

REFLECTIVE LOG

*Reflection is important for effective professional development,*

*and also contributes to effective evaluation.*

|  |  |
| --- | --- |
| **Name** |  |
| **School** |  |

**The reflective log** aims to support participant teachers record key points they feel are beneficial to their knowledge, pedagogy and classroom practice as they progress through the workgroup and gap tasks of the work group. This then supports the completion of the final workgroup *evaluation* to be handed in at the final workshop. The journal itself is a personal document to the participant and not for wider sharing.

**This Work Group aims to develop:**

**Professional Learning**

Head teachers and participant teachers (including the maths subject leader) will receive bespoke support from the Mastery Readiness Leads and the NCETM to develop understanding and implementation of the big ideas of Mastery Readiness.

**Teaching and/or leadership practice**

Leaders in the participant schools will be develop a vision for what mastery will look like in their school and will be actively working towards implementing changes in their school.

Leaders will ensure professional development practices are in place so that the cycle of change can be implemented in line with their bespoke action plan, teachers will implement changes to practice in their classroom and will be able to identify the impact of these changes on pupils.

**Whole School /departmental policies and approaches**

Leaders will reflect upon current practice and prioritise actions, with support from the MR Leads. They will identify areas for development and will develop an action plan which will be worked upon and the impact of which evaluated.

School systems and mindsets are conducive to beginning and fully participating in the Teaching for Mastery Development Work Group in Autumn 2021

**Pupil achievement, attitudes, participation or experience**

All pupils will demonstrate an improved mathematical mindset leading to an improvement in pupil progress because the school has a clear vision for mathematics which is shared with all stakeholders

Implementing the bespoke school action plan will have a positive impact on identified groups of pupils and the staff are able to articulate the extent of the impact.

**The structure of the work group: **

**Reflective Log completion instructions:**

The Reflective Log provides two templates:

1. **Workshop reflection template**

This is completed during the workshop and allows participants to note any key observations and action points during the workshop.

**i) The key observation section provides an opportunity to reflect on:**

a) Outcomes for myself

* *What are you learning while participating in this Work Group/Programme?*
* *How is your practice developing while participating in this Work Group/Programme?*

b) Outcomes for others

* *How is the Work Group leading to change for your colleagues or your school/department’s policies and approaches?*
* *How is the Work Group leading to outcomes for your pupils?*

c) Any other reflections

ii) The key actions section provides an opportunity to consider ‘What will I do differently back in school and/or in my classroom practice?’

**2) Gap task reflection template**

This is in two parts:

* **Part 1** is completed in school and crucially records the key points to bring along to inform the gap task feedback session at the next workshop.
* **Part 2** is completed during the gap task feedback session in the next workshop and allows teachers to make further notes resulting from this important group discussion.

Here are some suggested ideas to gather evidence for your Gap tasks:

+ Complete the journal ready for your next meeting (essential)

+ Samples of lesson designs

+ Examples of pupils work from lessons

+ Staff and pupil interviews, discussions or questionnaires

+ Any quantitative progress data available from school’s usual methods

|  |  |
| --- | --- |
| **Workshop 1 Reflection** | |
| **Workshop focus:** | |
| **Key observations** | **Key actions** |

|  |
| --- |
| **Gap task 1 Reflection** |
| **Part 1: Key points** |
| **Part 2: Key points from workshop feedback discussion** |

|  |  |
| --- | --- |
| **Workshop 2 Reflection** | |
| **Workshop focus:** | |
| **Key observations** | **Key actions** |

|  |
| --- |
| **Gap task 2 Reflection** |
| **Part 1: Key points** |
| **Part 2: Key points from workshop feedback discussion** |

|  |  |
| --- | --- |
| **Workshop 3 Reflection** | |
| **Workshop focus:** | |
| **Key observations** | **Key actions** |

|  |
| --- |
| **Gap task 3 Reflection** |
| **Part 1: Key points** |
| **Part 2: Key points from workshop feedback discussion** |

|  |  |
| --- | --- |
| **Workshop 4 Reflection** | |
| **Workshop focus:** | |
| **Key observations** | **Key actions** |

|  |
| --- |
| **Gap task 4 Reflection** |
| **Part 1: Key points** |
| **Part 2: Key points from workshop feedback discussion** |

|  |  |
| --- | --- |
| **Workshop 5 Reflection** | |
| **Workshop focus:** | |
| **Key observations** | **Key actions** |