

WHAT IS THE PURPOSE OF THIS GUIDE?

This guide, *Facilitating Reflection on GMGY*, is part of a suite materials developed to support Community National Schools with their Implementation of *Goodness Me, Goodness You!* Although this guide has been **developed specifically for GMGY Coordinators to support their facilitation of GMGY reflection in their schools**, its contents may also be useful to individual teachers to support independent reflection on *GMGY*.

WHY IS THERE A NEED TO REFLECT AS PART OF GMGY

IMPLEMENTATION?

***Goodness Me, Goodness You!* is a relatively new curriculum**, launched in 2018. Some of the pedagogies underpinning *GMGY* are new to teachers in Community National Schools and because of this, time is needed to enable them to learn and practice the relevant methodologies and approaches through responsive professional learning opportunities.

A central component of effective professional development is sustained opportunity to reflect on the processes of learning, teaching and assessment. Furthermore, the ability to reflect on professional practice is a key element in the behaviour of effective teachers and leaders.

As such, time to meaningfully reflect on each of the four strands in *GMGY* has been provided in the context of *GMGY* Implementation.

HOW IS REFLECTION UNDERSTOOD WITHIN GMGY

IMPLEMENTATION?

In the context of *GMGY* Implementation, **reflection is understood as professional conversations** about teaching and learning of the patrons' curriculum which achieve real change in teaching practice, improve student outcomes and create better solutions to problems. To enable effective professional dialogue, those planning for and facilitating reflection should strive towards the following best practice conditions which include:



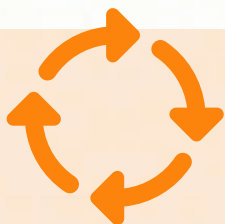
developing **relationships of trust, challenge and mutual respect** between staff



fostering an **inquiry-focused and problem-solving culture** with collective responsibility for facilitating change



providing **resources in the form of tools and expertise** to help identify effective practice and relevant evidence





establishing a **clear purpose and using structured processes** that engage and test ideas and solutions about the possible causes of teaching and learning problems



following up on reflection by using **refined/revised/new actionable knowledge in practice.**

(Timperley, 2015, p. 3)

WATCH to learn more about effective professional conversations! 

READ to learn more about effective professional conversations!! 

HOW WILL TEACHERS REFLECT AS PART OF GMGY IMPLEMENTATION?

There is **no "one size fits all" model of reflection** and teachers are encouraged to develop approaches that work best for them, having regard to their individual preferences and school contexts.

(Teaching Council, 2020)

Community National Schools will approach *GMGY* reflection in different ways depending on their context. Some schools may take a more formal approach, facilitating a **full reflection** session. Others may provide for **intermittent reflection** throughout a term.



As with reflection in other areas, **reflection on *GMGY* works best when it is conducted in interaction with others.** It is hoped that throughout *GMGY* Implementation, teachers will take a collaborative approach to reflection, and will support each other through Professional Learning Networks (PLNs). PLNs promote teacher learning, shared reflection and effective responses to change. PLNs can vary in size. Whilst teachers in some CNSs may work as a whole school to reflect on *GMGY*, others may choose to work in smaller groups according to stage.

Regardless of format, both **whole staff or small group reflection sessions on *GMGY* should be planned for.**

These sessions should be meaningful in that they will ensure the highest possible level of engagement from teachers and the subsequent improvement of learning experiences and outcomes for children in the patrons' curriculum.

Click to learn more about reflection from the Teaching Council!



HOW CAN SCHOOLS MAKE THE MOST OF GMGY REFLECTION?

Opportunities for meaningful reflection on professional practice can positively impact on teaching and learning. However, given that schools are very busy places, time for reflection is often viewed as a luxury as opposed to an essential aspect of quality teaching and learning. Where reflection is facilitated, it may be rushed and/or superficial in nature. It has been argued that during reflection, teachers often talk in generalities, fail to discuss specifics, gloss over differences to avoid offending colleagues, rarely ask for clarification from one another or revert to telling others what they should “do”. To ensure meaningful engagement in and positive outcomes from reflection on *GMGY*, those facilitating reflection sessions might consider the following suggestions:

1 Taking **time to prepare** for reflection opportunities



2 Asking teachers to **reflect independently in advance**



3 Using **positive language and effective questioning**



4 Using **approaches/tools** that are responsive to teachers' needs and context



Taking time to prepare for reflection opportunities



Preparation for reflection on *GMGY* is vital to ensure that such opportunities are meaningful and have an impact on children's learning experiences and outcomes. As with other aspects of *GMGY* Implementation, **a collaborative approach should be taken to prepare for *GMGY* reflection.** As the leader of *GMGY* in the school community, the *GMGY* Coordinator should consider the following when preparing for a *GMGY* reflection session:

- **liaise with relevant members of school staff**, including the principal, to plan for *GMGY* reflection opportunities (e.g. during staff or in-school management team meetings)
- identify the most **appropriate approaches and tools for reflection** and prepare any necessary resources
- decide in advance how the session will be **chaired/facilitated**
- decide how **feedback** from the session will be recorded

Asking teachers to reflect independently in advance



Given that sufficient time and space is required to ensure meaningful reflection, those preparing for reflection on *GMGY* might consider providing teachers with a chance to reflect independently in advance of group/whole staff sessions. **Individual reflection time is essential** as it allows teachers to prepare for reflection conversations which allows for deeper, more meaningful conversations. This might be facilitated by asking teachers to:

- identify an **artefact** (e.g. sample of work, lesson plan/notes) to bring to the reflection session which can be shared during professional dialogue
- complete an independent reflection **survey** in advance of group reflection (samples below).

Using positive language and effective questioning

Those facilitating *GMGY* reflection opportunities can support their colleagues' meaningful engagement by using positive language which creates an atmosphere of both mutual respect and understanding. Drawing upon **action-oriented language** after discussing the challenges experienced by schools, can facilitate more constructive conversations.







Using effective questioning techniques can affirm good practice as well as constructively challenge mindsets and approaches requiring improvement. Asking such questions of colleagues requires thoughtful consideration to enable them to maintain a relational trust whilst simultaneously challenging the thinking of others. Although the questions *GMGY* Coordinators will ask as part of *GMGY* reflection will be responsive to discussions which evolve during the session, having some **“back-pocket” questions** to hand can be helpful. Examples of “back pocket” questions might include:

- If you could respond to that situation again, what might you do differently/the same?
- If you were to ask the children, what would they say about the lesson?
- What additional learning experiences might facilitate deeper engagement with that learning outcome?
- Although X didn't go as planned, did you observe an improvement in children's learning, motivation or engagement as a result of the lesson?
- Although X didn't go as planned, what would you take forward from that lesson/experience into future *GMGY* lessons?
- From what other angles might that strand/learning outcome/topic/skill be approached?
- Did this lesson link with any other strands elements/outcomes or integrate with other subjects?



Using approaches/tools that are responsive to teachers' needs and context

There are variety of different approaches that CNSs can take to reflect on *GMGY*, examples of which are outlined in the remainder of this guide. Regardless of which approach is taken, it may be helpful for schools to consider a **general pattern which enables meaningful reflection** on professional practice. **Three steps** through which teachers should progress during reflection include:

- 
1 Retrospection: Thinking back about a situation or experience 
- 
2 Self-evaluation: Critically analysing and evaluating the actions and feelings associated with the experience 
- 
3 Reorientation: Using the results of self-evaluation to influence future approaches to similar situations or experiences 

WHAT REFLECTION TOOLS AND SUPPORTS ARE AVAILABLE FOR SCHOOLS?

The following supports and tools are available to Community National Schools to support their reflection on *GMGY*. They include:

- **Guidance and training** on facilitating reflection on *GMGY* from ETBI
- This **Facilitating Reflection on *GMGY* guide**, which includes suggested reflection activities
- **Printable reflection tools** such as surveys/questionnaires, graphic organizers etc.

The remaining section of this guide outlines some approaches those planning for and facilitating *GMGY* Implementation can take in their school to provide members of their staff with meaningful opportunities to reflect on *GMGY*. Where appropriate, reflection tools are also provided.



GMGY REFLECTION SURVEYS

Three brief surveys have been developed to support CNSs with *GMGY* reflection. Teachers may complete these surveys to independently reflect on their experiences of teaching and learning in *Goodness Me, Goodness You!* in advance or during the reflection session itself.



Both **digital and print versions** of these three surveys are available below and **may be edited** to suit individual school context.

- [GMGY Reflection Survey 1](#)
- [GMGY Reflection Survey 2](#)
- [GMGY Reflection Survey 3](#)

ARTEFACT REFLECTION



To provide teachers with a meaningful opportunity to reflect on *GMGY*, those facilitating reflection sessions might ask teachers to identify a *GMGY* artefact (e.g. children's work, photos documenting learning experiences, samples of recorded preparation) that they would like to share with colleagues as a **stimulus for discussion**. Artefacts may be shared at the beginning of the session as a "warm-up" style activity, or referenced throughout the reflection session as appropriate.

WORLD CAFÉ

The World Café approach is a **structured, dialogical approach** which enables participants to engage in **focused, reflective conversations** on a number of topics at several small tables, like those in a café. When reflecting on *GMGY*, CNS teachers might reflect on areas related to Curriculum Implementation such as the preparation process, teaching *GMGY* (e.g. pedagogies, methodologies, resources), children's experiences of *GMGY* and/or professional learning supports. **Designing meaningful questions for discussion at each table based on key ideas is vital** to foster meaningful dialogue. Sample reflective questions which *GMGY* Coordinators might consider using for this approach include:

- Have we maintained a balanced approach to preparation for teaching and learning for *GMGY* which equally recognises the invisible, visible and recorded aspects of such preparation?
- Have the children's needs and interests informed the "focus of new learning" for *GMGY* lessons?
- Have we facilitated opportunities for children to engage in critical dialogue and reflection through *GMGY*?
- What new knowledge, concepts, skills etc. have we developed through our most recent "round" of *GMGY* implementation?



WHAT? SO WHAT? NOW WHAT?

The What? So What? What Now? approach is a simple, **three-step technique** for facilitating reflective discussion. Used as part of *GMGY* reflection, it enables small or large groups to discuss their experiences of the patrons' curriculum by identifying strengths and needs as well as next steps in terms of implementation. Sample questions have been suggested here which schools may wish to choose from or adapt to suit their context.



WHAT?

What did I/we teach? What did the children learn? What was my/our/the children's experience of the recent *GMGY* lessons? What went well? What challenges did I/we experience?

SO WHAT?

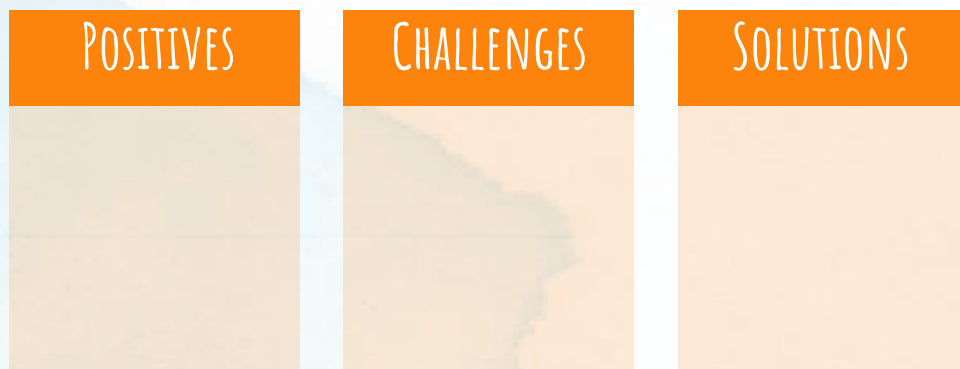
So what does this tell me about the needs of my class/our school? So what does this tell me about my professional practice, confidence and competence in *GMGY*?

WHAT NOW?

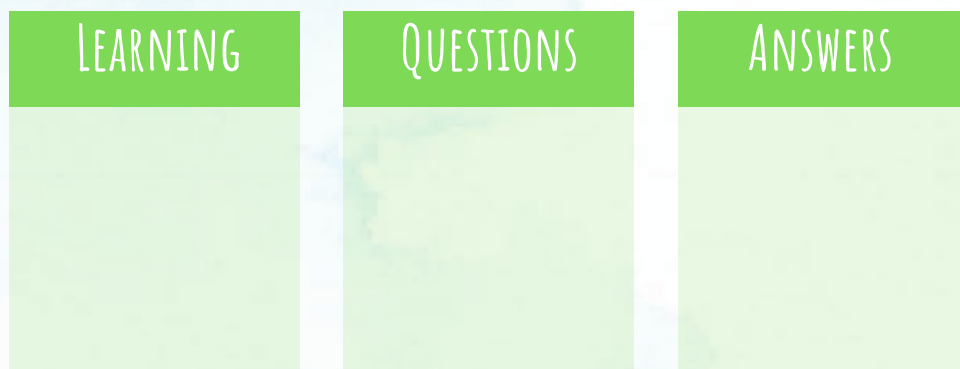
What are my/our schools next steps? What professional development will we undertake next? What are the next steps in the children's learning?

POSITIVES, CHALLENGES, SOLUTIONS

The "Positives, Challenges and Solutions" **graphic organiser** can be a useful tool for facilitating reflection on *GMGY*. Teachers can work in small groups, pairs or individually to list examples of good practice as well as reflect on particular challenges which presented themselves during *GMGY* lessons. Solutions may be added to the graphic organiser as they emerge as part of small or whole group discussion. A more formal discussion on next steps may also be facilitated and added to the solutions section.



This graphic organiser might be adapted to list "learning", "questions" and "answers" instead.



3-2-1 GRAPHIC ORGANISER

The 3-2-1 approach is simple way of facilitating reflection on professional practice. In small groups, pairs or independently, teachers list 3 positive aspects of *GMGY* lessons, 2 challenges they experienced and 1 action they hope take to improve teaching and learning of the patrons' curriculum. Sharing 3-2-1 as a whole staff can be a helpful way to celebrate professional growth, offer advice and align goals across the school.



REFLECTING ON CHILDREN'S AND PARENT'S EXPERIENCES OF GMGY

As a learning outcomes-based curriculum, teaching and learning in **GMGY should be responsive to and informed by the needs and context of the children, their parents and the wider community.** In addition to this ongoing aspect of preparation for teaching and learning, schools may also wish to **formally survey key stakeholders** on their experience of *GMGY*, with the intention of using this data to inform teacher reflection and whole school preparation for teaching and learning in the patrons' curriculum.

When CNSs feel a formal survey or children and/or parents will meaningful impact on the teaching and learning of *GMGY*, the suggested questions listed here used/adapted and communicate is an a mode responsive to children/parents needs and context. For example, teachers may choose to survey children using a questionnaire or orally during small group or whole class discussion.



Possible Questions for Children

- What have you learned about yourself/your classmates/our school/our community/the wider world through *GMGY*?
- What else would you like our class to know about you, your family and/or community?
- How could you help other children learn this about you?
- What else would you like to learn about your classmates, their family/community or the wider world through *GMGY*?
- How would you like to learn this?

Possible Questions for Parents/Guardians

- Do you feel you/your family's identity is represented through our approach to *GMGY*?
- What other aspects of you/your family's identity could be better represented through *GMGY*?
- How could our school facilitate this? How could you support this?
- What else would you like your children to learn about others/our community or the wider world through *GMGY*?

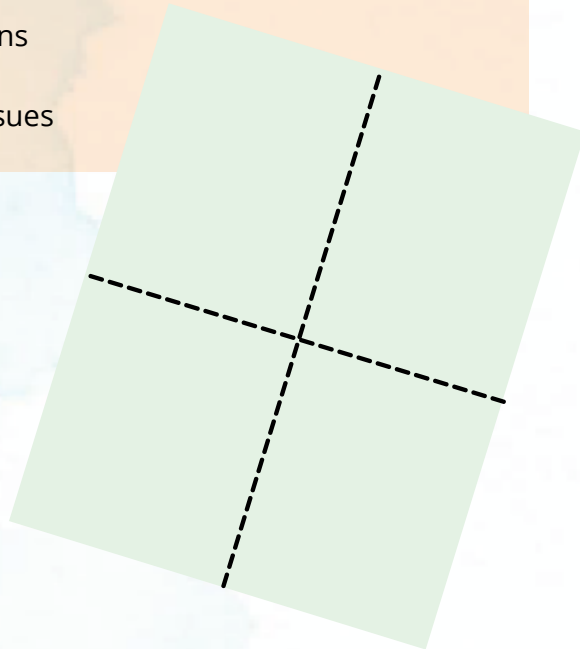
FOUR CORNER REFLECTION

As a means of collaboratively reflecting on *GMGY*, CNSs may utilise the four-corner reflection strategy to discuss their experiences of teaching *GMGY*. In groups, teachers record their reflections on four identified areas and feedback their collective response to all staff as well as agree next steps for implementation.

GMGY Coordinators may choose specific pedagogies, methodologies, approaches etc. related to individual strands when identifying the four areas for reflection.

Sample Areas for Reflection

- Facilitating children's voice and choice when identifying a focus of new learning
- Facilitating active responses to identified issues
- Fostering critical thinking
- Unpacking misconceptions
- Challenging stereotypes
- Teaching controversial issues



More reflection strategies and tools!

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