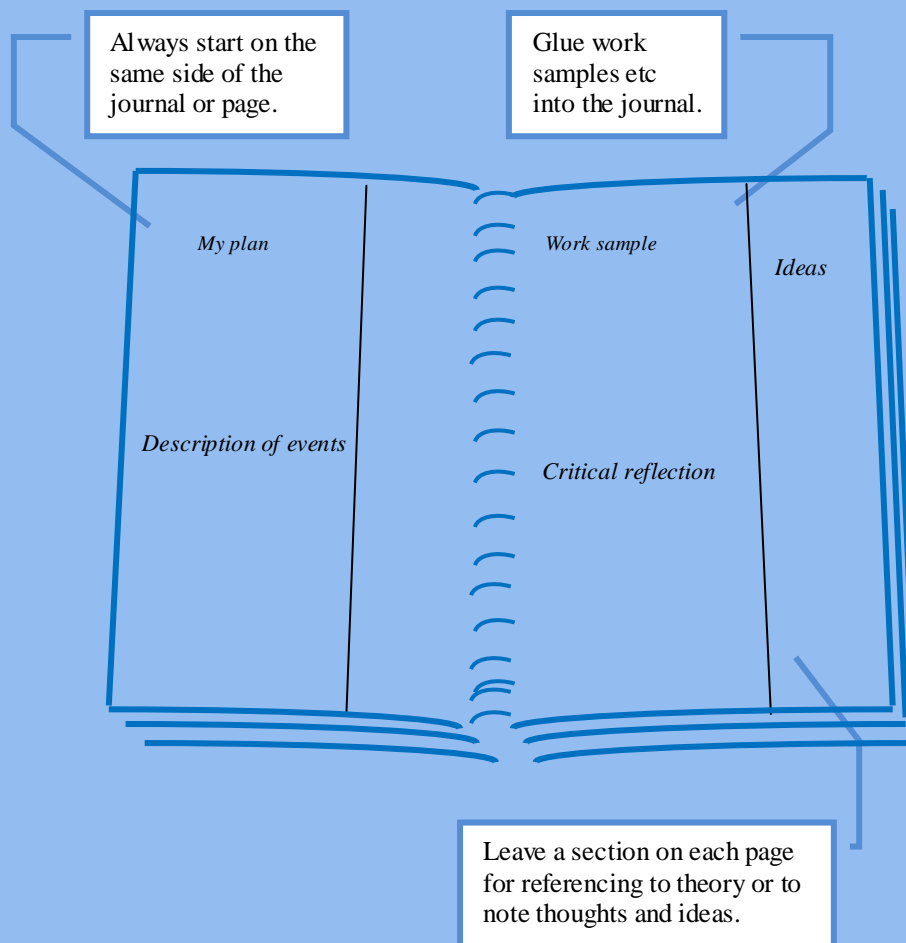


1. Reflective Journal

Aim: A reflective journal is a record of thoughts and experiences. The educator such as a mentor and/or teacher can record their own development and progress in their practice. It aims to increase self - awareness by evaluating own personal and professional growth and perhaps bring about change in their professional practice as a mentor and/or teacher.

The reflective journal can come in any form, an art book, a binder folder, a large box, a computer folder, the possibilities are endless. Be prepared that others can read it. It is not meant to be a private diary. The journal is a tool for reflection and collection it should not be judged and/or assessed by another.

Suggested plan for a reflective journal



Reflective Journal

What can go into a journal?

Gather documentation that the mentor and/or teacher can critically reflect on and incorporate into a report for an appraisal process or for an accreditation body. To widen the application, mentor can be substituted with supervisor, head of department, assistant principal, principal, and so forth.

For the Mentor

- Describe the events of the mentor session. Include experiences, issues and responses discussed, the rapport, mood and atmosphere between the mentor and mentee.
- Copies of the work produced as a result of the session. Evaluate the effectiveness of this work.
- Ideas for the next mentor session.
- Critical reflection

Write responses to the questions asked below, under “Further critical reflection”.

For the Mentee (Beginning teacher)

- Record both the positive and the negatives of your teaching experiences.
- Evaluate work samples that were both successful and unsuccessful. For example, student work samples, literacy scaffolds developed, lesson plans, assessment tasks, anything goes.
 - Glue in photocopied work sample.
 - Annotate reflections directly onto or around the photocopied work sample.
 - Identify the strategies associated with the work sample?
 - How can their effectiveness be enhanced?
- Reflections on student management. Describe what behaviour management strategies were tried and how it may have or have not been successful.
- Entries which record / reflect upon mentor sessions.
- Mentor writes a reflection in the mentee’s journal, like a conversation.
- Assessment and reporting process reflections.
- Notes on professional development attended.
- Revisit any initial observations at a later date and write a reflection on what was written - a powerful form of reflection.

Further critical reflection: questions to guide

What were the important elements of the mentor session?

In what way was I a mentor/mentee?

What did I learn? What insights did I gain? How or why was this significant for me?

What aspect of my practice as a mentor/beginning teacher do I wish to focus on?

How did I stimulate my or other’s thinking?

Have my assumptions and perspectives changed? How?

How can I apply theoretical knowledge to the situations described?

How will I apply what I have learnt to the next mentor session?

(Baskerville & Goldbatt, 2009, p. 214; Holly, 1984)