

# Critically reflective and reflexive practice: an introduction

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# My family ...



# Outdoor interests



# Indoor interests



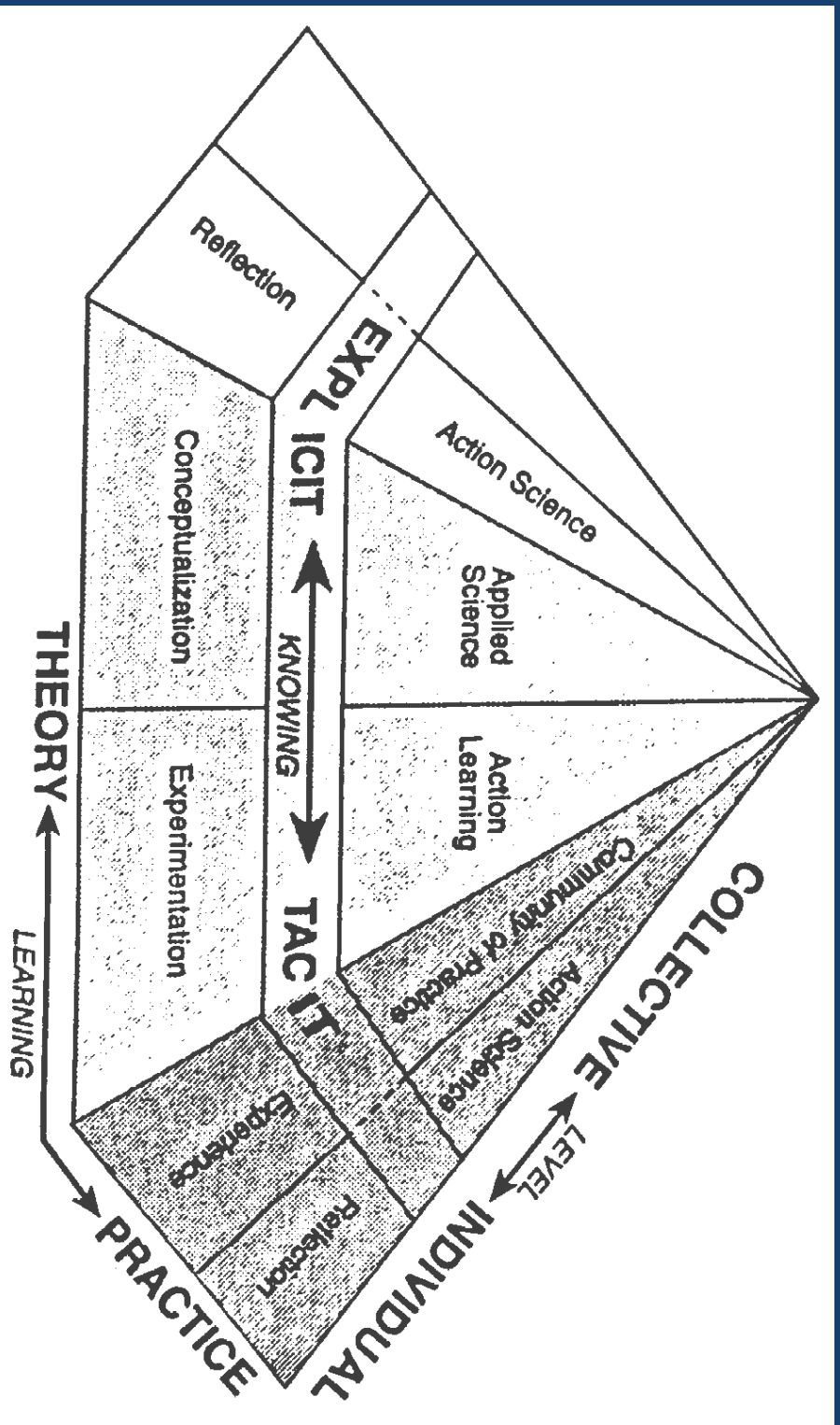
# Objectives

- 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



# Work Based Learning

- Creates a culture of learning in any organisation

**“Give staff skills to reflect on their practice and ask themselves questions”**

- Promotes teamwork as staff share their learning with each other

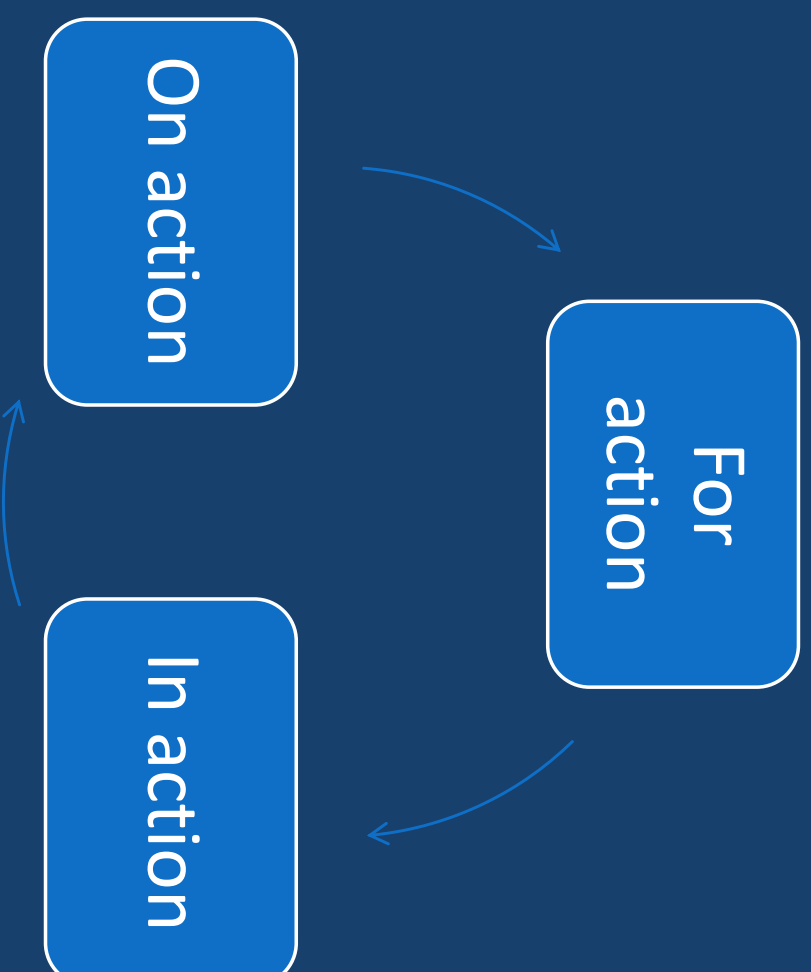
# Reflection

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

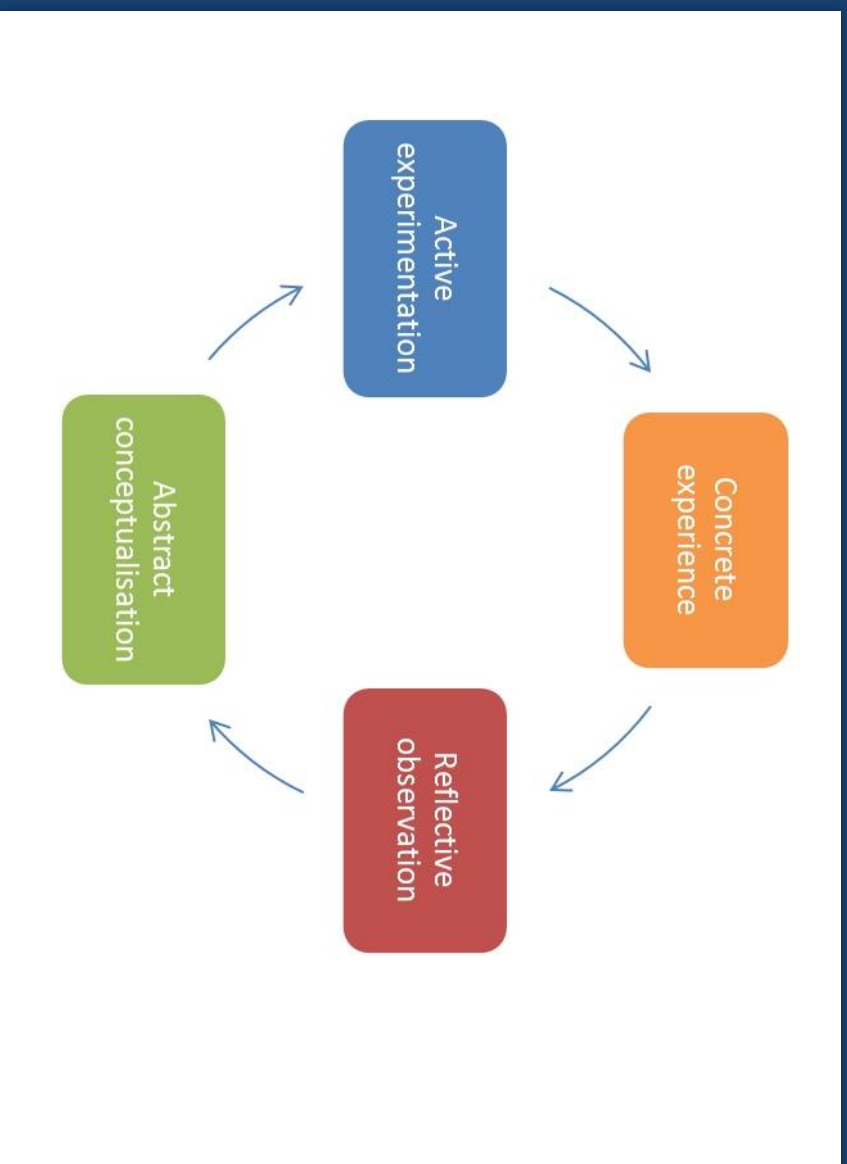
# Reflection

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

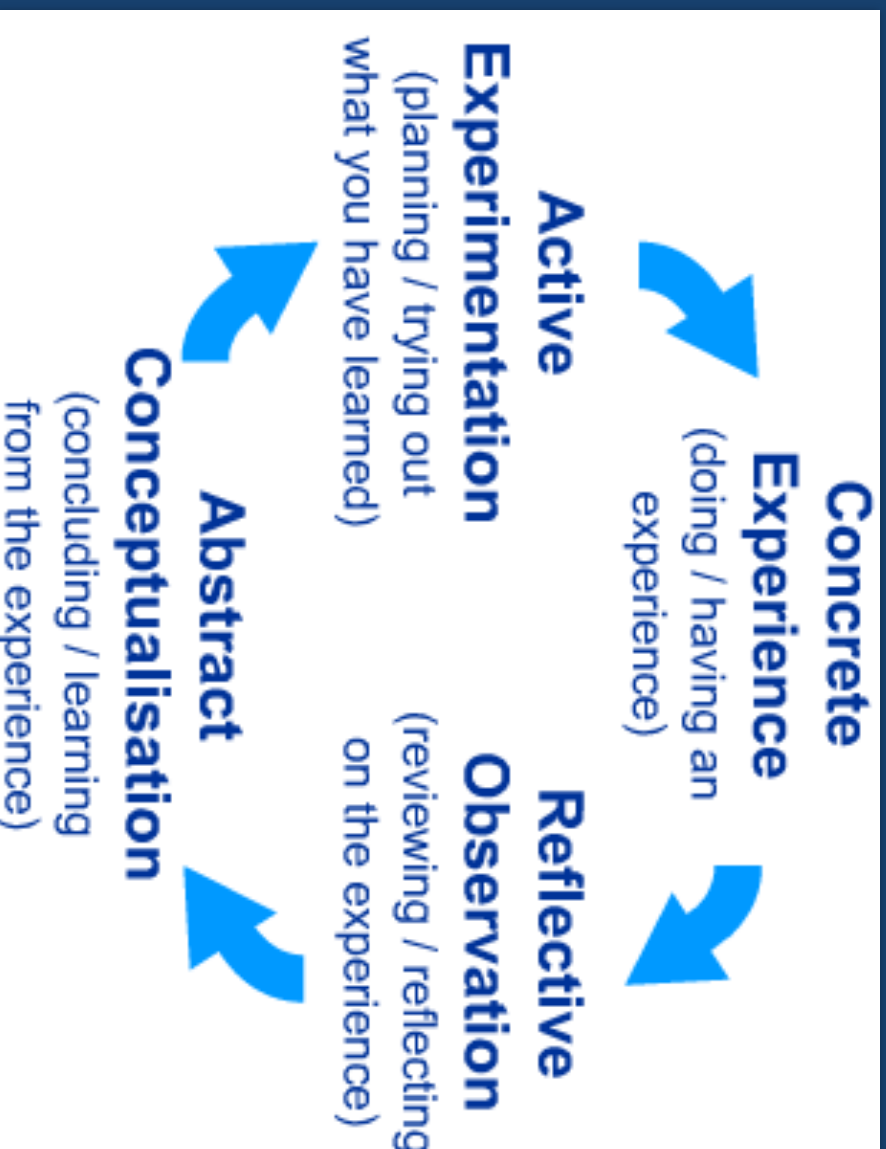
# Cycle of reflection



# Kolb (1984) Experiential learning



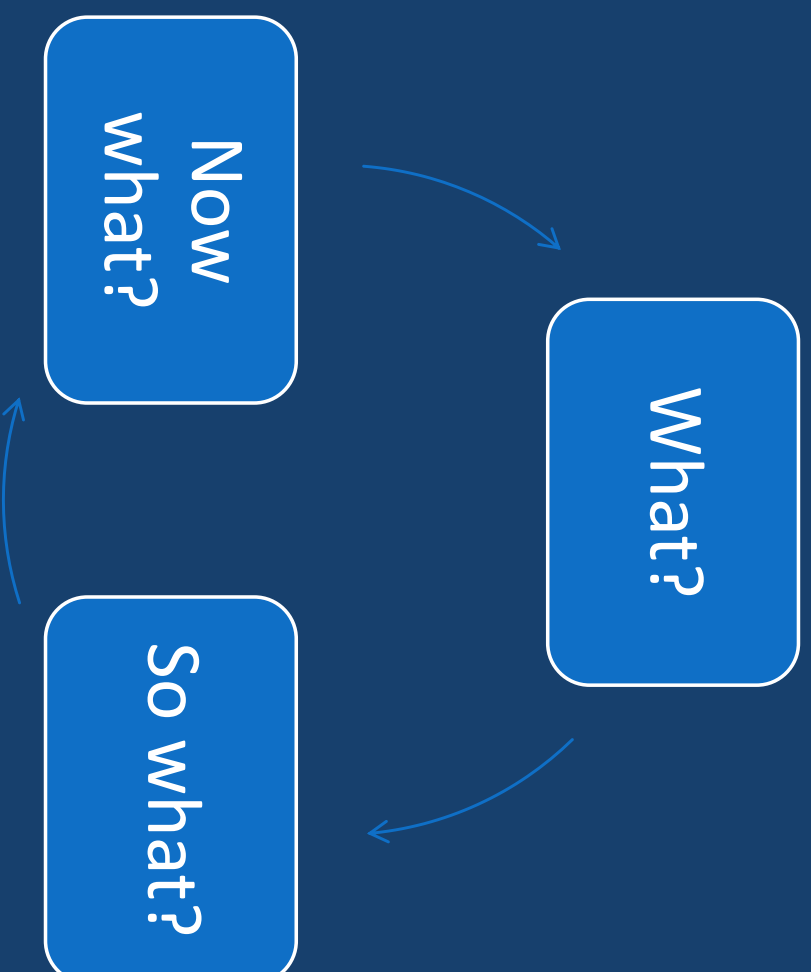
# Kolb's cycle of reflection



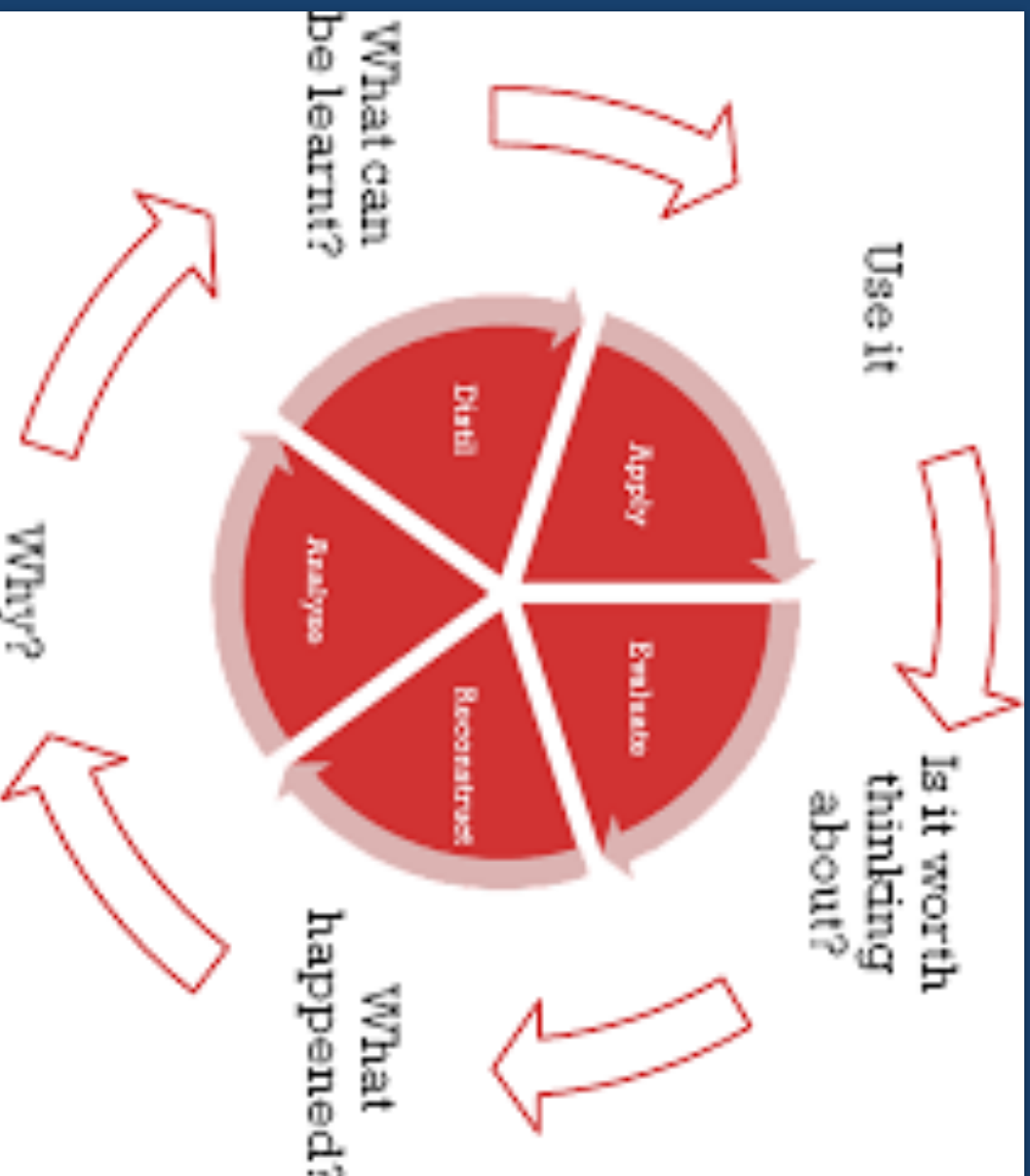
# Other models

- 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!

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

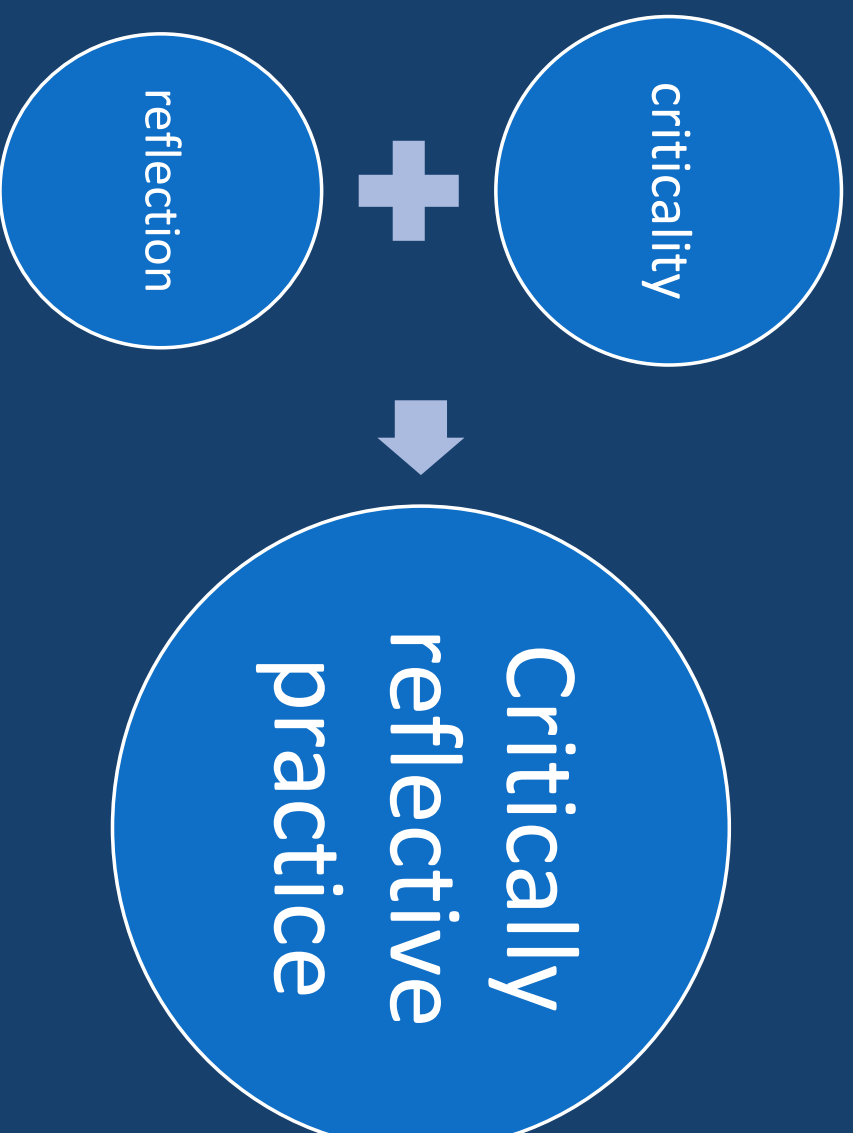
# Criticality

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

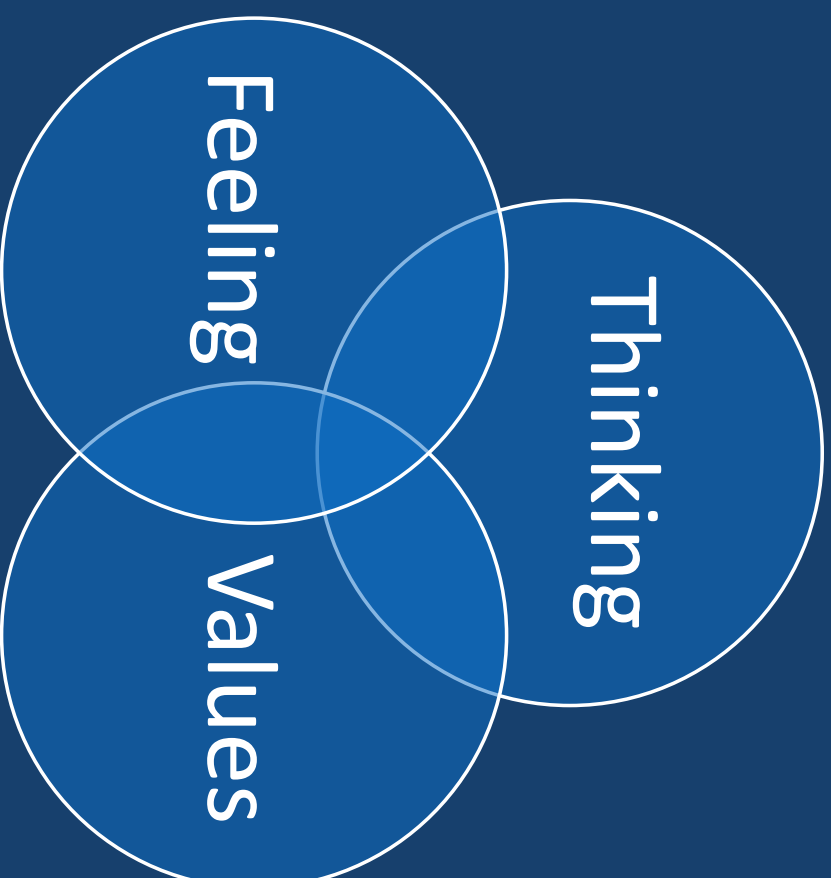
# Criticality and ...

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

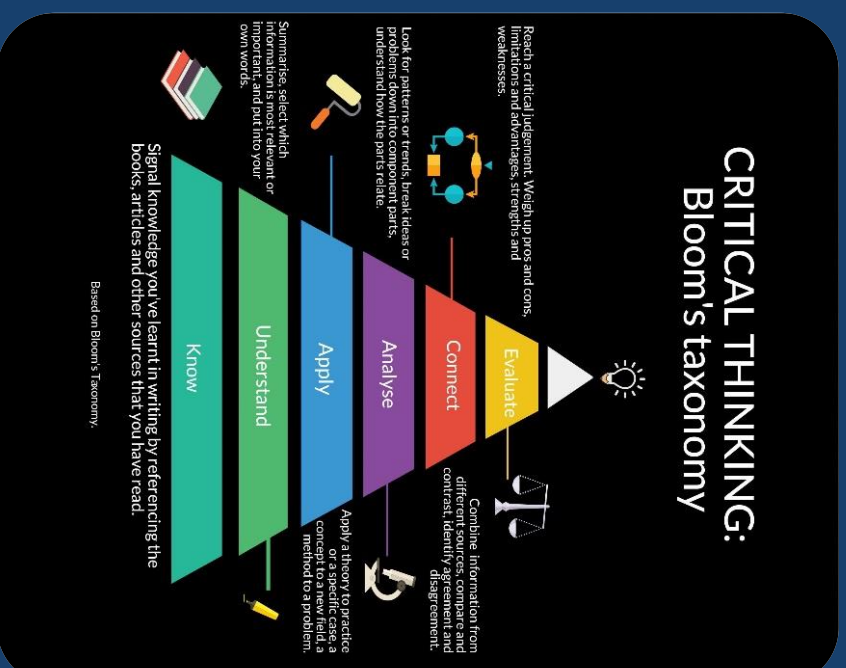
# Critically reflective practice



# 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://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219632/DFE-RR247-BCRP6.pdf)
- [https://yiresourcehub.uk/our-community-page/resources-for-sharing/item/download/185\\_687afe6fb11fa1e6078f46357927b185.html](https://yiresourcehub.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?

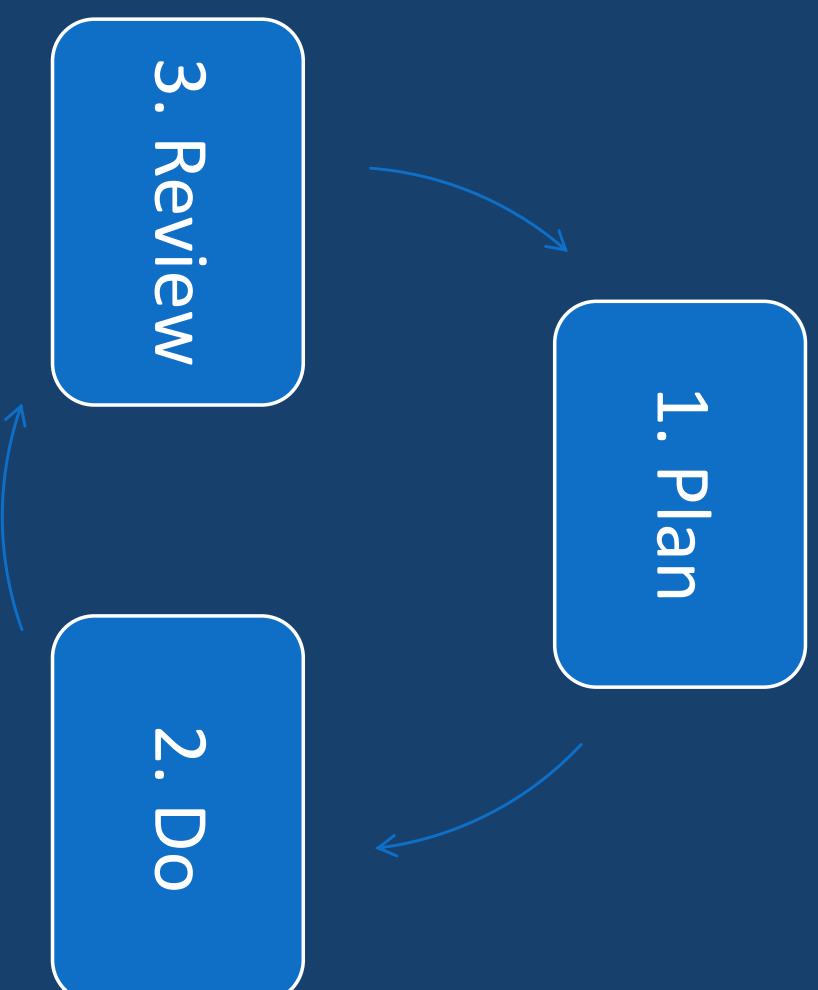
# Spot the reflective practice ...

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

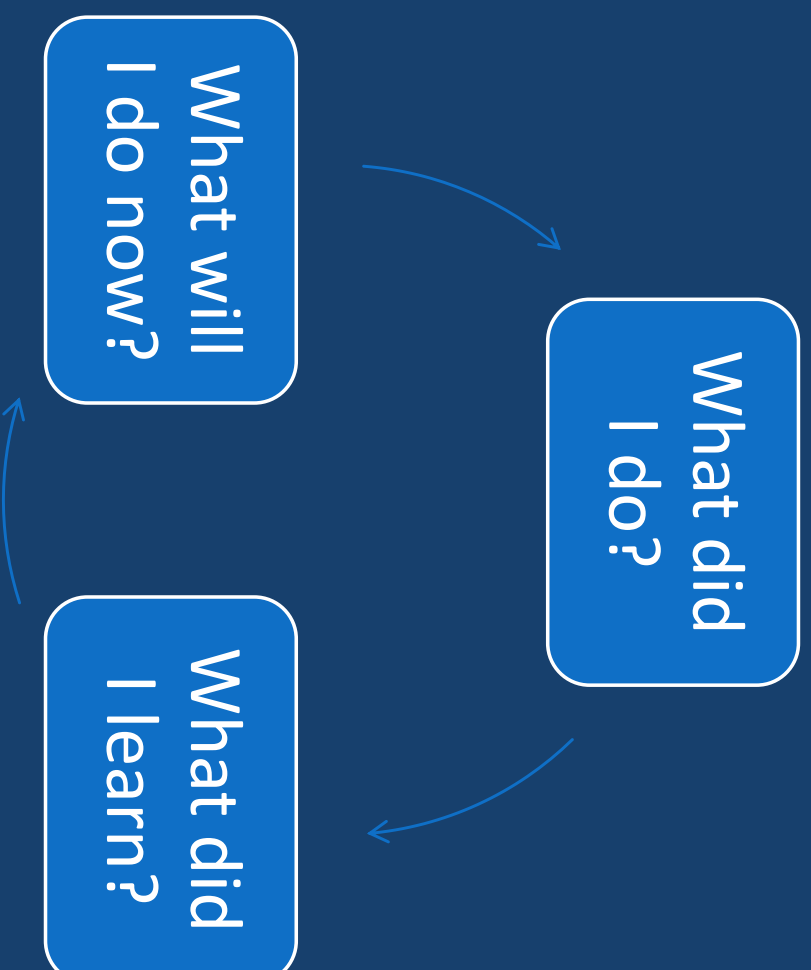
# Reflective practice

- 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'.

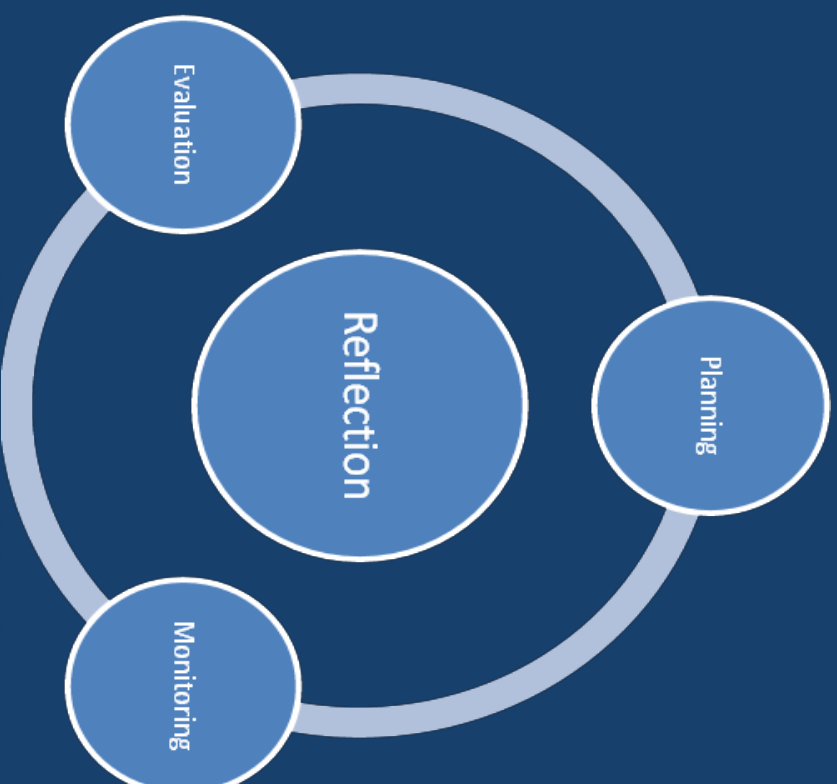
# Reflective practice cycle



# 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?

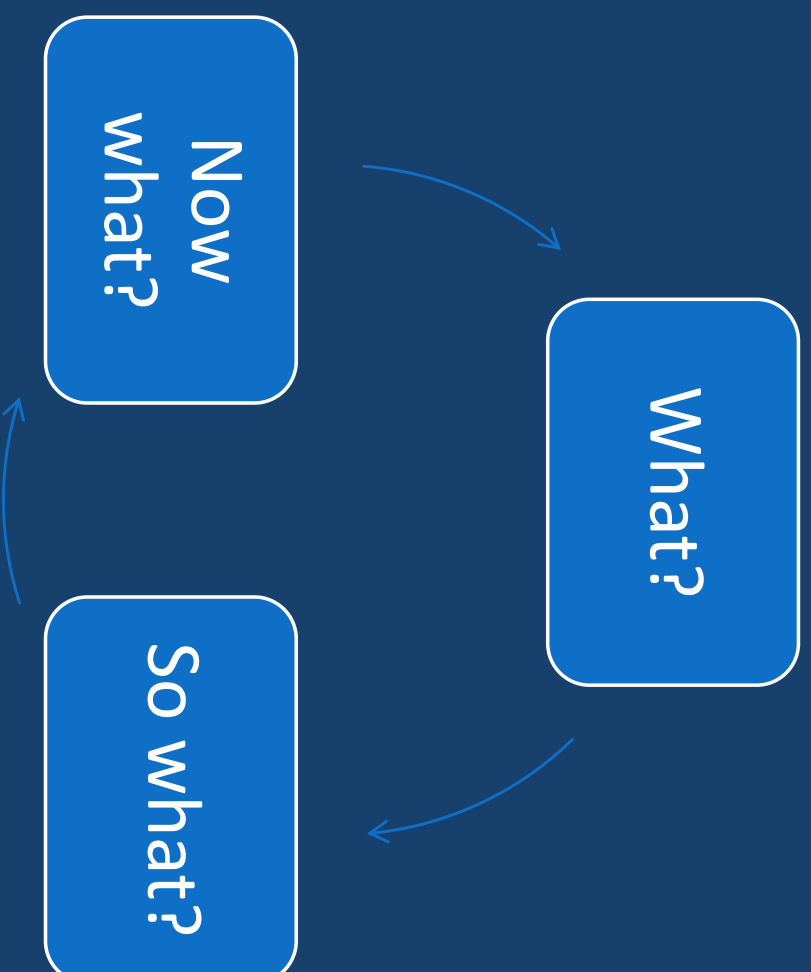
# Why is it important?

- ▶ 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”