

- R** RECOGNISE ACHIEVEMENTS
- E** EVALUATE YOUR WORK, SKILLS AND LEARNING EVENT
- F** FOCUS ON IMPROVEMENTS
- L** LEARN FROM EXPERIENCE
- E** EMBRACE KNOWLEDGE AND CHALLENGES
- C** CONSIDER ALTERNATIVE PERSPECTIVES
- T** THINK CREATIVELY AND DEVELOP PROBLEM-SOLVING SKILLS

# Reflective Practice

Your Guide to Development



## What is reflective practice?

Reflective practice is the ability to study your own actions and experiences in order to continuously develop, learn and improve the way that you work.

## What actions do you take to reflect?

Spend some time 'reflecting' on how you reflect. Reflection is a personal process and it is important to recognise that we all reflect in different ways. For example, this may be through a reflective log (could be written or online) or verbally with other colleagues, a mentor or a coach.

## Why is reflection important?

Reflection enables learning and development as it is a way of reviewing the effectiveness of your skills by identifying what you have done, why you did it, the impact of it and whether there is a more efficient way of working in the future. Reflective practice plays an essential part in how we work here at Essex and it is embedded within the values that this community is built upon.

Here are a few examples:

- **Innovative:** Reflective practice enables us to consider different perspectives, garner creativity and, as a result, become better at what we do.
- **Responsibility:** Reflective practice is a key component in embracing accountability within the decision-making process.
- **Community:** By reflecting, we can identify the contributions we make and understand the impact that this has within the wider University community.

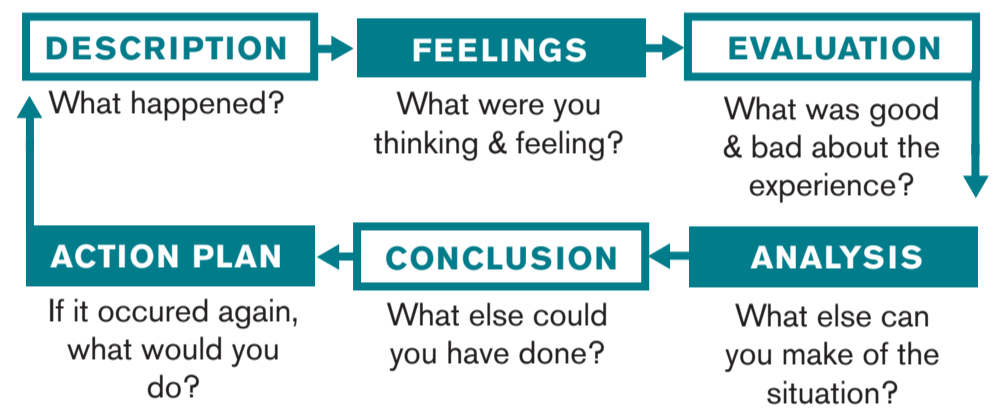
We are also committed to equipping you with the skills and knowledge you need to thrive individually and collectively here at Essex and within an ever-changing working world. Reflective practice is the cornerstone of professional development, without which the identification of goals and ambitions would be unable to take place. It is only through reflecting on our current skills and experiences, and thinking about what we would like to learn, routes to achieving these and the responsibility that we play in this, that we can develop effectively.

## For more information:

- *Hold a development conversation with your line manager who will support you to reflect on your work, experiences, actions and skills.*
- *Book onto an education workshop for reflective practice and continuous improvement. This can be booked through HR Organiser.*
- *Self-enrol on the 'learning lounge' Moodle course for a wealth of information and resources.*
- *Contact Organisational Development [develop@essex.ac.uk](mailto:develop@essex.ac.uk) for further information.*

## 3 MODELS OF REFLECTION

### GIBBS' REFLECTIVE CYCLE (1988)



### ROLFE'S WHAT, SO WHAT, NOW WHAT? (2001)

#### 1. WHAT?

- What happened?
- What was your role in the situation?
- What were you trying to achieve?
- What actions did you take?
- What surprised you?

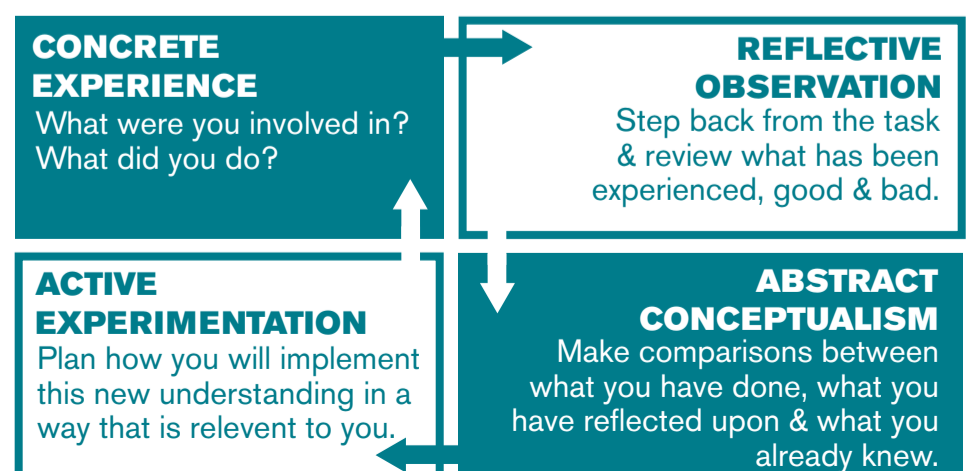
#### 2. SO, WHAT?

- So, what have you learnt?
- So, what was the importance of this learning?
- So, what more do you need to know about this?
- So, what broader issues have arisen from the situation?

#### 3. NOW, WHAT?

- Now, what could you do to enhance/improve the outcome?
- Now, what might you do to repeat this success in the future?
- Now, what might be a consequence of your chosen course of action?

### KOLB'S EXPERIENTIAL LEARNING CYCLE (1984)



**“We do not learn from experience... we learn from reflecting on experience.”**

– John Dewey, Philosopher, Psychologist and educational reformer.