

Teacher Self-Awareness

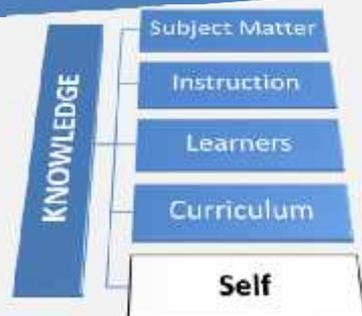
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Professional Development

Knowledge Growth



Self-Awareness

Effectiveness

Behaviour

Rationale

Awareness of Behaviour

If I visited your classroom what would I notice about:

- how you start and end lessons
- the kinds of questions you ask
- the kinds of activities students do
- your personality as a teacher

Awareness of Behaviour

Language systems

Language skills

Errors and feedback

Classroom interaction

Assessment

Critical thinking

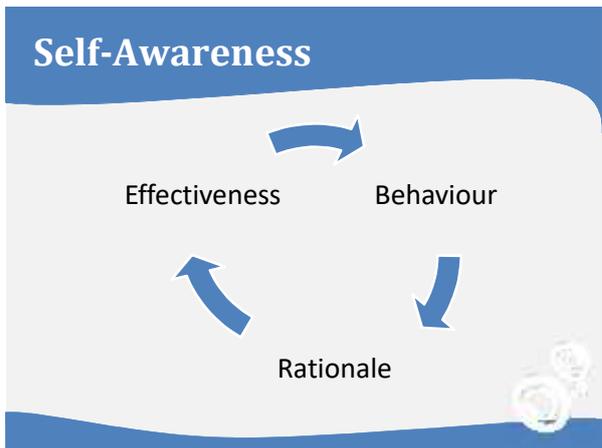


Awareness of Behaviour

Our sense of self may not necessarily be an accurate reflection of our actual abilities or performance. (Williams, Mercer & Ryan 2015: 45)

Awareness of Behaviour

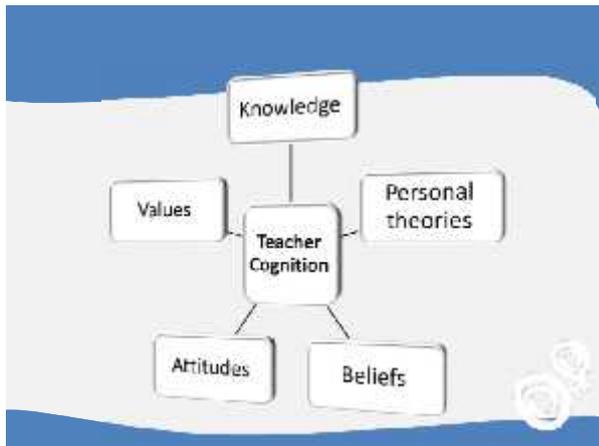
Self-Observation	Peer Observation
WHAT? - EVIDENCE	
Student Feedback	Document Analysis



Gap-Filling

My mother's bought a new vacuum cleaner. (buy)
 I ve just made my breakfast. (make)
 Jane and I ve decided to go to Greece. (decide)
 The phone's been twice so far. (ring)
 You ve been ill lately. (be)
 We ve met them recently. (meet)
 I ve just taken my dog out. (take)
 Simon's lit the bonfire in the garden. (light)

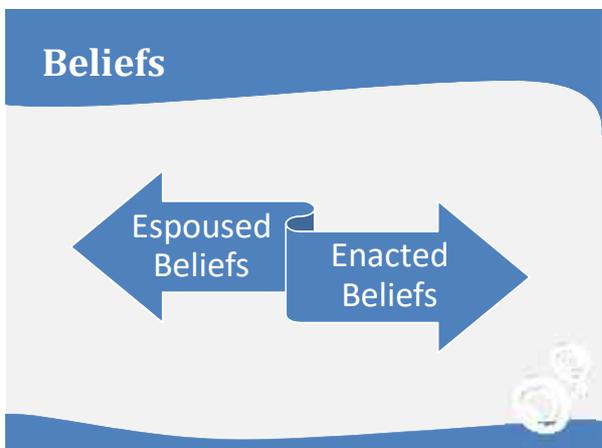
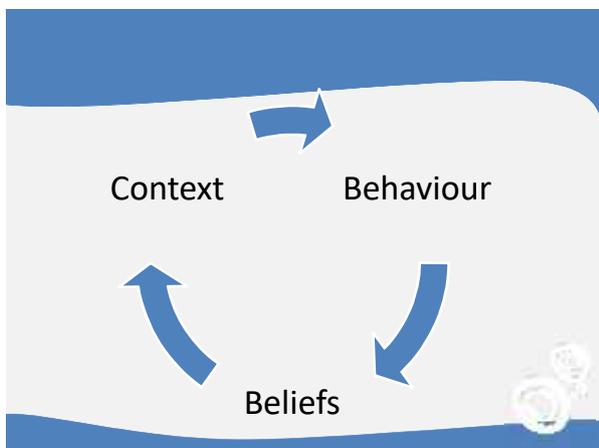
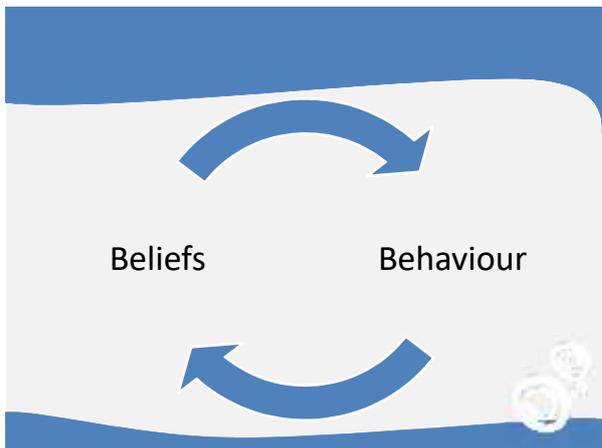




Beliefs

all that one accepts or wants to be true. (Murphy & Mason 2006: 306)

- ## True or False?
1. We are often unaware of our beliefs.
 2. Our beliefs determine how we teach.
 3. Our beliefs may be incorrect.



Challenging Our Beliefs

Learning is more effective if pupils are taught according to their learning style.



Learning Styles

“... studies where teaching activities are targeted towards particular learners based on an identified learning ‘style’ have not convincingly shown any major benefit”.

(<https://educationendowmentfoundation.org.uk>)



Challenging Our Beliefs

Learning is more effective if students discover ideas for themselves.

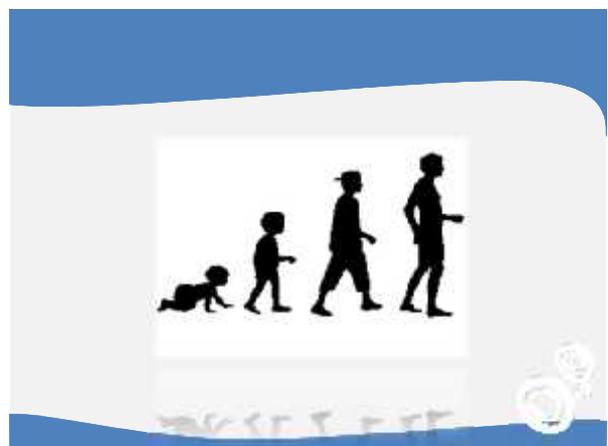
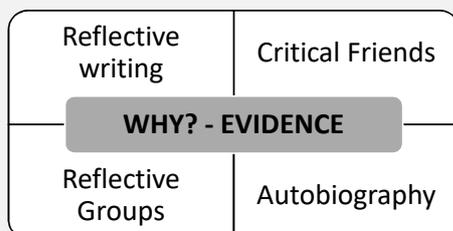


Discovery Learning

“Enthusiasm for ‘discovery learning’ is not supported by research evidence ... Although learners do need to build new understanding on what they already know, if teachers want them to learn new ideas, knowledge or methods they need to teach them directly”. (Coe et al. 2014: 23)



Awareness of Beliefs

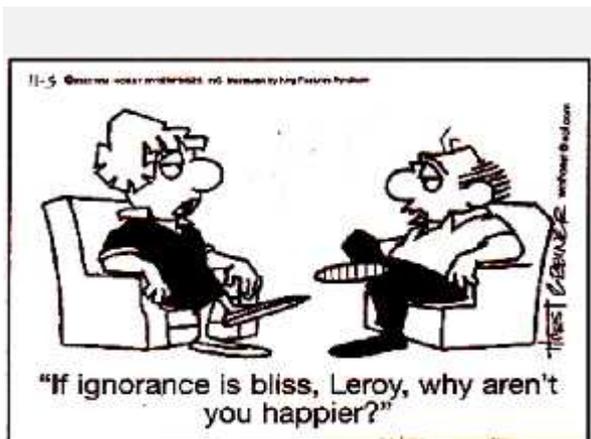
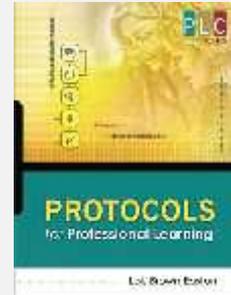


Are We Effective?

How do we know that our teaching has a positive impact on student learning?

Effectiveness

Collaborative analysis of student work



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