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ANEXOS

ANEXO 1

Rio de Janeiro, 29 de outubro de 2002.

De: Supervisora Acadêmica

Para: Presidente do Instituto Brasil - Estados Unidos

Assunto: AUTORIZAÇÃO

Prezado Dr. Lepecki,

Eu, Ana Cylene Valente Colino, mestranda do Departamento de Letras da Pontifícia Universidade Católica do Rio de Janeiro, venho por meio desta solicitar a autorização para citar o nome do IBEU em minha dissertação de mestrado. Isso se faz necessário a partir do momento em que foi nesta Instituição que os dados da pesquisa foram gerados, através do meu trabalho junto ao Projeto IBEU 2003.

O foco do Projeto mencionado em minha dissertação são as interações *on-line*/por escrito da fase inicial das atividades do Grupo de Trabalho de Desenvolvimento Profissional do Professor. Faço uma análise do discurso dos professores envolvidos, tentando relacionar o novo instrumento de interação (conferência *on-line*) com o processo de reflexão profissional.

Para que essa pesquisa se realizasse, contei desde o início com o total apoio de V. S.^a, dos Diretores, Superintendentes, Profissionais ligados ao Projeto IBEU 2003 e participantes do Grupo de Trabalho que autorizaram o uso dos textos gerados durante as discussões via *internet*.

Ponho-me, desde já, à disposição para mais esclarecimentos, assim como terei satisfação em compartilhar o referido trabalho.

Agradeço desde já sua atenção,

Ana Cylene Valente Colino

* Autorização assinada dia 30/10/2002 pelo Presidente do Instituto Brasil – Estados Unidos.

ANEXO 2

CRONOGRAMA DO PROJETO IBEU 2003
(julho de 2001 a janeiro de 2003)

DATAS COMPONENTES	LANÇAMENTO (JULHO 2001)	2001 2º SEMESTRE	JANEIRO 2002	2002 1º SEMESTRE	JULHO 2002	2002 2º SEMESTRE	JANEIRO 2003
FORTALECIMENTO DO ENSINO NA SALA DE AULA (Curso Certificado em TESOL da SIT)	Começa com intensivo de 5 dias para o 1º grupo – 2 filiais (60 professores)	... continuação semanal durante todo o período	Começa com intensivo de 5 dias para o 2º grupo – 3 filiais (60 professores)	... continuação semanal durante todo o período	Começa com intensivo de 5 dias para o 3º grupo – 3 filiais (60 professores)	... continuação semanal durante todo o período	COMPLETO
FORTALECIMENTO DO GERENCIAMENTO DAS FILIAIS	Orientação sobre o projeto e sobre este componente		Início IDLTM para todos os coordenadores de filiais (presencial)	IDLTM continua <i>on-line</i>	Término Diploma/avaliação	COMPLETO	
DESENVOLVIMENTO DA AVALIAÇÃO DOS PROFESSORES E ESTABELECIMENTO DE METAS	Orientação sobre o projeto e sobre este componente	- Formação de grupo de trabalho (presencial) - Planejamento e design do novo sistema (<i>on-line</i>)	Treinamento no novo sistema para filiais-piloto & professores (presencial)	- Pilotagem do sistema com professores do 1º grupo & filiais - SIT monitora & aconselha (<i>on-line</i>)	Lançamento do novo sistema com todos os professores e filiais (presencial)	Implementação em todas as filiais (apoio <i>on-line</i>)	Avaliação e revisão onde necessário (presencial)
AVALIAÇÃO DO APRENDIZADO DO ALUNO	Orientação sobre o projeto e sobre este componente	- Formação de grupo de trabalho (presencial) - Pesquisa sobre modelos de avaliação com base no desempenho	Oficina para desenvolvimento de escalas de desempenho e indicadores (presencial)	Escalas de desempenho piloto e indicadores em salas de aula selecionadas (<i>on-line</i>)	Oficina para treinar professores do 1º grupo & filiais no novo sistema (presencial)	- Pilotagem completa de escalas de desempenho e indicadores nas salas de aula do 1º grupo - Revisão curricular (apoio <i>on-line</i>)	Oficina para treinar todos os professores e filiais no novo sistema (presencial)
DESENVOLVIMENTO PROFISSIONAL	Orientação sobre o projeto e sobre este componente	Treinamento para <i>staff</i> do Departamento Acadêmico	Planejamento intensivo com <i>staff</i> do Departamento Acadêmico	Começa para o 1º grupo; disponível para o 3º grupo (apoio <i>on-line</i>)	Planejamento intensivo e avaliação com <i>staff</i> do Departamento Acadêmico (presencial)	Continua para o 1º e 2º grupos e gerenciamento de filiais (apoio <i>on-line</i>)	Planejamento intensivo e avaliação com <i>staff</i> acadêmico ao Plano de Desenvolvimento Profissional

ANEXO 3

Topic: KASA/Mind 1 (1 of 64), Read 98 times

Conf: [KASA / Habits of Mind 1](#)

From: Wagner

Date: Thursday, August 23, 2001 01:09 PM

hello everyone and welcome to your small group discussion on KASA/Habits of Mind 1! according to the list i got from marti/andy, the people in this mini-group (not to be confused with cohort teachers' mini-groups :-)) are Ana Cylene, Ana, Bea, and CNR.

i hope we all enjoy and learn from our discussion!

um abraço, wagner

PS - let's please continue clicking on "REPLY TO XYZ" as opposed to making each new message be posted as a new topic. The way we have been working in the other threads makes reading easier and more organized AND it will help us when we have to go back and check stuff!

Topic: KASA/Mind 1 (2 of 64), Read 94 times

Conf: [KASA / Habits of Mind 1](#)

From: F

Date: Thursday, August 23, 2001 02:16 PM

Hello folks,

I envision your/our task as trying to become clear together about which habits of mind (seen through knowledge, skills, attitudes and awarenesses) we believe are important for IBEU teachers. This will allow us to move on to next steps.

I hope to see everywhere here soon.

Topic: KASA/Mind 1 (3 of 64), Read 96 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Thursday, August 23, 2001 06:13 PM

Hi AnaC, AnaL and CNR,

Hi Wagner & Marti,

That's the topic I was really interested in since the very beginning...a real challenge! Is there any background reading that might help us here?

As I have mentioned before, I've been observing myself (as empathetically as possible) as well as observing and listening to teachers' comments (things people talk about during breaks). Dinorá (branch manager-Botafogo) has suggested my posting some reflections on the board at the teachers' lounge so as to start getting people involved in a more positive way. Let's see what happens... Coming back on the weekend when I'll have more time.

Wagner, will it be possible for me to use the library Friday morning???????

Bea

Topic: KASA/Mind 1 (4 of 64), Read 94 times

Conf: [KASA / Habits of Mind 1](#)

From: Marti

Date: Friday, August 24, 2001 08:18 AM

Hi Bea,

Anything you can do to help generate a positive atmosphere in your branch - and throughout IBEU - on this project will be very helpful! Thank you for doing so!

I may bring in some outside materials, reading, at some point - for now let's work with our own ideas. I think we can actually agree on what kinds of habits of mind we want to encourage in IBEU teachers.

Just a little more info on our task:

This smaller group should focus on discussing, sharing and - hopefully - agreeing upon a list or collection of habits of mind (belief systems, attitudes, ways of thinking about learning and teaching etc.)that we want to encourage in teachers at IBEU.

We are also using the KASA framework, so the discussion should include which knowledge, skills, attitudes and awarenesses - we want to encourage as a habit of mind- do we agree are useful to teachers at IBEU.

This small group needs to work together to generate ideas and to agree on a set of them.

Does that help make things clearer for you?

I look forward to this discussion!

Topic: KASA/Mind 1 (5 of 64), Read 89 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana Cylene

Date: Friday, August 24, 2001 06:28 PM

Hi Group! (Bea, Ana L. and CNR)

I'm glad to be discussing this, as well as bea is. I've just read these notes and I will be thinking about Habits of mind during the weekend. i hope to have more to say on monday! Talk to you then.

Ana Cylene

Topic: KASA/Mind 1 (6 of 64), Read 88 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Monday, August 27, 2001 05:13 PM

Hi every1,

1) In my opinion the most important habit of mind/knowledge one should rely on is that learning is a life-long process that requires change/movement and, above all, a humble curiosity. As a teacher (and as a human being) I should have this concept as an axis for professional growth. Besides ego struggles, most of the resistance/denial/insecurity concerning the project is related to the lack of this habit of mind.

2) I've also observed that most people who are resistant do not know how to actively (not theoretically) reflect upon their actions/reactions (before, during... not even after). Awareness of the importance of reflection on my part will lead to my wanting to know how to do it and thereafter actively use reflection as a great tool for improvement and problem-solving.

3) Something else I've observed: teachers don't say "I"... they say "the students" do this/say that/don't want to/couldn't care less, etc...etc...etc... I've tried a change of focus to "I" with some of them and the reaction I got was one of irritation. (I've been trying this "I" approach with myself and I must admit it is quite irritating at times...it requires courage and honesty...blaming it on others is a lot easier...)Then, I believe that an attitude of "I-centeredness" will be most helpful when trying to solve interaction problems.

4) Am I getting anywhere here????? Please, let me know.

Bea

Topic: KASA/Mind 1 (7 of 64), Read 90 times

Conf: [KASA / Habits of Mind 1](#)

From: Wagner

Date: Tuesday, August 28, 2001 01:16 PM

Bea,

i agree with you on the comment between "students" versus "I" statements. another thing i've noticed is that some teachers talk about a whole class of 12-15 students as if they were all one person only. For example,

This group is too lazy. Are they all lazy? 5 out of 12 are lazy? 10 out of 15 are lazy? how many exactly? who are they?

you are welcome to use the library and premises on the 12th floor any time you want. if I'm there (or Steve or Mary), all you have to do is ring the bell. if not, both Bebel and Daniela have a key to the office and can let you in.

waiting for your visit, and of anyone who would like to stop by, wagner

Topic: KASA/Mind 1 (8 of 64), Read 86 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Tuesday, August 28, 2001 05:31 PM

August 28,2001.

Hi!

I've just learned who I'm supposed to be working with. Although I only know Ana Cylene, I'm looking forward to working with you - Bea and you - Ana. I hope we can get to meet in October, or who knows maybe before that. Anyway, I'd like to know:

How are we to work within these mini-groups? Do we have to talk only about KASA/Mind 1? Bea, thanks. I agree with everything you said, but the thing I value the most is reflection. I think we should reflect upon what we do before, during and mostly after class. Without reflection, there can be no learning for both teachers and students.

Topic: KASA/Mind 1 (9 of 64), Read 91 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana

Date: Wednesday, August 29, 2001 10:12 AM

Hi group

I don't know exactly what to do. Wouldn't it be nice if someone proposed us a question to discuss? This is the only way I can organize myself and my thoughts. I don't know how we could do this but I would like to have something very specific to work with. If the rest of the group prefers more open thoughts that's ok. You can do that and if there's something more practical to do I can do it.

Do you get my point? I'm very objective and like to work with concrete things. Usually when we work in groups we respect each other characteristics and try to take advantage of them. I do want to participate but right now I don't feel I'm in.

Topic: KASA/Mind 1 (10 of 64), Read 86 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Wednesday, August 29, 2001 03:32 PM

August 29,2001.

Hi, Ana

I don't know if what I'm about to say can help you in any way, but I think that habits of mind are the things we believe in as teachers, whether consciously or sub-consciously, which shape our teaching and practices in the classroom (habits of action). In our mini-group, we will try to discuss some habits of mind that we think inform our habits of action, which in turn may lead us into good-teaching/learning at Ibeu.

I'll try to use the Kasa framework the following way:

What good habits of mind should we develop as teachers to promote effective learning, taking into consideration

- a) Knowledge; what do we need to know about learning, teaching, our school (Ibeu), level, course material, schedule, etc..
- b) Awareness; what do I need to be aware of or become aware of my daily teaching practice, groups and students? Etc...
- c) Skills; what do I need to learn in order to deal with the unexpected, boredom, learning difficulties, etc... What else do we need to learn as teachers to improve our teaching skills or have a broader/an alternative repertoire?
- d) Attitudes; how shall I react when I encounter problems or challenges, such as de-motivation, lack of interest, indifference, indiscipline, changes in methodology, approaches, class observation, etc... How can we foster positive attitudes even when faced with negative reactions, confrontations or difference of opinion?

If this is all very confusing just try this:

What do I do as a teacher to help my students learn? Where do I think I need to grow? What things did I do that worked out? What things did I do that didn't work out? Why? What do I know about myself as a person, i.e., my personality that interferes or helps my student's? Do I need to change? What? How? What do I know about my groups or each individual student that might help me facilitate their learning?

I hope I'm heading for the right direction.

If I'm misguided or getting things mixed up, please let me know, Wagner, Marti, Bea or Ana Cylené!

I'll try to answer some of my own questions tomorrow. I've said too much. And I'm not very sure if all that I wrote is clear enough.

Thanks for your patience.

Topic: KASA/Mind 1 (11 of 64), Read 83 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Wednesday, August 29, 2001 05:15 PM

Hi AnaL.

Hi Every1,

I think that what we have to do here is to get to a consensus as to which habits of minds (set of beliefs and attitudes) teachers at Ibeu should have/acquire/value.

The questions I've tried before are:

- 1- Do we agree that the "self" of the teacher (meaning: body/emotions/psyche/spirit) is the key determinant of the "atmosphere" in the classroom? If so, is reflection the main tool/technique teachers should have/acquire/value? how can people grow/become reflection-oriented?
- 2- Do we agree that when trying to understand classroom interaction it is more clarifying to

focus on what "I" do/did/have always done/ tend to do/ could have done, etc...? Why is that so? How does #2 relate to # 1 above?

-3- Do we agree that active listening is also as important in promoting healthy/meaningful interaction/learning? If so, what can be done to help teachers understand what it is and acquire this skill?

I'd like to discuss these 3 topics if you find them relevant enough.

Bea

Topic: KASA/Mind 1 (12 of 64), Read 80 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana Cylene

Date: Wednesday, August 29, 2001 07:25 PM

Hi Guys!

I'm so sorry but I really didn't have time before today. Actually, I got in on Monday but I just read what Bea had written and logged off. Well, I don't know if I see things the way CNR sees. I think that all the good list of questions that she beautifully wrote down are, maybe, ways to get Bea's item number 1 done: REFLECTION. But is this all we need. I myself would probably answer yes for this question because I deeply believe that reflection is the key thing for us to get anywhere else. Doing reflection we could start any habit of mind and consequently habit of action. But the point is. How can we start the habit of reflection?

Maybe this is all what IBEU 2003 project is about, may be not. Maybe some of the teachers have different ways to reflect, how do we know who's reflecting who's not. Is it reflection only observable when you are actually writing journals or having a reflective meeting?

I do believe that this working group would like to generate more concrete things. That's why we're here and this is what Ana would like to start doing, right? I see our work, up to now, as a brainstorm moment. Let's see all we can get from the different ideas we already have and then let's see how feasible they are for IBEU's context. Am I right?

I remember one of the activities we did in our first meeting in which we had to come up with things that are good teaching, how these things look like in the classroom, how students learning is recognized within them and how they can be supported by the institution. This task was, maybe, more concrete, but, on the other hand I don't know how to use it to guide our work right now, since we are working with habits of mind (can they be something concrete?)

I don't know where I'm going to get saying all these but I think that we all agree that reflection is a habit of mind that we could have, isn't it? So, how can we put it into KASA? Do we need/have to read something about reflective teaching? (KNOWLEDGE); do we need to adopt some activities that help teachers to reflect? (ATTITUDE); Should we exercise some skills for reflection to happen?. Such as: the skill of listening to others, the skill of not being afraid of classroom observation, of not being afraid of taking risks or even developing researches with and about our classroom, etc... (SKILL); and should we be aware that this is a path that requires hard working but it can bring us back to knowledge again?

(AWARENESS)

Did you follow me? Did I make a point? Give me feed back please!

Love,

Ana Cylene

Topic: KASA/Mind 1 (13 of 64), Read 78 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Thursday, August 30, 2001 12:03 AM

Yes Cylene, I think things can be concrete, if by concrete we mean observable, debatable. I guess the first concrete thing to work with is to define/explain reflection: do the SIT people mean the same as psychologists/philosophers do?? Are we aware that reflection means much more than thinking about what happened before, during, after a given class? The thing is:

-What is Reflection in the context of this project? (I know what it means to me, I still don't know what it means to the other people here, and...for the project?)

-Why is Reflection so important in the teaching/learning process? I don't believe it's just to "see" how good/bad a class was. It's a much broader issue here. This would be so obvious...at least for most people. The hard work, as Cylene mentioned, is in the fact that reflection means, above all, reflection on the teachers' part as they become aware of the fact that they are the element responsible not only for the interaction that happens in class but also for triggering motivation. Teachers will then reflect on themselves as human beings and how their humanity reflects on their classrooms. This is tough work and, I'm sure, there are

ways of using this habit of mind as a habit of action. But my question remains: how can this habit of mind be explained in a more "concrete" way?

- This group is not about habits of action so I think we are supposed to be discussing ideas, or whatever name, that we consider all teachers at Ibeu should share.

So far, then, if I'm not mistaken... we agree that:

1- teachers should value reflection as the first tool. Reflect on themselves as human beings in direct interaction with other human beings; as professionals; as learners.

How can I help the teachers and myself put this into action???????

2- Active listening is as important a tool for meaningful interaction in general, specially for professionals who deal directly with people (like teachers).

How can I help the teachers and myself put this into practice?????

3- Teachers should keep in mind that a group is made up of individuals, each being uniquely important and different from the others (as opposed to : this is a terrible group; teenagers don't want to learn, etc...). Pre-conceived ideas would fit here too. How can this be expanded???

4- Learning is a life-long process and life is constant change. There's always room for improvement/learning, considering teachers "teach" far more than simply a subject matter. Most people would agree to that provided they don't have to change "their way"... Do Ibeu teachers "teach" more than just English/American culture??? How can this be exemplified in a more "concrete" way???

What else would be Habits of Mind for Ibeu teachers???

Bea

Topic: KASA/Mind 1 (14 of 64), Read 78 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Thursday, August 30, 2001 05:36 PM

August 30, 2001.

Hi Ana. Hi Bea.

I would like to reply to your comments and maybe make myself clearer.

I do agree with the habits of mind you mentioned the I-centeredness or teacher's self-awareness. To me, it means reflecting on who/what you are as a teacher and how far your personality helps or hinders the learning process that's why I said that we might consider changing our practices accordingly, which does not necessarily imply going against one's nature. However, as a teacher I noticed that I've had to change the way I teach many times for various reasons in order to facilitate my students' learning (I will be more specific about it later just in case you're interested). As a teacher, I'm always willing to try new things for the good of my students. It doesn't mean that things go the way I expected.

I also agree with the fact that our students are different. They have different ages, family /individual/ educational and social background and different reasons for studying English. As a teacher, I think that as much as possible we should try to take all these factors into consideration. At times, we can make use of this kind of information to enrich our class and to interact with each other. Yet, I see that teaching is our primary function. If we reach out to our students in a more personal basis, I think this is great. I guess we can start to think about your other question: what is it that we are trying to teach at Ibeu, only English? What is the relevance of American culture for our Brazilian students? Do we have enough knowledge of it? Or do we know mainly stereotypes? How far is language interconnected with culture? How can knowing the culture help our student understand the language? And why only American culture?

Finally, I don't think that reflection is such a hard thing to do. I believe you all do it every day. It doesn't require anything special. I don't think we need a special book. It's a simple process. What I mean by reflection is thinking about our classes, groups, students, interaction, motivation, techniques, approaches, methodology beliefs, constraints, problems, challenges, our selves, etc .

Reflection is something you start doing when you ask questions like: Why do I do this or that? Why do I believe this? Why was my class successful/not as successful today? What are my hidden beliefs or motives? How do I change my patterns of behavior/ my attitudes? Why should I change? How do I acquire new skills? Should I teach things the way I learned? Should I always teach everything thoroughly?

I don't have the answer to all these questions, but these are the things that come to my mind in my teaching practice?

Teaching is not an exact science. Of course we will find some points to agree upon, but there's no ready answer.

Bea, what do you mean by active listening?

Topic: KASA/Mind 1 (15 of 64), Read 74 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Thursday, August 30, 2001 07:34 PM

August 30, 2001.

Hi, it's me again.

I was just re-reading everything and it just occurred to me that we're responsible for interaction and rapport between us and the students and the students amongst themselves, but do we have control of everything that goes on in the classroom?

See you next week.

Topic: KASA/Mind 1 (16 of 64), Read 78 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Thursday, August 30, 2001 10:37 PM

No, CNR, I don't think we have control over everything and once we understand this & let go... we can become more flexible, we can start, among other things, to listen to people instead of projecting inner answers.

So I guess we have one more habit of mind to consider:

- 5 - should teachers be control-oriented?

I think that discipline exists (almost always) whenever there's enough motivation and honest interaction, both on the teacher's part as well as on the students' part.

Again one more possible habit of mind to consider:

- 6 - Is discipline directly linked to motivation and honest interaction???

I think so, but again, since we don't have total control over situations/facts... let alone people...So...

- 7 - Do "problem students" really exist or is it the teacher's inadequacy in solving a specific problem? I believe there are difficult students to deal with. How should Ibeu teachers consider this difficulty??

Bea

Topic: KASA/Mind 1 (17 of 64), Read 78 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana Cylene

Date: Friday, August 31, 2001 12:03 PM

Hello,

First of all I would like to congratulate us for all this that has been discussed here. i really think that we are getting a list of habits of minds to consider. And, Bea, you're doing a great job!

Well i agree with both of you altogether and I would only say something on the habit of reflection: Of course we have already been thinking about all those questions listed by CNR and that if we consider reflection as just giving answers to those questions we don't need to go further. But do you think this is what we are doing? When I say that we all need to make sure we are reflecting and we need to have the habit of reflection I mean that we need to find a way to systematize it and make it concrete, as Bea said.

Topic: KASA/Mind 1 (18 of 64), Read 79 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Friday, August 31, 2001 03:56 PM

Yes! We're hot!!!!!! as my teen students say whenever I tell them we've all done a great job. Thanks for the encouragement Cylene...

Since reflection is the key note here...

- why am I doing what I am doing here?

- why do I really want this to work out?

Today my answer is: because challenges make the world go round, at least my world...

because the world has turned round so many times and yet...there are still people who get mad whenever students can't get the use of "if-clauses"...

Challenging reflections would be:

- why did I overreact when that student did not take interest in what was going on in class?

- do I take it out on my students (whenever I have to do something I don't want to /or don't agree with) ?

_ Am I really aware of the fact (and alert) that the learning that goes on in my class goes beyond the learning of a subject???

Just reflections ... on a sunny Friday afternoon... at a teachers' room.

Have a great weekend,

Bea

Topic: KASA/Mind 1 (19 of 64), Read 73 times

Conf: [KASA / Habits of Mind 1](#)

From: Marti

Date: Monday, September 03, 2001 09:16 AM

Dear Ana Cylene, Ana, Bea, CNR,

Wow!!

You guys (gals) are really cooking!!! This is a great conversation you are having, and many important ideas about "good" or "helpful" habits of mind for teachers are being surfaced!!

You have a right to feel proud of your efforts and what you are coming up with!

The discussion on reflection is key here. As CNR said, it's not difficult to do - you don't need a special book, etc. Still, it is true - as someone else said (sorry

,I forgot got to note who) - that so many teachers, in fact, DON'T reflect. Ever. They just carry on with their regular lesson plans, etc. regardless of what is happening with their students.

So it is very possible that REFLECTION (and we can define this more fully as we go along) is a key habit of mind (which triggers a habit of action) that we want to support at IBEU. And it's true that developing a reflective culture among teachers (and managers, and the academic dept., and the board of directors etc.) is a key goal of the IBEU project.

Bea, thank you for your ongoing work in synthesis. That's what I came here to do today - but I don't need to because you've been doing it all along!

I'd like to ask you to continue to flesh out and explore these ideas together over the next few days. Then we will share the work of the four small groups to see what kind of a picture we've developed of habits of mind and habits of action for IBEU teachers.

And THEN it will be time to start discussing what kinds of activities, tools, processes etc. we will want to introduce to help support the development and enhancement of these Habits at IBEU.

Thank you so much for your active and thoughtful participation! It is really making the difference. And, thank you also for trying out these ideas -- like the "I approach" with your colleagues in your branches. It is important to begin and continue to talk with others about all this, even as we continue to develop it.

More soon.

Topic: KASA/Mind 1 (20 of 64), Read 71 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana

Date: Monday, September 03, 2001 10:54 AM

Hi Girls

Thank you very much for your support. I think I got the point. Maybe my being out of classroom for so long has made it hard to follow what you've been discussing.

I agree with everything you have said so far and would just like to add a coordinator's point of view.

When we talk about reflection I think we are mainly, but not totally, thinking about teacher/teacher, teacher/student and teacher/herself relationships. I would like us to think a little about teacher/institution relationship. Some teachers think that whenever they have a problem they should send the student to the coordinator's office. Does that help anyone involved in the situation in any way ? I don't think so. We, teacher and coordinator, must sit and reflect having in mind teacher, student, institution, and coordinator's point of view. If we act this way we will be able to come up with a solution that will last.

As Bea said, reflection involves many exterior as well as interior factors. I think human beings are multi-faced. Each situation requires a different me. That doesn't mean we masquerade ourselves to disguise our feelings. On the contrary; we are being as true as possible because change implies life.

See you girls

Ana

Topic: KASA/Mind 1 (21 of 64), Read 69 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana Cylene

Date: Monday, September 03, 2001 03:46 PM

Hi everyone,

Hey, Ana (my "xara" :) I'm happy to know that our discussion helped you to get the big picture of what's going on here. I sometimes think that we are still a little lost but I'm very enthusiastic to keep going and to see where all these great discussion will take us.

I can, clearly see that we had the consensus, and even Marti agreed, that reflection is one big habit of mind/action that we feel is necessary for IBEU's current/future context. I'll not add nothing new today, but I just wanted to let you know that I was here and that I'll star thinking about more ideas to discuss. I hope to be able to generate more ideas before the end of the week. talk to you then.....

A very nice week to all of us!

Topic: KASA/Mind 1 (22 of 64), Read 58 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Tuesday, September 04, 2001 05:31 PM

September 4,2001.

Hi, girls.

I hope you had a great weekend just like I did. I'm also very happy with the things we have been able to tackle so far.

Ana Cylene, you're right when you said that we should have a way to systematize our reflection about our teaching practice. However, I must confess I'm a little afraid whenever we become too technical. Charts, statistics and forms come immediately to my mind (Maybe because that's the way I was taught about teaching in college). Although these things are practical and observable, they may be a little too cold if they just express numbers or mirror black and white assumptions about teaching procedures. So, if we come to adopt a tool to help us reflect/self-evaluate our teaching practices we need a lot of reflection so as to find out an objective, but humanistic tool.

Bea, you're right when you asked whether "control-oriented" should be viewed as a habit of mind. Blatantly speaking for myself I say no. We have no control of our lives whatsoever. so, how could we have control of such a complex process like learning/teaching? That doesn't mean to say that we don't get delusional at times. This goes back to what I said before about knowing one's personality as to adapt or change for our students' own benefit. I'm a control-freak about my life and teaching, but fortunately I've come to realize how little we do actually contribute. It was disconcerting, but as you well-said before - liberating. That doesn't mean that "I'm cured". It means that I have to be very attentive about my lesson-planning, attitudes and reactions in class. On the other hand, I suggest the word Responsibility instead of control. We're responsible for interaction as we've agreed on, but we may fail to do so. We're responsible for building a nice atmosphere in the classroom, but likewise we may not be able to do it. We're responsible to provide our students with tools, strategies and basic knowledge so that they will be able to use the language. But, again we may fail. As a teacher, I'm very concerned about the students with whom I didn't connect. I always try my best to do something about it (But I lost some battles). To me it's very frustrating when you see a potential that never comes to be a realization. I never see a student as a problem. I'm asking genuine questions: what is happening? Why is this happening? What can I do? I don't think it is just a question of discipline x motivation. There are other things involved. Will a scientific approach account for all our doubt and queries? I'm playing the devil's advocate here. I'm afraid I'm asking too many questions for which I have no answer.

Teaching/Learning has a great human dimension that we cannot even begin to understand. Of course, when we're teaching English, we may go beyond the subject. We're trying to help people communicate with other people in another language. And what will they talk about? About themselves, their dreams, their hopes, their fears and their culture. We may have a great impact on our students that we can't even begin to imagine. That's a tremendous power. All of us can remember a teacher we loved and a teacher we hated in high school. Maybe we've become a teacher just because one day we had a terrific teacher.

I have to go. What do you think about including Sharing Ideas and an Investigative mind as desirable habits of mind for Ibeu's teachers?

Bye,
CNR

Topic: KASA/Mind 1 (23 of 64), Read 56 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Wednesday, September 05, 2001 02:31 PM

September 5, 2001.

Hi, Ana

You mentioned something we haven't quite talked about yet:

the relationship between teachers, branch coordinators, supervisors and the institution as a whole.

I think that this relationship should be a partnership. We have the same goals. We want our students to learn and be able to use the language. We're here to offer our clients/students the very best we can do. We're a team. Each one is doing his/her part. I know that sometimes we don't see eye-to-eye. I guess it happens when we miss the big picture or when we're extremely stressed out. We should make an effort to see each other's different point of view and reach a consensus together. Our relationship shouldn't be a confrontation (I'm wrong /you're right). We should cooperate, counsel with one another, ask for and accept suggestions. An open, but polite dialogue can promote mutual understanding and help us achieve our goals.

Bye,

CNR

P.S. Could teacher/institution mutual understanding and cooperation be considered a habit of mind?

Topic: KASA/Mind 1 (24 of 64), Read 57 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Wednesday, September 05, 2001 05:15 PM

Hi every1,

Well, I guess we have more habits of mind into our discussion here:

-8- the habit of sharing ideas as an important tool for growth and problem solving. As far as I can observe, this is already a habit, at least in some branches, among most teachers and to a certain extent. But this habit of sharing ideas, as CNR mentioned, could evolve into something other than sharing only activities/techniques/warm-ups/discipline problems and the like. We have so far avoided sharing deeper doubts, difficulties, wishes and hopes. fear of inadequacy? professional pride? or simply lack of habit?????

-How would sharing something like; "I don't know what to do with I feel angry and frustrated" help us as a teacher/person?

-How would trust among co-workers better their performance?

-Should there be a "sharing ideas meeting" frequently? If so, how would it be like?

I'd like to reflect more on the idea of how much motivation is related to what is referred to as "discipline"

Bea

Topic: KASA/Mind 1 (25 of 64), Read 57 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Thursday, September 06, 2001 11:13 AM

Reflecting on the connection motivation/"discipline"/participation...

I have this student...Eduardo, 15. He doesn't have the books/notebook, ignores homework/grammar class work, couldn't care less whether "since" introduces time clauses as well as result clauses, etc...

But he can be such an enthusiast whenever we start talking about music(his passion), girls/dates, teen anxiety, Greek mythology (he seems to be dealing with developing archetypes/symbols in therapy work). He's got such nice mastery of English...He asks the other students challenging and meaningful questions...

- Should I look down on this students because he finds learning about the language so boring?????

- Should I stop exercising grammar because students (mostly teens) find "grammar" boring?

- I wonder: is it ALWAYS possible to integrate grammar learning + interesting topics for teens?????

- Do ALL classes have to be ALWAYS fun?????

- Why do bored students make most of us frustrated or angry???? Inner Fears/insecurity????

Bea

Topic: KASA/Mind 1 (26 of 64), Read 57 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Thursday, September 06, 2001 12:57 PM

September 6, 2001.

Hi Bea

My sentiments exactly!

We ought to share more than activities, games, etc... We should share what really goes on inside of us (Some people call it emotional intelligence). However, as you pointed out it is not easy. We're not used to talking about what really matters. Maybe we're afraid of exposure and judgement. Will people think I'm a bad teacher? Will people think I'm insecure or emotionally unbalanced? We need to find the guts within ourselves to do it. Unfortunately, I gotta go now. I have to be in class in five minutes. During my break, I'll try to go back to the questions you've raised.

Talk to you soon.

CNR

Topic: KASA/Mind 1 (27 of 64), Read 55 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Thursday, September 06, 2001 05:32 PM

September 6, 2001.

I'm back.

All the questions you asked pose a great challenge for us. I don't think all classes can be fun. We can't always make learning interesting.

Above all, does "learning about the language" enable students to use the language? Some linguists say no! I really don't know what to think. What my teaching experience has taught me is that grammar points, vocabulary items, functions are not enough. These things do not guarantee that students will be able to talk, read or write.

So, what do we do? What really helps students learn? We might wonder if we, teachers, are really necessary.

One thing for sure - we have a syllabus, or a curriculum, or a schedule - we can't just stop teaching what is boring, can we? And these boring things - how far are they useful or useless to help develop our students' understanding and use of English? I guess this is not for us to determine. This is a job for the other working group to sort out.

As for the question why bored students make us frustrated, I can only answer for myself. They don't make me feel insecure of myself but they make me think why what I proposed didn't interest them enough as to motivate them to participate. As I said before, students like Eduardo and Rafael (my student) make me want read more books on teaching/learning/psychology/linguistics or take a master's.

I think these students are very important if we really want to make our teaching meet our students' needs and interests.

One more provocative question: if we only teach what interests our students, will they be able to achieve the level of proficiency in English that we know is required in the world out there?

Bye,

CNR

Topic: KASA/Mind 1 (28 of 64), Read 57 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana Cylene

Date: Thursday, September 06, 2001 07:26 PM

hello(s),

I'm sorry but I had a busy week and I didn't have time to get to a computer up to today. I've just read everything that bea and CNR wrote down and I think that what we are doing here is one possible way to generate reflection. So, as i was saying before (that systematize is necessary) this is , maybe one instrument that we could you. Another think that we should really think about is those meeting for reflection. That sounds fun. But I can also see that it will be difficult to have people believe that the best they can do in a reflection meeting is to really open their hearts and start to think of their practice and what involves it. I don't want to just repeat everything that has been already said, so.....i totally agree with you guys!

I would like to put one more topic to be discussed. What if we introduce the habit of mind number 9:

9- our classroom and practice is the best resource for research? We don't usually research

what goes on in our everyday teaching and learning routine, do we?
Just food for thought.
Have a very nice holiday!!!!!!!!!!!!!!

Topic: KASA/Mind 1 (29 of 64), Read 55 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Thursday, September 06, 2001 10:35 PM

CNR asked: "if we only teach what interests our students, will they be able to achieve the level of proficiency in English that we know is required in the world out there?"

That's a tough-yet-simple question!!!!

It would be a lot more simpler if we could determine that:

- People who design the curriculum/syllabus should always be "classroom-teachers" instead of "office-teachers".

- writers of educational books should "have to" successfully use their books in a real classroom for at least 3 years before advertising them (that reminds me of the "Move up" books we had to re-write/adapt so much...).

But I guess this is just wishful thinking so...Well, the "Eduardos" I've had have taught me a lot. One of the things I've learned with them is that if they are given enough room for sharing their ideas/likes/dislikes and if they feel that you really listen to them and take interest, they end up being more tolerant of what they refer to as "boring stuff"...they might even buy the workbook!!!!

Yes, CNR, I sometimes feel frustrated when a student does not take interest in the class. I feel that I've not been able to connect with him/her... I've missed something... and so I feel frustrated. And this makes me observe him/her more attentively (sometimes that's all he/she needs...) to try and change the situation. But I've been unsuccessful at times. Nowadays I feel that being my best is more important than idealized results. Each Eduardo is a lesson to be learned, not necessarily mastered.

How do you guys feel about this?

Bea

Topic: KASA/Mind 1 (30 of 64), Read 56 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Thursday, September 06, 2001 11:21 PM

Hi guys,

Summing up, the habits of mind we've pointed out as important are:

- 1- Teachers should value reflection as a key tool. Reflection on the practical aspects of teaching but, above all, reflection on the Self of the person who teaches in relation to the Self of the persons who learn.
- 2- Active listening is an important tool for meaningful interaction.
- 3- I-centeredness should be preferred to projections on the Other. (I don't like this instead of, for ex., the students don't like....)
- 4- Teachers should be aware of the fact that they teach much more than only English.
- 5-Flexibility is a must (teachers should adapt the classes to the students' needs). Teachers should not be control-oriented.
- 6- Discipline is directly linked to motivation and honest interaction (have we come to a consensus here?)
- 7-In dealing with "difficult situation" teachers should reflect on the above mentioned habits of mind before taking the problem to the branch managers (did I get this right Ana?)
- 8- the institution should provide "group support meetings" for teachers who would like to share their deeper reflections/feelings/doubts/difficulties concerning the art of teaching.
- 9- Teachers should consider their classrooms as their best possible source for life-long research on learning and teaching.

Have I missed any point or have I misunderstood any??

Nice Independence Day/holiday.

Bea

Topic: KASA/Mind 1 (31 of 64), Read 55 times

Conf: [KASA / Habits of Mind 1](#)

From: Marti

Date: Monday, September 10, 2001 04:14 AM

WOW - you guys are really going great here!! Well done! I'm so excited about your list - and thank you for doing so much work in terms of summarizing and

keeping things focused. I will be asking everyone to try to summarize where they have gotten to later this week - so you're already there!

I also want to acknowledge the very important point you have been discussing; that of how we teachers tend to take things personally (fear that maybe we're a bad teacher, etc.) when students don't like what is going on in the class. This is such an important place to look, work, be self-aware. I'm really happy that you have brought this up.

The inner life of the teacher is important, as we know. And I think it will be very useful and valuable for us to state that plainly as part of the work of this group.

Thanks - I'll be back later in the week with a direction on what to do next.

Topic: KASA/Mind 1 (32 of 64), Read 52 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Monday, September 10, 2001 10:32 AM

Hi Every1,

Below a message I've posted on the teachers' board in Botafogo. The last question is a good reflection key to most of the negative "vibs" going on about the project. I keep asking my friends at the branch: why??? why not change since we know things were not so good the way they were???? Why not, at least, give it a try???? (I keep asking these questions to myself as well! always do so.)

"Teachers bring to the classroom their personal beliefs, assumptions and knowledge of the world. They are heavily influenced by them and gradually develop their own "subjective educational theory". But it's also important to notice that there's almost always a discrepancy between what professionals say they believe and the ways in which they act (their theories-in-action).

Then it is indispensable that reflection on one's classroom practices be supported by "higher level" questions:

- 1 -What do my practices say about my assumptions, values and beliefs about teaching?
- 2 -Where did these ideas come from?
- 3 -What views of power do they embody?
- 4- Whose interests seem to be served by my practices?
- 5 -WHAT IS IT THAT ACTS TO CONSTRAIN MY VIEWS OF WHAT IS POSSIBLE IN TEACHING?

(Williams and Burden)

share your reflections at : bea@ibeu.org.br

Note: I'm not shouting in # 5; there's no bold/italics,etc..here

After reading Marti's I guess I should add two more questions:

- 6 - Why is it that I always take it personally whenever someone questions my assumptions about teaching?
- 7 - Why is it that I always take it personally when a student does not seem to like "my class"?

Let you know of any comments and of my reflections on them too.

Bea

Topic: KASA/Mind 1 (33 of 64), Read 52 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Monday, September 10, 2001 11:23 AM

September 10,2001.

Hello, folks.

How was your weekend?

Bea, thank you so very much for summarizing everything we've been discussing so far. I also appreciate how you answered my questions concerning "Eduardos" and "Rafaels".

I agree with everything we've considered as ideal habits of mind. I would just like to add that under "no-control" we have to stress the fact that teachers and students are partners.

Learning is a mutual responsibility. Sometimes I feel that our students only want to be spoon fed. Are we to blame? They think that we are the ones who will "make them learn" and I guess we don't see it that way, do we? I wonder what we need to do to change this mentality of dependence. We want to make our students independent. Maybe this should be seen as a new habit of mind: "Developing students' autonomy". Another thing that I think is the key to good learning is motivation. It's just dawned on me that sometimes it's easy to motivate, but it's very hard to keep it. That's certainly a challenge for us teachers. As you said so very properly and wisely this is a lesson to be learned on a daily basis. Therefore, I suggest that motivation be viewed as a process just like teaching/learning.

Now I understand better what you mean by active listening. Listening to our students and showing them that we see them not only as students, but as human beings might trigger different reactions from them. On top of that, I also think that we should be able to show our students that we are more than teachers, that we are human beings as well. They need to listen to us (I'm not talking about listening to us teach, but listening to us as individuals). Perhaps, it may be regarded as a new habit of mind: "Teacher's Involvement". If we want our students to use English to express themselves and communicate, we should be willing to do the same. Nobody likes to expose themselves. We should be the ones to do it first as to encourage them. Moreover, this wouldn't be a partnership if we don't share things and jobs equally. There's just one impediment, though. This will require that teachers change their minds about how they see students and teachers/students' place in the classroom. For this to happen we have to build an atmosphere of trust, equality and cooperation. (Tell me what you think about it, will you?)

When dealing with difficult situations before going to the branch coordinator's office, we should ask our peers for suggestions as to how to handle the problems. Next, I think we should talk to the coordinator, I said "talk" and "not" ask him/her to interfere. Asking the coordinator to interfere should be our last resource (when every possible action has failed). Ana Cylene, thanks for your suggestion on classroom research. I've heard about it. I have a friend who did his master's on it. We talked some. I have no idea about how to do it. Yet, I want to read/study or learn it. It can be one of the tools to check/implement/improve our habits of mind. That's what I meant by Investigation. We can collect data from our classroom, try to analyze them objectively, formulate a hypothesis and investigate again. Hopefully, we will be able to determine what's going on in our classroom and how to fix or better whatever is necessary.

Marti, thanks for your encouraging words. That was very kind of you.

Ana Cylene, it doesn't matter how much you say. What matters is what you say. Your contributions have been invaluable.

One more time, thank you Bea for conducting our discussion, summarizing our conclusions, spicing up and contributing with important habits of mind.

See you girls soon.

CNR

P.S. What do you think about this habit of mind: "Teachers as Students/Learners" of the subject they teach as well as all the dynamics of interaction and teaching/learning processes? We are always learning in life. The English we have now is not the same we had, say, 5 years ago. We don't know anything about human nature and socializing, do we? We know what to do in certain circumstances, but others baffle us. In short, we are not "know-it-all", so why do we expect our students to be perfect and do everything right?

Topic: KASA/Mind 1 (34 of 64), Read 46 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Monday, September 10, 2001 03:27 PM

September 10, 2001

Answering your questions:

1) The way we teach shows where I stand as a person, a citizen and a teacher. It's revealing and self-explanatory. It exposes us thoroughly. It gives a clue to who we are. If we examine ourselves honestly and courageously we will be greatly surprised with who we are and why we do the things we do.

2) Our assumptions and beliefs are influenced by our university education, teacher training course(s), a dominant language learning approach that was in vogue when we started teaching, our upbringing and our teachers - the role models we internalized subconsciously.

3) The power issue reflects the way we see learning, teaching, education and society as a whole. Are we using knowledge as an instrument of power? Are we using this power to intimidate, threaten or punish our students? Do I see myself as a facilitator of education or as the knower (I'm superior and my students are a tabula rasa)? Am I reproducing in a smaller version the abuse of power we so commonly see in world politics? Do I believe that teachers and students are partners and peers in this adventure-Learning? Do I think that authority and hierarchy are to be maintained despotically?

4) The best policy for us I suppose is that which takes into consideration everybody involved in the teaching/learning process, namely, teachers, students, coordinators, supervisors, directors and all the other supporting staff. We should have one common goal, which I believe, is to provide our clients the best in education, information, service and orientation. We are a team. We need to work together as such. No one is more important. We can't do things on our own. We should really believe that we won't accomplish anything if we don't

support one another. If we don't each do our job.

5) Deny as we may, everybody wants to feel liked/approved/accepted. So, the moment something unfavorable happens to us, we think people don't like us. We feel rejected. It's only natural. It doesn't matter how much we try to rationalize it. We still can't separate the emotional from the intellectual. That's why when a supervisor makes a comment about our teaching. We take it personally. Or when a student doesn't take interest in our class, we overreact. This is something that we need to work on.

We need to learn to separate the intellectual from the emotional. It will require that we build trust, cooperation, and self-esteem.

Topic: KASA/Mind 1 (35 of 64), Read 43 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana

Date: Monday, September 10, 2001 05:51 PM

Hi Girls

You are great in writing. Your summaries, questions and answers are too quickly for my thoughts.

And since I'm not much of a writer, I would just like to add that I totally agree with what you've been saying.

See you around

Ana

Topic: KASA/Mind 1 (36 of 64), Read 41 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Wednesday, September 12, 2001 02:43 PM

September 12, 2001.

Dear Bea,

I was just re-reading your questions when I realized that there was one question that I'd forgotten to answer. You asked:

"What is it that constrains my views of what is possible in the classroom?" That's a good question, indeed.

Well, I think that one thing that constrains us is tradition, or routine or habits. We're afraid to change. We're afraid of taking risks. We feel much safer doing the things we know how to do. Some of them we can do with our eyes closed. They're automatic. That's dangerous! The moment we start doing things without questioning them it means that we see them as irrefutable truths. They're perfect. They will always work. If they don't work, it is because our students have a problem and not our preconceived ideas. Another thing is the fear of being misinterpreted by a coordinator or supervisor. But, the one thing that really paralyzes us is the fear of failure. What if I try something that doesn't work at all? What will people (students/coordinators/supervisors) think of me? That I'm not a good teacher.

Despite all these concerns and fears, I still believe that we teachers should keep our minds open to new possibilities and experimentations. I don't advocate that we turn our students into guinea pigs and our classroom into a chaotic laboratory to experiment any new ideas that pop up in the teaching/learning world. However, if we do some research on our own (by reading books and journals, or talking to our peers)and if we adopt some criteria to select the best course of action and experimentation, I believe it's worth trying and verifying the advantages and disadvantages of a certain approach or methodology.

Tell me what you think.

CNR

Topic: KASA/Mind 1 (37 of 64), Read 44 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Wednesday, September 12, 2001 04:32 PM

Hi Every1,

Hi CNR,

It's been really nice getting to know you as we go along here. Yes, fear is what paralyzes us all, in almost all situations. I believe we have our "inborn" fears but there are also other shades of fears that have been internalized due to our "power-operated" society, be it academic, parental or national/worldwide. How do we deal with this psychic handicap? - Spiritually, therapeutically...etc... but definitely from an inner willingness for growth and self-awareness.

Also... if we are in an environment in which change and risk-taking transforming attitudes

are welcome I'm sure we would be more daring/courageous/honest...and we would eventually grow more accepting of our weaknesses and hopefully more accepting of others'. And ultimately we would be tolerantly accepting of our students'.
Thanks for making me feel like reflecting on this...
Bea

Topic: KASA/Mind 1 (38 of 64), Read 46 times
Conf: [KASA / Habits of Mind 1](#)
From: Bea
Date: Wednesday, September 12, 2001 05:10 PM

Hi guys,
so far...our habits of mind are:
1- Teachers should value reflection as a key tool. Reflection on the practical aspects of teaching but, above all, reflection on the Self of the person who teaches in relation to the Self of the persons who learn.
2- Active listening is an important tool for meaningful interaction.
3- I-centeredness should be preferred to projections on the Other. (I don't like this instead of, for ex., the students don't like....)
4- Teachers should be aware of the fact that they teach much more than only English.
5-Flexibility is a must (teachers should adapt the classes to the students' needs). Teachers should not be control-oriented. Teachers and students should be partners since teaching/learning is a mutual responsibility.
6- Discipline is directly linked to motivation and honest interaction. Honest interaction is a teacher's tool to help students develop motivation in learning. If a student is intellectually and emotionally motivated, he/she will be a partner, not an enemy.
7- Teachers should be aware that students have fears too, as well as a personal set of interests/preferences. Thus, teachers should reflect on why they take students' lack of interest in the class (or in themselves) personally.
8-In dealing with "difficult situation" teachers should reflect on the above mentioned habits of mind before taking the problem to the branch managers. And when doing so, teachers should be able to feel that all the staff members have one common goal: the best possible learning environment.
9- the institution should provide "group support meetings" for teachers who would like to share their deeper reflections/feelings/doubts/difficulties concerning the art of teaching.
10- Teachers should consider their classrooms as their best possible source for life-long research on learning and teaching.
11- Teachers should be aware of the fact that they don't have a total mastery of the subject they teach. Thus, they should view themselves as life-long learners/researchers. They should have the attitude of the facilitator, not of the knower. This attitude makes honest interaction possible.
12- A teacher should know that his/her greatest job (as everyone else's) is to learn about his/her inner life since his/her inner life will reflect on everything he/she does/says/feels and mirrors.
Have I missed anything??????
Bea

Topic: KASA/Mind 1 (39 of 64), Read 46 times
Conf: [KASA / Habits of Mind 1](#)
From: Marti
Date: Thursday, September 13, 2001 09:44 AM

Hello Everyone,
You have really already done what I am requesting below. . . So thank you for being so on top of things!!
But this is the message re. Next Steps that all four groups are receiving, so I'll post it here.
Here is what I would request that you do now.
Please - one of you from this group - read through the entire thread of discussion and come up with a summary of what you have discussed. A list is fine, or a more flowing narrative of ideas would also be OK. Your goal is to make YOUR thinking clear to the rest of our working group for the next step.
I would ask that you post your summary in this discussion thread ASAP. I would be great if it could be available by the end of the weekend. I will open a new discussion where I will put the summaries from the four groups and we can compare and continue to discuss them in the whole group.
Meanwhile, via e-mail this weekend, please look for directions for next steps.

I plan to present a set of professional development activities and tools for us to consider. We will discuss which of them would be most helpful towards developing the habits of mind and action we have been discussing and also which ones you think would be most relevant for the IBEU context. I will ask you to work in your same small groups again for this discussion.

Our goal, then, would be to have a set of habits of mind and habits of action as well as a collection of professional development activities that we want to encourage and support with IBEU teachers. In our October meeting we will present these to focus groups for feedback and make a plan for next steps in this process.

I'll spell this out in more detail in the e-mail.

Meanwhile, please work on your summary statements.

Topic: KASA/Mind 1 (40 of 64), Read 44 times

Conf: [KASA / Habits of Mind 1](#)

From: Wagner

Date: Thursday, September 13, 2001 10:38 AM

hi everyone,

just wanted to say that i really like your list of habits of mind.

thank you very much for allowing me to learn from your ideas and discussion.

um abraço, wagner

Topic: KASA/Mind 1 (41 of 64), Read 41 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Friday, September 14, 2001 10:03 AM

September 14,2001.

Hi folks.

I tried to respond to you guys yesterday, but I got disconnected and then I couldn't manage to reconnect. I would just like to wish you all a very nice weekend and thank you Bea for taking the time to summarize everything we've been discussing so far. I'm looking forward to seeing what the other groups have been doing as well. Likewise, I can hardly wait to getting to know about the tools, etc... that Marti mentioned she will be helping us with. Now I have a sense of accomplishment even if we still have to reach a consensus about which habits of mind and action we wish to have implemented here at Ibeu. Our job has just begun! But I'm already daydreaming about a new Ibeu. The new Ibeu that we're helping and will all help shape. I sincerely hope with all my heart that we will be able to make this dream come true. I really hope that we will be able to leave all our "shades of fear" behind. That risk-taking and openness to new ways of thinking and doing will be greatly encouraged at Ibeu.

Bea, I guess you haven't missed a thing about our discussions.

Thanks Marti and Wagner for the compliments.

Bye,

CNR

Topic: KASA/Mind 1 (42 of 64), Read 34 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Monday, September 17, 2001 09:42 AM

Something I'm sharing with the teachers in Botafogo this week:

"It's important for teachers to recognize that micro-reflections will only lead to minor adaptations. Really meaningful and lasting change can only be achieved through macro-reflections that explicitly link teaching to life-long human growth. Changing teachers essentially means changing persons. (Erwin Gierlinger)

Whatever you are, you have to relax into it and celebrate it. Real growth is not against you – real growth is through you.

... Only dead things are predictable.

...Learning is arduous. It needs guts to learn.

Learning means to be humble.

Learning means one has to be ready to drop the old, one has to be constantly ready to accept the new.

(Osho)

(share your ideas: bea@ibeu.org.br)"

My first comment: dropping the old is damned hard!..... but we can always count on our inner "guts"/Master/Teacher/Self/"whatevername" once we've humbly decided to.

Bea

Topic: KASA/Mind 1 (43 of 64), Read 36 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana Cylene

Date: Monday, September 17, 2001 10:30 AM

Hello! Good morning!

Can I tell you something? I don't know what is going on in the other groups (and I'm very curious to get to know all about their discussion) but I'm very proud of being in this group. CNR and Bea are extremely helpful in the development of reflection skill. Congratulations for all of us!!!!

Well, I'm not writing a lot because I think I would be only repeating ourselves all the time. And I didn't have any other idea for habits of mind. But there's something I want to talk about before I log off. I think that Bea wrote about some wishful ideas about curriculum/syllabus/textbooks. I really think that there is something that can be already done, we could have a flexible schedule so we wouldn't get worried about including things that our students are interested in and we would have a better atmosphere in class (an atmosphere which promotes learning/growth). The tests would also need to be changed, why not change IBEU's assessment as a whole? This is one way to have coherence in what everyone is doing: the institution, the branches, the supervisors, coordinator, teachers and students. Did you get what I meant?

I love working with you!

Ana Cylene

Topic: KASA/Mind 1 (44 of 64), Read 33 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Monday, September 17, 2001 10:36 AM

September 17, 2001.

Hi, Bea

I agree with everything you said. Changing is hard. I've learned that by personal experience. There seems to be something innate in human beings which makes us conform to the status quo. But, what I really like to stress out is that changing is possible when we want to. Changing requires belief, commitment, determination and self-discipline. We also need to know that it is a process. We won't change all at once. We will get disappointed at ourselves at times. There will be some drawbacks. But if we know and believe in what we're doing, we'll be able to overcome any obstacles, including our own selves. I think that the main obstacle to the implementation of Ibeu's 2003 Project is us! We have to buy this idea and be willing to be affected in a very deep, personal level. We can't be afraid of trying, failing (for we will fail), self-exposure (for we will be exposed, we will feel invaded/judged). There's no growing without some tumbles. There's no changing without pain. There's no learning without dislocation and uncomfortableness.

Have a nice day.

CNR

Topic: KASA/Mind 1 (45 of 64), Read 33 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana

Date: Monday, September 17, 2001 11:26 PM

Hi Girls

Ana Cylene just said what I was thinking. Congratulations to CNR and Bea. You are great.

Bye

Ana

Topic: KASA/Mind 1 (46 of 64), Read 35 times

Conf: [KASA / Habits of Mind 1](#)

From: Marti

Date: Tuesday, September 18, 2001 04:56 AM

Dear Teacher Development Working Group,

I have placed the summaries of the Habits of Mind and Habits of Action groups in a new item called "Habits Summaries". I would ask you all to look over this collective work, ask questions, comment etc. We will, undoubtedly, continue to add to this list. But for the time being, I'd like to ask you to shift your focus to the next step.

What I would like this working group to focus on, beginning now is processes and tools to support teacher development and learning that we

will pilot and eventually put in place at IBEU.

By shifting to tools and processes does not mean that KASA and habits of mind and action are left behind. On the contrary, we will now begin discussing tools and processes that will SUPPORT the development of these habits of mind and action in IBEU teachers.

Below I have provided a collection of some activities (comprised of tools and/or processes) for your consideration. I have also posted this message in a new topic area in our on-line conference - called Teacher Development Activities.

I would like to ask, however, that you conduct most of your discussion of these activities back in your small group (habits of mind 1&2, habits of action 1&2 -- I'll leave these topics with their original names so as not to confuse things - and will put this message there as well). I believe it is easier for you to get further in your thinking when working in the smaller group. After you

have had some time to discuss, based upon the questions I have also provided below, we will bring your group's thoughts to the whole group discussion topic.

First, the collection of activities - with very brief descriptions. We will flesh them out as we move along to make them fit the IBEU context.

1. Peer observation as an ongoing, professional development activity. This activity involves teachers working together to explore a habit of mind or habit of action that they want to focus on. We might agree to put in place a system for regular peer observation and feedback - say 2 observations peer semester/term?

2. Formulating teacher groups to work together at each branch. These groups would be self-directing and would generate their own topics for discussion and focus. This could easily be combined with the peer observation.

3. Dialogue journals shared by two teachers in a branch (or they could be from different branches if joint journals were done on-line, such as in our on-line conference). The goal of this would be to provide a forum for on-going and shared reflection that could occur even when it is impossible for two teachers to get together in the same place and time.

4. Teacher professional development portfolios. We have used this successfully in a number of other programs. Basically it is developing a system whereby teachers are encouraged to keep teaching portfolios, including samples of student work, reflections they have written, comments from students, comments from peer observers, etc. Obviously this could dovetail with the above activities. And we could look at this as one possible tool for a revised teacher performance and assessment process.

5. Ongoing on-line discussions/courses/professional development activities. There is a whole range of things we could develop in this line from courses delivered in an on-line format to ongoing reflective discussion etc. We could think creatively about how to use this forum and experiment with some different on-line activities to support teachers.

6. Workshops developed and delivered by teachers for other teachers.

A regular (maybe twice a year) weekend conference that is all teacher-to-teacher. Again, this is something we can explore further both in terms of format and content.

7. Publishing (most likely on-line in an IBEU website) professional papers, based upon experience with students in classrooms, written by teachers with an intended audience of other teachers at IBEU.

8. Individual teacher action plans, developed with branch goals (once this process has been started) and IBEU goals. Again, this could easily be combined with any number of the above activities. For example, a teacher devises an action plan and then reflects upon it either through a dialogue journal, through peer observation, in branch teacher groups, etc. There are other options that we might also pursue, but let's start with these - and with variations on what I've presented.

Please respond to the above, in your small groups, focusing on these questions:

1. Given your experience of IBEU, what reactions do you have to these as possible processes and tools?

2. Which do YOU perceive to be most possible and likely to be successful in this context? Why?

3. Are there certain processes that you think would be better to start with as part of our first pilot - and others that should wait until later? Why?

A final note for now. I will be back with you during the study days at the end of October. At that time, we will pull together some focus groups to "test-run" both your habits of mind and habits of action lists as well as to

discuss some of these ideas for professional development. We may even plan to try some of these activities with our focus group teachers. The focus

groups will probably run for a half day. We will analyse and discuss what we learn from presenting our ideas to the focus groups and then determine next steps from there. A reminder. Our goal is to have a draft professional development plan that we can pilot beginning in January 2002. We will pilot this plan either in specific branches or with certain groups of teachers. We'll have to figure that out later. For now, many thanks for all the good work so far and for your continuing efforts. Marti

Topic: KASA/Mind 1 (47 of 64), Read 28 times
Conf: [KASA / Habits of Mind 1](#)
From: Bea
Date: Wednesday, September 19, 2001 05:18 PM

Hi gals,

I- "collection of activities" topics:

-1- I like the idea of peer observations a lot... provided it has a definite purpose. Observing a friend's class simply because you HAVE to, once or twice a term, is a waste of time (and then you HAVE to come up with notes about what "could have been better" / was great). So, I think the idea of formulating teacher groups to work together at the branches would be number 1 and then peer observation would come naturally... with a definite purpose. I like this idea a lot. I believe working groups is a key activity/tool for teacher development and growth. I would also add that those groups should be self-directing ...could have 2 or more members who happen to be interested in the same topic/idea/activity/etc...

-2- As to portfolios and journals...I've always had my personal informal portfolio as a means of self-check/self-evaluation. But I agree with CNR: Most Brazilian teachers work 2/3 different places to make ends meet (Brazilians I should say...). I don't think this would catch on. Thus I think on-line discussions/courses/PD activities is a much better and feasible choice.

-3- Workshops? The Seminar in July could be "fee-free" for Ibeu teachers... But why not in February????? we DO need a break in July... Weekends? many teachers work Saturdays, at Ibeu or elsewhere. I guess on-line activities would be a solution (plus the working groups mentioned above).

-4- Individual teacher action plans: I like this activity too(once we get to know Ibeu/branch goals). I think this could be a very productive way of contributing to the on-going development of the project.

I think that we could start with the activity of working groups (which would involve peer observations, #1 above) as well as with on-line discussion groups which would involve teachers from different branches.

Have a class now. Come back later.

Bea

Topic: KASA/Mind 1 (48 of 64), Read 26 times
Conf: [KASA / Habits of Mind 1](#)
From: CNR
Date: Thursday, September 20, 2001 04:56 PM

September 20,2001.

Dear Bea,

Yeah, we're supposed to discuss things again in our original groups (Habits of Mind 1). I haven't done so because I was waiting for somebody to start it.

Bye,
 CNR

Topic: KASA/Mind 1 (49 of 64), Read 22 times
Conf: [KASA / Habits of Mind 1](#)
From: CNR
Date: Thursday, September 20, 2001 05:09 PM

September 19,2001.

After going home and sleeping on the Teacher Development

1) these are nice and helpful activities, but they will think it's too much work. Some I think Ibeu's teachers will have mixed feelings about them. They will see that will feel uncomfortable about peer-observation, teacher group, dialogue journals and TPD portfolios because they don't know the other teacher very much or ,in fewer cases, they don't get along very well. Others, like me, are afraid of working with people whose education views differ a great deal from theirs. My question is: Is it okay if I choose to work with a work mate whom I trust and admire and is also a close friend of mine?

2) Maybe a simple checklist of Habits of Mind and Habits of action, which we consider fundamental, would do. We could choose three or five to check and we could later make comments about how feasible or challenging they are to be implemented. We could try to establish what needs to be changed or improved.

3) Although I still think that the first four activities proposed mean a lot of work, I can't help agreeing that they are very reliable when it comes to checking our ideas.

We already have workshops, seminars and study-days at Ibeu. We just need to customize them more towards our needs. We've also published a couple of things before(some workshops and teacher's papers).We just need to start doing it again more frequently and with more people participating.

An ongoing on-line discussion/course/etc for teachers would be wonderful. That's a novelty. I think we should start it as soon as people are ready (or less busy). I don't know. Maybe some people are already ready for it.

The individual teacher action plan is another thing which is totally new at Ibeu. However, we're still a little away from establishing branch goals and Ibeu goals. That doesn't mean I don't see how important they are. I guess they are the finishing touches of our working group, are they not?

Anyway, these are only my viewpoints. Teachers may think it will be very easy to do journals, etc... They may also give us more valuable suggestions.

Bye.

Topic: KASA/Mind 1 (50 of 64), Read 21 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Thursday, September 20, 2001 05:24 PM

September 20,2001.

Hi, Bea

Thank you for being so practical, down-to-earth and level-headed. I totally subscribe to your suggestions and alterations.

Enjoy your weekend.

P.S. I have re-addressed the message I'm sure you read under P.D. activities (Don't take me seriously. I'm just kidding. The weekend is coming and I feel like partying1)

CNR

Topic: KASA/Mind 1 (51 of 64), Read 19 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana Cylene

Date: Friday, September 21, 2001 06:21 PM

Hi Friends,

Well I would like to say that I've read and printed The more recent messages so I can read them carefully at home and think about my point of view and contribution to the new discussion. I don't have a computer at home, so I use the Lab at my university. When I saw all the long messages I just decided to print them and spend some time during the weekend thinking about some stuff.

I sent you an e-mail (asking for you authorization and collaboration), but I'm going to past it here too, in case you don't check your e-mail regularly. I will be here waiting for answer.

Here we go:

Dear friends from my subgroup and Marti,

I'm writing to you to invite you to join me in a fascinating enterprise that is related to the professional reflection process we are going through in this conference! I don't know if you were aware of the fact that, for some time, I have had a very strong personal interest in the area of professional reflection. Thus I would like to understand better what's happening with us by looking at what we've been producing in our online conferences.

To make this possible, I would need you to give me your authorization to use our texts, since I may come to use samples of these texts as examples in some of my papers, conference presentations and/or my MA dissertation. Following normal practice these days, I promise not to refer to you by your real names (we can agree on pseudonyms, if you wish). I would very much appreciate it if you could collaborate with me because I would not like to do anything public before showing and checking my data interpretation with you. I am deeply motivated to share some of my emerging understandings about our process with you. I see this as very useful collaboration from you!

You can be sure that you won't need to have any extra work. I will just look at our process and maybe hold some reflective sessions with you to generate more ideas about how I've been representing my interpretations of our professional reflection situation. I hope that this

is OK with you and even urge you to help me try to better understand this important moment of our lives.

Feel free to talk to me for any further information.

Have a very nice weekend and talk to you next week

Topic: KASA/Mind 1 (52 of 64), Read 18 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Monday, September 24, 2001 03:01 PM

September 24, 2001.

Hi Ana Cylene

I read your e-mail and answered it. Anyway, in case you don't have the time to check it I'm okay with it. It would be a pleasure to help you with anything. Don't think I'm a good girl. I have second intentions. Could we talk more about the nature of your research? Could you lend me some stuff to read?

P.S. You have my phone number in my e-mail message. You can call me anytime after 9:45 p m.

See you,

CNR

Topic: KASA/Mind 1 (53 of 64), Read 17 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana Cylene

Date: Tuesday, September 25, 2001 03:03 PM

Hello Everyone!

I would like to thank you all! It will be my pleasure to talk to you about what I'm trying to understand. I have classes now, but I'll try to come back later to share some ideas about our next task here in this group.

Love,

Ana Cylene

Topic: KASA/Mind 1 (54 of 64), Read 15 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana Cylene

Date: Tuesday, September 25, 2001 07:12 PM

Hello(s),

As I told you I`m back to give my contribution to our new discussion. Well, I read the collection of activities suggested by Marti and I also read the comments made by CNR and Bea. I think that the activities are really good suggestions and the points mentioned by Bea and CNR are relevant within our context. I believe that the only way to find out more about IBEU`s context related to the applicability of such activities is to talk to as many teachers as possible. Silvia (Ipanema`s coordinator) had a really good idea. She put the list of activities on the bulletin board asking teachers for some comments.

I personally think that we need to have processes and tools which help us (IBEU`s teachers) to be more active and participants of the process itself from now on. Whatever we decide to do I believe we have to think and/or ask ourselves if we would have an active role in it. I know that some of IBEU`s teachers just want to keep doing the old things over and over, and just criticizing any new idea, and being negative towards anything that requires them to do more than what they think is the necessary. How can we help these teachers to notice that the change is necessary (and it`s now)? We need to be intellectually involved with the process. It`s time to stop being mere "doers" of ideas, we need to generate them.

We need to get together to do more than it`s already done. I totally agree that some of us already have the habit of sharing and sometimes even producing things during our study days and seminars. But I think that we need to go beyond the sharing of ideas, techniques, problems and possible solutions, we need to share our critical analysis of what`s going on. As far as I`m concerned, this is reflection.

The portfolio idea is one of my favorite. I have no practical idea of how it is done but from what I`ve heard and read about portfolio it is an excellent way to keep track of our production and development. Isn`t this a way to systematize our reflections?

Well, I guess I`m theorizing too much. Could anybody help me putting this in more practical words? Did you get what I meant?

see you,

Ana Cylene

Topic: KASA/Mind 1 (55 of 64), Read 19 times

Conf: [KASA / Habits of Mind 1](#)

From: Marti

Date: Wednesday, September 26, 2001 03:57 AM

Hello Everyone,

Thank you for getting started in this discussion again!

For now, I think it is important that we keep our options open - and try to also generate other options.

We will have to make sure that the ideas we have fit the IBEU schedule and context -- but we MIGHT want to propose things that also "shake things up".

Anyway, please keep discussing - and also see what other ideas you might come up with.

Topic: KASA/Mind 1 (56 of 64), Read 18 times

Conf: [KASA / Habits of Mind 1](#)

From: Bea

Date: Wednesday, September 26, 2001 05:12 PM

Hello here,

Could anyone tell me the exact difference between a portfolio and a journal???????. I guess I wouldn't know how to generate either one... academically speaking. I do it my way...intuitively.

I like the idea of posting the activities on the board and asking for comments (for some it would be begging...). To be honest, since I started posting ideas and messages for reflection on the board, I've been getting some more supportive reactions/comments from some teachers here.

I think we HAVE been generating things. When we work with attitudes/habits the generation of the new is of a subtle nature. If we are patient enough to sit back and just observe (of course changes/acceptance can be more marked in some people)... the biggest change I've noticed so far is the attitude towards the students, as if we have become more accepting/ more caring / less biased and definitely more responsible. I've also noticed that we now tend to discuss less technicalities, less "I've always done it that way", less "that's how they want it done" type of ideas. Instead, we've started asking each other and ourselves the purpose and effectiveness of our actions. I think this is a great change generated by (among other things) our attitude towards the project, our enthusiasm and, most of all, by our subtle but perceived attitude as persons who are comfortably willing to grow.

I still think we could start off with the working groups + peer observations as a first step.

And I guess the group would generate a portfolio or journal. On-line learning activities, such as courses/workshops/discussions would be very interesting as well.

Please, let me know more about this portfolio/journal idea.

Thanks,

Bea

Topic: KASA/Mind 1 (57 of 64), Read 17 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana Cylene

Date: Thursday, September 27, 2001 08:45 AM

Hi Bea,

I would also like to know more about portfolio. But I think that the journals will be part of your portfolio. Marti and wagner, please correct if I'm wrong, but portfolio is a collection of produced materials (journals, feedback, reflections, papers, classroom observation comments, project developed in/outside the classroom, etc...) isn't it? It's a way to keep documented and saved as in a file all the things done and developed. What I really don't know is the attitude the we have towards the portfolio. Should we write critically and academically about its content or we should just keep saving things on it?

Here in Ipanema some teacher are already reacting negatively about the list of suggested activities. I saw some people standing in front of the posted list reading it and just saying "NOWAY. CAN'T THEY JUST LEAVE US ALONE?! WE HAVE LIFE" . I know that there will be no way out. But let's try to think of some activities that look attractive to those teachers. Is there a way to make them involved and interested in generating ideas? I, sometimes, feel very frustrated. Let me know what you think. How can we overcome this problem?

Ana Cylene

Topic: KASA/Mind 1 (58 of 64), Read 17 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Thursday, September 27, 2001 12:38 PM
September 27, 2001.

Hi Ana Cylene,

I know how you feel about some of our colleagues. It puts me down, too. I hope when they take part in the cohort they can become more enthusiastic about Ibeu 2003 Project and believe in it.

I was also wondering if we could show Dead Poet's Society video to illustrate our point about the importance of having a goal as an educator and not conforming to the status quo.

I haven't posted Marti's suggestions at Ibeu Madureira branch yet. I'll try to do it next week and have teachers give me their honest opinion. Next, I'll analyze how many teachers are in favor of or against the tools and processes Marti proposed.

Have a nice weekend!

CNR

Topic: KASA/Mind 1 (59 of 64), Read 11 times

Conf: [KASA / Habits of Mind 1](#)

From: Ana Cylene

Date: Monday, October 01, 2001 02:21 PM

Hi guys,

How are you all? I just want to say that I don't know what else to say (I think that Marti has already put down all the things I couldn't even imagine). What else should we do?

Topic: KASA/Mind 1 (60 of 64), Read 10 times

Conf: [KASA / Habits of Mind 1](#)

From: Marti

Date: Wednesday, October 03, 2001 03:44 AM

Hi there.

Yes, Ana's description of a portfolio is as I imagine it. As a professional development tool, sometimes teachers create teaching portfolios which include examples of student work, maybe a video tape of them teaching, lesson plans and activities etc etc. It COULD become a teacher assessment tool as well as a professional development activity.

I appreciate your sensitivity to how other teachers are reacting to the professional development activities. We will have to work with this and not be daunted.

One dynamic that I am so aware of is that it is often fear (and not a busy schedule) that makes teachers not want to do professional development. For many teachers, there is a feeling of insecurity that their "faults" and "failings" (usually these are just inner feelings) will be "discovered" or "revealed" if they participate in professional development.

so, in addition to coming up with activities that sound appealing - we also have to figure out creative ways to work with these difficult dynamics.

I'm sure we will find our way through this!!

For now, please just continue to discuss and explore.

Topic: KASA/Mind 1 (61 of 64), Read 8 times

Conf: [KASA / Habits of Mind 1](#)

From: CNR

Date: Wednesday, October 03, 2001 10:06 AM

October 3, 2001.

Hi, Ana Cylene

I would just like to say that I totally agree with you on the reflection issue. We need to go further. It won't take us where we want to go if we only share activities, games, materials, realia, pictures, procedures/strategies for explaining grammar or vocabulary items. We need to stop, think and discuss why we do certain things, why we believe in others and how we deal with adversities or problems. We need to analyze the usefulness, feasibility, validity and legitimacy and reliability of our goals, means or methodology and assessment. I know people might say this is the other working group's job. But, in the long run and now, all of us should do it. It's one of teacher's most important jobs: set goals, pursue and execute a plan and assess. I guess it pretty much defines our profession. We need to analyze the purpose and validity of what we do and believe. We need to have a bird's eye view of the whole language learning/teaching process.

What else do you think we should reflect upon in our teacher's lounge?

Bye

CNR

Topic: KASA/Mind 1 (62 of 64), Read 6 times
Conf: [KASA / Habits of Mind 1](#)
From: CNR
Date: Wednesday, October 03, 2001 10:27 AM

October 3, 2001.

Hi again

I was just going to suggest video-taping or k-7 recording when Marti mentioned that. I must confess I'm not very comfortable with a camera scrutinizing my every move in the classroom for various reasons. The first one is simple vanity. I'm afraid I might look too fat or old. A second reason is that I would be camera-shy. I could get too self-conscious and lose my spontaneity. But, what I think I fear the most is the fact that I could realize my class is not as good as I thought it would be. Anyway it does not matter to me anymore because I want to learn how to become a good teacher. I want to improve. So, I'm willing to give it a try. I'm willing to take the risks of finding myself ridiculously pathetic or awfully boring. The reason why I've changed my mind is that I've been thinking about evaluating my teaching skills, style and beliefs without any pre-conceived ideas long before this project has just started. Now I have the stimulus, motivation and orientation to push myself further and beyond my limits. However, we should not lose sight of what is really important : students' learning. That's why I started. I noticed that some things were not the way they were supposed to be.

What do you guys think about using these two means of data collection to check the implementation of the Habits of Mind and Action?

Have you ever tried it before? How did you feel? And how can it help us?

CNR

Topic: KASA/Mind 1 (63 of 64), Read 2 times
Conf: [KASA / Habits of Mind 1](#)
From: Bea
Date: Wednesday, October 03, 2001 05:25 PM

hi every1

Teachers at the branch do not want to think about the project beforehand (January)so I don't have any feedback concerning the TD activities.

I have used video taping before. There are some aspects to consider: some adult students refuse to be taped; students act differently (and so do you), etc...etc... Nowadays I would rather have a person/persons visit my classes for a period of time so we could share ideas and grow together. I don't believe in one-day observations.

The problem with K7 taping is that you miss the non-verbal learning/teaching/interacting which is of equal relevance. But you could get more spontaneous taping of the students because you can choose not to tell them.

Fear? how about Panic??? Nobody likes to feel exposed/questioned/unmasked. That's why I think that the working groups+ peer observations would be a more comfortable way of starting the TD activities. People might feel more comfortable since they will be choosing who to work with. Also the on-line activities would help increase confidence to those who might be feeling awkward/afraid/self-conscious since they would have enough time to first observe and then interact

What will we be testing will the other teachers in October?????????????

Bea

Topic: KASA/Mind 1 (64 of 64), Read 1 times
Conf: [KASA / Habits of Mind 1](#)
From: Ana Cylene
Date: Wednesday, October 03, 2001 07:00 PM

Hey everybody,

I missed you guys. Here we are back again to our reflections. I really liked the idea of video and k-7 recording. Some researches that have used these tools say that it isn't possible to be unnatural all class long. Everybody ends up acting as themselves would. But, I think it's a matter of trying it out. Is it feasible for us? Does IBEU have video cameras? How could we do this? I still think that peer observation is something we could already start with.

You know, I was just thinking about something. Would it be possible for us to start doing a very focused class observation? It would work out like this:

- 1- the teacher chooses 2 to 3 things he/she would like to learn more/ find out/ understand about his/her practice.
- 2 - the teacher would have a pre-meeting with his/her peer and they would talk about the

things listed.

3 - then the peer goes to the teacher class and tries to observe the things listed (in this point the recording would work wonderfully, because the teacher could also observe his/her own class. reflect about it and take his/her own conclusions)

4 - then we would have a post-meeting and the teacher would choose only one of the 2 or 3 things to work on during a whole semester as an action research. The teacher would read about the thing, exchange ideas with other teacher (reflectively), would try things out, get students feedback, analyze the journals written or the classes given to understand better the topic chosen, present ideas in study days and/or/ seminars (in and outside IBEU) this is a great opportunity to show other teachers what we are working with and also to generate more ideas about the topic.

5 - Every single thing produced during this process would be kept in the teacher's portfolio.

6- in the end of the semester the teacher would reflect over the content of the portfolio and would decided if he/she was ready to move on to a different topic or if he/she needs to keep working on the topic for one semester more.

Did you get my point? What do you think? is that feasible? Can't we make it better?

See you,

Ana Cylene

ANEXO 4

Segmento 1:

Bea (32) 10/09/01 – “... Eu fico perguntando aos meus colegas na filial: por que??? Por que não mudar já que sabemos que as coisas não estão tão boas do jeito que estão???? Por que não, pelo menos, tentar???? (Eu fico me fazendo estas perguntas também! Eu sempre faço isso.)

“Os professores trazem para a sala de aula suas crenças, suposições e conhecimento do mundo. Eles são fortemente influenciados por estas crenças e gradativamente desenvolvem a sua própria “teoria educacional subjetiva”. Mas também é importante observar que há quase sempre uma discrepância entre o que os profissionais dizem que acreditam e as maneiras como agem (suas teorias de ação).

Então, é indispensável que a reflexão sobre as suas práticas em sala de aula sejam embasadas por perguntas de “um nível mais alto”:

1 – O que minhas práticas em sala dizem sobre minhas suposições, valores e crenças sobre ensino?

2 – De onde vieram estas idéias?

3 – Quais visões elas incorporam?

4 – A que interesses as minhas práticas parecem servir?

5 – O QUE AGE PARA RESTRINGIR MEUS PONTOS DE VISTA SOBRE AQUILO QUE É POSSIVEL EM ENSINO?

(Williams e Burden)

Segmento 2:

Bea (06) 27/08/01 – “... Na minha opinião, o hábito da mente/de conhecimento mais importante no qual se deve confiar é que o aprendizado é um processo que leva a vida inteira e exige mudança/movimento e, acima de tudo, uma curiosidade modesta. Como professora, (e como ser humano) eu tenho este preceito com base para o meu desenvolvimento profissional. ... A consciência da importância da reflexão de minha parte me leva a querer saber como fazê-la e conseqüentemente a usar ativamente a reflexão como uma grande ferramenta para melhoria e resolução de problemas

Segmento 3:

Ana Cylene (12) 29/08/01 – “... Ao fazermos reflexão, nós podemos começar qualquer hábito da mente e conseqüentemente um hábito de ação ... e devemos estar cientes de que este é um caminho que exige muito trabalho mas que pode nos trazer de volta ao conhecimento? ...

Segmento 4:

Marti (04) 24/08/01 – “... Este grupo menor deve dar ênfase à discussão, compartilhar idéias e, possivelmente, chegar a um acordo sobre uma lista ou coleção de *Hábitos da mente* (sistema de crenças, atitudes, maneiras de pensar sobre aprendizado e ensino etc.) que queremos encorajar nos professores do IBEU.

Nós também estaremos utilizando o sistema KASA, portanto, a discussão deve incluir quais conhecimentos, habilidades, atitudes e consciência nós queremos encorajar como um hábito da mente...

Segmento 5:

Bea (03) 23/08/01 – “... Eu tenho me observado (o mais agradavelmente possível) bem como observado e ouvido comentários de outros professores (coisas que as pessoas falam durante os intervalos)....

Segmento 6:

Bea (06) 27/08/01 – “... Uma outra coisa que tenho observado: professores não dizem: “Eu”...eles dizem “os alunos” fazem isso/dizem isso/não querem/não ligam para, etc...etc...etc... Eu tentei mudar o foco para “Eu” com alguns deles e a reação que percebi foi de irritação. (Eu tenho tentado esta abordagem comigo mesma e devo confessar que é bastante irritante às vezes...ela exige coragem e honestidade...é muito mais fácil culpar os outros...) Portanto, acredito que uma atitude centrada no “Eu” seja muito mais útil do que tentar resolver problemas de interação...”

Segmento 7:

Bea (25) 06/09/01 – “... Eu tenho um aluno ... Eduardo, 15 anos. Ele não traz os livros, caderno, não faz dever de casa, não liga para gramática, tarefas em sala, não se interessa em saber que "since" inicia uma oração temporal além de orações causais, etc... Mas ele fica bastante motivado quando falamos sobre música (sua paixão), garotas/namoro, problemas da adolescência, mitologia grega (ele parece estar lidando com o desenvolvimento de arquétipos/símbolos em sua terapia). Ele tem um ótimo domínio da língua inglesa...Ele elabora perguntas significativas e desafiadoras e as direciona aos outros alunos...

Segmento 8:

CNR (27) 06/09/01 – “... Todas as perguntas que você fez representam um grande desafio para todos nós. Eu não acho que todas as aulas têm que ser divertidas. Nós não podemos tornar o aprendizado interessante sempre. Acima de tudo, "aprender sobre uma língua" torna o aluno apto a usar esta língua? Alguns lingüistas dizem que não! Eu realmente não sei o que pensar. O que aprendi através da minha experiência com ensino é que pontos gramaticais, vocabulário, funções não são suficientes. Isto não garante que os alunos sejam capazes de falar, ler ou escrever. ... Em relação à pergunta sobre por que alunos entediados me deixam frustrada, eu só posso responder por mim mesma. Eles não me fazem sentir insegura mas me fazem pensar porque aquilo que eu propus não os interessou o suficiente para motivá-los a participar. Como eu disse antes, alunos como Eduardo e Rafael (meu aluno) me fazem querer ler mais livros sobre ensino/aprendizagem/psicologia/lingüística ou fazer um mestrado. Acho que estes alunos são muito importantes se nós realmente quisermos fazer com que o nosso ensino atenda às necessidades e interesses dos alunos. Uma outra pergunta provocativa: se nós ensinarmos somente o que interessa aos nossos alunos, eles poderão ser capazes de atingir o nível de proficiência em inglês que o mundo exigirá deles?... “.

Segmento 9:

Bea (29) 06/09/01 – “... os "Eduardos" que tive me ensinaram bastante. Uma das coisas que aprendi com eles é que se eles tiverem espaço suficiente para dividir suas idéias/o que gostam/o que não gostam e se eles sentirem que você está realmente os ouvindo e demonstrando interesse, eles acabam sendo mais tolerantes àquilo que eles chamam de “coisa chata”...eles podem até mesmo comprar o livro de exercícios!!!! Sim, CNR, eu às vezes fico frustrada quando um aluno não se interessa pela aula. Sinto como se eu não tivesse sido capaz de me conectar a ele... Eu perdi alguma coisa... então me sinto frustrada. E isso me faz observá-lo(a) com mais atenção (às vezes é tudo que ele/ela precisa...) para experimentar e mudar esta situação. Mas muitas vezes eu não obtenho sucesso. Atualmente eu sinto que fazer o melhor é mais importante do que resultados idealizados. Cada Eduardo é uma lição a ser aprendida, mas não necessariamente dominada...”

Segmento 10:

Bea (06) 27/08/01 – “... Uma outra coisa que tenho observado: professores não dizem: “Eu”...eles dizem “os alunos” fazem isso/dizem isso/não querem/não ligam para, etc...etc...etc... Eu tentei mudar o foco para “Eu” com alguns deles e a reação que percebi foi de irritação. (Eu tenho tentado esta abordagem comigo mesma e devo confessar que é bastante irritante às vezes...ela exige coragem e honestidade...é muito mais fácil culpar os outros...) Portanto, acredito que uma atitude centrada no “Eu” seja muito mais útil do que tentar resolver problemas de interação...”

Wagner (08) 28/08/01 – “... uma outra coisa que eu observei é que alguns professores falam sobre uma turma inteira de 12-15 alunos como se eles fossem todos uma única pessoa. Por exemplo, Este grupo é tão preguiçoso. Todos eles são preguiçosos? 5 dos 12 são preguiçosos? 10 dos 15 são preguiçosos? Quantos exatamente? Quem são eles?...”

Bea (13) 30/08/01 – “... Os professores devem ter em mente que um grupo é composto de indivíduos, cada um sendo unicamente importante e diferente dos outros (ao invés de pensarem: esta turma é horrível; adolescentes não querem aprender etc...)...”

Segmento 11:

Bea (25) 06/09/01 – “... - Devo menosprezar este aluno somente porque ele considera aprender uma língua tão chato????

- Devo parar de dar exercícios de gramática porque os alunos (principalmente adolescentes) acham “gramática” chato?

- Eu me pergunto: é SEMPRE possível integrar o aprendizado da gramática + assuntos interessantes para adolescentes?????

- TODAS as aulas tem que ser divertidas SEMPRE????

- Por que alunos entediados nos fazem ficar frustrados ou zangados???? Medos internos/insegurança????...”

Marti (31) 10/09/01 – “... Eu também quero deixar registrado que reconheço a importância deste assunto que vocês estão discutindo: o de que nós, professores, temos a tendência a levar as coisas para o lado pessoal (o medo de que talvez sejamos maus professores, etc.) quando o aluno não gosta do que está acontecendo em sala...”

Bea (32) 10/09/01 – “... após ler o que a Marti escreveu, acho que devo acrescentar mais duas perguntas:

- Por que levo para o lado pessoal quando alguém questiona minhas suposições sobre ensino?

- Por que eu sempre levo para o lado pessoal quando um aluno parece não gostar da “minha aula?”

CNR (34) 10/09/01 – “... Nós ainda não sabemos separar o emocional do intelectual. É por isso que quando um supervisor faz um comentário sobre a nossa aula levamos para o lado pessoal. Ou quando um aluno não se interessa por nossa aula, reagimos mal. Isto é algo no qual precisamos trabalhar. Temos que aprender a separar o intelectual do emocional. É necessário que adquiramos confiança, cooperação e auto-estima...”

Segmento 12:

CNR (15) 30/08/01 – “... Eu estava relendo tudo e acabou de me ocorrer que nós somos responsáveis pela interação e relacionamento entre nós e os alunos e entre os alunos e seus colegas, mas temos o controle de tudo que acontece em sala de aula?...”

CNR (36) 12/09/01 – “...Eu estava relendo suas perguntas quando me dei por conta de que havia uma pergunta que eu havia esquecido de responder...”

Segmento 13:

Bea (18) 31/08/01 – “... porque desafios fazem o mundo girar, pelo menos o meu mundo... porque o mundo já girou tantas vezes e ainda assim... ainda existem pessoas que se irritam quando os alunos não conseguem usar ‘if-clauses’ ... _ Tenho realmente a consciência do fato (e estou atenta) que o aprendizado que acontece na minha aula vai além do aprendizado da matéria???...”

Segmento 14:

Bea (11) 29/08/01 – “... Nós concordamos que o ‘eu’ do professor (isto é: o corpo/emoções/psique/espírito) é a chave determinante da ‘atmosfera’ em sala de aula? Se sim, seria a reflexão a principal ferramenta/técnica que os professores deveriam ter/adquirir/dar valor? Como as pessoas podem crescer/tornar-se mais orientadas para a reflexão?...”

Segmento 15:

CNR (14) 30/08/01 “... O que estamos tentando ensinar no Ibeu, somente inglês? Qual é a relevância da cultura americana para os nossos alunos brasileiros? Temos conhecimento suficiente dela? Ou o que sabemos é principalmente estereótipos? O quanto à linguagem está ligada à cultura? Como o ato de conhecer a cultura de um país pode ajudar nosso aluno a entender a língua? E por que somente a cultura americana?...”

Segmento 16:

CNR (10) 29/08/01 - ... Atitudes; como devo reagir ao me deparar com problemas e desafios, como falta de motivação, falta de interesse, indiferença, indisciplina, mudanças na metodologia, abordagens, observação de aula, etc... Como podemos incentivar atitudes positivas mesmo quando temos que encarar-las com reações negativas, confrontos ou diferença de opinião? ...”

Segmento 17:

CNR (36) 12/09/01 – “... ‘O que limita as minhas visões sobre o que é possível em sala de aula?’ Esta é uma boa pergunta.
Bem, acho que algo que nos limita é a tradição ou rotina, ou hábitos. Temos medo de mudar. Medo de arriscar. Nós nos sentimos muito mais seguros fazendo as coisas que sabemos fazer. Podemos fazer algumas delas com os olhos fechados; elas são automáticas e isto é perigoso! No momento em que começamos a fazer coisas sem questionar isto significa que as vemos como verdades irrefutáveis; elas são perfeitas, sempre funcionarão. E se elas não funcionam, é porque nossos alunos têm um problema e não por causa de nossas idéias pré-concebidas. Uma outra coisa é o medo de ser mal interpretado por um coordenador ou supervisor. Mas, a única coisa que realmente nos paralisa é o medo de fracassar. E se eu tentar fazer algo e esta coisa não funcionar de jeito nenhum? O que as pessoas (alunos/coordenadores/supervisores) irão pensar de mim? Que eu não sou um bom professor.
Apesar de todos estes medos e preocupações, eu ainda acredito que nós professores devemos manter nossas mentes abertas a novas possibilidades ...”

Segmento 18:

Bea (16) 30/08/01 – “... ‘Alunos-problema’ realmente existem ou é simplesmente a inadequação do professor ao resolver um problema específico? Acredito que existam alunos que sejam difíceis de lidar. Como os professores do Ibeu deveriam considerar esta dificuldade??...”

Segmento 19:

Ana (20) 03/09/01 – “... Eu gostaria que nós pensássemos um pouco sobre a relação professor/instituição. Alguns professores acham que toda vez que têm um problema eles devem mandar o aluno para a coordenação. Isto ajuda os envolvidos na situação de alguma maneira? Eu acho que não. Nós, professores e coordenador, devemos nos sentar e refletir, tendo em mente os pontos de vista do professor, do aluno e da instituição. Se agirmos desta maneira, seremos capazes de encontrarmos uma solução que seja definitiva. ...”

Segmento 20:

CNR (33) 10/09/01 - "... Sabemos o que fazer em certas circunstâncias, mas outros zombam de nós. Resumindo, nós não sabemos tudo, então, por que esperamos que nossos alunos sejam perfeitos e façam tudo corretamente?..."

Segmento 21:

Bea (24) 05/09/01 - "... o hábito de compartilhar idéias como uma importante ferramenta para o crescimento e para solução de problemas. Até onde posso observar, isto já é um hábito, pelo menos em algumas filiais, entre a maioria dos professores até certo ponto. Mas este hábito de compartilhar idéias, como CNR mencionou, poderia se tornar algo diferente do que simplesmente compartilhar atividades/técnicas/*warm-ups*/problemas de disciplina e outras coisas semelhantes. Até agora temos evitado compartilhar dúvidas mais profundas, dificuldades, desejos e esperanças. Meda da inadequação? Orgulho profissional? Ou simplesmente falta de hábito?????"

Segmento 22:

Marti (39) 13/09/01 - "... Vocês realmente já fizeram o que eu peço abaixo ... Eu gostaria de pedir que postassem os seus resumos na lista de discussão o mais rápido possível ... Eu vou abrir uma nova discussão onde eu colocarei os resumos dos quatro grupos e nós podemos comparar e continuar a discuti-los como um grupo grande ... Eu pretendo apresentar uma série de atividades para desenvolvimento profissional e ferramentas para fazermos considerações. Discutiremos qual delas seria a mais útil para desenvolver os hábitos da mente e ação que temos discutido ... Na nossa reunião em outubro as apresentaremos a grupos de estudo para feedback e faremos o planejamento para os próximos passos deste processo. Eu darei mais detalhes sobre isto no e-mail.

Segmento 23:

CNR (41) 14/09/01 - "... Agora nós temos um senso de realização mesmo que ainda não tenhamos alcançado um consenso sobre que hábitos da mente e de ação nós desejamos que sejam implementados aqui no Ibeu. Nosso trabalho apenas começou! Mas eu já estou sonhando com um novo Ibeu. O novo Ibeu que nós estamos ajudando e que vamos ajudar a moldar. Eu sinceramente espero de todo o meu coração que sejamos capazes de tornar este sonho realidade. Eu realmente espero que sejamos capazes de deixar para trás todos os 'resquícios de medos'; correr riscos e ter abertura para novas maneiras de pensar e ensinar serão altamente encorajadas no Ibeu..."

Segmento 24:

CNR (44) 17/09/01 - "... É difícil mudar. Aprendi isso por experiência própria. Parece haver algo inato nos seres humanos que nos faz ficarmos conformados com o *status quo*. Mas o que realmente gostaria de enfatizar é que a mudança é possível quando a queremos. Mudar exige crença, comprometimento, determinação e autodisciplina. Nós também precisamos saber que é um processo. Nós não mudamos de uma só vez. Nós ficamos desapontados com a gente mesmo, às vezes. Sempre haverá desvantagem. Mas se conhecemos e acreditamos no que estamos fazendo, seremos capazes de superar qualquer obstáculo, incluindo nós mesmo. Acredito que o principal obstáculo para a implementação do Projeto Ibeu 2003 somos nós! Temos que aceitar esta idéia e estarmos dispostos a ser afetados num nível pessoal e profundo. Não podemos ter medo de tentar, falhar (porque iremos falhar), auto-exposição (porque seremos expostos, nós nos sentiremos sendo invadidos/julgados). Não há crescimento sem tropeços. Não há mudança sem dor". Não há aprendizado sem deslocamento ou desconforto..."

Segmento 25:

Marti (46) 18/09/01 – “... Eu gostaria que este grupo de trabalho prestasse atenção, a partir de agora, nos processos e ferramentas para apoiar os professores no seu desenvolvimento e aprendizado profissional que vamos pilotar e futuramente colocar em prática no IBEU... A seguir proponho uma coletânea de atividades (constituídas de ferramentas e/ou processos) para a apreciação de vocês... Por favor, respondam às questões acima, em seus mini grupos, enfocando as seguintes perguntas:

1. Dada as suas experiência no IBEU, que reações tiveram a estes possíveis processos e ferramentas?
2. Qual delas VOCÊS percebem como sendo a mais possível e provável de ser bem sucedida neste contexto? Por que?
3. Existe algum processo que vocês acham que seria melhor para começar o nosso primeiro plano de pilotagem – e outros que acham que devam esperar até mais tarde? Por que?... Um lembrete: Nossa meta é ter um esboço do plano de desenvolvimento profissional que possamos pilotar a partir de Janeiro de 2002. Pilotaremos este plano em determinadas filiais ou com um grupo de professores...”

Segmento 26:

Ana Cylene (54) 25/09/01 – “... Acredito que precisamos ter processos e ferramentas que nos ajudem (nós professores do IBEU) a sermos mais ativos e participativos do processo a partir de agora. O que quer que decidamos fazer, acho que temos que pensar e/ou nos perguntar se gostaríamos de ter uma participação ativa neste processo. Eu sei que alguns dos professores no IBEU desejam continuar fazendo as coisas do jeito antigo, criticando qualquer idéia nova e sendo negativos em relação a qualquer coisa que exija que eles façam mais do que consideram necessário. Como podemos ajudar estes professores a perceber que a mudança é necessária (e que é agora)? Precisamos estar intelectualmente envolvidos no processo. É hora de deixar de ser simplesmente ‘executores’ de idéias, precisamos gerá-las. Precisamos nos unir para fazer coisas além daquelas que já estão feitas. Concordo totalmente que alguns de nós já têm o hábito de compartilhar e às vezes produzir coisas durante os nossos ‘study days’ e seminários. Mas acho que precisamos ir além da simples troca de idéias, técnicas, problemas e possíveis soluções, precisamos compartilhar nossa análise crítica sobre o que está acontecendo. Até onde posso entender, isto é reflexão...”

Segmento 27:

Bea (56) 26/09/01 – “... a maior mudança que eu notei até agora é a atitude em relação aos alunos, como se nós tivéssemos nos tornados mais receptivos/cuidadosos/menos tendenciosos e definitivamente mais responsáveis. Eu também notei que agora temos a tendência de discutir coisas menos técnicas, falamos menos ‘Eu sempre fiz desta maneira’, menos ‘é assim que eu quero que seja feito’. Ao invés disso, começamos a nos perguntar e a perguntar aos nossos colegas a finalidade e a eficácia de nossas ações. Acho que esta é uma grande mudança gerada por (entre outras coisas) nossa atitude em relação ao projeto, nosso entusiasmo e acima de tudo, por nossa atitude ainda sutil mas perceptível de pessoas que estão dispostas a crescer...”

Segmento 28:

CNR (62) 03/10/01 – “... Eu tenho vergonha de câmeras. Eu poderia me tornar muito consciente de meus movimentos e perder minha espontaneidade. Mas o que eu acho que eu mais temeria é o fato de que eu poderia perceber que minha aula não é tão boa quanto eu imaginava que fosse. De qualquer maneira, isso não me importa mais porque eu quero aprender como me tornar uma professora melhor. Eu quero melhorar. Portanto, estou disposta a tentar. Estou disposta a correr o risco de me achar ridícula, patética ou terrivelmente chata. A razão pela qual eu mudei de idéia foi o fato de eu estar pensando em avaliar minhas habilidades como professora, meu estilo e aquilo em que acredito sem nenhum preconceito...”

ANEXO 5

Habits of Mind

The following list contains the habits of mind described in *Habits of Mind: a developmental series*. The habits begin with the individual and move out to the entire community. Keep in mind, however, that the list is not complete.

- 1- Persisting – Stick to it. See a task through to completion, and remain focused.
- 2- Managing impulsivity – Take your time. Think before you act. Remain calm, thoughtful, and deliberate.
- 3- Listening with understanding and empathy – Seek to understand others. Devote mental energy to another person's thoughts and ideas. Hold your own thoughts in abeyance so you can better perceive another person's point of view and emotions.
- 4- Thinking flexibly – Look at a situation another way. Find a way to change perspectives, generate alternatives, and consider options.
- 5- Thinking about thinking (metacognition) – Know your knowing. Be aware of your own thoughts, strategies, feelings, and actions – and how they affect others.
- 6- Striving for accuracy – Check it again. Nurture a desire for exactness, fidelity, and craftsmanship.
- 7- Questioning and posing problems – How do you know? Develop a questioning attitude, consider what data are needed, and choose strategies to produce those data. Find problems to solve.
- 8- Applying past knowledge to new situations – Use what you learn. Access prior knowledge, transferring that knowledge beyond the situation in which it was learned.
- 9- Thinking and communicating with clarity and precision – Be clear. Strive for accurate communication in both written and oral form. Avoid overgeneralizations, distortions, and deletions.
- 10- Gathering data through all senses – Use your natural pathways. Gather data through all sensory paths: gustatory, olfactory, tactile, kinesthetic, auditory, and visual.
- 11- Creating, imagining, innovating – Try a different way. Generate novel ideas, and seek fluency and originality.
- 12- Responding with wonderment and awe – Let yourself be intrigued by the world's phenomena and beauty. Find what is awesome and mysterious in the world.
- 13- Taking responsible risks – Venture out. Live on the edge of your competence.
- 14- Finding humor – Laugh a little. Look for the whimsical, incongruous, and unexpected in life. Laugh at yourself when you can.
- 15- Thinking interdependently – Work together. Truly work with and learn from others in reciprocal situations.
- 16- Remaining open to continuous learning – learn from experiences. Be proud – and humble enough – to admit you don't know. Resist complacency.

Taken from *Habits of Mind: discovering and exploring*. Edited by Arthur L. Costa and Bena Kallick. Association for Supervision and Curriculum Development (www.ascd.org). USA. 2000

ANEXO 6

Trechos de comentários de Wagner, recebidos por escrito, no dia 19 fev. 2003.

Ana Cylene,

Thanks for sharing. I feel privileged to read your work! ☺ (...) This title: 4.2.3 – Interagindo com o outro, made me stop and go back to page 10. “oportunidade de explorar outros pontos de vista” would have helped me more, if indeed this is the focus of this section! (...) I’m still in doubt abt the difference between questionar e problematizar... (?) (...) I find it interesting that Ana mentions her own and the teacher’s larger context (the institution), but that she does not mention the student’s larger context (parents, regular school, or job, Rio de Janeiro, society etc. (...) e consigo mesmos? com os colegas? Será que alguém viu este trabalho como um compromisso com os alunos? (...) one question: were you always clear as to when you were playing ‘participant in the discussion’ as opposed to ‘researcher of the process’ role? Which role did you play the most

Wagner

---- X ----

Bea, **Mensagem eletrônica** [mensagem pessoal]. Mensagem recebida por anacylene@ibeu.org.br em 01 mar. 2003.

Puxa AnaCy...!!!!

Expect the unexpected (great habit of mind)! I had no idea... well, I knew we were great but I just did not know we could be so enthusiastically reflective. No kidding; I was surprised.

And I like the way you developed the work. I don't particularly like formal, academic writing, but your writing sounds natural and smooth to me. Really, I had no idea we had worked so beautifully together. Congrats,

Bea

PS: can I show your work to Marco (he's taking his grd course in "docência do ensino Superior")? Besides, he could never really understand what the TDWG was like...

---- X ----

Bea, **Mensagem eletrônica** [mensagem pessoal]. Mensagem recebida por anacylene@ibeu.org.br em 02 mar. 2003.

Oi Cy,

Mandeí seu texto pro Marco por 2 motivos: o assunto o interessa e tb por ele ser escritor, jornalista e professor de composição. Eis aí o comentário dele (ele não sabia q eu ia te mandar o comentário; ele é super exigente em termos de lgg escrita). Espero q seja um incentivo a mais pra vc!

"... Dei uma olhada geral e achei a linguagem legal. O lance é ser despojado, científico e impessoal. Beijo, Marco"