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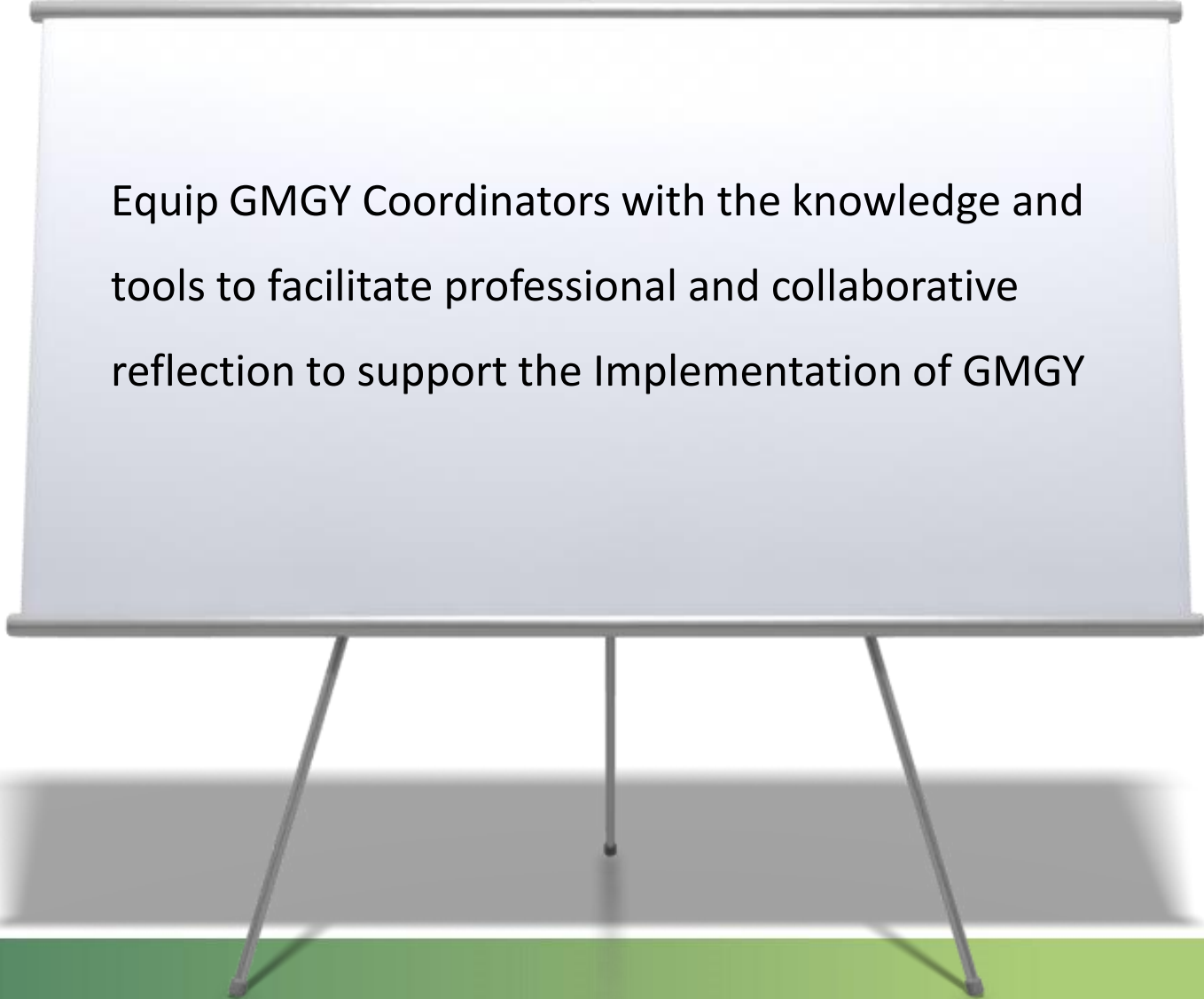
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GMGY Coordinator Training

Facilitating Short-Term Preparation for Teaching and Learning



Aim



Equip GMGY Coordinators with the knowledge and tools to facilitate professional and collaborative reflection to support the Implementation of GMGY

REFLECTION

REFLECTION

INTRODUCTORY WEBINAR ON GMGY

ROUND 1

STRAND X

WEBINAR

PREPARE

TEACH

REFLECT

ROUND 2

STRAND Y

WEBINAR

PREPARE

TEACH

REFLECT

ROUND 3

STRAND Z

WEBINAR

PREPARE

TEACH

REFLECT

ROUND 4

STRAND W

WEBINAR

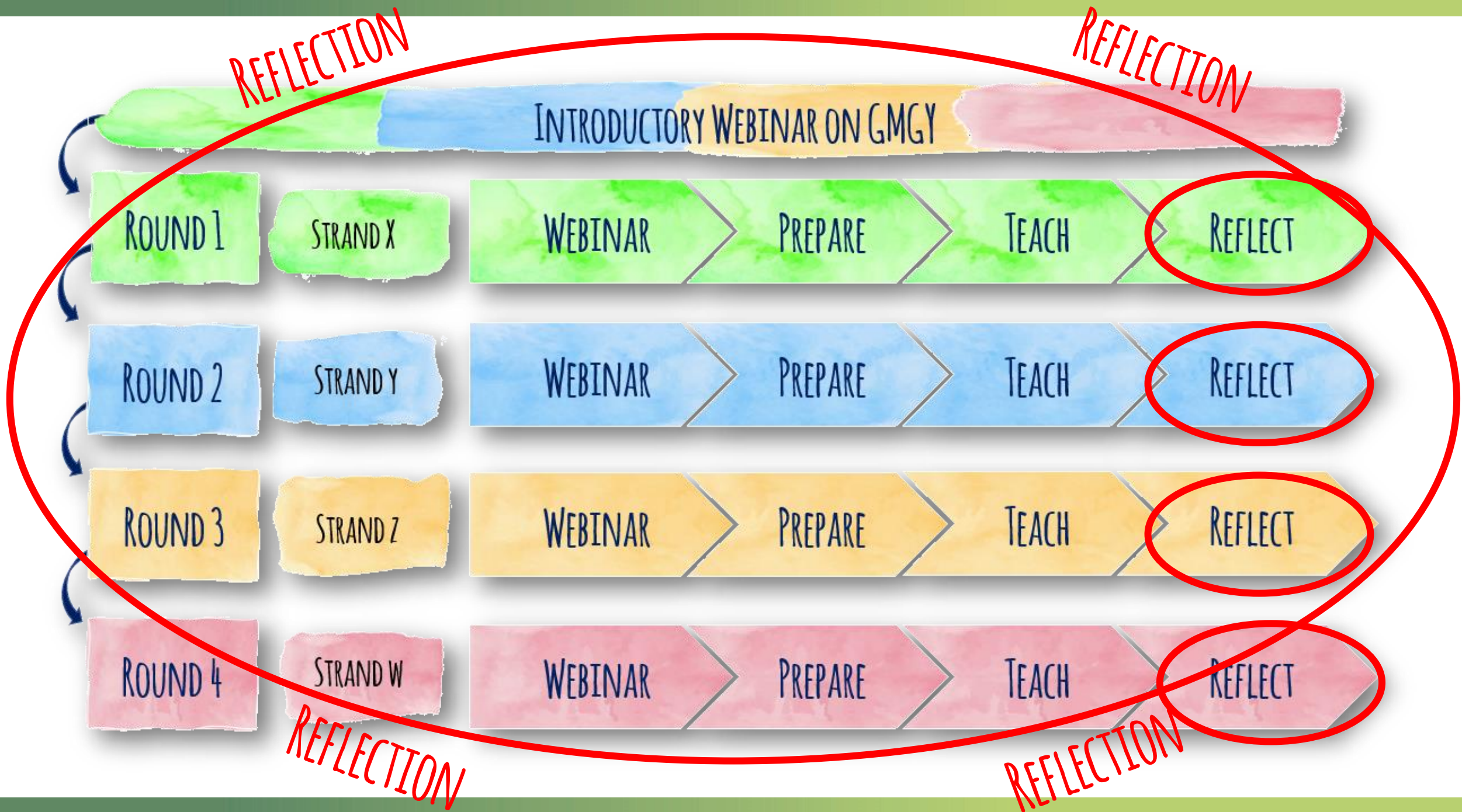
PREPARE

TEACH

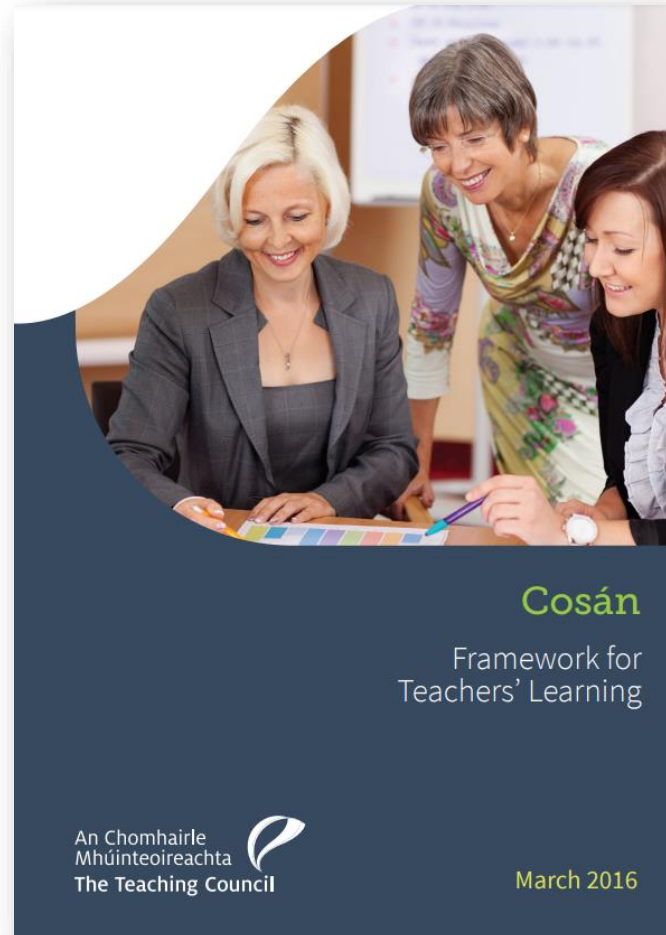
REFLECT

REFLECTION

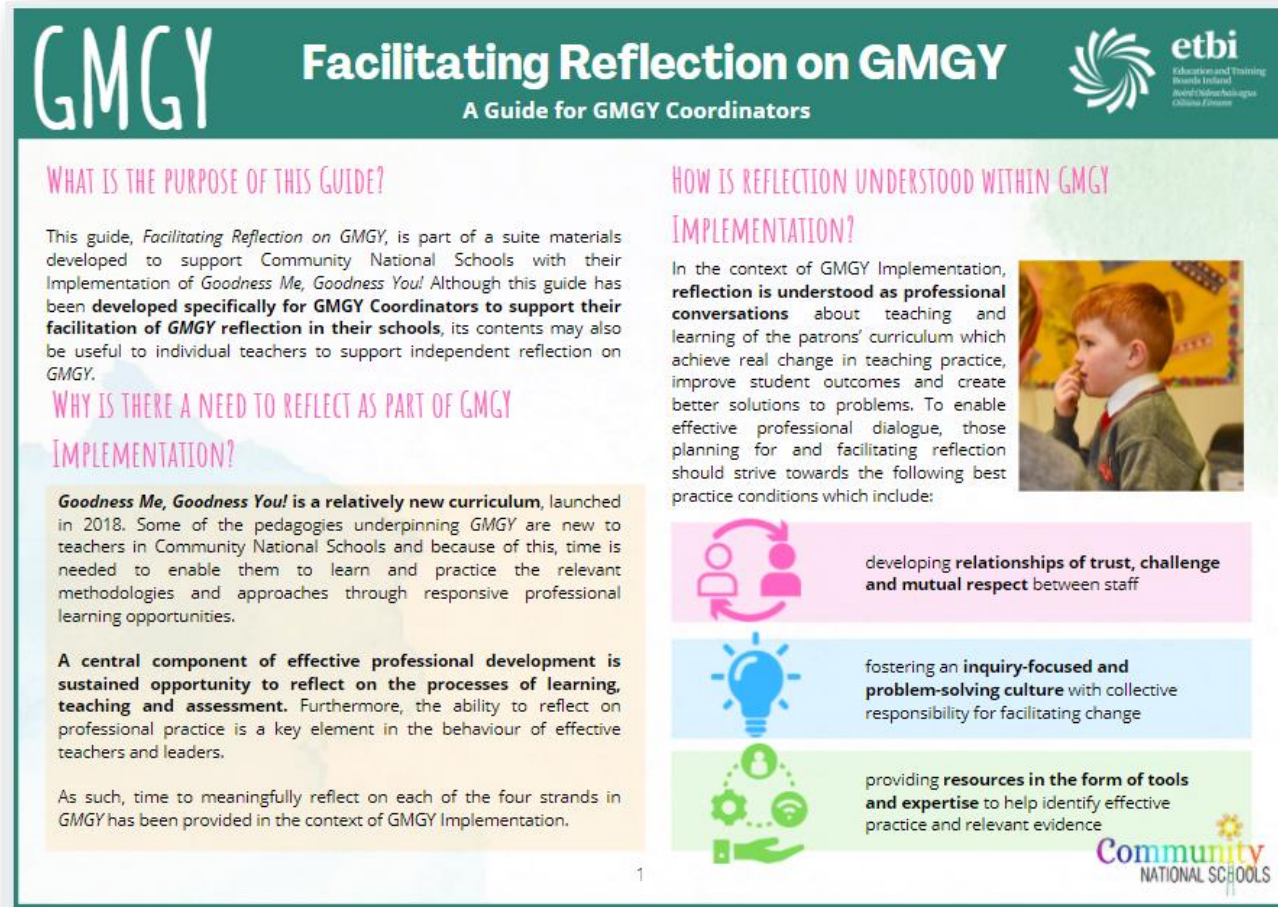
REFLECTION



National Guidance



Guidance for GMGY



GMGY **Facilitating Reflection on GMGY**
A Guide for GMGY Coordinators

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WHAT IS THE PURPOSE OF THIS GUIDE?

This guide, *Facilitating Reflection on GMGY*, is part of a suite of 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

Community NATIONAL SCHOOLS

Independent Reflection Survey



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Facilitating Reflection on GMGY

This anonymous survey is part of GMGY Coordinator Training 4, *Facilitating Reflection on GMGY*. Coordinators engaging in this training are asked to use this survey as an opportunity to reflect on their own approach to facilitating reflection on GMGY as well as on their staff's engagement in reflection on the patrons' curriculum.

1. How have teachers in your school engaged in GMGY reflection to date? **Click all that apply.** *

- Through reflection sessions as part of each "round" of implementation
- Through informal (e.g. staff room/hallway) conversations on GMGY
- During planning meetings
- During staff meetings
- Through personal/independent reflection opportunities
- Other



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Sample Independent Reflection Surveys

GMGY Facilitating Reflection on GMGY

A Guide for GMGY Coordinators

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1



GMGY Reflection Survey 1 for Teachers

This brief survey enables CNS teachers to independently reflect on their experiences of teaching Goodness Me, Goodness You! before reflecting together with other members of their staff. Having time and space to reflect independently can enable more meaningful reflection in a group setting and result in greater improvement of learning experiences and outcomes for children.

This survey will also provide GMGY Coordinators and CNS Principals with an overview of teachers' experiences of the curriculum to date. This will enable them to devise appropriate reflection opportunities based on the needs of staff in their school as well as put the necessary supports in place to improve teaching and learning of GMGY.

1. What stage of GMGY are you teaching?

- Stage 1
- Stage 2
- Stage 3
- Stage 4

2. Which strand of GMGY are you reflecting on?

- Strand 1: My Stories
- Strand 2: We Are A CNS
- Strand 3: Thinking Time



World Café Approach

What does your current approach
GMGY reflection look like?

How would you describe
teachers engagement in
GMGY reflection to date?

When do teachers reflect throughout
the GMGY Implementation process?



World Café Approach – Strands

How did we facilitate children's voice and choice when identifying a focus of new learning?

How did we teach controversial issues with children through this strand?

What approaches did we take to unpack children's misconceptions and challenge stereotypes through this strand?

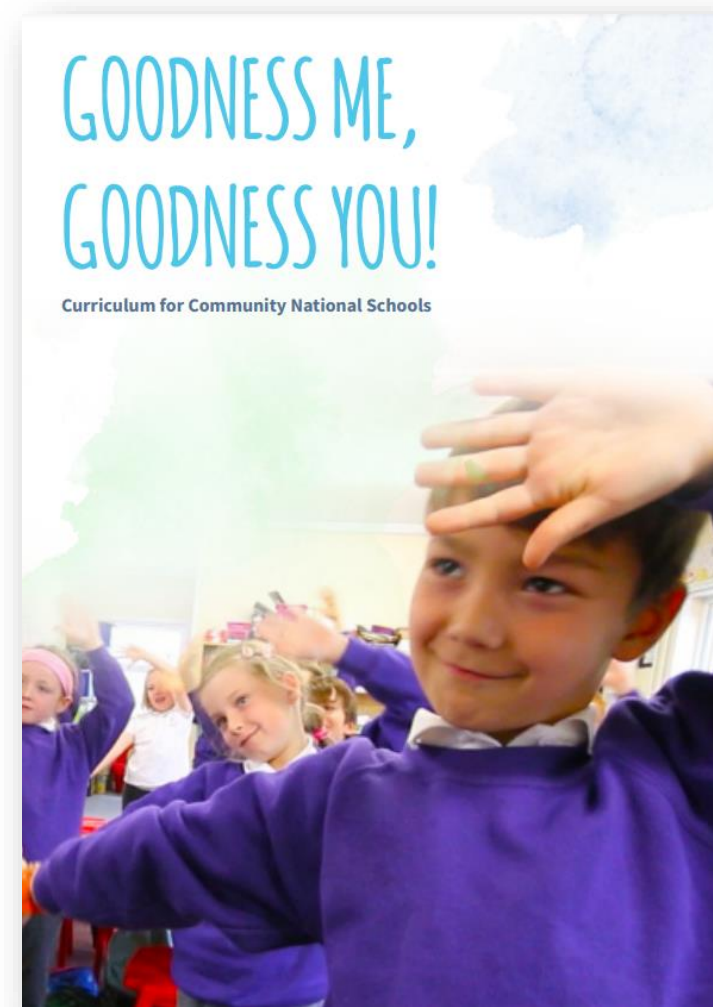




Rationale

Why reflect on GMGY?

- New Curriculum
- A component of effective professional development





How is reflection understood within the GMGY Implementation Process?



- **Professional conversations** on teaching and learning
- Achieve real **change** in teaching practice
- Improve **student outcomes**
- Create better **solutions to problems**





How will teachers reflect on GMGY?



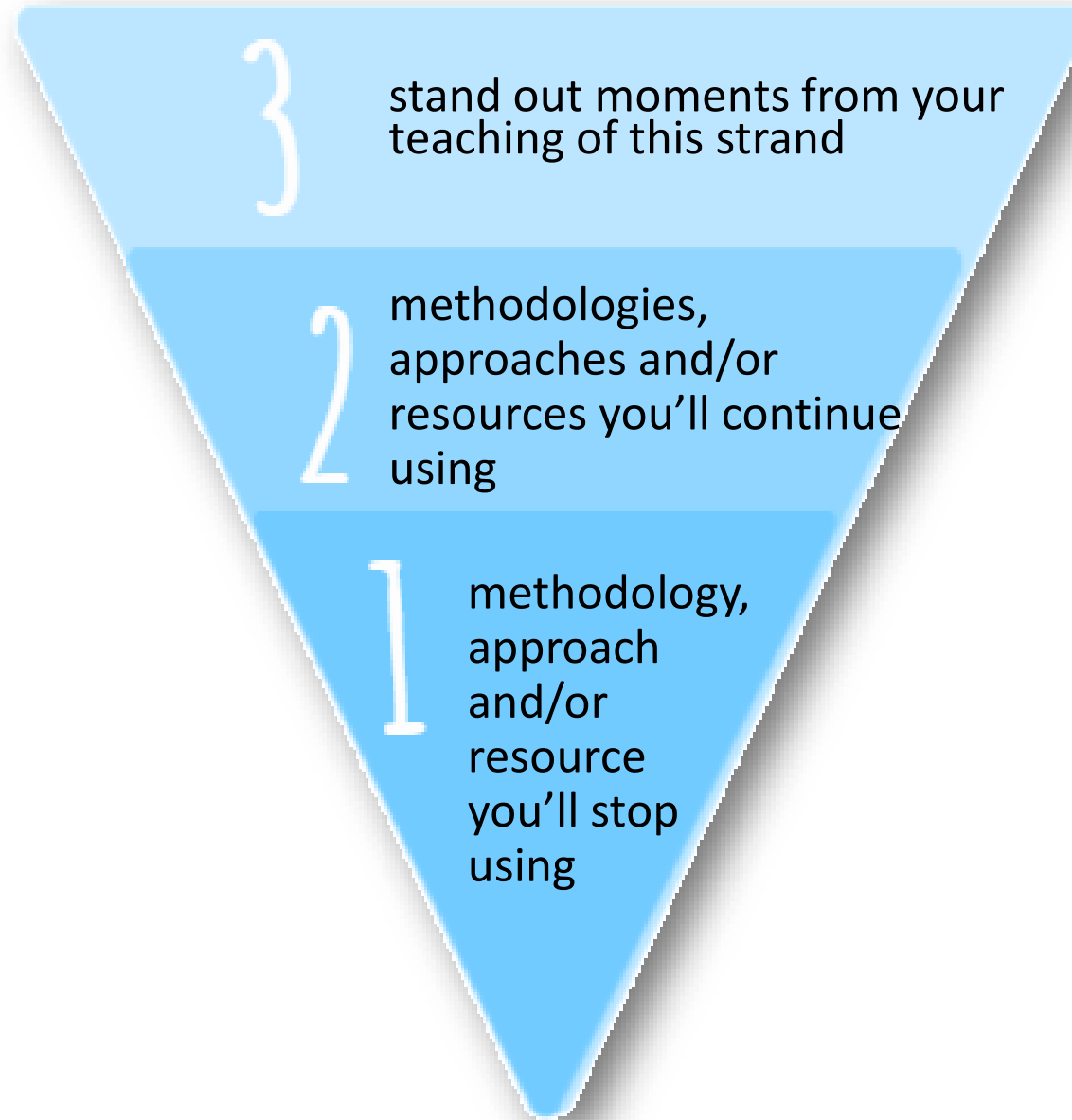
There is **no "one size fits all" model of reflection** and teachers are encouraged to develop approaches that work best for them, having regard to their individual preferences and school contexts.

(Teaching Council, 2020)



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What contributes to meaningful and effective reflection in GMGY?



Relationships of trust, challenge and mutual respect



Inquiry-focused and problem-solving culture



Resources in the form of tools and expertise



Clear purpose using structured processes



Using refined, actionable knowledge in practice

(Timperley, 2015, p. 3)



Positives, Challenges, Solutions

POSITIVES	CHALLENGES	SOLUTIONS
What are the positives to you being aware of these 5 contributions to meaningful reflection?	What challenges do they pose to you as a Coordinator in facilitating reflection with your staff?	How might you overcome these challenges right now and/or overtime?



Positives, Challenges, Solutions

POSITIVES	CHALLENGES	SOLUTIONS
What were the positives to engaging in inter-belief dialogue with our classes?	What challenges did we experience during the inter-belief conversations?	How can we adapt our approaches to enhance inter-belief dialogue in our classes going forward?



Concrete Tips for Coordinators



Take time to prepare



Provide
Independent
reflection time



Use positive
language and
effective questioning



Use appropriate
tools and
approaches





Take time to prepare

Collaborative Approach

- liaise with **relevant members of school staff**
- identify the most appropriate **approaches and tools** for reflection
- prepare any necessary **resources**
- decide in advance how the session will be **chaired/facilitated**
- decide how **feedback** from the session will be recorded





Provide Independent Reflection Time

- Artefact
- Reflection survey





Use positive language and effective questioning

- action-oriented language
- effective questioning
- affirm good practice
- constructively challenge mindsets
- “back-pocket” questions





Use appropriate tools and approaches

Retrospection: Thinking back about a situation or experience

Self-evaluation: Critically analysing and evaluating the actions and feelings associated with the experience

Reorientation: Using the results of self-evaluation to influence future approaches to similar situations or experiences



What? So What? What Now?

WHAT?

What has stood out from my engagement in today's training?

SO WHAT?

So what does this tell me about my needs as a leader of GMGY in my school as well as the needs of my school itself?

WHAT NOW?

What are my/my schools next steps?



Reflecting on Children's and Parent's Experiences of GMGY

- 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?
- 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*?



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Please complete out survey [HERE.](#)



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