

# Unit 1: Personal Review

## AIM

The aim of this unit is to enable new inspectors to reflect on their professional experience and to consider their own professional needs in order to fully develop their role as inspectors.

## LEARNING OUTCOMES

By the end of this unit, inspectors will be able to:

- identify their professional strengths and weaknesses
- reflect on their past experience in order to inform future action
- identify their own preferred learning style
- proceed with confidence into the next unit.

## CONTENT SUMMARY

- 1.1 Personal Learning Journey
- 1.2 Self-review
- 1.3 Skills Check-list for Inspectors

### 1.1 PERSONAL LEARNING JOURNEY

#### *Key Information*

Everyone has learned a great many things through life. Some of us can remember events way back in childhood, and have clear recall of important events throughout our lives. What many people do not consider, however, is their own personal **learning** journey. This is a matter of mapping the key times in your life when you learned something important. In particular it is a case of knowing **how** you come to know **what** you know. The best educators are those who realise that different people learn things in different ways. The best inspectors know that in relation to many things in education, there is not **just one** way of learning something, but many ways.

#### **Activity 1a**

- List the jobs you have had and determine the professional skills that you acquired or developed whilst doing each job.
- Discuss with a colleague which skills you currently have which will help with the role of inspector.

#### *Trainer's Notes*

It is important to establish a reflective approach to the units right from the beginning. Most people can talk about what they do or what they have done (narrative). In this first unit, the activities are designed to get people to think over their experiences (reflective) and to consider what life changes have occurred in terms of their knowledge, understanding or skills (analytical).

## 1.2 SELF REVIEW

On different occasions we are often asked what we do, why we do it, how we feel about our work.

At various points in our career paths we may formally be asked such questions. Giving an articulate and honest response can provide you with a greater insight into your own motivation, needs and learning patterns.

### *Trainer's Notes*

The following activity is best carried out in pairs with an emphasis on the confidential nature of the discussion. It should be done as an oral exercise with no requirement to write anything down. Writing will slow down the activity and dilute the power of it. You can work directly from the statements in Activity 1b but if resources are available the activity works best when the statements are each written on one page in a small booklet. The following instructions are important and should be made clear before the activity begins. The instructions can be printed in the front of each small booklet.

- Sit quietly with a partner with one booklet between you. Agree to keep the discussion confidential between you.
- You will find a starter statement on each page. Take it in turns to respond to a starter statement. When you have both responded as fully as you can, turn over and respond to the next one.
- It is not a race, so please take your time. You may not get through the booklet in the time given.
- If you do finish before the end of the allotted time then continue to ask each other questions about professional roles.

The main purpose of the activity is to help each inspector to reflect on their own personal level of knowledge, skills or competence in order to identify actions they should take to improve themselves.

### **Activity 1b**

- I became an inspector because ...
- I believe I am/will be an effective inspector because ...
- My objectives as an inspector are ...
- Some negative things about the job are ...
- The way I deal with professional problems is ...
- I would like more knowledge in the area of ...
- I would like more experience in the area of ...
- Some evidence of my success includes ...
- Some educational ideas that I would like to know more about are ..
- Ways in which I could help schools improve are ...
- Ways in which I could help myself improve are ...
- An idea I have about inspection which I would like to share with others is ...
- I came into education as a career because ...
- (If working with a partner) I would like to know more about your views on ...
- After the discussion you should spend a few minutes noting any action points which you feel you should take to increase your professional knowledge, skills or competence.

### 1.2.1 Analysis of Personal Learning Style

#### **Key Information**

Some people never think about *how* they learn but most of us have a preferred learning style.

Which of the following most nearly describes your style?

1. Plan/organise/devise strategy —→ DO
2. Do/experiment/experience —→ Evaluate/Change
3. Evaluate/observe/reflect —→ COPY/DO

Of course some things lend themselves to one style rather than another e.g. most people learn to ride a bicycle by having a go at riding *not* by reading a book about it!

#### **Activity 1c**

Write down 5 things that you have learned to do in your life.  
e.g. speak in a foreign language, read, a practical skill.

Now, beside each one write down how you learned to do it. e.g.  
woodwork

- took lessons/had instruction
- practised
- made mistakes
- developed skills

### 1.3 SKILLS CHECK-LIST FOR INSPECTORS

#### **Key Information**

The identification of one's own skills early on in a job (self audit) can be used later on to identify development. The following activity is a simple check-list.

**Activity 1d** Put a tick in the appropriate box for yourself. Save the chart for review at the end of the units in this book.

<b>SKILLS</b>	<b>FULLY COMPETENT</b>	<b>NEED TO PRACTISE</b>	<b>LEARNING/ ACQUIRING</b>	<b>UNSKILLED AS YET</b>
evaluation				
management				
conflict resolution				
computer literacy				
note taking				
report writing				
classroom observation				
planning				
interviewing				
record keeping				
financial				
training				
project management				
research				
guidance				
counselling				