

talk15

Structured Time for Self-Reflection

Valuing the role of the educator

"Structured Time for Self-Reflection is no longer seen by my colleagues as a "fix" or treatment to be applied as a cure for difficult or challenging issues. They regard it as an important part of what keeps their roles as teachers and leaders focused and manageable. An Omega 3 oil for their professional health!"

Dave Schaller, Head Teacher, Primary School

What is it?

Structured Time for Self-Reflection (STSR) is a development in educational practice which creates the opportunity for teachers to spend time with an experienced facilitator to process the experiences and events that they deal with on a daily basis. A reciprocal experience for teachers, it provides the space and place for them to not only talk through their experiences in school but also to explore core moments of learning and personal awareness in the classroom.

Why introduce it?

With more and more demands being placed on teachers, it is becoming increasingly important that teachers have the time and space to reflect on both their practice and engagement with their pupils. **STSR** enables teachers to feel heard, accepted and valued.

Create space for your teaching staff to have time to talk freely and review their experiences honestly.

Enhance your teachers' sense of their own worth and presence.

Allow your staff to evaluate their issues and celebrate their successes.

"Articulating what I do, how I spend my day and what works well gave me a sense of satisfaction and pride, and I recommend to colleagues that they give it a try."

Chris Smith, Assistant Head Teacher, Secondary School

"What do I really feel or want, how do I really relate to what is happening; not how should I react, but how do I react?"

Ragna Freidank, Teacher - Theatre School

FAQ's:

How does it work and will the model work in my school?

STSR is not a one size fits all approach. Talk15 will provide you with an experienced **STSR** facilitator who will work with you to devise a model specific to your school's needs and activities. This ensures that the experience will be appropriate for both your individual teacher's personal development and the wider professional impact on the quality of communication across the school.

How many sessions do I need?

This will depend on the initial consultation with the head teacher and what is appropriate for your school and budget. A sample structure would normally look like this:

- a. An initial consultation period where the facilitator will work with the head teacher to discuss the schools needs.
- b. If the head teacher decides to implement the initiative he or she and senior teachers normally are offered up to three individual **STSR** sessions during the following term.
- c. This experience will then be fed back and processed with the facilitator.
- d. The team then consider ways of introducing **STSR** sessions to the wider staff group. **For example:** There may be a particular curriculum based project which could include regular individual **STSR** sessions for named staff or a number of **STSR** sessions could be offered to staff for a period of time.
- e. The negotiated time frame for this second and wider experience of **STSR** for the staff will then be followed by a further feed back consultation to reach a shared decision for the future way of managing on going **STSR** as part of the brief for all senior and teaching staff in the school.

Where is the research that supports the need for this?

Talk15 have accumulated evidence based on their work in schools to date, but recognise that there is a need for a detailed and systematic review of the impact of the **STSR** approach in schools on teacher's morale and the impact this has on the learning environment for both staff and pupils. They are currently working with Bath Spa University to develop a pilot programme and are looking for schools to be involved.

How do I find out more?

About **STSR**? – Email Ann Beynon, Director, Talk15 – annbeynon@talk15.co.uk

“ Who are you?” said the caterpillar...? “I hardly know,” said Alice rather shyly, “at least I knew who I was when I got up this morning, but I think I must have changed several times since then.”

Lewis Carroll

Who are you at the end of the school day?