

Supporting reflective practice

(Facilitator notes)

This session provides opportunities to review current practices, identifying what is working and what could be developed further.

Focus	Supporting reflective practice
Time/Date	2 hours (30+45+30+follow up)
Focal point	<p>Links to Reflective Framework Guide [Select the focal points linked to this training: <i>Environment, Resources, Approach, Relationships, Outcome</i>]</p> <p>Environment (i.e. is the learning environment conducive to learning?) Resources (i.e. do the resources being used effective in assisting learners to grasp concepts and processes?) Approach (i.e. are the approaches being adopted by educators consistent with learner needs?) Relationships (i.e. are effective learning relationships being established and maintained between educators and learners and amongst learners?) Outcomes (are learners learning?)</p>

Timings	Plan, Do, Feedback, Reflect	Notes for facilitators	Summary of key points – (if using WhatsApp add a summary at the end of each point.
Pre-reading task 30 mins	<p>In preparation for the training:</p> <p>You will need to :</p> <ol style="list-style-type: none"> 1. Re-read the 'CORP Reflection Process' (sent prior to the training) 2. Complete 'Supporting reflective practice - preparatory activity' (Sent out prior to the training) 		

5 mins	Welcome & warm up activity to see who is in attendance.	Lead facilitators, please use an activity you feel comfortable with. Make sure everyone has completed the preparatory task.	
50 mins in total (10 minutes Explain & Share) and	EXPLAIN/SHARE	Share the aims of the training: This session provides opportunities to review current practices, identifying what is working and what could be	

		<p>*Note responses and try to collate replies. Feed these collated replies back to the group.</p>	
<p>50 mins in total (10 minutes Explain & Share), 30 minutes for Reflect, 15 minutes to Feedback, 5 mins to Summarise</p>	<p>EXPLAIN/SHARE</p> <p>REFLECT (30 mins)</p> <p>FEEDBACK</p> <p>SUMMARISE</p>	<p>Note to facilitators: Choose a practical example from your learning setting's current teaching and learning focus. In this example, we use an activity based on a cohort's MPA data as a discussion point. You may wish to use the same activity, or adapt for the needs of your own learning setting.</p> <p>Activity 2: Using evidence to support reflection:</p> <p>2.1 In small groups consider the MPA data contained in the example given. Imagine this data relates to the Hub you are working with. Work through the questions on below the data. Consider how you would use this data to support reflection and action planning with your educators</p> <p>2.2 Back in the large group, look at the cohort level data.</p> <ol style="list-style-type: none"> 1. What are the strengths of the cohort? How do you know? 2. Which subject do the learners do better in? Why might that be? 3. Which subject needs more attention? 4. What kind of action might you identify with educators to improve on areas of weakness and why? <p>Emphasise the value and importance of using evidence to support reflection. Highlight the other potential sources of evidence relating to 'aspects of the work' or 'aspects of the learning setting'</p>	
<p>Respond within 2 days</p>	<p>REFLECT</p>	<p>Close the session by participants to respond to the three Reflection questions on the group WhatsApp channel.</p> <p>3 Reflection questions</p> <ol style="list-style-type: none"> 1. What was most helpful about today's training? 2. What surprised you most in your group conversations? 3. How does this information help your planning and teaching for the next module? 	