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# National Professional Enquiry Project

Reflection session

‘We learn by doing and realising what came of what we did’ – Dewey (1938)



# Today's aims / timeline

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## Part 1:

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### **11.30-12: Reflection, you and your education setting.**

- 11.30-12: What is reflection?
  - 12-1: Reflection activity.
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### **1pm – Lunch!**

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## Part 2:

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### **1.45pm – 2.45pm: Planning your next NPEP cycle reflectively.**

- Reflective questions to guide your NPEP cycle planning + Next steps
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What is  
reflection?





# Reflection is ...

A form of mental processing (like thinking) that we use to achieve an outcome

Or, we may simply 'be reflective', with the outcome being a product of that reflection

Based on further processing of knowledge and *understanding* this process

'Reflective practice is the ability to reflect on one's actions so as to engage in a process of continuous learning' (Donald Schon)

Reflection developed as a way of learning from real life experiences.

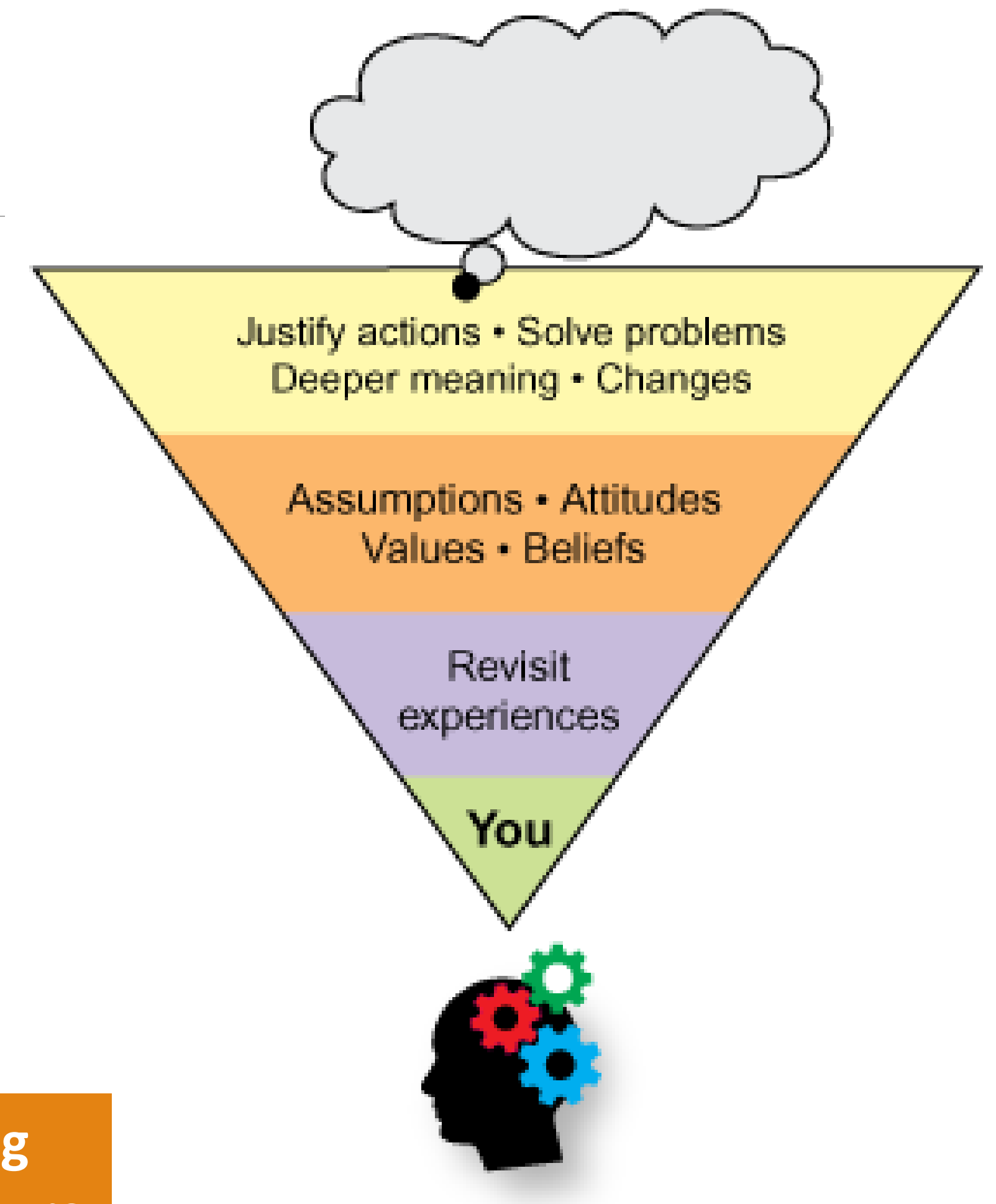
Reflection is a personal experience/ skill with no 'right' or 'wrong' way of implementing it

# How is it different to thinking?

*Consciously* thinking about **and analysing**:

- *What you're currently doing*
- *What you've previously done*
- *What you've experienced*
- *What / how you have learnt*

**In practical terms = interpreting and evaluating your experiences, checking they 'make sense' to you, justifying actions and solving problems for the future**





## Origins of reflection

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- Reflection can be traced back to Aristotle, but more recently, researchers such as Dewey, Kolb and Schon have provided different approaches
  - "the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further consideration to which it tends" (Dewey, 1933, p 9).
- Schon provided definitions for reflection **in** action and reflection **on** action.
- Dewey and Kolb were interested in how reflection supported learning (and vice versa)



# Reflective models



- Encourage a structured process in which reflection can be guided



- Enables you to choose one that feels comfortable for you



- Is a tool for.....



- Dealing with new challenges confidently



- Identifying ways to improve performance

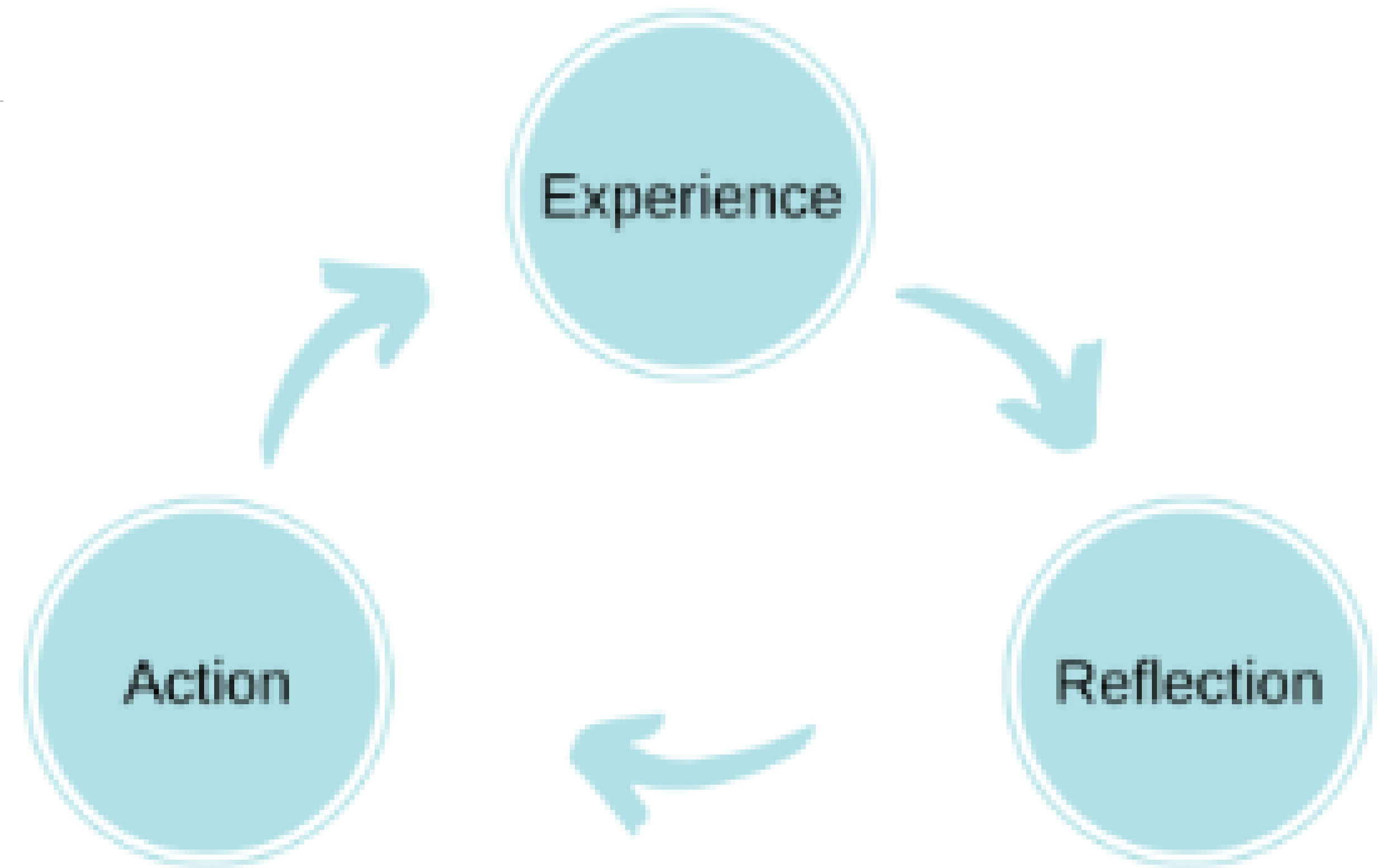


- Demonstrating that you're an independent learner

# ERA Cycle

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- Simple model with three stages - Experience; Reflection; Action
- The experience can be positive, negative, old, new.
- The aim is to examine our feelings linked to the experience and decide on next steps
- The action will result in another experience and the cycle continues

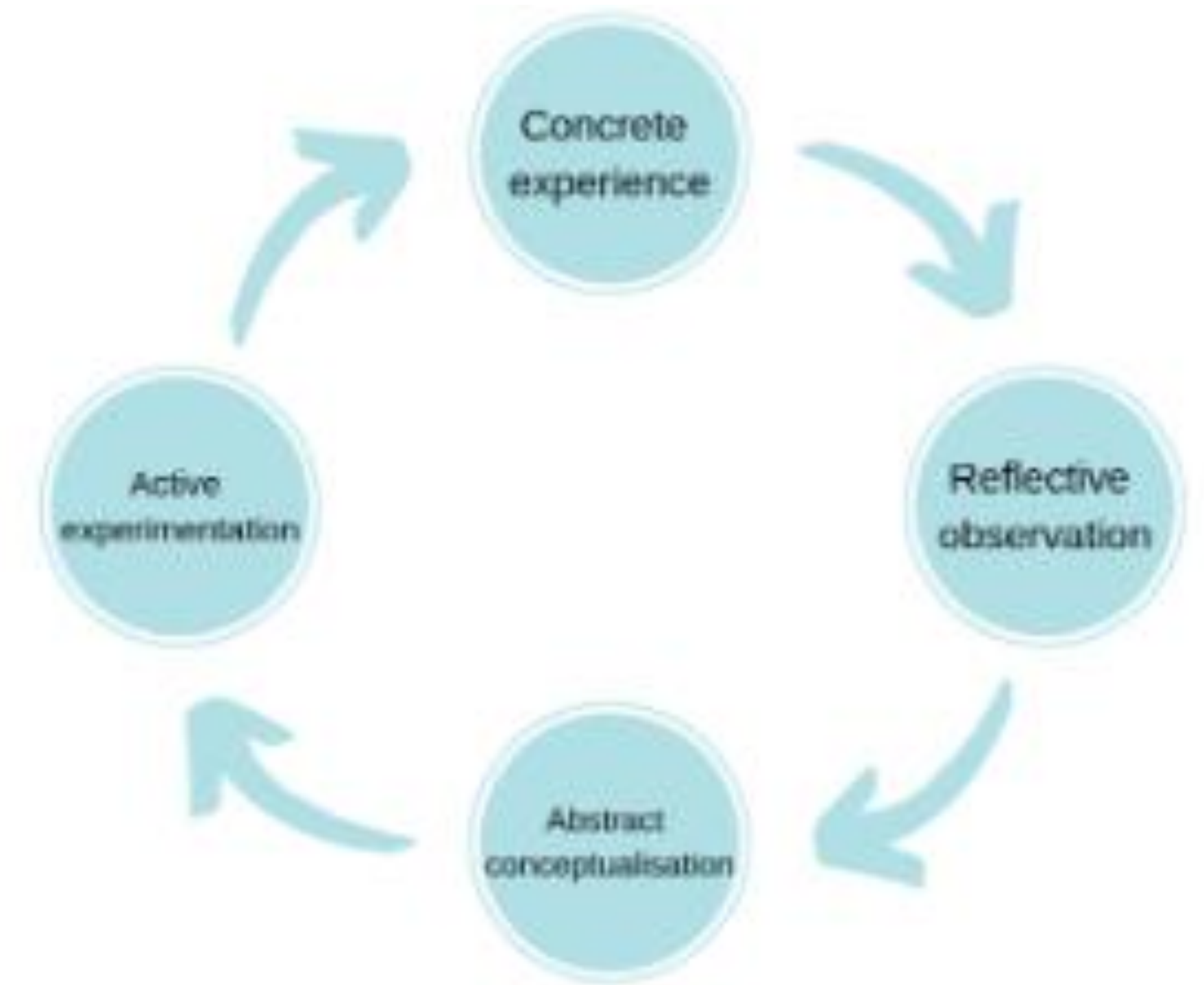




# Kolb's Experiential Learning Cycle

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- Centres on the concept of developing understanding through actual experiences
- Requires us to reflect on an experience, and what was different about it compared to others
- We develop ideas for change, and apply them to different situations
- This demonstrates learning as a direct result of our experiences + reflections



# Gibbs' Reflective Cycle

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- More stages; more opportunities to reflect
- Focus on the feelings both during and after the experience.
- Then evaluate and analyse the situation to make sense of it
- The analysis will guide us to action which can be implemented if we're in a similar situation in the future





# Outcomes from reflection can be ...

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- Learning, knowledge and understanding
- Some form of action
- A process of critical review
- Personal and continuing professional development
- Reflection on the process of learning or personal functioning (metacognition)
- Building of theory from observation in practice situations
- Making of decisions/ resolution of uncertainty; solving of problems; empowerment and emancipation
- Unexpected outcomes (e.g. ideas that could be solutions to dilemmas)
- Emotion
- Clarification & recognition that there is a need for further reflection

# Reflection in Education is ...

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There to ensure that you are more aware of your own professional knowledge + action through the act of challenging assumptions linked to everyday practice

Encourages you to work with others – share best practice, draw on support

Be able to identify barriers to learning that your students have. Ensuring all students learn more effectively as learning can be tailored to them. = Confident students

Develops your own skills set + confidence in the classroom as you reflect on your teaching = understand yourself and the way you teach

Encourages innovation as you experiment with new approaches



# Reflective learning / writing ...

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Involves a conscious and stated purpose for reflection



Linked to an outcome through e.g., assessment



Can be influenced by the aims of the outcomes - can impact its nature and quality

# Reflective writing is ...

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Written in the first person;

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More personal than academic writing;

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Helpful when you need to evaluate your experiences;

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Focused on your experiences, thoughts, feelings and assumptions;

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Honest and spontaneous;

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A record of your thoughts and experiences that can be returned to;

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An opportunity to make links between your experience and theory.

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## Reflective writing is not ...

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Easy;

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Simply a description of what happened;

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Written in the third person, or focused on others;

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Calculated;

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Something that can be rushed;

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Simply about making plans.





## Reflective Task



# Our four guiding principles

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# Professional spaces

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Professional  
**Space**

- Needs dedicated time / space
- Spaces for reading, research, collaboration
- All voices can be heard

# Professional Purpose

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- Must be grounded in your context
- Supporting learners and learning
- SLOs
- Professional Standards



# Professional dialogue

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- Builds professional relationships
- Rich professional conversations
- All voices can be heard
- Informed by literature

# Professional Identity

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- Professional confidence
- "used to being told what to do"
- Honesty – it can be 'messy'
- Humility – it's ok to make mistakes
- Being professional – challenging your assumptions

# questions for reflection . . .

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How do we create space (and time) for enquiry?

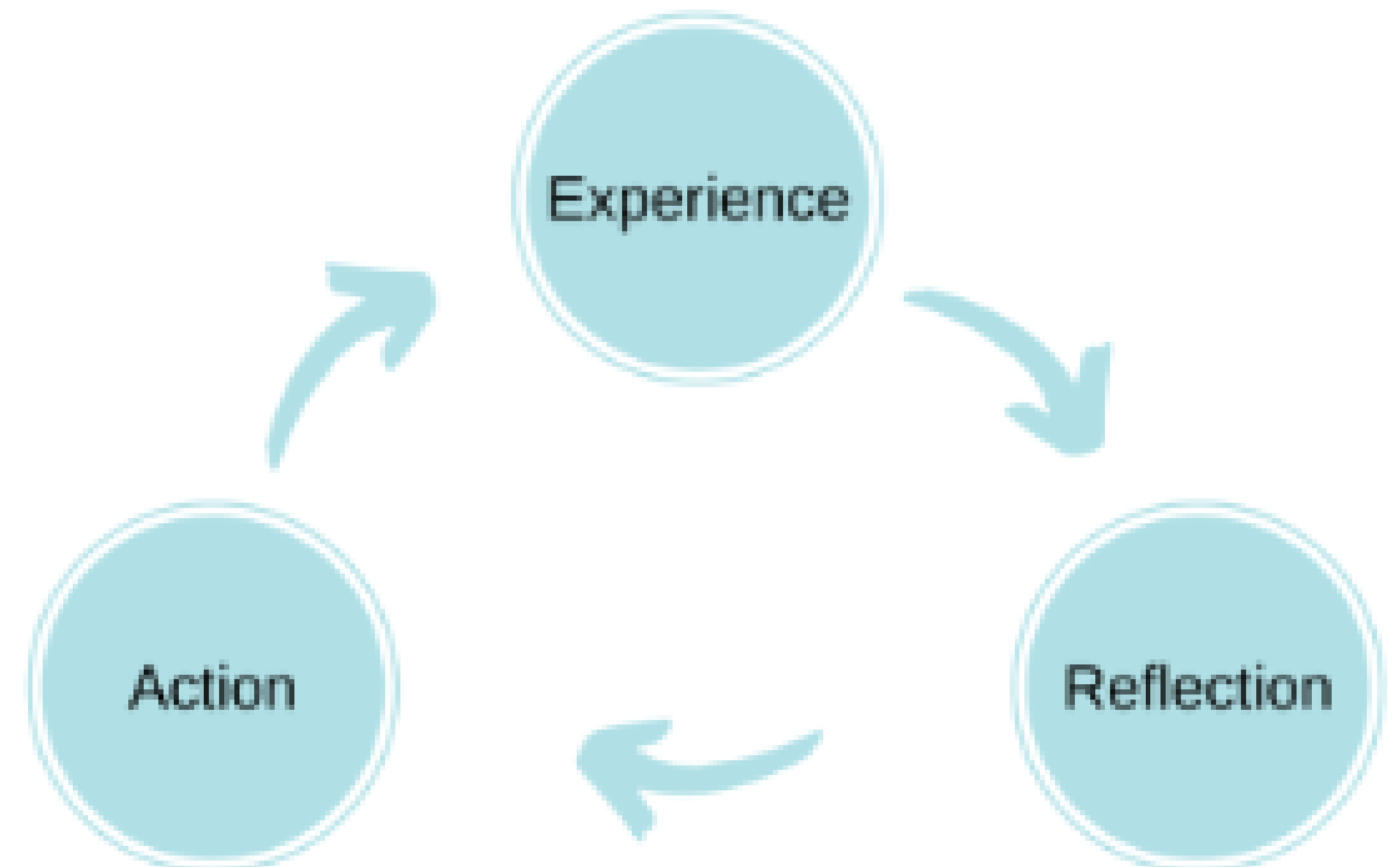
How do we find professional purpose through enquiry?

How do we develop our changing professional identity?

How do we develop professional (literature informed) dialogue?









Lunch!

SEE YOU AT 1.45





# Our enquiry





Enquiry Domains	Sub Domains	Possible Enquiry Questions
Curriculum for Wales	<ul style="list-style-type: none"> <li>• The 4 Purposes</li> <li>• Areas of Learning and Experience</li> <li>• What Matters Statements</li> <li>• Principles of Progression</li> <li>• Descriptions of Learning</li> <li>• Cluster- based curriculum design</li> </ul>	<ul style="list-style-type: none"> <li>• How have the 4 purposes been embedded in whole school planning?</li> <li>• How have the 4 purposes been embedded into the planning, implementation and evaluation of learning and teaching?</li> <li>• How has the curriculum framework been implemented in individual Areas of Learning and Experience?</li> <li>• How are the 'what matters statements' being embedded in planning, implementation and evaluation?</li> <li>• How are the principles for progression being embedded at whole-school/<u>AoLE</u> level?</li> <li>• How are the descriptions of learning being used at whole-school/<u>AoLE</u> level?</li> <li>• How is curriculum being designed at primary/secondary cluster level?</li> </ul>

Pedagogy and Learning	<ul style="list-style-type: none"> <li>• Teacher professional learning and the curriculum.</li> <li>• Digital learning in the curriculum.</li> <li>• Language development and the curriculum.</li> <li>• Metacognition and the curriculum.</li> <li>• Self-regulation and the curriculum.</li> <li>• The role of support staff in curriculum implementation.</li> <li>• Learner voice in the new curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• What school-level PL is being undertaken to support the new curriculum?</li> <li>• What cluster wide PL is being undertaken to support the new curriculum?</li> <li>• How has whole-school/cluster PL been developed in relation to language development, metacognition, self-regulation and digital learning?</li> <li>• How are support staff being deployed to support the realisation of the curriculum?</li> <li>• How is learner voice influencing the realisation of the curriculum?</li> </ul>
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Assessment	<ul style="list-style-type: none"> <li>• Embedding assessment in learning and teaching.</li> <li>• Providing high-quality feedback.</li> <li>• Communication with parents.</li> <li>• Understanding and planning for progression.</li> </ul>	<ul style="list-style-type: none"> <li>• How is assessment being embedded into curriculum design?</li> <li>• How is assessment being embedded into learning and teaching pedagogy?</li> <li>• How is high-quality learner feedback being developed within the curriculum?</li> <li>• How is progression being communicated to parents?</li> </ul>
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Equity	<ul style="list-style-type: none"> <li>• Learners from low-income households and the new curriculum.</li> <li>• ALN learners and the new curriculum.</li> <li>• BAME learners and the new curriculum.</li> <li>• The new curriculum and other vulnerable learners.</li> </ul>	<ul style="list-style-type: none"> <li>• How is curriculum realisation being aligned to the needs of learners from low-income households?</li> <li>• How is curriculum realisation being aligned to the needs of ALN learners?</li> <li>• How is curriculum realisation being aligned to the needs of BAME learners?</li> <li>• How is curriculum realisation being aligned to the needs of other groups of vulnerable learners?</li> </ul>
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Leadership	<ul style="list-style-type: none"> <li>• Leading curriculum design.</li> <li>• Leading learning for the new curriculum.</li> <li>• School self-evaluation and the curriculum.</li> <li>• School improvement and the curriculum.</li> <li>• Community Focused Schools and the new curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• How are school leaders undertaking <u>whole-school</u>/cluster curriculum design?</li> <li>• How are school leaders developing <u>whole-school</u>/cluster PL for the new curriculum?</li> <li>• How are school leaders collecting evidence to inform school self-evaluation?</li> <li>• How are school leaders aligning curriculum realisation to school improvement?</li> <li>• How are schools working with parents to support their children's learning in the new curriculum?</li> <li>• How are schools involving their community in the process of curriculum realisation?</li> </ul>
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