INSPIRER TEACHING REFLECTION GUIDE



TAKE A MOMENT TO REFLECT

Teaching involves countless decisions, efforts and small achievements. In the rhythm of everyday work, it is easy to move from one lesson to the next without taking the time to recognise what has worked well, what has changed and how much we have contributed to our students' development.

Sometimes, the most meaningful achievements are not the ones reflected in test results or competition rankings. They may be a student who has gained confidence, someone who has finally overcome a difficulty, or a class that has discovered a new enthusiasm for learning.

This guide invites you to pause and look at your teaching experience from a different perspective.

HOW TO USE THIS GUIDE

The four questions in this guide are designed to help you reflect on your work with students during the Hippo season.

You can use them whenever you find a few quiet moments, make notes about particular experiences or simply think about the questions without writing anything down.

There are no right or wrong answers. You do not need to complete every section or submit this guide. It is entirely optional and intended only as a resource to help you recognise the value of your work.

You may also find it useful when preparing your application for Hippo Inspirer 2027.

HELP THEM BELIEVE IN THEMSELVE

WHAT DID I DO TO HELP MY STUDENTS LEARN OR FEEL MORE CONFIDENT?

Every student has different needs, strengths and challenges. Think about how you supported your students and the choices you made to help them feel more confident and engaged in learning.

YOU MIGHT REFLECT ON

- How did I encourage students who lacked confidence or motivation?
- Did I adapt my approach to different abilities or learning needs?
- How did I help students overcome difficulties or become more independent?
- Did I recognise effort and progress, even when results were not immediate?

For example (one possible situation to illustrate the kind of experience we meant): **A MOMENT FROM THE CLASSROOM**

One student rarely volunteered and spoke very quietly when called on. I encouraged her individually and gave her time to rehearse her answers with a partner before sharing them with a small group. A few weeks later, she raised her hand without prompting and explained her group's answer to the whole class.

LOOK BACK: What did I do that made a difference to a student? What did this experience teach me about supporting learners?

A MOMENT WORTH REMEMBERING _____

FIND WHAT WORKS AND WHY

WHICH ACTIVITY WORKED PARTICULARLY WELL, AND WHY?

Think about a lesson, activity or teaching approach that you found particularly effective. Consider not only what you did, but also how your students responded and what made the experience successful.

YOU MIGHT REFLECT ON

- Which activities engaged my students most?
- Did I try a different way of teaching or practising English?
- How did students respond? Were they more involved, confident or motivated?
- What aspects of the activity contributed to its success?

For example: **A CLASSROOM IDEA**

Introducing short vocabulary challenges at the beginning of lessons helped students revise regularly, participate more actively and enjoy learning new words. For example, I began each English lesson with a three-minute "Guess the Word" challenge. In pairs, students took turns describing a word from a previous lesson without saying it…

LOOK CLOSER: Why do I think this approach worked? What would I keep, change or develop if I used it again?

AN IDEA WORTH DEVELOPING _____

NOTICE THE SMALL STEPS

WHAT PROGRESS DID I OBSERVE?

Progress can take many forms and does not always happen at the same pace. Some changes are easy to measure, while others become visible through students' attitudes, confidence and willingness to learn. Think about what changed in your students and what may have contributed to that progress.

YOU MIGHT REFLECT ON

- Did students become more confident in using English?
- Did their motivation or participation improve?
- Did they become more independent in their learning?
- Did they show greater perseverance when facing difficulties?
- Were there students who made progress in unexpected ways?

For example: **A CHANGE WORTH NOTICING**

At the start of the school year, one student stayed quiet during discussions. A month later, during a discussion about mobile phones at school, she raised her hand and said, "I'm not sure how to say it, but phones can help us find the meaning of new words." When a classmate disagreed, she stayed in the conversation and gave an example of how she used a dictionary app in class.

LOOK BEYOND THE RESULTS: What changed? How did I recognise that change? What might have helped bring it about?

A CHANGE I OBSERVED _____

TURN EXPERIENCE INTO INSIGHT

WHAT WOULD I DO AGAIN, DIFFERENTLY OR BETTER?

Reflection is not only about recognising what went well. It is also about understanding what could be improved. Every teaching experience, including the less successful ones, can offer valuable insights.

Think about what you have learned from working with your students and how you might use that knowledge in the future.

YOU MIGHT REFLECT ON

- What did I discover about the way my students learn?
- Was there something that did not work as expected? What could I learn from it?
- Is there an approach I would like to develop or try differently?
- What practical advice or experience could I share with another teacher?

For example: **A LESSON LEARNED**

I realised that some students were still writing down ideas when I asked for answers. In future lessons, I'll give them. Next time, I'll give everyone 30 seconds to think and write down one idea before inviting them to share.

LOOKING AHEAD: What is one small change you would like to make in your teaching as a result of this experience?

ONE CHANGE I WOULD LIKE TO TRY _____

FROM REFLECTION TO ACTION

Reflection becomes valuable when it helps us see new possibilities for the future. You do not need to make big changes: *sometimes one small adjustment can make a meaningful difference*.

Use this page to collect an idea you would like to develop in your teaching.

- SOMETHING I NOTICED What happened? What did I observe in my students or in my classroom?

- SOMETHING I LEARNED Why do I think it happened? What worked well, or what could have been done differently?

- SOMETHING I WOULD LIKE TO TRY What activity, approach or small change would I like to introduce or improve?

- SOMETHING I WILL LOOK FOR How will I recognise whether this change is making a difference to my students?

A FINAL THOUGHT

You do not need to have all the answers. Being willing to observe, question and adapt your own practice is already an important part of becoming a better teacher.

Every meaningful improvement begins with a moment of reflection.

WHAT DOES IT MEAN TO BE A HIPPO INSPIRER?

An inspiring teacher does not necessarily have the largest class or the highest number of students reaching the final rounds. Inspiration can be found in everyday teaching: in a new approach that makes learning more engaging, in the encouragement that helps a student overcome a difficulty, or in the patience and dedication that allow someone to make progress and believe in their own abilities.

Through Hippo Inspirer, we want to give visibility and recognition to these experiences and to the teachers behind them.

SCAN ME
FOR MORE
INFORMATION
AND APPLY