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The Teacher *seen as* Reflective Practitioner

A TRADITION OF
INDEPENDENT
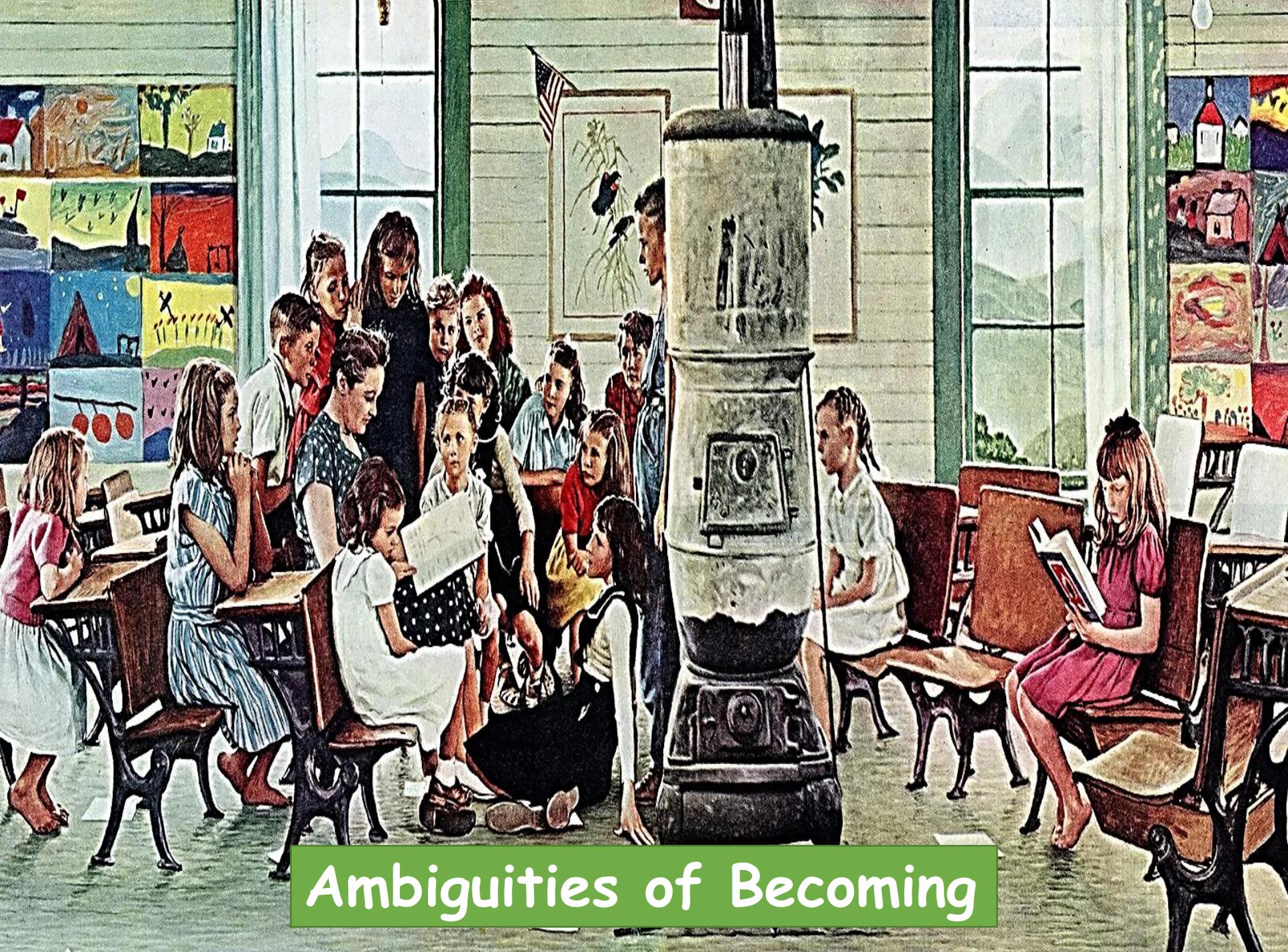THINKING

UCC

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

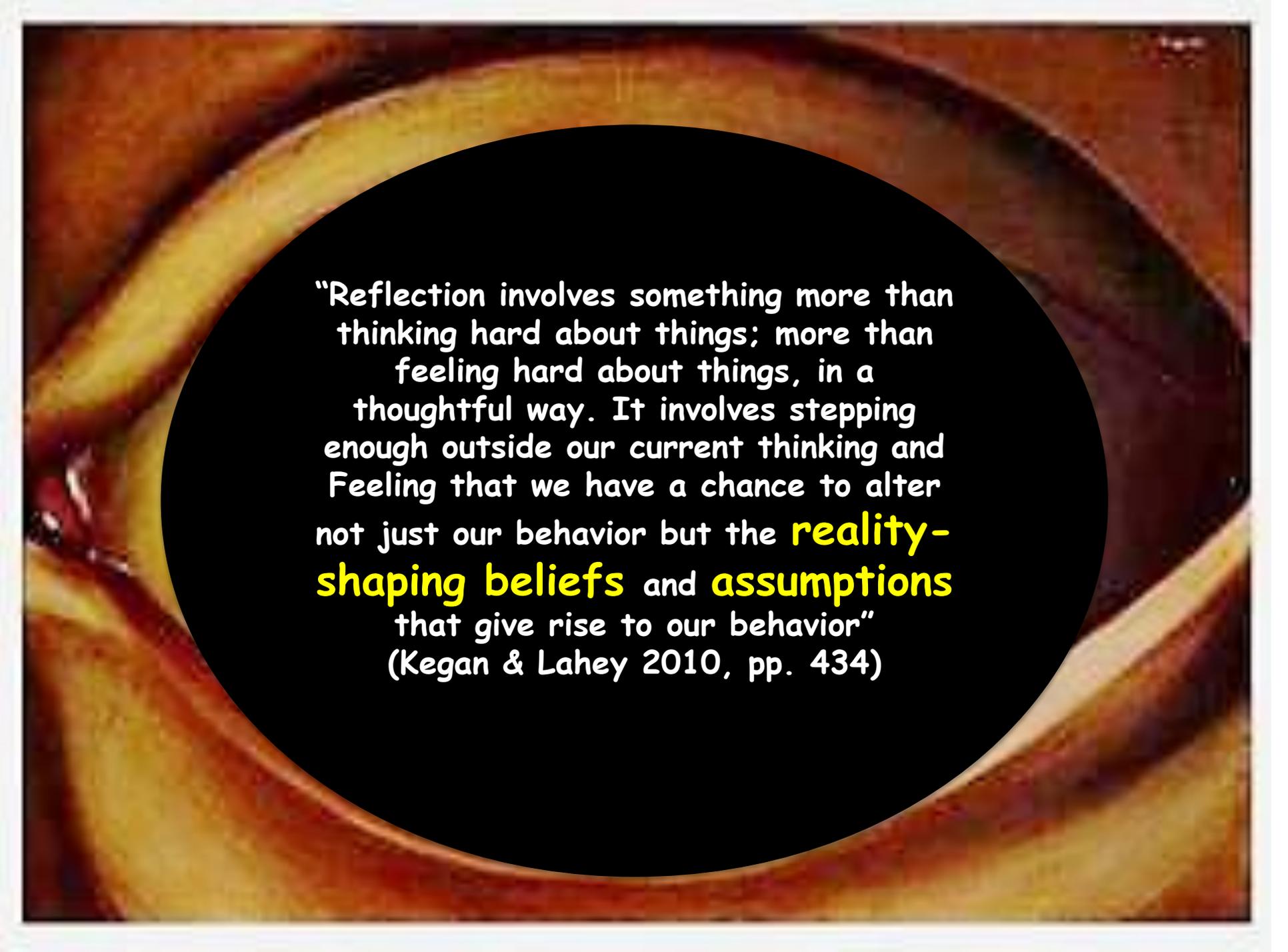**Improvisation requires** *'…[an] ongoing process of attention, awareness and sensitivity to those around us'*

Ambiguities of Becoming

We are so busy thinking that we are not observing how we do our thinking

"Reflection involves something more than thinking hard about things; more than feeling hard about things, in a thoughtful way. It involves stepping enough outside our current thinking and Feeling that we have a chance to alter not just our behavior but the **reality-shaping beliefs** and **assumptions** that give rise to our behavior"
(Kegan & Lahey 2010, pp. 434)

Teaching should be understood as a dialogue of I, Thou and It. I the teacher, Thou the student, and It the subject matter. In order to think about that dialogue I need to think about the student's conversation with the material, the student's attempt to learn about the material, to make sense of it; the teacher's attempt to make sense of the student's understanding of the material, and, incidentally, the teachers' understanding of the material itself. And all of this taking place within the framework of an institution, the school.

Schon, *Reflective Practice: 1*
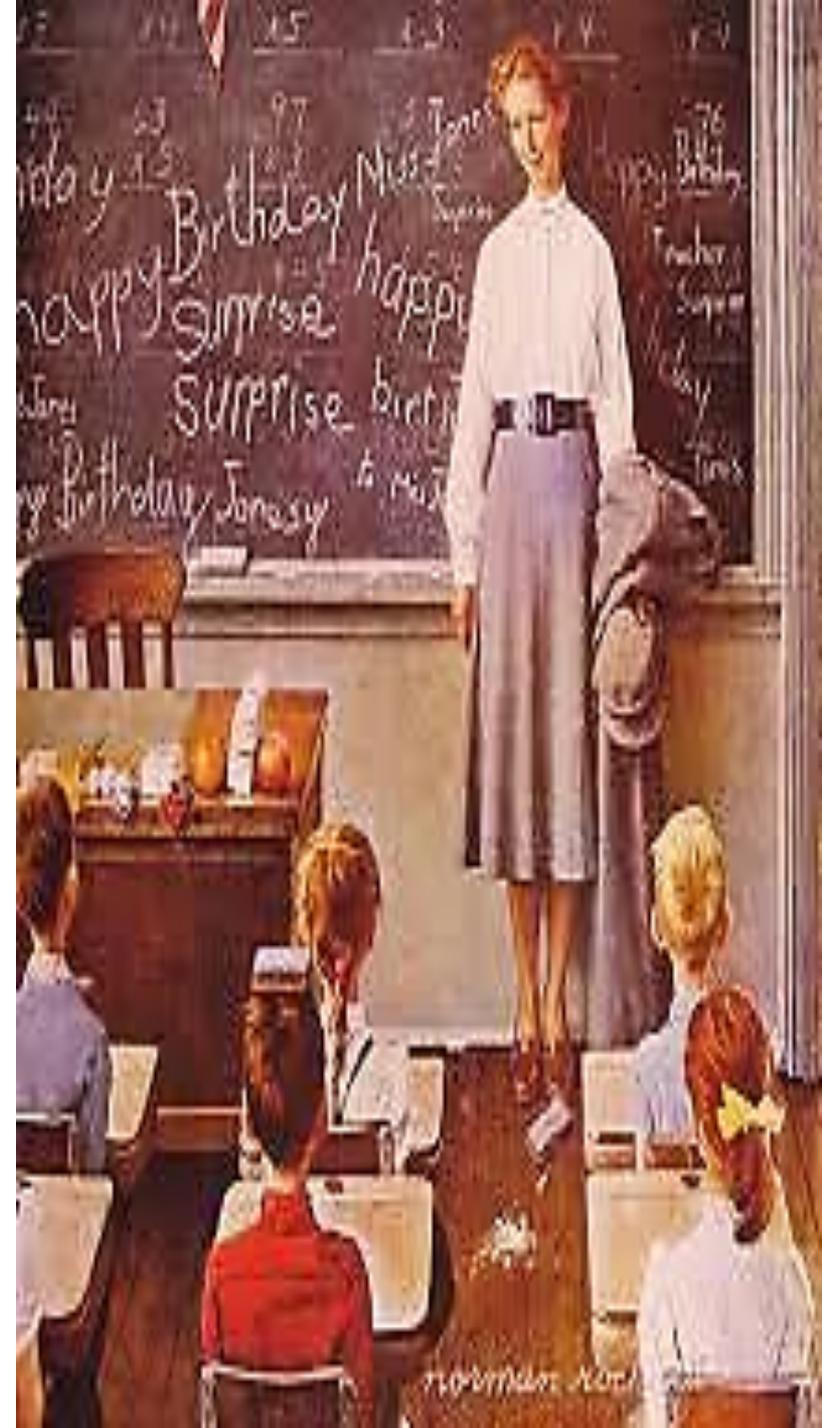
Boundary Trespassing

https://www.youtube.com/watch?v=Npw_3yxlt6I
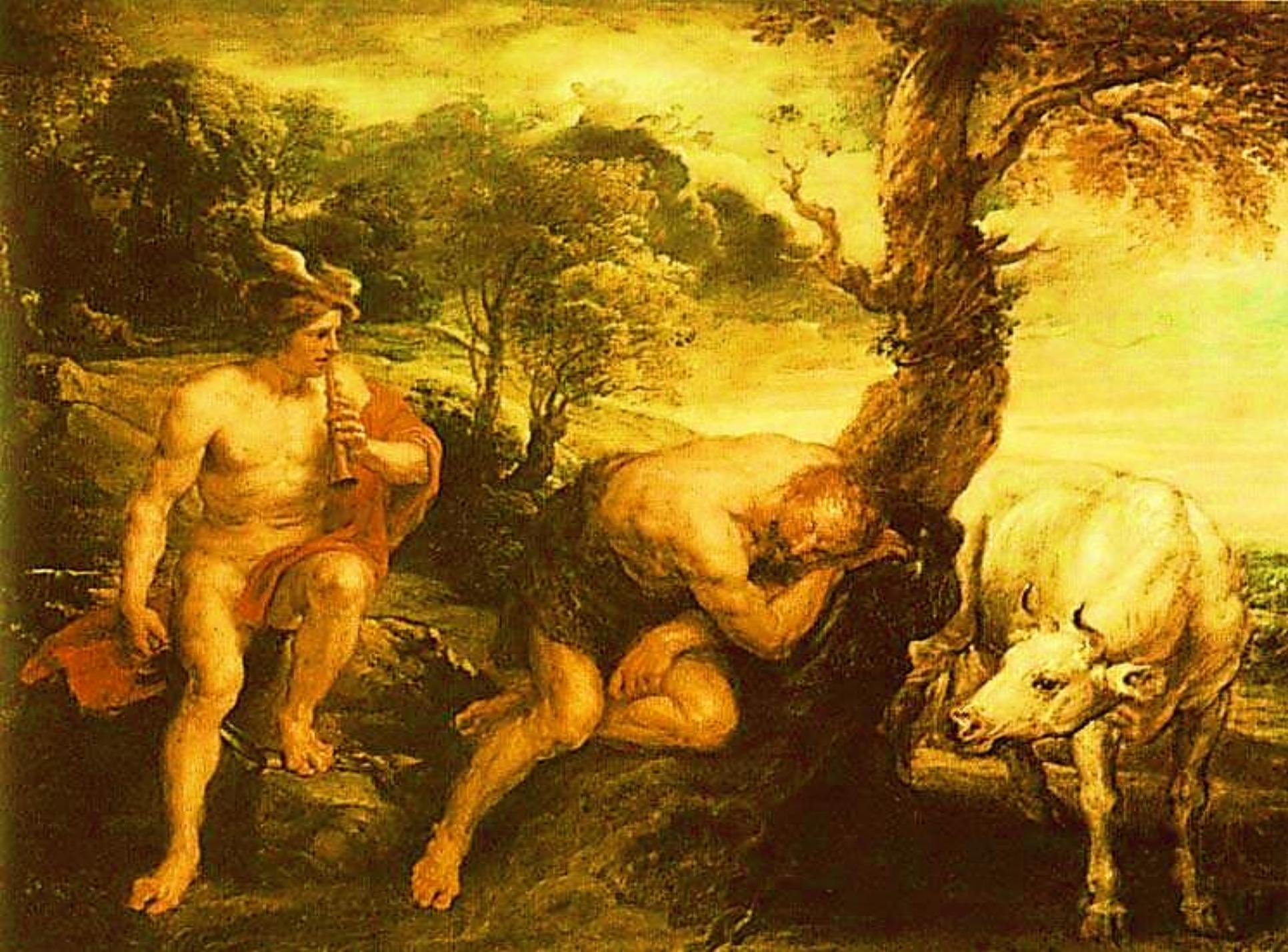
This is my daughter
Ellie Mai

I was on the telephone to her
After a teaching workshop

I told her that I was teaching people
From
China
and
Peru

' Peru'

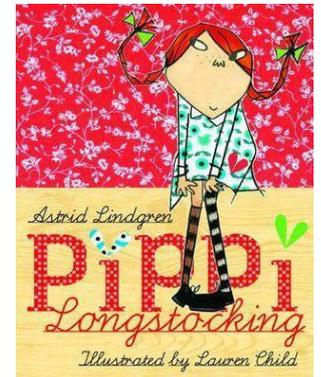## She exclaimed....

'Were they…….'

(wait for it…..)

'Human Beings?'

You see....

Ellie Mai
loves
to
read

Ellie Mai
Dressed up as
Pippi
Longstockings

So when she
heard me say
'Peru' she
saw.....

Paddington Bear
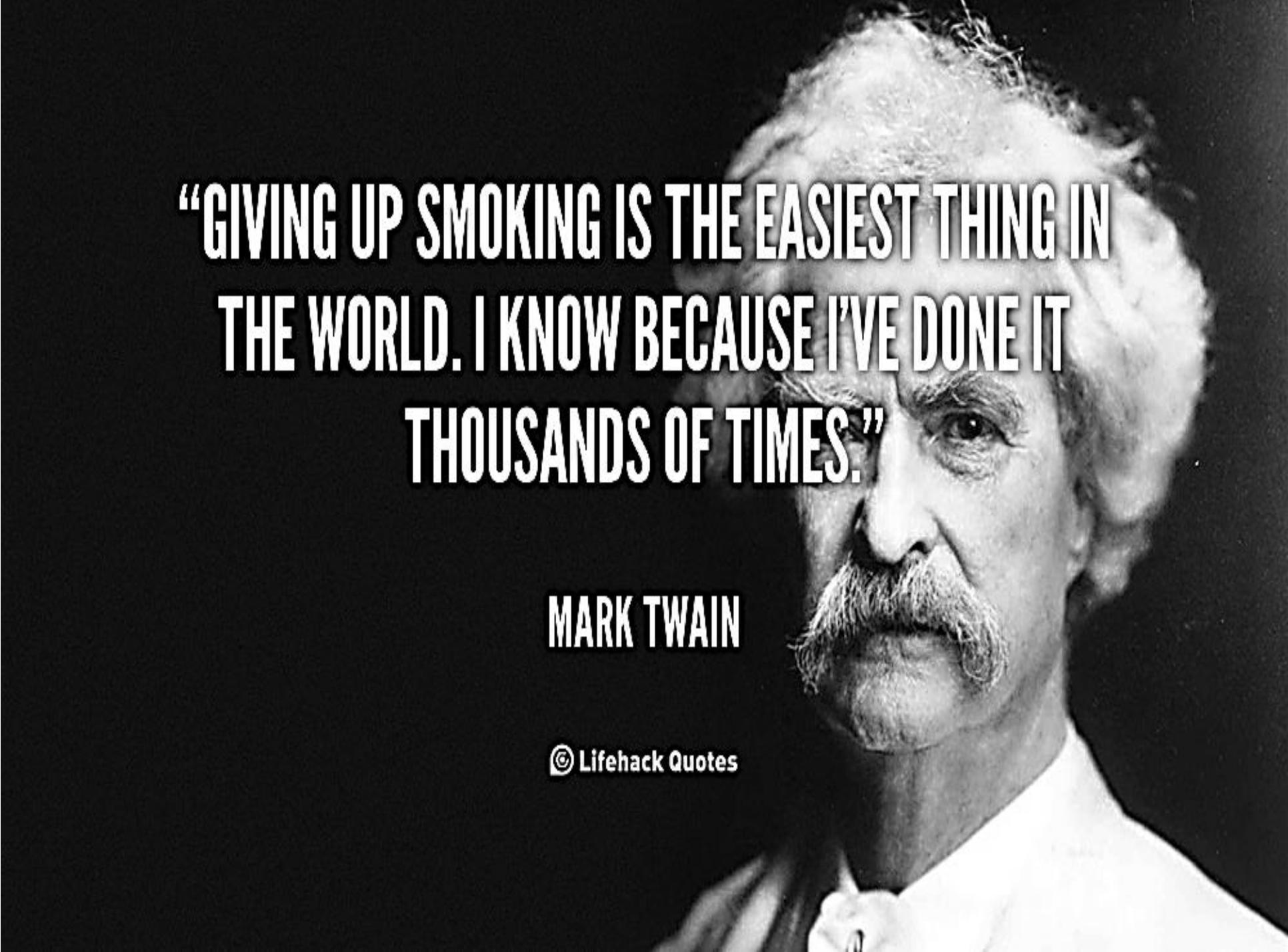

Because.....

Guess where Paddington Is from.......

Give her reason

The process of reflection-in-action begins when a spontaneous performance--such as riding a bicycle, playing a piece of music, interviewing a patient, or teaching a lesson—is interrupted by surprise. Surprise triggers reflection directed both to the surprising outcome and to the knowing-in-action that led to it. It is as though the performer asked himself, "What is this?" and at the same time, "What understandings and strategies of mine have led me to produce this?" The performer restructures his understanding of the situation--his framing of the problem he has been trying to solve, his picture of what is going on, or the strategy of action he has been employing. On the basis of this restructuring, he invents a new strategy of action and tries out the new action he has invented, running an on-the-spot experiment whose results he interprets, in turn, as a "solution," an outcome on the whole satisfactory, or else as a new surprise that calls for anew round of reflection and experiment.
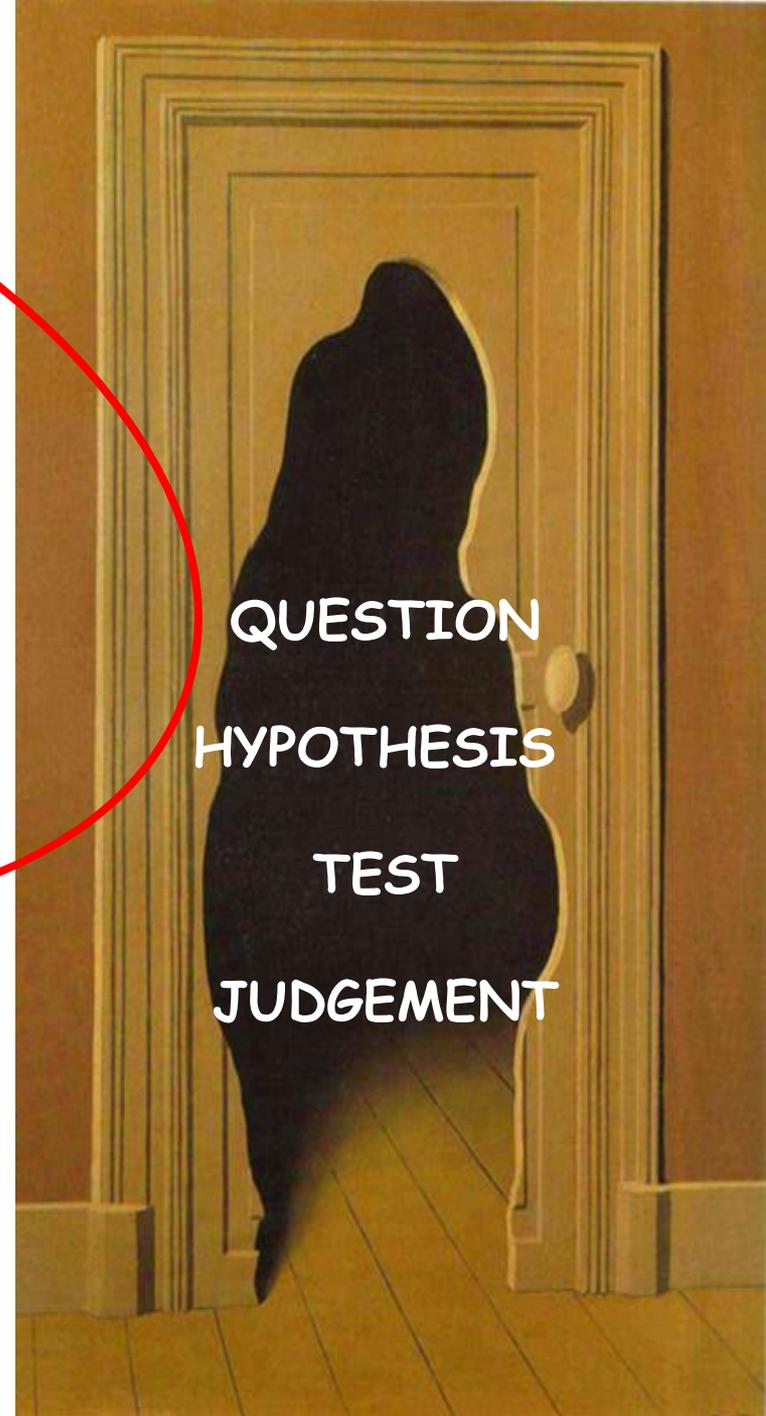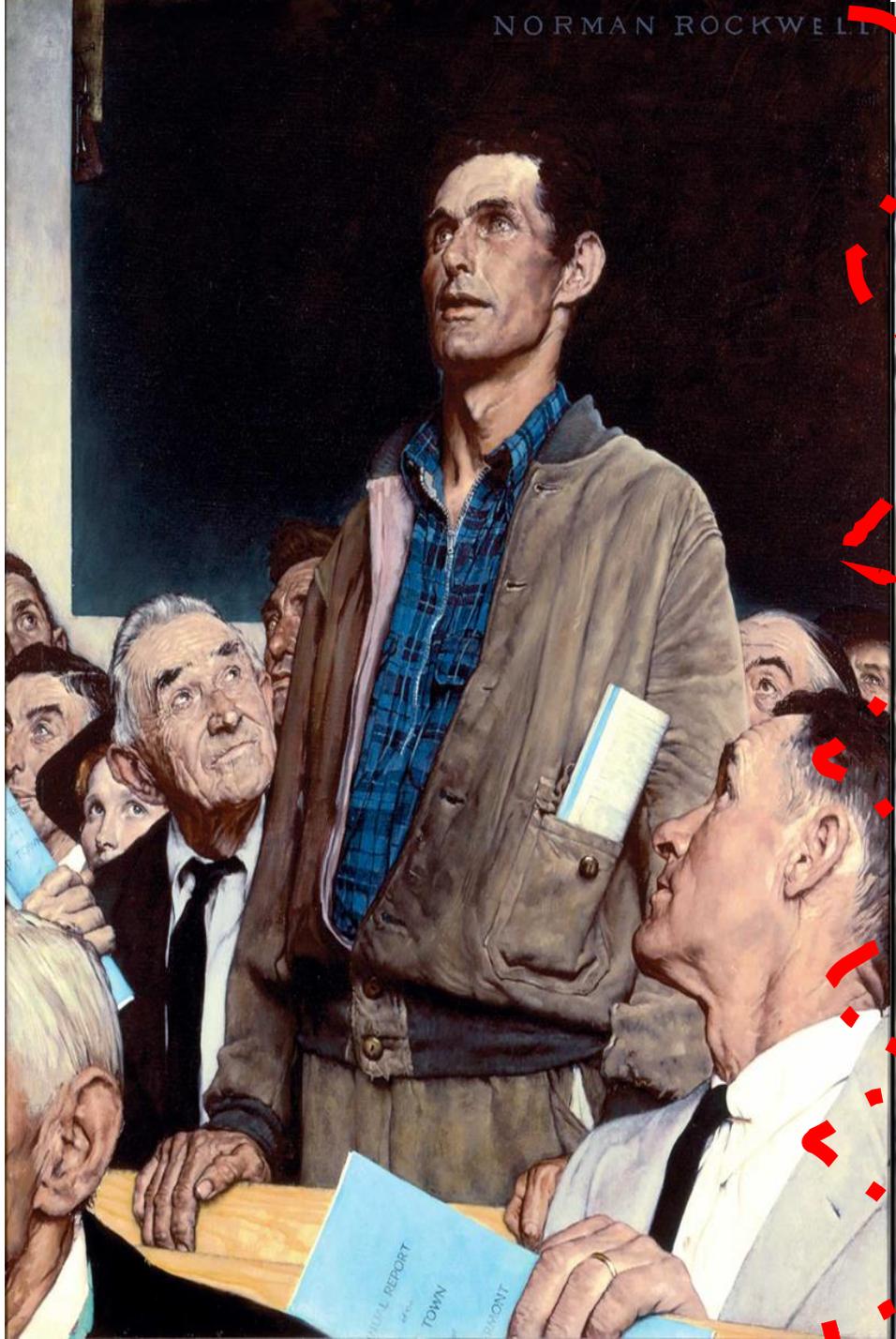
QUESTION

HYPOTHESIS

TEST

JUDGEMENT

"GIVING UP SMOKING IS THE EASIEST THING IN THE WORLD. I KNOW BECAUSE I'VE DONE IT THOUSANDS OF TIMES."

MARK TWAIN

NORMAN ROCKWELL

FITNESS

Immunity Map Worksheet

Improvement Goal	Behaviors That Go Against My Goal	Hidden Competing Commitments	Big Assumptions
———————————————— ————————————————	———————————————— ———————————————— ———————————————— ————————————————	**Worry Box:** ———————————————— ———————————————— ————————————————	———————————————— ———————————————— ————————————————
What I'd need to do differently:		**Competing Commitments:**	

Choose a goal that would make a big difference, one you truly want to achieve. Ask yourself (or imagine asking a group of people who know you well): *What is the single most powerful change I could I make to improve my life (or work performance, relationship, finances, etc.)?*

Next, specify what concrete behaviors are necessary to achieve this goal. Frame them as positive statements (for example, "delegate more" vs. "stop doing all the work myself").

Ask yourself (or an imagined observer): *What's the thing you do, or don't do, that most gets in the way of your goal?*

Take stock of the things you do instead of the behaviors that could create positive change.

You don't need to explain or understand your obstructionist behaviors. Just notice them and write them down. Define your actions, not your feelings.

Your fears go into a "worry box" at the top of this column. They can point you to your competing commitments, which you list below the worry box.

When you write down your hidden commitments, you are now able to see across the three columns how you have one foot on the gas pedal (column 1) and one foot on the brake pedal (column 3). This is the immune system "protecting" you from feared, undesireable outcomes.

Big assumptions, says Lahey, "are the beliefs and internalized truths we hold about how the world works, how we work, and how people respond to us. They are assumptions that make each hidden commitment feel necessary."

Look for assumptions that anchor and inform your specific hidden commitments. Notice how your assumptions lead to the very behaviors that undermine, rather than support, your goal.

Something important – not nice but something you must change

Something important to significant others

Accomplishing this goal implicates you

I AM COMMITED TO

To achieve this goal I must

(list behaviours)

Something important – not nice
but something you must change

Something important to significant others

Accomplishing this goal implicates you

I AM COMMITED TO

TO BETTER FOCUS ON A FEW CRITICAL THINGS

To achieve this goal I must

DELEGATE

CLARIFY OUTCOMES DESIRED

NOT RUSH DEADLINES

IMPROVEMENT GOAL

I AM COMMITED TO

To achieve this goal I must

BEHAVIOURS THAT GO AGAINST MY GOAL

LIST BEHAVIOURS

NOT
REASONS
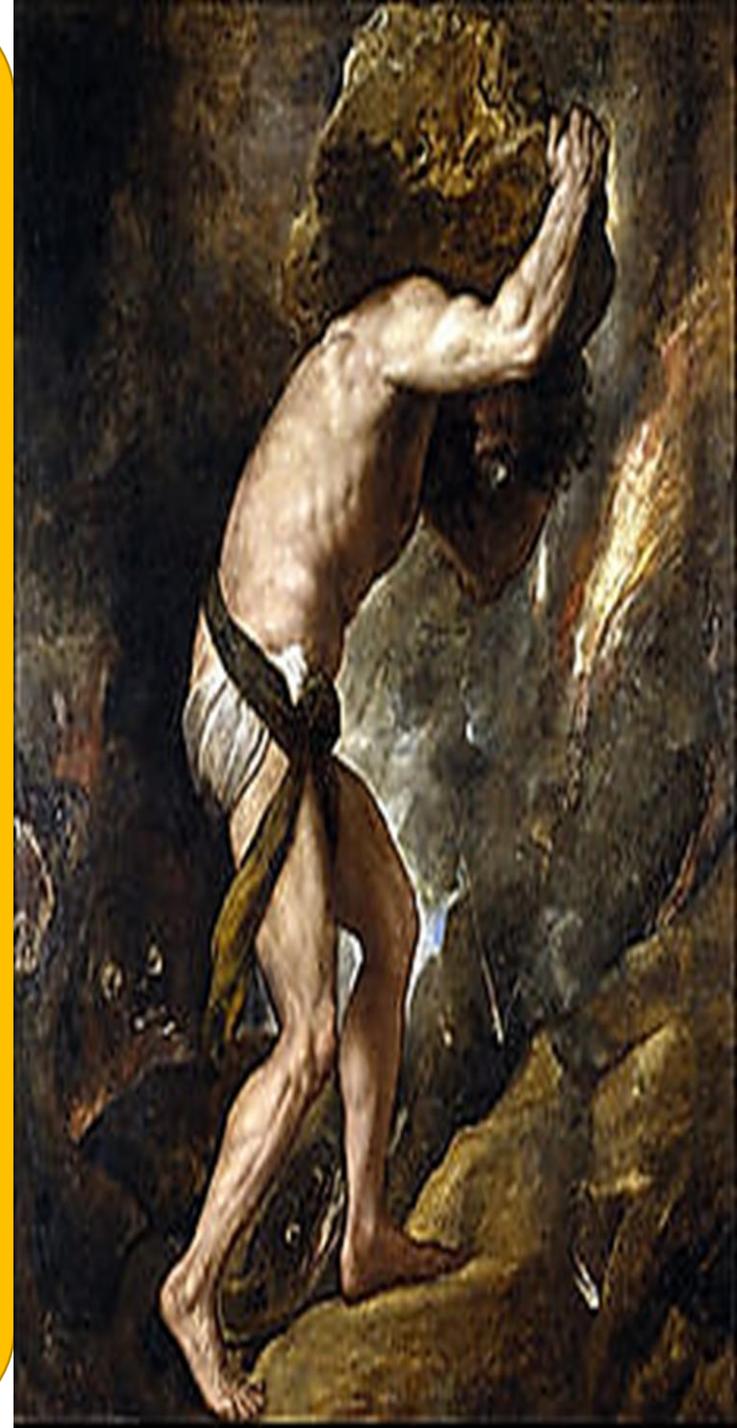
I AM COMMITED TO

TO BETTER FOCUS ON A FEW CRITICAL THINGS

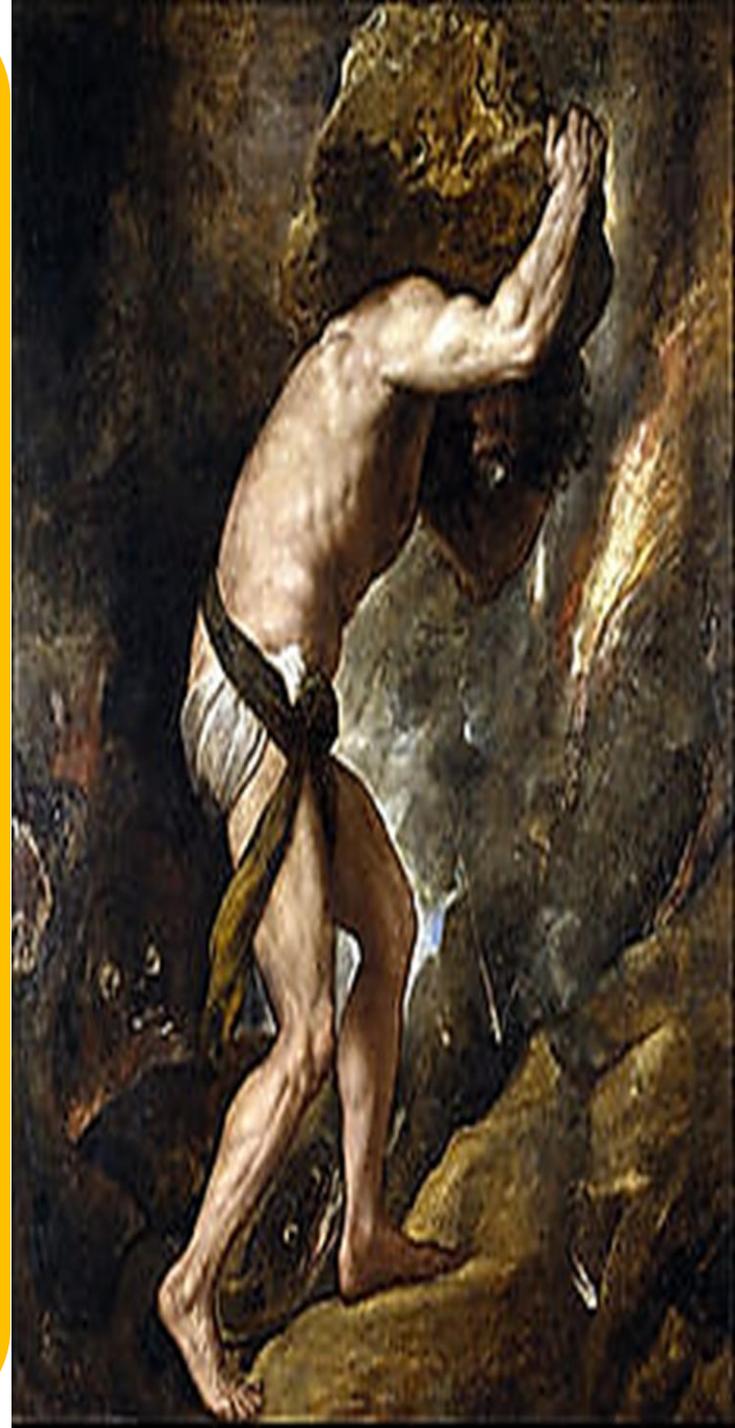**To achieve this goal I must**

DELEGATE

CLARIFY OUTCOMES DESIRED

NOT RUSH DEADLINES

I LET NEW OPPS DISTRACT ME

I ACCEPT MORE TASKS

I DON'T BALANCE TIME COMMITMENT TO URGENT AND IMPORTANT

I DON'T ASK PEOPLE FOR HELP

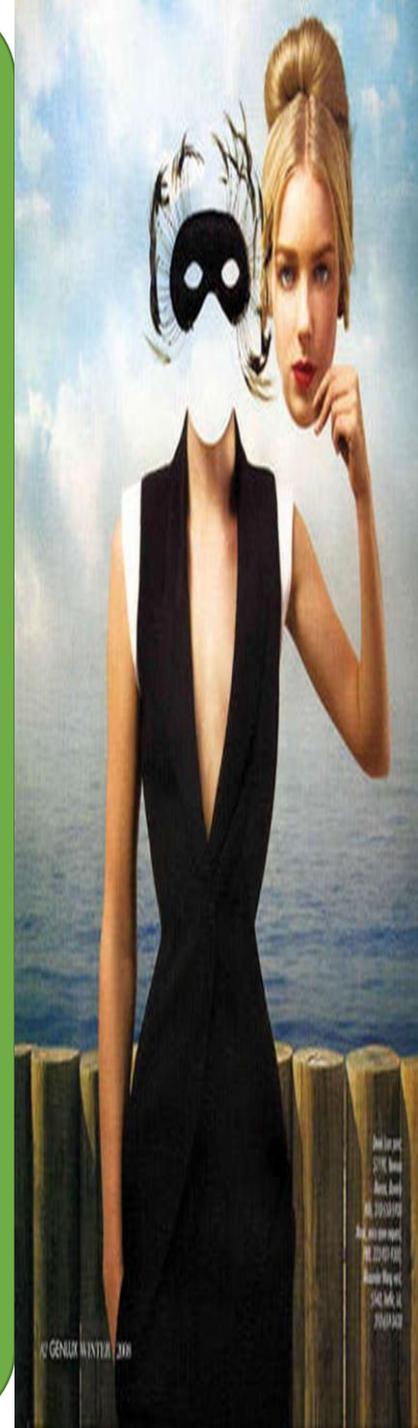| IMPROVE-MENT GOAL	BEHAVIOURS THAT GO AGAINST MY GOAL	HIDDEN COMPETING COMMITMENT	
I AM COMMITED TO....	*LIST BEHAVIOURS* *NOT REASONS*	*If I imagine myself doing the Opposite to what I do in column 2 – what is most uncomfortable for me (YOUR WORRY BOX)*	
To achieve this goal I must		*I AM COMMITTED TO...*	

I AM COMMITED TO		HIDDEN COMPETING COMMITMENT
TO BETTER FOCUS ON A FEW CRITICAL THINGS	*I LET NEW OPPS DISTRACT ME*	*I AM WORRIED THAT I WILL MISS A GOOD OPP*
To achieve this goal I must	*I ACCEPT MORE TASKS*	*I DISLIKE LEAVING BOXES UNCHECKED – IT IS HARDER TO DROP SOMETHING THAN TO JUST DO IT -*
DELEGATE	*I DON'T BALANCE TIME COMMITMENT TO URGENT AND IMPORTANT*	**I AM COMMITTED TO…**
CLARIFY OUTCOMES DESIRED		*BEING CAPABLE OF ANYTHING*
NOT RUSH DEADLINES	*I DON'T ASK PEOPLE FOR HELP*	*TO FINDING A WAY TO GET THINGS DONE*

"…one regrets the loss even of one's worst habits. Perhaps one regrets them the most. They are such an essential part of one's personality."
A Picture of Dorian Grey

IMPROVE-MENT GOAL	BEHAVIOURS THAT GO AGAINST MY GOAL	HIDDEN COMPETING COMMITMENT	BIG ASSUMPTION
I AM COMMITED TO….	LIST BEHAVIOURS _NOT_ REASONS	If I imagine myself doing the Opposite to what I do in column 2 – what is most uncomfortable for me (YOUR WORRY BOX)	IF……THEN….
To achieve this goal I must		_I AM COMMITTED TO…_	_THIS IS YOUR CAPABILITY YOUR WAY OF SEEING YOURSELF AND OTHERS_

I AM COMMITED TO		HIDDEN COMPETING COMMITMENT	BIG ASSUMPTION
TO BETTER FOCUS ON A FEW CRITICAL THINGS	I LET NEW OPPS DISTRACT ME	I AM WORRIED THAT I WILLMISS A GOOD OPP	IF I AM DEPENDENT ON OTHERS I WILL LOSE SELF-RESPECT
To achieve this goal I must	I ACCEPT MORE TASKS	I DISLIKE LEAVING BOXES UNCHECKED – IT IS HARDER TO DROP SOMETHING THAN TO JUST DO IT -	
DELEGATE	I DON'T BALANCE TIME COMMITMENT TO URGENT AND IMPORTANT	I AM COMMITTED TO…	IF I DON'T STOP FINDING A WAY TO GETTING THINGS DONE I WILL STOP BEING VALUABLE
CLARIFY OUTCOMES DESIRED		BEING CAPABLE OF ANYTHING	
NOT RUSH DEADLINES	I DON'T ASK PEOPLE FOR HELP	TO FINDING A WAY TO GET THINGS DONE	
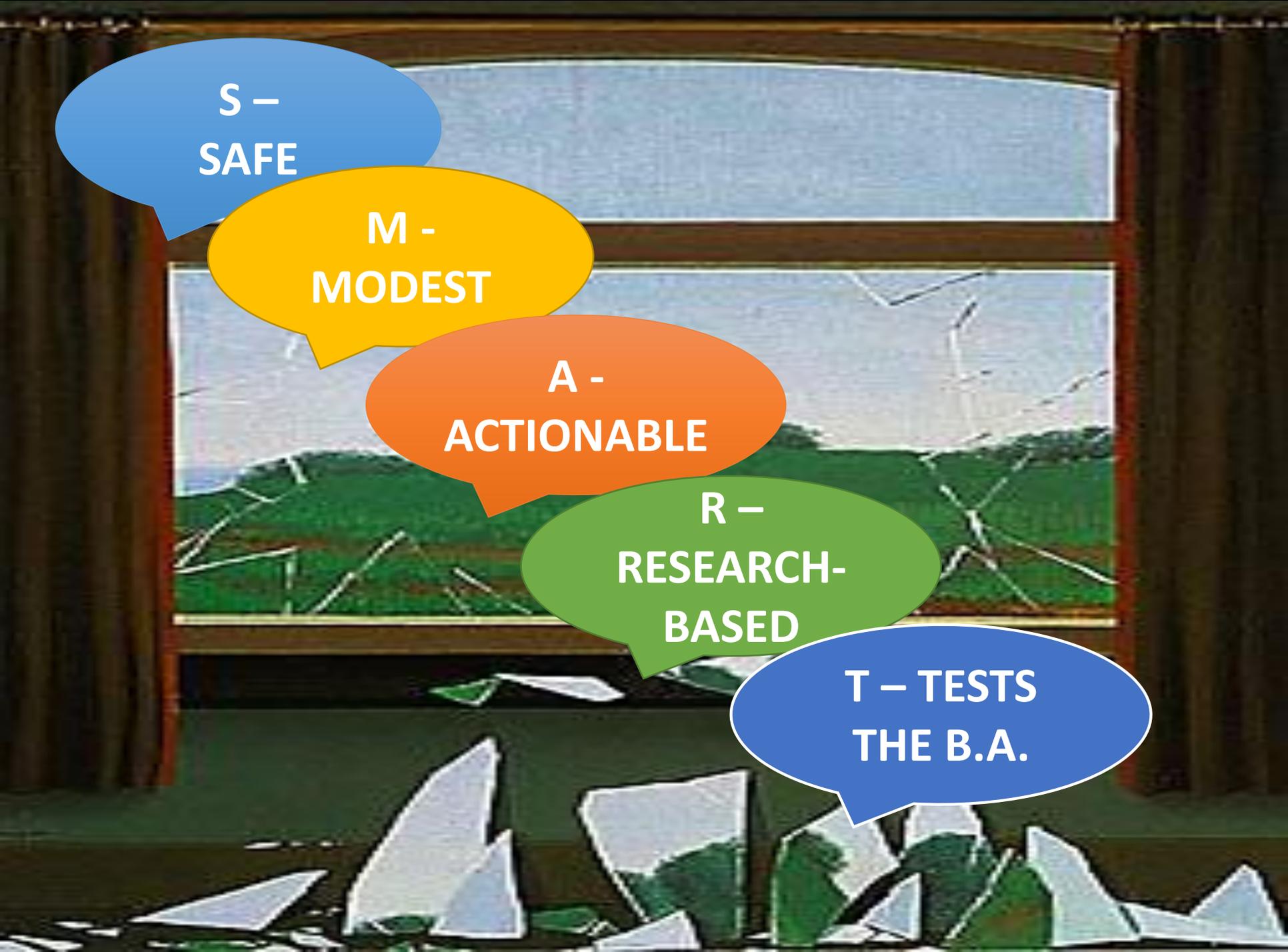
Sometimes it takes a long time to play like yourself