

Promoting reflection literacy: Stimulating recall of interactive thought

Possibly useful for supporting teacher reflection during post-lesson discussion/conference/‘feedback’ after lesson observation. The mediator/mentor/trainer may find the possible questions useful. The teacher may find the sentence stems useful.

Type	Category	Possible questions	Sentence stems*
Practical reflection ↑ ----- ↓	Awareness of planned intentions	Can you recall being aware of your planned intentions while you were teaching? When?	At that point, I had wanted to... I planned to...
	Knowledge/memory access	What areas of knowledge do you remember drawing upon today? (e.g. of learners, past lessons, of the subject, teaching skills, etc.)	I remember that I had to think about... I remember trying to recall... My knowledge of ... was useful when...
	Perception	What things do you recall noticing (seen or heard) that became important?	On one occasion I noticed that... X looked / seemed to be... I heard X say...
Adaptive reflection ↑ ----- ↓	Affordance awareness	How did unplanned events, opportunities or challenges in the lesson influence your thinking?	When... I realised that... I could / might need to / should(n't)...
	Uncertainty awareness	Were there any occasions where you were unsure or puzzled about something?	When... I wasn't sure if... why... I thought it was strange that...
	Value judgement [continuum to reflexivity] ↓	Can you recall specific moments when you were pleased or not with something that happened?	When... I felt that... ...it was going... well / badly It was good that... I was starting to worry about...
Reflexivity ↑ ----- ↓	Reflexivity	Can you recall any occasions that caused you to think more critically about what you were doing (positive or negative)? What do you recall learning?	When... I realised that I had... / hadn't... I knew that this was because... It made me think / reflect that... I think I learnt that...

Categories ‘tweaked’ from: Anderson, J. (2019). In search of reflection-in-action: An exploratory study of the interactive reflection of four experienced teachers. *Teaching and Teacher Education*, 86, 1-17. <https://doi.org/10.1016/j.tate.2019.102879>

*Many thanks to Briony Beaven for her suggestion of the use of sentence stems.



Promoting reflection literacy: Lesson observation proforma for focusing on adaptive reflection and reflexivity

This proforma may be useful, either for the observer (to complete while observing lesson) or teacher self-observation (e.g. while watching video). The 'Transcript / recall stimulus' column can be used to make notes of dialogue and actions at moments when adaptive reflection or reflexivity may be occurring (see Anderson, 2019). This can then prompt discussion or personal reflection/introspection afterwards.

Adaptive reflection incidents / response strategies

Occasions when teacher managed a specific event, affordance or potential challenge without the need for deeper reflection (reflexivity):

Time	Transcript / recall stimulus	Comments / thoughts / questions

Reflexivity incidents (incl. recovery strategies, acknowledgement, face loss)

Occasions when an affordance, potential challenge or critical incident necessitated a specific intervention, potentially leading to formative reflection:

Time	Transcript / recall stimulus	Comments / thoughts / questions

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