

WORKSHEET B

Title	
Personal Theory of Teaching	
Objective(s)	
To learn in dialogue with colleagues by reflecting on one's own practice, To become aware of and understand 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:	
<ul style="list-style-type: none">• 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 <i>two stars and a wish</i> :	
<ul style="list-style-type: none">• 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:

Item	😊*	😐*	😞*	Why?

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).

