

# The CORP Reflection Process

**Meeting 1: Date ..... Time .....Duration.....**

**Participants.....**

## **Step 1:**

As a learning setting group, choose an aspect of work, you believe it would be helpful to reflect upon, from the list below:

- Making learners feel welcome
- Identifying learner needs
- Including all learners
- Supporting all learners
- Recognising learner progress
- Strategies to support learners who are struggling
- Supporting students with specific needs
- Building my teaching and learning skills
- Supporting learner progression
- Support learners with specific needs (disabilities)

## **Step2:**

Work as a learning setting for an agreed amount of time (recommend 45 mins) reflecting on the practice of your setting in relation to your chosen theme. Here your chosen facilitator encourages educators to reflect on different aspects of the Hub where they can effect change, including:

- Environment
- Resources
- Approaches
- Relationships
- Outcomes

## **Step 3:**

Recap and identify key learning points, areas for development and potential courses of action (make a written note of these for all to see).

## **Step 4:**

Agree and record, as a group, the priority actions arising from the reflection (Via a reflective log and commitments to action. Who is going to do what, how and when? The record of actions may be displayed as a poster the learning setting.

## **Step 5:**

Agree a time and date for Meeting 2 (leave enough time for actions to be implemented)

## **Meeting 1 Case Study:**

Hwange learning setting has managed to recruit 27 learners are aged 13-15, with 9 learners age 16-18. The hub is spacious, structurally sound and provides lots of opportunities for the CE and learners to make it theirs. The learners are drawn from three smaller neighbourhoods. Seven learners are members of the apostolic community. One learner has limited mobility and walks with the aid of crutches. Another learner has a profound visual impairment:

Meeting 1: Date 04/05/21 Time 12:00 – 13:30

Location: Hwange learning setting

Participants: Mr Sibanda (School facilitator) Ms Moyo CE, Mrs Mcube (CE) Miss Zhou (adult helper)

Mr Sibanda opens the meeting by asking how things have been over previous weeks. Initially the educators are very positive saying 'all is fine'. Mr Sibanda acknowledges that they must be working well as a team and this is a good starting point for reflecting on practice. Mr Sibanda invites the group to consider the list of suggested themes and asks the group to consider which areas represent greater challenges than others.

After a short time, Ms Moyo suggests the group reflect on 'strategies to support learners who are struggling'. Cohort 1 learners have recently completed the 'Mid Progress Assessment' and she has noticed whilst some learners are excelling, other seem to be struggling.(Step 1).

The group agree and discussion takes place where a range of ideas and potential areas for practice development are identified. The group acknowledges that whilst the learning environments is comfortable and they has plenty of space, learners tend to sit in friendship groups and this makes it difficult to recognise and support those who are struggling as the learners do not want to admit their difficulties in front of each other.(Step 2) Mr Sibanda has listened carefully throughout the discussion and note key points and ideas. (Step 3) He summarises on a sheet of paper so all can see and encourages the groups to prioritise areas for action. The group agrees to the suggestion of a rotating seating plan so learners get to mix with each other more within the setting. They will also plan to set aside some of the session to have informal catch ups with individual students to check how they are doing in relation to the task sets with priority going to learners identified as struggling in specific areas according to the MLA results. (Step 4) The group agree a time and date for meeting 2 (Step 5)

# The Hub Reflection Process

**Meeting 2: Date ..... Time .....Duration.....**

**Participants.....**

**Step 6:**

Led by the facilitator, the group reviews the commitments to action it made at meeting 1 using the reflective log.

**Step 7:**

The group, supported by the facilitator, reflects upon each commitment to action and how it translated to practice, identifying what went well and why? It identifies how any actions were modified to enable them to have greater effect. It also identifies the actions which had less impact or were in some way detrimental.

**Step 8:**

The group moves on to identify which actions should be adopted in the long term, which actions/issues need further consideration and which actions should be abandoned.

**Step 9:**

The group identifies ways to communicate its learning more widely across the project, including; sharing insight with Hub Committees, District Coordinators, etc. The group might produce a digital poster, make a short film, etc.

**Step 10:**

The group looks forward to the next cycle of meetings, including, which areas for reflection should be carried forwards and whatever new areas are deemed worthy of consideration.

**Stage 11**

The dates and times are set for the next cycle of reflections

**Questions to support reflection in Steps 3 and 6**

- What has been our experience?
- What have we done to assist the situation?
- What remains challenging?
- What do we need to improve this situation etc?

**Meeting 2 Case Study:**

Meeting 2: Date 04/05/21 Time 12:00 – 13:30

Location: Hwange learning setting

Participants: Mr Sibanda (facilitator) Ms Moyo CE, Mrs Mcube (CE) Miss Zhou (another adult)

Following meeting 1 the Hwange learning setting team put plans into action.

At the beginning of Meeting 2 Mr Sibanda reminded the group of its commitments to action and invited members to reflect on progress.(Step 6).

Ms Moyo led by recounting how she had gone about reorganising the girls and implemented the 'rotating seating plan'. However, the plan did not go down well with the learners and caused considerable upset amongst some learners. Ms. Moyo had soon realised that the plan had not fully accounted for the disruption it could cause within the group. Thinking quickly Ms Moyo had decided to adopt a slightly different strategy. Instead of mixing the girls she decided to move them as groups around the hub. This meant she could be close to each group at some point in the teaching and therefore get a better understanding of their interactions and attention to the task she set. (Step 7)

Ms. Moyo shared her thoughts and actions with Mrs Ncube and Miss Zhou who both agreed her new plan seemed sensible. This action, coupled with setting up informal reviews with individual learners meant that, Ms Moyo and Mrs Ncube both had a much better feel for the class and how learners were coping on a day to day basis with tasks set.

Mr Sibanda congratulated the group on both its willingness to put its plans into action but also highlighted the great example of reflection in action where Ms Moyo identified the issues arising and was willing to modify her plans. The group agreed it would continue to monitor the impact of the action on the learners and report within the next cycle. (Step 8)

It also agreed that if it saw long term positive impact it would write a brief case study to be shared at training events. (Step 9)

Looking forwards to the next cycle the group agreed to would like to look at how to effectively engage the learners with specific difficulties working with numbers as the mid learning assessment had highlighted this as a specific issue within the Hwange learning setting.

(Step 10)

The group agreed this was an urgent matter and agreed to begin a new cycle of reflection in two weeks time. (Step 11)