



The Learning Institute

Reflective Practice

Overview

Research shows that reflection is an important way of supporting effective practice in a number of settings including education and health. Most settings have some form of performance management which requires reflection i.e. strengths and areas for development. Also, most roles in education and health entail supporting others to reflect on their learning and their practice. This CPD task seeks to support practitioners by helping them to understand some key principles of effective reflection and how a model of reflection can be applied.

Target audience

Teaching assistants, healthcare assistants, child and adolescent mental health support workers

Duration

Approximately 1 hour

The Learning Institute provides opportunities for individuals and communities through high quality education, training and research programmes that challenge personal barriers and promote social inclusion. To find out more, please get in touch.

Introduction

Very often in your role you may be required to reflect on what went well and what did not go so well. This reflective practice helps you to become a better practitioner as you can build on your strengths and work on the points that need developing. In addition, your role may involve supporting others to reflect on their practice e.g. other colleagues, as well as helping children and young people to reflect on their own learning.

This CPD will help you to use a model to aid reflection, which can be useful as it gives a structure to something that can sometimes feel a bit daunting, especially as it involves evaluating feelings and emotions as well as practice. It will help you to reflect on current practices and show you ways that you can make reflection an effective learning experience for yourself, whether it be for a formal Performance Management process or for your own personal and professional development.

Objectives

- To understand the practice of reflection
- To know a model to help reflection
- To support personal reflection in the workplace

Resources

Pen and paper for note taking

Internet access to following:

- University of Hull Skills Team - Reflective writing [video] available at <https://www.youtube.com/watch?v=QoI67VeE3ds>
- Expert Program Management (EPM) - Gibbs' reflective cycle explained [video] available at <https://www.youtube.com/watch?v=-gbczr0IRf4>

Task 1: Understanding the main principles of reflection

This task will help you to understand the main principles of reflection.

To gain an introductory understanding of reflection, watch this short film clip produced by the Skills Team at the University of Hull, available at <https://www.youtube.com/watch?v=QoI67VeE3ds> (running time 6:07)

Make notes on the following key points:

1. Why is it helpful to write down your reflections?
2. What are the 3 main parts of reflection?
3. Why is it important to reflect on other past events as well?

4. What are some of the questions that you can ask yourself in order to put your reflections into context?
5. Why is it important to go beyond just describing an event?
6. What questions help you to move beyond description to a more critical reflective style?
7. Why is this type of reflection empowering?
8. How could you use this reflective practice in your own work setting?

Task 2: How can Gibbs' model of reflection help you to become a more reflective practitioner?

This task will give you an example of a model that you can use to help structure your reflections.

Watch the short film clip on Gibbs' (1988) Model of Reflection produced by Expert Program Management (EPM), available at: <https://www.youtube.com/watch?v=-gbczr0IRf4> (running time 8:46)

Make notes on the following key points:

1. What are the 6 main steps in this model?
2. What is the aim of the first 3 steps?
3. What is the aim of the second 3 steps?
4. What are some of the advantages of this model?
5. What are some of the disadvantages of this model?

Task 3: Applying Gibbs' model of reflection

Choose an event that you wish to reflect on e.g. something that has happened in your place of work.

Now go through each of the 6 stages of the model as set out in the video (i.e. description, feelings, evaluation, analysis, conclusion, action plan)

Evaluate how helpful you found Gibbs' (1988) model of reflection. Look again at the advantages and disadvantages identified in the video clip. Do any if these apply to your own evaluation of the model?

Task 4: Reflection on learning

Note down your responses to the following questions:

- What knowledge did I already have that has been refreshed by this CPD?
- How has this CPD developed my knowledge and understanding?
- How can I apply what I now know to my practice?

Sources

Expert Program Management (EPM) (2019) *Gibbs' reflective cycle explained*. 3 May. Available at: <https://www.youtube.com/watch?v=-qbczr0IRf4> (Accessed: 11 May 2020)

Gibbs, G. (1988) *Learning by doing: a guide to teaching and learning methods*. Oxford: Further Education Unit.

SkillsTeamHullUni (2014) *Reflective Writing*. 3 March. Available at: <https://www.youtube.com/watch?v=QoI67VeE3ds> (Accessed: 11 May 2020)

Further reading

Bolton, G. and Delderfield, R. (2018) *Reflective practice: writing and professional development*. 5th edn. London: Sage. (First chapter available at: https://in.sagepub.com/sites/default/files/upm-binaries/90765_Ch1_Reflective_Practice_an_Introduction.pdf)

Professional Association for Childcare and Early Years (2016) *Developing Self Reflective Practice*. Available at: [https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20member%20practice%20guides%20\(PDFs\)/PG04-self-reflective-practice.pdf](https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20member%20practice%20guides%20(PDFs)/PG04-self-reflective-practice.pdf) (Accessed 11 May 2020)

Sellers, M. (2017) *Reflective practice for teachers*. 2nd edn. London: Sage. (First chapter available at: https://uk.sagepub.com/sites/default/files/upm-binaries/59229_Sellers.pdf)

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