WORKSHEET B

Title	Personal Theory of Teaching	
		by reflecting on one's own practice, I the underpinning theory for the reasons for it.
Keywords	Reflection – awareness – self-assessment	
Ref to the Guide	}	Ref to the CEFR
I, III, IV		CEFR Introduction and 1, 4, 6, 9

Task

Step 1 (🛊)

a) Describe a successful lesson — one you are proud of. Why was it successful? Why do you remember it so well?

b) Draw a mind map: content and focal points, plan of the lesson, opening and closing procedures, types of planned activities/tasks, ways of presentation. Describe the student involvement and the positive/critical moments....

Step 2 (🛊 🕴 🛊)

a) Describe a project or a task, which was a success with your students. What do you think grabbed your students attention/ interest? Why was it successful?

b) Ask your students to give you feedback on some of your lessons (student evaluation of teaching). It can be a separate task – or an effective part of a project (See examples from A Worksheet "Construction of teachers' professional competences")

When preparing the evaluation task for your learners, you might want to use questions like:

- Which of your assignments are you most proud of and happy about?
- Have the instructions for doing the assignments been clear and understandable?
- Was the teacher's feedback clear and understandable?
- Was the amount of time posted for doing the assignments reasonably sufficient?
- What was good and interesting about this assignment?
- What was less good?
- Mention two good things you learned from this project.
- Mention two things you need to have clarified.

Step 3 (🛊)

How do you know/measure if a lesson/project/task is good – and successful?

Go through your plan in your mind or on paper and measure it with two stars and a wish:

identify two effective points and mark them with a star



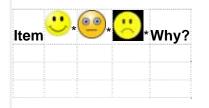
• identify one item for development and mark it with a shooting star

Step 4(🛉 🛉)

What are you pleased with in your teaching/ your practice? Why?

List the items of you plan on paper and behind every item put a smiley: Remember to jot down some answers to the WHY-question.

You can also make table:



Step 5 (†) then († †) finally († † †)

Do you want to change/improve anything in your practice? What? Why? Make a wish list:

- Rank the wishes: what is your first priority, second, third...
- Brainstorm with a learning friend on an action plan.
- Ask another learning friend to act as a critical friend.
- As a group, create a poster of *core items* and find out where you can work together in pairs or small groups to reach your objective. (You could even make a *diagram*, that is writing things to do right away).

Step 6 (🛉)

a) Keeping in mind your answers to task 1 (worksheet A), state your personal theory of teaching.

b) Then answer following questions:

How does your "personal" theory affect

- your teaching?
- your planning?
- your choice of materials and activities?
- your attitude towards your students?
- your expectations to them?
- your communication with them?
- your choice of assessment methods?

How does your personal theory affect

- how you feel about your job?
- how you tackle challenges?





• what strategy/strategies you use when faces with them?

Are you able to identify a growth in developing your personal theory?

Step 7 († † †)

Everyone fills in a *post-it* with the 3 best ideas they will take away from the session to use. Learners stick their post-its on the *'tree of learning'* on the wall (tree put on the wall by the teacher).

