



# Promoting the Development of Teachers' and Students' Metacognitive and Theory of Mind Skills

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**Analysis of reflecting diaries**

**Matrix of reflection (adapted from Hubbs & Brand, 2010)**

- I'm still wondering (due to the test filled out by the students) whether I'm seeing them correctly, whether I'm evaluating my students accurately. Do I recognize their strengths and am I not overly critical? I've become uncertain. - Now I truly realize how limited the Hungarian school system's grading scale of 1-5 is. The group I'm working with in the project receives grades according to the German system. 1 is the best grade, while 6 is the worst. Within these, there are gradations like 1+, 1, and 1-. Every child thinks differently, arrives at conclusions differently, prioritizes different things, so they phrase, explain, and reach the expected answer differently. I need to (and should) engage in more conversations, patiently allowing them to understand things. But then there's the extensive curriculum. I'll need to work on incorporating what they learn here into it during the summer. How can I link what they hear here with the curriculum as closely as possible ?
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- May: There are several things we already apply at school. One of these is positive error culture. I didn't consider it foolish before, but now I can approach it more enthusiastically. The discussion about it convinced me more than school expectations did... I enjoyed putting together the task sheet, I couldn't wait to use it in class. I succeeded with it. :) I'll have the control group take the tests as well. Hopefully, we'll receive information about the measurement results!
- Summary: There are still many thoughts swirling in my head. The program was definitely useful! I want to listen to the lectures again over the summer, as I'll prepare for the next school year based on them. doubt
- introspection to new action, hesitation, doubts Conflict, enthusiastic attitude



	Superficial analysis-	CYCLE A	CYCLE A	CYCLE B	CYCLE B	CYCLE C	CYCLE C
		Focused outward -----			Focused inward		
	Reporting the facts/						
2	Embarrassment	Hesitation- (3)	Anxiety (3)	Doubts Uncertainty (2)	expectations (4)	Understanding the value of the skills	
3		Resistance/ambiguity	Curiosity	Sense of right and wrong	Starting reflections	Receptive attitude	valuing the new ideas
4		conflict-curriculum Vs skill development	Development of positive attitudes	Rational analysis of teaching dilemmas	Excitement and surprise with the new ideas	Feeling of Personal growth	Enthusiastic reactions-positive beliefs
5		Understanding the value of the skills	Positive expectations	From introspection to new action	Deeper understanding of new ideas/role	Testing of new ideas-Incorporation of the ideas in future teaching	Harmony
	Reflecting diaries/introspection	Changing the teaching style	satisfaction with students' motivation	implementing new ideas	Feeling of self-development	Presenting/teaching new ideas	Self-Satisfaction