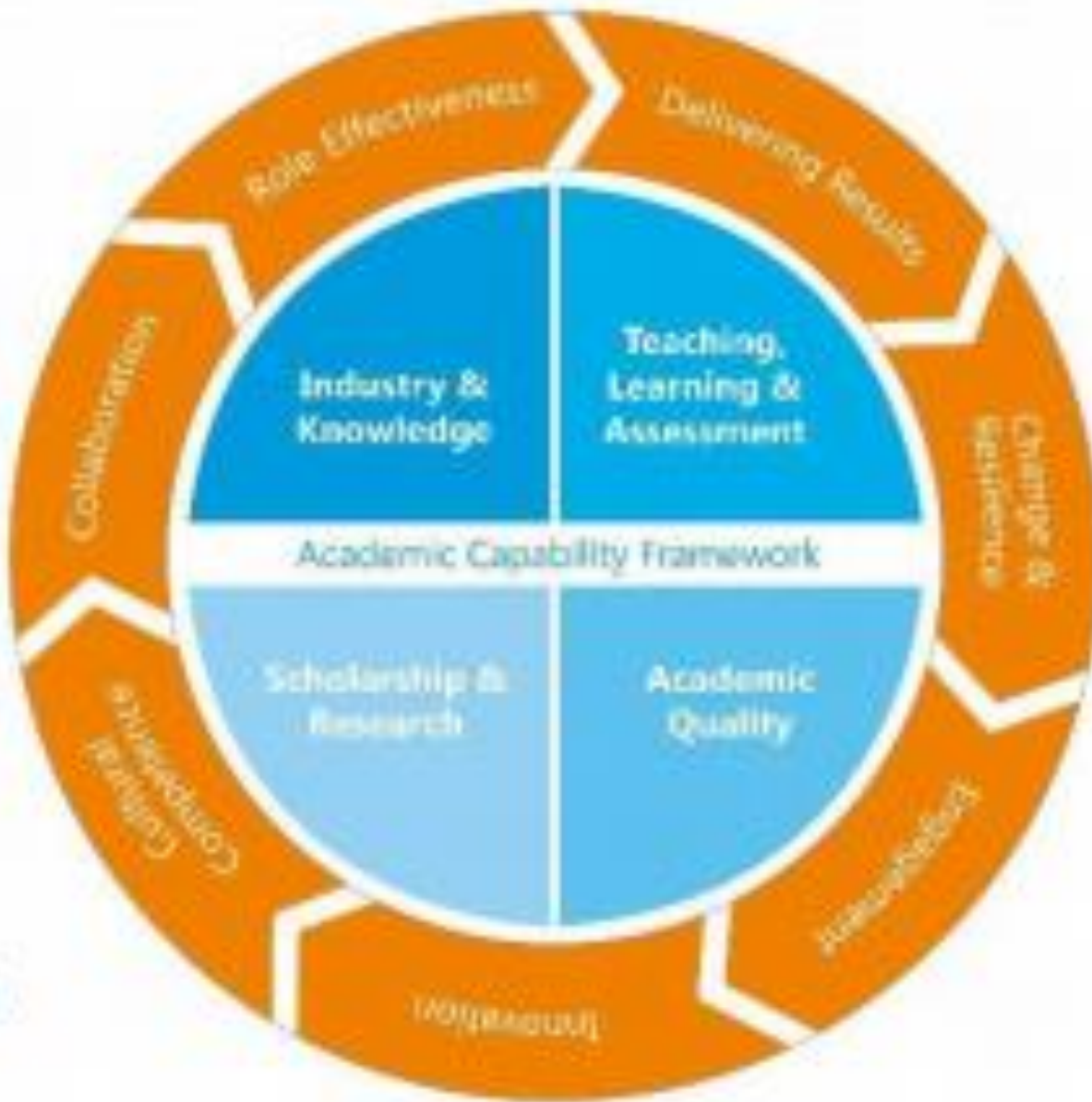


Developing a Reflective Practice with your Peers

Lis Roche



**Most teachers are assumed to be reflecting
on their practice, because reflection is seen
to be a desirable professional behaviour and
part of a teacher's professional learning
(Day, 1993).**



Domain	Capability	Indicator: Enabling learning
Academic Quality	Work practices meet organisational requirements	<ul style="list-style-type: none"> • My work practices comply with organisational and sector requirements and relevant legislation • I maintain accurate and up-to-date academic records
	Curriculum and resources are used effectively	<ul style="list-style-type: none"> • I effectively use approved programmes of study, tools and resources to support learning, teaching and assessment • I contribute to course, programme and resource design and development
	Academic quality assurance is embedded in practice	<ul style="list-style-type: none"> • An attitude of continuous improvement informs everything I do • I access and interrogate data to guide effective and honest evaluative conversations • I initiate strategies to improve the learner experience, learner outcomes and my own practice • I contribute to self-assessment and quality assurance processes

Reflective practice is part of the 'Academic Quality' domain of the Ara academic staff capability framework

FILE APPOINTMENT OCCURRENCE INSERT FORMAT TEXT REVIEW

Save & Close Delete Calendar Appointment Scheduling Assistant Meeting Notes Invite Attendees Show As: Busy Reminder: None Edit Series Tin Zor

Occurs every 2 week(s) on Tuesday effective 12/05/2015 from 2:00 p.m. to 3:00 p.m.

PD/training

Subject fortnightly reflection/supervision

Location (Silvia, Suzanne, Rowan are booking same time)

Start time Tue 12/04/2016 2:00 p.m. ☐ All day event

End time Tue 12/04/2016 3:00 p.m.

- Learning advisors' managers supported this by scheduling one hour per fortnight
- for individual or peer reflection
- moveable, not removable

Suggested prompt questions for choosing a topic for reflection

What has been going well?

What has been frustrating?

What has been business as usual?

What has gone wrong?

What work relationships have been challenging?

What work relationships have been positive?

What have I been achieving?

What have I failed to achieve?

What have I hoped to achieve?



Image courtesy of jesadaphorn at FreeDigitalPhotos.net

“Would reflection in a group help us prioritise our reflection time?”

- **Might reflect more regularly:**
At the very least, we would attend a scheduled reflection ‘meeting’ to avoid letting each other down
- **Might reflect more critically:**
“Full realisation [of critical reflection] occurs only when others are involved” (Brookfield, 1995, p. 140).

“What do we need to create a sustainable reflective practice?”

We acknowledged that:

- we knew the theory
(reflection is good professional practice)
- not all of us knew how to practise
(range of experience of reflection)

Many of us needed:

- guidance on how to reflect on our practice
- models for reflective practice



Our situation reflected in literature:

- Reflective practice assumed, but in reality, continuum of reflective and non-reflective teaching practitioners (Day, 1993)
- Teachers exhorted to reflect, but little guidance on how (Marcos, Sanchez & Tillema, 2011)
- Little research into whether learning advisors reflect or what tools they use (Malthus, 2013)

Save & Close | Delete | Copy to My Calendar | Appointment | Scheduling Assistant | Meeting Notes | Meeting... | Accept | Tentative | Decline | Propose New Time | Respond | Busy | None | Options

Occurs every 4 week(s) on Tuesday effective 1/09/2015 until 22/12/2015 from 2:00 p.m. to 3:00 p.m.
Accepted on 6/10/2015 12:34 p.m..

Meetings

Organizer

Lis Roche

Subject

group reflection opportunity: all advisors welcome

Location

L235

Start time

Tue 13/10/2015

2:00 p.m.

☐ All day event

End time

Tue 13/10/2015

3:00 p.m.

- we set up monthly group reflection meetings
- alternate fortnight slots could be used for individual or peer reflection



Reflective Practice: Methods and tools for supporting teaching, learning and professional development

Facilitated by Peta Joyce

A handbook resource prepared for use with
an Ako Aotearoa Professional Development workshop

Recently,
one of our
team had
attended
this Ako
workshop:

Here are three models you could use with a group of peers:

A good counter to constructive reflection.

Good news model (6 mins)

In a small group (max 5). Decide who is A, B and C (D, E). (A shares their success, B and C (D, E) offer affirming feedback). You may wish to assign a timekeeper.

- Person A - briefly describes a process, project, presentation, or piece of work that went well. In particular, identify what you did that contributed to the success; for example, your personal skills, the way you worked, the information you gave, any preparation you did, the actions you took etc. (3 minutes max) *encourages conciseness & focus*
- B and C (D, E) take it in turns to give supportive feedback, affirming your account and adding other factors they believe may have contributed to your success. (2 minutes each)
- Person A adds any new insight or self-affirmation. (1 minute)

Shared experience model (5 minutes) *Can be about the future as well*

In a small group (3 - 4). Decide who is A, B and C (D). You may wish to assign a timekeeper and have a facilitator to keep the group on task.

- Person A - briefly outline the issue, share what you did and what you learned. (2 minutes)
- B and C (D) - if they had a similar issue, take it in turns to briefly share what worked for them, what didn't, what they did at the time or might do in the future (*no advice, please, only share your own actual experience or what you might do in similar circumstances, including thoughts and feelings, even if not necessarily 'best practice'*). (2 minutes each)
- Person A - summarises what was useful and any new insights/ learning/action plan as a result of hearing from their peers. (1 minute)

Feedback model (5 minutes)

In a small group (3 - 4). You may wish to decide a timeframe, assign a timekeeper, and have a facilitator to keep the group on task.

- Person A - briefly outlines their issue, what happened, why it was important, what they did. (2 minutes)
- Peers - listen in silence, asking clarifying questions only if necessary.
- Person A - gives themselves feedback on what they did well, what they didn't do well. (1 minute)
- Peers - take it in turns to give their feedback (1 minute each), using a balance of positive affirmation and constructive criticism - feedback can be on the issue itself, what person A did or didn't do, or on person A's self-feedback.
- Person A - summarises what they have learned from hearing the feedback and what they would do differently next time. (1 minute) *Empowering to person A.*

Some venting allowed.

(adapted from Heron, 1999)

They mooted three group reflection models:

First we tried:

Shared experience model (5 minutes) *Can be about the future as well.*

In a small group (3 - 4). Decide who is A, B and C (D). You may wish to assign a timekeeper and have a facilitator to keep the group on task.

- Person A - briefly outline the issue, share what you did and what you learned. (2 minutes)
- B and C (D) - if they had a similar issue, take it in turns to briefly share what worked for them, what didn't, what they did at the time or might do in the future (*no advice, please, only share your own actual experience or what you might do in similar circumstances, including thoughts and feelings, even if not necessarily 'best practice'*). (2 minutes each)
- Person A - summarises what was useful and any new insights/ learning/action plan as a result of hearing from their peers. (1 minute)

Our experience of the Shared Experience model

- Similar experiences are shared, so everybody gets to hear different perspectives
- Helped us learn from each other's practice

But

- SE model doesn't work for all topics:
 - ✓ sharing experiences of a model of practice
 - x discussing how to address specific student needs
- Model doesn't allow for clarifying questions
- Timeframe doesn't allow for "how did that feel" questions
- Timekeeper struggles to simultaneously keep time, listen, and contribute

We decided to try something more uplifting:

A good counter to constructive reflection.
Good news model *(6 mins)*

In a small group (max 5). Decide who is A, B and C (D, E). (A shares their success, B and C (D, E) offer affirming feedback). You may wish to assign a timekeeper.

- Person A - briefly describes a process, project, presentation, or piece of work that went well. In particular, identify what you did that contributed to the success; for example, your personal skills, the way you worked, the information you gave, any preparation you did, the actions you took etc. *(3 minutes max)* *encourages conciseness & focus*
- B and C (D, E) take it in turns to give supportive feedback, affirming your account and adding other factors they believe may have contributed to your success. *(2 minutes each)*
- Person A adds any new insight or self-affirmation. *(1 minute)*

Our experience of the Good News model

- An opportunity to celebrate achievements in our practice
 - our own
 - and each other's
- A chance to hear about each other's roles AND each other's previous work and experience
- An increased sense of collegiality
- Useful to take notes of others' feedback

Try it now for yourselves (Think, Pair, Share)

A good counter to constructive reflection.

Good news model *(6 mins)*

In a small group (max 5). Decide who is A, B and C (D, E). (A shares their success, B and C (D, E) offer affirming feedback). You may wish to assign a timekeeper.

- Person A - briefly describes a process, project, presentation, or piece of work that went well. In particular, identify what you did that contributed to the success; for example, your personal skills, the way you worked, the information you gave, any preparation you did, the actions you took etc. *(3 minutes max)* *encourages conciseness & focus*
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- Person A adds any new insight or self-affirmation. *(1 minute)*

Still some challenge to prioritise reflection time, so some ideas for future:

- Set a topic/focus for each meeting to encourage engagement, e.g.
 - a specific task we do
 - ways we have engaged well with students
 - moments when we have contributed to student completion, retention, and success
- Use a journal article as a springboard for discussion, e.g.
 - our pastoral vs academic role
 - boundaries when working 1-2-1
- Explore further models for group reflection appropriate to learning advisor practice

References and relevant resources

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Ara

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Ara rau, taumata rau