

# Reflective Journal

By Joseph Gornall

## Part 1 – Teaching

This paper aims to critically analyse my personal pedagogical practice, with reference to personal values and experiences that have influenced the educational journey to date. This will be reinforced with educational theorists' notions, resulting in an area for further academic study.

### *Characteristics of an effective teacher*

It is common to hear, that you can identify a good teacher (Hayes, D. 2006). This is known as tacit knowledge, as it is knowledge that is difficult to transfer to another person by means of verbal or written expression. However, there are numerous characteristics that have been suggested to reflect an effective teacher.

The main characteristics that I consider to be important, when attempting to identify an effective teacher are; *passionate, open-mindedness, knowledge of students, and being an effective role model*. These characteristics resonate with my education and pedagogical practice. Previous teachers of mine have possessed these characteristics, and I think that because they had these definable characteristics; I have chosen a career in education.

### *Passion*

Passion stems from love for the job and subject that is being taught, and can develop independence in learning. Liston and Garrison (2004) stated that love influences reactions and responses to student's thoughts and emotions. Their research stated:

"When we teach, we teach with ideas and feelings. When we interact with our [pupils], we react and they respond with thoughts and emotions... Teaching is an activity that brings one's emotions and mind to bear on subject matter and on connecting [pupils] with the subject matter. (p5)" (Liston & Garrison 2004).

Liston and Garrison (2004) suggest that modern teachers are losing sight of the importance of emotion in teaching (Hayes, D. 2006). However, I don't agree that it is the teachers who are struggling to identify with student emotion, but instead the students who lack passion for education. Research has shown that there are a growing number of students who do classwork for the sole reason; it was set. Instilling passion for the subject could counter students who do work because it has been set by the teacher, as opposed to regarding it as something worth doing (Fried, 2001). Further development of subject specific careers advice could enhance their desire to learn through passion. Fried argued that students need to care about what they learn in order to develop a positive disposition toward learning (Fried 2001).

Day (2004) thinks passion in teaching is essential to all effective pedagogical practice. I think that the teachers who had the greatest positive impact on my studies instilled a passion for music. This passion was imparted through their ability to go beyond the academic curriculum and into a broader knowledge of

# Leadership Reflective Journal Example

**Phil Quirke, Joy Kreeft Peyton, Jill  
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Trites**



## **Leadership Reflective Journal Example:**

**Group Leadership Skills** Mei-whei Chen, Christopher Rybak, SAGE Publications, Inc., 2017-10-26 Group Leadership Skills provides a road map and a practical toolkit for users to lead all types of groups effectively Drawing on extensive teaching and clinical experience authors Mei whei Chen and Christopher Rybak give readers numerous skills techniques insights and case illustrations demonstrating how to tap into the heart of group therapy the interpersonal processes The text covers group processes from beginning to end including setting up a group running the first session facilitating the opening and closing of each session working with tension and conflict and using advanced skills and intervention techniques to facilitate member change The Second Edition expands on group leadership skills to include methods of running mandate groups semi structured groups basic level unstructured groups and advanced level here and now focused groups as well as using psychodrama techniques to heal unresolved grief and loss *Educational Leadership* P. Lena Morgan, C. Jay Hertzog, Albert S. Gibbs, 2002 Academics from the field of education present a manual providing advice to educational interns and intern program managers on successfully navigating internships in American primary schooling The role and responsibilities of interns and educational institutions are described accrediting and licensing bodies are described and forms of intern assessment are examined Annotation copyrighted by Book News Inc Portland OR Teacher Learning and Leadership Ann Lieberman, Carol Campbell, Anna Yashkina, 2016-08-25 Teacher Learning and Leadership asserts that teachers should be put at the center of creating developing organizing implementing and sharing their own ideas for school change rather than being passive recipients of knowledge from the outside It argues that there is tremendous potential for the good of students and the professionalization of teaching when teachers work collaboratively to develop their own and their colleagues professional knowledge and practices and are supported by school and system leaders unions and government The book draws on the groundbreaking work of the Teacher Learning and Leadership Program in Ontario and uses an in depth case study to illustrate its points It demonstrates how professional development built around collaboration teacher leadership curriculum development technology and pedagogy can be organized in a way that redistributes control and responsibility to teachers thereby instilling a genuine sense of pride and accomplishment in their work This book is a sincere outreach from the authors who advocate for the professional development of by and for teachers as individuals and importantly as a collective profession The authors argue that projects like the TLLP a joint initiative between the Ontario Ministry of Education and the Ontario Teachers Federation can radically and positively transform teachers knowledge skills and practices The book provides an important model for school change led by teachers rather than experts in partnership with school and system leaders and is a fascinating read for all those concerned with teaching teacher development and educational change *Developing Teachers as Leaders* Phil Quirke, Joy Kreeft Peyton, Jill Burton, Carla L. Reichmann, Latricia Trites, 2021-01-04 This book focuses on reflective writing guiding teachers to recognize their potential as professional leaders

The shift to online and blended learning models now favored in education encourages a broader understanding of leadership particularly its growing relevance to teachers These models combined with reflective writing foster flexible inclusive teacher learning that responds to each teacher s strengths can be used individually and collaboratively to develop teachers as leaders inside and outside the classroom who are critically involved in creating their own professional learning environments The authors examine leadership in a global range of teaching contexts each chapter raising diverse issues for teachers aspiring to be leaders in this post COVID world All royalties from this book are donated to the Instituto dos Cegos da Paraiba Adalgisa Cunha ICPAC a school in Jo o Pessoa Para ba Brazil that serves the low vision and blind community in the area For years the Institute has collaborated as a supervised internship site for various teacher education university programs providing inspiring field work experiences such as those described in Chapter 4 by Carla Reichmann Brill is proud to support this important cause and match the donation to the Instituto dos Cegos da Paraiba Adalgisa Cunha ICPAC

From Ego to Excellence: The Journey of Transpersonal Leadership Elisabeth Carrio,2024-12-24 Dans un monde en constante volution le leadership traditionnel ne suffit plus Ce livre explore le concept r volutionnaire de leadership transpersonnel une approche qui int gre les intelligences rationnelle motionnelle spirituelle et corporelle pour cr er un leadership authentique thique et durable travers des recherches approfondies des tudes de cas r els et des outils pratiques Elisabeth Carrio guide les leaders vers une transformation personnelle et professionnelle D couvrez comment transcender les mod les traditionnels pour incarner un leadership align sur vos valeurs inspirer la collaboration et relever les d fis complexes du 21 si cle Ce livre est une ressource essentielle pour les dirigeants gestionnaires et professionnels qui souhaitent d velopper leur potentiel renforcer leur impact et transformer leur organisation tout en restant fid les leurs convictions Points cl s abord s L int gration des intelligences rationnelle motionnelle spirituelle et corporelle La transition du leadership bas sur l go vers un leadership ax sur le sens et l authenticit Des outils pratiques et exercices pour le d veloppement personnel et professionnel Des tudes de cas inspirantes et des applications concr tes Rejoignez le mouvement pour un leadership transpersonnel et d couvrez comment cr er un impact significatif dans votre vie votre organisation et au del

*Preparing School Leaders for the 21st Century* Stephan Gerhard Huber,2004-01-01 The quality and success of schools depend upon school leadership Increasingly in many countries worldwide this belief has led to designing and implementing appropriate training and development programs for educational leaders In an international comparative research project current school leader training and development programs in fiftee

Educational Leadership Judy Reinhartz,Don M. Beach,2004 This textbook and guide for administrators covers the concepts and skills relevant to the creation of collaborative school cultures It addresses topics like campus culture fiscal management communication community partnerships and organizational change Case studies illustrate major principles

*Journal of School Leadership* ,2005-07

*How Leaders Learn* Gordon A. Donaldson,2008-04-12 How Leaders Learn portrays the developmental experiences of educators seeking to become accomplished leaders in their schools

The author presents a new model of leadership knowledge the Interpersonal Cognitive Intrapersonal I C I model Through the stories of teacher leaders and administrators in several leadership development programs the book depicts the evolution of understanding skill and self confidence These learners grapple with questions essential to all effective leadership Does my leadership generate improved learning for the students in my school What are my greatest assets as a leader What are my greatest liabilities and what do I do about them Can I find a leadership role that is both productive and sustainable for me and for the school I serve This dynamic professional development tool Introduces a framework for thinking about how school leaders cultivate and support their own learning Richly describes in leaders own words the deepening of interpersonal cognitive and intrapersonal leadership knowledge and action Describes how to structure the Performance Learning cycle to support leadership that benefits students Links recent literature and research to support new insights into the role of emotion self awareness and interpersonal skills in leader learning

*A Practical Guide to School Improvement* Nancy Protheroe, Elizabeth Shellard, Jennifer Turner, 2003

Leadership Education, 1996

*The Educational Leadership Challenge* Joseph Murphy, 2002 Part I of the National Society for the Study of Education s 101st yearbook explores the changing context of educational leadership in the twenty first century through the lenses of school improvement social justice and democratic community Authors discuss topics such as leadership roles for teachers principals and superintendents rethinking professional development for school leaders school improvement processes for building instructional capacity and the evolving role of leadership in education over time

**National Forum of Educational Administration and Supervision Journal**, 2003

*Ethics in Educational Leadership Programs* Lynn G. Beck, Joseph Murphy, 1997

**English Leadership Quarterly**, 1995

Changing the Way We Prepare Educational Leaders Mike M. Milstein, 1993-05-28 Educational practitioners in America have become disillusioned with university preparation programmes that fail to prepare them for the realities of the workplace This volume summarizes the knowledge gained from five of the programmes instigated by the Danforth Foundation in its efforts to stimulate new approaches to the training of educational leaders The ramifications of what has been learned is discussed and an analysis of future issues for American schools is provided

*Social-Emotional Leadership Reflection Journal* Center for Creative Leadership, 2020-02-14 The Social Emotional Leadership Reflection Journal is a companion to the Social Emotional Leadership book published by the Center for Creative Leadership This journal allows students to document their journey through Leading Self Leading with Others and Changing Their World

**Leadership and Diversity in Education** Joel L. Burdin, John Hoyle, 1994

**Journal of Hospitality & Tourism Education**, 2008

**Journal of the American Veterinary Medical Association** American Veterinary Medical Association, 1996 Vols for 1915 49 and 1956 include the Proceedings of the annual meeting of the association

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