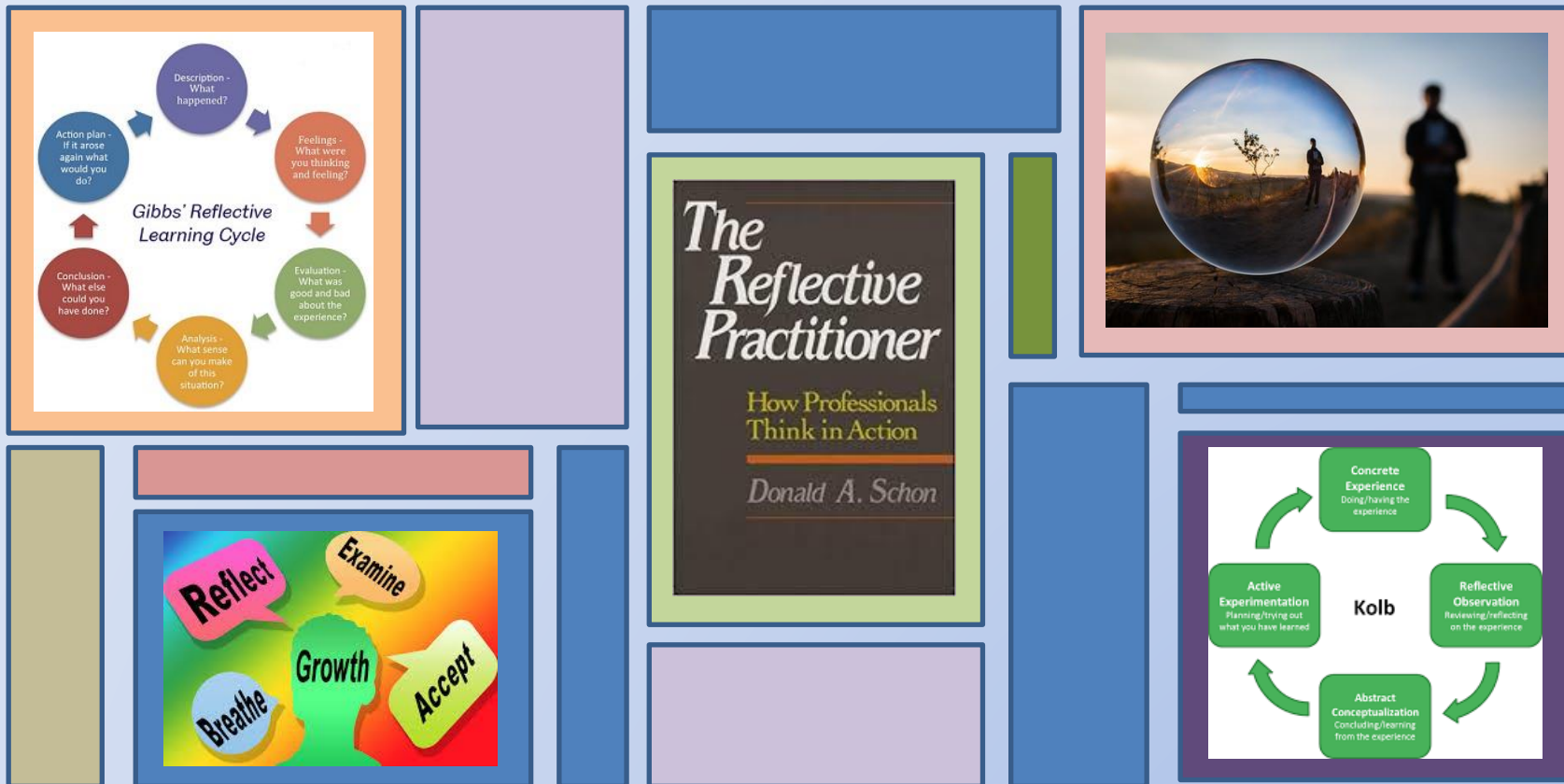




EC SO5004 Reflective Practice: Maintaining Professional Standards

Theme 3: What Makes a Reflective Practitioner?



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

ken.dicks@uwtsd.ac.uk

Learning Review



What did we cover in our last Theme?



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Being a Reflective Practitioner

- Being a reflective practitioner should not be an 'easy' option.
- If done properly it presents challenges to the practitioner.

Discuss what these challenges might be.

Feedback to your Tutor.



Being a Reflective Practitioner

- Being a reflective practitioner involves looking at your own practice
- In a structured sequential way (i.e. the models that we looked at last week)
- Using theory and research to evaluate our practice and learn from our experiences

Being a Reflective Practitioner

- Reflection is usually undertaken in **Supervision** sessions
- These can be 1-2-1 or in groups
- **Supervision** is provided by a Line Manager or another trained professional

Discuss why Supervision is important to the process.

Feedback to your Tutor.

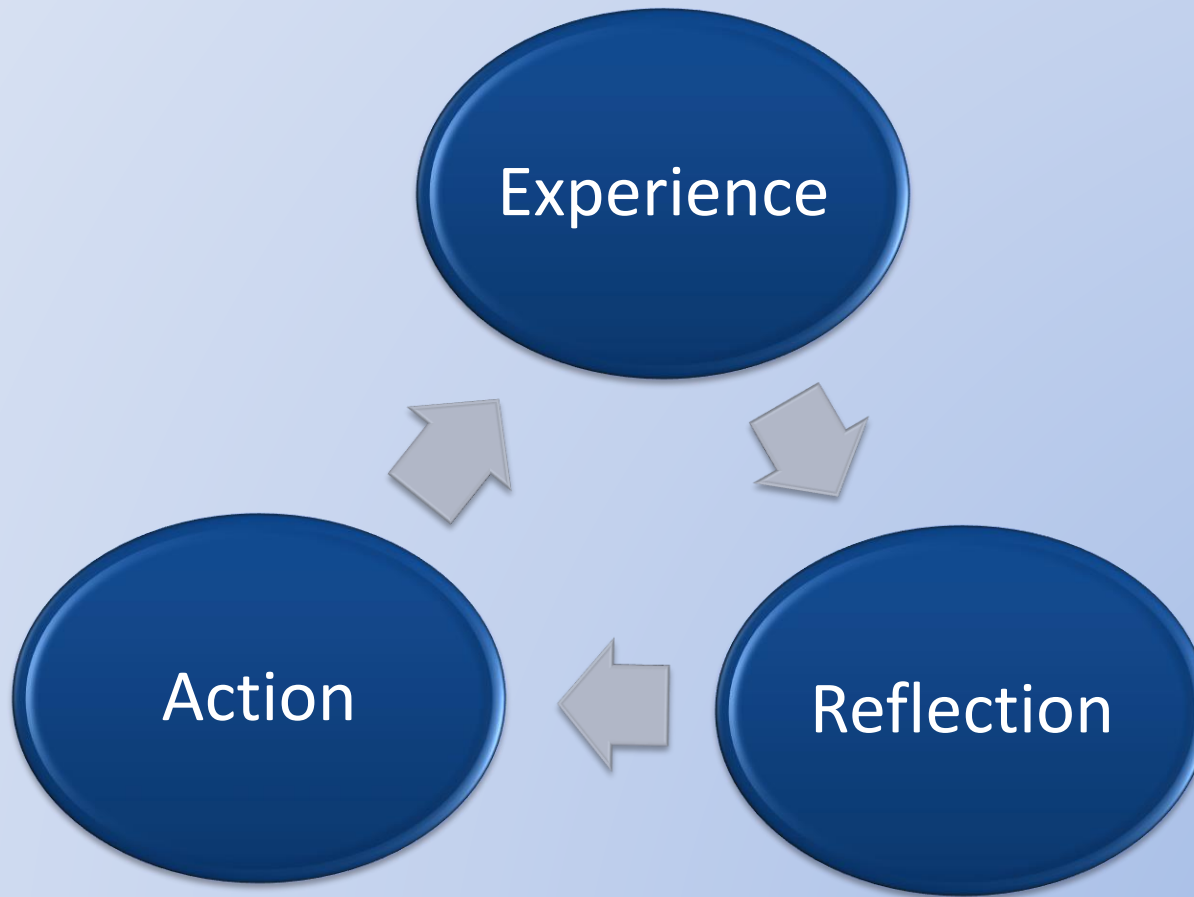
What is reflection?

- Exploration / examination of ourselves and our actions (often written but also spoken)
 - That is considered and thoughtful
 - That is rational and unemotional*
 - *(even though it often deals with feelings, reactions and emotions)
 - in relation to theory / wider context / other perspectives

Why do it?

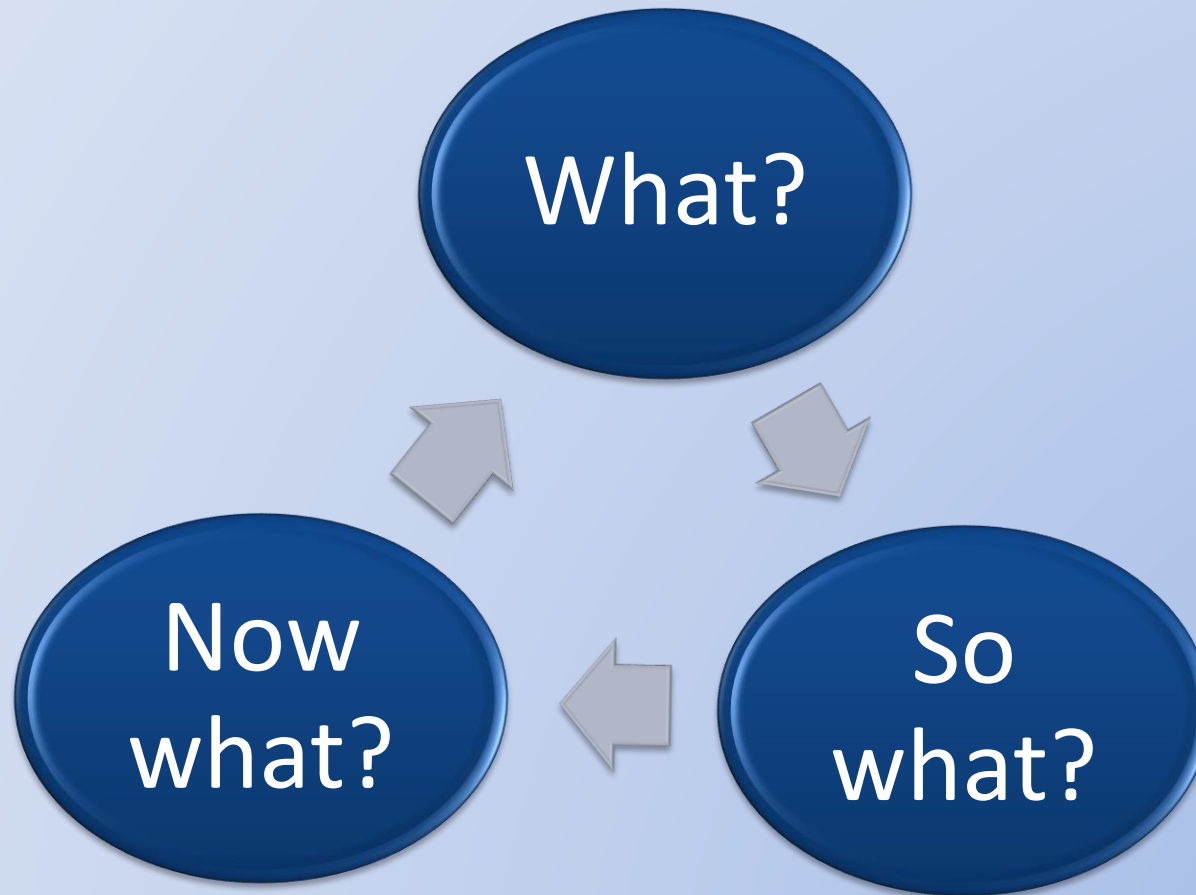
- to develop understanding / learning / skills
- and give us a path by which to **move forward**

Reflection: The basics



Borton's (1970) cue questions:

(Cited in Jasper, 2003, p.99)



Questions for Continuous Improvement

- 'Kaizen' is a theory of continuous organisational improvement first developed in Japan.
- The word can be translated into English as 'change for the better'
- The principles of Kaizen include the development of a reflective culture in an organisation
- One technique for doing this is to ask questions for continuous improvement
- Also known as the 5 Ws and an H

Questions for Continuous Improvement

- Who?

- When?

These questions are useful for the description phase.

- Where?

- What?

- Why?

These questions are useful for the analysis phase.

- How?

This question is useful for the analysis phase.



Contexts and purposes

- Episode / experience/ process
 - Short/specific e.g. lesson we have taught, procedure we have carried out
 - Longer process e.g. project work, group work, course, client-practitioner relationship
- Critical incident
 - Positive or negative
- Our own development, e.g. skills, strengths, challenges

What is a critical incident?

- Something that happened that is, in some way, significant
 - For you personally,
 - Or in a wider context
- and that you can learn from by considering it more deeply
- It does not have to be earth-shattering
- It can be either positive or negative

Skills involved

- Self-awareness
- Description / factual reporting
- Critical analysis
- Synthesis
- Evaluation

(Atkins and Schutz, 2008, p.26)

N.B. Self-awareness is the main skill that is not **usual** in other academic writing.



Preparing for reflection

: Focused free writing

This technique can help you to start thinking freely about something.

- Think of one event that you would like to reflect on
- Write for 5 -10 minutes **without stopping**, just following your train of thought as if you are talking to yourself on paper
- Don't worry about grammar, spelling, punctuation or anything else
- If you wander off the topic, don't worry, just bring yourself gently back
- When the time is up, skim through for any interesting/useful words, phrases, ideas or thoughts

The idea of free writing, from which focused free writing is adapted, was popularised by Peter Elbow (1973)

Reflective journal – when to do what

At the time /straight afterward

- Write a description as you see things now
- Include your feelings
- Note down anything you might want to refer to as 'evidence'
- Note questions or things you might want to explore if they occur to you

Later reflection

- Look back objectively at what you wrote
- Compare you now with then: changes?
- Ask & answer critical questions
 - Relate to wider context
 - Justify what you say
- Learning & moving forward

Description

Ability to give effective account so that others understand what happened as you saw it:

- Pick relevant, significant detail: right amount
- Writing = clear, concise, well structured
- Objective rather than emotional: thoughts & feelings are recorded rather than colouring account

Critical analysis/ evaluation

- Aims for deeper understanding
- Breaking down into constituent parts
- Identifying positives / negatives/ issues
- Identifying and challenging assumptions (self & others)
- Making connections (other experience, learning)
- Relating to external sources, e.g.
 - Theory, research, case studies, wider social / political / economic context

Reflective Practice in Practice

You will need to undertake this activity between now and the next session.

Before the next session, using your chosen method of reflection, look back on one learning event that has happened in the intervening period.

This is an opportunity for you to practice using your chosen method of reflection.



Guided Study Activity: Practicing Reflective Practice



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Reflective Practice

Guided Study Workshop

In our next workshop we will consider the following questions

- *How did you find using the model?*
- *What worked for you?*
- *What did you find more difficult?*
- *What lessons have you learnt for your future practice?*



References

- Atkins, S. and Schutz, S. (2008) 'Developing the skills for reflective practice', in Bulman, C. and Schutz, S. (eds.) *Reflective practice in nursing*. 4th edn. Chichester: Blackwell Publishing, pp. 25-54
- Boud, D. et al (eds.) (1985) *Reflection Turning experience into learning*, London: Kogan Page Available at [REFLECTION: TURNING EXPERIENCE INTO LEARNING](#) [Accessed 19/11/2024]
- Crosbie, R. (2005) 'Learning the soft skills of leadership' *Industrial and Commercial Training*; Vol:37, Issue:1; pp. 45-51 Available at: [Learning the soft skills of leadership – ProQuest](#) [Accessed 19/11/2024]
- Davis, M. (2003) 'Barriers to Reflective Practice: The Changing Nature of Higher Education' *Active Learning in Higher Education* Vol 4, Issue 3, pp. 243 – 255 Available at: [Barriers to Reflective Practice: The Changing Nature of Higher Education - Margaret Davis, 2003](#) [Accessed 19/11/2024]
- Dewey, J. (1938) *Logic: The Theory of Inquiry*. MN: Rinehart & Winston Available at: [Logic: The Theory of Inquiry, 1938](#) [Accessed 19/11/2024]
- Doye, C. (2012) *Reflection and Reflective Practice* University of Edinburgh: Institute for Academic Development
- Elbow, P. (1973) *Writing Without Teachers*. New York: Oxford University Press Available at: [Writing without teachers : Elbow, Peter : Free Download, Borrow, and Streaming : Internet Archive](#) [Accessed 19/11/2024]
- Eraut, Michael (1995), *Schon Shock, a case for refraining reflection-in-action*, London: Routledge
- Gibbs, G. (1988, 2013) *Learning by Doing: A Guide to teaching and learning methods*. Oxford: Further Education Unit, Oxford Brookes University Available at: [Learning by Doing](#) [Accessed 19/11/2024]

References

- Gillett, A., Hammond, A. and Martala, M. (2009) *Successful academic writing*. Harlow: Pearson Education Limited. Available at: [Successful academic writing : Gillet, Andy : Free Download, Borrow, and Streaming : Internet Archive](#) [Accessed 19/11/2024]
- Ixer, G. (2003) 'Developing the relationship between reflective practice & social work values'. *Journal of Practice Teaching*, 5, 1, pp 7-22.
- Jasper, M. (2003) *Beginning reflective practice*. Cheltenham: Nelson Thornes Ltd Available at: [Beginning reflective practice : Jasper, Melanie : Free Download, Borrow, and Streaming : Internet Archive](#) [Accessed 19/11/2024]
- Johns, C. (2013). *Becoming a Reflective Practitioner*. London: Wiley & Sons Available at: [- VleReader](#) [Accessed 19/11/2024]
- Kolb, D. A. (2015) *Experiential Learning*, Englewood Cliffs, NJ.: Prentice Hall Available at: [EpubReader](#) [Accessed 19/11/2024]
- O'Donnell, A.M. et al (2012) *Educational Psychology: Reflection for Action* Hoboken: J. Wiley
- Schön, D. (1987) *Educating the Reflective Practitioner*, San Francisco: Jossey-Bass
- Schön, D. (2016) *The Reflective Practitioner: How professionals think in action* London: Routledge Available at: [The Reflective Practitioner | How Professionals Think in Action | Dona](#) [Accessed 19/11/2024]

References

- Suárez-Barraza, M. F. and Rodríguez-González, F. G. (2015) 'Bringing Kaizen to the classroom: lessons learned in an Operations Management course', *Total Quality Management & Business Excellence*, 26(9/10), pp. 1002–1016 [Bringing Kaizen to the classroom: lessons learned in an Operations Management course. – EBSCO](#) [Accessed 19/11/2024]
- Tate, S. & Sills, M. (eds) (2004). *The Development of Critical Reflection in the Health Professions*. London; Higher Education Authority Available at: <http://www.health.heacademy.ac.uk/publications/occasionalpaper/occasionalpaper04.pdf> [Link not working 19/11/2024]
- University of Edinburgh (2024) *Reflection Toolkit* Available at: [Reflection Toolkit | Reflection Toolkit](#) [Accessed 19/11/2024]
- Zwozdiak-Myers, P.N. (2023) *Teacher's Reflective Practice Handbook : Becoming an Extended Professional through Enacting Evidence-Informed Practice*. New York: Routledge. Available at [The Teacher's Reflective Practice Handbook | Becoming an Extended Prof](#) [Accessed 19/11/2024]