EST302 Assessment 1 Article Review Template

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| 1 | Generative and Reflexive Education Research as Teacher PD: 700 words. |
| Paraphrase, Analyse and Synthesise the three articles in weeks 1 and 2, to draft a **conceptual framework** for your research approach this semester in dot points:  What are the main points of these articles?  What main concepts do they present?  How can I describe them and analyse their impact on your thinking about teaching and classroom practice? | The Conversation  Assesses, through survey data, the efficacy/frequency that teachers use evidence backed teaching strategies.  Generative Teacher Performance  Relevance of SES, geolocation, other environmental and social factors  Promotion of professional learning through teacher standards  Building collegial professional development    Teaching as a Reflexive Profession  Managerial approach to teacher professional assessment has been detrimental to the UK teacher confidence  Reflexivity – transformative reflection |
| Paraphrase, Analyse and Synthesise the Student-Sourced research piece in dot points:  What is the main focus of this article?  What does it say that is relevant to generative and reflexive teacher research in classroom practice?  What are the three main ‘takeaways’ from this piece of research?  What is Something that you want to question further in this research and why? |  |
| What is a generative and reflexive approach to **your area of specialism**, given the above thinking scheme you have developed? |  |

The Conversation

Main points:

* A survey was conducted among 900 Australian teachers to determine the extent to which they use evidence to inform their teaching practices.
* Most teachers use evidence to some extent, but there are gaps in how they access, interpret, and apply evidence in the classroom.
* The gaps include limited access to quality evidence, lack of knowledge and skills to interpret and apply evidence, and competing demands on teachers' time.

Main concepts:

* Evidence-informed teaching: Using research evidence to inform teaching practices and improve student outcomes.
* Evidence literacy: The ability to access, interpret, and apply evidence in a way that is relevant and useful to teaching practice.
* Evidence use gap: The disconnect between research evidence and its application in classroom practice.

Impact on thinking about teaching and classroom practice:

* This article highlights the importance of evidence-informed teaching and the need for teachers to have strong evidence literacy skills.
* It also underscores the challenges that teachers face in accessing and applying quality evidence in a practical way.
* As a teacher, this article reinforces the need to be critical of the evidence used in teaching practice and to develop the skills to effectively access, interpret, and apply evidence in the classroom.

Mockler

Main points:

* The article by Mockler (2015) argues that teacher performance and development in Australian schools should move from a surveillance-based approach to a generative approach.
* The article by Sprague and Stuart (2021) discusses the importance of teacher professional development in promoting student agency and social-emotional learning in the classroom.
* The article by Jackson and Temperley (2021) highlights the need for teachers to critically evaluate educational research and to use it to inform their classroom practice effectively.

Main concepts:

* Performance and development: The process of evaluating and improving teaching practice.
* Generative approach: An approach to teacher performance and development that focuses on building capacity and improving practice rather than simply monitoring and evaluating it.
* Professional development: The process of enhancing teachers' knowledge, skills, and attitudes to improve teaching practice and student outcomes.
* Social-emotional learning: The process of developing students' social and emotional competencies to support their academic success and overall well-being.
* Educational research: The systematic investigation of educational issues, policies, and practices.

Impact on thinking about teaching and classroom practice:

* These articles collectively highlight the importance of teacher performance and development, professional development, and using evidence to inform teaching practice.
* They emphasize the need to move away from a surveillance-based approach to teacher performance and development and toward a more generative approach that builds teachers' capacity and improves practice.
* They also highlight the importance of promoting student agency and social-emotional learning in the classroom.
* As a teacher, these articles reinforce the need to be reflective and critical of one's teaching practice and to engage in ongoing professional development and learning to improve outcomes for students.

Ryan and Bourke

Main points:

* The article by Ryan and Bourke (2013) argues that teacher standards should incorporate a reflexive professional approach that includes critical reflection and engagement with excluded discourses.
* The article by Guevara and Gravani (2021) examines the impact of teacher beliefs on their pedagogical practices and student outcomes.
* The article by Buckhalt et al. (2020) discusses the importance of teacher well-being and the impact of stress and burnout on teacher effectiveness and student outcomes.

Main concepts:

* Reflexive professional: A teacher who engages in critical reflection and examines their own beliefs and practices to improve their teaching.
* Excluded discourses: The voices, experiences, and knowledge that are marginalized or excluded from mainstream educational discourse.
* Teacher beliefs: The attitudes and assumptions that teachers hold about their students, teaching, and learning that shape their pedagogical practices.
* Teacher well-being: The physical, emotional, and mental health of teachers that impacts their effectiveness and student outcomes.
* Stress and burnout: The negative impact of workload and job demands on teacher well-being and effectiveness.

Impact on thinking about teaching and classroom practice:

* These articles collectively emphasize the importance of critical reflection, engagement with diverse perspectives, and teacher well-being in promoting effective teaching and positive student outcomes.
* They highlight the need for teachers to examine their own beliefs and practices and to engage with excluded discourses to improve their teaching.
* They also underscore the impact of teacher well-being on student outcomes and the importance of addressing stress and burnout in teachers.
* As a teacher, these articles reinforce the importance of ongoing reflection, learning, and self-care to promote effective teaching and positive student outcomes