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                           strategies to encourage others to build a reflective community

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Attestation of Authorship: "I, Gary Harold Taylor, hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of an institution of higher learning."

SIGNED: ……… *[signature]* …..   DATED: …27-01-2017…

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PREAMBLE

This project report presents my work within the context of being a leader and one who is also a reflective practitioner. I have been the Christchurch campus manager of ATC New Zealand since 2004, and as a result I believe that I not only have a sound grasp of the factors that influence and impact my branch, but also the organisation as a whole. ATC New Zealand also has branches in Auckland, Pukekohe and Hamilton, where the head office is located. I have allowed Course One and Two, and my personal reflections, to shape what I have set out to achieve through this project. It has also been an ongoing aspiration of mine to lead, grow and develop professionally along the themes identified in my project title.

I started my Master of Professional Practice with the belief that I can make a tangible difference to the flourishing of my organisation (Shaw & Smith, 2011). ATC New Zealand is a not-for-profit, private training establishment, that started in 1984 and has come a long way since the early days of equipping farm workers with essential life skills. Today ATC New Zealand offers a wide range of multi-disciplinary programmes ranging from Level 1 to 7 on the NZQA framework.

The founding members of ATC New Zealand came from a volunteer and church background, where many staff were recruited without formal teaching credentials or qualifications. This practice has continued through to the time this project commenced, and as a result many of the staff are neither formally trained as teachers or understand the value of intentional reflective practice, as a necessary part of being an educator and teacher. It is my intention that the work from this project will help ATC New Zealand teaching staff understand the value of reflection, and challenge them to become intentional with regards to embedding reflection into their practice. It is also my hope to encourage leadership staff, primarily the

heads of schools, to build lively reflective communities of learning. These communities must be anchored by strong and engaging relationships, informed by reflective thinking and practice. They also need to have a rhythm that supports the development of a vibrant community of practice (Wenger, McDermott & Snyder, 2002).

During the course of my Master of Professional Practice studies I have been inspired by many authors, one of whom is John, F, Kennedy who is quoted as saying: "*Too often we enjoy the comfort of opinion without the discomfort of thought.*" (Commencement Address at Yale University, 1962). I am finding much inspiration from my own thinking, and want to allow my thoughts and reflections to shape who I am as a leader and practitioner. Although I take note of the opinion of others, I most certainly enjoy the process of exploring my own thinking, and the accompanying uneasiness of thought. I believe that in reflecting on that uneasiness, and adapting my thinking and practice, I am becoming a more efficient and effective leader.

EXECUTIVE SUMMARY

Course Three of the Master of Professional Practice concludes a critical analysis of my

professional practice, and is supported by a range of new learning and practical outputs

currently in use within the organisation. The main outputs align with the Learning

Agreement from Course Two, and include the following:

Literature review. The literature review is on Leadership in Reflective Practice and carries

the title: "Reflective Practice and How Leaders Encourage Teachers to Build Reflective

Communities".

Conducting a staff survey and disseminating a detailed report of the survey. I conducted

an anonymous online survey using questions that were summarised quantitatively, on an

aggregate basis. The survey gained feedback from teaching staff about the way they

engaged in reflective practice activities as well as their feelings and attitudes towards

reflective practice. A detailed report was distributed to senior management, campus

managers and heads of schools.

Both the staff survey and accompanying report helped formulate a picture of the level of

understanding and engagement staff have in reflective practice, and began to inform the

strategies and discussions that have helped me work towards my project outputs.

Staff induction manual on cultivating a culture of reflective practice. This manual was

developed for new teaching staff to encourage them to contribute towards the building of

vibrant reflective communities. Initially I indicated that I would develop two separate

manuals, one for leaders and one for teachers. However, upon critical reflection I realised

the organisation needed a resource to give new teaching staff that would encourage them

to cultivate a reflective culture, as part of an organisational habit rather than more theory

on reflection. The latter had already been developed as an online reflective practice paper which provided a theoretical and practical framework for staff, so I did believe an induction manual should include what was already available to staff.

Online staff professional development resource on reflective practice. This online paper was developed around the following modules: what is reflective practice, characteristics of reflective teachers, how reflective are you, minimizing barriers to reflection, teaching reflective checklist and lesson planning guidelines, engaging learners around reflective questions, models of reflective practice and a reflective exercise. The professional development paper ends with a discussion forum and notice board, which contains links to useful resources. The paper was created to encourage engagement around reflective topics relevant to teaching and learning, and by placing it online meant staff could access this resource around their schedules, removing one of many possible barriers identified to embedding reflection into practice. This paper also provides a robust theoretical framework for staff, including several models of reflection to help them engage with more understanding.

The outputs listed in the points above have been developed to aid my organisation to build communities of reflective practitioners, and have been informed by research, reading and reflection throughout this project. I have also developed other strategies linked to the Learning Agreement Outputs.

The strategies listed below followed deeper reflection and a desire to engage more with the people in my organisation around my project.

Presenting reflective material and answering questions from key leadership staff, and others, regarding reflection. This strategy has allowed me to share new learning and

provide research material to leadership staff, and others, in an attempt to help expand their learning. I have also had the opportunity to respond to a number of questions that highlight this need (refer to Appendix A).

Ongoing discussions. The discussions started with senior leadership within my organisation i.e. the CEO and National Principal, and included other Campus Managers. During these discussions, there has been a focus on supporting teaching staff to overcome the barriers to reflection, e.g. not having sufficient time to reflect.

Discussions with Heads of Schools. As an interim Head of the ICT School, effective October 2016, I have been articulating some of my strategies with other Heads of Schools. I have shared the way I am engaging ICT staff around four specific reflective questions (refer to Appendix B - Ghaye 2011). The four questions form the foundation of my monthly continuous improvement meetings and offer a practical guide for positive action. My goal is to empower my team and treat each of them as reflective learners. A sample of the School of ICT minutes are included (Appendix C) showing the early stages of this strategy at work.

Ongoing informal discussions with staff. I use questions to explore how staff engage in reflection and challenge assumptions. I also share how reflection is helping deepen my understanding of how I think and act. By articulating the outcomes of my own reflection, I am hoping to encourage staff to explore their own thinking and avoid the pitfalls of assumptions.

Challenging staff, specifically within the ICT School, to work more collaboratively and build a stronger community of learning. This strategy is linked to my 'interim' role of Head of the ICT School, a role I assumed towards the end of October 2016. I want to develop the ICT

School into a thriving community of learning with a healthy rhythm of regular engagement informed by robust reflection (Wenger, McDermott & Snyder, 2002).

Informal discussions with the student body. I have been intentionally engaging with students, on an informal basis, to try to understand how they reflect on their learning. I challenged them to complete a few reflective questions and discussed their responses in order to encourage them to reflect more. I also shared the feedback with their tutors (refer to Appendix C). I noted a favourable response from the students during this process. I also made a more formal presentation to the Year One Bachelor of Counselling group, where I presented some of my early research summaries concerning Understanding Yourself and Increasing Your Professional Value through Self-Reflection (Holdefer, C. H. 2014).

Engaging with an outside mentor. I have been intentional about articulating my key reflections. This has been a mentor outside my organisation and not a part of Capable NZ.

Personality awareness assessment. I set up a poll for a number of my colleagues and ex-colleagues to complete. The idea was that their feedback would help me contrast the way I saw myself in relation to the way my colleagues saw me. I did this to increase my understanding of the way others perceive me in an effort to help me understand myself better (refer to Appendix D). I believe that as a leader we need to be mindful and aware of the way others perceive us.

OUTPUTS

The following outputs are covered: Literature review, Staff survey with accompanying survey report, Induction manual, Staff online professional development resource and Learning journal. Each output concludes with my personal learning summary.

Literature Review

Reflective Practice and How Leaders Encourage Teachers to Build Reflective Communities

Capable New Zealand, Otago Polytechnic

Reflective practice should be an intentional and integral component to aid teaching faculty to engage in learning, knowing and understanding. Reflective leaders are open and encourage the testing of assumptions, and they model this to others in their search for meaning. When leaders commit to transparent and continuous reflective practice, they challenge assumptions and exhibit self-awareness and personal growth (Sara Horton-Deutsch, 2013). Reflective leaders also nurture collaboration and help others develop engaged learning communities, where reflection underpins discussions and flows into daily practice.

This paper presents the following sections:

1. The concept of reflective practice:

    a. Introducing leaders and teachers to the historical origins and;

    b. Moving beyond past reflective approaches.

2. The importance and benefits of reflective practice.

3. Reflective leadership and how leaders encourage teachers to:

    a. Develop reflective practice skills and;

    b. Build reflective communities through engagement and collaboration.

4. Conclusion

The Concept of Reflective Practice

A Historical Context

This section looks at the historical origins of reflection and explains, in particular, the contributions of John Dewey (1933), Donald Schön (1983, 1987) and Boud, Keogh and Walker (1985).

John Dewey (1933) established the primary foundational influence on reflection in education. He defined reflective thought as "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 conclusions to which it tends" (Dewey, 1933, p. 118). Dewey (1933) made the distinction between action that is routine and action that is reflective. He contrasted reflective thinking with habits of thought that lack evidence and are based on faulty beliefs or unverified assumptions. Dewey set out five phases of thinking, listed below:

a. Identify a problem that is perplexing and felt

b. Observe and refine the identified problem to create a fuller understanding

c. Develop a hypothesis or an understanding about the problem, its origins and possible solutions

d. Subject the hypothesis to scrutiny and reasoning

e. Test the hypothesis or understanding in practice

The more I critically reflect on the issues I face as a leader, the more I begin to see how I can fall into the habits Dewey refers to, and how those habits can have an adverse effect on my leadership. Dewey's work has helped shape my thinking and understanding that reflective thinking must become a guardian of my thoughts and actions. Reflective thinkers and leaders avoid falling into the trap of leading based upon faulty beliefs or unverified assumptions. The most valuable learning from this literature has been that a key purpose of reflection must be to make teaching practices more evidence-based rather than assumption-based.

Donald Schön (1983, 1987) drew on the work of John Dewey (1933). Schön (1983) believed the teacher was a committed and autonomous decision maker, a reflective practitioner, as it

were. He inferred that reflective practitioners continually learn from their experiences, through reconstructing experience through reflection. He also introduced the notions of reflecting-in-action and reflecting-on-action. The former acknowledges that we can reflect while we are in the action of doing, whilst the latter focusses on actions taken afterwards that help develop future responses and possible new courses of action.

Schön's work has also opened up new learning for me, in particular the concept of reflection-in-action. As a result, I am finding great value in my own practice by becoming more attentive and present with my thinking, while in meetings or during the course of any given day. As a result, I can adapt my actions whilst in meetings or during my day-to-day practice. I feel more empowered to work through options and challenges with a far greater expectation to achieve favourable results than ever before. I realise that both of Schön's notions help develop my reflective skills, as well as inform my professional knowledge.

Boud et al. (1985) looked more closely at emotions, for them reflection was an important way people can recapture their experiences in order to lead to new understanding. Reflection allows thinking about experiences and tries to make deeper sense through evaluation. Their work presents the value of experience and the link to learning (Boud et al., 1985). They reworked Dewey's (1933) five phases into three, as listed below:

    a. Returning to experience that is recalling or detailing relevant events.

    b. Attending to, or connecting with, feelings. This has two aspects;

       i. using helpful feelings and;

      ii. removing or containing obstructive feelings

    c.   Evaluating experience by re-examining experience in the light of one's intent and existing knowledge. It also involves integrating this new knowledge into one's conceptual framework (Boud et al., 1985, p. 26-31).

The contributions by the above authors present some of the most foundational and influential work that has shaped my understanding of reflection. These authors have paved the way for others to shape and enrich the understanding of reflection, and as such much of the work presented remains relevant and felt, specifically in education today. The more I critically reflect on the issues I face as a leader, the more I begin to see how this heritage of reflective learning and theory is shaping my practice. One of the key emerging themes for me has been to challenge my assumptions, and those of the staff I lead.

Moving beyond past Reflective Approaches

Neil Thompson and Jan Pascal (2012) suggest that moving beyond the established and more traditional reflective practice approaches, as presented by Dewey (1933), Schön (1983) and Boud et al. (1985), we need to incorporate more firmly a reflective practice that provides a basis for emancipatory practice. They suggest the need to:

    a.   Incorporate issues of forethought or planning: reflection-for-practice.

    b.   Take greater account of the central role of language, meaning and narrative as key elements in the process of understanding.

    c.   Go beyond individualism to appreciate the significance of the wider social context.

    d.   Take greater account of the emotional dimension of reflection.

    e.   Incorporate a greater understanding of the important role of power.

      f.   Be clear about the differences between reflection and reflexivity and understand the relationship between the two.

      g.   Take account of time considerations, at both individual and organisational levels, and crucially develop a critical approach that addresses the depth and breadth aspects and the interrelationships between the two

Thompson and Pascal (2012) add to the work of those who presented on reflection before. Their work helps me understand that there are more dimensions to reflection than presented earlier. An aspect that particularly resonates with me is the emotional dimension of reflection. This has seen me wanting to connect with others and articulate my reflective thinking, in a safe and congruent way. My leadership style is one of empowerment, so a model that encourages a freedom to practice, within a reflective framework, also resonates strongly with me.

Reflection plays a vital part in aiding a practitioners' journey of discovery and improvement. The benefits of reflective models should engage teaching practitioners in such a way that they want to explore and understand their relevance, and how they might find value from becoming a reflective practitioner.

Importance and Benefits of Reflective Practice

The teacher's classroom environment is a dynamic and fast-changing space of learning. Reflective practitioners need to be responsive in such a way that the needs of their learners are met following the teachers' reflection of their own behaviours and practices (Larrivee, 2009). One of the most important reasons for teachers to develop as reflective practitioners is to "help them respond more effectively to the inevitable dilemmas and trade-offs involved in everyday decisions affecting the lives of students" (Larrivee, 2009, p. 9). Larrivee

goes on to state that another benefit of becoming a reflective practitioner is to break away from the monotony and repetitiveness of one's practice, enabling teachers to act in a deliberate and intentional manner (Larrivee, 2009). Larrivee is strongly endorsing the necessity for the practitioner to be intentional about reflection within their teaching practice.

Moon (2004) adds to this by stating that reflection is part of learning and thinking. People reflect in order to learn something, or learn as a result of reflecting, and the term reflective learning emphasises the intention to learn from current or prior experience. So within the educational framework therefore, reflective practice emphasises how practitioners use reflection to learn from experience to improve their professional practice. So with the learning gained from our experiences we can apply that knowledge to guide what we do in the future (Killen, 2016), and by so doing become better practitioners.

By understanding the importance of reflective practice, we understand also how we are influencing student learning (Hattie, 2012). Essentially what Hattie says, is that the more teachers reflect, the easier it is for them to help their students learn. Also, if teachers follow the advice of Tony Ghaye (cited in Killen, 2016), and focus reflection on both strengths as well as challenges, this can often result in other significant benefits such as heightened positive emotions as well as improved self-esteem. This links to the previously mentioned approach by Thompson and Pascal (2012). Hence, a primary benefit of reflective practice for teachers is to deepen understanding of their own teaching style and ultimately achieving greater effectiveness as a teacher (Joan Ferraro, 2000).

Reflective Leadership and Encouraging Teachers to Develop Reflective Skills and Build

Reflective Communities

Reflective Leadership

The leader who embarks on the journey to encourage teachers to develop reflective skills,

needs to be aware that the likelihood of imbedding educational processes that challenge

the norm, will be met with a response that is less than favourable, even discouraging

(Argyris, 1976). As such the leader needs to work on creating a culture for change. This

change starts with the leader as "effective leaders self-monitor and reflect on their practice

of leadership using information they collect and analyse" and they "practice mindfulness

which involves critical curiosity, examination of one's own mental processes and biases, and

understanding of one's areas of incompetence." (McDaniel & McCarthy, 2012, p. 669). This

requires the reflective leader to be intentional in focussing on their own performance as

well as the resources and strategies available to them (McDaniel & McCarthy, 2012). As

such, the reflective leader will understand the necessity, and strategic importance, of

equipping teachers to be reflective and encourage them to build reflective communities.

As "leadership is a non-coercive relationship of influence" (Rost, 1991, cited in Larrivee,

2009, p. 7) the reflective leader needs to focus on encouraging and engaging those under his

or her influence to intentionally pursue reflection as part of their own practice. Peter

Tarrant (2013, p. 182) suggests that "in an age of accountability and over-management, it is

essential that staff feel some degree of control over their professional lives.". This should

challenge leadership thinking, and safeguard against practices where reflection becomes a

leadership imposed requirement. Raelin (2002, p. 4) suggests that people need to have an

"open-hearted acceptance of one another where we actively explore the moment,

searching for assumptions in our own thinking and in what others have said". As a result, the leader should support a culture of questioning of assumptions where people have the opportunity to share their insights, questions and even failures with one another.

Leadership should also be aware that often "many professionals lament the lack of time for reading about the latest thinking and new ideas about their practice. For many, the longer they are in the job the less they have opportunity to stop and look at how the theory is changing" (Tarrant, 2013, p. 170) and one could say they develop an ignorance in practice. Raelin (2002) supports the need for inspiring leaders who encourage reflection that creates innovative ways of dealing with change. He goes on to say that "managers and leaders have a role to build a reflective culture that constantly challenges without fear of retaliation" (Raelin, 2002, p. 3) and supports a culture of questioning of assumptions, where people have the opportunity to share their insights, questions and even failures with one another.

Leaders need to be intentional about creating a culture that encourages those they lead to be open and eager to learn, without a sense of persecution. The leader must inspire a culture where people feel comfortable and safe to share their ideas, and to challenge their own thinking and that of others. The real challenge for the leader is to create this culture in such a way that people want to engage and reflect out of their own volition. True success would see real reflection continuing in the absence of the leader or leadership intervention.

Leadership Strategies to Encourage Teachers to Develop Reflective Practice Skills

Teacher education programs stress the need for the development of teachers who have the skills and disposition to continually enquire into their own teaching practice, and into the contexts in which their teaching is embedded (Zeichner, 1987). A mindful leader will take note of this and strategically support and encourage faculty to remain intentional with respect to embedding reflection into their day-to-day practice.

Reflection is a fundamental part of development for teaching practitioners (Brookfield, 1995). He states that "good teaching becomes synonymous with a continuous and critical study of our reasoning processes and our pedagogic actions." (Brookfield, 1995, p. 42). A key strategy for the leader is to encourage ongoing enquiry into teaching practice and supporting teachers to have a desire to develop their practice through reflection and critical enquiry.

Russel (2005) asks whether reflective practice can be taught. He challenges leaders to carefully consider "the gap between the goal of developing critically reflective practitioners and the lack of explicit strategies and support for reaching that goal." (Russel, 2005, p. 203). He believes that fostering reflective practice requires more than instructing people to reflect and wonder what the resulting outcome may be (Russel, 2005). He strongly believes that "reflective practice can and should be taught - explicitly, directly, thoughtfully and patiently" (Russel, 2005, p. 203). Russel (2005) also indicates that further research on strategies for teaching reflective practice should prove valuable to professional practitioners.

A mindful leader will take time to understand the extent to which a teacher is incorporating reflection into their practice, and support those who may be new to the concept of reflection. Some research evidence suggests that "inexperienced teachers may not analyse,

evaluate and direct their teaching practice in a metacognitive manner that is the mark of an accomplished reflective practitioner." (Killen, 2016, p. 116).

There are many barriers facing teachers who attempt to embed reflection in their day-to-day practice (Killen, 2016). It is the role of the leader to strategically help minimise the barriers and support their staff to become reflective teachers. If the leader is able to establish a culture where practitioners understand better how the process of reflection can be beneficial to one's professional practice, then it will also allay any fears of a possible "managerial agenda" (Tarrant, 2013, p. 64) whereby the teacher may feel required to reflect based upon management rules and expectations.

Leaders may also consider to personally introduce reflection and the need to reflect by using workshops. Leaders can use the opportunity to "encourage staff to listen to the reasons why this approach might be beneficial" (Tarrant, 2013, p. 66), and leaders can engage teams around aspects such as the meaning of professional reflection and how to reflect (Tarrant, 2013). These questions will help staff to develop action plans that follow on from their new learning (Tarrant, 2013). Part of any leadership strategy should reinforce that "reflection is an iterative process of critical thought about assumptions or views, their implementation in practice and their revision as a result of that practice." (Cornish & Jenkins, 2012, p. 164).

Being mindful and strategic will help leaders understand that "Good teachers are made, not born" and as such "a teacher who is not reflective can be transformed into one who is" (Killen, 2016, p. 117).

Leadership Strategies to Build Learning Communities and the Importance of Collaboration

Leaders need to understand that "A learning community consists of a group of people who take an active, reflective, collaborative, learning-orientated, and growth-promoting approach toward both the mysteries and the challenges of teaching and learning." (Mitchell & Sackney, 2000, p. 125). The establishment of learning communities need to be a deliberate and strategic process, and requires something to hold the members together (Mitchell & Sackney, 2000). The leader could use, within their strategy, a shared vision or a common goal to achieve this outcome. An important note for leaders to observe is that the formation of partnerships in the learning community should be centred around trust and the willingness to take chances. Learning community members' capacity was enhanced when members were able to maintain close contact and communication during and between regular meetings (Allard, et al., 2007). The becoming of a reflective community of practice happened through the deepening of knowledge alongside one another (Allard et al., 2007). Sally Zepeda (2004) mentioned that in order for a learning community to exist there must be strategic leadership that focusses on teacher growth. Her data revealed that "principal's [leadership] efforts were critical in creating the conditions necessary to build a learning community" (Zapeda, 2004, p. 146) and that "the opportunities for teachers to talk helped 'glue' the learning community together" (Zapeda, 2004, p. 148).

A key part of leadership strategy must come from leaders themselves. Senge (1990b sited in Ayas & Zeniuk, 2001, p. 72) argues that "leaders must be capable of building shared vision, inspiring commitment, translating emerging ideas into workable goals, and empowering people.". This requires leaders to have the ability to reflect on their views, expose their reasoning, and encourage others to be inquisitive (Ayas & Zeniuk, 2001).

Leaders also need to take note that often communities of practice exist outside the boundaries of formal hierarchy, and yet they remain focussed on ideas and practices spread in work settings (Ayas & Zeniuk, 2001).

Leadership must build a "climate that is receptive to open discourse" (Raelin, 2002, p. 4) and "authentic discourse" (Larrivee, 2009, p. 364), where practitioners "replay their plans and actions in front of like-minded colleagues who are not assembled to take advantage politically of their faults, but who want to help." (Raelin, 2002, p. 5). When practitioners find themselves in a supportive environment that promotes affiliation, then the leader is also creating an environment where connectedness amongst staff can flourish.

The leader needs to focus on merging reflection and action. This is something that requires patience and skill from the leader (Raelin, 2002). The following guidelines are offered by Kramer (1998 cited in Raelin, 2002, p. 4) to leaders trying to encourage learning communities to gather within a reflective framework:

a. Commit to the process – not out of obligation but out of wisdom and compassion, allowing to connect with one another.

b. Trust emergence; have no goals – the only goal is to rest on the moment where natural results may flow rather than being driven by set goals.

c. Balance affirmation and investigation – through reflective listening and an attitude of inquiry. Also, where we feel at ease within the group.

d. Pause, reflect, contemplate – the group members pause after hearing a statement, reflect on what has been said then contemplates on their individual feelings.

e. Free up roles – there is no hierarchy in the group. Freedom to contribute and spontaneity is encouraged.

f. Seek out assumptions – actively search for assumptions in our own thinking and in what others have said.

g. Observe judgements – be mindful of being reactive to others' thoughts and contributions.

h. Share parallel thinking – as thoughts arise in the background, group members are encouraged to bring them forth.

Leadership also has an important role in the launching of learning communities by defining the purpose for the gatherings, and where necessary, focus the dialogue on students' needs and how staff's learning can contribute to student learning. The leader encourages collaborative dialogue and shows support as the community is established (Hord, 2009).

Another role of the leader is to see communities develop where colleagues begin to respect each other's strengths and weaknesses, and begin viewing these as valuable to the community itself (Larrivee, 2009). A key strategy of the leader, therefore, is the development of this culture, and seeing members within their communities of learning "assessing, utilizing, indeed capitalising on the unique strengths of individual teachers" (Larrivee, 2009, p. 364), leading to an overall contribution of resources to the learning community.

Reflective leaders nurture a collaborative culture in such a way that practitioners feel there exists an "arena for critical conversation and respectful dialogue" (Larrivee, 2009, p. 143) that aligns with the principles of a caring learning community (Larrivee, 2009).

Mitchell and Sackney (2011) cautions the leader that learning communities often fail to yield the promised results of improved teaching and learning. Mitchell and Sackney (2011) indicate that "schools have been identified and constructed from the perspective of *managed systems,* but in order for authentic learning to flourish, they need to be aligned with the characteristics of *living systems*." (Mitchell & Sackney, 2011, p. 20). Leadership needs to take this important finding into consideration and understand that "learning is embedded in an entire ecology of life histories and experiences that affect each person in the community", and that this transformation "places teaching and learning in a much larger context than just *this classroom,* or *this curriculum*" (Mitchell & Sackney, 2011, p. 28).

A further feature of living systems is that learning and growth are understood to be "natural features of life" (Mitchell & Sackney, 2011, p. 29), and learning is understood to be an essential life process where everyone is always learning and growing (Mitchell & Sackney, 2011). Given the research findings from Mitchell and Sackney (2011) the leader needs to work towards sustainability of established learning communities and avoid building them on foundations of managed systems where they will continue to be defined as "Tuesday morning meetings" (Mitchell & Sackney, 2011, p. 33). Managed systems will rob the communities of their meaning and energy and will ultimately see them fail. If instead they are built as living systems they can "teach about how to learn meaningfully as humans, how to live authentically in community (and in the world), and how to combine learning and community in ways that make sustainable changes" (Mitchell & Sackney, 2011, p. 33).

The leader needs to understand that the prevalence of managed systems is likely to remain intact in the educational world for some time, so strategies should see more acknowledgement of living systems, where collectively the learning communities build

something different, outside of the human construction of the managed systems. By strategically supporting teachers and students towards a pathway offered by living systems, the leader can help infuse energy and vitality into learning communities (Mitchell & Sackney, 2011).

Conclusion

As stated in the opening paragraph, reflective leaders need to be open and encourage the testing of assumptions, and they model this to others in their search for meaning. A key role for the reflective leader is to create a culture of questioning of assumptions, where people have the opportunity to share their insights, questions and even failures with one another. Building these reflective learning communities is "exhausting, messy work" (Author unknown, Teacher Professional Development Sourcebook, 2007). The leader needs to constantly work on stimulating and supporting critically reflective dialogues (de Groot, Endedijk, Jaarsma, Jan Simmons, & van Beukelen, 2014).

Leaders understand that a crucial part of their role is to bring about change that stimulates growth and encourages meaningful engagement from those under their sphere of influence. The reflective leader helps build a culture where "teachers feel more in charge of their work, and students flourish because teachers are constantly reflecting in ways to teach them better" (Teacher Professional Development Sourcebook, 2007, p. 11).

The establishment of reflective learning communities should not be seen as an end result for leaders, but rather a journey leaders take to encourage teachers to constantly learn together for their own benefit and for that of their learners.

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<u>My personal learning</u>. A major aspect that I have taken away from the literature review is that reading robust academic literature must become an essential part of my ongoing professional development. Several key elements stand out for me following the writing of the literature review. These are listed in no particular order below.

Reflection is a complex and necessary process for my professional practice. I need to constantly work on improving the way I reflect and allow my reflective thinking the freedom to shape my practice. I am now also mindful that articulating my reflections would offer greater insights into the way I think and respond to the world around me.

The literature also strongly suggests that leaders who reflect regularly are more effective in their leadership. I want to be a more effective leader, but also wish to model the importance and value of reflection to those I lead, as well as encourage them to become reflective. Intentionality on my part will model this as a vital and necessary component in helping others understand the value of becoming a reflective practitioner. As part of sharing my insights, and those of others, I have volunteered to present a summary of my literature review at our company's next research committee presentations, and would like to become a regular contributor at this forum.

Staff Survey on Reflective Practice and Summary Report of the Survey Findings

This was an online survey. The survey was created in order to gather anonymous data, by branch location, relating to:

- attitudes, thoughts and feelings towards reflective practice.

- motivation to engage in reflective practice.

- examples of staff reflective practice.

- strategies or models staff use to reflect.

This survey was followed by the drafting of a detailed survey report that was circulated to staff as designated in the Ethics Application. The survey provided data to help inform the strategies I was considering as part of my project. The survey data highlighted that only one in three teaching staff took the time to complete the survey. An inference could be made that two of three teaching staff did not see the value in reflective practice so did not take time to complete the survey. This inference is made as staff were given a good understanding that the survey feedback would be used to help ATC New Zealand support staff to become reflective practitioners and as a result improve their teaching practice. The survey also showed that it appeared that no staff made use of a recognised reflective model. It should be noted that the online survey was only made available to those people as designated in the Ethics Application and as such the online version is not available. I have made a written version has been made available below.

Staff Survey on Reflective Practice

Reflective Practice Survey - ATC New Zealand Teaching Staff

Welcome – Welcome video message available here: https://youtu.be/jp-Mz-dD_O0

The leadership of ATC New Zealand is committed to supporting the ongoing journey of continuous improvement. This support extends to all ATC staff, where staff are encouraged to continually learn, grow, challenge and change as they explore ways to improve their practice.

Reflective practice is a known process to help critically explore one's practice through self-awareness and development, and is recognised as an effective way to improve teaching.

Completion of this survey is acknowledgment that:

1) You have read and understand the contents of the Participant Information Sheet

(as attached to the email received from Gary Taylor)

2) You understand that all survey information collected will be strictly confidential

3) You understand you are free to withdraw before completing the questions in the survey without disadvantage to yourself, and that any completed responses will remain a part of the final survey results.

4) Your consent to participate in the survey is voluntary.

5) You understand that this survey is part of a research project conducted by Gary Taylor as part of his Master of Professional Practice.

Thank you for participating in this survey, your feedback is greatly appreciated.

Gary Taylor

N.B. By clicking NEXT you agree with and acknowledge the above mentioned items.

What campus do you currently work from?

Hamilton, Christchurch, East Tamaki, Pukekohe, Other (please specify)

How useful is each of the following activities in improving your teaching practice?

Click on a response alongside each statement (choose one for each row).

Extremely useful (5)   4   3   2   Not at all useful (1)

Reflecting with a group about teaching experiences

Reflecting on a particular topic

Reflecting with no particular topic in mind

Reflecting about your own teaching

Reflecting on the teaching of others

Reflecting by myself

Reflecting with others

How often do you do the following activities?

Click on a response alongside each statement (choose one for each row).

Every Lesson   Daily   Twice Weekly Weekly   No Reflection

Reflect about teaching?

Reflect to adjust your teaching in the midst of a lesson?

Click on a response alongside each statement (choose one for each row).

Always Usually Sometimes   Occasionally   Never

How often do you reflect on your teaching after a lesson to adjust for future teaching?

How often do you reflect on past and present teaching practices to create a teaching plan to implement?

How often do you actually implement teaching plans made during reflections?

How often does your manager or principal facilitate reflection amongst teachers?

How much do you value the following activities?

Click on a response alongside each statement (choose one for each row).

Strongly value (5)   4   3   2   Do not see any value (1)

Reflecting on your own

Reflecting with another person

Reflecting with a group about teaching

Reflecting in writing

Reflecting about your own teaching

Reflecting about the teaching of others

Reflecting on a particular topic

Reflecting with no particular topic in mind

Feelings about reflection

There are 7 different questions relating to your feelings about reflection.

Which best characterises your feelings about reflection.

Very interesting (5)   4   3   1   Boring (1)

Very pleasant (5)   4   3   2   Unpleasant (1)

Very understandable (5)   4   3   2   Confusing (1)

Very worthwhile (5)   4   3   2   Waste of Time (1)

Very success promoting (5)   4   3   2   Very frustrating (1)

Very easy (5)   4   3   2   Very difficult (1)

Very important (5)   4   3   2   Very trivial (1)

Beliefs and practical knowledge about reflection

Do you believe reflection should be supported under staff professional development?

Strongly believe it should (5) 4   3   2   Do not believe it should (1)

What is your belief about the role reflection plays in increasing student achievement?

Strongly believe it does (5)   4   3   2   Strongly believe it does not (1)

Give an example(s) of your reflective practice (optional).

What strategies or models do you use to reflect (optional)?

If you use strategies or models to reflect, would you be willing to share how these benefit your practice with your peers?

YES/NO

Contact information

Contact details - sharing strategies and/or models:

Name, Campus/Location, Email Address, Phone Number

Survey feedback

Thank you for taking time to complete the reflective survey. When the study is completed by the researcher, an email can be sent to you with a summary of the results from the study.

If you wish to receive an electronic copy of the survey summary please leave your contact details below. Note that the summary will not reveal any individual feedback and will be a summary relating to your specific location /campus only.

Reflective survey feedback - contact details

Name

Campus/Location

Email Address

Phone Number

Staff Survey Report

atc new zealand CHANGING LIVES THROUGH LEARNING	**Reflective Practice Survey - ATC New Zealand Teaching Staff**

Prepared by:

GARY TAYLOR

Prepared for:

ATC New Zealand Senior Management

Branch Managers

Head of Schools

MPP Facilitator (Heather Carpenter)

MPP Academic Mentor (Glenys Forsyth)

Distributed:

15 June 2016

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File Name	Presenting Reflection Survey Results.docx
Author	Gary Taylor
Document Description	This document forms part of Course 3 of the Master of Professional Practice programme through the Otago Polytechnic

SURVEY REPORT TABLE OF CONTENTS

EXECUTIVE SUMMARY

The online survey was conducted with the permission from ATC New Zealand Senior Management as well as the prior approval from the Otago Polytechnic Ethics Committee. The latter as a requirement for the author to complete work (outputs) towards the completion of the Master of Professional Practice. The research project of the survey author is titled "**Leadership in reflective practice - strategies to encourage others to build a reflective community**".

An invitation to complete the survey was sent to all teaching staff within related divisions of ATC New Zealand. A total of 91 invitations were sent, with 32 responses (35% participation rate). This report reflects the feedback received from respondents who completed the questions. There are several questions where up to 3 respondents chose to 'skip' a question.

The findings will be made available to key staff and will aid the researcher and author of the survey to develop professional development resources to further assist teaching staff to become more reflective.

A snapshot from the survey:

- 7 respondents agreed to share their reflective practice strategies and models with others

- No specific or 'known' models of reflective practice were mentioned

- 14 respondents shared information pertaining to strategies they used to reflect

- Little to no reference was made regarding reflection on actual teaching practice or how teaching practice has changed as a result of reflecting on teaching practice

- Upon hindsight, the survey could have 'grouped' Auckland/Pukekohe and 'Other' locations into one location e.g. 'Not Hamilton or Christchurch'. This would have addressed the low participation rates from the 'Not Hamilton or Christchurch' group

- The data indicates that individual reflection is more common than reflecting as a group or with others

- A higher percentage of participants see greater value in reflecting as a group or with others than by themselves

- The data indicates the majority of the respondents are willing to reflect or engage in reflective practice activities and would value professional development in this area

- 82% strongly believe that reflection plays a role in increasing student achievement

SURVEY OBJECTIVES

1. To gather anonymous data, by branch location, relating to:
   - attitudes, thoughts and feelings towards reflective practice
   - motivation to engage in reflective practice
   - examples of staff reflective practice
   - strategies or models staff use to reflect

PARTICIPANTS

The total number of individuals who participated in the survey was 32. This reflects 35% of the 91 staff invited to participate. It should be noted that 3 of the respondents skipped most of the questions.

The breakdown of the number of respondent's, by campus location, is as follows:

What campus do you currently work from?

Answered: 32   Skipped: 0
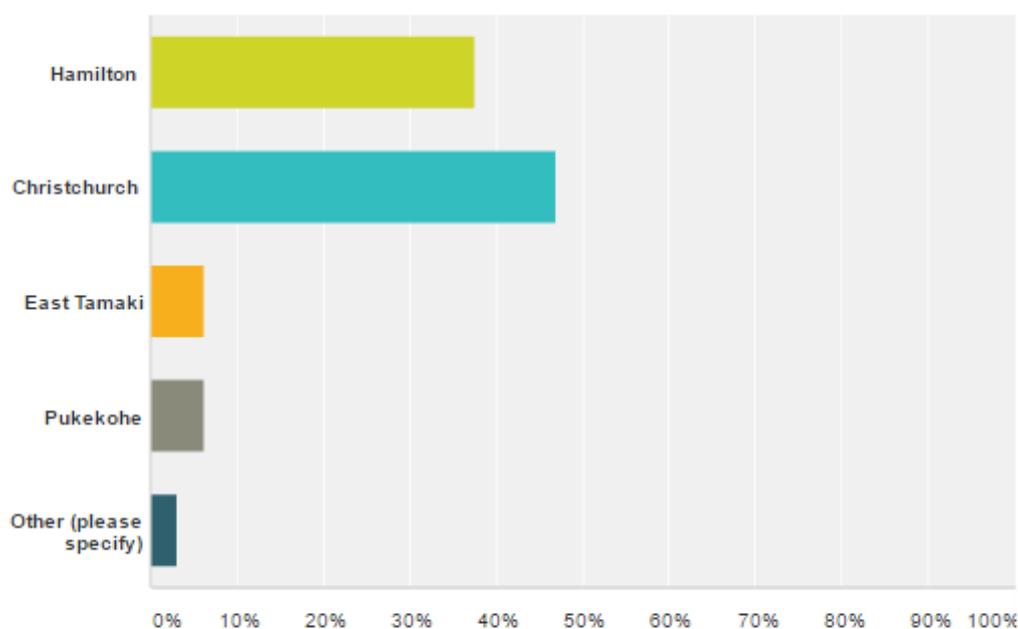
Answer Choices		Responses	
▼ Hamilton		37.50%	12
▼ Christchurch		46.88%	15
▼ East Tamaki		6.25%	2
▼ Pukekohe		6.25%	2
▼ Other (please specify)	Responses	3.13%	1
Total			32

The greatest participation came from the Christchurch campus. This could possibly be attributed to the fact that this is also the location of the author of the survey, so the author is known by all of the Christchurch respondents.

METHODOLOGY

The survey was conducted using an anonymous online survey developed with the prior approval of the Otago Polytechnic Ethics Committee and the Senior Management of ATC New Zealand.

Participants were invited to take part on a voluntary basis. The survey was open over the period Friday, 29 April 2016 to 5pm, Monday 23 May 2016.

Initially teaching staff were sent an email from the National Principal to explain that an invitation would be sent by the author. The email detailed the purpose of the survey and reiterated that it was both voluntary and anonymous to those who chose to participate.

An invitation email then followed detailing particulars relating to the survey with a web link/URL to the survey page and information specifically pertinent to the participants (circulated as an attachment called "Participant Information Sheet").

A reminder email was sent on 20 May encouraging those who still wished to participate to do so before the closing date of 23 May 2016.

This report follows the review of the respondent's feedback. The feedback will help shape and influence strategies to encourage others to build a reflective community.

DATA COLLECTED

The survey author collected quantitative data including participant comments. The survey questions are displayed under the 'Results' section.

RESULTS

The results are broken out by the following pages and listed by question.

- Page One: Survey Welcome Page
- Page Two: Campus where you work (1 Question)
- Page Three: Attitude towards improving practice (1 Question)
- Page Four: Engaging in reflective practice activities (2 Questions)
- Page Five: Valuing reflective practice (1 Question)
- Page Six: Feelings about reflection (7 Questions)
- Page Seven: Beliefs and practical knowledge about reflection (5 Questions)
- Page Eight: Contact information (1 Question)
- Page Nine: Survey feedback(1 Question)

Page One: Survey Welcome page
No results to report on.

Page Two: Campus where you work
Question 1: Refer to 'Participants' section.

Page Three: Attitude towards improving practice
Question 2:

How useful is each of the following activities
in improving your teaching practice?Click on
a response alongside each statement
(choose one for each row).

Answered: 29   Skipped: 3
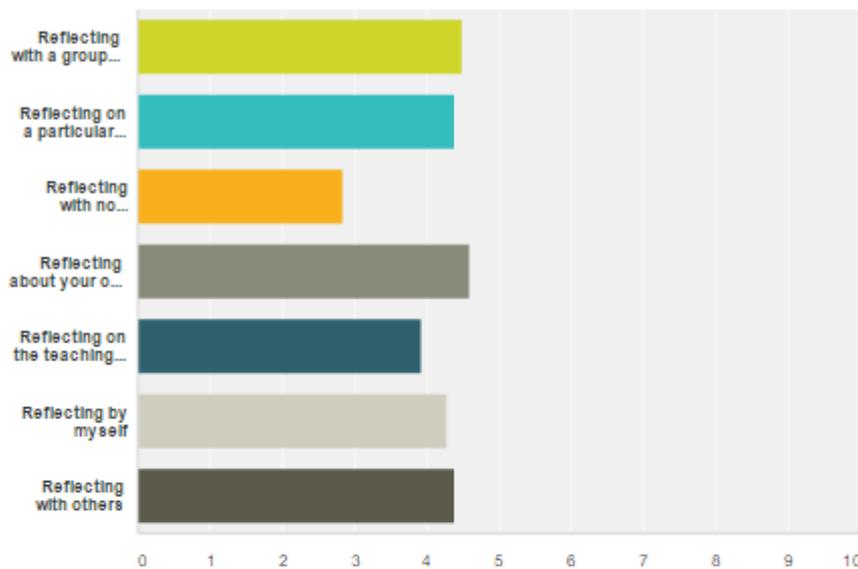
	Extremely useful (5)	4	3	2	Not at all useful (1)	Total	Weighted Average
Reflecting with a group about teaching experiences	58.62% 17	31.03% 9	10.34% 3	0.00% 0	0.00% 0	29	4.48
Reflecting on a particular topic	48.28% 14	41.38% 12	10.34% 3	0.00% 0	0.00% 0	29	4.38
Reflecting with no particular topic in mind	10.34% 3	13.79% 4	31.03% 9	37.93% 11	6.90% 2	29	2.83
Reflecting about your own teaching	68.97% 20	20.69% 6	10.34% 3	0.00% 0	0.00% 0	29	4.59
Reflecting on the teaching of others	24.14% 7	51.72% 15	17.24% 5	6.90% 2	0.00% 0	29	3.93
Reflecting by myself	44.83% 13	37.93% 11	17.24% 5	0.00% 0	0.00% 0	29	4.28
Reflecting with others	44.83% 13	48.28% 14	6.90% 2	0.00% 0	0.00% 0	29	4.38

Question 2 Summary: The data shows that 90% would find it useful or extremely useful to reflect with a group about a teaching experience and on a particular topic. There was a 10%

increase in the number who felt reflecting on their own would be extremely useful (68%) as opposed to (58%) who felt it would be extremely useful to reflect with a group. The results show that 45% felt that reflecting with no particular topic in mind would not be useful at all. 76% indicated that reflecting on the teaching of others would be useful to extremely useful. 83% felt reflecting by themselves was useful to extremely useful and 93% indicated reflecting with others would be useful to extremely useful.

The data shows that the majority of participants find the activities listed mostly useful in improving their teaching practice, with the exception of reflecting with no particular topic in mind.

Page Four: Engaging in reflective practice activities
Question 3:

How often do you do the following activities?Click on a response alongside each statement (choose one for each row).

Answered: 29   Skipped: 3
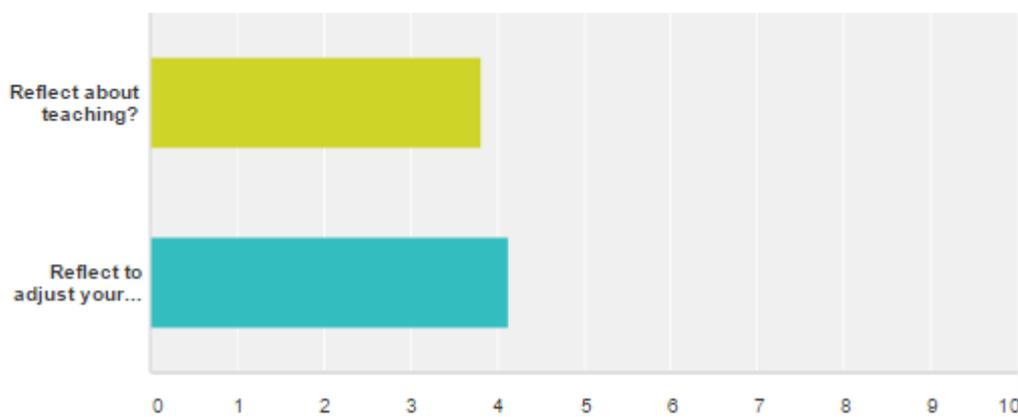
	Every Lesson	Daily	Twice Weekly	Weekly	No Reflection	Total	Weighted Average
Reflect about teaching?	41.38% 12	44.83% 13	6.90% 2	6.90% 2	0.00% 0	29	3.83
Reflect to adjust your teaching in the midst of a lesson?	58.62% 17	31.03% 9	3.45% 1	6.90% 2	0.00% 0	29	4.14

Question 3 Summary: The data shows that 86% of respondents reflect about their teaching daily or for every lesson and 90% of respondents adjust their teaching in the midst of a lesson. Only 6.9% of respondents reflected weekly about their teaching and adjusted teaching in the midst of a lesson.

Question 4:

Click on a response alongside each statement (choose one for each row).

Answered: 29   Skipped: 3
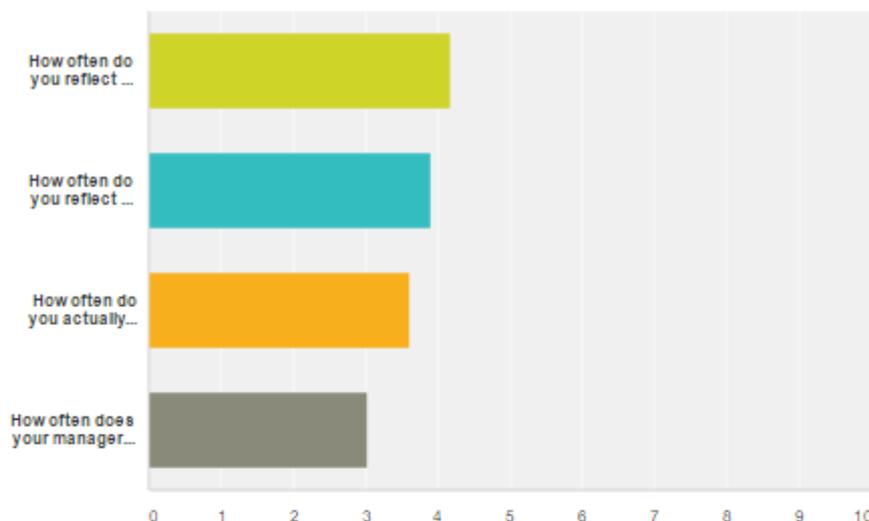
	Always	Usually	Sometimes	Occasionally	Never	Total	Weighted Average
How often do you reflect on your teaching after a lesson to adjust for future teaching?	55.17% 16	37.93% 11	6.90% 2	0.00% 0	0.00% 0	29	4.17
How often do you reflect on past and present teaching practices to create a teaching plan to implement?	31.03% 9	41.38% 12	27.59% 8	0.00% 0	0.00% 0	29	3.90
How often do you actually implement teaching plans made during reflections?	24.14% 7	55.17% 16	17.24% 5	3.45% 1	0.00% 0	29	3.62
How often does your manager or principal facilitate reflection amongst teachers?	10.34% 3	13.79% 4	31.03% 9	41.38% 12	3.45% 1	29	3.03

Question 4 Summary: The data shows that 93% of respondents usually or always reflect on their teaching after a lesson to adjust for future teaching. 72% usually or always reflect on past and present teaching practices to create a teaching plan to implement. 79% usually or always implement teaching plans made during reflections. 45% felt that their managers

occasionally or never facilitated reflection amongst teachers with 24% who felt their managers usually or always did.

Page Five: Valuing reflective practice
Question 5:

How much do you value the following activities?Click on a response alongside each statement (choose one for each row).

Answered: 28   Skipped: 4
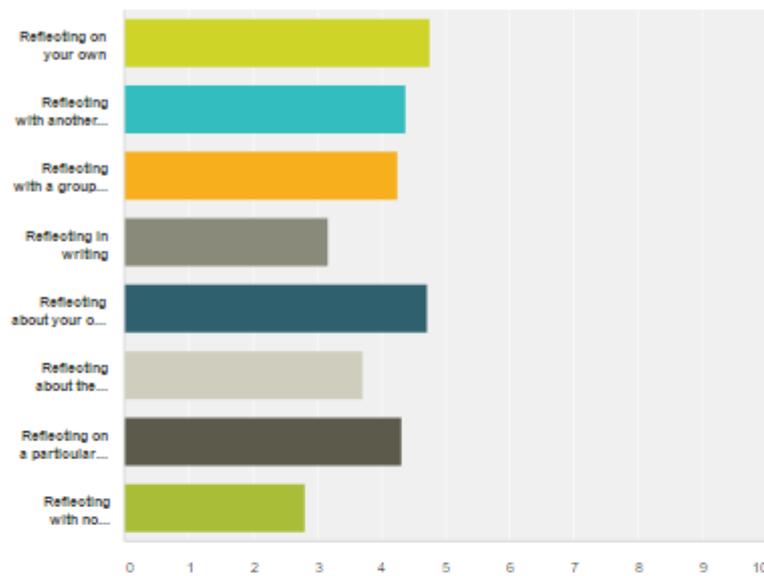
	Strongly value (5)	4	3	2	Do not see any value (1)	Total	Weighted Average
Reflecting on your own	78.57% 22	17.86% 5	3.57% 1	0.00% 0	0.00% 0	28	4.75
Reflecting with another person	46.43% 13	46.43% 13	7.14% 2	0.00% 0	0.00% 0	28	4.39
Reflecting with a group about teaching	46.43% 13	32.14% 9	21.43% 6	0.00% 0	0.00% 0	28	4.25
Reflecting in writing	3.57% 1	35.71% 10	46.43% 13	3.57% 1	10.71% 3	28	3.18
Reflecting about your own teaching	71.43% 20	28.57% 8	0.00% 0	0.00% 0	0.00% 0	28	4.71
Reflecting about the teaching of others	14.29% 4	46.43% 13	35.71% 10	3.57% 1	0.00% 0	28	3.71
Reflecting on a particular topic	39.29% 11	53.57% 15	7.14% 2	0.00% 0	0.00% 0	28	4.32
Reflecting with no particular topic in mind	7.14% 2	25.00% 7	25.00% 7	28.57% 8	14.29% 4	28	2.82

Question 5 Summary: The data shows that 96.5% of respondents strongly value reflecting on their own with 96.8% strongly valuing reflecting with another person and 80.5% placing a strong value on reflecting with a group. 48% were in the median with regards to the value of reflecting in writing and 40% placing a high value on reflecting in writing. 100% of respondents held a strong value in reflection about their own teaching with this dropping to 62% when reflecting about the teaching of others. 35% were on the medium when it came to reflecting about the teaching of others. 92% strongly value reflecting on a particular topic with 42% not seeing the value in reflecting with no particular topic in mind.

Page Six: Feelings about reflection

Question 6:

Which best characterises your feelings about reflection.

Answered: 28   Skipped: 4

	Very interesting (5)	4	3	1	Boring (1)	Total	Weighted Average
(no label)	57.14% 16	35.71% 10	7.14% 2	0.00% 0	0.00% 0	28	4.50

Question 6 Summary: The data shows that 92% are very interested when referring to feelings about reflection.

Question 7:

	Very pleasant (5)	4	3	2	Unpleasant (1)	Total	Weighted Average
(no label)	10.71% 3	50.00% 14	35.71% 10	3.57% 1	0.00% 0	28	3.68

Question 7 Summary: The data shows that 60% have very pleasant or strong feelings when referring to feelings about reflection. 35% fell on the median.

Question 8:

	Very understandable (5)	4	3	2	Confusing (1)	Total	Weighted Average
(no label)	42.86% 12	35.71% 10	21.43% 6	0.00% 0	0.00% 0	28	4.21

Question 8 Summary: The data shows that 80% have high understanding when referring to feelings about reflection. 21% fell on the median.

Question 9:

	Very worthwhile (5)	4	3	2	Waste of Time (1)	Total	Weighted Average
(no label)	67.86% 19	28.57% 8	3.57% 1	0.00% 0	0.00% 0	28	4.64

Question 9 Summary: The data shows that 96% have strong feelings about the worth of reflection.

Question 10:

	Very success promoting (5)	4	3	2	Very frustrating (1)	Total	Weighted Average
(no label)	39.29% 11	42.86% 12	17.86% 5	0.00% 0	0.00% 0	28	4.21

Question 10 Summary: The data shows that 82% have strong feelings about the reflection being success promoting. 17% fell on the median.

Question 11:

	Very easy (5)	4	3	2	Very difficult (1)	Total	Weighted Average
(no label)	17.86% 5	46.43% 13	28.57% 8	7.14% 2	0.00% 0	28	3.75

Question 11 Summary: The data shows that 64% have strong feelings about reflection being easy. 28% fell on the median and 7% may feel reflection is less easy than others.

Question 12:

	Very important (5)	4	3	2	Very trivial (1)	Total	Weighted Average
(no label)	78.57% 22	17.86% 5	3.57% 1	0.00% 0	0.00% 0	28	4.75

Question 12 Summary: The data shows that 96% have strong feelings that reflection is important.

Page Seven: Beliefs and practical knowledge about reflection
Question 13:

Do you believe reflection should be supported under staff professional development?

Answered: 28   Skipped: 4
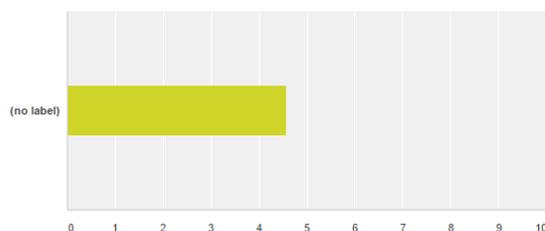
	Strongly believe it should (5)	4	3	2	Do not believe it should (1)	Total	Weighted Average
(no label)	67.86% 19	25.00% 7	3.57% 1	3.57% 1	0.00% 0	28	4.57

Question 13 Summary: The data shows that 92% believe or strongly believe that reflection should be supported under staff professional development.

Question 14:

What is your belief about the role reflection plays in increasing student achievement?

Answered: 28   Skipped: 4
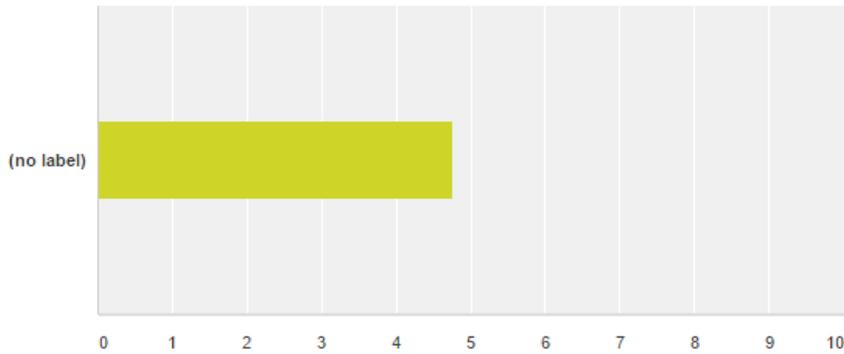
	Strongly believe it does (5)	4	3	2	Strongly believe it does not (1)	Total	Weighted Average
(no label)	82.14% 23	10.71% 3	7.14% 2	0.00% 0	0.00% 0	28	4.75

Question 14 Summary: The data shows that 92% believe or strongly believe that reflection plays a role in increasing student achievement.

Question 15: Give an example(s) of your reflective practice.

Showing 17 responses

Reflecting on why some students achieve better on a particular topic and not others. Reflection enabled me to change how to deliver it using different teaching resources and styles, which made a huge difference in the next assignments

5/23/2016 11:57 AM

My reflection is informal; I have no structured model or set of questions that I go through after every lesson, but I always think how it went and how it could go better. Usually my reflection is on content - is it the best content I can present, and is it presented in the most understandable way? I don't tend to reflect on my style, except that I am aware broadly of the need to engage the different learning styles of learners (audio, visual, kinaesthetic, etc.).

5/23/2016 9:42 AM

Personal growth of students - if not connecting with learning how can my teaching style interact with the way they interprate the world

5/23/2016 9:38 AM

I hardly ever teach the same topics the same way as I constantly reflect on past sessions and try and improve it taylor lessons to the students needs I currently have

5/20/2016 10:15 AM

I regularly reflect on what went well in a lesson and what didn't, and I record any insights so that particular class or focus improves next time I deliver it. By doing this I strive to find the delivery that works best for all/most students.

5/20/2016 9:20 AM

Ask students to practice solve a task and reflect the behavior and process of their outcomes.

5/14/2016 10:14 AM

Assess classroom activities to determine whether the activity best presented the idea, or created the need. Assess student attitude/engagement to determine how the remaining time will be used. Consider the last time this material was taught, and how students engaged with or understood the material so that it can be presented in a more effective way.

5/11/2016 9:46 AM

reflecting on lesson to fit the individual learners styles

5/10/2016 10:15 AM

In a team teaching situation I email my co-tutor and reflect on the day. What worked and what didn't.

5/4/2016 7:43 PM

Make notes after a lesson on changes I made or improvements for next time.

5/3/2016 4:53 PM

reading articles, trying out new ideas, observing others, discussing with others and thinking about those things.

5/3/2016 2:26 PM

I reflect on our teaching within triads every week with the team of three tutors who support triad work as to the best way to support an individual in their learning and how what we have been taught has been understood.

5/3/2016 12:16 PM

In class change the sequence of information, or alter a slide

5/2/2016 2:02 PM

Reading a passage and allowing time to just think about it and noticing where my thoughts go and what that is about for me.

4/29/2016 12:42 PM

I reflect after every session in my mind and take notes for future sessions or amend the plan for future sessions based on the needs of the group. Quite often I may be using the same lesson plans but changing it up as each group or cohort has different needs and abilities. Always reflecting how successful a teaching session is, for example did the students learn anything new, did they have enough prior knowledge to participate, were learning styles catered for, are the students engaging and how do I make it not too boring as it is important at this level where students can find traditional educational learning a challenge or 'boring' Reflecting as part of a team happens sometimes..but would be great to have more of this in the company.

4/29/2016 11:35 AM

Reflecting alone, thinking about how well the session went and ammending the plan for next time.

4/29/2016 10:39 AM

I am always trying to marry together the students, their abilities and the best way to present course information to match those abilities and personalities. This means that every time I return to a topic, it is never taught the same as earlier.

4/29/2016 10:37 AM

Question 15 Summary: It appears numerous comments of reflection relating to learners needs and/or classroom delivery but not as much relating to how reflection is helping change and improve teaching practice and in what ways.

Question 16: What strategies or models do you use to reflect (optional)?

Showing 14 responses

Simply use : Notice, Recognize and Respond and sometimes the VARK Learning styles.

5/23/2016 11:57 AM

I especially do focussed reflection as I prepare a lesson, eg., how did it go last time I presented this material? How can I improve it? Does it make sense? Is it up to date? How can it I make it more impactful?

5/23/2016 9:42 AM

None currently, just journaling

5/23/2016 9:38 AM

I don't have any models or strategies. Most reflection is done during session or in bed at night when I finally get some time!

5/20/2016 10:15 AM

As above

5/20/2016 9:20 AM

I would apply incremental strategy i.e. step-by-step of traversing the task

5/14/2016 10:14 AM

Notes on lesson plans (or in teaching notes) Capturing feelings/perceptions after teaching usually kept in teaching folder) Thinking space prior to teaching.

5/11/2016 9:46 AM

Informal/formal discussion, informed planning for future units of work, meetings, daily emails

5/4/2016 7:43 PM

sometimes art, to help me understand my responses to a student or topic.

5/3/2016 12:16 PM

Give each student the opportunity to comment at the end of each class.

5/2/2016 2:02 PM

Dont have a name for models but have a question series. what did I notice? What is that about? What would I like to have been different?. What might I do do bring about that difference?. How will I implement that change/

4/29/2016 12:42 PM

Self reflection Student evaluation- formal and informal Lesson plan model- reflection section- written Emails What was successful and what needs changing or would do differently next time What are my strengths and what do I need to work on and complete more professional development on

4/29/2016 11:35 AM

i am not sure what model i use

4/29/2016 10:39 AM

I always reflect on the content of my teaching making sure its current to industry and upskilling myself to that level.

4/29/2016 10:37 AM

Question 16 Summary: It appears a number of these strategies focus on improving the learners experience but I'm not seeing strategies or evidence with regards to reflection proper. I did like the comment "sometimes art, to help me understand my responses to a student or topic."

Question 17:

If you use strategies or models to reflect, would you be willing to share how these benefit your practice with your peers?

Answered: 18   Skipped: 14
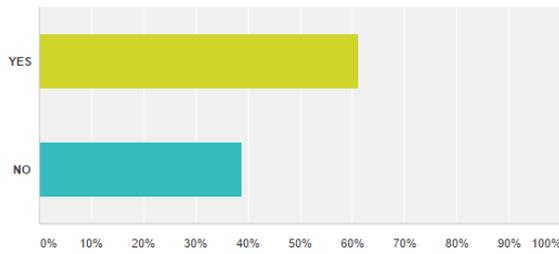
Answer Choices		Responses	
YES		61.11%	11
NO		38.89%	7
Total			18

Question 17 Summary: 11 respondents indicated they would you be willing to share with their peers how their strategies or models to reflect benefit their practice.

Page Eight: Contact information

Question 18:

Contact details - sharing strategies and/or models:

Answered: 7   Skipped: 25

Answer Choices		Responses	
Name	Responses	100.00%	7
Campus/Location	Responses	100.00%	7
Address	Responses	0.00%	0
Address 2	Responses	0.00%	0
City/Town	Responses	0.00%	0
State/Province	Responses	0.00%	0
ZIP/Postal Code	Responses	0.00%	0
Country	Responses	0.00%	0
Email Address	Responses	100.00%	7
Phone Number	Responses	85.71%	6

Question 18 Summary: 7 respondents indicated they would you be willing to share their strategies and/or models and provided contact details accordingly.

Page Nine: Survey feedback

Question 19:

Reflective survey feedback - contact details

Answered: 7   Skipped: 25

Answer Choices		Responses	
Name	Responses	100.00%	7
Campus/Location	Responses	100.00%	7
Address	Responses	0.00%	0
Address 2	Responses	0.00%	0
City/Town	Responses	0.00%	0
State/Province	Responses	0.00%	0
ZIP/Postal Code	Responses	0.00%	0
Country	Responses	0.00%	0
Email Address	Responses	100.00%	7
Phone Number	Responses	85.71%	6

Question 19 Summary: 7 names and email addresses were provided requesting a summary copy of the survey data relating to their specific location. This information will be sent to these individuals soon after this report is released.

RECOMMENDATIONS

1. 45% felt that their managers occasionally or never facilitated reflection amongst teachers. It is recommended that managers discuss the barriers towards establishing reflective practice communities together and how they can facilitate reflection amongst their teaching staff by helping overcome the barriers.

    Reflecting as part of a team or community of practice is a doorway into facilitating improvement with staff. It is recommended that Head of Schools take leadership in this area and encourage their teams/communities of practice to discuss how reflection is helping them improve their teaching practice.

2. 92% strongly value reflecting on a particular topic with 42% not seeing the value in reflecting with no particular topic in mind. Recommend that managers and Head of Schools help their teaching staff steer away from reflecting with no particular topic in mind but rather to work with their staff to identify a range of topics to reflect on.

3. 92% believe that reflection should be supported under professional development. It is recommended that managers consider supporting staff in professional development activities that will support their skill development and understanding in the area of reflective practice, this includes the managers and Head of Schools.

    It is further recommended that Head of Schools include this in their staff professional development planning and discuss with managers on an annual basis.

4. A number of examples were listed that relate to how staff conduct their classes and use reflection to adapt based on the needs of the group. However, less was shared relating to the actual practice of teaching or delivering the content and how reflection is used to inform or change teaching practice. It is recommended that the staff professional development resources encourage reflection to focus on reflecting to improve/shape actual teaching practice and that Head of Schools and Managers ask questions relating to this as and when appropriate and/or when self-assessment activities are conducted in the area of teaching practice.

5. 82% of respondents strongly believe that reflection plays a role in increasing student achievement. It is recommended that this be explored further, perhaps forming part of continuous improvement meetings, in particular around ways learners are currently encouraged to reflect and how staff reflection helps improve learner achievement.

My personal learning. Upon deeper reflection I should explore, through additional

discussions, whether staff are deliberate in reflecting during their practice, or not. For those

who are not intentional, I will share the value of deliberately reflecting in order to become a

more informed teacher - by understanding why they do the things they do. I will also engage

the Heads of Schools more in these necessary discussions.

Induction Manual

When considering the main outputs of my study, and as part of my strategies, I assumed the

induction manuals needed to cover literature about reflection. I was also not fully aware of

the role intentionality played in practitioners who reflect. As a result of my critical reflection

I amended my approach to produce one manual with a focus on fostering a culture of

reflection rather than providing tools to enhance the understanding of reflection. The

manual is included in the pages that follow below.

"EDUCATIONAL INSTITUTIONS TYPICALLY THINK OF THEMSELVES AS LEARNING PLACES FOR STUDENTS RATHER THAN FOR TEACHERS".

Becoming a Critically Reflective Teacher.
(Stephen D. Brookfield)

Induction Manual: Cultivating a Culture of Reflective Practice

When we see the educational institution as an environment of learning, for both students and staff, something changes. We begin to realise that the vocation of teaching and our *everyday, ordinary lives,* carries with it an intrinsic dimension of learning. This infers a required measure of *intentionality* on the part of the teacher to actively and proactively *engage in the learning process*.

WHAT THIS MANUAL OFFERS YOU:

1. The relevance of reflective practice within the context of ATC New Zealand

2. Cultural barriers to critical reflection

3. Context and defining reflective practice

4. Why teachers intentionally incorporate reflection in their teaching practice

5. The key attributes of a reflective practitioner

6. Essential practices for becoming a reflective practitioner

7. Useful resources

8. References
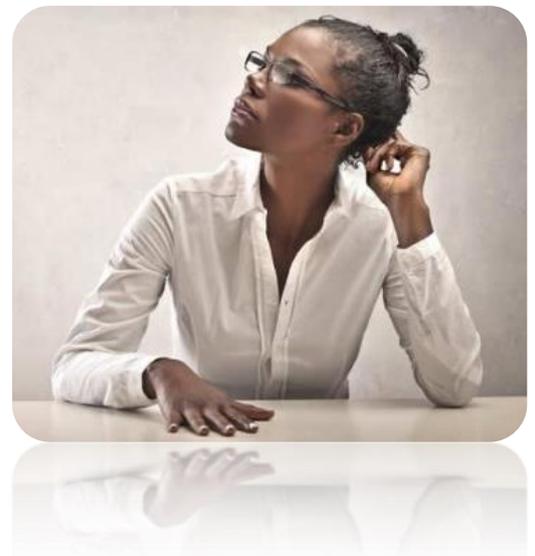
1. THE RELEVANCE AND CONTEXT OF REFLECTIVE PRACTICE WITHIN ATC NEW ZEALAND

ATC New Zealand has long held the belief that lifelong learning is not limited to the student alone. This induction manual on '*Cultivating a Culture of Reflective Practice*' will provide you with some useful insights to help you improve your teaching practice.

This resource is fundamentally grounded on the supposition that in order to teach others you need to be a learner yourself and that *learning starts with reflecting on your day-to-day teaching practice*.

Meaningful reflection requires understanding, time and effort. "It is not surprising that some research evidence suggests that inexperienced teachers may not analyse, evaluate and direct their teaching practices in the metacognitive manner that is the mark of an accomplished reflective practitioner.[1]".

So, where does this leave you? Well, it means that y*ou will need to learn how to reflect and deliberately embed this skill into your everyday practice*. The sooner you start to be reflective the sooner you can become proficient at it. Start reflecting today on *what you believe are crucial factors to successful teaching and learning*.

If possible, find someone with whom to share your reflections with because you are much more likely to gain insights into teaching and into your own learning processes if you are able to *reflect collaboratively*.

ATC New Zealand is committed to supporting and encouraging you to establish a *habit of reflecting* as well as encouraging those students under your care to reflect on their learning also. We believe "through personal self-reflection, we become aware of the paradigmatic assumptions and instinctive reasonings that frame how we work. When we know what these are, we can start to test their accuracy and validity through conversations with students, colleagues, and books.[2]".

2. *CULTURAL BARRIERS TO CRITICAL REFLECTION*

Culture of Silence: We need to be purposeful, deliberate and engage in extended conversations about our teaching. This is part of the *ATC organisational habit of continuous improvement* and it is our desire for this to also become a habit of all ATC New Zealand staff. *Teaching should not be seen as a "secluded activity conducted in silenc[3]"*. Collaboration and engagement within your community of practice (also known as a 'school') is another healthy organisational habit within ATC New Zealand.

The Culture of Individualism: "Academic excellence is not measured in terms of individual effort". Perhaps on the part of students but certainly not when looking at excellence within each of our schools. ATC New Zealand "does not view collaboration as evidence of intellectual inferiority or laziness[1]". Teachers need to "stop seeing themselves as *pedagogic Lone Rangers*, heroically solving problems through acts of individual brilliance and fortitude.[3]".

Did you know? A poll taken with ATC teaching staff shows that *90% would find it useful or extremely useful to reflect with a group about a teaching experience* and on a particular topic. So try not to "go it alone".

The Culture of Secrecy: For critical reflection to happen, there has to be a *trustful atmosphere* in which people know that disclosure within a school or across a range of

schools will not lead to retribution. On the contrary, an ATC organisational habit and value is to *share good practice*. ATC staff are encouraged to share and celebrate their good practice as well as their struggles. "If owning up to fallibility does nothing more than earn you a reputation of incompetence, then you are going to present yourself as always being in total control. Only saints or idiots draw attention to their errors in cultures where maintaining the mask of command is prized above all else.[3]".

3. *CONTEXT AND DEFINING REFLECTIVE PRACTICE*

Context: The definitions and associated terminology are provided to enhance your understanding of the concept of reflective practice and to help connect you with the persona of *teacher as reflective practitioner*. It should also be noted that historically, through the works of John Dewey (1910/1938) and

Donald Schön (1983, 1987) the concept of reflective practice has seen a commonality develop between these definitions. Dewey and Schön essentially confirming that reflective practitioners continually learn from their experience and reconstructing experience through reflection.

Defining Reflective Practice: *Reflective teaching, reflective thinking, reflective inquiry, reflection* and *reflective practice* are often used interchangeably. Reflection is a complex and multifaceted concept with many different dimensions. The term reflective practice is viewed as the culmination of all other forms of reflection. ***A teacher who engages in reflection in daily professional practice is referred to as a reflective practitioner***.

Practice refers to one's repertoire of knowledge, attitudes, behaviours and skills in specific areas of performance, including designing instruction, establishing assessment strategies, managing the classroom, and interacting with students, colleagues, parents and whanau (where appropriate).

Killion & Todnem (1991) define reflective practice as:
- The practice of analysing one's actions, decisions, or products by focussing on one's process for achieving them. This places a focus on the relationship between goals and outcomes

Others go further, characterising reflective practice as a lifelong endeavour involving a commitment to ongoing learning:
- A critical, questioning orientation and a deep commitment to the discovery and analysis of information concerning the quality of a professional's designed action (Bright, 1996)
- A willingness to accept responsibility for one's professional practice (Ross, 1990). This ties in to a *key value* and 'organisational habit' of ATC New Zealand, and goes far beyond an organisational requirement or management induced expectation. This inevitably comes down to *intentionality on the part of the practitioner to constantly strive to improve*

- An inquiry approach that involves a personal commitment to continuous learning and improvement. Another 'organisational habit' of ATC New Zealand (York-Barr, Sommers, Ghere, & Montie, 2006)
- The capacity to think creatively, imaginatively, and, eventually, self-critically about classroom practice (Lasley, 1992)

Some extend their definition to include the ethical implications and consequences of their practices:

- Use of higher-level thinking, such as critical inquiry and metacognition, which allow one to move beyond a focus on isolated factors or data to perceive a broader context for understanding behaviour and events (Hatton & Smith, 1995)
- An ongoing process of examining and refining practice, variously focussed on the personal, pedagogical, curricular, intellectual, societal, and ethical contexts associated with professional work (Cole & Knowles, 2000)

At still another level, Osterman and Kottkamp (2004) define reflective practice as:

- A systemic and comprehensive data-gathering process enriched by dialogue and collaborative effort

4. WHY TEACHERS INTENTIONALLY INCORPORATE REFLECTION IN THEIR TEACHING PRACTICE

In a nutshell, it is to take what God has given each of us and to extend and grow that, not settling on mediocrity or 'retiring on the job' but constantly striving to become better at our craft…with *intentional continuous improvement,* through *reflection*.

5. THE KEY ATTRIBUTES OF A REFLECTIVE PRACTITIONER

- Reflects on and learns from experience
- Engaging in ongoing inquiry
- Solicits feedback
- Remains open to alternative perspectives
- Assumes responsibility for own learning (*intentionality*)
- Takes action to align with new knowledge and understandings
- Observes self in the process of thinking
- Is committed to continuous improvement in practice
- Strives to align behaviours with values and beliefs
- Seeks to discover what is true

6. ESSENTIAL PRACTICES FOR BECOMING A REFLECTIVE PRACTITIONER

There are certain actions and practices that are essential to developing as a reflective practitioner and being part of a reflective practice culture. Although the process of

becoming a reflective practitioner is a personal process of discovery, the following three practices are seen as essential:

Making Time for Reflection: Teachers need reflective time to consider the uncertainties that come with being a teacher and how your decisions effect both your practice and the learning of your students. It is important to make reflection an integral part of your daily practice. It could be as simple as a short discussion with a colleague on an aspect of your day you have reflected upon.

Continuous Questioning: This manual has already stressed the importance of being intentional in your quest to improve your classroom practices. Ongoing critical enquiry becomes an integral part of your persona when you constantly examine the assumptions that may drive your classroom practices.

Becoming a Perpetual Problem Solver: This essential practice is underpinned by your quest to discover new meaning through synthesizing your experiences and integrating information and feedback. You begin to see yourself as accepting problems as natural occurrences and using them as opportunities to craft better solutions with resulting improved outcomes for both yourself and your learners.

By adopting these three practices you will help unlock, within your journey of discovery, new and exciting ways to become more purposeful in your teaching and indeed in your life! All it takes is for you to embrace an unwritten code of conduct and to deliberately and regularly reflect on your practice.

7. USEFUL RESOURCES

- Online Staff Professional Development Resources (look for Reflective Practice)
  https://atcnz.instructure.com (ATC username and password required)

- ATC New Zealand Learning Strategy

- Colleagues and respective Heads of School

"REFLECTION IS NOT A NORMAL BEHAVIOUR FOR MANY PEOPLE AND THE ACCOMPANYING WAY TO MEET THIS CHALLENGE IS TO **DEVELOP THE HABIT OF REFLECTING ON EVERYTHING THAT HAPPENS IN YOUR LIFE.**

AS A PRACTICAL EXAMPLE, TRY TO REFLECT ON WHEN LAST SOMEONE SPOKE POSITIVELY INTO YOUR LIFE AND HOW THAT HAS SHAPED THE WAY YOU THINK AND ACT — TRY FOCUS ON SOMETHING GOOD, AS REFLECTION CAN TEND TO DRAW ONE INTO THE THINGS THAT HAVE GONE WRONG OR OUTCOMES THAT HAVE BEEN LESS DESIRABLE."

Gary H. Taylor

Welcome aboard, we celebrate your new role with you and believe that "Together, We Can Change Lives Through Learning".

This must happen within a *framework of intentional reflective practice*, being candid with one another and always respectful and tolerant of different perspectives.

Reflect and have fun reflecting…

REFERENCES

[1]Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass Publishers.

Ghaye, T. (2010). *Teaching and learning through reflective practice: A practical guide for positive action*. Routledge.

Killen, R. (2016). *Effective teaching strategies: Lessons from research and practice* (7th ed.). New Zealand: Cengage Learning.

[3]Larrivee, B. (2009). *Authentic classroom management: Creating a learning community and building reflective practice* (3rd ed.). Upper Saddle River, N.J.: Pearson.

[2]Raelin, J. A. (2002). I don't have time to think!" versus the art of reflective practice. *Reflections*, 4(1), 66-79.

Tarrant, P. (2013). *Reflective practice and professional development*. Sage.

<u>My personal learning</u>. The focus and content of the induction manual changed when I

realised from the literature I was immersed in, that assumptions should never part of my

practice. Further reading confirmed the need for intentionality on the part of the

practitioner with regards to being reflective. I had assumed that all ATC New Zealand

teachers would want to learn how to reflect and embed reflection into their practice.

Following my own reflection, however, I realised that most of our teachers were not teacher

qualified, and hence would not have been trained in the value of reflection and the need to

be reflective. In other words, there was a gap in their understanding of the need for

intentional reflection. As a result, I developed one induction manual that highlights the need

for everyone to engage in reflection as part of a deliberate process of learning, and also as

part of ATC New Zealand's organisational learning habits and culture. The new induction

manual is titled: "Cultivating a Culture of Reflective Practice", and is now available to all new

staff of ATC New Zealand. The manual has been designed specifically to be in harmony with

the culture I am striving to achieve, in mind. Furthermore, as the online paper I develop

served to provide the 'nuts and bolts' on reflection theory, there would be no need for

additional documentation in this regard.

Staff Online Professional Development Paper

A detailed online paper was created to inform staff around the topic of reflective practice

and how they might engage with the theoretical frameworks that support becoming a

reflective practitioner. This resource is only available to staff of ATC New Zealand so I have

made screenshots of the various pages and presented them below. A link to the opening

video is available here: https://youtu.be/jp-Mz-dD_O0

Staff Online Professional Development Resource

Learning Outcomes

Staff Professional Development Resource:

REFLECTIVE PRACTICE

Upon completion of the modules in this paper you will be able to:

1. Explain the concept of reflective teaching.

2. Increase your self-awareness about how you teach and how others perceive your teaching.

3. Develop and implement a checklist of questions to:

 - Ask yourself when planning lessons and when reviewing your teaching, so that you can continually improve your teaching and your students' learning.

 - Engage with your learners before, during and/or after a lesson around a range of reflective questions.

4. Understand why a key outcome of reflective practice is to be intentional and that by becoming a reflective practitioner we become more intentional in our professional practice.

5. Understand and be able to explain at least one model of reflective practice.

About this resource

What this is NOT:

- Created to make you feel guilty if you are not reflective or do not know what reflection is all about.
- Coerce you into adopting reflective practices.
- Created to add to your current workload.
- Intended to form part of any formal staff review or performance review process, policy or practice.
- A definitive or authoritative guide about reflective practice.

What this IS:

- **Providing information and tools** to encourage you to become reflective or more effective in reflective.
- **A resource** you and your peers can use **to become reflective practitioners.**
- **A trigger to** help each person and/or School within ATC New Zealand to **keep moving towards becoming a reflective community of practice.**
- **A forum whereby staff can share stories** about **how being reflective is helping your practice** within your reflective community of practice i.e. within your school or environment.

It is hoped that this resource will help ATC New Zealand become a community of reflective practitioners with a desire to explore their thinking and understand what makes them think and act in the way they do.

It is also hoped that we see a culture of better informed and reflective practice 'in daily action' established amongst staff, as part of the life and soul of ATC New Zealand.

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Staff Reflective Practice > Pages > Purpose statement

Purpose statement

This professional development resource is made available to all staff of ATC, with a particular focus on staff engaged in teaching.

The paper introduces different views of reflection that are important for tutors and helps you to consider what the focus of reflection might be, and how reflection at different points can be useful. At its simplest, reflection is consciously 'looking back' at your actions and being able to make some kind of evaluation of whether your teaching has met your expectations.

More complex, analytical and critical reflection is that which not only recognizes what you have done, but also how a particular course of action (or series of actions) shaped outcomes for your learners.

When delivering the learning you have so carefully planned and prepared, you need to be constantly aware and monitoring the lesson as it develops. This awareness allows you to make changes as the situation demands, to be able to 'think on your feet'. When the lesson is complete you can reflect on, analyse and evaluate the learning and teaching. This post action reflection then informs your subsequent planning and preparation, leading to a cycle of continuous improvement.

What about your learners? You can help them reflect by allowing 5-10 minutes towards the end of the day to answer several reflective questions (refer to "Five reflective questions to ask learners at the end of class ").

This resource also supports ATC New Zealand's commitment to continuous improvement and is seen as an invaluable tool to help you improve your teaching, outcomes and practice as well as the learner's experience.

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Staff Reflective Practice > Pages > What is reflective practice?

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What is reflective practice?

Reflective Practice can be defined as: *"Looking back at something and thinking about what happened and why it happened, trying to learn from our experiences so that we can use this knowledge to guide what we do in the future."*

- **Effective Teaching Strategies 7th Edition** (Roy Killen)

WHAT REFLECTION IS NOT

- A way to identify problems or issues.
- A way to come up with an action plan to solve problems.
- A way to teach better.
- A way to get better results and learner outcomes.
- An answer to all your prayers!

WHAT REFLECTION IS

- A skill we can learn and develop.
- A way to understand our 'way of knowing' ourselves and our practice better.
- A skill that will help you unlock what makes you think and act the way you do.
- A valuable tool to challenge you in your practice and help you grow.
- Reflective Practice will help you move beyond what you do instinctively or because you've always done it that way and move towards a more informed way of practice and 'knowing'.
- Will give you a greater insight into how you think and why you think the way you do.

A poll taken on ATC teaching staff shows that 90% would find it useful or extremely useful to reflect with a group about a teaching experience and on a particular topic

One way to continually improve is to adopt a systematic approach to learning from day-to-day teaching experiences. By *looking at how you teach*, thinking about *why you do it that way*, and *evaluating how well you are influencing student learning*, you can identify your strengths and target things to improve.

This process is often referred to as *critical reflection* and it is a vital part of effective tutor planning, decision-making and teaching.

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You are currently logged in to student view   Resetting the test student will clear all history for this student and allow you to view the course as a brand new student.   Reset student   Leave student view

Importance of reflection and key outcomes

WHY IS REFLECTION IMPORTANT?

Reflection and teaching are not new concepts to one another. "The most powerful way of thinking about a tutor's role is for tutors to see themselves as evaluators of their effects on students" Hattie (2012:18). Building reflective practice into curricula development is no longer optional. As an example, the guidelines for Youth Guarantee Programme Development now list reflecting from both tutor and student under the "Teaching and Delivery Approaches".

These are now called 'essential components'. See below:

ESSENTIAL COMPONENTS FOR DESIGNING AN EFFECTIVE LEARNING PROGRAMME

TEACHING AND DELIVERY APPROACHES »

| Reflective Practice | • constantly reflecting on what is going well and not so well and regularly making adjustments |
| | • encouraging students to do the same. |

The Purpose of Reflective Practice (video length: 5:12)

This video was created to explore how 'Reflective Practice' can make an impact in the workplace. This presentation was created with a focus on pedagogy, but the ideas explored could easily be tailored to any application.

KEY OUTCOMES

A key outcome or benefit of reflective practice is to be *intentional* - if we are reflective practitioners we become more intentional in our professional practice, and that is one of the key indicators of a professional practitioner." Carpenter (2016)

Try adopting a systematic approach to your learning by reviewing your day-to-day teaching experiences. Just as you are intentional in making daily decisions about how you will be delivering your content so too should you be about reflecting on each stage of your teaching practice. This may include reflecting on course/programme design (if you have been involved in that) to lesson planning and delivery. All these stages should see a greater focus from you on embedding reflection into your daily routines. Being intentional will also help overcome many of the barriers you will face to make reflection routine for you. Tip - Turning reflection into a habit requires you to be intentional. However, we all know that we can have the best intentions but if we do not move to action we will not become beneficiaries of the intent in the first place. "Strategies, structures and tools provide scaffolding which turns intention into reality." Sanders (2008)

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Staff Reflective Practice > Pages > Characteristics of reflective teachers

Characteristics of reflective teachers

CHARACTERISTICS OF REFLECTIVE TEACHERS

10 key characteristics that reflective teachers consistently display include:

[adapted from Pollard 2014 and Hattie 2012]

1. They believe that they have a responsibility to evaluate how they influence students' learning and accept that their actions are the prime determinant of students' learning.
2. They have a high level of awareness of how they teach and how learners and colleagues perceive their teaching.
3. They are open-minded and willing to change their teaching practices.
4. They are enthusiastic about improving their teaching practices in order to improve their students' learning, but they are concerned with moral and ethical issues as well as technical efficiency.
5. They take time to think about their teaching so that they can engage in a continuous cycle of monitoring, evaluating and revisiting their teaching practices.
6. They use a variety of strategies for gathering evidence from their classrooms to guide the development of their teaching competence.
7. They willingly collaborate with their colleagues.
8. They use deliberate strategies for re-framing problem situations.
9. They view curriculum documents as guidelines rather than recipes.
10. Their judgement and decisions are informed by self-reflection, evidenced-based inquiry and insights from educational theory.

How many of the key characteristics do you adopt in your teaching practice?

If you adopt 6 out of 10 or more then I encourage you to *share with others in your team*/s about the wonders of how reflective practice is helping improve your teaching practice. **Start the conversations and continue to work on embedding reflective practice in all you do.**

Arguably, **the most important reason for being reflective** was identified by Le Cornu and Peters (2005:51). They made the point that **reflection is a constructivist activity that enables teachers to learn more about teaching and learning**, and argued that 'students' levels of participation in the learning process are inextricably linked to their teachers' levels of participation in their own learning'.

The aim of reflective practice is thus *to support a shift from routine actions rooted in common sense thinking to reflective action emerging from professional thinking* (Pollard 2008: 26) drawing from external evidence-based sources.

Put simply, **the more teachers reflect, the easier it is for them to help students learn.**

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Staff Reflective Practice > Pages > How we can learn from others

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How we can learn from others

HOW WE CAN LEARN FROM OTHERS

Try using the observation sheet below. Connect with a more experienced or skilled tutor and see what you can learn from them. Alternatively, if you believe others could learn from you then encourage them to bring this sheet along and observe you in action! Make time afterwards to discuss their observations with them.

Observation Sheet

What I was looking for	What I observed
How the tutor let students know what they were supposed to learn	
How the tutor activated the students' prior knowledge	
How the tutor kept the students engaged with learning	
How the tutor obtained evidence of students' learning	
How the tutor used feedback from students	
How the tutor dealt with unexpected events	
How the tutor brought the lesson to a logical conclusion	

Download a copy of this observation sheet here >> Observation Sheet 📄 🔗 <<

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HOW REFLECTIVE ARE YOU?

Reflection Skills Assessment

Let's start with a quick self-assessment on your level of willingness to develop your reflective skills.

NOTE: The results are not recorded anywhere and are for own use only!

ASSESSMENT TO DETERMINE YOUR WILLINGNESS TO DEVELOP YOUR REFLECTIVE SKILLS	
1. Self-knowledge is essential to self-growth.	
2. An unexamined life is a life without purpose.	
3. I make time to think about what I can do to influence outcomes.	
4. Willingness to reflect leads to willingness to change.	
5. I encourage my students to take time out to reflect on their learning/current situation.	
6. Reflection on where I am today will enable me to predict where I might be in the future.	

1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree

Rate yourself

If you scored between...

26 – 30 Excellent
25 -20 Good
19 – 15 Learning
< 15 Need improvement/attention

What next...it's over to you!

BARRIERS TO REFLECTION AND HOW TO OVERCOME THEM

Meaningful reflection can be a difficult and complex task that requires considerable time and effort. It is not surprising that some research evidence suggests that inexperienced teachers may not analyse, evaluate and direct their teaching practices in the metacognitive manner that is the mark of an accomplished reflective practitioner. The table below summarises some of the reasons for this. These points are not presented to discourage you! They are made explicit so that you will appreciate the challenges facing you as you strive to become a reflective teacher, and to help you to develop strategies for overcoming these difficulties.

Common barriers to reflection	Ways of meeting the challenges
Teachers have limited time.	Make reflection an integral part of your routine of planning, teaching and evaluation. Prioritise your commitments.
Beginning teachers may be so preoccupied with the subject matter, or with their delivery of the lesson, that they have little time to consider how well it is going.	Prepare thoroughly so that you are confident of your knowledge and clear about the structure of your lesson. Use a clear lesson plan to guide your teaching.
Beginning teachers may be reluctant to be self-critical at a time when they are lacking in self-confidence and when they are fearful of failure and their vulnerability.	Don't expect to be perfect, but do acknowledge that you need to improve. Deliberately try to learn from your mistakes.
Beginning teachers may lack the knowledge of diverse teaching strategies that might help them to perceive alternatives to their current practice.	Study chapters 6 to 14. Talk to other teachers about how they teach. Ask for advice. Observe other teachers. Look for ideas on the Internet. Be prepared to take a risk and step outside your comfort zone.
Inexperienced teachers may have a very limited number of 'frames' within which to consider their teaching.	Practise deliberately looking at situations from more than one perspective. Try to look at your teaching through the eyes of your students. Take Edward de Bono's advice and change 'thinking hats'.
Some beginning teachers are unable to achieve the detachment from their own practice that would enable them to reflect on it objectively and critically.	Get feedback from your students. Ask colleagues to observe your teaching and give you feedback. Establish a reflective partnership.
Beginning teachers may see each class and each student as unique and therefore see limited potential in reflection on practice.	Look beyond the uniqueness of each student and lesson and try to identify the common elements that help or hinder student learning in your classes.
Beginning teachers may feel that they have no control over the social, moral and political issues that impinge on their classrooms.	You may not be able to change these issues, but you can at least discuss them with other teachers and develop ways of controlling their influence on your teaching.
The busy routines of teaching may make it difficult to develop a challenging and questioning perspective.	Set aside time for reflection. Challenge yourself to question every major teaching decision you make.

Source: Effective Teaching Strategies 7 Ed, Chapter 5, Page 116-117

Reflective Checklist and Questions

Refer to document "Review and reflect on your learning" (click to download)

Here are some useful **guidelines** (with a self-review column) **on constructing lessons within a reflective planning framework.**

Checklist Areas	Self-Review
Lesson Planning • Are your lesson components prompting inquiry and curiosity? • Have you considered any previous lessons learned in planning this lesson? • Does this lesson's resources and hand-on activities prompt exploration? • Have I included reflective thinking activities that prompt students to think about what they have done, what they learned, and what they still need to do? • Have I thought of including reflection activity worksheets for each lesson plan to prompt students to think about what they know, what they learned, and what they need to know as they progress through their exploration? • What insights have you gained from prior delivery (if applicable) of this lesson and that you wish to adapt in planning this lesson? • What insights have you gained from others who may have delivered this lesson?	
If I taught the lesson again, what would I do differently or what would I keep the same and why?	

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REVIEW AND REFLECT ON YOUR LEARNING

Develop answers to each of these questions and discuss your answers with another teacher education student or with an experienced teacher.

1 Why is it important for you to try to view your teaching through the eyes of your students?

2 Consider the following questions that a teacher might reflect on after a lesson. What types of reflection (technical, practical, critical) would be prompted by these questions?

   a Did the students achieve the outcomes I intended? Why?

   b Why does it matter whether or not students achieved these outcomes?

   c Was the strategy I used effective for all students? If it was, how might I build on this in future? If it was not, what other strategies might have been more effective?

   d Which learners were able to relate the lesson to their prior knowledge, experiences and interests? What can I do to help learners who had difficulty making these connections?

   e How flexible was I in modifying the lesson to accommodate unforeseen responses from the learners? How could I do this better?

   f What learning theories might explain what happened in this lesson?

   g As a result of this lesson, what have I learned about teaching?

   h As a result of this lesson, what did the students learn about learning?

3 Why is it important to reflect on the things you do well, and not just on problems and difficulties?

4 In this chapter, some common barriers to reflection were identified. Which of these barriers have you encountered? What did you do about it? What will you do in future if you experience a similar barrier?

5 Develop a checklist of questions to ask yourself when planning lessons and when reviewing your teaching, so that you can continually improve your teaching.

6 What are the advantages and limitations of gaining feedback from students to help you reflect on your teaching?

7 What might be the advantages and disadvantages of using a blog as the vehicle for reflecting on your teaching?

Staff Reflective Practice > Pages > Engaging Learners around Reflective Questions

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Engaging Learners around Reflective Questions

As a teaching professional, *try to build opportunities of responsive engagement into your classroom sessions*. Responsive engagement could start by **allowing some space in your lesson to stop and ask your learners questions like; "what made you curious today?"**

Here are five 'reflective' questions you can use to engage your learners:

1. Reflect on your thinking, learning, and work today. What were you most proud of?
2. What about your thinking, learning, or work today brought you the most satisfaction? Why?
3. What is frustrating you? How do you plan to deal with that frustration?
4. How did I help you today? How did I hinder you? What can I do tomorrow to help you more?
5. How did you help the class today? How did you hinder the class today? What can you do tomorrow to help other learners more?

> download a handy guide here <

Suggestion - try not engage with your learners again until they have had some meaningful time to reflect on some of these questions or if they take them home try to allow them to share some of their responses before getting underway with new learning.

By integrating reflective time into the learning process you will ensure high quality learning experiences for those you teach or facilitate and help them to develop intentionality in their practice and learning.

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You are currently logged in to student view   Resetting the test student will clear all history for this student and allow you to view the course as a brand new student.   Reset student   Leave student view

A staff Professional Development Resource (linked to the Online ATC Reflective Practice Paper)

Name: …………………………………………….. Date: ……………………

5 'Reflective' questions to engage learners	Responses
1. Reflect on your thinking, learning, and work today. What were you most proud of?	
2. What about your thinking, learning, or work today brought you the most satisfaction? Why?	
3. What is frustrating you? How do you plan to deal with that frustration?	
4. How did I help you today? How did I hinder you? What can I do tomorrow to help you more?	
5. How did you help the class today? How did you hinder the class today? What can you do tomorrow to help other learners more?	

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Share comments

SHARE YOUR COMMENTS

Let's keep our discussions reflective, productive, and welcoming please. I do encourage robust discussion but try to focus on useful comments as you present your ideas and thoughts or suggestions.

Statement 1: "The only way that educators can teach and promote reflective practice by their learners in their own classrooms is to engage in, embrace, and fully understand this process themselves."

Thanks.

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Staff Reflective Practice > Discussions > Statement 1

Statement 1

"The only way that educators can teach and promote reflective practice by their learners in their own classrooms is to engage in, embrace, and fully understand this process themselves."

Further statements will be posted over the following weeks…keep checking back and please contribute!

Thanks

Gary

Vivia Schwass
2 Sep 2016

wholeheartedly agree with statement 1. The more conversant we are as educators with the process the better we will be at teaching reflective practice. Also if I have benefitted from reflections and grown as an educator and as a person then I will be much more willing to share this positivity and be more passionate about the process.

Malcolm Campbell
7 Sep 2016

Totally agree. How can one teach, and expect learners to grasp, such a deep skill if we, ourselves, are not conversant in or with it. Furthermore .. how can we show them how to do it or the benefits of this, unless we can reflect and moderate (or expand) ourselves (i.e model what this is)?

Staff Reflective Practice › Discussions › Statement 3

Statement 3
Gary

"Is Critical reflection an important part of any learning process?"

Search entries or author | Unread | | | ☑ Subscribe

↩ Write a reply...

Vivia Schwass
2 Sep 2016

yes its vital for gaining the full benefit of knowledge in any setting - academic or personal.

↩ Reply 👍 (1 likes)

Malcolm Campbell
7 Sep 2016

Critical, honest reflection is hugely beneficial for life ... "any learning process" - not solely those we teach. How can we grow and develop if we cannot ask ourselves the tough questions and be honest with ourselves?

↩ Reply 👍

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Welcome page photo credit: https://flic.kr/p/4Enhme

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<u>My personal learning</u>. Upon further reflection I would have preferred to connect staff in a more meaningful way with these resources, such as by linking it to a staff professional development day. This would take place across all campuses, and staff would have the opportunity to interact with not only the resource, but also myself as a support together with the other Heads of Schools. However, it is encouraging to see discussions already taking place under the Forum section of this resource.

Learning Journal

Although my Learning Journal is not an output per se, it is a necessary part of my intentional

reflective habit and is used and referred to often. The Reflective Summary section that

follows is drawn from and Appendix G, as an example.

REFLECTIVE SUMMARY

My reflective nature continues to shape my practice and my life. Reflection has become an integral part of who I am and how I live, think and lead my professional and personal life. I use Microsoft OneNote to record and reflect on my learning. OneNote has allowed me to contribute to my learning journal using a range of digital devices such as my phone, tablet or PC. This has made it quick and easy to record and refer to. Personal reflection has been a key strategy of learning during my Master of Professional Practice. An example of an entry is enclosed in Appendix E. My learning journal is an inextricable part of my life and adding entries has become an enjoyable reflective habit.

Looking Back

I started the year by looking back at an undergraduate paper on the people that have shaped my thinking and the ways that might have shaped my practice. This reinforced in me the need to constantly be mindful of how those around me can shape my thinking and my practice, if I intentionally take the time to reflect. Also, that it is not just people that shape me but the living systems (Mitchell & Sackney, 2011) around me.

A key learning for me this year has been how my thinking, enquiry and curiosity are shaping my practice and that reflective practice is indeed a fundamental part of who I am and how I lead.

A wonderful reflective moment happened earlier in the year when I recalled a time during a secondary school physical science class. I asked a friend why a certain chemical reaction, between two elements, saw the outcome produced as a yellow liquid and not another colour, example blue or green. My friend, who later went on to graduate cum laude with his veterinary science degree, looked at me and said I should stop asking why and simply acknowledge that is what happens when those chemicals were mixed together. I recall how unsettled I felt, how I truly wanted to know why, rather than simply accept the fact. This quality has followed me into my adult life and I now readily embrace my curiosity as a strength and something that helps me want to get to the root causes of my thinking, behaviour and actions. I see my curious nature as an invaluable asset and aid in my journey of becoming and knowing.

The Value of my Learning Journal

As I have contributed to my learning journal this year, I have begun to understand that my inner voice is important to me and that, amidst the busyness of life, I need to deliberately make time to stop and listen to my thinking and feelings. I have found great value in recording my own thoughts as well as valuable insights from readings and other sources. This voice, after all, is a key for me to enjoying the benefits of shaping or reshaping my thinking and practice around those thoughts.

Some key insights emerging through my Learning Journal are:

I want to make a difference. I have had a desire from my post graduate study period (2015) to create an atmosphere that encourages reflective practice.

I want to impact companywide. I want to make an impact across the entire organisation, not just at my regional campus level.

Pass on the benefits of reflective practice. The triggers for numbers 1 & 2 above are linked to my desire to see others benefit from reflecting on their practice. This includes challenging myself as to how might I engage my twin girls, 8 years of age, in reflection. I have started by asking them, on Friday evenings, to review their week and share what they enjoyed the most and why.

Learning to think before speaking. This is challenging for me, being known as the perpetual talker at times. I am constantly reflecting on the desire to think, look and listen before I talk. Schön's reflecting-in-action technique has been invaluable to me. I've also been challenged by the thinking of Peter Drucker who suggested that

leaders of the past were people who knew how to direct but the leader of the future will be the person who knows how to enquire of his own thinking.

I want reflection that provides an opportunity to identify my long held beliefs, and question the assumptions underpinning these beliefs. I'm confident that this will help provide the potential for deeper, long lasting changes in my practice and ways of thinking about my practice. I need to be mindful of not simply spending much of my time reflecting on how well the job has been done and what I could have improved. The key message is to understand that the latter will only ever produce results leading to minor adjustments and improvements.

Intentionality with regards to being reflective in practice. My facilitator (Heather Carpenter) challenged me with a question earlier on in my Master of Professional Practice. Heather mentioned that she felt a "key outcomes or benefit of reflective practice to be intentionality" and asked me if I had thought about making this connection more clearly in some of my literature. The key for me here was that I had always assumed people would want to learn more about how reflection could benefit their teaching, learning and practice. I began to understand that most of our staff do not see this connection and neither did I, until Heather challenged my thinking. This particular aspect from my journal has had a significant influence in my strategies and outputs that followed as I could simply no longer assume our staff were deliberate and intentional about being reflective or even understand why reflection was important, until they developed a sense of intentionality for themselves with regards to the benefits to their own practice.

Intentionality of reflection must become a habit. This is essential before strategies and tools will ever stick or support my dream of establishing a reflective community of learners.

Being introverted is good. My curiosity lead to research on whether my introverted nature was conducive to reflection. The research affirms that introverts do their best work in their heads, in reflection (Sword, 2002).

Leaders must shape and nurture a climate and culture essential for professional growth. Much of my literature is pointing to how essential it is for a leader to foster a culture of engagement, where people can learn and grow together. This leaves me challenging my own leadership and asking myself how am I building such a climate and culture. I am also linking this to Heather's earlier question, how intentionality regarding reflective practice is becoming a part of the climate and culture I am creating.

Heather Carpenter, my facilitator, also mentioned earlier in the year the value of metacognition. I am finding a deeper awareness of what Heather presented as I explore my own thinking in greater depth.

Other Key Reflections

Other key reflections are listed below and all have helped me become attentive and focussed on understanding my own thought processes:

- Reflection needs to become a habit

- Just because I reflect often I should not assume others do

- Curiosity, for me, is a key quality in exploring the world I live in both personally and professionally

- My learning journal has been a wonderful place to stop and record my reflections. I'm finding articulating these reflections, and especially new learning, to others is helping me increase my perceptions and awareness of thought and practice

- My daily practice sees me reflecting-in-action around how others are:

  o Demonstrating a spirit of wanting to engage and work together in building reflective communities

  o Presenting their thinking based upon assumptions or from a more robust reflective framework

Both of the above allow me to continue to shape and influence those I lead towards my dream of creating a thriving reflective community of practitioners.

Next Steps

I want to follow up on the work I have already done, including the engagement of leadership teams within ATC New Zealand, as well as the community within which I directly connect with at my branch. I want to continue to actively nurture strategies that contribute towards, and encourage the building of reflective communities of practice e.g. encouraging staff to consider using enquiry as a teaching strategy (Killen, 2016).

I want to review my leadership model, developed during my undergraduate work, and regularly reflect if that model still accurately represents my leadership practice, and if not to revise the model accordingly. I also want to continue to engage with my mentor and articulate key reflections along my journey of being and learning, and I want to continue reading literature that informs my knowledge and journey of encouraging others to build reflective practice communities. I have also volunteered to do more research in the field of cultivating communities of practice and hope to present some research findings to the ATC New Zealand Research Committee towards the end of Term One, 2017.

Final Comments

In summary, an ongoing strategy for me is fostering a thriving community of reflective practitioners within the School of ICT that could be used as an example to others. I want to continue to share the approaches I use with the other Heads of School, and demonstrate how I am cultivating a climate of engagement that sees the development of a thriving community of practice. I am beginning to see my role as facilitator of this community, and hope to see the fruits of my labour encourage other Heads of Schools to become more intentional in building their own communities of reflective practitioners.

I also wish to have more input and influence into curriculum development and the intentional embedding of reflective questions and processes into future courseware. I believe that by doing so, staff will become more sensitive to reflect, and will want to embed this into their own practice, if they are not already doing so.

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APPENDICES

Appendix A – Staff question example - Gary response

Appendix B – Engaging School of ICT Staff (Four Reflective Questions)

Appendix C – Minutes of School of ICT Continuous Improvement Meeting

Appendix D – Engaging with students Questionnaire

Appendix E – Personality Awareness Assessment (Johari Window)

Appendix F – Staff Survey Participation Information Sheet

Appendix G – Learning Journal (entry example)

Appendix H – Learning Agreement

Appendix A – Staff question example - Gary response

Gary Taylor

From:	Gary Taylor
Sent:	Wednesday, 4 May 2016 2:58 p.m.
To:	Amanda Bullock
Subject:	RE: Self reflection
Attachments:	Leadership Development Abstract - ERIC.docx; Strategies for Enhancing Learning from Everyday Experience.docx; Educating the reflective practitioner - Donald Schon.pdf; J Moon - Resources for reflective learning - Snippets Only.doc

Hi Amanda

Below and attached for discussion and any other questions you may have...Jennifer Moon has some great examples (attached) of what constitutes reflective writing and what does not that will hopefully help you.

This sums reflection up for me: Reflection provides me with a more complex understanding of a deeply complex world/situation **that I have experienced**, I am in a better position to influence and change my intentions, the things that drive my behaviour through this new understanding ☺

Self-insight and personal awareness as a key springboard for personal growth.
o   Personal leadership development can start nowhere else than with a healthy understanding about myself.
o   To unlock my full potential I need to be in touch with my thoughts, feelings, motivations and aspirations.
o   Personal leadership is in the first instance a journey of discovery, self-reflection and introspection. To know the authentic me is the first step in building my leadership capacity in order to optimise my leadership influence and impact.

Philosopher Søren Kierkegaard said that "Life can only be understood backwards; but it must be lived forwards." >> reflection requires us to stop/pause and try to understand what we have been experiencing 'backwards' … how will we want to change/adapt our thinking/behaviour and practice as a result.

M Ungerer USB 2012 Leadership for All.

Reflection as learning process
The roots of reflective learning lie in this statement by professor Donald Schön:
"I have come to feel that [the] only learning which significantly influences behaviour is self-discovered, self-appropriated learning."

We learn best by reflecting on our experience, on our practice.

What are the benefits of a skill in reflective learning?

Reflection helps you in several ways,6 among others to:
- Understand your strengths and weaknesses better
- Identify and examine your underlying values and beliefs
- Acknowledge and challenge possible assumptions that cause many of your ideas, feelings and actions
- Recognise areas of potential bias or discrimination
- Acknowledge your fears, and
- Identify possible inadequacies or areas for improvement

How reflection happens in class

- I explain to students that reflection needs to be an integral part of their pedagogical practice.
- Through reflection they make choices that they believe will help students achieve success in their classes. It also allows the teacher to think about their thinking (meta-cognition).
- Reflection serves for educators to continuously think about what they are doing in their classes and how they can improve.

The possibilities…

- If we reflect we increase the depth of learning.
    - Only this depth allows me to deconstruct – build down, interrogate, understand the principles underlying – my own view of the world.
- This gives me the freedom to reconstruct, to change, to tinker with my worldview – to make it broader, more generous, and more abundant.

In this way I can hold more than one viewpoint or perspective at the same time, something the fundamentalist cannot do.

From this more complex understanding of a deeply complex world, I am in a better position to influence and change my intentions, the things that drive my behaviour.

Kind regards
Gary Taylor
_____
Principal, Christchurch Campus
ATC New Zealand

From: Amanda Bullock
Sent: Wednesday, 4 May 2016 10:41 a.m.
To: Gary Taylor <gary.taylor@visioncollege.ac.nz>
Subject: Re: Self reflection

Great. Thankyou so much. 8:30am? 10am?

Sent from my iPhone

On 3/05/2016, at 7:59 PM, Gary Taylor <gary.taylor@visioncollege.ac.nz> wrote:

Hi Amanda

Sure…very happy to talk and let you know how reflection is helping me improve my practice, actually extends to my faith and life…beneficial on all levels of 'being' ☺ also some models/reading that may help.

Please know that reflection does not necessarily help me to 'take action'. Indeed I'm a bit of a procrastinator! Rather reflection provides a deeper understanding why I act/think the way I do and that in turn helps me grow as a person/leader/practitioner…no silver bullet :)

Let me have a few times, on Thursday, that would work for you and I'll let you know what fits… ok. I'll try send you a few snippets to ponder before then.

Kind regards
Gary

From: Amanda Bullock
Sent: Tuesday, May 3, 2016 6:26 PM
To: Gary Taylor
Subject: Self reflection

Hi Gary, I wonder if you would have some time to talk on Thursday re self-reflection. I would really like some advice on how to effectively self- reflect and you seem to be the guy.

I do it all the time (often to my detriment) personally and professionally, but I don't have a formal process. Some advice would be great on how to document my reflections

so I can measure my actions (and more importantly TAKE action).

Thanks
Amanda

Sent from my iPhone

Appendix B – Engaging School of ICT Staff (Four Reflective Questions)

Continuous Improvement (CI) Meeting – School of ICT

Look at reflective practice as a compass to guide teachers…

When you may be seeking direction as to what you are doing in your classrooms. The metaphor of reflection as a compass enables you to stop, look, and discover where you are at that moment and then decide where you want to go (professionally) in the future.

What is working well (from your professional practice perspective and also from that of your learners)?

…how do you know?..

…when last did you change something, as a result of reflection… or out of pure frustration and can now see positive changes/improvements/outcomes?

What needs changing?

…what is informing your suggested changes?

What are we learning?

…also possibly what might we want to replicate across all courses/campuses (where relevant and appropriate)?

Where do we go from here?

To help us **IMPROVE** >>

...who will do what, when and with what resources?

AND

How can I help?

Appendix C – Minutes of School of ICT Continuous Improvement Meeting

NCBAC Minutes

6th September 2016

Present: Alan Peary, Sarah Chalmers, Gary Taylor , Mahendra Mamnani

Location: Skype

Meeting Opened: 2:45pm   **Meeting Closed:** 3:50pm

Items	Action
1. **Review of previous Minutes**	
a. Alan followed up on marketing videos, the marketing team want to keep consistency so will organize this as time allows	
b. Other tasks still in process :) Alan to follow up on	Alan
i. Can students pay to sit extra units?	
ii. NZBAT writing of program	
c. Staffing hours will be discussed on a per case basis – temporary relief been given to alleviate marking pressure in both Auckland Campus	
d. Sarah reported back on Canvas issues which are still ongoing	
i. Students work being removed as their accounts are being set to inactive – job logged with IT. Gary to follow up	Gary
ii. Suggested work around to make static Canvas course that does not sync with Admin+	
2. **S Drive is going!** Gary to investigate when it is going and what our best options going forward will be.	Gary
3. **Operational vs CI** ==Gary shared the vision for CI meeting – unlike an operational meeting the goal for a CI meeting is to focus and reflect on how we can improve moving forward. The four questions below provide a good format for this.==	
• ==What's working well?==	
• ==What needs changing?==	
• ==What are we learning?==	
• ==Where do we go to from here?==	
For operational matters that need to be dealt with either talk to your campus manager for site related issues or Gary for course related issues.	
See attached core questions review sheet filled out in meeting	

4. **Making our learners self-resourcing**
   Gary raised the need for a short module on how to learn to empower learners to become more self directed. Some ideas of where students can learn to look for things include:
   - Lynda.com (free from CHCH Libraries and maybe AUC too)
   - The 10 Min rule – students spend 10 mins researching before engaging tutor, students feedback to tutor and what they have looked at and what they have tried
   - Youtube
   - Collaboration spaces online
   - Support.office.com
   - Guest speaker on how this happens in the real world
   - What to type into google
   - Wish list for students to request topics/presentation times

5. Next Meeting date TBC

CI Meeting – Core Questions Review Sheet

1.   What is working well?

The number of F2F hours for the – how did this come about (meeting with Andrew)

Better rhythm for ChCh after learning from the past -

Marking as and when work comes in not by cohorts and therefore waiting

Trying to 'group learners' around common unit standards – clustering them (where possible) – be mindful that we must keep students progressing through each disaggregates.

2.   What needs changing?

3.   What are we learning?

Other 'more senior' students/learners are useful resources! How can they help support their fellow students…?

4.   Where do we go from here?

Consider spending some time with each cohort around what it means to be self-directed and how to use the amazing resources available through LYNDA.COM, Microsoft, Google, YouTube etc more effectively – the idea is to help empower them more and see less students running to us for help when they could have found an answer themselves…a skill that is critical in every office environment, especially SME's (small medium enterprises) …

Appendix D – Engaging with Students

Reflect on (think about, give thought to, consider):

What is going well on your course?	What is not going so well?

What changes do you think you need to make to improve this?

Appendix E – Personality Awareness Assessment (2 Pages)

GaryHTaylor's Johari Window

The **Johari Window** was invented by Joseph Luft and Harrington Ingham in the 1950s as a model for mapping personality awareness. By describing yourself from a fixed list of adjectives, then asking your friends and colleagues to describe you from the same list, a grid of overlap and difference can be built up.

You are reading this page because **GaryHTaylor** wants to know how you'd describe him or her - pick the five or six words from the list below that you think describe GaryHTaylor the best. (You can set up your own Johari Window afterwards, if you like.)

Warning: If you're typing in URLs directly, this might not be the GaryHTaylor you know, it could just be someone else who's used the name. Ask your GaryHTaylor if this is their Johari Window.

able	accepting	adaptable	bold	brave
calm	caring	cheerful	clever	complex
confident	dependable	dignified	energetic	extroverted
friendly	giving	happy	helpful	idealistic
independent	ingenious	intelligent	introverted	kind
knowledgeable	logical	loving	mature	modest
nervous	observant	organised	patient	powerful
proud	quiet	reflective	relaxed	religious
responsive	searching	self-assertive	self-conscious	sensible
sentimental	shy	silly	spontaneous	sympathetic
tense	trustworthy	warm	wise	witty

Enter a name so that GaryHTaylor and other readers will know what you thought (or just use "anonymous" if you'd rather). **Note that your words and name will be visible to other people who reply to GaryHTaylor's window.**

Name: [_____] [Submit]

(Or you can just view their Window if you've done this before.)

Dominant Traits

68% of people think that GaryHTaylor is **caring**

All Percentages

able (12%) accepting (0%) **adaptable** (18%) bold (0%) brave (0%) **calm** (6%) **caring** (68%) **cheerful** (43%) clever (0%) complex (0%) **confident** (37%) **dependable** (37%) dignified (0%) **energetic** (18%) **extroverted** (6%) **friendly** (31%) **giving** (12%) happy (0%) **helpful** (18%) **idealistic** (6%) independent (0%) ingenious (0%) **intelligent** (6%) introverted (0%) **kind** (12%) **knowledgeable** (18%) logical (0%) **loving** (12%) **mature** (6%) modest (0%) nervous (0%) observant (0%) **organised** (31%) **patient** (18%) powerful (0%) proud (0%) quiet (0%) **reflective** (6%) relaxed (0%) **religious** (31%) **responsive** (31%) searching (0%) **self-assertive** (6%) self-conscious (0%) **sensible** (6%) sentimental (0%) shy (0%) silly (0%) spontaneous (0%) **sympathetic** (6%) tense (0%) **trustworthy** (50%) **warm** (12%) **wise** (12%) witty (0%)

Description Breakdown (16 people)

Andrew thinks: *calm, caring, dependable, warm, cheerful, trustworthy.*
gerry thinks: *trustworthy, responsive, dependable, caring, helpful, confident.*
Gary D thinks: *cheerful, trustworthy, religious, friendly, organised.*
anominous thinks: *able, caring, giving, helpful, organised, adaptable.*
Christo thinks: *energetic, intelligent, self-assertive, religious, confident, organised.*
Chris Ponniah thinks: *confident, extroverted, religious, cheerful, friendly, energetic.*
anonymous thinks: *caring, organised, trustworthy, helpful, knowledgeable, dependable.*
Julian Hay thinks: *friendly, trustworthy, caring, cheerful, confident, sympathetic.*
Anonymous thinks: *caring, responsive, cheerful, knowledgeable, patient, reflective.*
Cobus thinks: *religious, caring, friendly, knowledgeable, idealistic.*
Steve thinks: *trustworthy, caring, mature, wise, kind, loving.*
Kathy thinks: *adaptable, caring, dependable, loving, responsive, patient.*
Trevor thinks: *kind, dependable, energetic, cheerful, adaptable, trustworthy.*
Vivia S thinks: *confident, responsive, giving, dependable, warm, patient.*
Anonymous thinks: *friendly, trustworthy, caring, organised, religious, cheerful.*
Warren H thinks: *caring, wise, responsive, able, sensible, confident.*

GaryHTaylor's Johari Window

The **Johari Window** was invented by Joseph Luft and Harrington Ingham in the 1950s as a model for mapping personality awareness. By describing yourself from a fixed list of adjectives, then asking your friends and colleagues to describe you from the same list, a grid of overlap and difference can be built up.

You can get your own Johari Window, or contribute to GaryHTaylor's.

Known to Self   Not Known to Self

Arena	Blind Spot
cheerful	able
dependable	adaptable
friendly	calm
helpful	**caring**
responsive	**confident**
trustworthy	energetic
	extroverted
	giving
	idealistic
	intelligent
	kind
	knowledgeable
	loving
	mature
	organised
	patient
	reflective
	religious
	self-assertive
	sensible
	sympathetic
	warm
	wise

Known to Others

Façade   **Unknown**

Not Known to Others

accepting bold brave clever complex dignified happy independent ingenious introverted logical modest nervous observant powerful proud quiet relaxed searching self-conscious sentimental shy silly spontaneous tense witty

(Hover over a word to see how many people chose it.)

Appendix F – Learning Journal (Entry Example)

| Gary's Learning Journal | Lit Review Cards | Org Chart ChCh | Quick Notes | Other | + |

+ Page

Gary's Learning Journal (Inspired by the writings from Jennifer Moon - A Handbook of Reflective...

Train mentors to build the critical consciousness necessary for reflection!!!

Habit 3
Being intentional

" *Strategies, structures and tools provide scaffolding which turns intention into reality.*
Sanders, 2008

Intentionality in structuring mentoring conversations can be highly effective in enhancing and deepening learning dialogue. The use of specific tasks is one means of providing that structure.

Being intentional right from the start will

WHAT STUDENTS SAY:
The mentoring sessions have been more tightly focussed on the learning dialogue and professional development because of the research project.

Start and/or end with what intentionality I suggest is required to get going or keep going with being reflective.

Example...
Intentional about building creative ans into course Dev
Intentional about..

17 August 2016

Been pondering/reflecting on whether I have been more reflective than I have thought...so did some research on whether my introverted personality type lends itself more towards or away from reflection - GREAT news it is strongly supportive of reflection

The Gifted Introvert

By Lesley Sword, Gifted and Creative Services Australia

From <http://highability.org/the-gifted-introvert/>

Introversion is a way of operating in which a person is more comfortable in their own inner world and draws strength from it. Well developed introverts can deal competently with the world around them when necessary, but they do their best work inside their heads, in reflection.

APPENDIX G – Staff Survey (Participation Information Sheet)

Participant Information Sheet

HOW WERE YOU CHOSEN TO BE ASKED TO BE PART OF THE STUDY?

All tutors who are currently engaged in some form of teaching within ATC New Zealand have been invited to participate in this study.

WHAT HAPPENS IN THE STUDY AND CONSENTING TO USE OF DATA?

The research project is about engaging with you to explore your attitude, thoughts and feelings towards reflective practice and your motivation to engage in reflective practice. I will also be exploring ways to help ATC teaching staff develop reflective practice strategies and how they may work for you, as well as looking at what other tools you could use to help you grow your skills in reflective practice.

You will be asked to complete an online questionnaire, individually and in your own time.

You will be asked to provide contact details at the end of the questionnaire should you wish to receive a summary of the survey results.

The online survey is strictly voluntary and all survey results will be anonymous and confidential. The information will not be shared with other participants however a summary report will be made available to managers as well as those participants who request a copy. In the case of the latter only data linked to their particular branch/campus will be released to participants who request a copy.

By completing the online survey, you are also consenting to the results being summarised in a report that will be made available to senior management as well as branch managers and heads of school.

HOW WILL YOUR DATA BE STORED AND WHEN WILL IT BE DISPOSED OF?

All survey results will be stored within the secure Survey Monkey account that is accessible only by username and password (held by the researcher). All data will be deleted at the end of December 2016.

WHAT ARE THE DISCOMFORTS AND RISKS?

I do not expect there to be any discomforts or risks involved in participating in the online survey. However, if you do feel distressed or upset you are welcome not to participate, without any penalty.

Here are details that you can contact for ATC Counselling services: 0800 834 834 (ask for the respective confidential support services available at your campus). These services are free to access if you are a current ATC New Zealand staff member. Counselling is available upon booking directly with the support staff (refer to campus posters for direct contact details).

WHAT ARE THE BENEFITS OF THE RESEARCH?

A key reason for choosing my topic has been the positive impact, in my own work, as a result of being more aware of what shapes my thinking and behaviour i.e. reflecting on my practice. Through my research I hope to look further at what drives my thinking and decision making. I see that as an ongoing process of reflecting to become better at what I do. I also hope to support my fellow colleagues, both within leadership and outside of leadership, to see the value of reflecting on their work/practice. My end goal is to grow both personally but also see ATC New Zealand become a community of reflective practitioners. *As tutors, that will hopefully mean becoming better at your craft and seeing your learners benefit as a result*.

It should also be noted that one of the purposes of the study is to enable me to complete my Master of Professional Practice.

COSTS OF PARTICIPATING

The only cost of participation in this project is your time and I appreciate your generosity in agreeing to give your time to complete the online survey.

OPPORTUNITY TO CONSIDER INVITATION

At the end of the survey I have invited those who are already making use of reflective tools and strategies to share with their peers. If you are one of those staff, I would like you to consider sharing your contact details with me by completing the contact details form in the survey. I will pass these on to your campus manager/principal who will follow up with you or you may of course phone or email me direct. No explanation or justification is needed if you choose not to participate.

WITHDRAWING CONSENT TO PARTICIPATE

You can decline to participate at any stage without any disadvantage to yourself of any kind. If you choose to participate, you may withdraw from the project at any time, without giving reasons for your withdrawal.

PEOPLE INVOLVED IN THIS PROJECT

Should you have any questions or require any further information about the research project, please contact:

Researcher

Gary Taylor, Landline Ext 203, Mobile 021 800 337, gary.taylor@atc.org.nz

Supervisor for Gary

Heather Carpenter (heathercarpenter@op.ac.nz)

Academic Mentor for Gary

Glenys Forsyth (glenysf@op.ac.nz)

Independent Contact Person

If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Ken Francis, ATC New Zealand Ethics and Research Committee Chairperson (ken.francis@atc.org.nz), Phone (07) 853 0222.

Appendix H - Learning Agreement

Master of Professional Practice

_____

Course 2: Advanced Practitioner Enquiry

Learning Agreement

Gary Harold Taylor

Learning Agreement

This Learning Agreement is between a Master of Professional Practice candidate and Otago Polytechnic, with reference to the work context. The purpose of this Agreement is to help ensure work-based projects are completed in line with student learning goals.

Name of student:

Gary Harold Taylor

Title of project:

Leadership in reflective practice - strategies to encourage others to build a reflective community.

*Project Aim/Goals***:**

Context and background to my project

Provide the rationale for this project, the background and industry context, suggested length, 500 words

The journey towards identifying the topic for this project has been a culmination of the work done in Course One, specifically Paper Three, of the MPP (detailed below) and also from new learning through my undergraduate studies. A key motivator has been the positive impact in my practice as a result of being more aware of what shapes my own thinking and behaviour. I feel convicted, through this project, to share the favourable fruits of being a reflective practitioner with my colleagues and the wider tertiary education sector.

Course One, Paper Three, identified three areas that helped establish a more concise framework for this project. The following areas were identified:

What Success Looks Like?

I envisage success to encapsulate the following over the next 12 to 15 months:

1. Staff are skilled in self-reflection and reflective practice within a tertiary educational setting. Professional development programmes include skill development in this area.
2. ~~An annual staff appraisal system that encapsulates areas staff have identified within their reflective practices that will help improve their practice.~~
3. A stronger, more unified organisation where divisional barriers are broken down through leadership influenced reflective practice, resulting in stronger relationships and a greater sense of community. Where our diversity becomes our strength.

Point two, above, has been struck through as I am no longer of the mind-set that this process should link to a performance management system but would much rather see staff want to engage in reflective practice of their own volition.

The project also connects with one of my cornerstone career aspirations i.e. to help develop and equip staff I lead to achieve more than they believe they are capable of. Reflective practice is a quintessential tool to help us become better at what we do and how we do it.

I am also more than curious as to how the staff and teams I lead, and wider tertiary education sector, engage in reflective practice.

This work-based project will aim to entrench the value of reflective practice into the hearts and minds of the leadership and staff within my organisation, to a point where hopefully it becomes naturally occurring and embedded within daily practice.

I believe that building a reflective community will require judicious leadership. I also believe that leadership in reflective practice will require of leadership the desire to create and nurture a culture of support and encouragement, to see a community of reflective practitioners rise up. Leadership will need to inspire and help staff overcome potential barriers that may restrict them in engaging in the process.

I acknowledge that, as the inside researcher, this journey begins with myself. I have already begun to demonstrate to staff some of the ways I reflect on my practice and the value that this holds for me in helping improve my practice. This remains part of my journey to encourage staff to engage in new ways to help inform, shape and improve their own practice.

I am hoping that my research will also offer some value to the wider tertiary education sector in helping leadership understand their role in building a community of reflective practitioners. I would also like to work in partnership with Ako Aotearoa (National Centre for Tertiary Teaching Excellence in New Zealand) who are currently presenting workshops to the sector in "Reflective practice: Methods and tools for supporting teaching, learning and professional development".

Inevitably, it is my wish that my research will impact leadership in such a way that tutors/practitioners in the tertiary education sector become a community of reflective practitioners.

Main audience for my study

Describe the groups who will be interested or benefit from your project

1. Leaders in my organisation
2. Tutors/practitioners within my organisation

My learning outcomes

Name 3 key learning outcomes for you in this project, as well as other areas of personal professional or academic learning you expect from this project

1. Understanding of and ability to implement research methods and methodology, particularly with regards to conducting action research in a safe and ethical way
2. Influence leaders and engage tutors/practitioners in new learning in the field of reflective practice
3. Influence and build a reflective practice community in my organisation
4. Be able to explain my findings to my academic mentor, facilitator and others in a congruent and meaningful way
5. Implement my work-based project according to this learning agreement

Main learning outcomes for my audience

Consider what you will contribute to your industry or professional audience?

1. **Leaders in my organisation:**
   a. Increase awareness amongst leadership of the value of building a reflective practice community and help them deploy strategies to achieve this
   b. That leadership can identify barriers to building a reflective community and engage strategies to overcome these

2. **Tutors/practitioners within my organisation:**
   a. Have a better understanding of what reflective practice is and;
   b. What a reflective community looks like
   c. Understand the value of reflective practice
   d. Have a working knowledge of using and applying a reflective practice model e.g. Rolfe's Model and using it to improve their own practice
   e. Actively want to engage in building a reflective community
   f. Have access to information to help develop their skills to become reflective practitioners and take personal responsibility to constantly reflect on their practice
   g. Hopefully experience an improvement in their teaching as a result of reflective practice

Main outputs from my study

What will be produced and assessed? What will you submit for assessment eg report, model, resources, artifacts?

1. *In-depth literature review with a particular focus on leadership in reflective practice*
2. *A summary report of my survey findings*
3. *A general outline of two induction manuals:*
     - *One for leaders with guidelines on reflective practice from a leadership perspective*
     - *One for teaching staff with guidelines to becoming a reflective practitioner from a teaching perspective*
4. *A copy of the online professional development training module/paper for teaching staff*
5. *A report on my reflective journey (summary from my learning journal)*
6. *The oral presentation*

Project Methodology

State how you will go about achieving your learning outcomes and outputs; include key milestones and provisional dates for the completion of your project.

*The following presents steps only (**Appendix A** depicts the full timeline)*

- *Start consultation with the following groups within my organisation about my research project:*
    - *Senior management*
    - *Branch/campus managers*
    - *Head of Schools*
    - *Simon Moetara (benefits/value my research may have for Māori within our organisation)*
- *Initiate the staff survey and gather findings*
- *Review survey results and compile survey report*
- *Review report with:*
    - *Senior management*
    - *Branch/campus managers*
    - *Head of Schools*
- *Disseminate report to key staff and participants who requested a copy*
- *Create online professional development training module/paper for teaching staff and publish accordingly*
- *Provide answers to frequently asked questions posted through the online paper*
- *Finalise literature review*
- *Present draft of oral presentation for desk review by facilitator and academic mentor*
- *Follow-up any feedback from desk review*

- *Final oral presentation*

N.B. Monthly reviews of my work and progress discussed with:

- o *National Principal (my direct report)*
- o *My Academic Mentor (Glenys Forsyth) and Facilitator (Heather Carpenter)*
- o *Informal discussions with my other professional mentors*

Literature Summary

Provide a summary of the literature and research that is relevant to your project, and indicate areas that you will investigate further and review as part of this project (suggested length 1000 -1500 words)

This literature and research summary is presented in accordance with resources identified as relevant, and that will help achieve or contribute towards the learning outcomes presented in the learning agreement. The materials are summarised under the following focus areas:

- Those that will deepen my knowledge and understanding of the field of reflective practice
- Research materials/guidelines and ethical considerations
- Readings informing my research topic
- Other readings

Explanatory Note: Although several focus areas are presented in this summary, each with a number of references, much of the literature will support my learning and research across some or all of the focus areas and are therefore not necessarily limited to one particular focus area. I have done so to help my understanding and ability to reference each with the practical application and context of Paper Three of the MPP.

Deepen my knowledge and understanding of the field of reflective practice

Moons *Handbook of Reflective and Experiential Learning* has some invaluable practical resources to help me deepen my understanding of the concept of "Strategies for enhancing learning from everyday experience" (Resource 11) and also investigate some new resources that my offer some value to my own practice. This book from Moon also provides a good range of resources that I can use to encourage others to use as well as some very good practical examples to relate to as and when staff begin to use some of their own resources e.g. samples of reflective writing (Resource 4).

I have reviewed *Rolfe et al's (2001) Framework for Reflexive Practice* model in Paper One of my MPP and want to investigate the more complex implementation of this model in my own practice. I have begun to use this model as a tool to assist my reflective practice and

would like to encourage others to look at how they can benefit from this model but not limit them in which model they inevitably choose to use.

Donald Schön in his books *The reflective practitioner: How professionals think in action* and *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions* presents what many believe to be significant thinking in the field of reflective practice. I want to investigate for myself and learn how these 'apparent' definitive references can help underpin my work, thinking and leadership. I want to learn more about how I can help those I lead understand the value of being a reflective practitioner for themselves within the tertiary teaching profession.

Research materials/guidelines and ethical considerations

Understanding better how to research and the ethical considerations to be followed. I want to be ethical in the way I work and research. I also want to follow good practice in conducting and implementing my research methodologies.

Branson's *The Handbook of Ethical Educational Leadership* is a culmination of informed works from a range of authors. I want to explore their work in more detail, predominantly aspects relating to what ethical educational leadership looks like and how I can become a leader who leads ethically. The book describes a number of contemporary educational issues, starting with why is ethical education leadership important. As an insider-researcher, and a leader, I want to inform myself in order to conduct my research in a safe, ethical and congruent way. I also want to be informed as to what good practice looks like in terms of ethical leadership and apply this in my own research. The book also explores and reviews current theory and research-informed practices and presents how ethical educational leadership can be achieved. I want to explore the areas in this book and implement some of the proven strategies that particularly link to the leadership role I carry and how I might need to conduct my research and interactions with staff who are not in a leadership capacity. Chapter 8 particularly interests me as it describes how to lead with empathy. This is one of my leadership characteristics I also want to improve upon.

Costley, Elliott and Gibbs have written the book *Doing Work Based Research: Approaches to Enquiry for Insider-Researchers*. This book is already shaping my understanding and approach to research from an insider's perspective. I want to drill deeper into their recommendations and ideas in an effort to understand my workplace better and how I might go about conducting my research. I am also reflecting on some of the dilemmas they present in chapter 9 and have been thinking about how I might overcome some of those challenges whilst I conduct my own research.

Readings informing my research topic

Joseph Raelin presents in his paper *"I Don't Have Time to Think!'' versus the Art of Reflective Practice* the need to have leaders who "inspire reflection to the extent of generating new ways of coping with change.". I want to explore his work in an effort to help me understand how I can become a leader who inspires a culture and climate for staff to want to engage in reflection as part of their practice.

Zaid Odeh, in his Abstract on *Reflective Practice and its Role in Stimulating Personal and Professional Growth* looks at the motive behind reflective teaching practices among teachers in a tertiary education context. I want to investigate further the awareness and application of reflective practices used in his research and also the strategies and skills the participants use to reflect. Odeh also looks at the variables of gender, experience and level of education in relation to reflective teaching. His research shows that an "awareness of the theory or the importance of reflection in teachers' professional growth does not necessarily mean that teachers apply reflection in their teaching experience". I want to explore his findings and research further to help me understand what will help teachers apply reflection in their practice.

Carso, Goldblatt, Kemball, Kendrick, Millen and Smith in their paper *Becoming a reflective community of practice* present research findings regarding how "personal professional narratives can reflect and address the challenges of teaching" and how "educators deepened their own reflection on practice, and eventually gained insights that led to transformations in their teaching". I want to investigate how this may reveal the importance of reflective teaching in a community of inquiry and ways that may help me build a reflective community in my organisation. The paper also looks at Learning Communities (pg 309-312) and I want to investigate further how leadership can deliberately build capacity in our organisation for these communities to prosper and what will it take for that to occur.

Karen Ayas and Nick Zeniuk in their paper *Project-based learning: Building communities of Reflective Practitioners* present ways in which project-based organisations are able to build communities of reflective practitioners. I want to investigate links between project-based learning and how the use of projects may help facilitate my journey towards establishing a community of reflective practitioners within my organisation.

Celes Rayford in her dissertation *Reflective practice: The teacher in the mirror* offers examples of actual teacher surveys and interviews used (Appendix A, pg 122) example "Teacher Survey Question 2: What is your belief about the role reflection plays in increasing student achievement?" and "Teacher Survey Statement 4: Give an example(s) of your reflective practice." Rayford also surveys administrators e.g. "Administrator Question 5: What strategies do you use to help teachers reflect?". I want to investigate Rayford's methodology in developing and using these surveys and interviews to help formulate and conduct my own research methodologies and processes for my project

Other Readings

Linda Finlay in her discussion paper on *Reflecting on 'Reflective practice'* offers a smorgasbord of references and arguments that relate to the field of reflective practice including a discussion on Schon's work and some of the criticism it has drawn (pgs 4-5). Finlay also presents a range of reflective models and the context they are often used within as well as discussing a number of concerns, ranging from ethical and professional to pedagogical and conceptual (pgs 11 to 15). I will investigate her discussions with an expectation to be challenged in my own thinking and understanding of reflective practice I hope to be open to new learning along this journey of discovery leaving myself vulnerable to change or reinforce my understanding of this varied and diverse topic that is reflection.

Research report by school principal, Despina Pavlou, looks at *Teacher leaders and reflective practitioners: building the capacity of schools to improve by promoting research and reflection*. I want to investigate the step-by-step changes and the cycle of change in the school led to what was achieved and what I can learn along my leadership journey and those of my peers in leadership.

Killen's book *Effective Teaching Strategies: Lessons From Research And Practice* (7th ed.) is a current resource (2016) that, although presented from the Australian Curriculum Framework, presents in Chapters 2 - 5 the key areas I believe I will need to consider in building a 'buy-in' spirit by our organisations teachers. I want to investigate Chapter 5 in particular as it covers some of the characteristics, benefits and strategies as well as barriers towards becoming a reflective teacher/practitioner. I can see the benefit that this will hold in my journey towards achieving the listed research outputs contained within the learning agreement.

Reflection to Transformation: A Self-Help Book For Teachers (2nd ed.) authored by Zepke, Nugent and Leach offer some good, New Zealand contextualised (but not limited geographically), information relating to The Reflective Practitioner (Part 1, Chapters 1-3). I want to investigate the practical ways presented to help understand what it takes to become a reflective practitioner, both for my own ongoing development but also to help those in my organisation with the tools to guide them in this field. I want to explore the ways the book presents "how reflection enables teachers to develop the capacity for critical evaluation of their practice and the re-evaluation of their values in collaboration with others". This will hopefully help me establish the community of reflective practitioners I am hoping to see established within my organisation.

There are also some useful resources available online through the New Zealand Ministry of Education located at: http://www.educationalleaders.govt.nz/Aspiring-principals

Research

What type of research will you be doing and what is the process you will undertake?

I will make use of an online survey using questions that can be summarised quantitatively, on an aggregate basis. The only identifiable survey data will be that of the branch/campus that a teaching staff member teaches from. No individual personal data will be collected without prior approval.

All data collected will be anonymous and remain confidential and unidentifiable. This will ensure that individual people and their answers cannot be identified. Participants are asked if they wish to receive an electronic summary of the survey data. If they indicate YES then they are asked to provide their email address to which I will send a summary of data relating to the particular campus/branch at which they work and not data linking to any other branch/campus.

Once the survey is concluded I will review the data and write up a report, summarised quantitatively, on an aggregate basis and release the report to the following groups:

- ATC Management
- ATC Research Committee
- Heads of Schools
- ATC New Zealand teaching staff who request a copy by indicating so in the survey
- My supervisor (Heather Carpenter) and Academic Mentor (Glenys Forsyth)

The report will form the basis of ongoing discussions between management and head of schools to help the organisation move towards continuous improvement in the area of reflective teaching practice.

Research Ethics

Are you doing research that will include surveys and interviews? If so, you may need research ethics approval from the Otago Polytechnic Ethics Committee. Discuss with your Academic Mentor and complete approval forms where necessary.

I will be using an online survey. I have submitted a complete Ethics Form to the Ethics Committee for review.

Maori Consultation

Describe the consultation you have undertaken and /or plan to undertake with relevant Maori individuals and groups, and any feedback you will seek regarding your project.

One of our Māori staff (Simon Moetara) is busy with his own post graduate studies and research. As presented in the Research Methodology section of this document I plan to discuss with Simon the possible benefits/value my research may have for Māori within our organisation and how I might engage with Māori in a way that honours and values their contribution to my research (Simon is currently working at our Hamilton based head office and tutors in our School of Leadership. Simon is also busy with his own post-graduate studies and research).

I have also sent an email to the Kaitohutohu office which has answered the following questions:

- **Will the research involve Māori?**

  Some of the groups I plan to engage with (action research commencing early 2016) will likely include Māori participants.

  I am including some information below about the nature of the organisation I will be conducting my research in.

  ATC New Zealand is a charitable education company that is passionate about seeing lives changed through learning and enabling people to reach their potential. Founded in 1984, ATC New Zealand has developed significant experience and success in the education sector and now has extensive training facilities in multiple locations around New Zealand.

  Courses are Delivered Through Our Divisions

  ATC New Zealand has four main divisions in which we offer tertiary college education up to degree level, Trade based Youth Guarantee education for teenagers and young adults. Employment training for Adults and youth. Alternative Education, Literacy & Numeracy as well as ESOL, educational resources and workplace literacy, numeracy and professional development

  Our courses and resources are delivered through these divisions, to both New Zealand and international students.

- **Is the research being conducted by Māori?**

  No

- **Are the results likely to be of specific interest or relevance to Māori?**

  Not specific to Māori per se - I expect the results/research outputs to be of value to tertiary educators and practitioners within the New Zealand Tertiary Education sector, this will include Māori educators and practitioners within this particular sector.

- **Could the research potentially benefit Māori?**

  Yes, I believe it could. It is my hope that it will offer some benefit to practitioners within the tertiary education sector of New Zealand and that would include Māori.

Reflection

As you progress through your Project, what process will you use to capture and reflect on your learning outcomes: consider a project diary, learning log.

I will continue to use the Learning Journal I established as part of Course One of my MPP. A report on my reflective journey will be submitted as part of my outcomes and will be a summary of key aspects taken from my learning journal that show how and when I have been reflecting and processing information along my course of studies and in what way those reflections have helped improve my practice.

Employer /Professional Representative

Letter of support is attached/or on its way.

I have the full support of my direct report, who also happens to be the National Principal of the organisation for which I work. Letter will be provided in due course.

Signed by Candidate:

Signed by Otago Polytechnic:

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APPENDIX A: PROJECT TIMELINE

Start consultation with Simon Moetara (benefits/value my research may have for Māori within our organisation)

Review survey results

Follow-up any feedback from desk review

Staff survey opens

Create online professional development training module/paper for teacl Publish online Reflective Paper

Finalise literature review

Start consultation Campus Managers

Provide answers to frequently asked questions posted through the online paper

Compile survey Report

31-Jan   11-Mar   20-Apr   30-May   9-Jul   18-Aug   27-Sep   6-Nov   16-Dec   25-Jar

Start consultation Head of Schools

Draft of oral presentation for desk review by Facilitator and Academic Mentor

Disseminate report to key staff and participants who requested a copy

Staff Survey Closes

MPP Oral Presentation

Start consultation Snr Mgt

Discuss survey results with key staff