points out that a central feature of critical reflection is the attempt to see things from different angles, while at the same time "allowing assumptions (beliefs) to be uncovered". He points out that the reflective teacher-educator views his/her practise (and the beliefs upon which it is based) through **four lenses**:

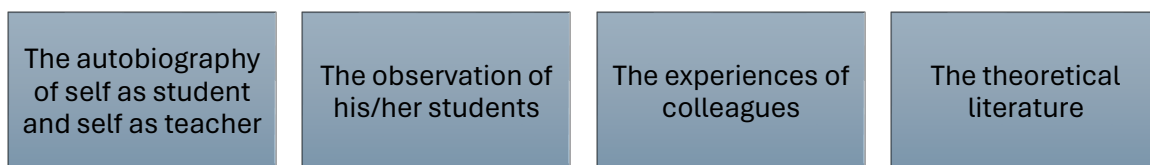|			
The autobiography of self as student and self as teacher	The observation of his/her students	The experiences of colleagues	The theoretical literature

Figure 3 – The four lenses of self-reflection.

Korthagen and Vasalos (2005) present a model of the teacher as an onion that describes the different levels at which reflection occurs, namely the teacher's mission, identity, beliefs, competencies, behaviours, and environment. Core reflection focuses the individual's attention on his/her sources of strength and practical strategies for overcoming obstacles and weaknesses. In this context, it is of utmost importance that the teacher realises that he or she

Co-funded by the
Erasmus+ Programme
of the European Union

LOOP
Empowering teachers

always has a choice in the area of his or her thinking, experiencing, and acting; the choice is also represented by self-limiting thoughts (beliefs, perceptions), feelings, and actions.

Self-reflection can be unstructured and occur as a free response to circumstances or aspects of the self that the person puts under the microscope; it can be semi-structured and based on some predetermined key questions or theoretical models that provide guidelines for analysing one's practise; or it can be highly structured and occur with the support of a professional who guides the self-reflection process, such as a counsellor, supervisor, coach, therapist, or teacher mentor who has the skills and knowledge to guide the self-reflection process.

The self-reflection can be superficial, involving mainly reflection on what has happened, or it can be profound, guiding discovery and reflection on the various hidden dimensions of the thinking, experiencing, and acting of all those involved in the situation (professional concepts, personal beliefs, motives, emotions, values, experiences, etc.).

OBJECTIVES

- To be aware of the quality and frequency of self-reflective practice in their daily professional lives,
- To deep teachers mentors' understanding of the role of critical self-reflection and self-evaluation in personal and professional development
- To promote learning about, role-play, and evaluate some models that guide self-reflective thinking in the face of concrete professional challenges and dilemmas
- To contribute to deciding about how to encourage their teacher mentee to engage in systematic self-reflection.

CONTENTS

- Levels of self-reflection: surface self-reflection, depth self-reflection.
- Bateson's model of neurological levels
- Personal philosophy of professional action
- Methods of reflection (reflection on experiences - broadest framework, reflection on critical events, Socratic questions)

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 260m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Self as a self-reflective practitioner	1. Questionnaire about self-reflection ability	15m	15m
2. Reflection on values and principles	1. My professional values	30m	60m
	2. Mentoring principles	30m	
3. Reflection on experience	1. Be a reflective practitioner	45m	45m
4. Reflection on critical events	1. Reflection on group	50m	95m
	2. Individual reflection	45m	
5. Socratic questions	1. Socratic questioning	45m	45m
			260m

Activity 1: Self as self-reflective practitioner| 15 Minutes

People differ in both their ability and willingness to self-reflect. In the following exercise (Rupnik Vec, 2017), the teacher mentor explores his/her self-reflective attitude and discusses the findings with a colleague. The teacher mentor reflects on ways to deepen their self-reflective practice.

Dynamic 1 – Questionnaire about self-reflection ability | 15 Minutes

a. Please answer the questionnaire about self-reflection ability (see Annex 9). After filling it in, reflect and discuss the following aspects:
   o What do you find?
   o What are your strengths and opportunities?
   o Discuss the experience with a colleague.

b. The questionnaire about self-reflection ability is based on the Beatson model of neurological levels (see Annex 9). Consider how this model might be used to guide a teacher mentor (teacher mentee).

Activity 2: Reflection on values in teaching | 60 Minutes

In this activity, the teacher mentor reflects on the most important values that guide his/her professional behaviour/actions and provides examples of reactions/actions based on the selected values.

Dynamic 1 – My professional values | 30 Minutes

a. The trainer will ask teacher mentor to reflect and identify their most important values from a list provided (see Annex 10) and think on key-questions about it.

Co-funded by the
Erasmus+ Programme
of the European Union

LOOP
Empowering teachers

Dynamic 2 – Mentoring Principles | 30 minutes

Any mentoring programme is conducted according to certain principles that respect the values of the action and enhance the achievement of the programme's objectives. These principles, based on ethics, bind teachers mentors and teachers mentees and guide their actions in the course of the relationship. With the support of Annex 11, record the main activities you believe you are responsible for in the mentoring relationship and also the actions to trigger so that you can effectively develop the activities.

Activity 3: Reflection on experience | 45 Minutes

When a practitioner becomes a reflective practitioner, he or she goes beyond thinking about the content, techniques, and methods of his or her work. He or she focuses his or her attention primarily on the factors that critically influence his/her overall experience, decision making, and behaviour in a wide range of professional contexts: his or her belief systems, assumptions, values, and philosophy of professional action. In the following activity (Rupnik Vec, 2006, 2018), the practitioner experiences reflecting on the chosen experience through a wide range of questions that lead him/her to reflect deeply and provide both new insights into the situation and the stimulus to develop as a reflective practitioner.

Dynamic 1 – Be a reflective practitioner | 45 Minutes

This should be done in group (group coaching) or 1:1 mentoring, to avoid that the teacher mentor come to close answers that doesn't allow learning other perspectives and growth.

Choose an event that has upset you in some way and think about it systematically using the following questions:

- What does the reaction of the student/parent/colleague/supervisor mean? What does it say to me? How do I understand his/her behaviour? Could I have understood it differently? What other possible explanations can I give for this behaviour (event, circumstances)? Which of these is the most likely?

- What am I experiencing with this person? What kind of relationship would I like to have with him/her? How would I like the teacher mentor to behave? How am I contributing to what is happening between us? Why did I respond to him/her in this way? How could I have behaved differently under the circumstances and what would that have meant for me? How would this reaction affect my relationship with this person? And so on.

- What is important to me in these circumstances (in the situation being reflected on)? What is important to the person? How am I contributing to what is happening in the contact situation (at this moment, in the relationship with this teacher mentor, etc.)? What would happen if I thought and acted differently? Which of my considerations are based on the assumptions of theories or research?

- What is desirable in professional situations? What would I like to achieve? What is my goal? What is the appropriate method? Could I have chosen something else? How do I know if I have achieved all my goals with this method? What other strategies do I have at my disposal to achieve these goals?

Co-funded by the
Erasmus+ Programme
of the European Union

LOOP
Empowering teachers

Activity 4: Reflection on critical events | 95 Minutes

Tripp (after Hole and McEntee, 1999) developed a method for recording and self-reflection on critical incidents (Critical Incident Protocol). Two versions are written below: one for individual reflection and one for group reflection. The exercise can be carried out individually or in a group (up to 6 persons + group leader), in the case of group reflection, the group appoints a leader whose task is to guide the group process.

Dynamic 1 – Reflection in group | 50 Minutes

a.   Divide the teachers mentors into groups of up to 7 members and assign specific roles: 1) the person with the problem (the experience they want to reflect on), 2) the teachermentor, and 3) the group members whose task is to contribute ideas at different stages of the group work.

b.   Each group should follow the instructions provided in Annex 12.

Dynamic 2 – Individual reflection | 45 Minutes

a.   Collect stories.

b.   What happened? Choose a story (event) that you find particularly interesting. Write it in a concise, understandable form.

c.   Why did it happen? Write down all the circumstances that make the event meaningful. Answer the question in a way that makes sense to you.

d.   What could it mean? It is important to recognise that there is no one right answer. Explore the possible meanings, don't just settle on one.

e.   What are the implications in practice? How would your practice change under the influence of the new perspectives you have developed in the previous stages?

Activity 5: Socratic questions | 45 Minutes

Socratic questions are a method used to guide the teacher mentee's self-reflection on a selected event that presents a professional challenge (Tancig, 1994). The activity takes place in groups of two, with the two individuals sharing the roles of teacher mentor and teacher mentee. The latter chooses an unpleasant event from his/her professional life, and the teacher mentor guides the teacher mentee through Socratic questions to explore in depth the factors that contributed to the event and possible solutions.

Dynamic 1 – Socratic questioning | 45 Minutes

a.   Form pairs and divide the roles into a teacher mentor and a teacher mentee. The teacher mentee chooses a challenge or negative experience from their daily practice that presents them with a professional dilemma, while the teacher mentor guides them in a structured self-reflection on the situation using Socratic questions (see Annex 13) to gain insight into the various possible responses and potential choices about possible solutions.
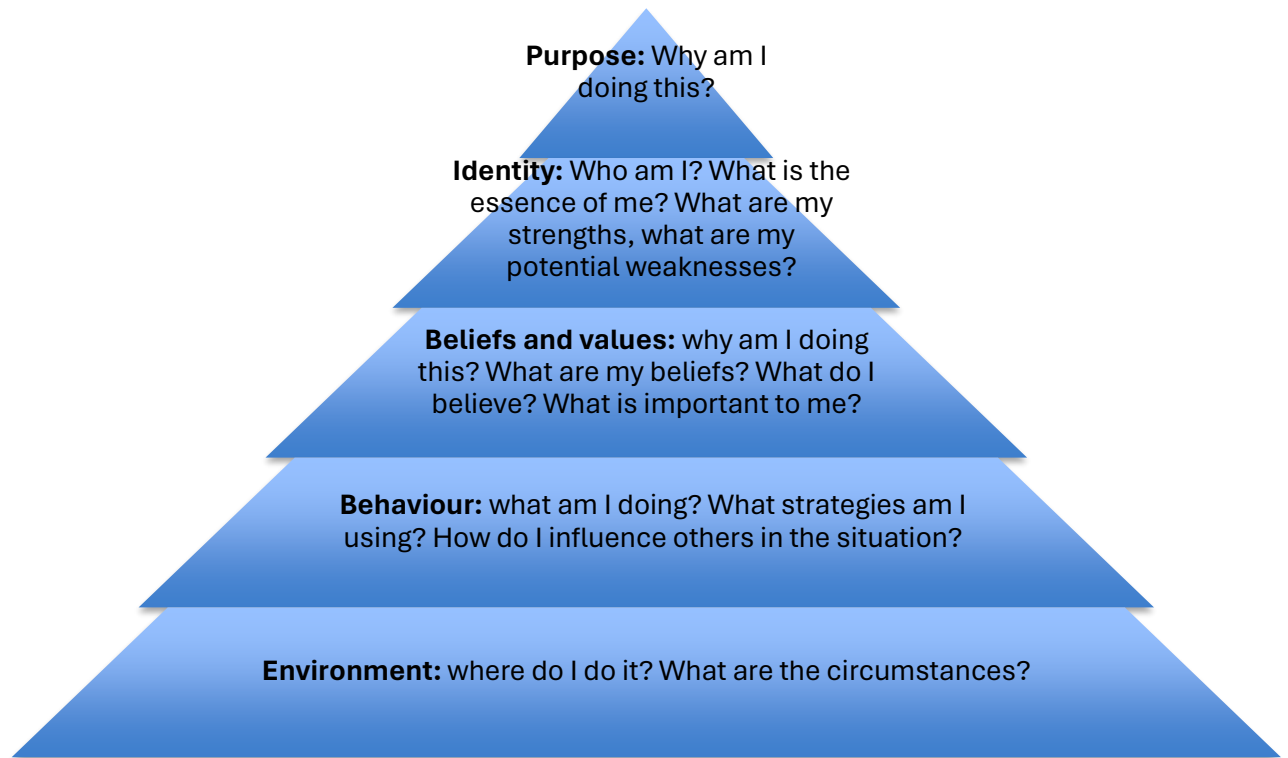
ANNEXES

Annex 9 – Questionnaire about self-reflection ability

The questionnaire below is based on the Beatson model of neurological levels

Claim	Agreement/frequency
	(1-almost never … 5-almost always)
I think about events at work that are pleasant.	1---2---3---4---5
I think about events at work that excite and challenge me.	1---2---3---4---5
I wonder about the unseen causes of events at work.	1---2---3---4---5
I analyse the circumstances in which the event occurred.	1---2---3---4---5
I think about how or by what behaviour and reactions I contributed to the event.	1---2---3---4---5
I think about how others influenced the course of events through their actions and beliefs.	1---2---3---4---5
I think about the strategies I use in different situations.	1---2---3---4---5
I think about what beliefs underpinned my actions in the current situation.	1---2---3---4---5
I think about what I should believe to better handle a difficult situation.	1---2---3---4---5
I reflect on my behaviour, strategies, and beliefs through the prism of expert knowledge, models, and theories.	1---2---3---4---5
I question the meaning of events and things in my life.	1---2---3---4---5
I reflect on the values that underlie my actions.	1---2---3---4---5
I think about who I am and what my purpose is in my job.	1---2---3---4---5

Purpose: Why am I doing this?

Identity: Who am I? What is the essence of me? What are my strengths, what are my potential weaknesses?

Beliefs and values: why am I doing this? What are my beliefs? What do I believe? What is important to me?

Behaviour: what am I doing? What strategies am I using? How do I influence others in the situation?

Environment: where do I do it? What are the circumstances?

Co-funded by the
Erasmus+ Programme
of the European Union

LOOP
Empowering teachers

Annex 10 – My professional values

From the list of attributes below, please select five that you consider being the most important in your profession and that you are committed to making a reality in your behaviour. If there is a value missing from the list below that is important to you and is in the group of the most important values, please add it.

Independence	Equality	Discretion	Fun	Duty
Loyalty	Knowledge	Curiosity	Optimism	Creativity
Health	Tolerance	Movement	Freedom	Openness
Responsibility	Self-control	Competence	Reliability	Accuracy
Relaxation	Courage	Support	Honesty	Teamwork
Humour	Passion	Strength	Integrity	Respect
Forgiveness		Striving	Progress	...

My most important values:

1. _____   2.

_____

3. _____   4. _____

5. _____

After selecting the 5 most important values, reflect/discuss the following aspects.

b) How are your chosen values reflected in your experiences and behaviour? Give examples of your specific professional responses/actions that reflect each value orientation.

c) How will your values influence your work as a teacher mentor?

d) How important do you think it is to clarify values, both your own and those of your teacher mentee?

e) How will you guide your teacher mentee to become aware of the core values that guide his/her professional decisions?

f) What would such reflection mean for your teacher mentee?

LOOP
Empowering teachers

Annex 12 – Reflection in groups

Phase 1: Information

10 min

- The teacher with the problem briefly introduces the problem and the circumstances in which it arose
- The other members write (2-3) questions on slips of paper which help to better inform about the problem at hand
- The slips are handed to the person with the problem, who briefly answers them

NO DISCUSSION in this step!

Phase 2: Formulating an opinion 10 min

- Teachers mentors (now more informed about the problem) write on the sheet what they think is the essence of the problem (individually, in silence).
- The floor flows in a circle and each teacher mentor tells the group what he/she has written on the sheet.

NO DISCUSSION in this step!

Phase 3: Problem solving

15 min

- Group members write how they would solve the problem presented: how they would thought, experienced and acted in a similar situation.
- The circle goes round again, everyone says aloud how they thought and what they didn't write on the sheet
- The person with the problem, who has up to this point mainly listened and gathered different perspectives, reflects aloud on what the process has brought him/her: which of his/her colleagues' thoughts have been interesting, useful and how he/she has solved the problem on the basis of the insights, what is acceptable, what is not.

Phase 4: Evaluation

15 min

- The floor goes round again, everyone reflects on the extent to which they can recognise the problem presented as their own, how they experienced the process and what they learned in the process.

Socratic questions to guide reflection:

Phase	Questions (examples for each phase)
1. *Description* Describe your experience: Identify the problem and state it clearly. Don t make conclusions, don t judge at that point.	What happened? What did you do?
2. *Essential factors which determine the experience* Searching for different data, relevant to the understanding of the problem and its roots	What were your reactions? What did you think and feel about this situation? What was important in this situation for you? What do you think others were thinking and feeling? How did they act? What was important for them?
3. *Evaluation (judge)* Create evaluation: what is good, what is bad in this experience	What did this mean (for you, for others, in general …)? How was this situation difficult for you? What were its pluses and minuses of it? (For you, for others)
4. *Analysis* Searching the problem from different perspectives.	How do you interpret this situation? What does it mean to you? What was going on? (Unseen sides of the problem) What are the potential causes of this problem? How is this experience similar to previous experiences? What can you conclude from this?
5. *Alternative solutions to this problem* Think about all possible solutions. Don t evaluate them at this point, just brainstorm.	What could be done? What could you do next time in a similar situation?
6. *Evaluation of solutions* → *decision of the best one* Choose the most suitable decision.	What could be the consequences of each solution? Which solution is the best?
7. Action plan 8. Resources 9. Monitoring progress	Describe precisely what are you going to do now? What resources will you need and how will you monitor your progress?

a.

REFERENCES

Alderman, M. K. (1990, September). *Motivation for at-risk students. Educational Leadership*, 48, 27-29.

Allen, D. W. (1967). *Microteaching. A description. San Francisco: Stanford University Press*

Azevedo, J. (2003). Cartas aos directores das escolas. Porto: Asa.

Barnett, B. G. et all. 2004. *Reflective practice: The cornerstone for school improvement.* Hawker Brownlow Education.

Brueggeman, Amanda (2022). *Student-Centered Mentoring. Keeping Students at the Heart of New Teachers' Learning.* California: Corwin.

Campus Compact. (1994, March). *Resource manual for campus-based youth mentoring programs*. (Available from Campus Compact, P.O. Box 1975, Brown University, Providence, Rhode Island 02912, (401) 863-1119. Please make checks payable to "The Education Commission of the States")

Carrington, Jody (2019). *Kids these days. A game plan for (re)connecting with those we teach, lead, & love*. Altona: FriesenPress.

Coppock, M. L. (1995, April). *Mentoring at-risk Hispanic students in self-esteem, academic growth, and citizenship awareness.* Equity & Excellence in Education, 28, 36-43.

Cunha, P. O. (1996). *Ética e educação*. Lisboa: Universidade Católica.

Dorrell, L. D. (1989, January). *At-risk students need our commitment*. NASSP Bulletin, 73, 81-82.

Dubois, D. L., & Neville, H. A. (1997). *Youth mentoring: Investigation of relationship characteristics and perceived benefits*. Journal of Community Psychology, 25, 227-234.

Goodson, I. (2001). *Conhecimento e vida profissional. Estudos sobre educação e mudança*. Porto: Porto Editora.

Hadley, Wynton H., & Hadley, R. T. (1991, Summer). *Motivational strategies for at risk students*. Education, 111, 573-575.

Holland, S. H. (1996, Summer). *PROJECT 2000: An educational mentoring and academic support model for inner-city African American boys*. Journal of Negro Education, 65, 315-321.

Ion, G. & Brown, C. (2020). "Networks between schools for educational improvement: what practices are the most effective?". *What works in education?,* 19. Barcelona: Ivalua/Fundació Jaume Bofill.

Isidori, E. 2003. *La formazione degli insegnanti principianti. Problemi e strategie. Perugia: Morlacchi Editore*

Lieberman, A. (1994). Teacher development: commitment and challenge Em P. Grimmett e J. Neufeld (Eds.), *Teacher development and struggle for authenticity: professional growth and restructuring in the context of change*. New York: Teachers College Press.

Maia, C. F. (2011*). Elementos de ética e deontologia profissional* (3.ª ed.). Chaves: SNPL.

Minor. C. (2019). We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be. Heinemann Educational Books: November 2018.

Nóvoa, A. (2009). *Para uma formação de professores construída dentro da profissão.* Revista Educacion, 350, 203-218. Consultado em 2022, setembro, 29, em: http://www.ince.mec.es/revistaeducacion/re350/re350_09por.pdf

OECD (2018). "Responsive School Systems: Connecting Facilities, Sectors and Programmes for Student Success", *OECD Reviews of School Resources*. Paris: OECD Publishing.

OECD, Teachers Ready Platform. *Case study: Professional learning communities and master teacher networks: Building collective responsibility for the profession and for supporting new teachers*. [link]

Pedone, F. and Ferrara, G. *(*2014). La formazione iniziale degli insegnanti attraverso la pratica del microteaching. In *Italian Journal of Educational Research, (13), 85-98.*

Peterson, R. W. (1989, August). *Mentor teacher handbook [8 sections]*. Available online: http://www.gse.uci.edu/doehome/edresource/publications/mentorteacher/contents.html

Portner, H. (2008). Mentoring new teachers. California: Corwin press.

Révai, Nóra (2020). "What difference do networks make to teachers' knowledge? Literature review and case descriptions". *OECD Education Working Papers*, 215. Paris: OECD Publishing.

Schulman, L. 2003. No Drive-by Teachers. Carnegie foundation archive.

Seiça, A. B. (2003). *A docência como praxis ética e deontológica*. Um estudo empírico. Lisboa: Departamento de Educação Básica.

Sliwka, A. (2003). "Networking for Educational Innovation: A Comparative Analysis", In OECD (Hrsg.), *Networks of Innovation – Towards New Models for Managing Schools and Systems*, pp. 49-65. Paris: OECD Publishing.

Sparks, W. G. (1993, February). *Promoting self-responsibility and decision making with at-risk students*. Journal of Physical Education and Recreational Development, 62, 74-78.

Stone, Douglas in Sheila Heen (2014). T*hanks for the feedback: The science and art of receiving feedback well*. Penguin Group.

Sweeney, Diane in Leanna Harris (2020). *The essential guide to student-centered coaching: What every K-12 coach and school leader needs to know*. Corwin.

The Education State (2019). *Mentoring Capability Framework*. State of Victoria: Department of Education and Training.

Turner, S., & Scherman, A. (1996, Winter). *Big brothers: Impact on little brothers' self-concepts and behaviors*. Adolescence, 31, 875-881.

Volusia County School Board. (1993). *VIPS youth motivator handbook*. (Available from Volusia County Schools, P.O. Box 2410, Daytona Beach, Florida 32115-2410).

Online References

Allen, Brian and *etal* in Siguccs Mentor Guide. https://www.educause.edu/-/media/files/wiki-import/2014infosecurityguide/mentoring-toolkit/siguccsmentorguidepdf (retrieved Sep 27, 2022).

Teaching degree in Professional Networking in Teaching. https://www.teachingdegree.org/resources/professional-networking/ (retrieved Aug 8, 2022).

Cherry, Kendra (2020). What is negativity bias? From https://www.verywellmind.com/negative-bias-4589618 (retrieved Jun 9, 2022).

European project . www.unigrowthminds.eu

García, Emma in Elaine Weiss (2019). *U.S. schools struggle to hire and retain teachers*. *The second report in 'The Perfect Storm in the Teacher Labor Market' series. 16. April.* Https://www.epi.org/publication/u-s-schools-struggle-to-hire-and-retain-teachers-the-second-report-in-the-perfect-storm-in-the-teacher-labor-market-series/ (retrieved Jun 1, 2022).

McKinley, Dianne in The Importance of Mentoring New Teachers. Https://incompassinged.com/2017/07/14/the-importance-of-mentoring-new-teachers/ (retrieved Jun 8, 2022)

Global level (Common European Principles for Teacher Competences and Qualifications, 2010. https://www.cedefop.europa.eu/en/news-and-press/news/common-european-principles-teacher-competences-and-qualifications (retrieved May 25, 2021).

Comparative report (2021), Comparative report. https://empowering-teachers.eu/wp-content/uploads/2022/07/LOOP_WP1_D1.6-Comparative-Report_Final.pdf (retrieved Jun 8, 2022).

Official Journal of the European Union, 2020/C 193/04, 9 June 2020.

https://eur-lex.europa.eu/legal-content/PT/TXT/PDF/?uri=CELEX:52020XG0609(04) (retrieved Jun 9, 2022).

L∞P
Empowering teachers

INOVA+

INOVA + Innovation Services SA

Direção – Geral da
Administração Escolar

Ministry of Education and
Science of Portugal

REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION

Ministry of Education, Republic of
Slovenia

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΕΠ ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

Institouto Ekpedeftikis Politikis (Instit
ute of Educational Policy)

casadoprofessor

Casa do Professor

INSTITUTO DE
EDUCAÇÃO
ULISBOA

Institute of Education of the
University of Lisbon

Univerza v Ljubljani

University of Ljubljana

ΠΑΝΕΠΙΣΤΗΜΙΟ
ΠΕΛΟΠΟΝΝΗΣΟΥ
UNIVERSITY of the PELOPONNESE

University of Peloponnese

idec

IDEC SA

UNIVERSITAT DE VIC
UNIVERSITAT CENTRAL
DE CATALUNYA

Fundación Universitaria Balmes

PetitPhilosophy

Association Petit Philosophy

UNIVERSITÀ
LUM Jean Monnet

Libera Università del
Mediterraneo Jean Monnet

LOOP

EMPOWERING TEACHERS PERSONAL, PROFESSIONAL AND SOCIAL

CONTINUOUS DEVELOPMENT THROUGH INNOVATIVE PEER - INDUCTION PROGRAMMES

https://empowering-teachers.eu/