



# Student Reflection in the History Classroom



## The Task

Reflect on what you have learned

## Prompts

- 1.The most important/interesting thing I learned today was...
- 2.Before this topic I used to think...but now I think...
- 3.I could do with more help with...
- 4.What really made me think was...
- 5.What I enjoyed most was...
- 6.I want to know more about...
- 7.A skill I used/ developed was...

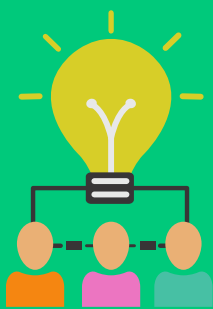


## The Process

Reflect on how you learned

## Prompts

- 1.What can I do now that I couldn't do before?
- 2.What do I know or understand now that I didn't understand before?
- 3.What helped me when I faced something difficult?
- 4.I might have learned better if...
- 5.I enjoyed/didn't enjoy learning in this way because...
- 6.I chose to present my work this way because...



## Working with others

Reflect on how you worked with others

## Prompts

- 1.How well did my team and I work together?
- 2.Did everyone have a voice in the group?
- 3.Did I actively listen to others?
- 4.What did I learn from others that helped me?
- 5.I could work better with others by...
- 6.What did I learn about myself during this experience?



## The Future

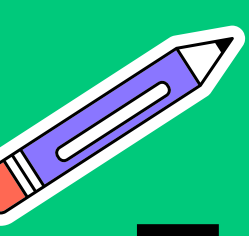
Reflect on how you can use this learning in the future

## Prompts

- 1.What are my next steps?
- 2.What does this tell me about my strengths?
- 3.Are there still things I am not sure of?
- 4.What can I do to develop my understanding and/or increase my knowledge?
- 5.How does this learning link to other topics?

**Note:** This resource aims to offer guidance on various approaches to reflection. The prompts are intended to be used in a flexible way to allow teacher and student agency and ownership.

**References:** NCCA Focus on Learning Toolkit 4 Students reflecting on their learning.



# Teacher Reflection in the History Classroom



## The Task

Reviewing  
 planning

## Prompts

1. Were the learning intentions linked to learning outcomes?
2. Did the way I linked learning across the strands support student understanding and meaning-making?
3. Were the learning intentions suitable for my students?
4. Did I ask questions that challenged and engaged my students?
5. Were students able to demonstrate learning aligned to success criteria?



## The Process

Reflecting on  
 classroom  
 practice

## Prompts

1. How did students experience the key learning?
2. What type of historical thinking skills have been developed in this lesson?
3. Did every student access the learning and feel challenged?
4. Did the success criteria reflect the learning intentions?
5. How did my feedback encourage knowledge or skills development?

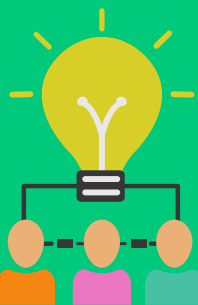


## The Future

Considering  
 changes to future  
 practice

## Prompts

1. What are my targets and goals for moving forward?
2. How might I adapt the lesson for another cohort?
3. How might the skills learned in this lesson be developed in the future?
4. What did I learn from this experience that may help me in the future?
5. How might I offer opportunity for student agency or ownership moving forward?



## Working with colleagues

Reflecting on how  
 you might plan  
 with your  
 department.

## Prompts

1. How do we share examples of good practice in this area?
2. How effective was formative assessment in reflecting learning?
3. How might the learning be linked to other areas or Learning Outcomes?
4. How can we further develop reflective practice in our classroom?
5. How can we further develop student skills in our classroom?

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