

Teachers' Reflective Diaries from Year 1 of The Write Team

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Teachers' Journals

Initial reading of teachers' journals:

- Journal as record of events
- Journal as dialogue with practice
- Journal as journey of discovery

Dialogue with practice: Writers as Teachers

DG [sports writer] makes no concessions to the fact that a) these are 12/13 year old children and b) all girls.

Emma is really good at making tactful suggestions to get the girls to come up with improvements. I find that I am too much in teacher mode and, frankly, tired at the end of the day. Therefore I get much more stressed by silliness/exuberance and am much stricter than Emma but don't get the girls to produce such good work
[Teacher L]

Dialogue with practice: Writers as Teachers

From a teaching point of view I find it very refreshing to have such flexibility within the sessions. It is great to feel that if pupils are engaged and enjoying an activity –we can give it the time it deserves. It's really lovely not to be rushing and under pressure to cover material (as I usually am when teaching). Both the pupils and I can relax and enjoy the lesson [Teacher C]

Dialogue with practice: Pupil Development

I have noticed that in English K isn't nearly so ostracised. Before TWT she was more than happy to put her hand up and offer ideas but, to be honest, they were often quite off the point and made her stand out all the more. Also, she was often doodling or reading while she was supposed to be listening or writing. ...since she has been coming to TWT she seems to have more control over her more 'weird' observations and is more of a leader in the group. A small group of girls now choose to sit with her and the rest of the group just seem to accept her for who she is [Teacher L]

Dialogue with practice: Pupil Development

27 April Observation

Marked difference in the Y8's confidence compared to the pupils who have been partaking since September... Pupils have become very good at organising themselves –much more independent... Pupils talk more while doing tasks –learning from each other and refining their ideas. Talk does not have to be a bad thing as it is in many lessons [Teacher C]

Initial Findings

A pedagogy of flexibility and of challenge

- Pupils 'trusted' to become writers
- The safety of the environment coupled to high expectations
- New notions of how to self-assess writing
- Preconceived notions of creativity are contested

Is there a corresponding change in pupils' attitude, confidence and creativity?