Teacher Self-Reflection Questions for Impact-Driven Classrooms - IDEEC.EU

Aligned with IDEEC's Four Key Principles:

1. Email *

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Tip:
You can encourage teachers to reflect on these questions before, during, and after a project cycle.
This could be part of a shared team reflection session or personal journaling — to build a habit of inclusive and impact-oriented teaching.

1. Diversity, Equity, and Inclusion (DEI)

"Is every student seen, heard, and valued in my classroom?"

2. How do I ensure that all students — regardless of background, identity, or learning ability — feel welcome and respected in my classroom?

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3. When planning lessons, do I choose examples and materials that reflect a wide variety of cultures, perspectives, and life experiences?

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4. Have I adapted my teaching strategies to meet the needs of students who learn in different ways? Can I name the last adjustment I made?

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5. When students discuss real-world challenges, how do I make space for different voices and experiences to be shared?

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6. How do I handle situations where exclusion, bias, or stereotypes might arise — do I model curiosity and empathy?

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2. Content is Competence-Based

"Am I focusing on real-world skills, not just 'finishing the project'?"

7. How often do I assess my students' development of competences (e.g., teamwork, critical thinking, problem-solving) — rather than just checking if they completed the task?

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8. Do I design activities that challenge students to apply knowledge in unfamiliar, real-life contexts?

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9. Am I able to give students feedback on their skills — such as ethical reasoning, collaboration, and self-reflection — as much as on their final products?

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10. How do I encourage students to see setbacks, feedback, and mistakes as part of the learning process?

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3. Learning is Student-Centred

"Am I letting students take the lead in their own learning?"

11. In this project, how did I give students space to shape the direction or goals of their work?

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12. Do I allow students to choose challenges or questions that personally matter to them?

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13. When students ask questions or suggest new directions, do I follow their curiosity or pull them back to the 'plan'?

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14. How do I balance giving enough structure while also allowing for self-directed learning?

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4. Teacher as Facilitator

"Am I guiding, coaching, and adapting — not just instructing?"

15. How much time did I spend telling, versus asking and listening, in the last project?

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16. Do I create opportunities for students to reflect on their own thinking and learning, rather than always offering the answers?

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17. How flexible am I when students take unexpected paths or struggle? How do I adapt my role when needed?

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18. How do I support students in working through real-world challenges, rather than stepping in to solve the problem for them?

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