

# The Development of Reflective Practices as an Outcome of SSE –

with reference to pupils and parents

# Introduction

- Share our experience of SSE to date under 3 headings
  1. School Self Evaluation and Reflective Practice – a chicken and egg scenario
  2. How these dynamic processes have benefitted our school community
  3. Two examples of this – The Voice of the Learner
    - Parental Input

# School Reflective Self-Evaluation Practices



(C) 2002: RICK LONDON / JOEL COUGHLIN

AND YET THE QUESTION REMAINED:  
"WHO CAME FIRST?"

# Dynamic Processes



[dreamstime.com](http://dreamstime.com)

The  
More  
You  
Do  
Them  
The  
Better  
You  
Get

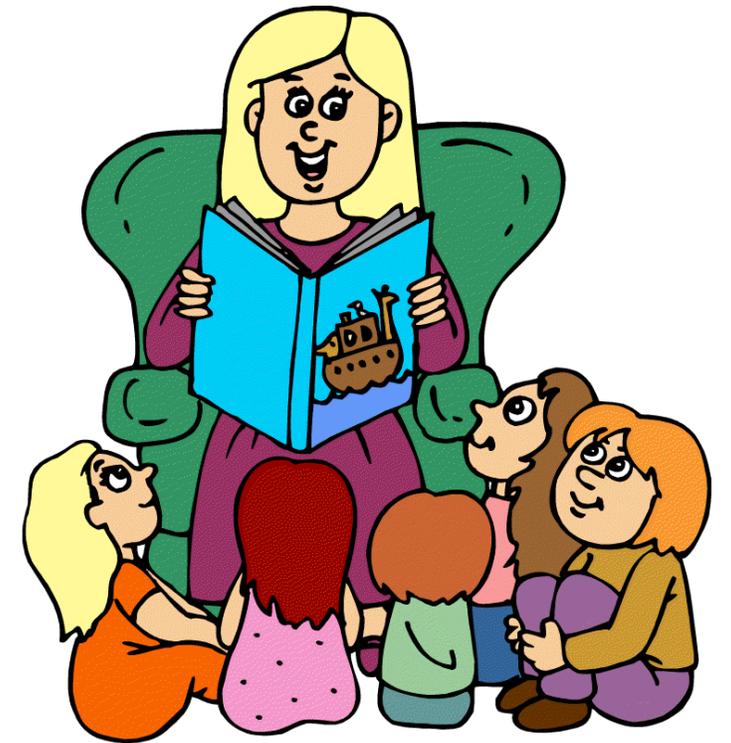


# Reflective Practice – What is it?

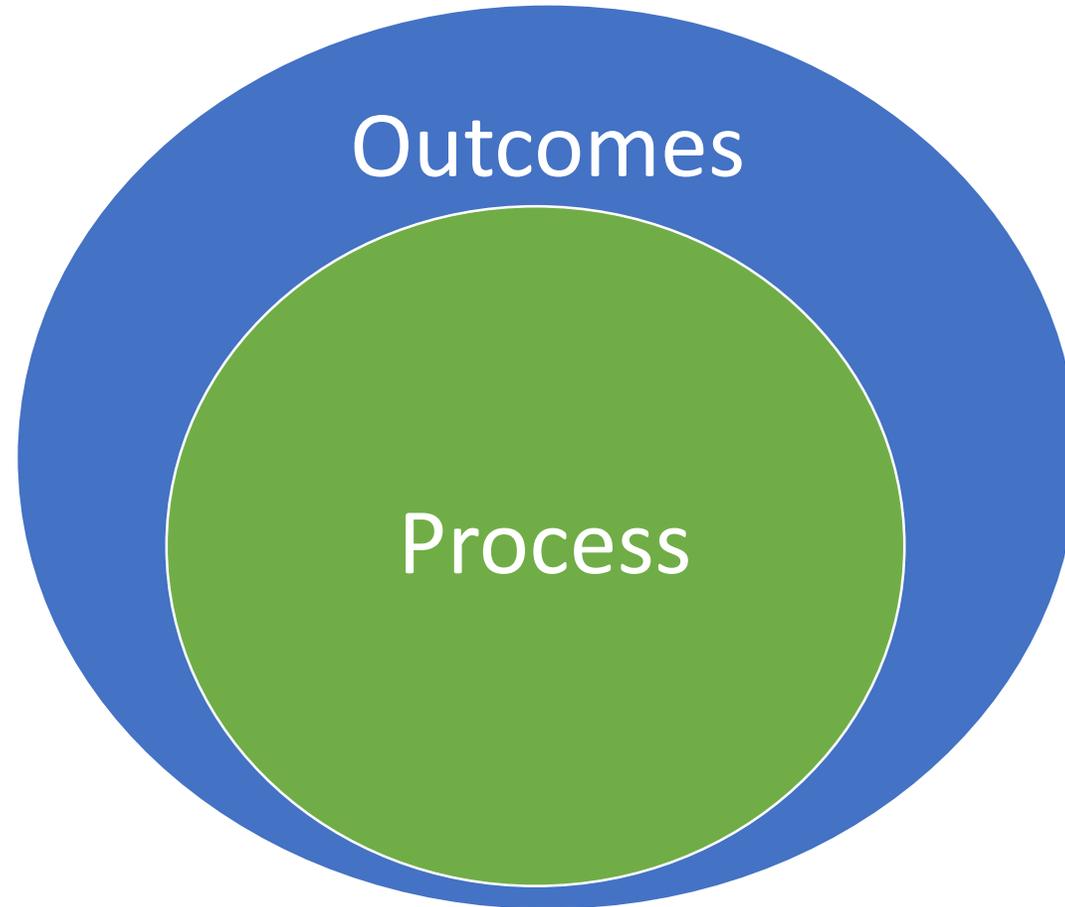
- In reflective practice, practitioners engage in a **continuous cycle of self-observation and self-evaluation** in order to understand their own actions and the **reactions they prompt in themselves and in learners** (Brookfield, 1995; Thiel, 1999). **The goal is not necessarily to address a specific problem or question at the outset, as in practitioner research, but to observe and refine practice in general on an ongoing basis.** (Cunningham 2001)
- *Open Educational Resources of UCD Teaching and Learning*  
[http://www.ucdoer.ie/index.php/Defining\\_Reflective\\_Practice](http://www.ucdoer.ie/index.php/Defining_Reflective_Practice)

# Reflective Practice

- Is NOT about about fixing something that's wrong
- Is about accepting responsibility for pupil learning
- IS about promoting skill development
- IS about creating a learning culture
- **IS interpersonal, interactive and interesting**

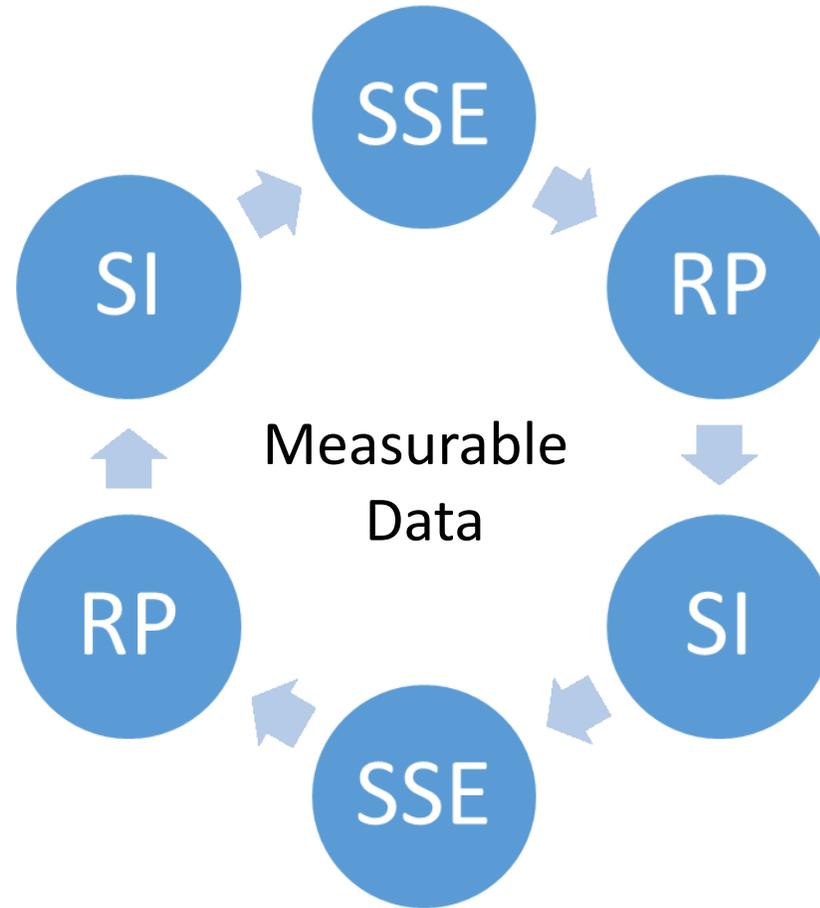


# The benefits to our school community



# School Improvements – The Outcomes

Standardised Test Results Reading  
Oral language  
Comprehension  
Sight Words  
Handwriting  
Presentation of work  
Guided Reading programme  
Reading Recovery  
Phonological awareness  
Genres of writing



Standardised Test Results Maths  
Problem solving skills  
Mental mathematics  
Mathematical language  
Assessment

# School Improvements – The Process



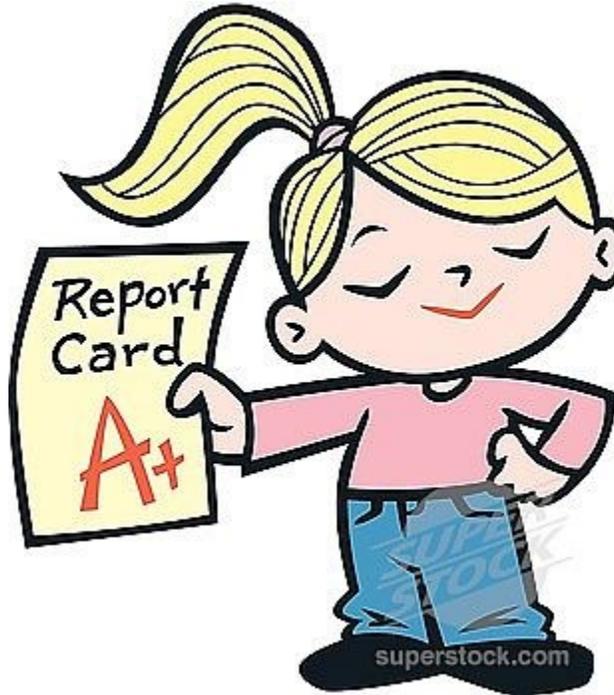
# Trust & Personal Growth

- **Trust in the professional environment**
  - A heightened sense of trust – described by professor MacBeath as the “most important nutrient of all.”
  - Between Staff – greater collaboration, more willing to share, stronger sense of common goal.
  - Between Staff and Pupils – “The teachers really want us to do well.”
  - Between Staff and Parents – “The teachers are brilliant. Keep up the great work.”
- **An environment that promotes personal growth**
  - “Be the change you want to see” – Mahatma Gandhi
  - Teachers – growth is a natural outcome of meaningful self reflection
  - Pupils – grow in self-confidence
  - Parents – grow for being valued as educational partners

# The Voice of the Learner

**Student surveys** give me a chance to tell you what I think about what we're learning and how we're learning it. I like to be asked about lots of things.

I learn better when you use **AfL** techniques in lessons. I think about things more when I know we will be reviewing it after.



Having my say on my **Report Card** helps me think of myself as a learner. My parents get to see what I think of myself too.

**Student Council & Playworks** have really given us a chance to have our say. We get a great sense of accomplishment when we see the difference we make. Our school is all about us – and we LOVE that!

# Parental Input

- 4 surveys in the last year – Joint Board of Management/ Parent Association Committee Survey, Anti-bullying Survey, Parent-Teacher Meetings Survey, Ceistneoir Gaeilge – An Teanga Labhartha
- Surveys followed up with focus groups and feedback to the school community
- Action on recommendations – Parent group for school garden, school library, Guided Reading Information Evening, Meet & Greet Days - Class Teacher and Parents, Parent Skills Bank.
- Home School Communication – weekly newsletter, website, twitter, text-a-parent, class email and Parent Association Noticeboard

# To conclude

- School Self Evaluation and Reflective Practices have improved our school community in a myriad of ways not only in terms of outcomes but through the processes themselves.
- These are dynamic processes that have improved with practice.
- The benefits have gone beyond learning to include personal growth and the general well-being of our learning community.
- .The process worked better when we took the time to listen, discuss, share and decide together.
- We are enjoying our journey!