

DOWNLOAD PDF A GUIDE TO REFLECTIVE PRACTICE FOR NEW AND EXPERIENCED TEACHERS

Chapter 1 : Reflective practice - Wikipedia

A Guide to Reflective Practice for New and Experienced Teachers is designed to promote reflective practice in both your teaching and in your students' learning. It is based on current theory and research on how people learn and how to teach in ways that maximize learning.

Johns [edit] Adaptation of the Johns reflective model Professor of nursing Christopher Johns designed a structured mode of reflection that provides a practitioner with a guide to gain greater understanding of his or her practice. Johns draws on the work of Barbara Carper to expand on the notion of "looking out" at a situation. It also helps us detect hegemonic assumptions—assumptions that we think are in our own best interests, but actually work against us in the long run. Our autobiography as a learner. Our autobiography is an important source of insight into practice. As we talk to each other about critical events in our practice, we start to realize that individual crises are usually collectively experienced dilemmas. Analysing our autobiographies allows us to draw insight and meanings for practice on a deep visceral emotional level. But often we are surprised by the diversity of meanings people read into our words and actions. We have to make learners feel safe. Our colleagues serve as critical mirrors reflecting back to us images of our actions. Talking to colleagues about problems and gaining their perspective increases our chance of finding some information that can help our situation. Theory can help us "name" our practice by illuminating the general elements of what we think are idiosyncratic experiences. Application[edit] Reflective practice has been described as an unstructured or semi-structured approach directing learning, and a self-regulated process commonly used in health and teaching professions, though applicable to all professions. Professional associations such as the American Association of Nurse Practitioners are recognizing the importance of reflective practice and require practitioners to prepare reflective portfolios as a requirement to be licensed, and for yearly quality assurance purposes. Hadiya Habib assert that there is one quality above all that makes a good teacher -the ability to reflect on what, why and how we do things and to adopt and develop our practice within lifelong learning. Reflection is the key to successful learning for teachers and for learners. Students[edit] Students can benefit from engaging in reflective practice as it can foster the critical thinking and decision making necessary for continuous learning and improvement. Students who have acquired metacognitive skills are better able to compensate for both low ability and insufficient information. Teachers[edit] The concept of reflective practice is now widely employed in the field of teacher education and teacher professional development and many programmes of initial teacher education claim to espouse it. Reflecting on different approaches to teaching, and reshaping the understanding of past and current experiences, can lead to improvement in teaching practices. It is argued that, through the process of reflection, teachers are held accountable to the standards of practice for teaching, such as those in Ontario: The references used may be made clearer with a different or consistent style of citation and footnoting. References in this section should be converted to citation templates to follow the same citation style as the rest of article, per WP: January Learn how and when to remove this template message For students to acquire necessary skills in reflection, their teachers need to be able to teach and model reflective practice see above ; similarly, teachers themselves need to have been taught reflective practice during their initial teacher education, and to continue to develop their reflective skills throughout their career. However, Mary Ryan has noted that students are often asked to "reflect" without being taught how to do so, [40] or without being taught that different types of reflection are possible; they may not even receive a clear definition or rationale for reflective practice. Andrea Gelfuso and Danielle Dennis, in a report on a formative experiment with student teachers, suggest that teaching how to reflect requires teacher educators to possess and deploy specific competences. Due to this complex and continually changing environment, healthcare professionals could benefit from a program of reflective practice. They noted that the evidence to support curricular interventions and innovations promoting reflective practice remains largely theoretical. Increased learning from an experience or situation Promotion of deep learning Identification of

DOWNLOAD PDF A GUIDE TO REFLECTIVE PRACTICE FOR NEW AND EXPERIENCED TEACHERS

personal and professional strengths and areas for improvement Identification of educational needs Acquisition of new knowledge and skills Further understanding of own beliefs, attitudes and values Encouragement of self-motivation and self-directed learning Could act as a source of feedback Possible improvements of personal and clinical confidence Limitations to reflective practice include: However, the authors noted the challenges with melding the "circularity" of reflective practice theory with the "doing" of sustainability. Managing a team of people requires a delicate balance between people skills and technical expertise, and success in this type of role does not come easily. Reflective practice provides leaders with an opportunity to critically review what has been successful in the past and where improvement can be made. Reflective learning organizations have invested in coaching programs for their emerging and established leaders. Adults have acquired a body of experience throughout their life, as well as habits of mind that define their world. The goal is for leaders to maximize their professional potential, and in order to do this, there must be a process of critical reflection on current assumptions. It allows professionals to continually update their skills and knowledge and consider new ways to interact with their colleagues. David Somerville and June Keeling suggested eight simple ways that professionals can practice more reflectively: Ask "Can you give me some feedback on what I did? Identify positive accomplishments and areas for growth View experiences objectively: Imagine the situation is on stage and you are in the audience Empathize: Say out loud what you imagine the other person is experiencing Keep a journal: Record your thoughts, feelings and future plans; look for emerging patterns Plan for the future: Plan changes in behavior based on the patterns you identified Create your own future: Combine the virtues of the dreamer, the realist, and the critic.

DOWNLOAD PDF A GUIDE TO REFLECTIVE PRACTICE FOR NEW AND EXPERIENCED TEACHERS

Chapter 2 : Engaging in Reflective Practice by Dr Ho Boon Tiong

1 A Guide to Reflective Practice For New and Experienced Teachers The Practical Guide Series Hope J. Hartman The City College of New York.

Understanding what is meant by reflective practice can be tricky. Some researchers give the impression that it is the same as reflection and use the terms interchangeably but this is not strictly correct. Reflection about practice is a part of it, but unless the process of reflection leads to learning and changes in your practice it is debatable whether reflective practice has occurred. Therefore, reflective practice in the true sense is much more than simply reflecting about practice. You will find the literature about reflection is vast, and contemporary views are different to some of the earlier theorists. This information is an attempt to guide you in finding your way through the maze. I begin with an overview of reflective practice, then introduce the concepts of professional learning and reflection which are components. Definition of reflective practice Reflective practice is a process associated with professional learning, which includes effective reflection and the development of metacognition, and leads to decisions for action, learning, achievement of goals and changes to immediate and future practice Hegarty, a, p. So why this definition? Developing metacognition means that you are more likely to become a reflective practitioner because you have heightened self-awareness about your actions and the ability to monitor and critique your learning and performance to achieve your goals for practice Hegarty, a. These attributes are more likely to be developed if you engage in reflection and self-evaluation about practice. So what is meant by professional learning and effective reflection? You can read more about this further on. Reflective practice is a disposition to enquiry incorporating the process through which student, early career and experienced teachers structure or restructure actions, beliefs, knowledge and theories that inform teaching for the purpose of professional development p. Both definitions have been developed for teachers and are linked to professional learning and development. Both authors also provide frameworks to help practitioners to develop their reflective practice abilities. Dimensions of reflective practice Click on the expand button to the right of each dimension to view an explanation and details of related strategies: Study your teaching for personal improvement - Reflect regularly. Emilia In an earlier section we saw how Emilia has been keeping a reflective journal as part of her professional development as a new teacher. Every Friday she reflects back on what she herself has done and learned during the week. She records in her journal not just what happened but also why and her own feelings and reactions to specific situations and the decisions she made. She also decides on some actions she needs to take to improve how she can work more effectively and sets goals for herself. Reflection helps you to learn from your experiences and to develop as an expert practitioner. Decide on a definition of reflection and choose a preferred model or framework to guide you. You may now realise that reflection involves not only looking back reflection-on-action but can also be used in the midst of your practice reflection-in-action and for looking ahead reflection-for-action. Recording your reflections helps you to deepen your reflection and re-visit your experiences until you have gained insights into your practice. Ask yourself questions and where possible enter into dialogue with a critical friend who can prompt the direction of your reflections thus contributing to the reflective process. Decide on the methods you will use to record your reflections about your practice - journal, blog, audio or video diary etc. Evaluate your teaching using Research - Action research and Inquiry. Action research or action inquiry generally begins with a problem you want to solve in your classroom with the intention of finding solutions. Ideally, students and other teachers become the participants. It is a cyclical process requiring an analysis of the problem and solutions. More than one cycle can occur. The diagram illustrates the process. Identify an issue or problem, Develop a research question hypothesis , Prepare a plan of action teaching strategy or lesson plan , Implement the plan teaching session or activities - observation and data collection your reflections, and responses of students and other teachers , and Evaluation of the plan reflection, analysis, understanding, and decisions Develop goals for a further cycle. These short videos by

DOWNLOAD PDF A GUIDE TO REFLECTIVE PRACTICE FOR NEW AND EXPERIENCED TEACHERS

missmelissa73 give a very good introduction and reasons for using action research. They were created for primary teachers but the principles are the same for tertiary teachers. Action Research in the Classroom Part 2. Formal research with students needs ethics approval prior to implementing the plan, and it is advisable to seek the advice of a colleague experienced in research, and obtain assistance to prepare your action research plan. Action inquiry can also be done informally to monitor the impact of your teaching strategies on your students. However, if you wish to disseminate your findings outside your immediate professional circle, you are advised to obtain ethics approval. What problem would you like to solve in your classroom? Link theory with practice - Use the literature. The body of theoretical knowledge about teaching is vast. However, the expert knowledge on which teacher education is based is not necessarily transferred to teaching contexts Zwozdiak-Myers, Teachers generally have fabulous content knowledge about their discipline but little theoretical understanding of teaching. Therefore, teachers need access to theoretical knowledge and research from the literature that makes sense in their context, and can provide practical solutions that they can implement. Reflection about practice under the guidance of an expert mentor can assist teachers of any level of experience to understand how to apply theoretical knowledge to their teaching contexts. In this way, they can be guided to design and use effective learning and teaching methods pedagogies based on theory and research that are relevant for their students, and will maximize access and engagement in the learning environment. Brett Brett has an important role in his teaching team as a mentor and advisor. So he tries to keep up to date with the literature for the benefit of his whole team. It has helped provide a more structured approach to our blended learning projects. Think of an example, where theoretical knowledge has helped your practice. Question your personal theories and beliefs - Critical analysis. When engaging in the scholarship of teaching, personal theories and beliefs and assumptions need to be challenged. This requires critical analysis - interrogation and questioning of your assumptions, values and beliefs about teaching. For example, a teacher may hold traditional views that students can only learn if they attend lectures given by a teacher at the front of the class. Emilia In her new role within the education system, at first Emilia was used to thinking of teaching in terms of the way she was taught when she was student some years ago. But learning and teaching have changed since then! This has been a challenging process at times for her, but at the same time she has been able to develop her own self-efficacy as a teacher. This influences the opportunities practitioners might engage in, their motivation, their expectations of success and failure, the effort they make to succeed and use their skills, and their perceptions about potential barriers. All these aspects will impact on performance Zwozdiak-Myers, The more confident teachers are, the more likely they are to take risks and extend their knowledge and skills through trying new things. For more information about self-efficacy theory, refer to this article: Self-Efficacy by Albert Bandura. Reflect on how comfortable you feel when asked to try a new teaching approach or use an unfamiliar technology. Consider alternative perspectives and possibilities - Learning conversations. From time to time he observes his colleagues teaching. He follows this up with a meeting to give feedback and discuss how their teaching is going and things they might try to improve learner involvement and outcomes. Conversations with yourself and your thoughts are useful during the reflective process. However, even more useful are discussions with others as these will expose you to a variety of viewpoints and ideas. This can help you to develop your knowledge in real-world contexts, that is, participate in a social learning environment known as constructivist theory of learning. Using these learning conversations, the teacher can learn to think as an expert teacher might think and examine multiple perspectives about teaching. Professional learning communities, mentors and peers are all great for facilitating learning conversations. Teaching observations can also be used in this way. Beneficial outcomes are more likely when the learning conversations are planned and structured so that the dialogue supports the teacher to reflect on practice, develop new knowledge and understanding and change future practice. Student feedback and evaluations can be used to trigger learning conversations. It is often the critical questions asked by a colleague that lead to revelations about our practice Zwozdiak-Myers, Engaging learners in conversations about learning can also be a powerful strategy for improving practice. There can be real benefits in making teaching and learning processes more explicit and

DOWNLOAD PDF A GUIDE TO REFLECTIVE PRACTICE FOR NEW AND EXPERIENCED TEACHERS

discussing them with learners: How could you use learning conversations to develop your knowledge and practice of teaching? Try out new strategies and ideas - Innovation. Learning needs to be fun, authentic real-world as well as relevant. When it is, students are generally more motivated and more likely to engage in meaningful and deeper learning. The teacher usually tries to design learning experiences that help students to engage with specific content and concepts that they need to understand. Whether these are practical or theoretical experiences does not matter. What is important is to offer sufficient variety and challenge to keep students curious and interested. Modelling specific strategies in your teaching can demonstrate to students how they might do something. Brett In an earlier section we saw how Brett encouraged teachers in his team to set up their own reflective blogs as a model for their learners. This helped the students see the sort of thing that is required, as well as helping the teachers to become reflective bloggers and build their teaching capability. Innovation can occur through the pedagogical approach that is used as well as in the technologies that support the learning. For example, a teacher might want to use project-based learning with groups. She decides to get each group to develop their projects using a blog and a wiki. Since this is a new approach for her and her students, it is important that she seeks advice from colleagues experienced in this approach, prior to starting and also during the process. She also needs to gauge how students are responding and to get feedback throughout so that she can respond appropriately. The critique of her peers and students and her reflections will help her to develop her expertise in this area. Nothing like innovation to stimulate reflective practice. Learning conversations can also occur around discussions about theoretical knowledge and research evidence. Some practitioners meet regularly to discuss articles they have read or techniques they have used, others post on their blogs and invite discussion that way.

DOWNLOAD PDF A GUIDE TO REFLECTIVE PRACTICE FOR NEW AND EXPERIENCED TEACHERS

Chapter 3 : Reflective Practice: What is it really? - WikiEducator

Offering new and experienced teachers practical guidance on teaching both for and with reflective and critical thinking, the text features several chapters discussing issues of reflective practice with general importance to teachers in all subject areas--classroom management, teaching strategies, assessment--followed by chapters on reflective.

Danielson Great teachers know when to make decisions quickly and when to step back and reflect. Teachers face a myriad of daily choices: Many choices involve matters so routine that a teacher can make and implement decisions automatically. Teachers make other decisions in the midst of an evolving situation after quickly reviewing the situation and recalling what has worked in similar scenarios. But teaching also involves complex choices about difficult problems that, if left unaddressed, often escalate. A different type of thinking is needed to address such choices. Tough choices call for teachers to engage in sophisticated reflection—including self-reflection. Expert teachers adjust their thinking to accommodate the level of reflection a situation calls for. Their teaching is characterized by an intentional competence that enables them to identify and replicate best practice, refine serendipitous practice, and avoid inferior practice. Because of their ability to reflect, great teachers know not only what to do, but also why. How can we nurture this habit of mind? Understanding Reflective Thinking Reflective thinking in teaching is associated with the work of Dewey , , who suggested that reflection begins with a dilemma. Effective teachers suspend making conclusions about a dilemma in order to gather information, study the problem, gain new knowledge, and come to a sound decision. This deliberate contemplation brings about new learning. In the s, Lortie described how failing to reflect on teaching decisions leads to teaching by imitation rather than intentionality. People who enter the profession have already gone through 16 years of "apprenticeship of observation" as students themselves and have developed preconceived ideas of what teaching is through having watched others do it. They may sense what teachers do but have no grasp of why they do it. Four Modes of Thinking To understand the complexity of reflection, consider the four modes of thinking Grimmitt proposed: I see these modes in a hierarchy from the lower-level reflection useful for making routine decisions to the higher-level reflection needed for complex dilemmas. Each mode requires an increasing degree of conscious analysis and data seeking. Expert teachers adapt their reflective thinking to the situation, recognizing when each level of thought is sufficient to address a concern and when they need to move to the next mode. The following teacher journal entries drawn from my research show examples of a teacher using each mode of thinking, sometimes inappropriately Danielson, Technological or Formulaic Thinking Technological or formulaic thinking is based on prepackaged knowledge from an external source. It relies on practices that have proven efficient and effective. For example, teachers might adopt general policies and rules that are part of a school culture. In deciding how to teach a concept, curriculum teams might adopt standardized instructional procedures they believe will result in greater student learning. Formulaic thinking works for many routine decisions: As long as routines function effectively, there is no need to change them. Likewise, there may be instructional practices that demand that the teacher follows a prescribed set of steps. The following scenario, however, shows a teacher relying on formulaic thinking to make decisions when a more reflective style would suit her purpose better. She shared her approach to lesson planning: When I start working on a unit, I just gather resource materials and start taking notes. I do outlines and headings of all the areas [students] need to know about. I see how far I get with it and how they handle it. I also try to highlight some realistic examples that they would find interesting and that would draw them in more, as attention getters. Mary was conscientious in providing her students information she thought they needed to know and she used teaching techniques she had seen described in research articles: She asked questions she knew her students could answer, implying that she was thinking of questioning as another "attention-getting" technique rather than a strategy to ignite thinking. By applying rules and procedures identified with good teaching in a formulaic way, Mary used her knowledge to direct, but not inform, her teaching. Situational Thinking When teachers make

DOWNLOAD PDF A GUIDE TO REFLECTIVE PRACTICE FOR NEW AND EXPERIENCED TEACHERS

decisions using situational thinking, they focus only on information embedded in a specific context at a specific time, such as student behavior they are observing in the moment. They reflect quickly and act on a problem immediately. In the following scenario, Teresa expresses frustration about make-up work and late assignments: Already many students have missed days so that they have make-up work. With all the responsibilities teachers have, worrying about make-up work is a real problem. First of all, you have to mark in the grade book so that you remember they were gone, and then you have to remember that their assignment will probably not be on time again. She identified the problem of student absences by listing its immediately observable effects. She attributes all absences to "trivial" family activities and concludes that parents need better judgment. Teresa needs to ask different questions that might lead to better results. In short, she needs a higher level of reflection.

Deliberate Thinking With deliberate thinking, an educator purposefully seeks more information than the immediate context provides by, for example, revisiting theory, talking with colleagues, interviewing students or reviewing student records. The goal is to learn more to better understand the dilemma. Tony attended class regularly but sat removed from his peers and said little. Yet he did not appear shy, and Beth learned that he was quite verbal in other classes. In thinking about what was going on with Tony, Beth looked beyond his immediate, irritating resistance. She listened to information from another teacher and considered her own teaching behaviors in a new light: Today I was working with this group on a short story. I know those dumb vocabulary words, and the stories we read are stupid 3rd grade stories. What do you do in a class [where] there are about five kids with average skills, about four who have low skills, and then about three who are simply behavior problems? And she used his behavior as a prompt to assess her teaching and the ways she might be contributing to a less than ideal learning environment. Although the scenarios discussed so far have highlighted problems, reflection is also a powerful way for teachers to understand why some kinds of instruction work so they can replicate them. However, when deliberate thinking generates more questions or indicates a change is needed, move to a higher level of reflection.

Dialectical Thinking The dialectical mode builds on deliberate thinking to gain understanding of a situation and generate solutions. In the following scenario, Emily identifies a weakness in her instructional repertoire—her conferencing skills with student writers: I was so nervous that I was forcing myself to look at [the students], and they started to get nervous and fidgety. Second, I talked so fast that there was no way they could have understood, but they pretended. The blank look and questioning eyes were a dead giveaway — so one of my goals is to improve one-on-one dialogues. In thinking about her first writing conferences, Emily employed situational thinking to describe the experience and identify weaknesses. Later, she engaged in deliberate thinking to gather information that would help her refine her skills. Talking with more experienced teachers and rereading texts on writers workshop process helped her plan for the next conferences. A few weeks later, Emily wrote: I held miniconferences with my kids. We went over their journal entries, and I concentrated on praise. I searched for originality in my comments to each student, and it really was easier than before. I found myself asking more than telling, which is a much better approach and much more meaningful to them. Dialectical thinking is characterized by a change in how the thinker conceptualizes a particular episode that results in new teaching behaviors. Emily used dialectical thinking to transform her teaching, implementing changes that brought about more productive writing conferences.

Refining the Skill of Reflection All teachers can develop habits of mind conducive to effective decision making. Reflection is a skill that is best fostered with colleagues. Coworkers who demonstrate expertise in posing and solving problems often prove to be good mentors. They usually have the ability to listen analytically—focusing on key information that helps clarify what needs to be explored—and they have expanded repertoires of options. Mentors should pose questions that lead their colleagues to ask productive questions themselves, to consider other sources of information that might provide additional insight, and to generate their own possible solutions. If the colleagues collaborate in drafting a plan for implementing change and formally schedule follow-up discussions, this will encourage the less experienced teacher to self-monitor and reflect further. Another way to help teachers become better at reflection is to create study groups that introduce teachers to these four modes of thinking and explore which

DOWNLOAD PDF A GUIDE TO REFLECTIVE PRACTICE FOR NEW AND EXPERIENCED TEACHERS

aspects of teaching call for each mode. Discussions and role-plays can help teachers see which routine decisions can be made through technological or situational thinking and which may require the deliberate or dialectical modes. Identifying when different kinds of thinking are appropriate helps teachers use their time and mental energies wisely. Finally, to foster higher levels of reflection, encourage teachers to ask themselves questions about their classroom practice. Prompts like the following promote frequent reflection: What worked in this lesson? How do I know? What would I do the same or differently if I could reteach this lesson? What root cause might be prompting or perpetuating this student behavior? What do I believe about how students learn? How does this belief influence my instruction? What data do I need to make an informed decision about this problem? Is this the most efficient way to accomplish this task? The four modes of thinking enable teachers to connect reflection to practical classroom applications. When the modes are used appropriately, they also help educators understand their own practice and, ultimately, foster the intentional competence necessary for accomplished teaching. Encouraging reflective practice in education: An analysis of issues and programs. Developing a professional teaching portfolio:

DOWNLOAD PDF A GUIDE TO REFLECTIVE PRACTICE FOR NEW AND EXPERIENCED TEACHERS

Chapter 4 : The Reflective Teacher | Center for the Advancement of Teaching

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

As they analyze their teaching, they consider how they might approach particular tasks or challenges in the future. As we conclude the semester, this is the perfect time to reflect on your classes and consider teaching decisions for the spring. Building a Reflective Practice Below are useful questions that can guide your reflective process. Have you clearly defined the learning goals you have for your course? Do the assessments in your course measure the goals you have for student learning outcomes? Do the activities you facilitate lectures, discussions, readings create experiences for students to reach those goals? Did your schedule of readings, activities, and assignments work well? For instance, do all of your assignments fall at the same time, or are they evenly spaced out? How do you organize assignment deadlines and manage grading? Knowledge of subject matter: Is there new scholarship in your field that you would like to explore and perhaps address in future iterations of your course? What are the different ways you interact with students? How do you relate to students during outside of class during office hours and via email? Share your reflections through EDvice Exchange We invite you to reflect on your existing practice in relation to these four areas and to share your ideas with colleagues through this blog. Other opportunities for reflection through the Teaching and Learning Center All TLC programs are designed to encourage reflective practice in a community of peers, and to orient colleagues toward learning-centered approaches. He recommends that educators engage in individual and group reflections and take advantage of opportunities to learn from experts and peers. The PTA offers just such an opportunity. The PTA brings together a diverse, interdisciplinary group of faculty members and academic administrators who are uniquely knowledgeable about the research on how people learn and best practices, and who serve as mentors in teaching and learning. Each new cohort makes an impact on the educational culture at Temple University. This blog will only allow those with a Temple University account to comment directly on the blog. If you do not have a Temple University account, we would still like to hear from you.

DOWNLOAD PDF A GUIDE TO REFLECTIVE PRACTICE FOR NEW AND EXPERIENCED TEACHERS

Chapter 5 : Fostering Reflection - Educational Leadership

*A Guide to Reflective Practice for New & Experienced Teachers by Hartman, Hope. [] Paperback [Hartman] on calendrierdelascience.com *FREE* shipping on qualifying offers. A Guide to Reflective Practice for New & Experienced Teachers by Hartman, Hope.*

Both learners and practitioners alike need to make an effort to keep up to date with new developments. Reflective practice done well, is an easy and effective way to do this. In its simplest form, reflective practice is the ability to reflect on your actions and engage in a process of continuous learning. Reflective practice is a core component of professional development for all health professionals. Without it, learning and self-growth become harder, and job satisfaction can suffer. Just another chore and tick-box exercise that has to be completed, and one more strain to manage. Yet, done well, in a supportive working environment, reflective practice has a huge amount to offer. The key to this is to make sharing your reflections and learning from them, an integral part of your practice. More importantly, he highlights how reflection is essential to avoid burnout by helping nurses to stay connected with their passion for their profession. Yet, the reality for many nurses and midwives is that their working day can be full of emotional extremes, coupled with physical exhaustion. Without some structured support, the focus on self-reflection can be viewed with suspicion and cynicism. Reflection-on-Action v Reflection-in-Action Reflection-on-action is the most common form of reflection. It involves mentally re-viewing events that have occurred in the past. The aim is to value your strengths and to develop different, more effective ways of acting in the future. Reflection-in-action, on the other hand, requires a higher level of self-awareness and the ability to reflect on your actions or those of others, in the moment, as the activity is actually taking place. At the end of a long and stressful day, this can be a good way to consider what you would like to change about the situation. This form of reflection can also be a useful stress management tool, as feelings that might otherwise have been suppressed can be reflected on consciously, deliberately and openly. Models of Reflection Using a model to write your reflective statements can be a useful way to focus your thoughts and draw out the greatest learning from an event. One of the most popular and traditional models used by nurses comes from Gibbs There are in fact many models to choose from and the one you work with is really down to your own personal preference. Although reflection by definition involves looking back through time to past events, it can be argued that for it to be of practical value, it must also contain an element of looking forward.

Chapter 6 : Reflective Practice as a Tool for Growth - Ausmed

developing reflective practice a guide for beginning teachers Download Developing Reflective Practice A Guide For Beginning Teachers ebook PDF or Read Online books in PDF, EPUB, and Mobi Format. Click Download or Read Online button to DEVELOPING REFLECTIVE PRACTICE A GUIDE FOR BEGINNING TEACHERS book pdf for free now.

Chapter 7 : Developing Reflective Practice: A Guide for Beginning Teachers

further development of experienced teachers in their important role of The Reflective Guide to Mentoring and know-how is invaluable to new teachers.