

Reflective Pedagogy

In reflective pedagogy individuals 1) develop a teaching stance that embodies their values and 2) employ reflective tools to continually deepen that stance and build their practice. We lead workshops in the following areas to build reflective pedagogy:

- Developing a stance
 - Clarifying personal values
 - Examining creativity and artistry
 - Exploring issues of power and governance for teachers and students
- Learning to See
 - Practice in looking
 - Video Description Process¹
 - Assessment with observational tools (including self and peer assessment)
- Reflecting – Integrating Experience
 - Creative Behavior² Integration process
 - Journaling
 - Drawing
 - Dialogue
- Questioning techniques
 - Finding productive questions to ask
 - Making space for students' questions
 - Facilitating student responses to choreography and improvisation (protocols and criteria)
- Designing and adapting responsive curricula
 - Flexible planning
 - Exploring theme and metaphor across subject areas
 - Shaping of space, time, energy, body in the planning process
 - Breaking the creative-technical barrier
- The choreography of the classroom
 - Transitions
 - Redefining classroom management as engagement
 - Designing productive group processes
- Student choices and problem finding
 - Building student autonomy
 - Listening to student ideas
 - Student exploration and problem finding

¹ The Video Description Process was developed at ArtsConnection (Partnering Arts Education: A Working Model from ArtsConnection, <http://www.dana.org/Publications/PublicationDetails.aspx?id=44415>), based on the Descriptive Review Process of Pat Carini and Margaret Himley at the Prospect Center, Bennington Vermont (2000, Teachers College Press, From Another Angle).

² Creative Behavior was developed by Juanita and Eugene Sagan at the Institute for Creative and Artistic Development, Oakland California (Teaching Children Self-Esteem by Anne Read Smith, <http://files.eric.ed.gov/fulltext/ED387212.pdf>)

- Research
 - Defining questions, curiosities, noticings
 - Action research to fuel continued growth and change as teachers
 - Applying observational tools for data collection
 - Use of observational checklists, video, field notes

