

Critically reflective and reflexive practice: an introduction

Kathryn Ellis, Clinical Lead SLT (B.A., MSc., MRCSLT).

My family ...



Outdoor interests



Indoor interests



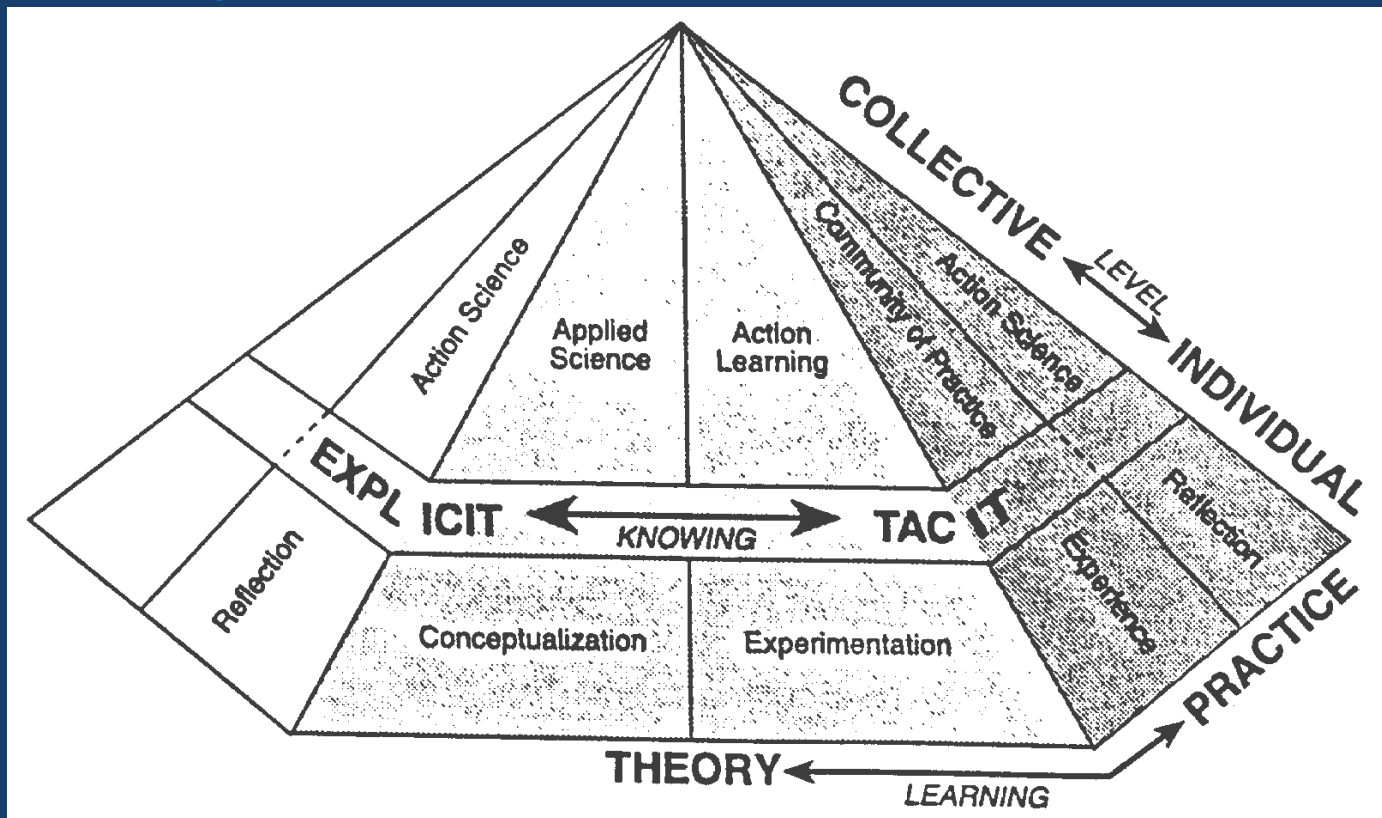
Objectives

- Before the break, we will outline key themes in:
 - Work-based learning
 - Reflection
 - Critical thinking
 - Reflexivity
 - Critically reflective and reflexive practice
- After the break, we will apply that theory to practice related to SEBD.

Work Based Learning

- Creates a culture of learning in any organisation
- Gives staff skills to reflect on their practice and ask themselves questions
- Promotes teamwork as staff share their learning with each other

Work Based Learning



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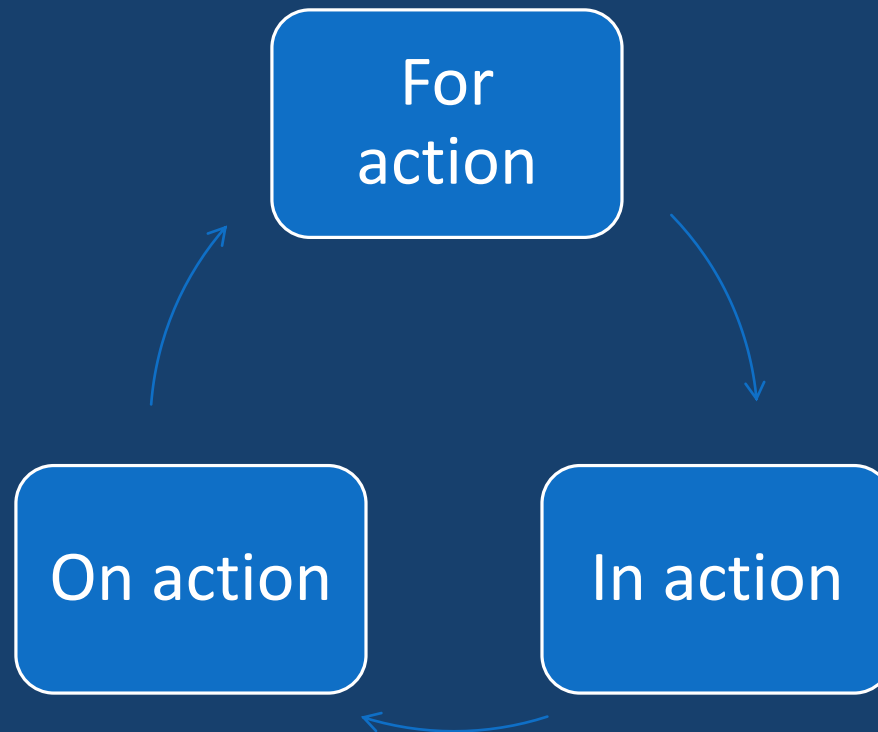
Reflection

- Review an experience
- Think or consider something
- Contemplate or meditate.

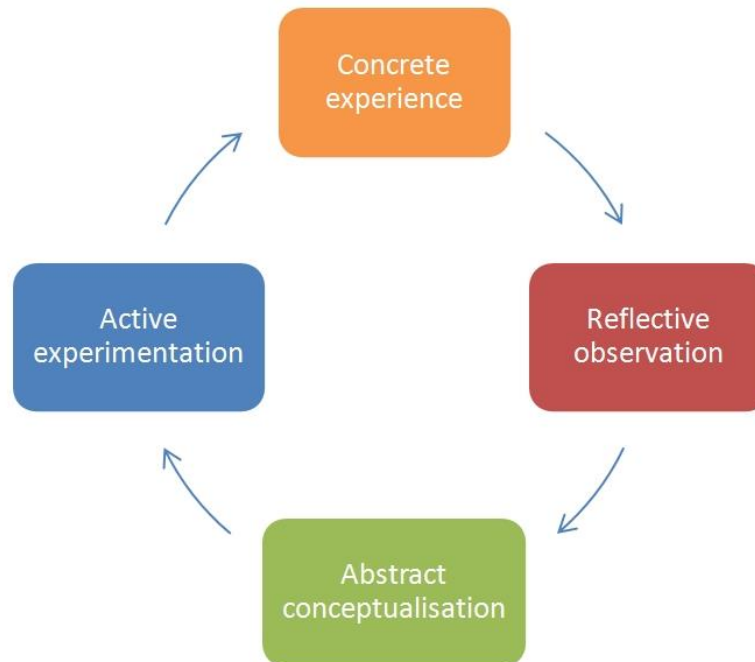
Reflection

- Schön (1983)
 - Reflection in Action
 - Reflection on Action
- Killian and Todnem (1991)
 - Reflection for Action

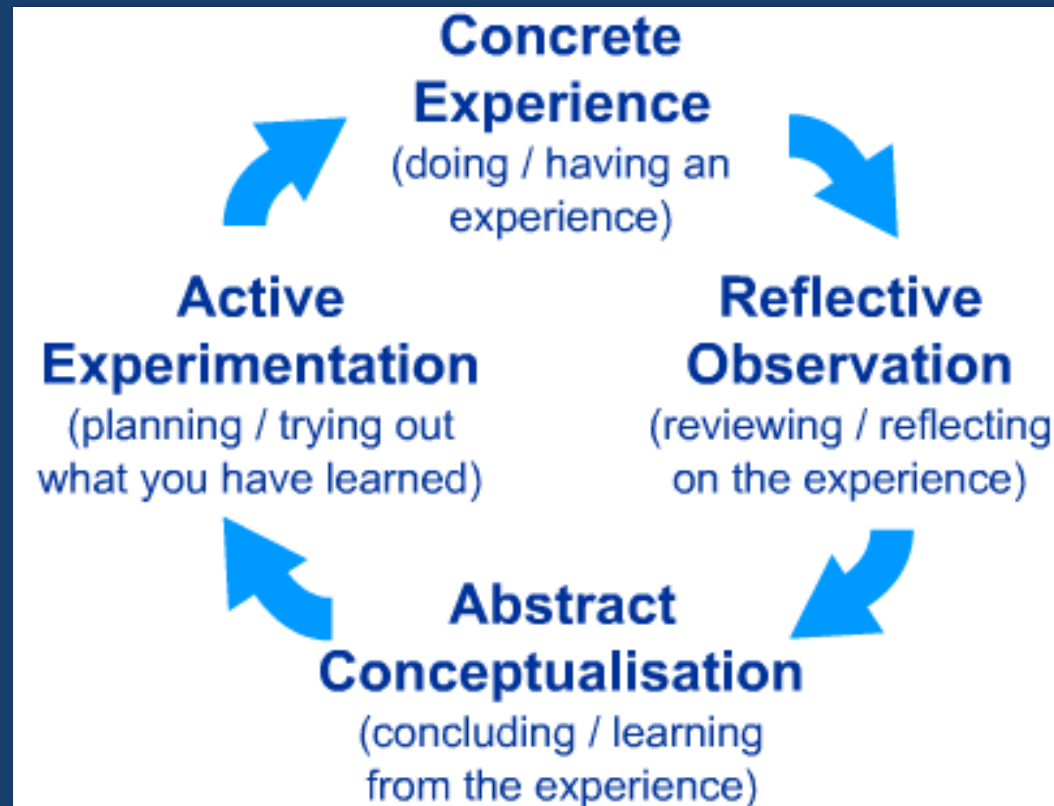
Cycle of reflection



Kolb (1984) Experiential learning



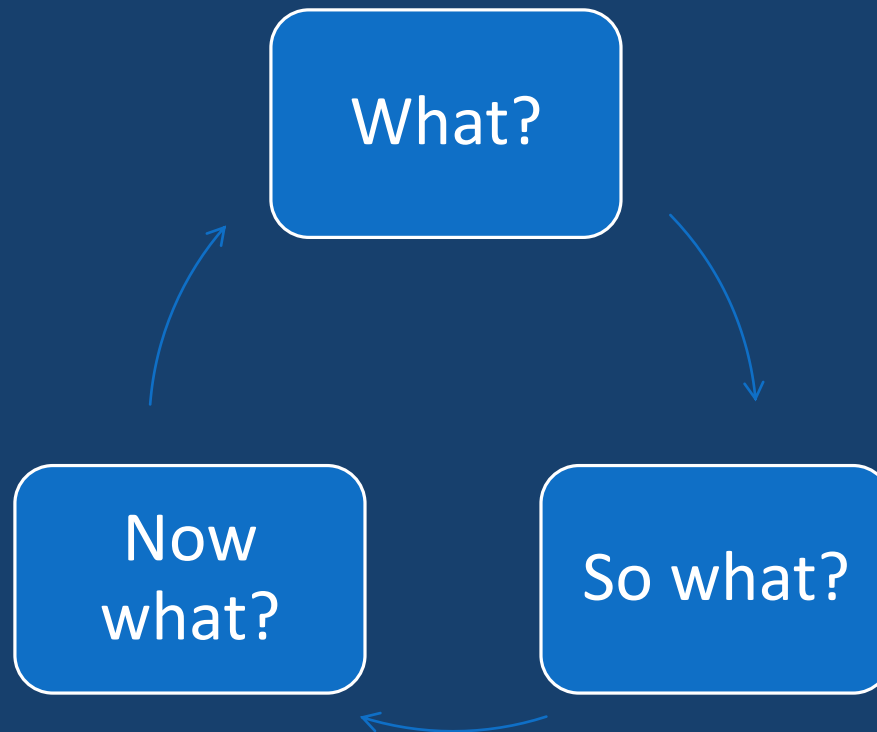
Kolb's cycle of reflection



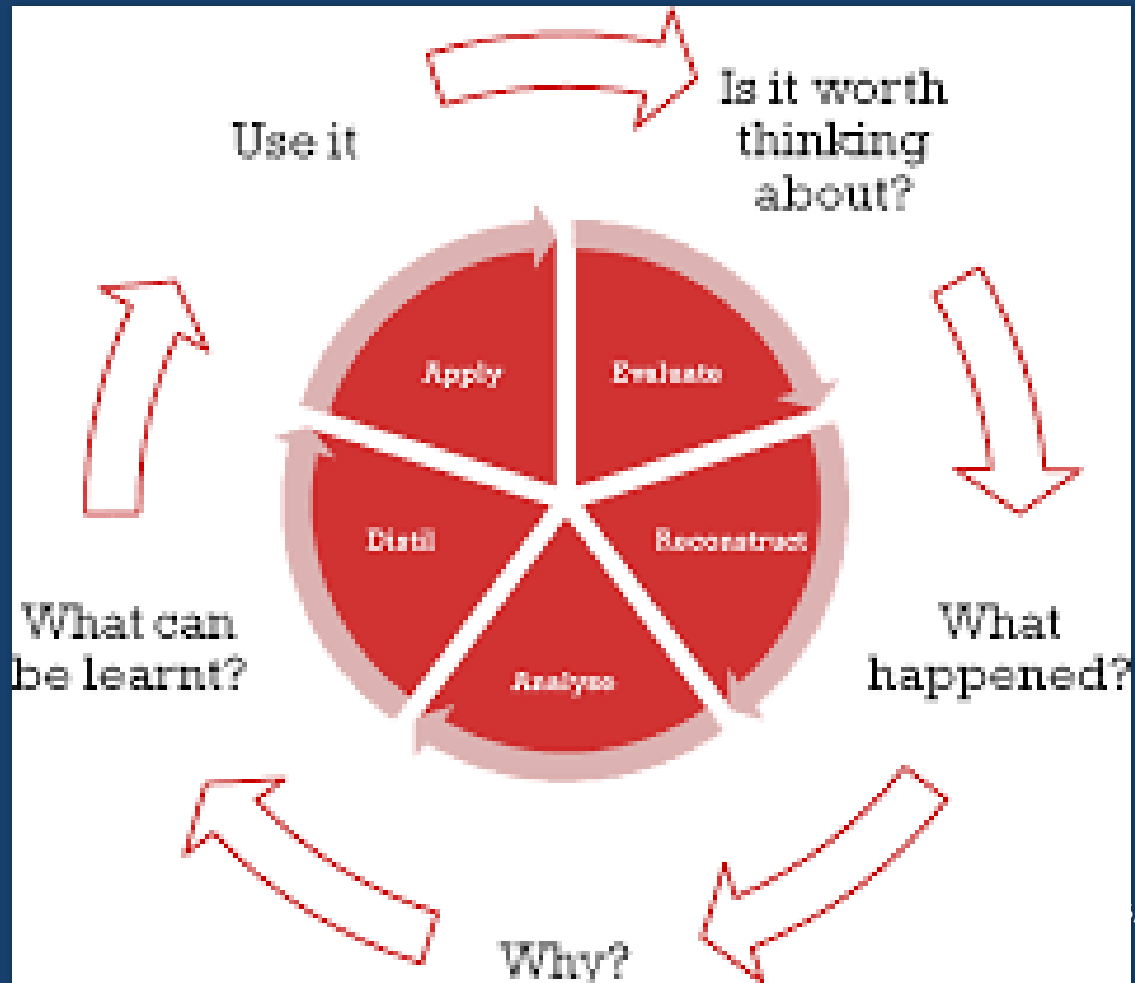
Other models

- Borton (1970)
- Cottrell (2011)

Borton (1970)



Cottrell (2011)



Practical task: 20m

- Borton (1970)
- Cottrell (2011)
- Compare them ...
 - What's the same?
 - What's different?
 - Which do you prefer?
 - Why?

You just did critical thinking!

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- Cottrell (2011)
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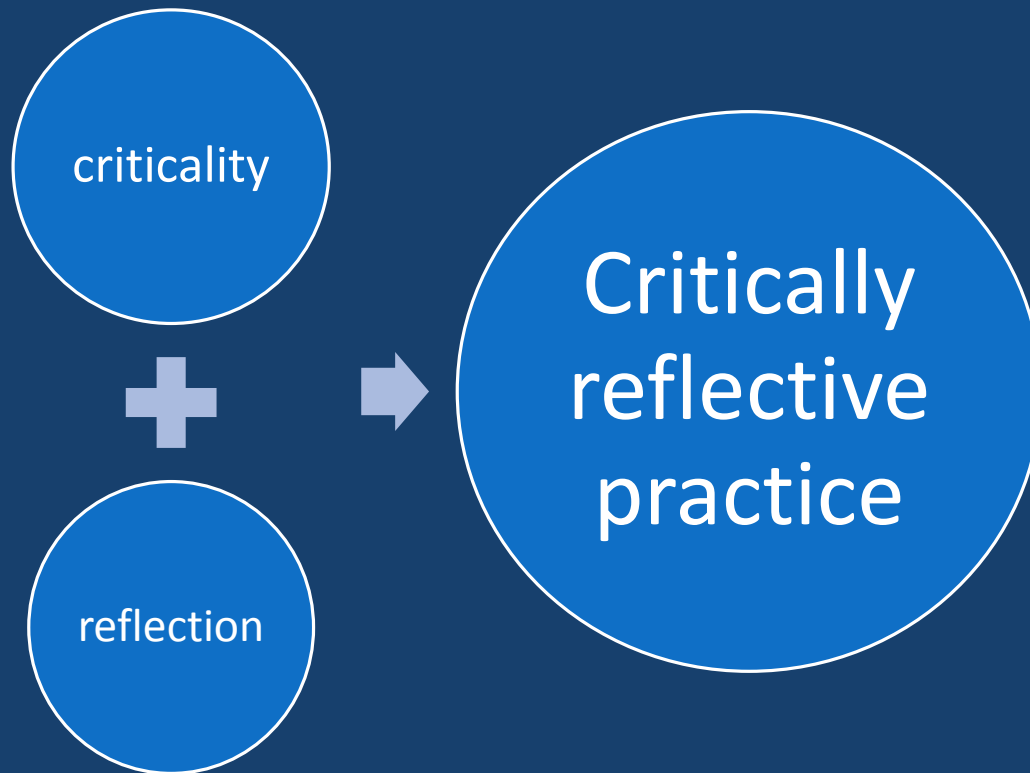
Criticality

- Asking questions
- Not accepting things at face value
- Look beneath the surface ...

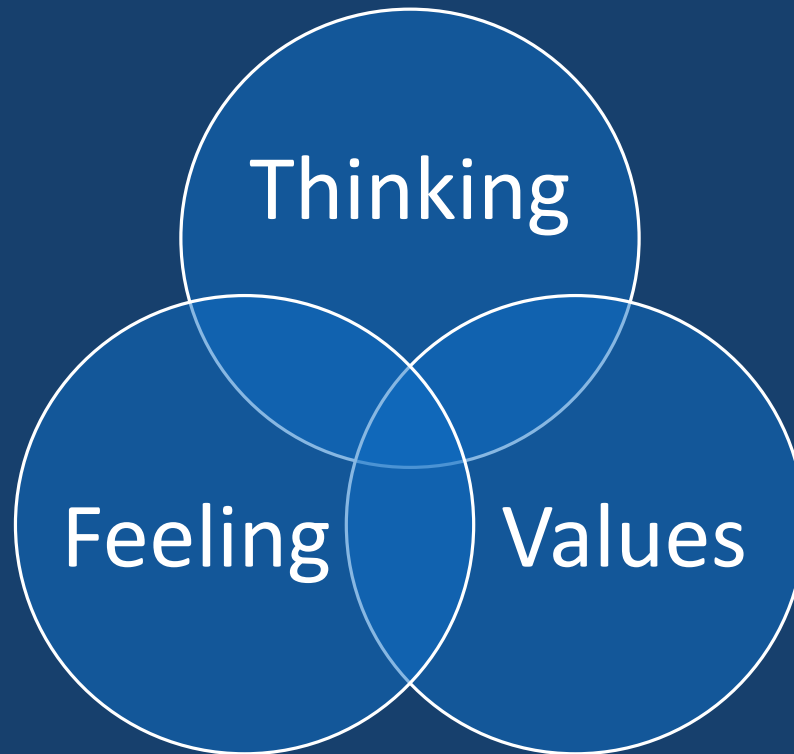
Criticality and ...

- Perception and bias
- Values and beliefs
- <http://www.openuniversity.edu/sites/www.openuniversity.edu/files/brochures/Critical-thinking-Open-University.pdf>

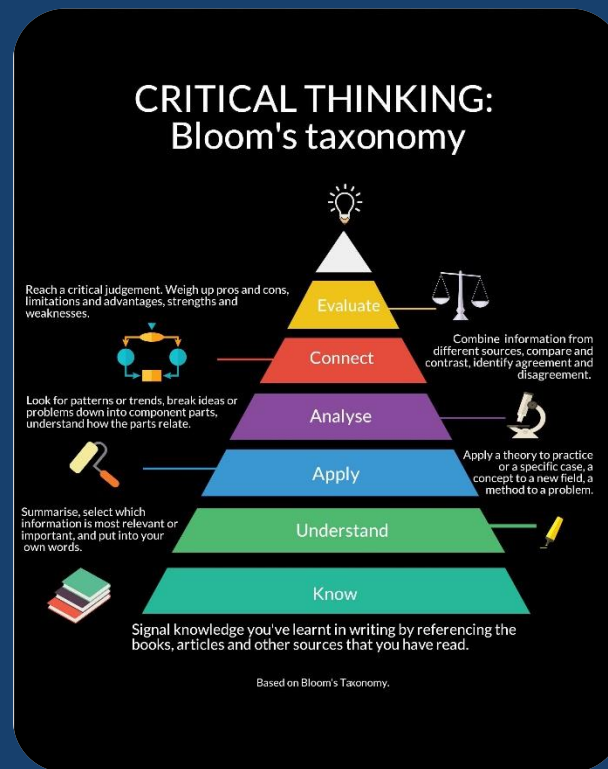
Critically reflective practice



Critically reflective practice



Critical Thinking



Literature review

- Comprehensive review
- Identify key themes
- Appraise different perspectives
- Identify similarities and differences
- Make connections with your practice
- Synthesise these into a coherent summary

Links for literature review

- <http://pamelasnow.blogspot.com/2018/06/behaviour-as-form-of-communication.html>
- <http://www.sec-ed.co.uk/best-practice/the-links-between-language-ability-and-behaviour/>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219632/DFE-RR247-BCRP6.pdf
- https://yjresourcehub.uk/our-community-page/resources-for-sharing/item/download/185_687afe6fb11fa1e6078f46357927b185.html
- <https://www.rcslt.org/-/media/Project/RCSLT/rcslt-behaviour-a4-factsheet.pdf>

Critically reflective practice

- What does it mean for teaching?
- What kind of reflection do we do already?

Spot the reflective practice ...

- Writing a lesson plan
- Changing the activity 'on the spot'
- Writing IEPs/IDPs
- Wishing you'd done things differently
- Parents evening

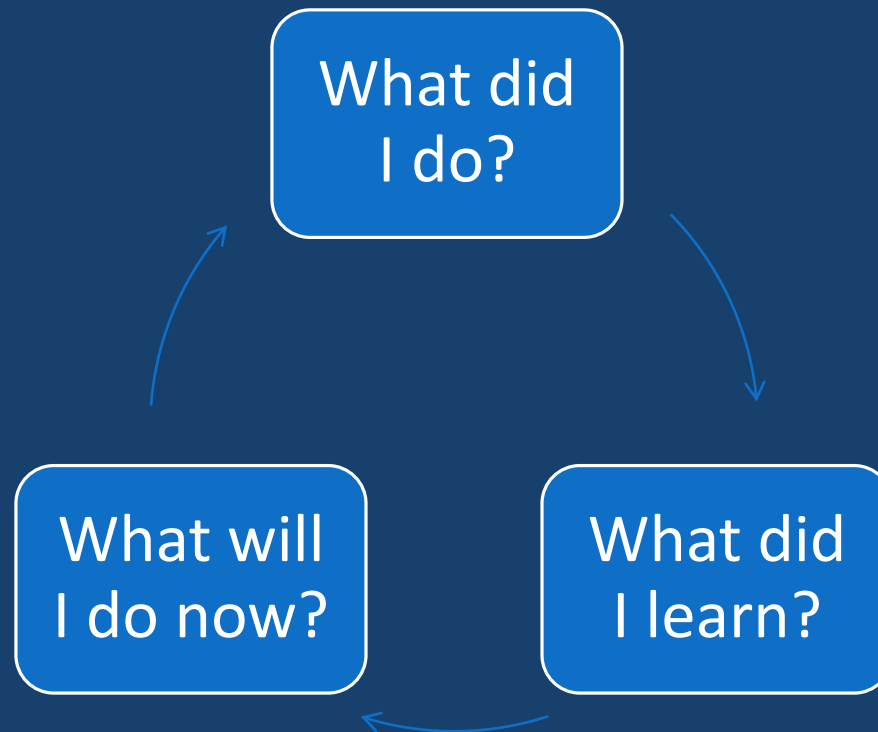
Reflective practice

- Learning by thinking about things that **have happened**:
What? So what? Now what? (Borton 1970)
- Schemes of work and lesson plans
- Thinking as it happens, 'on the spot'.

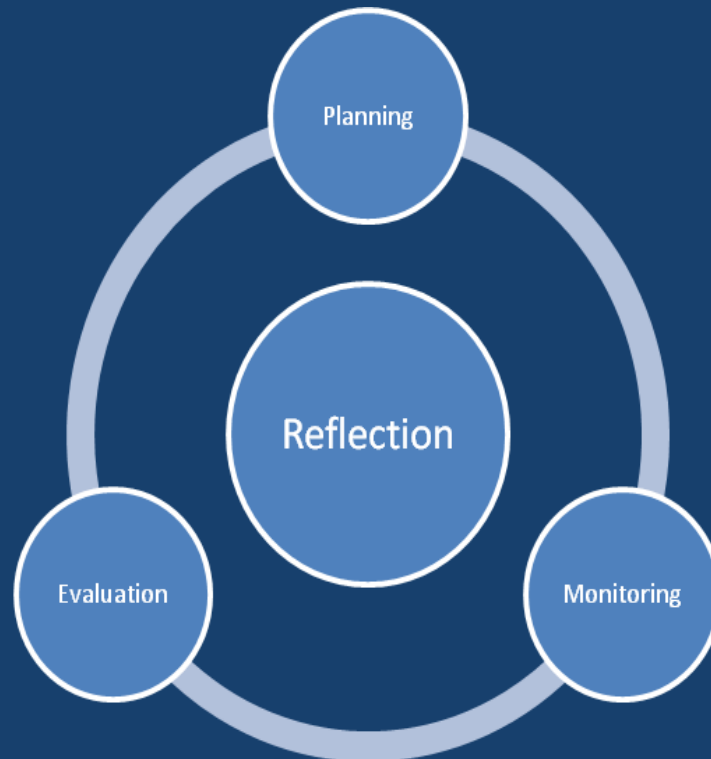
Reflective practice cycle



Reflective practice cycle



Metacognition



- <https://cambridge-community.org.uk/professional-development/gswmeta/index.html>

Reflexive practice

- Know yourself at every level (Bassot, 2016)
 - Learning style
 - Personality
 - Emotional drivers and triggers
 - Values and beliefs

Emotional literacy

- Goleman (1996)
 - Recognise: yourself, others
 - Regulate: yourself, your relationships with others.
- Manage yourself, manage your relationships (Park & Tew, 2007)

Critically reflective practice

- Solo
 - What can I learn from this?
 - How is this affecting me? How am I affecting this?
- Pairs
 - What can we learn from each other?
 - Peer support, corridor conversations, mentors.
- Groups
 - What can we learn from our team?
 - Training, meetings, ALNCo days.

So ...

- Why is it important to us?

- What would stop us?

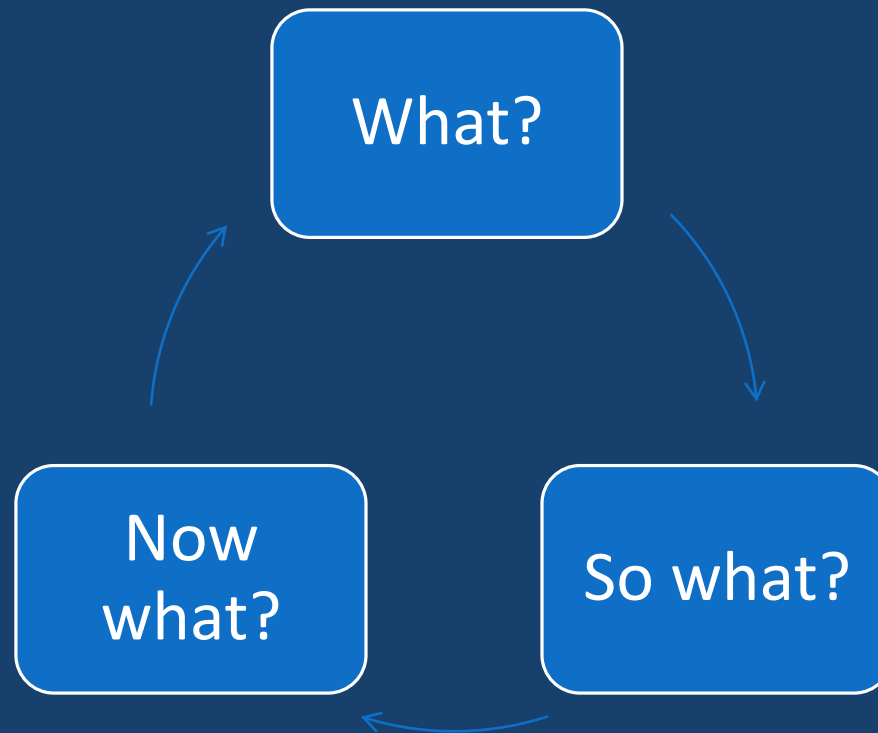
Why is it important?

- ▶ Structure and support
- ▶ Learning and development
- ▶ Knowledge and skills
- ▶ Responsibility for our own practice
- ▶ Quality outcomes.

What would stop us?

- Time
- Opportunity
- Skills
- Confidence
- Support.

To finish ...



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Finally

“Every expert starts as a beginner”