



Area of Work	Activities	Metrics



Skills	Knowledge	Examples	Unit/Institutional Priority

A Personal Model of Reflection

Phase:	Questions related to self:
What?	<p>Why have I selected this experience as a focus for reflection?</p> <p>What makes it important for me consciously and purposefully think about this experience at this time?</p>
So What?	<p>What is the focus here as I understand it?</p> <p>Is there more than one level of reflection that I think needs to be considered as a focus for discussion in this experience?</p> <p>In identifying my focus what level(s) am I prioritizing in my reflection?</p> <p>Why would that be so?</p> <p>Do my priorities reflect my values and beliefs about the nature of teachers' professional work?</p> <p>Do my priorities reflect anything about how I am developing as a prospective teacher?</p> <p>Do I need to engage at a level of reflection that necessitates engaging with ethical and moral considerations? (critical reflection)</p>
Now What?	<p>Do I need to take action or just think about what action may be appropriate if the circumstances permitted?</p> <p>Do I have the skills, knowledge and strategies to make a well-informed decision about what action may be able to be taken?</p> <p>Can I realistically take action?</p> <p>What personal, social and ideological influences have impacted on the action I would take?</p> <p>How does my proposed action reflect my understanding and personal beliefs regarding what constitutes ethical, professional, effective teaching and the role of the teacher?</p> <p>Are my decisions and proposed actions congruent with my ethical and moral perspectives?</p> <p>Do I have the motivation, perseverance and capacities required to activate my plans successfully?</p>

(Adapted from Sellars (2014); based on Kolb (1994) and Gardner (1993).)

Models of reflective practice

Rolfe (2001)	Critical Reflection
Roth (1989)	Reflective Practice
Peters (1991)	DATA (describe, analyze, theorize, act)
Brookfield (1995)	Critical Lenses
Gibbs (1988)	Model of Reflection
Kolb (1984, 1994)	Reflection Cycle
Schön (1983, 1987)	reflection-on-action and reflection-in-action
Killion & Todnem (1991)	reflection-for-action
Moon (2004)	"Grow" Model
Eury and King (2001)	"QUICK"
Dawson (2012)	"unscholarly echo-chamber"
Mezirow (1991)	Premise Reflection

Vocabulary aid for reflective practice writing (Hampton, 2010; Hempe, 2013):

For me, the [most]	important meaningful significant relevant useful	event(s) aspect(s) idea(s) experience(s) issue(s)activities	was (were)...
		learning	happened when... resulted from... arose from... began after... became relevant for...
I have	developed improved enriched upgraded		my understanding of... my knowledge of... my ability to... my skills in...
Having	analyzed... applied... discussed... experienced... learned... read...	I now	feel... know... question... realize... think... wonder...
Because I	did not... have not yet... am not yet certain about... am not yet confident with... do not yet know... do not yet understand...		I will now need to...
Previously, Initially, Subsequently, Later,			thought (did not think)... felt (did not feel)... noticed (did not notice)... questioned (did not question)... realized (did not realize)...
Alternatively, Equally,	this might be... this is perhaps... this could be... this is probably...		because of... due to... explained by... related to...

Reflective writing exercises (Bolton, 2010):

"You can't write the wrong thing. Whatever you write will be right—for you."

Reflection and Reflexivity: What and Why

1. Think of your work, a particular aspect, or in general.
2. Respond to these, in whatever way occurs to you (you can't get this wrong):
 - a. What do I do?
 - b. Why do I do it?
 - c. How do I do it best?
 - d. For whom do I do it?
 - e. When?
 - f. Where?
 - g. What might I rather do?
3. Reread with care. Choose one to write about at greater length
4. Reread, add, alter or delete positively, as appropriate.

What makes me tick?

1. List 20 (50 or 100, depending on time: repetition is allowed and usefully shows you which items are vital) words or phrases which make you:
 - a. focused and productive, or
 - b. furious, or
 - c. happy, or
 - d. serene, or
 - e. lazy and unproductive, or
 - f. uncooperative, or
 - g. and so on.
2. Reread and order with most important at the top.
3. Choose one to write about further.
4. Reread back to yourself with care, adding or altering or leaving well alone.

Levels of reflective practice (Hall, 1997):

Level One: Everyday reflection- fleeting

Level Two: Deliberate reflection - committed

Level Three: Deliberate and systematic reflection – programmatic

Timing of reflective practice (Schön, 1987; Finlay, 2008):

reflection-on-action: reflection subsequent to action; after-the-event thinking

reflection-in-action: Reflection during the action; thinking while doing

Principles of reflective practice:

R	Remember	Look back, review, and ensure intense experiences are reviewed “cold”.
E	Experience	What happened? What was important?
F	Focus	Who, what, where, etc. Roles, responsibilities, etc.
L	Learn	Question: why, reasons, perspectives, feelings?
E	Evaluate	Causes, outcomes, strengths, weaknesses, feelings - use metacognition.
C	Consider	Assess options, need/possibilities for change? Development needs? “What if?” scenarios?
T	Trial	Integrate new ideas, experiment, take action, make change.

(Lawrence-Wilkes & Ashmore, 2014)

The 12 Principles of Reflective Practice:

1. Reflective practice is about you and your work.
2. Reflective practice is about learning from experience.
3. Reflective practice is about valuing what we do and why we do it.
4. Reflective practice is about learning how to account positively for ourselves and our work.
5. Reflective practice does not separate practice and theory.
6. Reflective practice can help us make sense of our thoughts and actions.
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8. The reflective conversation is at the heart of the process of reflecting-on-practice.
9. Reflection emphasizes the links between values and actions.
10. Reflection can improve practice.
11. Reflective practitioners develop themselves and their work systematically and rigorously.
12. Reflection involves respecting and working with evidence.

(Ghaye & Lillyman, 2010)

Forms of reflective practice

- action learning
- action research
- course and unit reviews
- critical incident analysis
- engaging a critical friend
- drama /role play
- journal keeping
- mentoring
- mind mapping
- peer observation
- peer groups and cooperative inquiry
- storytelling
- portfolios
- teaching/learning networks
- practice diary
- poster on practice
- presentation of group activity
- online discussions
- personal reflection
- self-review
- self-awareness
- self-criticism or self-critique
- self-appraisal/self-assessment
- intra-personal awareness
- personal cognizance
- reflective dialogue
- descriptive reflection
- practical reflection
- self-analysis of our thoughts, feelings, actions, performance, etc.
- social efficacy reflection
- developmental reflection
- social reconstructionist reflection
- critical evaluation
- process reflection
- retrospection
- reorientation