# **Reflective Routines and Strategies**

Below are a selection of routines and strategies that can be used to support student self-reflection.

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| **Thinking Routines:**  Here are some helpful routines to develop students’ ability to reflect on the Core and Curricular Competencies.  **Tip:** Choose one of these per unit and practice frequently to get students familiar with the reflection routine which will build students’ metacognitive skills.   |  |  |  | | --- | --- | --- | | Split Screen:  [Resource One](https://inquiryintolearningblog.wordpress.com/2017/04/01/how-split-screen-helps-students-learn-what-why-and-how-they-learn/) [Resource Two](https://thinkingpathwayz.weebly.com/learning_intentions.html) | [CSI – Colour Symbol Image](http://www.rcsthinkfromthemiddle.com/csi-color-symbol-image.html) | [Claim, Support, Question](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03f_TruthRoutines/ClaimSupport/ClaimSupport_Routine.html) | | [Think Pair Share](http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html) | [See Think Wonder](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html) | [Compass Points](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/CompassPoints/CompassPoints_Routine.html) | | [Chalk Talk](http://www.santeesd.net/cms/lib/CA01000468/Centricity/Domain/12/VT_ChalkTalk.pdf) | [I used to think, Now I think](http://www.pz.harvard.edu/resources/i-used-to-think-now-i-think-vt) | [Plus, Minus, Interesting](https://k12teacherstaffdevelopment.com/tlb/how-can-plus-minus-interesting-strategy-be-used-in-the-classroom/) | |

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| **Intention Starters**:  Provide students with sentence starters to help them formulate intentions for themselves as learners prior to a task, a day, or a week by articulating what they hope they will remember to do or be as a learner. These prompts highlight the Core Competency focus for the student and provide them with a basis for reflection at the end of a session. Students may state their intention orally or record the statement on a post-it note, displaying it in their work area or on the wall.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | One new thing I will try is… | I will challenge myself by… | I need to focus on… | I’ll get more out of this by… | I can help myself by… |   See SACC Guiding Prompts and Reflection Stems for more ideas on the Curriculum Hub. |

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| **Take the Core Competencies Beyond School** (Kath Murdoch, 2015, p. 105)  Not only are the Core Competencies evident at school, they are transferable to situations beyond the classroom. Helping students generalize these skills to their lives is a significant step in consolidating the reflective toolkit. One effective technique is to put an aspect of a Core Competency in the spotlight for a week, month, or term and ask students to set a goal relating to their lives at home. This can be written in a school agenda or in a journal.  **Example:**   |  | | --- | | **Name:** *Jenny*  **This week, I will focus on:** *My communication skills*  **I want to get better at:** *Cooperating with my brother*  **Because:** *When I fight with my brother I feel sad and I get in trouble.*  **I plan to:** *Listen to his ideas and do what he wants to do some of the time.*  **Reflection:** *I fought less with my brother this week. We played Minecraft three times and we played outside twice. My brother was not as annoying because I listened to him sometimes.* | |

**Reference**

Murdoch, K. (2015). *The power of inquiry*: teaching and learning with curiosity, creativity and purpose in the contemporary classroom. Northcote: Victoria. Seastar Education.