

A teacher's

JOURNAL

A gift from us to you



Thank you for joining us on A Better Africa.
We believe that every African educator is an
African Hero! Our team is dedicated to
creating a connected resource for every educator
across our beautiful Africa.

Educators will soon be offered courses,
connections, learning and support groups that
honour your teaching journey.

We'd also love to hear from you. Tell us what
support and resources you need and we'll
explore finding ways to make that happen.

We hope that you enjoy your journal.

Warmest wishes from the team at



Using the journal

We've designed this journal to assist African educators with tools that support you personally, such as goal setting, journaling and the Wheel of Life, as well as tools that support your lesson planning and evaluation.

You're receiving this as a member of The Complete Teacher, where we curate new resources daily.

Let us know how the journal works for you and what you'd like to see more of. You can do this by sending us a message via contact us on A Better Africa.

The real resources are available to you on The Complete Teacher, including rubrics, resources for new teachers, behaviours and classroom management and much more.

The journal tools designed for you personally

The Wheel of Life

Goal setting

Journaling

My notes

The journal tools designed for you professionally

Reflection on integration of SEL

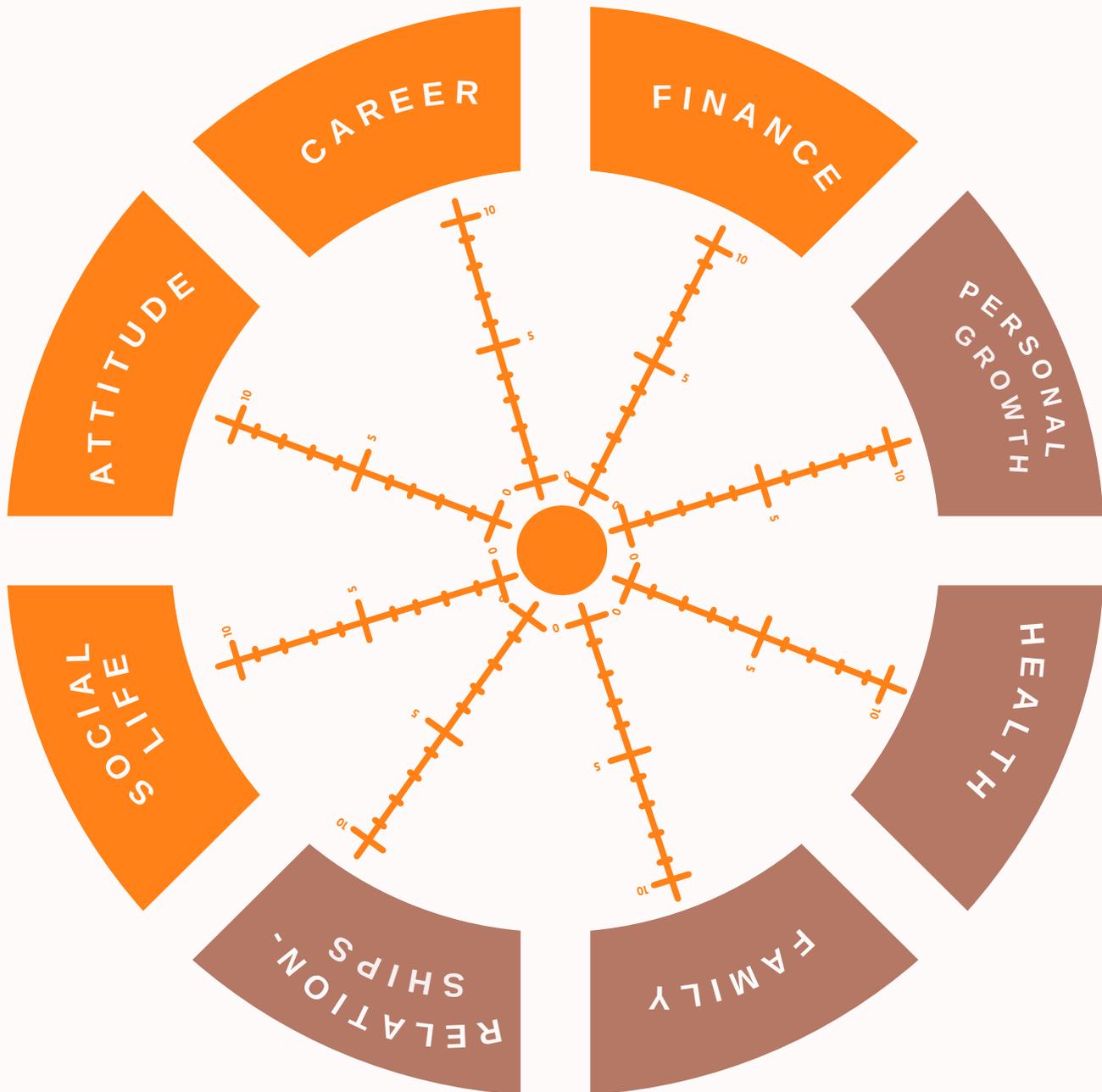
Lesson planning

Lesson reflection



The wheel of life

The Wheel of Life is a great tool to help you improve your life balance. It helps you quickly and graphically identify the areas in your life to which you want to devote more energy, and helps you understand where you might want to cut back.



To use the wheel of life, rate each segment so that you create an inner wheel. This is a quick indicator of where things are out of balance. We've included more than one in your journal, so make plans to fix what's out of balance and measure again in a few months' time. Make a note below on a few actions.

Blank area for notes on actions to take.

My Goals

GOAL-1

GOAL-2

GOAL-3

GOAL-4

The wheel of life - revisited

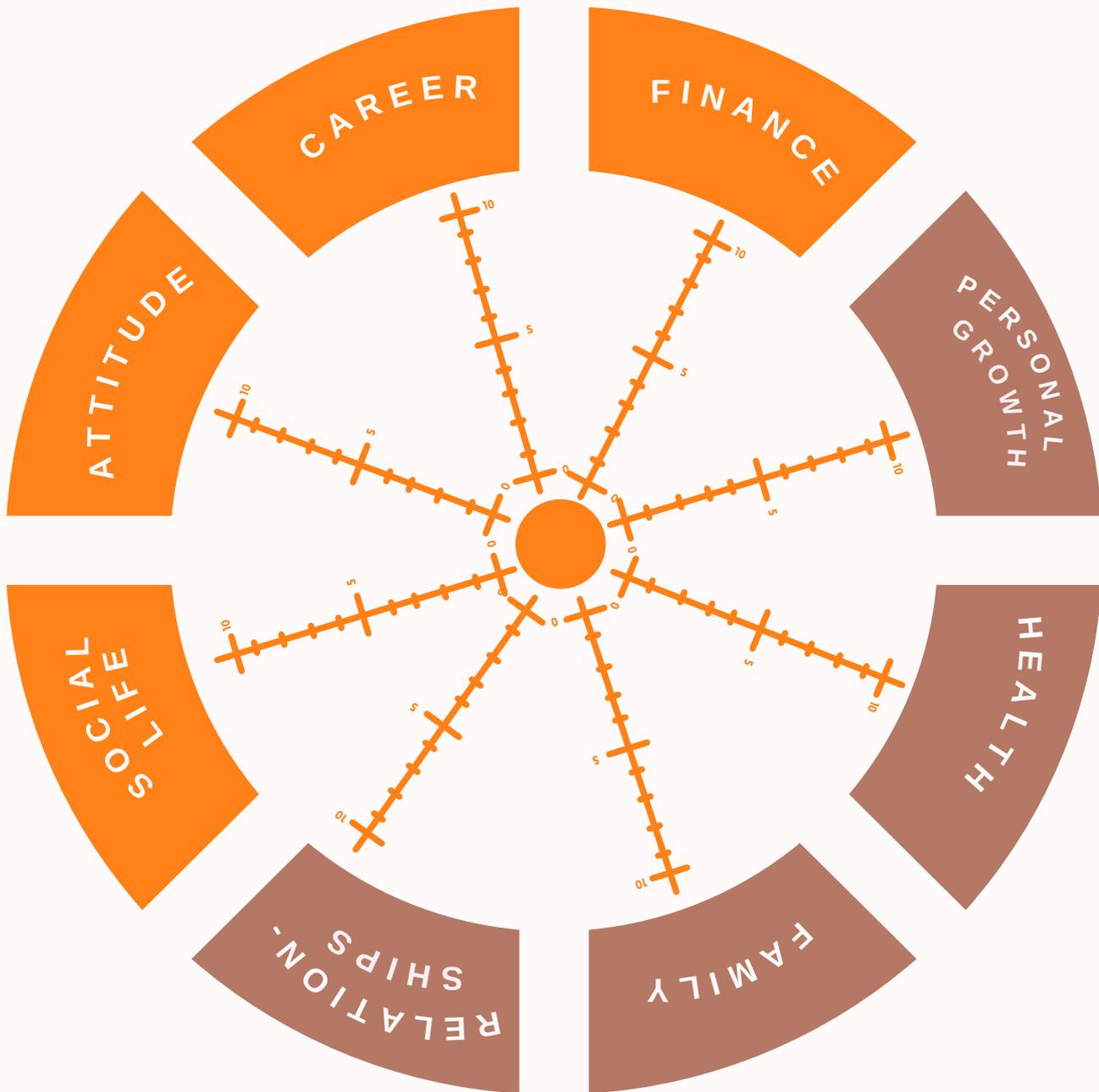
You took an honest review of your life choices and life experiences before. Now it's time to revisit them.



My notes:

The wheel of life - revisited

You may want another check in.



My notes:

A large, empty, light yellow rectangular box intended for taking notes.

5 minute journaling



ONE THING I WANT TO REMEMBER ABOUT TODAY

TODAY I FELT...

TODAY I'M GRATEFUL FOR

5 minute journaling



ONE THING I WANT TO REMEMBER ABOUT TODAY

TODAY I FELT...

TODAY I'M GRATEFUL FOR

5 minute journaling



ONE THING I WANT TO REMEMBER ABOUT TODAY

TODAY I FELT...

TODAY I'M GRATEFUL FOR

5 minute journaling



ONE THING I WANT TO REMEMBER ABOUT TODAY

TODAY I FELT...

TODAY I'M GRATEFUL FOR

5 minute journaling



ONE THING I WANT TO REMEMBER ABOUT TODAY

TODAY I FELT...

TODAY I'M GRATEFUL FOR

5 minute journaling



ONE THING I WANT TO REMEMBER ABOUT TODAY

TODAY I FELT...

TODAY I'M GRATEFUL FOR

5 minute journaling



ONE THING I WANT TO REMEMBER ABOUT TODAY

TODAY I FELT...

TODAY I'M GRATEFUL FOR

5 minute journaling



ONE THING I WANT TO REMEMBER ABOUT TODAY

TODAY I FELT...

TODAY I'M GRATEFUL FOR

5 minute journaling



ONE THING I WANT TO REMEMBER ABOUT TODAY

TODAY I FELT...

TODAY I'M GRATEFUL FOR

5 minute journaling



ONE THING I WANT TO REMEMBER ABOUT TODAY

TODAY I FELT...

TODAY I'M GRATEFUL FOR

EDUCATOR SELF-REFLECTION TOOL

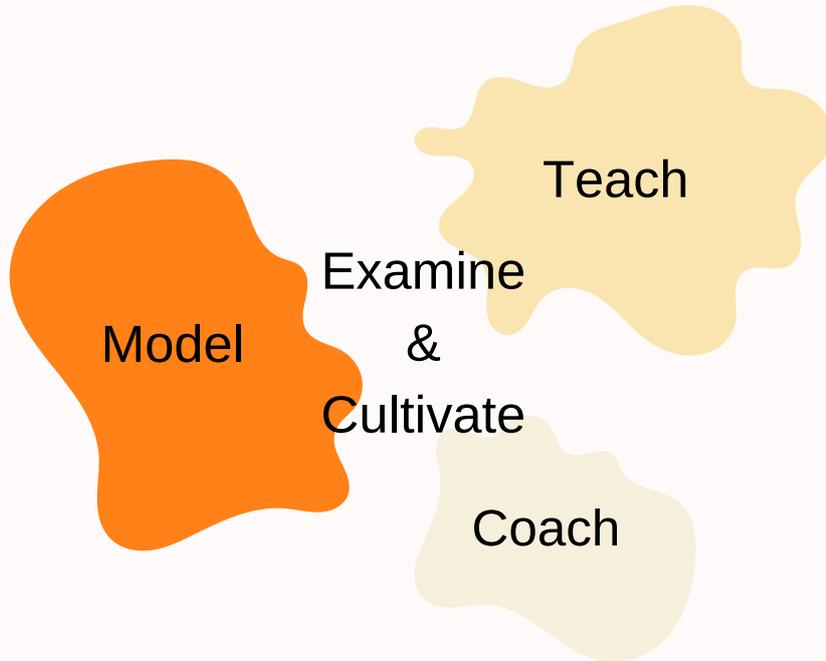


REFLECTING ON THE INTEGRATION OF SOCIAL-EMOTIONAL LEARNING (SEL) AT THE CLASSROOM LEVEL

INTENTIONS & INSTRUCTIONS

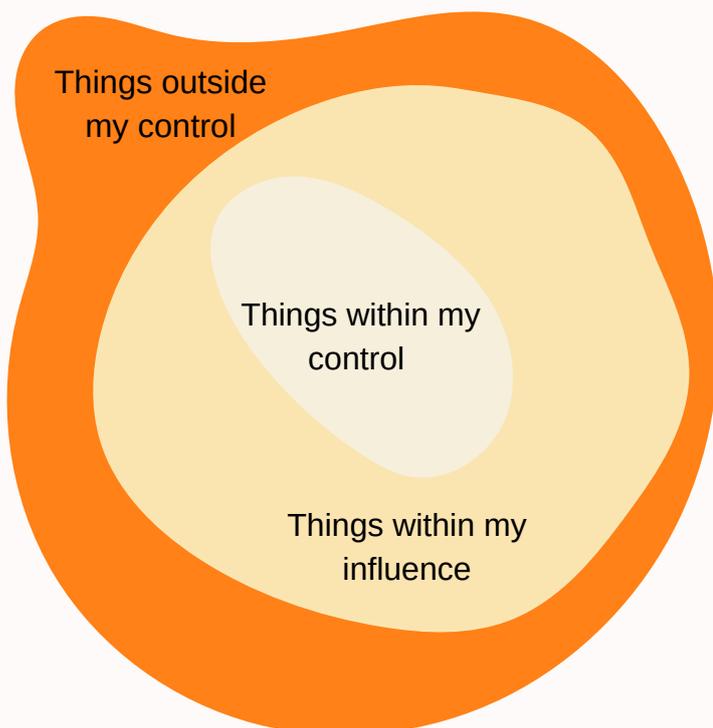
THIS TOOL IS INTENDED TO HELP EDUCATORS REFLECT ON THE WAYS THEY ARE OR ARE NOT FACILITATING THE INTEGRATION OF SOCIAL-EMOTIONAL LEARNING THROUGH THE MINDSETS, ACTIONS, AND INSTRUCTIONAL PRACTICES THAT THEY BRING TO THE WORK.

THIS TOOL IS INTENDED TO BE USED IN CONJUNCTION WITH TRANSFORMING EDUCATION'S SEL INTEGRATION APPROACH. THE AREAS FOR REFLECTION ARE ALIGNED TO THE ELEMENTS OF THE SEL INTEGRATION APPROACH (CULTIVATE, EXAMINE, TEACH, MODEL, COACH).
IMPORTANT CONSIDERATIONS



IMPORTANT CONSIDERATIONS

FOR THE PURPOSE OF THIS REFLECTION TOOL, "EDUCATOR" REFERS TO ANY ADULT IN A SCHOOL SETTING WHO CONSISTENTLY INTERACTS WITH STUDENTS AND DELIVERS INSTRUCTION. THIS CAN INCLUDE, BUT IS NOT LIMITED TO, CLASSROOM TEACHERS, PARAPROFESSIONALS, CONTENT SPECIALISTS, SPECIAL EDUCATION TEACHERS, OR COACHES. THIS TOOL IS INTENDED TO SUPPORT REFLECTION AND IS NOT INTENDED FOR EVALUATION OR ACCOUNTABILITY PURPOSES. REFLECTING ON ONE'S STRENGTHS AND LIMITATIONS AND MAKING A PLAN FOR WAYS TO IMPROVE LEADS TO GROWTH. THIS TOOL IS INTENDED TO SUPPORT THAT REFLECTION AND GROWTH PROCESS.



EDUCATOR SELF-REFLECTION TOOL



REFLECTING ON THE INTEGRATION OF SOCIAL-EMOTIONAL
LEARNING (SEL) AT THE CLASSROOM LEVEL

IMPORTANT CONSIDERATIONS CONT.

WITHIN ANY SYSTEM, EDUCATION INCLUDED, THERE ARE ELEMENTS THAT ARE WITHIN OUR CIRCLE OF CONTROL, ELEMENTS WITHIN OUR CIRCLE OF INFLUENCE, AND ELEMENTS THAT ARE OUTSIDE OF OUR CONTROL OR INFLUENCE. THIS REFLECTION TOOL FOCUSES ON AN EDUCATOR'S CIRCLE OF CONTROL AND THEIR CIRCLE OF INFLUENCE.

ALTHOUGH THE REFLECTION PROMPTS ARE DESIGNED TO COVER MANY ELEMENTS OF SOCIAL-EMOTIONAL INTEGRATION, WE ACKNOWLEDGE THAT THERE ARE AREAS WHERE ONE SHOULD "DIG DEEPER". THIS TOOL IS NOT INTENDED TO STAND ALONE, BUT RATHER BE USED IN CONJUNCTION WITH OTHER METHODS OF REFLECTION, ONGOING COACHING, PROFESSIONAL DEVELOPMENT, AND FEEDBACK.

OBJECTIVES

- TO REFLECT ON THE DEGREE TO WHICH EDUCATORS' OWN ACTIONS DEMONSTRATE AN INTEGRATED APPROACH TO SOCIAL-EMOTIONAL LEARNING WITHIN THE CLASSROOM ENVIRONMENT, IN INTERACTIONS WITH STUDENTS, AND THROUGH TEACHING PRACTICES.
- TO IDENTIFY AREAS WHERE EDUCATORS CAN DIRECT THEIR ENERGY AND BUILD THEIR SKILLS TO POSITIVELY IMPACT THE INTEGRATION OF SOCIAL-EMOTIONAL LEARNING WITHIN THEIR CLASSROOM, INTERACTIONS, AND PRACTICES.

GUIDING QUESTIONS

- HOW DO YOU ENVISION INTEGRATING SEL WITHIN ACADEMIC INSTRUCTION AND THE OVERALL SCHOOL EXPERIENCE
- HOW DO YOU SEE THE INTEGRATION OF SEL IDEALLY BENEFITING STUDENTS?
- WHAT COMPONENTS OF THE SEL INTEGRATION APPROACH (EXAMINE, CULTIVATE, TEACH, MODEL, COACH) FEEL MOST AUTHENTIC AND EMBEDDED IN YOUR PRACTICE?
- WHAT COMPONENTS REQUIRE MORE WORK TO FURTHER INTEGRATE INTO YOUR PRACTICE?
- WHERE CAN YOU ENVISION TRYING OUT THESE STRATEGIES?
- HOW CAN YOU LEVERAGE THE STRENGTHS, IDENTITIES, INTERESTS, AND EXPERIENCES OF STUDENTS, COLLEAGUES, AND FAMILIES TO FURTHER INTEGRATE SEL AND SUBSEQUENTLY SUPPORT STUDENTS' GROWTH?

EXAMINE



4
Strongly
agree

3
Agree

2
Disagree

1
Strongly
disagree

0
Unsure or
N/A

EXAMINE

I examine the ways in which my identities, mindsets, emotions, and actions encourage or inhibit an equitable and inclusive learning environment.

REFLECTION STATEMENT

SAMPLE INDICATORS

I focus on my own social-emotional development.

Self-Rating
4 3 2 1 0

- I engage in readings, reflections, and dialogues to explore my own identities and how these identities impact my work.
- I consider how my life experiences, and specifically my interactions with educational systems, might influence my approach and actions.
- I examine how my privilege, power, and implicit biases impact my work.
- I notice what sparks certain emotions, how I experience emotions in my body, and the ways in which my responses to emotions impact others.
- I consider how healthy habits, or a lack thereof, affect my presence and practice.

I bring an intentional approach and supportive mindset to my work.

Self-Rating
4 3 2 1 0

- I approach situations with compassionate curiosity by listening with empathy, asking questions to understand, and viewing behaviour as a form of communication.
- I orient towards optimism and consider how I share and celebrate successes, acknowledge the effort and accomplishments of others, and express gratitude.
- I establish balance and boundaries by asking for help and learning to say no. I welcome others into my classrooms to observe and discuss my practice.
- I advocate for myself, seek out resources to further my understanding and develop my skills, and ask for support when needed.

I take action within the systems & structures in which I work.

Self-Rating
4 3 2 1 0

- I unpack the ways in which my practice upholds or dismantles systems of oppression, inequities, and the dominant cultural norms.
- I work with others to collect, interpret, and act on holistic data in purposeful and self-reflective ways.
- I advocate for community members within unjust and inequitable systems.
- I navigate existing structures so that I can then work to transform those that are oppressive, inequitable, and/or exclusive.

PAUSE & PROCESS

I examine the ways in which my identities, mindsets, emotions, and actions encourage or inhibit an equitable and inclusive learning environment.

1. Tally your self-ratings from the category above. ____ / 12
2. Star 2-3 indicators that you think you are doing well.
3. Underline or highlight 2-3 indicators that you would like to do better.

CULTIVATE



4
Strongly
agree

3
Agree

2
Disagree

1
Strongly
disagree

0
Unsure or
N/A

CULTIVATE

I cultivate a learning environment in which all community members are valued, can enact their agency, build meaningful relationships, and experience a strong sense of belonging.

REFLECTION STATEMENT

I attend to materials,
accessibility, & the physical
environment.

Self-Rating
4 3 2 1 0

I build and maintain
strong relationships with
students, families, & colleagues.

Self-Rating
4 3 2 1 0

I establish structures & routines
that build a caring community.

Self-Rating
4 3 2 1 0

SAMPLE INDICATORS

- I publicly display student work, both exemplars and works in progress, to celebrate the learning process.
- I reflect the multi-layered identities of the school community through displays, texts, projects, and speakers or special guests.
- I ensure that every student has access to essential technology and materials, both at home and at school, to enable their learning.
- I create a schedule that leverages learning science and includes opportunities for movement, brain breaks, and a variety of daily experiences.

- I orient towards optimism, apply an asset-based lens, and approach situations with compassionate curiosity as ways to disrupt inequitable and deficit-based views.
- I explore who students are as individuals outside of the classroom by learning about their interests, passions, goals, and dreams.
- I pair critical feedback with rigorous expectations, confidence about students' abilities to meet those expectations, and supports to help students meet goals.
- I incorporate personal check-ins and track the frequency of interactions to ensure that all students receive regular touchpoints with at least one caring adult.
- I communicate with families bidirectionally, regularly, and holistically, in ways and at times that best fit their preferences and needs.
- I support colleagues and leverage their expertise when challenges arise.

- I co-construct and regularly revisit classroom norms, and ensuring that they incorporate the views, concerns, and aspirations of all students.
- I employ instructional practices (e.g. rubrics, peer-feedback, and conferencing) that normalise making mistakes, the process of revising, and asking for help.
- I make resources (i.e. terminology, protocols) available to students so that they can communicate and solve problems with one another.
- I process and resolve conflicts using community-oriented and restorative practices that have previously been taught, modelled, and coached.

PAUSE & PROCESS

I examine the ways in which my identities, mindsets, emotions, and actions encourage or inhibit an equitable and inclusive learning environment.

1. Tally your self-ratings from the category above. ___ / 12
2. Star 2-3 indicators that you think you are doing well.
3. Underline or highlight 2-3 indicators that you would like to do better.

my notes and ideas



Make this
day
great



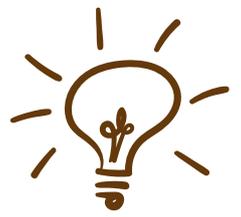
Teachers
change the
world - one
child at a time



It take a big
heart to shape
little minds



my notes and ideas



Make this
day
great



Teachers
change the
world - one
child at a time



It take a big
heart to shape
little minds



my notes and ideas



Make this
day
great



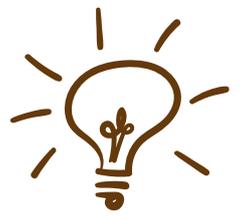
Teachers
change the
world - one
child at a time



It take a big
heart to shape
little minds



my notes and ideas



Make this
day
great



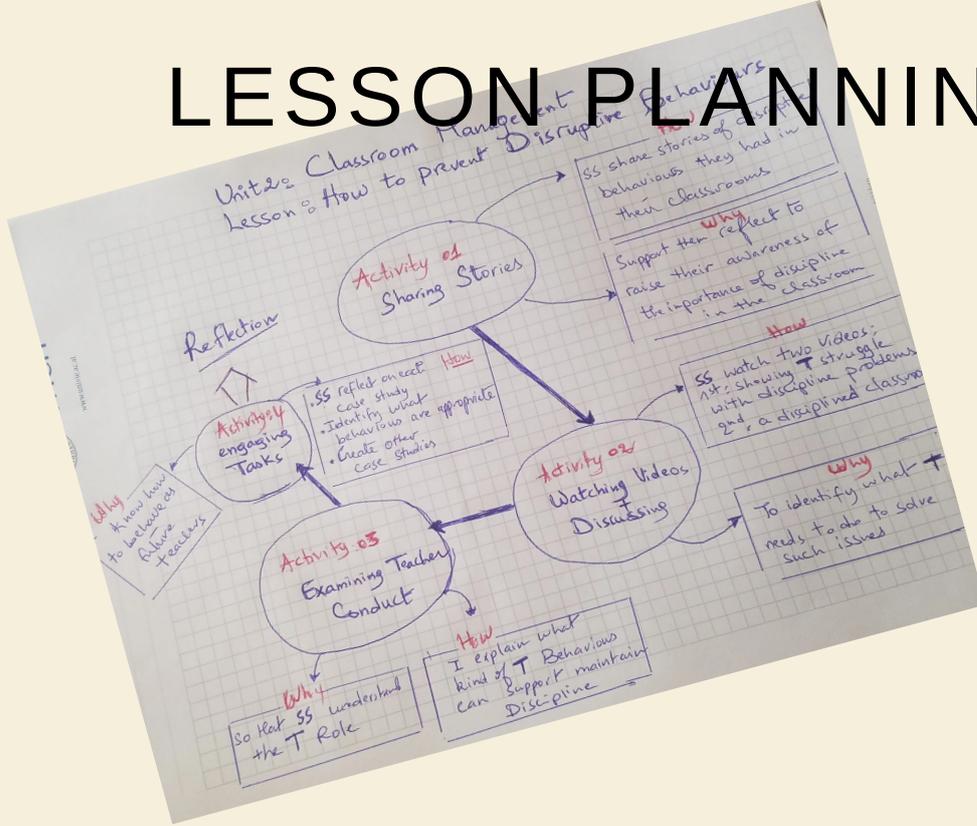
Teachers
change the
world - one
child at a time



It take a big
heart to shape
little minds



LESSON PLANNING TIPS



Effective planning of lessons: The process

1. Pre-planning

You might have collected a variety of resources related to your lessons and you feel excited to introduce them into your classes. But, because you have to be more selective, making the right choice may seem difficult in such cases. So, how to decide?

You need to select resources that are more relevant to your students. What is considered relevant is defined by the intended learning outcomes of the lesson, i.e., the skills or competencies students need to master at the end of a lesson or a unit and your students' needs.

Students' needs are learning gaps or what students have not developed yet. They can include those needs that relate to previous learning and are essential for attaining your learning outcomes. You can have students who are still struggling with certain basic skills which they were supposed to master to develop the targeted ones in your syllabus. Because learning is meant to build upon students' previous knowledge and skills, such types of needs should not be ignored.

Besides, there are current needs of students which concern what you are teaching. You can find out about them along the course through your interaction, observation, feedback and assessment.

To make your process of selection more structured here are the steps to follow;

LESSON PLANNING TIPS

Check your resources and try to put them into categories within one file on your computer. You can categorise them according to your lesson's stages.

Read each unit's objectives or learning outcomes and ask yourself: What do I need to do to support students achieve those objectives?

What are their needs in relation to 1) what they already know and can do and 2) what they are learning now?

Write your statements.

Select what resources are relevant taking into account the learning objectives and your students' needs.

Decide whether each selection meets the following criteria and how you need to adapt it more to your context:

Time: Think about how much time your selected resource takes. Do you have time for it? What you need to tune out in such a resource and what to focus more on in case it takes time?

Facilities: Check out whether you have the required facilities for your resources. If you intend, for instance, to use Zoom to connect your students to other classes, do you have internet access? In case you have it, is the internet connection good?

Variety in a sequence: Provide variety to sustain students' motivation. If much of your recent teaching has involved the same type of tasks as your selected resource, you need to rethink your selection.

Differentiation: Try to respond to your students' differences (learning styles and needs). Does your selected resource allow for differentiation (path, pace, performance and task)?

2. Writing the plan

It would be better to plan your lessons ahead so that you can have enough time to revise your plan. You can plan for the 5 days in advance and revise daily your plan.

You may think of planning a number of lessons to have time for revision. Yet, this is not advisable at the beginning of the year because you still do not know your students and thus you can not identify what works better and how for them.

The time you spend knowing your students can support you plan for more lessons in advance (mainly during the holidays). Yet, keep updating and mending your plan on the basis of students' reactions to previous lessons.

LESSON PLANNING TIPS

3. Post-Planning

After writing your lesson plan, it is time to revise it to remember its stages. Reading your plan, reciting its content and keeping bullet points may help you achieve this.

But, I have found using process mapping or flowchart far more useful because it makes your plan more visible, thereby supporting you to understand the flow of your activities.

You can create your process mapping by hand (I prefer this because it helps you remember) or using software programmes such as Microsoft Word, and PowerPoint. In your process mapping, you include the activities or the stages of your lesson, and you describe briefly their objectives (Why ?) and the way you will introduce them to your students (How?). You can use symbols (T: teacher, SS: students, etc).

A FINAL THOUGHT



BEFORE THE CLASS

- identify the learning objectives
- plan the specific learning activities, assessments, and sequence of the lesson
- create a realistic timeline
- plan for a lesson closure



DURING THE CLASS

- share the lesson plan with your students which helps keep them more engaged and on track



AFTER THE CLASS

- reflect on what worked well and why, and what you could have done differently

LESSON REFLECTION

1. WHAT WENT WELL IN THIS LESSON? WHY?

2. WHAT PROBLEMS DID I EXPERIENCE? WHY?

3. WAS IT "STUDENT CENTRED"? SHOULD IT HAVE BEEN?

4. WHAT COULD I HAVE DONE DIFFERENTLY?

5. WHAT DID I LEARN FROM THIS EXPERIENCE THAT WILL HELP ME IN THE FUTURE?

6. PREPARATION AND RESEARCH - WAS I WELL PREPARED? - WHAT COULD I HAVE DONE DIFFERENTLY?

7. WRITTEN PLAN - WAS I ORGANISED? DID THE WRITTEN FORMAT WORK? IS THERE A BETTER FORM?

8. PRESENTATION - WERE THE STUDENTS INVOLVED? WAS I CLEAR IN MY PRESENTATION? HOW WAS THE PACING?

9. ASSESSMENT - DOES MY METHOD OF ASSESSMENT MEASURE WHAT I WANT? HOW DID THE CLASS DO? WHAT SHOULD I CHANGE FOR NEXT TIME?

LESSON REFLECTION

1. WHAT WENT WELL IN THIS LESSON? WHY?

2. WHAT PROBLEMS DID I EXPERIENCE? WHY?

3. WAS IT "STUDENT CENTRED"? SHOULD IT HAVE BEEN?

4. WHAT COULD I HAVE DONE DIFFERENTLY?

5. WHAT DID I LEARN FROM THIS EXPERIENCE THAT WILL HELP ME IN THE FUTURE?

6. PREPARATION AND RESEARCH - WAS I WELL PREPARED? - WHAT COULD I HAVE DONE DIFFERENTLY?

7. WRITTEN PLAN - WAS I ORGANISED? DID THE WRITTEN FORMAT WORK? IS THERE A BETTER FORM?

8. PRESENTATION - WERE THE STUDENTS INVOLVED? WAS I CLEAR IN MY PRESENTATION? HOW WAS THE PACING?

9. ASSESSMENT - DOES MY METHOD OF ASSESSMENT MEASURE WHAT I WANT? HOW DID THE CLASS DO? WHAT SHOULD I CHANGE FOR NEXT TIME?

LESSON REFLECTION

1. WHAT WENT WELL IN THIS LESSON? WHY?

2. WHAT PROBLEMS DID I EXPERIENCE? WHY?

3. WAS IT "STUDENT CENTRED"? SHOULD IT HAVE BEEN?

4. WHAT COULD I HAVE DONE DIFFERENTLY?

5. WHAT DID I LEARN FROM THIS EXPERIENCE THAT WILL HELP ME IN THE FUTURE?

6. PREPARATION AND RESEARCH - WAS I WELL PREPARED? - WHAT COULD I HAVE DONE DIFFERENTLY?

7. WRITTEN PLAN - WAS I ORGANISED? DID THE WRITTEN FORMAT WORK? IS THERE A BETTER FORM?

8. PRESENTATION - WERE THE STUDENTS INVOLVED? WAS I CLEAR IN MY PRESENTATION? HOW WAS THE PACING?

9. ASSESSMENT - DOES MY METHOD OF ASSESSMENT MEASURE WHAT I WANT? HOW DID THE CLASS DO? WHAT SHOULD I CHANGE FOR NEXT TIME?

LESSON REFLECTION

1. WHAT WENT WELL IN THIS LESSON? WHY?

2. WHAT PROBLEMS DID I EXPERIENCE? WHY?

3. WAS IT "STUDENT CENTRED"? SHOULD IT HAVE BEEN?

4. WHAT COULD I HAVE DONE DIFFERENTLY?

5. WHAT DID I LEARN FROM THIS EXPERIENCE THAT WILL HELP ME IN THE FUTURE?

6. PREPARATION AND RESEARCH - WAS I WELL PREPARED? - WHAT COULD I HAVE DONE DIFFERENTLY?

7. WRITTEN PLAN - WAS I ORGANISED? DID THE WRITTEN FORMAT WORK? IS THERE A BETTER FORM?

8. PRESENTATION - WERE THE STUDENTS INVOLVED? WAS I CLEAR IN MY PRESENTATION? HOW WAS THE PACING?

9. ASSESSMENT - DOES MY METHOD OF ASSESSMENT MEASURE WHAT I WANT? HOW DID THE CLASS DO? WHAT SHOULD I CHANGE FOR NEXT TIME?

LESSON REFLECTION

1. WHAT WENT WELL IN THIS LESSON? WHY?

2. WHAT PROBLEMS DID I EXPERIENCE? WHY?

3. WAS IT "STUDENT CENTRED"? SHOULD IT HAVE BEEN?

4. WHAT COULD I HAVE DONE DIFFERENTLY?

5. WHAT DID I LEARN FROM THIS EXPERIENCE THAT WILL HELP ME IN THE FUTURE?

6. PREPARATION AND RESEARCH - WAS I WELL PREPARED? - WHAT COULD I HAVE DONE DIFFERENTLY?

7. WRITTEN PLAN - WAS I ORGANISED? DID THE WRITTEN FORMAT WORK? IS THERE A BETTER FORM?

8. PRESENTATION - WERE THE STUDENTS INVOLVED? WAS I CLEAR IN MY PRESENTATION? HOW WAS THE PACING?

9. ASSESSMENT - DOES MY METHOD OF ASSESSMENT MEASURE WHAT I WANT? HOW DID THE CLASS DO? WHAT SHOULD I CHANGE FOR NEXT TIME?

LESSON REFLECTION

1. WHAT WENT WELL IN THIS LESSON? WHY?

2. WHAT PROBLEMS DID I EXPERIENCE? WHY?

3. WAS IT "STUDENT CENTRED"? SHOULD IT HAVE BEEN?

4. WHAT COULD I HAVE DONE DIFFERENTLY?

5. WHAT DID I LEARN FROM THIS EXPERIENCE THAT WILL HELP ME IN THE FUTURE?

6. PREPARATION AND RESEARCH - WAS I WELL PREPARED? - WHAT COULD I HAVE DONE DIFFERENTLY?

7. WRITTEN PLAN - WAS I ORGANISED? DID THE WRITTEN FORMAT WORK? IS THERE A BETTER FORM?

8. PRESENTATION - WERE THE STUDENTS INVOLVED? WAS I CLEAR IN MY PRESENTATION? HOW WAS THE PACING?

9. ASSESSMENT - DOES MY METHOD OF ASSESSMENT MEASURE WHAT I WANT? HOW DID THE CLASS DO? WHAT SHOULD I CHANGE FOR NEXT TIME?

LESSON REFLECTION

1. WHAT WENT WELL IN THIS LESSON? WHY?

2. WHAT PROBLEMS DID I EXPERIENCE? WHY?

3. WAS IT "STUDENT CENTRED"? SHOULD IT HAVE BEEN?

4. WHAT COULD I HAVE DONE DIFFERENTLY?

5. WHAT DID I LEARN FROM THIS EXPERIENCE THAT WILL HELP ME IN THE FUTURE?

6. PREPARATION AND RESEARCH - WAS I WELL PREPARED? - WHAT COULD I HAVE DONE DIFFERENTLY?

7. WRITTEN PLAN - WAS I ORGANISED? DID THE WRITTEN FORMAT WORK? IS THERE A BETTER FORM?

8. PRESENTATION - WERE THE STUDENTS INVOLVED? WAS I CLEAR IN MY PRESENTATION? HOW WAS THE PACING?

9. ASSESSMENT - DOES MY METHOD OF ASSESSMENT MEASURE WHAT I WANT? HOW DID THE CLASS DO? WHAT SHOULD I CHANGE FOR NEXT TIME?

LESSON REFLECTION

1. WHAT WENT WELL IN THIS LESSON? WHY?

2. WHAT PROBLEMS DID I EXPERIENCE? WHY?

3. WAS IT "STUDENT CENTRED"? SHOULD IT HAVE BEEN?

4. WHAT COULD I HAVE DONE DIFFERENTLY?

5. WHAT DID I LEARN FROM THIS EXPERIENCE THAT WILL HELP ME IN THE FUTURE?

6. PREPARATION AND RESEARCH - WAS I WELL PREPARED? - WHAT COULD I HAVE DONE DIFFERENTLY?

7. WRITTEN PLAN - WAS I ORGANISED? DID THE WRITTEN FORMAT WORK? IS THERE A BETTER FORM?

8. PRESENTATION - WERE THE STUDENTS INVOLVED? WAS I CLEAR IN MY PRESENTATION? HOW WAS THE PACING?

9. ASSESSMENT - DOES MY METHOD OF ASSESSMENT MEASURE WHAT I WANT? HOW DID THE CLASS DO? WHAT SHOULD I CHANGE FOR NEXT TIME?

LESSON REFLECTION

1. WHAT WENT WELL IN THIS LESSON? WHY?

2. WHAT PROBLEMS DID I EXPERIENCE? WHY?

3. WAS IT "STUDENT CENTRED"? SHOULD IT HAVE BEEN?

4. WHAT COULD I HAVE DONE DIFFERENTLY?

5. WHAT DID I LEARN FROM THIS EXPERIENCE THAT WILL HELP ME IN THE FUTURE?

6. PREPARATION AND RESEARCH - WAS I WELL PREPARED? - WHAT COULD I HAVE DONE DIFFERENTLY?

7. WRITTEN PLAN - WAS I ORGANISED? DID THE WRITTEN FORMAT WORK? IS THERE A BETTER FORM?

8. PRESENTATION - WERE THE STUDENTS INVOLVED? WAS I CLEAR IN MY PRESENTATION? HOW WAS THE PACING?

9. ASSESSMENT - DOES MY METHOD OF ASSESSMENT MEASURE WHAT I WANT? HOW DID THE CLASS DO? WHAT SHOULD I CHANGE FOR NEXT TIME?

LESSON REFLECTION

1. WHAT WENT WELL IN THIS LESSON? WHY?

2. WHAT PROBLEMS DID I EXPERIENCE? WHY?

3. WAS IT "STUDENT CENTRED"? SHOULD IT HAVE BEEN?

4. WHAT COULD I HAVE DONE DIFFERENTLY?

5. WHAT DID I LEARN FROM THIS EXPERIENCE THAT WILL HELP ME IN THE FUTURE?

6. PREPARATION AND RESEARCH - WAS I WELL PREPARED? - WHAT COULD I HAVE DONE DIFFERENTLY?

7. WRITTEN PLAN - WAS I ORGANISED? DID THE WRITTEN FORMAT WORK? IS THERE A BETTER FORM?

8. PRESENTATION - WERE THE STUDENTS INVOLVED? WAS I CLEAR IN MY PRESENTATION? HOW WAS THE PACING?

9. ASSESSMENT - DOES MY METHOD OF ASSESSMENT MEASURE WHAT I WANT? HOW DID THE CLASS DO? WHAT SHOULD I CHANGE FOR NEXT TIME?