

In the early part of this journal, we used the term 'reflection' to denote the kind of thinking professionals undertake in order to evaluate their practice. As we now move towards having an understanding of critically reflective practice, two more words require some clarification: 'reflectivity' and 'reflexivity'. This is not straightforward, as these terms are similar and can sometimes, rather confusingly, be used interchangeably in literature.

- **Reflection** – this is the term used by many writers on the subject of reflective practice, including Schön, his colleagues and his associates. It refers to the thinking processes that we engage in as learners and professionals and can be deliberate or otherwise.
- **Reflectivity** – this is the deliberate act of engaging in the process of thinking in order to analyse and evaluate an aspect of professional practice. This is sometimes referred to as the 'doing of reflection'.
- **Reflexivity** – refers to the high level of self-awareness needed to practise in an anti-discriminatory way. It involves becoming aware of our values and assumptions, which are culturally situated. Fook (2004) argues that such awareness demands that we look inwards and outwards, recognising that every part of ourselves, including our context, affects how we practise.

Reflexivity is vital for all professionals who want to become critically reflective practitioners. In all situations this will involve being aware of issues of power in relationships and in institutions and seeking to shift the balance of power where appropriate.