



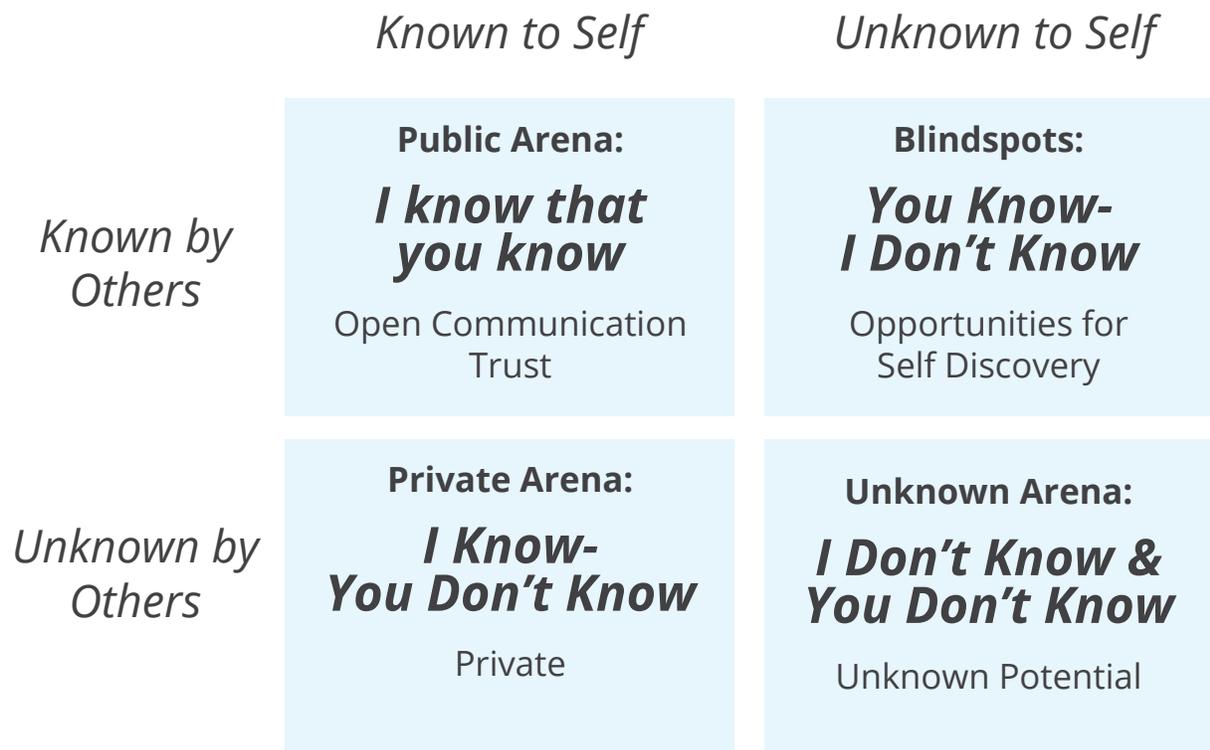
Teacher Reflection and Action

Self-Awareness

Teacher Action: Self-Awareness

The JoHari Window was developed by Joseph Luft and Harry Ingram as a tool to promote Self-Awareness and to enhance interpersonal communication. It is made up of four quadrants:

1. My Public Self: things I know about myself that others also know. This might include basic facts about me and opinions and characteristics that I am most comfortable sharing.
2. My Private Self: things I know about myself that others don't know. Examples might include information about my health, finances, opinions -- things that for a variety of reasons I have not chosen to share in a given setting.
3. My Blind Spots: things others know about me that I am not yet aware of. Included here might be gestures I make or verbal habits I have that others notice but I have not, or qualities that others see in me that I have not yet recognized.
4. My Unknown Self: things that neither I nor others are aware of about me. We sometimes discover parts of our unknown self as new insights or awareness through personal reflection or through conversations with others.



Based on JoHari Window: Joseph Luft and Harry Ingman, 1955



Teacher Reflection and Action

Self-Awareness

PARTNER ACTIVITY

For this exercise, you'll need a partner. Share only examples you are comfortable disclosing. Before beginning, you are encouraged to make a [double confidentiality](#) agreement that whatever is shared in the conversation remains private between the two of you.

Be mindful that each partner has equal time for sharing. That balance is especially important during activities like this one, during which each person holds the responsibility to both share sincerely and to be a respectful listener. It can be helpful to set a timer for this section of the sharing. One minute of private think time followed by two minutes for each person to talk may suffice. Let the timer indicate when it's time to switch speakers, allowing silences as they naturally occur, since those silences are often fruitful in and of themselves.

DISCUSS

1. Public self / common knowledge: Tell your partner one thing you think you know about the other and confirm whether or not it's true. (Examples: "I think you teach Chemistry" or "I believe you have two dogs.") If you were not correct, try again until you've named something that is accurate for your partner. Then switch roles.
2. Private self / hidden knowledge: Tell your partner one thing you don't think they know about you. Remember to share only what you feel confident in revealing. (Examples could include places you've traveled to, interests or hobbies, hopes for your future.) If it turns out your partner already knew that about you, try again until they learn something new about you. Then switch roles.
3. Blind spots: Think about a time when someone else helped you see something you hadn't realized about yourself. You might draw from your work experiences or from any time in your life. (Examples: a hidden talent they highlighted for you, a habit or quality that you didn't realize you were demonstrating; an attribute or behavior you might wish to expand or reduce.) Share with your partner as much of that example as you wish.

REFLECT

These diagrams show four equivalent boxes, but life is rarely like that. The size of each quadrant will vary for each of us, depending upon the relationship we have with ourselves and others. Our public self arena with a close friend, partner, or relative is likely to be much more expansive than with a stranger or casual acquaintance.

You may wish to write your responses in a reflection journal or share aloud with your activity partner.



Teacher Reflection and Action

Self-Awareness

- How did it feel to realize something new about yourself?
- Notice as your partner tells you about themselves, do you see more dimensions of them? Do you understand them more fully or in a new light?
- What do you notice about yourself when you are the person who listens? The person who shares?

ACT

This activity highlights the importance of understanding ourselves, as well as getting to know one another. Both of these elements contribute to a more personal and engaging school experience. When students feel seen and understood, the conditions for learning are greatly enhanced. Consider the questions below and then develop a plan for how you will increase your students' opportunities to build self-awareness.

- How am I intentionally building a welcoming environment in which my students feel confident that they are fully seen and understood?
- What structures can I build into daily routines that promote reflection, sharing, and relationship-building with and among my students?



EXTENSION

Consider using a published [Self-Awareness reflection tool](#) to expand your understanding about how similar or different the ways in which you see yourself align with how others see you. You might choose to invite trusted friends or colleagues to give input, or invite students to fill out the instrument anonymously to provide feedback.



Teacher Reflection and Action

Self-Awareness

Double Confidentiality

The term “double confidentiality” refers to holding information as private on two levels. During professional development engagements, when participants agree to double confidentiality, we mean:

1. The information and feelings shared during our conversation will be held in confidence, not shared with anyone outside of the conversation.
2. The information and feelings shared during our conversation belong to the speaker. No one except the person who shared has the right to bring them up for further conversation.

EXAMPLE

During a small group conversation, Teacher A shares a challenge she is having with a particular student. Because of their double confidentiality agreement:

1. No one in that small group will disclose the story Teacher A shared, or talk about any of the ideas or feelings that came up for her during their dialogue with anyone.
2. No one in that small group will start a conversation with Teacher A about that student or the challenge shared. Teacher A can always initiate further conversation if she chooses, but even if, as a group member, I think of another great insight or piece of advice I'd love to add to Teacher A's thinking, or I just want to ask how it's going with that student later on, I don't!



Teacher Reflection and Action

Self-Awareness

Teacher Reflection: Knowing Ourselves Is the Key to Keeping Our Power

Self-Awareness: the ability to be introspective, and to accurately recognize our emotions and thoughts and how they influence our behaviors.

The more in tune we are with ourselves, the more in tune we can be with others. To effectively teach in a manner consistent with SEL, educators build the capacity to notice the range of emotions and thoughts that occur throughout the joyful, stressful hours that make up our school days.

Developing an ever-deepening capacity for introspection and authentic self-assessment helps us to grow as individuals and educators. Knowing ourselves well enables us to quickly and accurately recognize our feelings as they arise, providing those essential few extra seconds between feelings and thoughts, and the actions that follow.

Self-Awareness is the foundation for building our internal power to exercise control over what we do with those thoughts and feelings. When we are able to set them aside, and use self-regulation strategies (like deep breathing), before reacting, we are much more likely to maintain a positive relationship with our students and to access our “internal toolbox” of alternative strategies to shift the direction of the interaction.

Recognizing our feelings of joy, excitement, and enthusiasm allows us to name them, connect them to the lesson we’re teaching, and increase the likelihood that our students will be captivated in a similar way, enhancing their chances for deep learning.

It is also essential to notice when we are having thoughts and feelings that lead to behaviors that can derail our interactions with our students, such as frustration, anger, disappointment, or the notion that a particular student is not capable of learning what we’re entrusted to teach them.

This combination of Self-Awareness and intentional action helps ground our accurate sense of personal power and efficacy. Regardless of the experiences our students walk through the door with, it is we who ultimately hold the powerful position of establishing and sustaining a climate that fosters positive relationships and learning for all.

REFLECTION

Thoughts and feelings are present all the time for people; they are parallel tracks that affect one another. Some people are very aware of this, and are fluidly able to notice and name their feelings, and the degree to which they are feeling them, in a wide variety of situations. Respond to the questions below through personal writing, or in conversation with a trusted colleague.



Teacher Reflection and Action

Self-Awareness

1. Take a few minutes to reflect on the skill set below that builds toward Self-Awareness (Source - CASEL: <http://www.casel.org/social-and-emotional-learning/core-competencies>):

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy

2. Think for a moment about someone in your personal or professional life who exemplifies Self-Awareness; someone who demonstrates a high level of it even in difficult situations. Bring that person's face to mind and then begin your writing or turn to your partner and take turns sharing. You can name them if you want to, but you don't have to. Rather, describe what you've noticed about that person.

3. Reflect on how comfortable or difficult it generally is to identify your own feelings and thoughts. Building up awareness of which situations most effectively support these internal self-checks increases our capacity to strengthen the habit of effective self-management. Consider:

- How easily am I able to cultivate a habit of pausing, noticing, and naming my internal states?
- Does the strength of my emotions have an impact on my ability to pause, notice and name them?
- Does the time of day or the physical setting seem to be a factor?
- When am I the happiest during the school day? When do I feel the most engaged and connected to my students? What interrupts those positive feelings?

CONSIDER

Using a "third thing" to remind yourself to pause and take note of what you're feeling and thinking throughout the day. This is sometimes called putting a behavior "on cue," meaning we're reminded of, or cued to, the behavior we want to use.

For the purposes of this exercise, make it something that occurs regularly—each time you pick up your cup or glass to take a drink; just before you call on students to give an answer; when it is time to transition to a new activity.

Make a mental or written note to yourself about how you are physically and emotionally feeling in that moment. Think about why that may be occurring, either in the moment, or by reflecting later in the day.

MY *Increasing your Self-Awareness* ATTRIBUTES

This activity is designed to provide you with words you can use to describe yourself accurately and requires evidence to support your claims. This is particularly helpful when you are compiling a CV, completing an online application form or being interviewed. Being able to select the words which best describe you means that your claims on paper will be consistent with your behaviour and you will come across as authentic to others.

http://go.warwick.ac.uk/advantage/tools/my_attributes

ATTRIBUTES

Academic
Affectionate
Calm
Charming
Conscientious
Creative
Easygoing
Enterprising
Far-sighted
Gentle
Helpful
Active
Bold
Capable
Cheerful
Conservative
Curious
Efficient
Enthusiastic
Frank
Honest
Adaptable
Aloof
Artistic
Business-like
Cautious
Clever
Considerate
Daring
Ethical

Extroverted
Friendly
Good-natured
Humorous
Adventurous
Ambitious
Assertive
Creative
Confident
Courageous
Determined
Dominant
Energetic
Fair-minded
Fussy
Extrovert
Idealistic
Imaginative
Intellectual
Kind
Leader
Logical
Methodical
Optimistic
Patient
Professional
Realistic
Responsible
Self-disciplined
Serious

Sophisticated
Stimulating
Sympathetic
Tenacious
Trustworthy
Warm
Independent
Intelligent
Laid back
Light-hearted
Loving
Organised
Peaceable
Prudent
Reserved
Robust
Self-confident
Sharp-witted
Spiritual
Strong-minded
Thoughtful
Unassuming
Witty
Individualistic
Intense
Indulgent
Likeable
Loyal
Original
Persevering

Provocative
Relaxed
Resilient
Romantic
Sensible
Sincere
Spontaneous
Studious
Tough
Understanding
Industrious
Inventive
Lazy
Lively
Mature
Open-minded
Outgoing
Precise
Rational
Reliable
Resourceful
Sensitive
Sociable
Stable
Supportive
Tactful
Trusting
Versatile
Zany
Efficient

1. Circle those in the attributes that you consider describe you.
2. Of these, transcribe the 10 most like you into the left-hand column the table below.
3. Consider what evidence you can provide to support your claims, and write these down on a separate sheet.
4. Give the same list to three willing friends or family members and get them to record the 10 attributes that they consider describe you on the sheet attached.
5. Compare the attributes that your friends and family members choose to describe you with those that you have selected. Count the number of times each of your top 10 attributes are mentioned by the three people you gave the exercise. Record this in the Count column of the table.

MY TOP 10 ATTRIBUTES	COUNT	AUTHENTIC ATTRIBUTES
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

6. Reflect on what information you have gathered. Your authentic attributes will be those that others see in your actions and behaviours. Note that these may not have been in your original top ten. Write out your ten most authentic attributes. If you use these to describe yourself in application forms and interviews, you will come across as more authentic.