

Supporting reflective practice: Preparatory activity

Using the Prompt Questions (Column B) reflect upon your own experience of engaging in the 'Learning setting reflection process' (Column A) and record your reflections (Column C).

	Column A	Column B	Column C
	Learning setting reflection process	Prompt questions	Example from your learning setting
Meeting 1	<p>Step 1: As a group, choose an aspect of work, you believe it would be helpful to reflect upon, from the list below:</p> <ul style="list-style-type: none"> • Making learners feel welcome • Identifying learner needs • Including all learners • Supporting all learners • Recognising learner progress • Strategies to support learners who are struggling • Supporting learners with specific needs • Building my teaching and learning skills • Supporting learner progression • Support learners with specific needs/disabilities 	<p>Which aspects of work from the list (or other identified by staff) did you cover in your sessions and why?</p>	
	<p>Step 2: Work as a group for an agreed amount of time (recommend 45 mins) reflecting on the practice of your setting in relation to your chosen theme.</p> <p>Here, your chosen facilitator encourages educators to reflect on different aspects where they can effect change, including:</p> <ul style="list-style-type: none"> • Environment • Resources • Approaches • Relationships • Outcomes 	<p>Which aspects of the learning setting did you focus on and why?</p>	
	<p>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).</p> <p>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 in the learning setting).</p> <p>Step 5: Agree a time and date for Meeting 2 (leave enough time for actions to be implemented)</p>	<p>What learning points did you identify as a result of your reflections?</p> <p>What actions did you commit to as a group?</p>	

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	Column A	Column B	Column C
	Learning setting reflection process	Prompt Questions	Example from your learning setting
Meeting 2	<p>Step 6: Led by the facilitator, the group reviews the commitments to action it made in meeting 1 using the reflective log</p> <p>Step 7: The group 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.</p>	<p>Were the actions identified in meeting 1 put into place/action?</p> <p>Which actions were effective? (How do you know?)</p> <p>Which actions were inactive? (How do you know?)</p>	
	<p>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.</p>	<p>Which actions have been adopted?</p>	
	<p>Step 9: The group identifies ways to communicate it's 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.</p>	<p>How have you communicated your learning as a group?</p>	
	<p>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.</p> <p>Stage 11 The dates and times are set for the next cycle of reflections</p>	<p>Have you established the next cycle of reflection?</p>	