Thinking about routines

One of the benefits of action research is to make you think about your routines – the habitual teacher activities you do regularly without questioning them

Activity one: general opinions about routines.

Describe the positive and/or negative feelings that you associate with the word "routine".

Describe with colleagues some routines in your work, which you find useful – and some, which you do just by habit.

Activity two: What is a routine?

Here's a definition of "routine":

"Quick actions without conscious steering. It is, however, not the absence of conscious steering (i.e. the consideration of alternative actions), but the particular quality of the knowledge that facilitates observable categorical perception and action." (p. 125)

Discuss what you understand from this definition.

Activity three: Main goals of my teaching and practice

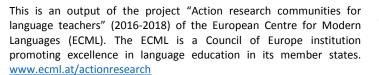**Look at these basic requirements for the classroom:**

a) The organisation and maintenance of a structure for teaching and learning activities,

b) The development of subject knowledge,

c) The division of class-time and pacing.

All three can be summarised in that it is all about creating an atmosphere in which learning can take place and creating learning opportunities. (p. 76)

Source: Rainer Bromme. *Der Lehrer als Experte. Zur Psychologie des professionellen Wissens*. Bern: Publisher Hans Huber, 1992.

Compare the above requirements to those you set for your own classroom.

Activity four: Towards a research question

Does this reflection on routines prompt you to formulate possible questions for an action research project? Share your questions with colleagues to explore possible common issues.