

## WORKSHEET B

<b>Title</b> Reflexivity and autonomy in the professional practice	
<b>Objective(s)</b> To reflect on own professional improvement as a teacher. To reflect on the ability to self-direct own professional education	
<b>Keywords</b> Reflection – reflexivity – awareness – professional improvement	
<b>Ref to the Guide</b> I. 7, II. 3	<b>Ref to the CEFR</b> 6.3.4, 6.4.2
<b>To complete this worksheet you need ...</b> <i>European Portfolio for Student Teachers of Languages (EPOSTL)</i> downloadable from <a href="http://www.ecml.at">www.ecml.at</a>	
<b>Task A ( † † † )</b>	
<b>Step 1</b>	
Remember lessons that you have followed or observed. What elements of autonomous teaching do you remember seeing? Write a list.	
<b>Step 2</b>	
Based on the list, on the CEFR, on the Guide and on your own ideas, elaborate a grid so as to bring out different elements of teacher autonomy. You can prepare it as an evaluation scale or as a checklist. Allow some room to take additional notes.	
<b>Step 3</b>	
Use the grid to think about your own teaching practice. If possible, discuss the results of your self-observation with other partners.	
<b>Task B ( † † † )</b>	
<b>Step 1</b>	
In groups, prepare an interview with teachers about the constraints that they have to overcome in their own teaching practice. Think about the possible problems or limitations imposed at the school level or at a national level.	
<b>Step 2</b>	
Have an online or a face-to-face interview with a language teacher in your educational context.	
<b>Step 3</b>	
Compare the answers with the rest of the group. Then discuss different ways of managing the problems mentioned by the people interviewed.	



## Task C

### Step 1 ( † )

Personal learning planning is a method that allows directing future learning efforts in order to respond better to the needs, interests and learning styles of each individual. Following the same logic, one can devise a professional improvement plan thanks to which the teacher, once aware of one's strengths and weaknesses, can work in a targeted and efficient way so as to improve as a professional.

Prepare your **professional improvement plan** for next year. Think of at least one element that you would like to deal with and describe it in detail.

### Step 2 ( † † )

Discuss the reasons behind your choice with a partner.

## Task D ( † )

Keep an *Improvement Diary* in order to record the acquisition of competences. Write the work done and your reflections on the activities.

Date/duration	Work done	Reflection on the activities

Alternatively (in the case of short-term training), imagine the work/activities that you might carry out in order to acquire targeted professional competences (and which you could probably register too).

## Task E ( † )

There is a *European Portfolio for Student Teachers of Languages (EPOSTL)* at [www.ecml.at](http://www.ecml.at). Find the version of this Portfolio in your mother tongue, if it exists, and self-assess your competences. Think about the domains in which you need more training or more reading.

## Task F ( † ) then ( † † † )

Do research about the different training courses and programmes available for language teachers in your region or online. Evaluate their usefulness for your needs. Share what you found with your partners.

