

In reflective practice, practitioners engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners (Brookfield, 1995; Thiel, 1999). The goal is not necessarily to address a specific problem or question defined at the outset, as in practitioner research, but to observe and refine practice in general on an ongoing basis (Cunningham, 2001)

There are many different forms of reflection.

Schön (1991) identified two types that are particularly relevant in the development of teaching practice:



In both instances, you will build on previous learning, linking it to current and future practice. In other words, you will take a step back from your teaching, evaluate it, and extract meaning from it in order to make positive change.

In linking teaching and reflecting to learn more about how we teach and the impact it has on student learning, some practical models of reflective practice have been developed. The commonalities between these models are that they each encompass Schön's concept of 'Reflection-on-Action'.



This four-stage model supports you in reflecting on and drawing conclusions from a hands-on experience that you have while teaching. It also promotes planning to do something different and testing it out. It combines everyday experience with evidence-based educational research.

First, you will have a **Concrete** experience. This will be an incident or event that occurs during your teaching, an experience that you have that has caused you to pause for reflection. This experience can

Finally, you can plan for and put into practice, or with new ideas and strategies, underpinned by the new knowledge you have gained about your teaching.

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Rolfe, Freshwater, & Jasper (2001) propose the 'What' model, an iterative process consisting of three simple questions, but which require comprehensive reflective answers:



