

Teacher Reflection 2

Using Questions

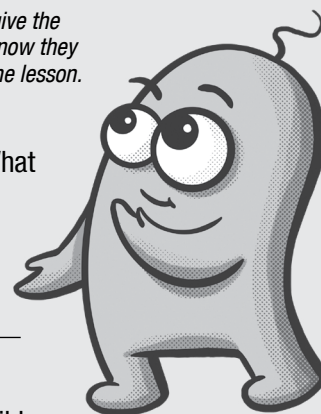
Place an 'X' on the scale that best represents how questions are used in your class.

<i>Students ask all the questions.</i>	<i>Teacher asks all the questions.</i>
<i>I feel confident responding to student's questions.</i>	<i>I dread students asking questions.</i>
<i>I use lots of open-ended questions.</i>	<i>I use lots of closed questions.</i>
<i>Questions and discussions can take over the whole lesson.</i>	<i>I find it hard to engage the students in discussion.</i>
<i>When students give the wrong answer I feel like they've missed the point.</i>	<i>Even if students give the wrong answer I know they are engaging in the lesson.</i>

Choose one of the topics above. Consider your response. Why did you mark the scale where you did? What factors affect your teaching in this area?

How do students respond to questions in your class? Does your use of questions encourage them to build upon their understanding of God and faith?

Choose an area from your reflections above that you'd like to develop. What will you do to improve your teaching practice?



See Also

○ Responding to Children's Questions p 16.

Teacher Reflection 3

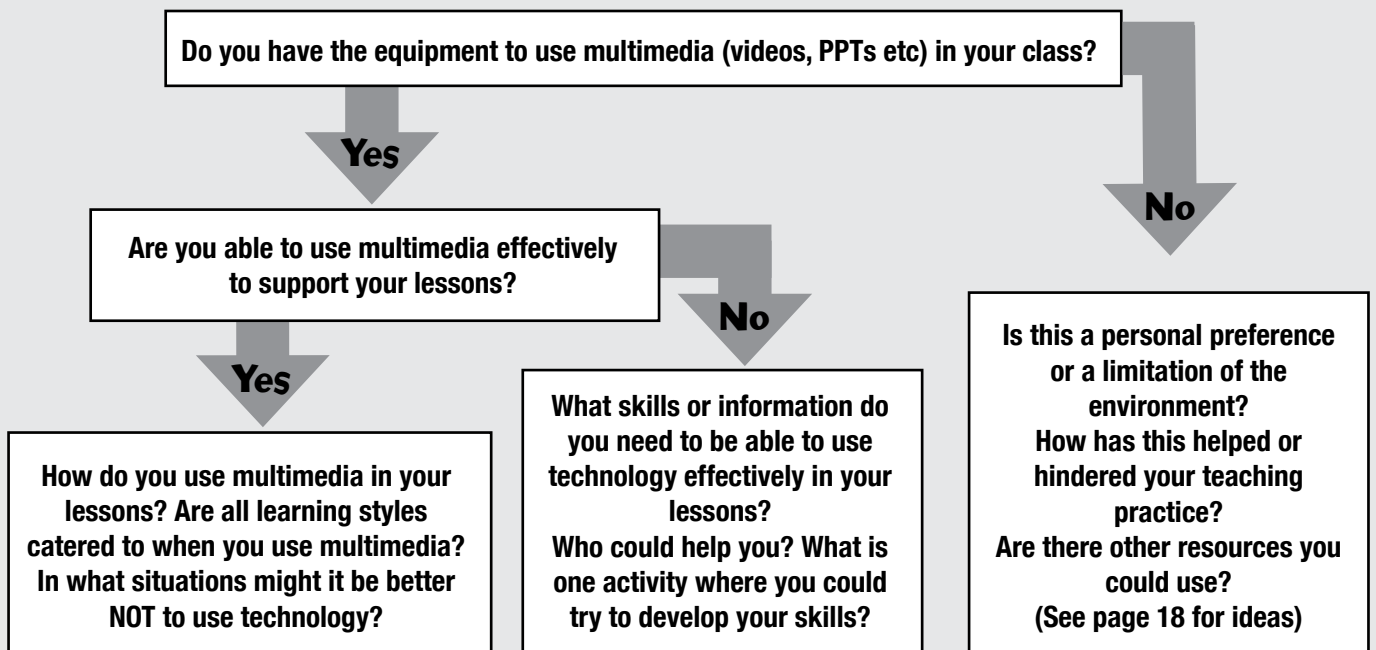
Using Technology

How do you feel about using technology in your lessons?

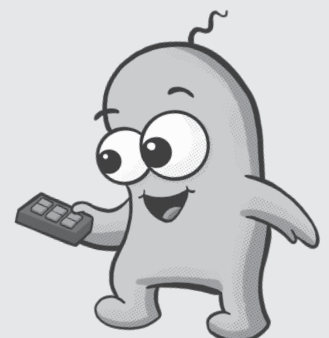


Why did you give the answer you did? How does your approach to technology affect your lessons?

Use the flowchart and space below to reflect on your use of technology in your lessons. If the questions below do not reflect your teaching situation use them as inspiration for your own questions and reflection.



What is the next step you can take to develop your teaching practice?



See Also

○ Using Technology p.18.

Teacher Reflection 4

After 'One of those' lessons.

We all have lessons where things don't quite work out the way we wanted or planned, or perhaps we might wish the lesson would just be over. From running late and feeling flustered to technology problems or a student saying something that makes you wonder why you bother - many factors can make a lesson go awry and can leave us feeling deflated.

This reflection is especially designed for use after a lesson or experience that 'flopped'. Feel free to use a different reflection page, and come back to this one when most relevant. Whilst it's never comfortable to dwell on these moments, choosing to learn from these experiences can greatly improve teaching practice. So grab a cuppa (or whatever you do to unwind) and debrief.

Describe what happened:

What are you thinking/feeling about it?

What might have contributed?

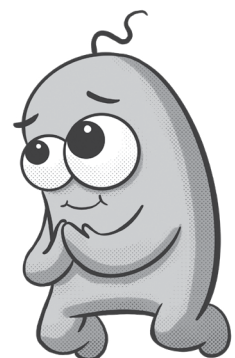
- Preparation Instructions Events at school Events at home or in the wider community
 Physical environment Class dynamics Lesson topic Technology or equipment

Circle those that you have control over. Underline those that you have some influence over.

How did you respond? What influenced your response? How would you respond in future scenarios?

Is there someone you could talk to for advice? How would you like them to help?

Prayer Space



Teacher Reflection 5

Mid Year Review

It's mid-way through the year and by now you are probably becoming quite familiar with your classes, the personalities of your students and the types of experiences they enjoy.

What has been a highlight of teaching so far this year?

What obstacles have been overcome/still need to be overcome?

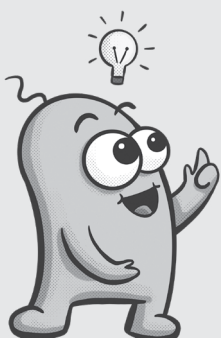
What opportunities are there for the following in your lessons?

	A lot	A little
Movement	<input type="checkbox"/>	<input type="checkbox"/>
Individual and group prayer/reflection	<input type="checkbox"/>	<input type="checkbox"/>
Creative expression	<input type="checkbox"/>	<input type="checkbox"/>
Students to ask questions	<input type="checkbox"/>	<input type="checkbox"/>
Students to relate the Bible content to their own lives	<input type="checkbox"/>	<input type="checkbox"/>

Which one works best in your lessons? Which could use the most improvement? Why?

What is one area you would like to develop in your teaching over the remainder of the year?

What is one thing you could do to start this process this week?

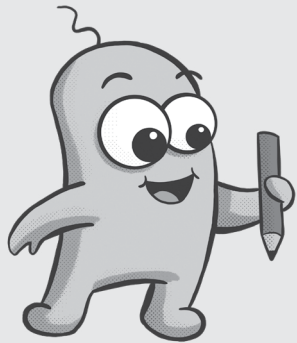


- Learn more about it (see our resources on the GodSpace website)
- Discuss with another teacher or support person from church
- Use a journal to document your progress
- Other _____

Teacher Reflection 6

Timing your lessons

Place an 'x' on the scale which best represents your class.



←	→
<i>I always have more time than I need during lessons</i>	<i>I never have enough time in my lessons</i>
←	→
<i>I have many varied experiences in my lessons</i>	<i>I focus on the same couple of experiences in my lessons</i>
←	→
<i>I adjust my lesson plan depending on the students interest in various activities</i>	<i>I make sure I stick to my lesson plan regardless of student interest</i>
←	→
<i>I can redirect my students back to the lesson when needed</i>	<i>I find it hard to get my students to stay 'on task'</i>

Select one of the scales above for further reflection. Why did you mark the scale where you did? Is this an area of strength or something to be improved?

Most GodSpace lessons are limited to 30 minutes, but may have only 20-25 minutes of effective teaching time, which is not long! Many teachers comment that there is 'not enough time' to get through everything in the lesson. Do you agree?

Yes	No
<p>How do you decide what will be included in your lesson? Is this the best way to decide?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Choose one or two ideas to try -</p> <p><input type="checkbox"/> Focus on one main teaching point</p> <p><input type="checkbox"/> Include a variety of activities over different weeks (e.g. magazines one lesson, class discussion next time)</p> <p><input type="checkbox"/> Improve skills around class discussions or gaining student attention.</p> <p><input type="checkbox"/> Prepare more in advance</p>	<p>Why?</p> <p><input type="checkbox"/> I have a longer lesson time</p> <p><input type="checkbox"/> I feel confident adjusting my lesson</p> <p><input type="checkbox"/> I only do one or two activities</p> <p>Is this an area of skill? Is there someone at school or church you could coach?</p> <p>_____</p> <p>_____</p> <p>OR Do you need to consider how all students are catered to in your lessons? Are there opportunities for student interaction? How could you improve?</p> <p>_____</p> <p>_____</p> <p>_____</p>

Getting the timing right for lessons, and including activities that suit all students' learning preferences can be a challenge. Keep reflecting on your lessons and you will find it easier to get the balance right.

Teacher Reflection 7

Music and Singing

How do you use music in your classes? *(Tick as many responses as applicable)*

- | | | |
|---|--|---|
| <input type="checkbox"/> Singing/worship time (with or without) actions | <input type="checkbox"/> Quiet reflective time | |
| <input type="checkbox"/> During magazine work | <input type="checkbox"/> As a transition | <input type="checkbox"/> Rarely use music |

Mark your response on the scale.

	A little	A lot
How confident do you feel leading students in singing?	<input type="checkbox"/>	<input type="checkbox"/>
Is music and singing valued in your classes?	<input type="checkbox"/>	<input type="checkbox"/>
Do you use a variety of styles of music?	<input type="checkbox"/>	<input type="checkbox"/>
Are students involved in decisions about using music and songs?	<input type="checkbox"/>	<input type="checkbox"/>

Choose one of the questions above on which to reflect further and consider how you could grow in this area.

Choose a song that has been significant for you over a period of time. Why does this song resonate?

How does a song resonate with your class now? How might it resonate with students into the future? How could connection be strengthened?

Create a list of songs your class currently knows well.

Are there songs you would like to introduce to the class?

Teacher Reflection 8

Finishing the Year

Congratulations on reaching the end of the year!

Describe one highlight from your teaching this year.

It can be easy to make assumptions (often unconsciously) about students, teaching and learning. A student, who is often disruptive, asking a thoughtful question might make you notice or question what you previously thought. Describe a moment that made you question an assumption this year.

What is one thing you would like to find out more about next year?

In the light of your reflections above, what is one thing you will do going forward?

Prayer Space

