Reflective practice workshop for PH Practitioners
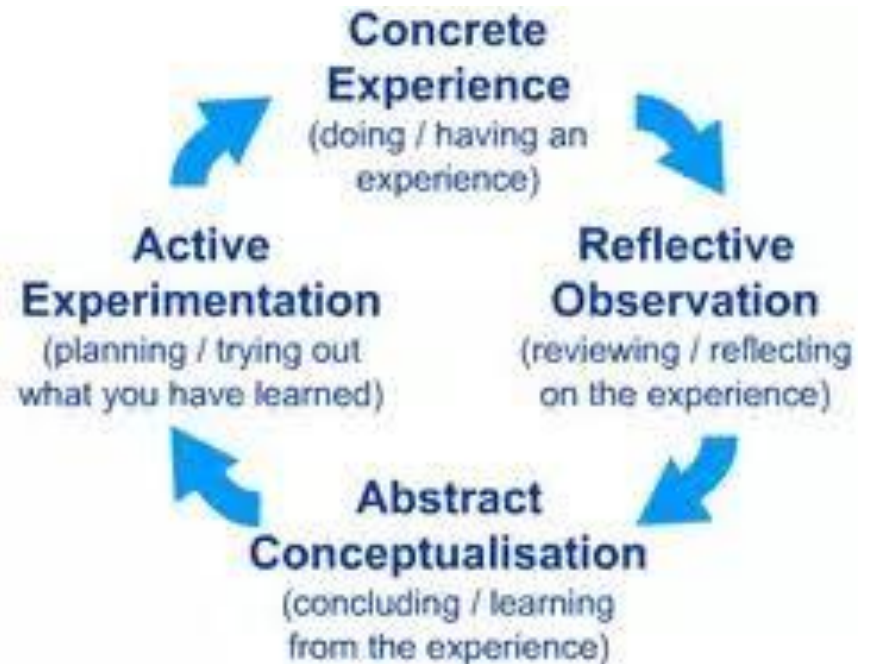
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Today...

- understand why we undertake reflective practice
- explore how you personally can use reflection to improve your effectiveness and impact
- understand what we mean by reflective practice in the context of PHP registration
- have an opportunity to work on a reflective piece of writing as part of your portfolio submission
- work with other PHP applicants in a supportive environment

Gibbs Reflective Cycle

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Description — What happened?

Feelings — What were you thinking and feeling?

Evaluation — What was good and bad about the experience?

Description — What sense can you make of the situation?

Conclusion — What else could you have done?

Action Plan — If it arose again, what would you do?

Kolb's Experiential Learning Cycle

Concrete Experience (doing / having an experience)

Reflective Observation (reviewing / reflecting on the experience)

Abstract Conceptualisation (concluding / learning from the experience)

Active Experimentation (planning / trying out what you have learned)

Borton's 3 stem qs adapted by both Driscoll and Rolfe

What
…happened?

…did other people do who were involved in this?

…was my reaction to it?

…is the purpose of returning to this situation?

So What
…did I feel at the time?

…are my feelings now, after the lesson?

…were the effects of what I did/did not do)?

…positive aspects now surface from the experience?

…have I noticed about my teaching behaviour in practice as a result?

…observations do any colleague make of the way I acted?

…is the purpose of returning to this lesson?

Now What
…are the implications for me, others?

…difference does it make if I choose to do nothing?

…is the main learning that I take from this reflection?

…help do I need to help me 'action' the results of my reflections?

…aspect should be tackled first?

WHAT KIND OF LANGUAGE HELPS? HOW CAN I STRUCTURE MY WRITING?

For me, the [most]
- meaningful
- significant
- important
- relevant
- useful

{ aspect(s), element(s), experience(s), issue(s), idea(s) } was (were)…

learning { arose from…, happened when…, resulted from… }

- Previously,
- At the time,
- At first
- Initially,
- Subsequently,
- Later,

I

- thought (did not think)…
- felt (did not feel)…
- knew (did not know)…
- noticed (did not notice)…
- questioned (did not question)…
- realised (did not realise)…

[Alternatively,]
[Equally,]

This

- might be
- is perhaps
- could be
- is probably

- because of…
- due to…
- explained by…
- related to…

This

- is similar to…
- is unlike…

because…

[Un]Like… this

- reveals…
- demonstrates…

Having
- read...
- experienced...
- applied...
- discussed...
- analysed...
- learned...

I now

- feel...
- think...
- realise...
- wonder...
- question...
- know...

[Additionally,]
[Furthermore,]
[Most importantly,]
I have learned that...

I have
- significantly
- slightly

However, I have not [sufficiently]

- developed
- improved

- my skills in...
- my understanding of...
- my knowledge of...
- my ability to...

This means that...
This makes me feel...

This knowledge
This understanding
This skill

- is
- could be
- will be

- essential
- important
- useful

- to me as a learner [because...]
- to me as a practitioner [because...]

Because I
- did not...
- have not yet...
- am not yet certain about...
- am not yet confident about...
- do not yet know...
- do not yet understand...

I will now need to...

As a next step, I need to...

Reflective writing for your portfolio

Reflective writing will:

- give structure to your narrative

- help to demonstrate understanding

- will show that you are learning from what happened

- will show that you are 'continually developing your own practice'

A helpful resource:

https://www.fph.org.uk/media/1283/fph-tips-on-writing-effective-reflective-notes.pdf