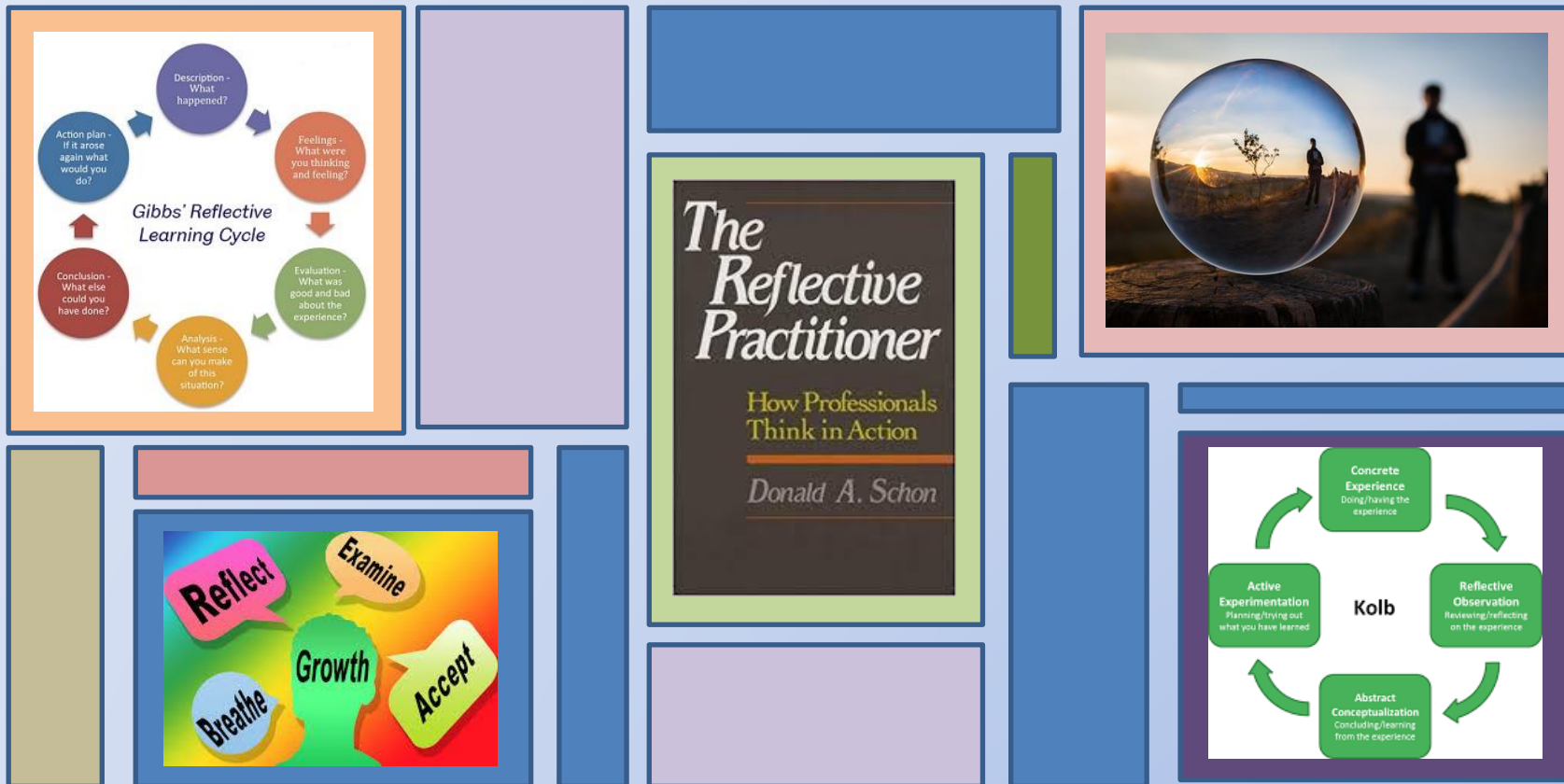




ECSO5004 Reflective Practice: Maintaining Professional Standards

Theme 2: What is Reflective Practice?

Learning Review



What did we cover in the last Theme?



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My own experience of reflective practice

- Teaching practice (PGCE)
- Youth Work
- Careers Wales
- Introduction to Counselling

Reflective Practice – What does it mean?

**Life is about
choices.**

**You make a
mistake once,
it's a mistake.**

**You make the
same mistake
again, that's
a choice.**



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Reflective Practice – Why do we do it?

Consider the concept of Reflective Practice.

Are you familiar with the concept?

What does it involve?

Why do we do it?



Guided Study Activity: Reflective Practice – First Thoughts

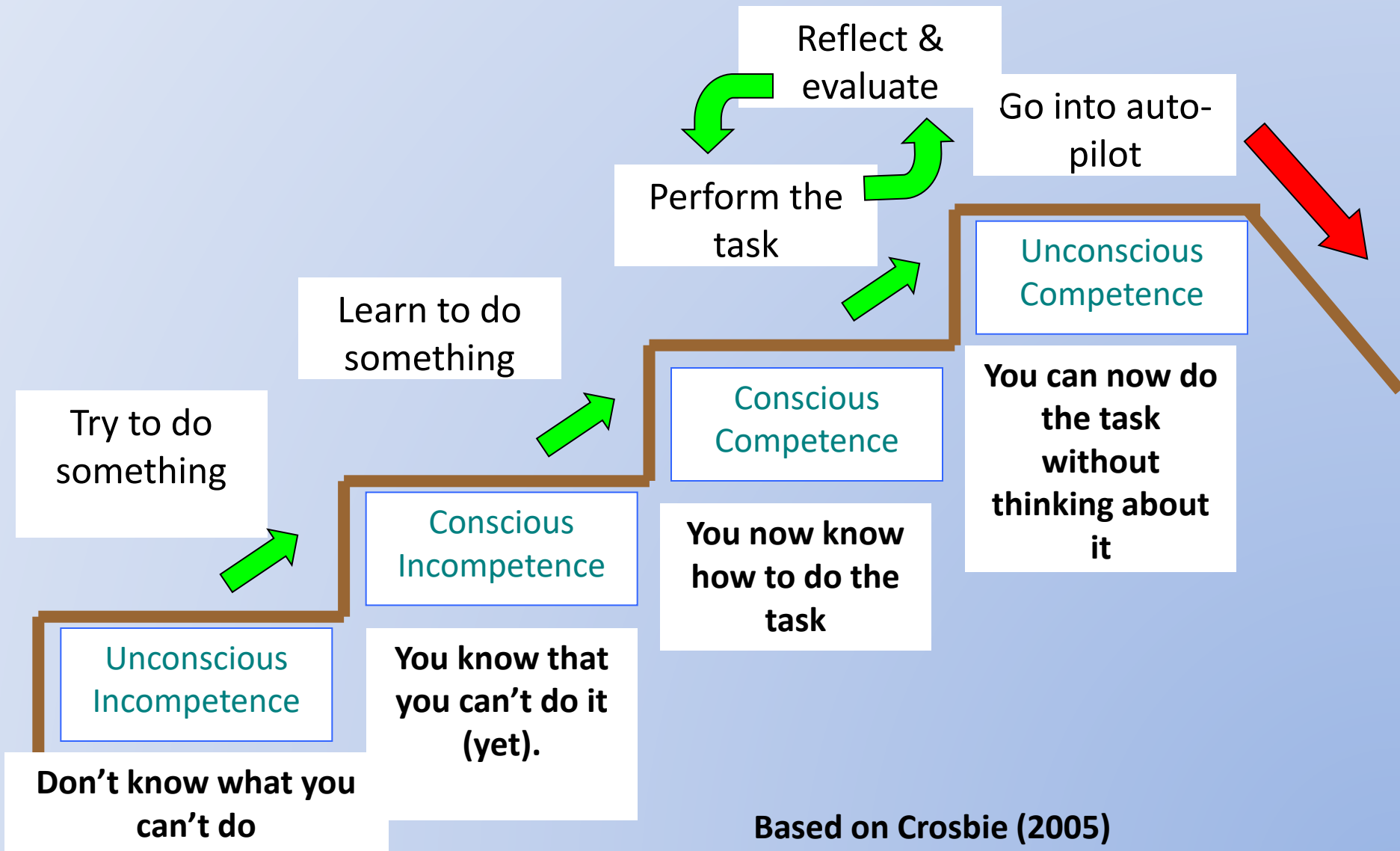
Feedback to your Tutor

***N.B. If you have experience of
reflective practice please let
others answer first.***

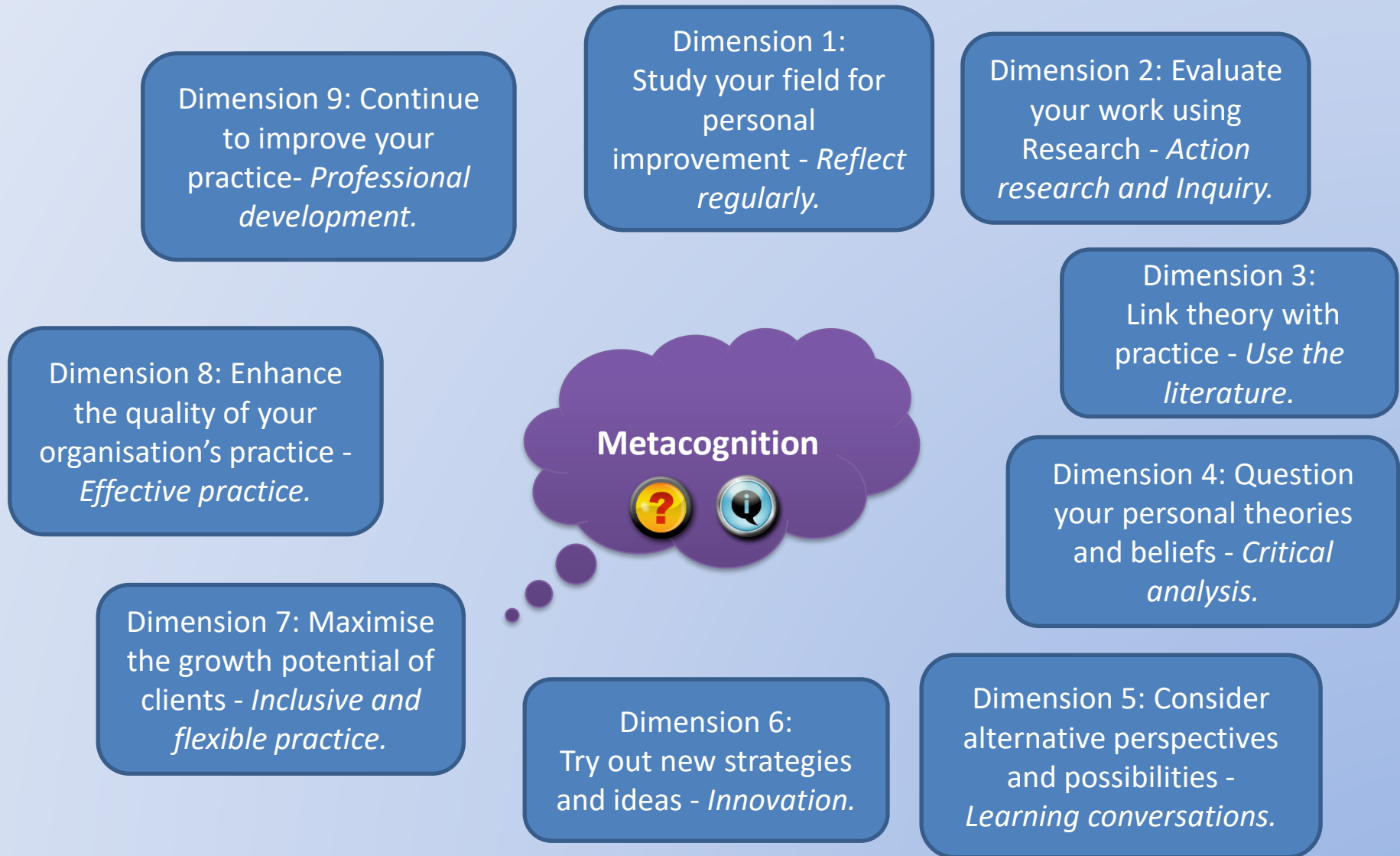


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The Four Stages of Learning



The Nine Dimensions of reflective Practice



Reflective Practice in practice

In practical terms, reflective practice is a cycle which involves;

- Planning some work, based on current knowledge and policies
- Carrying out the work
- Evaluation by self, by stakeholders, and colleagues
- Research, dialogue, team meetings, strategic meetings
- Creating a new plan
- Carrying out work more effectively with increased positive outcomes for the people we work with

Reflective Practice in practice

As part of the evaluation of the Youth Gateway Project (Careers Wales) we used an evaluation tool that asked the following questions;

1. What have we tried?
2. What went well?
3. What could have been better?
4. What will we do differently next time?
5. What actions do we need to take to achieve this?



The challenges of reflective writing

- Writing in a different way
- Writing a personal but objective account
- Using academic evidence in reflective writing
- Selecting the content
- The writing process
- Getting the language right

The language of reflective writing – ‘person’

- Based on your own experience, so it is appropriate to use the first person: “I”
- However, most assignments containing reflective writing will also include academic writing

You are therefore likely to need to write both

- in the first person e.g. ‘I felt...’ and
- in the third person ‘(Smith 2009) proposes that ...’.

The language of reflective writing - tense

Mixing experience with theory

- When writing about your reflections use the past tense as you are referring to a particular moment: *I felt....*
- When referring to theory use the present tense as the ideas are still current: *Smith (2013) proposes that...*

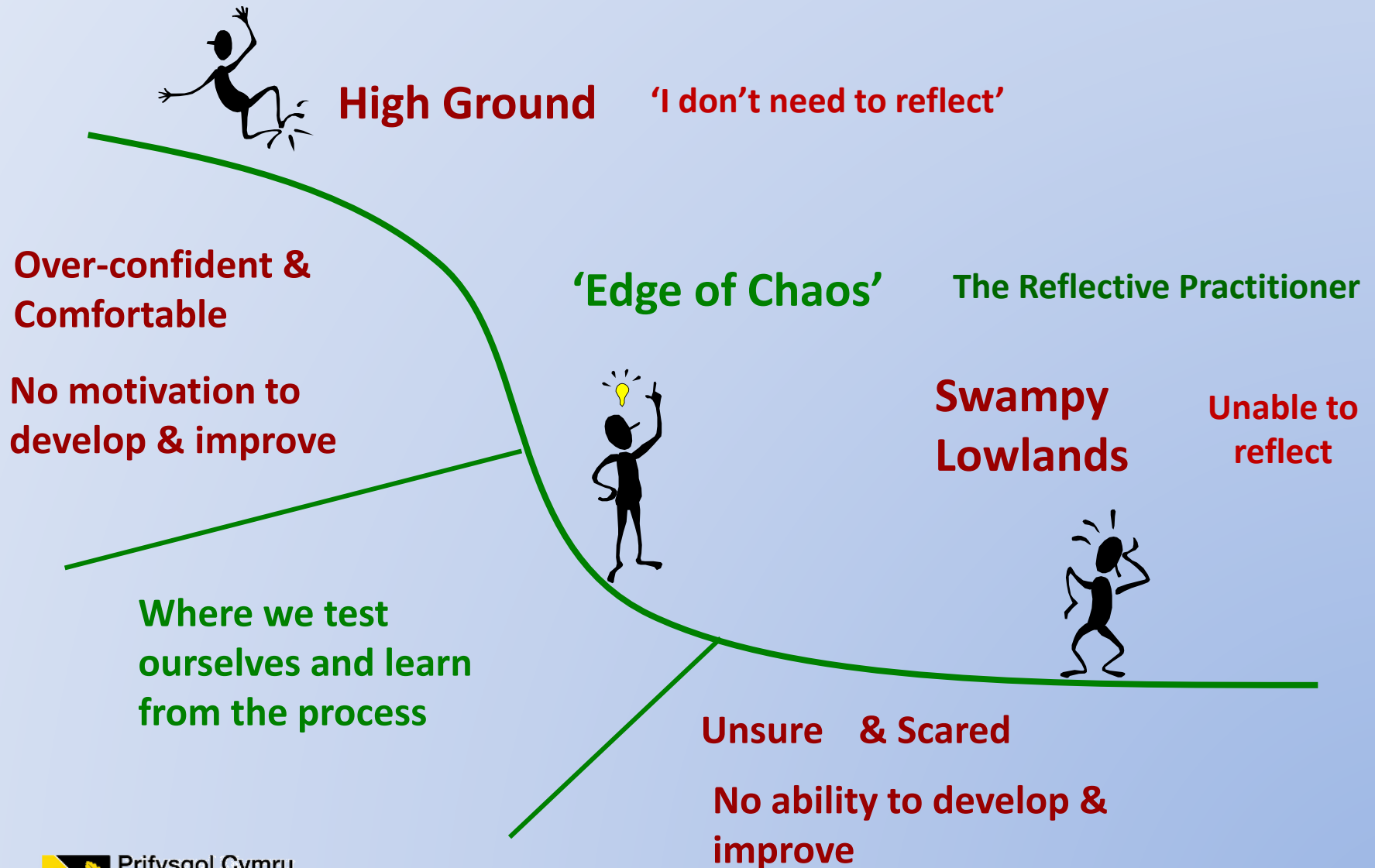
Reflective writing

- Involves an exploration and explanation of an event, experience or several connected events.
- May feel particularly difficult and more challenging than other forms of academic writing as it involves thinking and writing about anxieties and errors as well as successes in your interactions with an individual or group or when carrying out a practical task.

Reflective writing

- Try to stand back from the situation, give some distance in time before reflecting
- Be as objective as possible.
- Although you are writing about your own experiences and feelings, you need to be as rigorous and thorough as you would be for any other assignment.

Why are we reflecting?



Why are we reflecting?

Reflection on Action

Reflecting on a past event, action or experience in order to better understand ourselves and what happened

Reflection in Action

The ability to analyse a situation whilst it is occurring and to try new solutions or actions 'in the moment'*

Reflection for Action

Learning from a past event, action or experience in order to better prepare ourselves for a similar event in the future

Different models of reflection: in, on, for

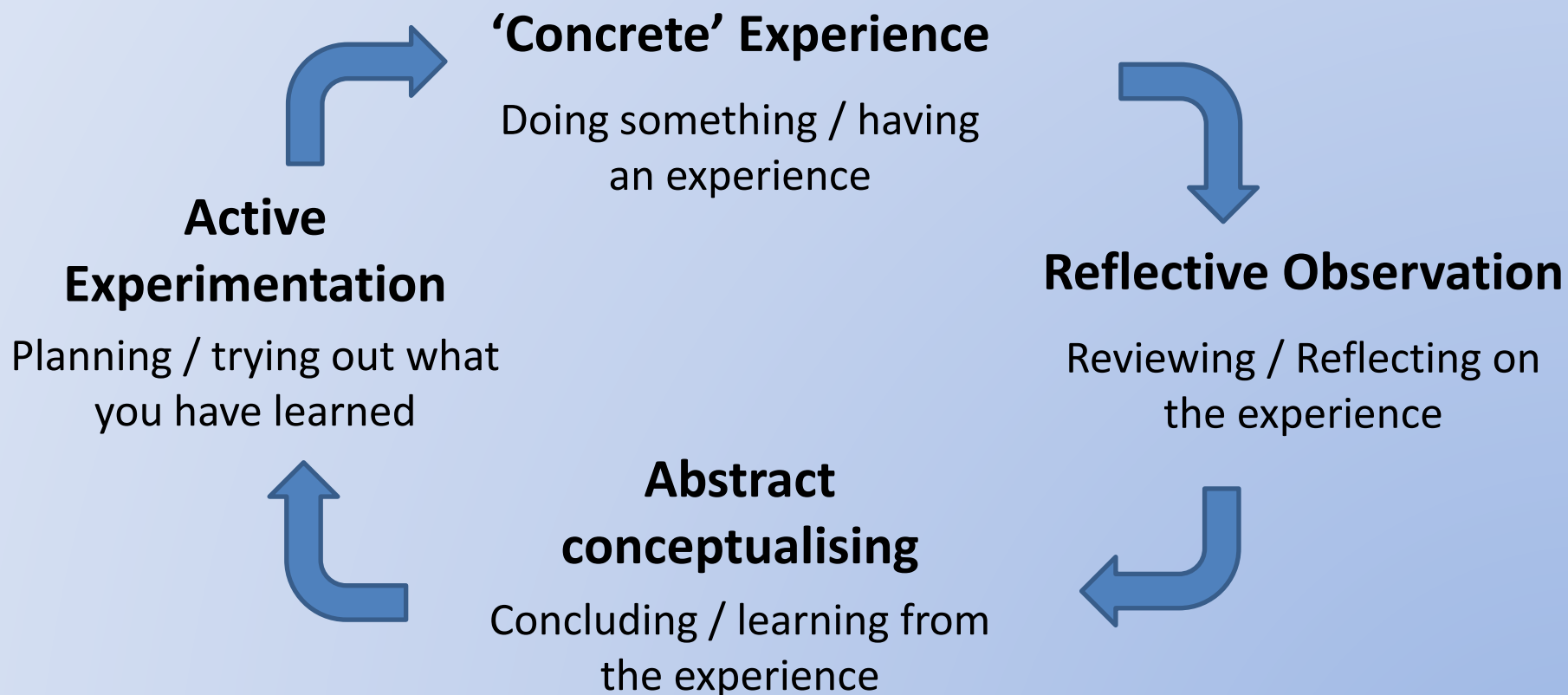
a rapid intuitive process (in action) is not the same as a slower, more deliberate, process (on action, for action).

Eraut, 1995, p.9-12

A reflective account is about analysing your experience (reflection on action). **However a really effective reflective practitioner uses this analysis to plan for future events** (reflection for action)

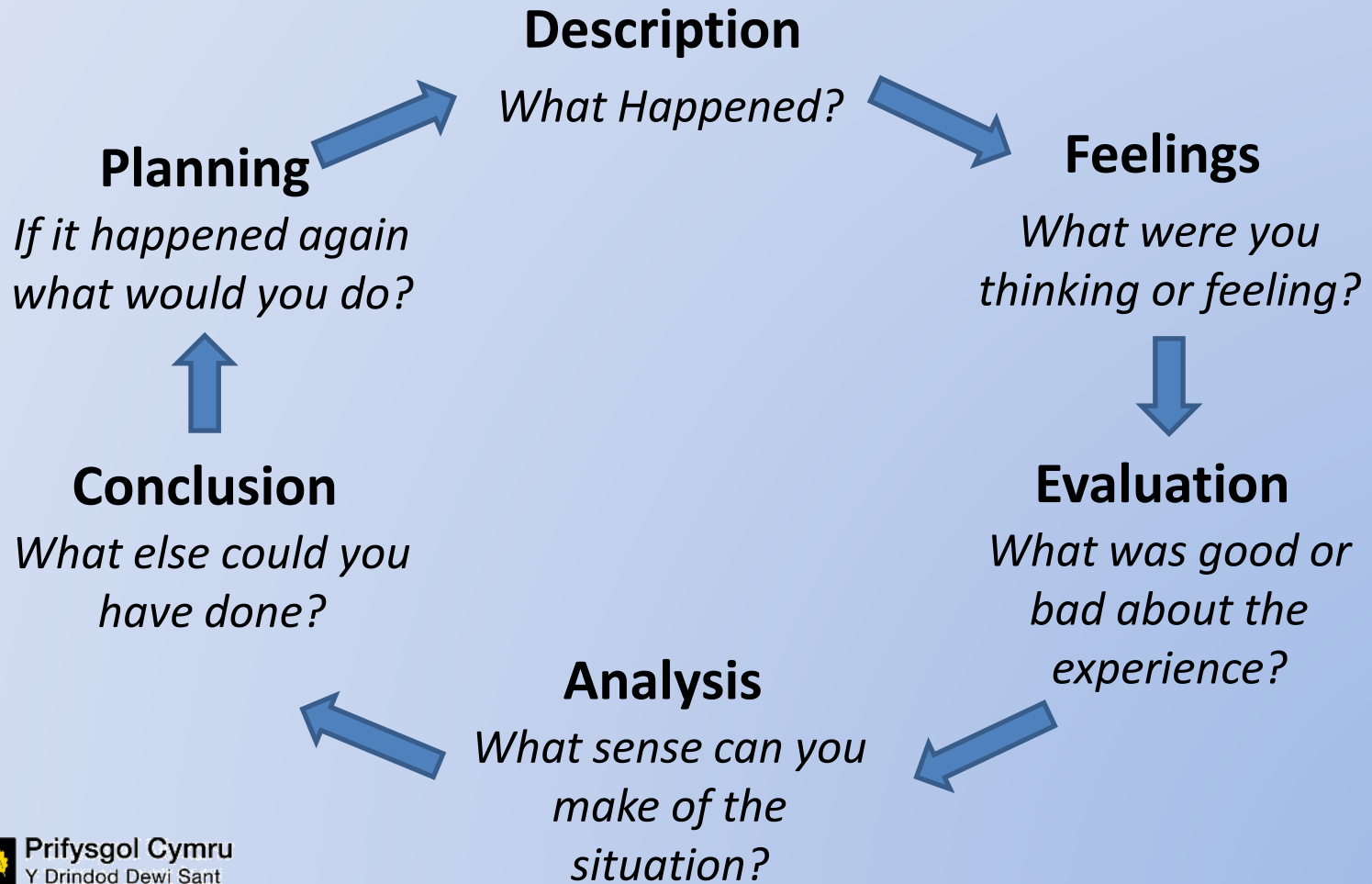
Models of Reflection

Kolb – Experiential Learning



Models of Reflection

Gibbs – Reflective Model



Models of Reflection

Boud et al – Returning to Experience

- Returning to experience – that is to say recalling or detailing salient events.
- Attending to (or connecting with) feelings – this has two aspects: using helpful feelings and removing or containing obstructive ones.
- Evaluating experience – this involves re-examining experience in the light of one's intent and existing knowledge etc. It also involves integrating this new knowledge into one's conceptual framework.
- What will I do differently next time.

Models of Reflection

O'Donnell et al – Reflecting for action

Observation of Experience

I found it difficult to.....



Reflection

What is this an example of? Conjecture #1, Conjecture #2, Conjecture #3



Information Gathering

What information do I need to understand what happened, who should I ask?



Decision Making

Given what I have learned what is the best explanation of what happened?



Evaluation

*What would be the best thing to
do if it happens again?*



Combining reflection and theory

- You will gain more marks for your reflective insights and not for the description of events, so keep your descriptions of what happened brief and to the point.

$$\text{Reflective Insight} = \frac{\text{Experience} \times \text{Theory} + \text{Policy}}{\text{Over Time}}$$

Reflective writing

Produce a balance

- by weaving together sections of 'I thought... 'I felt,...' and the relevant academic theories.
- This is more effective than having a section which deals with the theory and a separate section dealing with your experiences.
- Try to avoid emotive or subjective terms.

Using academic evidence and policy in reflective writing

- You are aiming to draw out the links between theory and practice. So you will need to keep comparing the two and exploring the relationship between them.
- Analyse the event and think about it with reference to a particular theory or academic evidence.
- Are your observations consistent with the theory, policy, models or published academic evidence?
- How can the theories help you to interpret your experience?
- Also consider how your experience in practice helps you to understand the theories and policies.
- Does it seem to bear out what the theories have predicted; and the policies prescribe?
- Or is it quite different? If so, can you identify why it's different? (Perhaps you were operating in different circumstances from the original research, for instance.)

Reflective writing

Be selective:

- Identify challenging or successful parts of the encounter.
- Reflect deeply on a few significant aspects and learning points.

Discuss your reflections with others to

- deepen your insight,
- improve your ability to express your ideas and
- help to explore a range of perspectives

Reflective writing

Collect evidence There are three sources of evidence which need to be used in reflective writing assignments:

- 1) Your reflections form essential evidence of your experiences. Keep notes on your reflections and the developments that have occurred during the process. Reflective accounts!
- 2) Academic evidence from published case studies and theories to show how your ideas and practices have developed in the context of the relevant academic literature.
- 3) Policies and reports.

Reflective writing

- Use the reflective learning cycle to structure your writing: plan; act; observe; reflect; gain insights, plan again etc. This will make sure you cover the whole process and explain not just what happened, but why it happened and what improvements can be made based on your new understanding.

What could pose barriers to reflective practice?

In small groups discuss potential barriers to becoming an effective reflective practitioner.



Guided Study Activity – Barriers to Reflection

Feedback to your Tutor

What could pose barriers to reflective practice?

- Time constraints (individually or on a team level)
- Organisational structures – we may reflect, but does this lead to any changes?
(unchangeable procedures, decision-making rests with individuals who either don't reflect or who don't see the need to change)
- Cultural/individual attitudes
- Change is often resisted

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Image References

Image 1 – Source: PictureQuotes Available at: <http://www.picturequotes.com/life-is-about-choices-you-make-a-mistake-once-its-a-mistake-you-make-the-same-mistake-again-thats-a-choice-quote-4542>



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