

Sharon Davies Reflective Briefing Paper 2209734

What is Reflection and Reflective Practice?

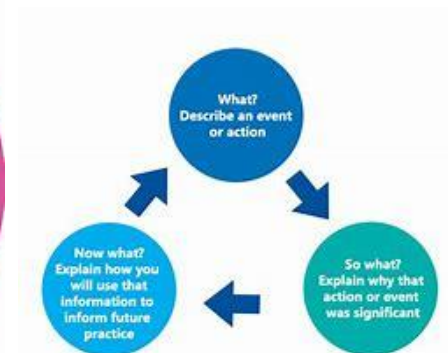
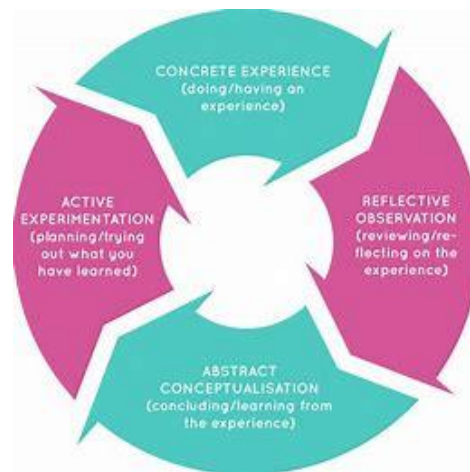
Reflection is a valuable ability to have as a professional practitioner. Hcpc (2003) says reflection will help the practitioner reach awareness and understanding in professional practice. Brock (2015) states that practitioners need to have the ability to reflect inside of the workplace to improve on working alongside children and young people and being able to encourage suitable and entertaining learning experiences for children and young people. Additionally, EYC (nd) believes that to supply the best attainable and achievable care for children and young people, the practitioner should have knowledge of the term reflective practice. This helps the practitioner examine earlier activities and refine and evolve them. To make them more exciting and demanding. Schon (2016) believes that there are two types of reflective practices. That is Reflection in Action and Reflection on Action. When using Reflection in action in practice is when the practitioner is reflecting as something occurs at that very moment. Then the practitioner examines and contemplates the situation. The practitioner then figures out how to act on the information that has been acquired, this will allow the practitioner to be able to go ahead to solve the problem or situation that has occurred. Additionally, Schon's (2016) reflection on action is when the practitioner reflects after the situation, occurrence has happened, then the practitioner reviews the situation and considers what requires replacing or amending for the future. If these problematic occurrences or situations should happen. University of Cambridge (2021) Reflection is personal to the individual and each person will describe it in many ways. It is crucial to remember that there is no correct way of describing what reflection is or how an individual should reflect., as this will rely on each individual circumstances.

Reflective Practice in the Early Years

An early year's practitioner should regularly reflect as this way the practitioner is always refining their professionalism. Brock (2015) states that progression for the practitioner may experience positivity or negativity, but nonetheless the instant apprehension wherever its private or professional apprehension that the practitioner feels, it is imperative to engage in reflection. Blandford and Knowles (2016) point out that practitioners should reflect thoughtfully and cautiously on the sources and foundation of their values and be open minded to substitute or expand their views as they obtain more professional and personal knowledge and experience. Furthermore, Blandford and Knowles (2016) state that it is essential that the child is the center of attention, and the practitioner is competent to advocate on the child's behalf even when there is a dispute with a policy. Blandford and Knowles (2016) also points out that for the early years practitioner there is no difference for the child in "work" or "play", that there is only a superficial difference in what goes on in the classroom or education setting. So, this must be analyzed and researched to a greater extent. Article 31 of the UNCRC states that every child or young person has the legal right to be allowed to play and relax and to participate in a variety of activities. Hallet (2013) claims that excellent communication between parents or carers in the early years setting will provide solutions to any problematic circumstances should they arise. EYS (nd) also suggests that for children to be engrossed in their activities they need to find their surrounding environment attractive and fascinating. If they do not, it is important to reflect on why this is, what the practitioner can do about it, what can be done to change this. GMC(nd) states that reflection can be used as a positive experience. If a situation has gone extremely well, use that to consider what structure and resources were used to make it a success. Then the practitioner can repeat these actions at a later date. Reflection can aid the practitioner on their learning journey in relation to the time ahead.

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Whitcoll Model of Reflection

NursingAnswers.net

Models of Reflection

Models of Reflection are useful tools to help practitioners reflect. Even though the models of reflection are quite dissimilar in appearance they all incorporate related stages, despite the fact some models have more stages than others. Graham Gibbs produced the Gibbs Reflective Cycle Model in 1988 and is one of the most famous models used. This model will lead the practitioner through six stages. FourWeekMBA (nd) claims that, the six stages are Description, the practitioner has the chance to recount the circumstances in detail, such as, what occurred? Who was current? Where did it take place? What measures did the individual take? What was the result? Feelings, what emotions or feelings did the practitioner have before, during and after the situation? What was the practitioner's opinion of the other individuals that were there felt or thought? What is the practitioner's concept now of the circumstances now that it has passed? Evaluate, establishing the positive and negative facts of the situation regardless of the practitioner's own opinion. Analysis, this is when the practitioner can understand what happened. Why did the activity go correctly or badly? Could the practitioner have had a different response? Are there any theories or models that could aid the practitioner to better recognize what has occurred? Are there any details that could have contributed to the end result? Conclusion, the practitioner should condense all earlier stages and reach a deduction. What did the circumstances teach the practitioner? How could the circumstances be more productive for all the individuals that were present? Lastly an Action Plan, this a plan which is created in detail to how the practitioner will respond differently in a similar circumstance. The plan is key to ensure that the end goal is productive. University of Edinburgh(nd) says that these six stages give information to learning from experiences. It supplies structure for scrutinizing experiences, also because of its continual stages it allows the practitioner to learn and plan from past experiences that have been successful or unsuccessful.

Another model of reflection is Kolb's Experimental Learning Cycle which he published in 1984. This model consists of four stages which are concrete experiences, reflective observation, abstract conceptualisation and active experimentation. FourWeekMBA(nd) are convinced that in the course of the first stage the practitioner has the experience to perform a learning opportunity. Throughout this opportunity the practitioner should record any observations, feelings and what they contemplate. It is important for the practitioner to engage in the experience to acquire knowledge. Reflective observation, the practitioner reflects on their experiences, by being open-minded and non-judgmental by observing any conflicts between their notes and experience. What functioned? What failed? How did the individual child or person behave? Why did the circumstance emerge? Abstract conceptualization, the practitioner evaluates and produces meaning from what has occurred. The end game is to evolve theories from situations, circumstances and problems that recur, so that these theories can be used for future situations that present themselves that seem related. Colleagues and applicable bodies of works are helpful information and sources for innovation and encouragement. Active experimentation, recounting the application of the newly obtained theories in a practical setting. Some theories will triumph; however, some theories will fail. Nevertheless, the failures should give the practitioner the incentive to use the cycle once more. Mcloed (2017) suggests according to Kolb's model the practitioner will have an experience that has happened, then the practitioner can review the experience or situation that has occurred. Therefore, be able to evaluate and analyze the situation and learn from it. Be able to plan or try out what has been observed and understood from it.

Also, another model is Driscoll's Model of Reflection, developed by John Driscoll in 1994, 2004, 2007. Driscoll considered the three main questions that were first asked by Terry Boston in 1970, these were What? So What? And Now What? John Driscoll added these to the stages of an experience learning cycle, then built on the questions that would provoke answers to finish the reflection cycle. These questions were expanded in 1994, 2004 and 2007. John Driscoll initially produced the cycle of reflection for healthcare workers and practitioners but since then the cycle of reflection has been used by numerous individual kinds of learners. Idaho Open Press (nd) claims that Driscoll's cycle of reflection incorporates three considerably basic stages. The first stage, What? Describe an event or action, questions the practitioner to remember what occurred and without any prejudice as possible, without giving their own opinion of what happened. Second stage, so what, explain why that event or action was significant. Asks the practitioner to decrease and start to observe any patterns or moments of importance. This is the key to bringing in ideas and theories to enlighten on what has happened or occurred. Finally stage three, now what? Explain how you will use that information to help future practice. This motivates the practitioner to convey, pass on knowledge for situations and circumstances in the future. University of Cambridge (2021) believes that there are benefits and disadvantages of using models of reflection. The benefits are that if an individual is not sure of how to start the reflective thinking process these models will help them as they as straightforward to use. Additionally, individuals can assess all aspects of a situation. Plus, there is a straightforward conclusion to the procedure. The disadvantages of using models of reflection are the stages are to be followed in a certain way, because some cases may not start at the beginning of the models so in some situations, these models may not be applicable. Also, some individuals might find it incessant monotonous.

Reflective Accounts Form

When following through a reflection in the practice or an educational setting, some practitioners might find this hard to begin. There are useful documents that are called Reflective Account Forms that might aid the practitioner. These are quite simple and self-explanatory to use. These reflective accounts form is divided into four parts. Firstly, it asks us to write down and explain what was happening at the time that the situation occurred. Secondly the form asks what knowledge the individual gains from this situation in the practice or educational setting. Thirdly how did the practitioner or individual utilize the past two points to provide an improvement as a result. Lastly, how is this applicable to the practitioner's continuous development?

NMC Nursing & Midwifery Council

REFLECTIVE ACCOUNTS FORM

You must use this form to record the written reflective account on your CPD activity/ practice-related feedback and/or an aspect of experience in your practice and how this relates to the Code. Please fill in a page for each of your reflective accounts. Using this form to record any information that might identify a specific patient, service user or colleague. Please refer to our guidelines on protecting identity in Guidance sheet 1. It then is submitted with the NMC.

Reflective account:
What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?
What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?
How did you change or improve your practice as a result?
How is this relevant to the Code? (Select one or more that apply: Practice people • Practice effectiveness • Professional safety • Practice performance and trust)

Conclusion

In conclusion, if an individual or a professional practitioner proposes to comply with all the methods that have been stated here in this briefing paper the practitioner and or individual should be able to reflect in practice or an educational setting. Whilst working in a childcare setting being able to reflect is a great aptitude for a professional practitioner to have. As this allows the progression and development of the child or young person to grow. Also, the professional practitioner can use reflection to recognize children's stage of development and recognize each individual child's preference for future planning.

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