The Reflective Practitioner and Reflective Journal Writing

Alternate Route to Certification
September 27, 2014
Kerry Jones
Session Objectives

By the end of this session, participants will:

• Understand the requirements and expectations for ARC reflective learning journal entries
• Define reflective practice and recognize its challenges
• Know the three components of the reflective journal entry (*What? So what? Now what?*)
• Apply learning to draft an initial reflective journal entry
## Session Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30–2:15</td>
<td>ARC Reflective Journal Requirement&lt;br&gt;Defining Reflective Practice Attributes of Reflective Practitioners</td>
</tr>
<tr>
<td>2:15 – 3:15</td>
<td>Components of a Reflective Learning Journal (What? So what? Now what?)&lt;br&gt;  ▪ Review journal components&lt;br&gt;  ▪ Share sample journal entry&lt;br&gt;  ▪ Write draft entry for AM Core session&lt;br&gt;  ▪ Self and peer conferencing</td>
</tr>
<tr>
<td>3:15 – 3:30</td>
<td>Session Evaluation</td>
</tr>
</tbody>
</table>
## The Requirement

<table>
<thead>
<tr>
<th>Full Day Core &amp; Full Day Methods</th>
<th>Half-Day Core &amp; Half-Day Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 pages maximum</td>
<td>1 ½ to 2 pages maximum</td>
</tr>
</tbody>
</table>

Student Teaching: Weekly self-reflection based on a protocol assigned to you at that time

Typed, double spaced, Times New Roman regular 12-point font
Why Engage in Reflection?

Better understand and acknowledge:
• Yourself as a learner
• Your beliefs and assumptions
• Your fears
• Your strengths
• Your needs for improvement
Reflective Practice

“...it is undertaken not solely to revisit the past but to guide future action...”

Defining Reflective Practice
Block Party: Pre-Reading Text-Based Activity

This activity can be used with a variety of texts, poems, articles or whole books. It works well with large groups.

1. Facilitator writes quotes on index cards prior to session. You may choose one quote per participant, or repeat some quotes.

2. Participants randomly select quotes/cards and spend a few minutes reflecting upon their quote's meaning for them and their work. (3 minutes)

3. Participants mingle and share quotes in pairs. Participants are encouraged to share with three other participants in 5 minute segments. (15 minutes)

4. (Optional) Form triads or quads and share quotes and insights about the text and its implications for our work. (Extension: Speculate on the purpose/origin of the text.) (12-15 minutes)

5. Whole group sharing of ideas and questions raised by the experience. This can be done popcorn style or as a round, but is usually not a conversation. (10-12 minutes)

6. Facilitator shares the source of the quotes, posting the link, distributing the article etc. for future work. (1 minute)

7. Debrief the process (5 minutes)

Note: At the National Facilitator's Meeting in Chicago the following possibilities were shared: 1) Have participants exchange cards/quotes after each round. 2) Use this format to share end of year reflections or start up aspirations. 3) Using quotes from longer pieces can open up the conversation in large, mixed groups where students and family members might have previously been excluded from the discussion of the material.
One-Word Summary

- Choose one word to define the concept of “reflective practice”
- Explain to a partner(s) why you chose that word.

One word...I’d better choose a good one!
Ten Attributes of a Reflective Practitioner

(Larrivee, 2009)
Think * Pair * Share Discussion

- What are the barriers or challenges you have to being more reflective in your life and work?
- How will you overcome those challenges?
Reflective Learning Journal

What?

SO What?

NOW What?
Part 1: Description

What happened?
Just the facts
Part 2: Interpretation

What did you learn?
Discuss your feelings, ideas, and analysis of the content or situation

SO What?
Part 3: Implications

What are the implications?
How will you think or act in the future as a result of this experience/learning?
Morning CORE Session
Reflective Journal Entry

What? Describe what happened

SO What? Explain what you learned

NOW What? Reflect on implications for the future
For Additional Information or Questions

- Contact by email or phone
- kerry_jones@whps.org
- 860.561.6630
Session Objectives

By the end of this session, participants will:

• Understand the requirements and expectations for ARC reflective learning journal entries
• Define reflective practice and recognize its challenges
• Know the three components of the reflective journal entry (*What? So what? Now what?*)
• Apply learning to draft an initial reflective journal entry