

REFLECTIVE PRACTICE IN EARLY YEARS EDUCATION



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Reflective Practice in Early Years Education

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Licensing

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CHAPTER OVERVIEW

1: Introduction to Reflective Practice

Learning Objectives

Students will be able to:

- Interpret and examine the role of reflective practice in early years education.

[1.1: Reflective Practice](#)

[1.2: Consider This](#)

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1.1: Reflective Practice



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Reflective practice is “a dialogue of thinking and doing through which I become more skillful”

– *Donald Schön (1983)*

How often do you find yourself replaying the events of the day? Whether it is going through a conversation that happened with a colleague or thinking about how certain events led you to make a decision (Third, 2015). How are you feeling about your decisions? Often this process of reflection happens without us even knowing.

Reflection can be described as a learning tool, something that is going to help you to synthesize, explain, and make sense of something, while developing meaning from your experiences. It can be considered to be a professional competence, a skill, but more likely a disposition. It is through examining our heart, our values and our thinking that we can examine and rethink our pedagogical practice.

Reflective practice is not something that comes to us as a natural skill, and is not inherently comfortable for most of us. This resource is meant for the reader to uncover their own perspective on reflective practice to determine their own level of skill or disposition and to try out activities that will support an intentional way of being. The reader will be encouraged to question, to act on one's curiosity, to be a researcher, and to ask questions like, “Why am I doing what I am doing?”

Reflective practice focuses on one's thoughts about their experiences, why things happened the way they did and how we can improve on these experiences. This resource will guide you through the basics of what reflective practice is, its benefits, how to integrate it into your everyday life and explore reflective tools such as writing, blogging, and creating a circle of professional support.

As the profession of early years education itself is experiencing transformation, educators too are looking to redefine and transform their practice. This resource will examine reflective practice through the lens of educators while investigating the theory of reflection and how reflective tools can support a practice from a psychological, social, spiritual and educational context.

Finally, the research suggests there is evidence that writing can influence the ability of educators to elevate their reflective practice skills in their daily work with children, families and colleagues. Reflective writing prompts throughout this resource will allow the reader to examine and hold their thinking in place in order to have dialogue and reflect on their practice. As educators begin their journey through the reflective process, writing can act as a catalyst to embrace new skills and pedagogical practices (Third, 2015).

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1.2: Consider This



A woman writing in a book. Photo by [Kelly Sikkema](#), [Unsplash License](#).

Reflective Practice: Try it for Yourself!

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CHAPTER OVERVIEW

2: Reflective Practice

Learning Objectives

Students will be able to:

- Define reflective practice and how it relates to your role as an early years professional.

[2.1: What is Reflective Practice?](#)

[2.2: Consider This](#)

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2.1: What is Reflective Practice?



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“Reflective practice is the ability to reflect on one’s actions so as to engage in a process of continuous learning”

– Donald Schön

Why Reflective Practice?

We all undertake activities to think about our experiences, learn from them and develop a plan for what we will do or continue to do. Can you think of a time when you came home at the end of a week where everything had gone wrong? Or maybe when everything had gone well? What are your next steps? Are you able to answer the question “Why am I doing what I am doing?” In order to continue to develop a reflective practice within our workplace with colleagues, children and families, we need to examine and understand the reasons for our reactions, our feelings and our interactions with others, which in turn leads us to become a reflective practitioner.

Reflective practice is something which has developed across many disciplines, such as teaching, to learn from our experiences. There was a time when reflective practice would have been considered an optional skill or a desired disposition, but over the past few years, reflective practice has no longer been considered an optional skill but a required disposition.

Reflective Practice has been defined by many, including Bolton (2014), Moon (2001), Rodgers (2002) and Schön (1983). Reflective Practice is a systematic, rigorous, self-directed meaning-making process where a person moves from one experience to another through the development of insights and practice with the intention of coming to a deeper understanding of one’s personal values and intellectual growth. Schön (1983) suggests that, in practice, reflection often begins when a routine response produces a surprise or an unexpected outcome. The surprise gets our attention, which may begin a process of reflection. Reflective practice is “a dialogue of thinking and doing through which one becomes more skillful” (Schön, 1983, p. 56).

Reflective Practice according to the College of Early Childhood Educators of Ontario

An approach used by educators to analyze and think critically about their professional practice with the intention of better understanding and improving their practice. Reflective practice is thoughtful, action-oriented and often, a collaborative effort. Educators use reflective practice to plan, evaluate their strengths and challenges, make decisions and create change, if

necessary. Self-reflection, critical reflection and collaborative inquiry are all important elements of reflective practice (College of ECE, 2017).

Although a definition of reflective practice has been included, this is only one part of the reflective process. Reflection is a very personal skill or disposition, and different people will define it in different ways. It is important to remember that there is no one 'correct' way of defining what reflection is or how it should be done, as a lot of this will depend on your own personal circumstances and work environment. For this reason, this resource will explore elements of reflective practice that will help the practitioner develop their own practice. In describing reflective practice, I have interchangeably referred to it as a skill and/or a disposition. This is related to the current literature and discourse that suggests reflection is not a natural skill but rather a way of being or disposition. It involves an evaluation of our ethics, values and feelings around experiences. We will explore this idea later in Chapter 6.

Dig Deeper

For more information on this topic, check out the resource links below.

- [Reflective Practice and Self-Directed Learning](#)[PDF] by the College of Early Childhood Educators
- [Getting started with Reflective Practice](#) by Cambridge International Education Teaching and Learning Team
- Research Article [Revisiting reflective practice in an era of teacher education reform: A self-study of an early childhood teacher education program](#)[PDF] by Sophia Han, Jolyn Blank and Ilene R. Berson.
- The Ontario Ministry of Education. (2013). [Capacity Building Series: Culturally Responsive Pedagogy](#)

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2.2: Consider This



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Reflective Practice: Try it for Yourself!

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CHAPTER OVERVIEW

3: Models and Theories of Practice

Learning Objectives

Students will be able to:

- Review the study of reflective practice by examining theories and reflective models.

[3.1: The Beginning of Theories and Models of Reflective Practice - John Dewey](#)

[3.2: Donald Schon](#)

[3.3: Kolb's Experiential Learning Cycle](#)

[3.4: Gibb's Reflective Cycle](#)

[3.5: Consider This](#)

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3.1: The Beginning of Theories and Models of Reflective Practice - John Dewey

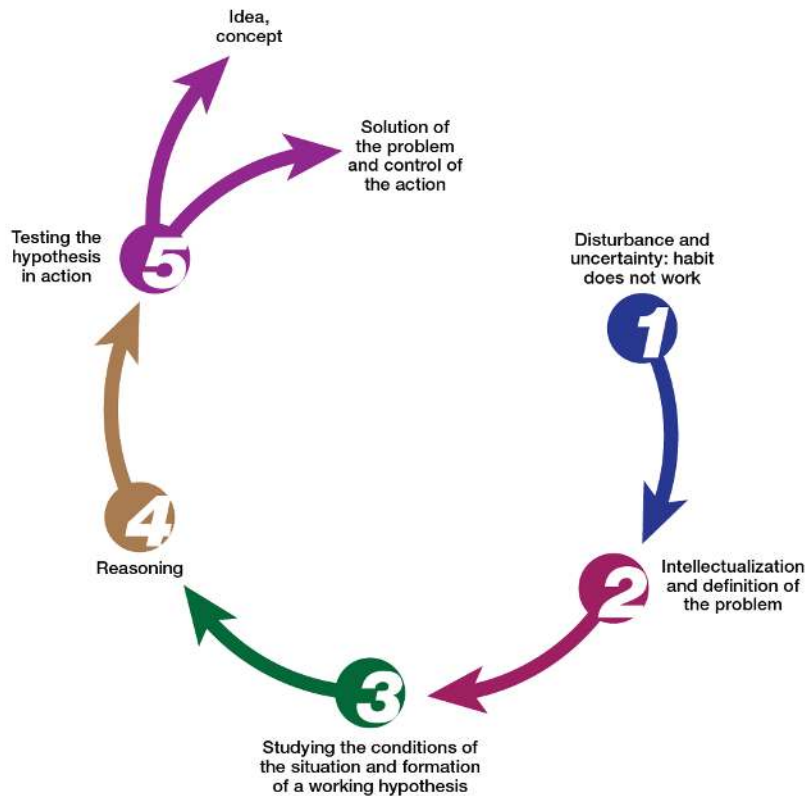


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“We do not learn from experience. We learn from reflecting on experience.”

– John Dewey (1933)

The fundamental theories and models of reflection and reflective practice were initially born from the work of Dewey and Schön. A century ago, John Dewey emphasized the importance of involving the learner in reflection. He believed that our experiences shape us, and when reflective practice is part of learning, meaning and relevance are created, which initiates growth and change (Dewey, 1933).



Dewey's Learner in Reflection by Fanshawe College [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) (click to enlarge)

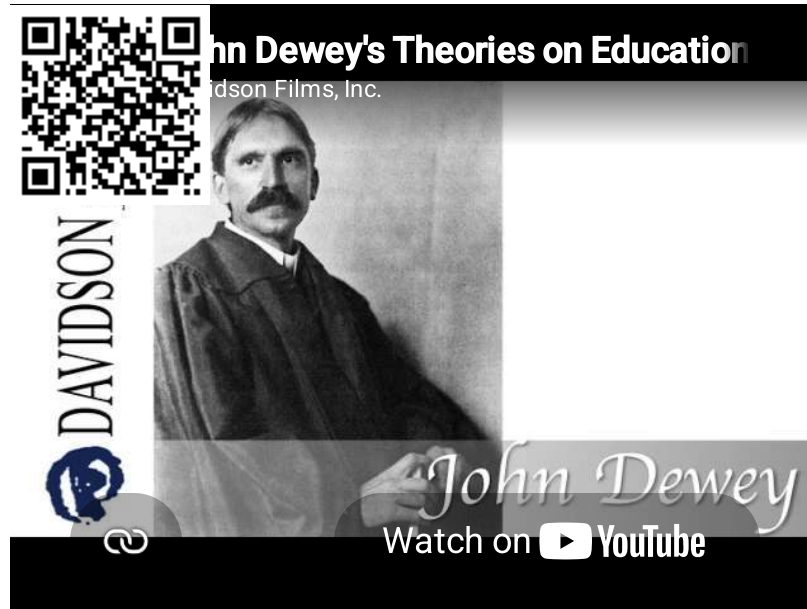
Text Description: The Concept of Experiential Learning starts with disturbance or uncertainty then to definition of the problem

then to formulation of a thesis to reasoning and testing and lastly idea concept.

The Concept of Experiential Learning starts with disturbance or uncertainty then to definition of the problem then to formulation of a thesis to reasoning and testing and lastly idea concept.

Video: John Dewey

Learn more about John Dewey's theories on education and learning by watching this video below.



Video: “[John Dewey’s Theories on Education and Learning: An Introduction to His Life and Work, a preview](#)” by [Davidson Films, Inc.](#) [3:57] is licensed under the [Standard YouTube License](#). Transcript and closed captions available on YouTube.

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3.2: Donald Schon



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Schön (1983) based his work on that of Dewey and is most widely known for his theory of reflecting in and reflecting on one's practice. His theory was grounded in reflection from a professional knowledge and learning perspective (Bolton, 2014,p.6). In simple terms this is described as reflecting as the experience is occurring or reflecting on the experience after it has occurred. Reflecting in action refers to situations such as: thinking on your feet, acting straight away, and thinking about what to do next. Reflecting on action means you are thinking about what you would do differently next time, taking time to process (Bolton, 2014,p.6).

REFLECTION IN ACTION

Reflecting as something happens

- Consider the situation
- Decide how to act
- Act immediately

REFLECTION ON ACTION

Reflecting after something happens

- Reconsider the situation
- Think about what needs changing for the future

Image by Said Nasser Al-Amrani (2021) used under fair dealing for educational purposes.

Video: Reflective Practice

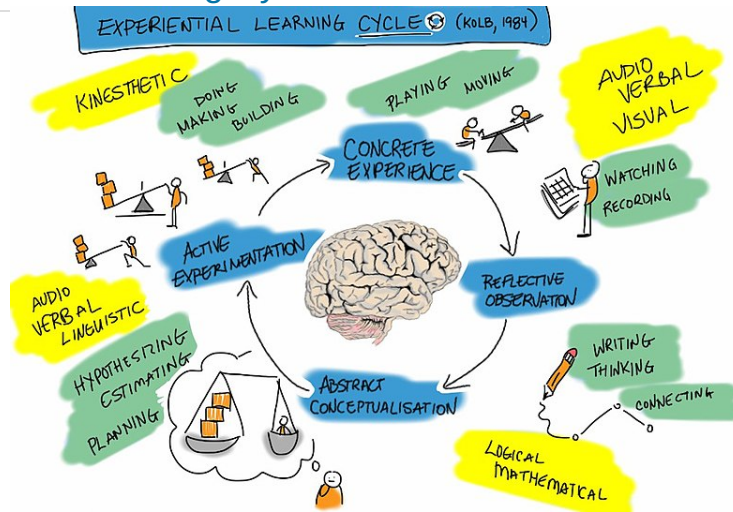
Learn more about reflective practice by watching the [video: 3 minute theory by Kayak Essentials \[3:32\]](#) below.



Video: “3 min theory – Reflective Practice” by [Adventure Sport Resources \[3:33\]](#) is licensed under the [Standard YouTube License](#). Transcript and closed captions available on YouTube.

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3.3: Kolb's Experiential Learning Cycle



“Kolb’s Experiential Learning CYCLE” by Giulia Forsythe, CC0 1.0

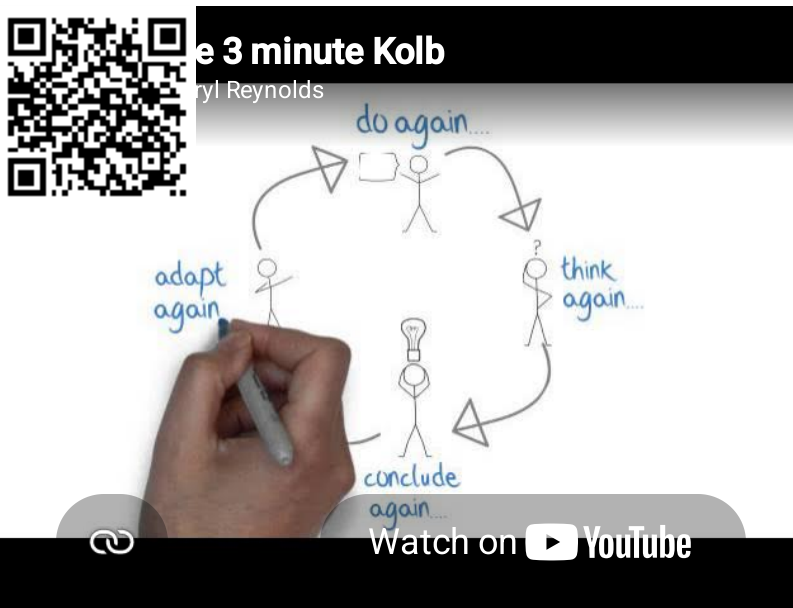
Kolb’s model (1984) is based on theories about how people learn, this model centres on the concept of developing understanding through actual experiences and contains four key stages:

1. Concrete experience
2. Reflective observation
3. Abstract conceptualization
4. Active experimentation

The model argues that we start with an experience – either a repeat of something that has happened before or something completely new to us. The next stage involves us reflecting on the experience and noting anything about it which we haven’t come across before. We then start to develop new ideas as a result, for example when something unexpected has happened we try to work out why this might be. The final stage involves us applying our new ideas to different situations. This demonstrates learning as a direct result of our experiences and reflections. This model is similar to one used by small children when learning basic concepts such as hot and cold. They may touch something hot, be burned and be more cautious about touching something which could potentially hurt them in the future.

Video: Kolb’s Reflective Cycle

Learn more about Kolb’s Reflective Cycle by watching the [video by Cheryl Reynolds \[2:47\]](#) below.



Video: “[The 3 minute Kolb](#)” by [Cheryl Reynolds](#) [2:47] is licensed under the [Standard YouTube License](#). *Transcript and closed captions available on YouTube.*

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3.4: Gibb's Reflective Cycle



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This model builds on the others and adds more stages. It is one of the more complex models of reflection, but it may be that you find having multiple stages of the process to guide you reassuring. Gibb's cycle (1998) contains six stages:

1. Experience
2. Feelings
3. Evaluation
4. Analysis
5. Conclusion
6. Action plan

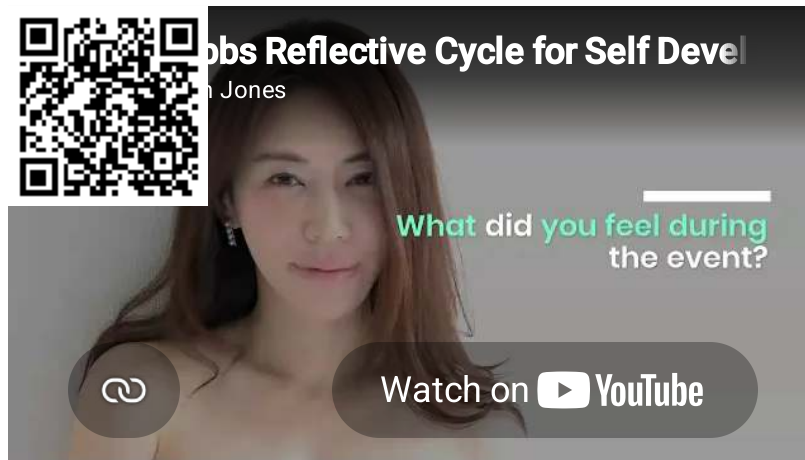
As with other models, Gibb's begins with an outline of the experience being reflected on. It then encourages us to focus on our feelings about the experience, both during it and after. The next step involves evaluating the experience – what was good or bad about it from our point of view? We can then use this evaluation to analyze the situation and try to make sense of it. This analysis will result in a conclusion about what other actions (if any) we could have taken to reach a different outcome. The final stage involves building an action plan of steps which we can take the next time we find ourselves in a similar situation.



Learning by Doing: A Guide to Teaching and Learning Methods by Fanshawe College, [CC BY-NC-SA 4.0](#)

Video: Gibb's Reflective Cycle for Self Development

Learn more about Gibb's Reflective Cycle for Self Development by watching the [video by Alan Jones \[4:42\]](#) below.



Video: “Gibbs Reflective Cycle for Self Development” by [Alan Jones](#) [4:43] is licensed under the [Standard YouTube License](#). Transcript and closed captions available on YouTube.

Dig Deeper

1. [Learning as Reflective” through First Peoples Principles of Learning](#)
2. [Reflective Practice Toolkit – LibGuides at University of Cambridge Subject Libraries](#)
3. [Reflective Practice – LibGuides at Dundalk Institute of Technology](#)
4. [The effects of regular reflective writing on early childhood educators effectiveness in the workplace by Sheryl Third\[PDF\]](#)

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3.5: Consider This

A cautionary tale

These are a few of the theories and models that give some context to the process of Reflection. None is meant to be followed exclusively. We will delve deeper into more models in Chapter 8. Since reflective practice requires a combination of skill and disposition, and often creates a sense of discomfort, understanding the theoretical background gives credence to the process.

Knowledge Check

Reflective Practice

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CHAPTER OVERVIEW

4: Am I a Reflective Practitioner?

Learning Objectives

Students will be able to:

- Evaluate your reflective practice, identify the challenges, and consider the strategies necessary to become a reflective practitioner.

[4.1: Am I Reflective?](#)

[4.2: Becoming a Reflective Practitioner](#)

[4.3: Consider This](#)

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4.1: Am I Reflective?



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“The reflective practitioner allows him/herself to experience surprise, puzzlement, or confusion in a situation which they find uncertain or unique. They reflect on the phenomenon before them, and on the prior understandings They carry out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation.” Donald Schön (1983)

There are many benefits to becoming a reflective practitioner but it is not always realistic to think that it will be an easy process. Depending on your circumstances, there may be many challenges to reflection whether these are related to personal situation or work life. With a little thought and planning, most of these challenges can be addressed. This chapter will allow you to determine your current reflective stance and what challenges you may be facing.

Are you naturally reflective?

Most of us do reflect more often than we think. The key here is to make reflection an intentional practice with a purpose to improve your practice and often to determine why you are doing what you are doing.

To find out if you are reflective, complete the self-assessment for [Reflective Practice](#) (scroll to the [more detailed Reflective Practice Self-Assessment instrument](#)[PDF] in a pdf format)

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4.2: Becoming a Reflective Practitioner



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Let's look at some of the reasons reflective practice may be challenging. In exploring challenges, you will be able to consider possible solutions to becoming more reflective.

For most of us, the # 1 challenge is finding the TIME or the right time.

Whether you are studying, working, or both, it can be hard to find time to complete your existing to-do list, so why add on more things? Doing intentional reflection takes time, and as Ellen Rose (2013) suggests, it is a form of deep thought, an opportunity to slow down that allows for original thought, perspective and insights to emerge. Anyone in education knows time is always at a premium. Having said that, we are often unconsciously evaluating things, and so the goal here is to be more intentional in analyzing your pedagogical practice, which requires the time to do so.

What if the organizational culture and environment don't support reflection?

Not everyone works in an environment which is open to the idea of being reflective, since it can be difficult to cultivate. If those in charge don't see reflective practice as a valuable activity, it can be hard to really cultivate a practice. If you believe reflection is a mindset, it may require a specific place or time to initially reflect, and it may take some trial and error to find that perfect fit for you. Rose (2013) also points out that the decline in reflection may be due to the way we are consuming information. We consume small chunks or nuggets of information on social media, and we move from one topic to another with little time to digest the information, let alone reflect on what we're reading, hearing or thinking.

Finally, do I have the skills, motivation and disposition needed?

For many people who are unfamiliar with reflection, it can seem a bit challenging, especially if they are looking for a recipe, a specific approach or a checklist to follow. As described earlier, a lack of time and support can influence your ability to reflect. At this point, we can examine whether reflection is a skill or a disposition. Being reflective does take a certain level of insight, which can be uncomfortable for some, especially if you are new to reflection. Seeing reflection as a disposition does not eliminate the possibility of you needing a certain level of practice to develop into a reflective practitioner, but knowing what it takes is helpful. What is needed is time to slow down, to be curious, motivation to improve, and the desire to know why you do what you do. These are some essential mindsets if you hope to overcome any of the challenges and wish to lean into becoming a reflective practitioner.

Dig Deeper

For more information on this topic, check out the resource links below:

- [Creating Conditions for Reflective Practice in Early Childhood Education](#)
- [Reflecting with Purpose – Simple Book Publishing](#)
- On Reflection: An Essay on Technology, Education, and the Status of Thought in the Twenty-First Century: Rose, Ellen: 9781551305189: Logic: Amazon Canada

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4.3: Consider This

Reflective Practice

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CHAPTER OVERVIEW

5: Writing for Reflection

Learning Objectives

Students will be able to:

- Explore writing with intention as a form of reflective practice.

[5.1: Why Writing for Reflection?](#)

[5.2: Let's Practice](#)

[5.3: Consider This](#)

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5.1: Why Writing for Reflection?



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When you are writing you are constructing your own voice and putting on the paper your own thoughts, so you can shape it, delete it, or add to it ..to come up with something.

Ellen Rose (2013, p.63)

From their book *Writing the Mind Alive*, Linda Trichter Metcalf and Tobin Simon (2002) outline the process of writing that involves listening to what one hears, a place to honour one's own voice through daily writing. (p.18) The process listed below is an adaptation of their work with the intention to write for reflection by seeking others' perspectives, being open to your own feelings, values and seeing things through multiple lenses. In these writings, it is important to JUST write, don't worry about sentence structure, spelling or content. You are trying to get your thinking on the page. Sometimes this looks like a to do list, that's OK. It's the beginning of creating intentional practice.

Video: Understanding Reflective Writing

Learn more about Understanding Reflective Writing by watching the [video by Learning Services – Edge Hill University](#) [2:06] below.



Video: “[Understanding Reflective Writing \(EHU Students\)](#)” by [Library & Learning Services – Edge Hill University](#) [2:07] is licensed under the [Standard YouTube License](#). Transcript and closed captions available on YouTube.

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5.2: Let's Practice



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The Writing Process

1. Consider the provocation – see reflection points below.
2. Free Write for 5 minutes
3. Share your thoughts with one other person
4. Write again for 5 minutes
5. Participate in a group conversation
6. Write a final reflection

Writing Activity

Instructions:

Choose one of the provocations below and then one or more of the writing prompts, and practice writing.

Provocations:

A) Climbing Photo by S. Third, 2022



A photo showing a child climbing

B) [Dialogue with Natural Materials on Vimeo](#)

This 5:53-minute video shows the unique experience children have with the natural world

C) [Pedagogical Practice \(College of ECE\)](#)[PDF]

This 34 page Practice Guideline explores the obligation and practice of being a reflective practitioner, through the lens of a self regulating body

D) [Mother Earth Guiding a Seasonal Pedagogy](#)

Explore the reflective guide of four questions developed by Hopi Martin, 2021.

E) [Developing professionalism through reflective practice JB Leach.pdf](#) [PDF]

This 14-page research paper explores the topic of professional learning, professionalism and reflective practice

F) [The Heart of Teaching Toddlers](#)

In this 55-minute podcast, author and expert Deb Curtis discusses why toddlers continue to be where she wants to teach after 40 years

Writing Prompts: Use the prompt that matches the provocation above

1. What do you notice about the children? Their face, their demeanour, their competence. What captures your attention from viewing the photo, video or reading the article?
2. How do you feel when you are looking at the photo, watching the video or reading?
3. What questions do you have about the content, considering the perspective of the child, their family, and desired learning outcomes?
4. What delights you as you examine the material, and how is this response related to your own values and background?

 Dig Deeper

Want to explore more on Writing for Reflection Chapter 10 of this OPEN resource will provide more opportunities to explore this component of reflective practice

[Reflective writing – Reflective Practice Toolkit – LibGuides at University of Cambridge Subject Libraries](#)

[Anti-Bias Leaders in Early Childhood Education](#) a guide to change with Louise Derman-Sparks, Debbie LeeKeenan, John Nimmo

**Writing prompts adapted from [A Thinking Lens for Reflective Teaching](#) [PDF] by Deb Curtis and Margie Carter, in collaboration with Ann Pelo in *Learning Together with Young Children*, used under fair dealing for educational purposes.

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5.3: Consider This

Reflective Practice

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CHAPTER OVERVIEW

6: Everyday Reflection

Learning Objectives

Students will be able to:

- Explain why reflective practice is a professional responsibility

[6.1: Reflective Practice in the Workplace](#)

[6.2: Elements of an Intentional Practice](#)

[6.3: Consider This](#)

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Charles Monet

1. **Improving our own practice;** if one takes time to reflect on the different parts of their work, it is bound to lead to improvement.
2. **Learning from reflective practice,** there is good evidence that purposeful reflection helps ‘deep’ learning take place, and this helps make connections between different aspects of your work.
3. **Enhances problem-solving skills** by carefully and honestly considering problems, and multiple perspective solutions can be found.
4. **Becoming a critical thinker;** Critical thinking is about ‘thinking well,’ and reflective practice allows one to adjust what they think to take account of changes in circumstances. Are our assumptions correct?
5. **Making Decisions:** As you reflect on your practice, you will find you need to make decisions about what to do (or not to do) next.
6. **Improving your own organizational skills;** If one is thinking carefully about what they are doing, identifying possible actions and choices, trying out solutions, and adjusting what to do involves a great deal of organization.
7. **Managing personal change;** if you are using the techniques of reflective practice, which involves calm, thoughtful, honest, critical and organized thinking and action, this should introduce a calming and less emotional response to that change.
8. **Acknowledging personal values,** there will be things which take place within a professional situation as an educator which will bump up one’s own personal values, such as what you believe in, and what you think is wrong or right.
9. **Taking your own advice,** workers are often more critical of their own work than anyone else.
10. **Recognizing emancipatory benefits,** if, as a worker, one reflects on the nine benefits of reflective practice which have so far been described, this is a model of practice which represents the educator as someone with influence over their own practice.

This is what is at the heart of reflective practice (Third,2015).

Now view the [Reflective Practice in Work Integrated Learning module](#) by Niagara College below, which examines reflection from a workplace integrated learning lens (WIL). Watch and complete the activities.

Reflective practice in work integrated learning

Introduction Video

To get the full benefit of Work Integrated Learning, it's important to build in opportunities for reflection. By the end of this module, you should be able to define and identify different approaches to reflective practice, explain the benefits of reflective practice for WIL, and explore strategies for bringing reflective practice into WIL experiences.

There are some really helpful resources in this module, and it should take you about an hour to complete. Be sure to take notes and make some bookmarks.

- Define and identify different approaches to reflective practice
- Explain the benefits of reflective practice for work integrated learning
- Explore strategies for bringing reflective practice into work integrated learning experiences

Reflection

We've all had moments, in our personal, academic, and work lives, where a situation has surprised, intrigued or upset us. Often, in those moments or a short time later, we will pause and think to ourselves, "What just happened there? Why did that situation unfold the way it did? and "How did my actions or my beliefs contribute to that situation?"

This moment of pause, combined with the thoughtful analysis of what took place is an example of reflection.

Reflection is important in all aspects of our lives, but is especially valuable to you in WIL experiences.

Reflection has been described as the process of "extracting learning from the day-to-day activities of work." and researchers have found that students who reflect on their work experiences are more confident in their abilities, make stronger connections between what they are learning in school and on the job, and perform better than their less reflective peers.

- What?
- Why?
- How?

Defining Reflection

"Reflection is about learners processing their experience in different ways and exploring their understanding of WHAT they are doing, WHY they are doing it and HOW it is impacting others."

(Boud, D. 1999. Avoiding the traps: Seeking good practice in the use of self-assessment and reflection in professional courses. Social Work Education: The International Journal 18, no. 2: 121 – 32).

Reflection includes making sense of past or current experience as well as re-imagining future experiences.

Five Elements of Reflection

While thinking is certainly an important part of reflection, not all thinking can be called reflection.

1. Self-awareness: Being self-aware is having the ability to notice your feelings, your reactions, your habits, your behaviors, and your thoughts as they relate to a particular situation. Practicing self-awareness is the first step to being able to question our typical ways of thinking or behaving in a situation. When practicing being self-aware, we should do our best to be non-judgemental.

It's not about giving ourselves or others a hard time or about feeling guilt, but rather about carefully interpreting our thoughts and actions.

- Notice your feelings, reactions, habits, behaviours, and your thoughts.
- Question your typical ways of thinking and behaving.
- Be non-judgemental.

2. Description:

When we reflect on a specific situation, it is important to be able to describe that situation in as much detail as possible while remaining as neutral as possible. We may think about:

- What took place?
- Who was present and what did each person say or do?

- What external conditions might have influenced the situation?
- How could my words or actions have been perceived by others?
- 3. Critical analysis: In the critical analysis phase of reflection, we challenge our own perceptions and assumptions. We attempt to analyze the situation from multiple perspectives.
 - How might my boss, my teacher, my partner, my friend, or whomever was involved in the situation have been thinking about what happened?
 - How might this have influenced their reactions?
 - When I think about what happened from their perspective, does it challenge my own feelings about the situation?
- 4. Review: Having described and critically analyzed a particular situation, at the review stage we think about what we might do differently the next time. What concrete actions or thoughts might lead to better outcomes in the future?
 - What might we do differently the next time?
 - What concrete actions or thoughts might lead to better outcomes in the future?
- 5. New learning & next steps: With the benefit of reflection, we can take our experiences — even the most difficult ones — and convert these into learning opportunities. We now have a plan of action for how we might be able to better prepare for and respond to a similar personal or workplace situation in the future.
 - What can I learn from this?
 - What is my plan of action?

Source: [Time to reflect – why does it matter in the workplace?](#)

Current Reflective Practice

Having reviewed expert definitions of reflection, it can feel like reflection is a very formal or difficult process. That is not the impression that we want to leave you with!

Most people reflect quite frequently, and often in very informal ways and places. People might reflect over their morning coffee or during their commute to work or school. You might reflect as you exercise or while listening to your favourite music. You might prefer to reflect with others — over lunch with a trusted friend or chatting online with your social network.

Take a moment to think about where and how you currently practice reflection in your everyday life. This will be important because it will help you to understand the conditions that best support your personal reflection. It might be important for you to try to replicate or put these conditions into place when you reflect on your WIL experiences.

To help you reflect on your reflective practice, answer the prompts below.

- How do you currently practice reflection in your everyday life?
- How often do I reflect?
 - daily
 - weekly
 - other
- When do I prefer to reflect?
 - morning
 - afternoon
 - evening
 - at night
- Products of reflection: “Example: I keep a journal (physical or virtual), I have a creative outlet for my reflections (i.e. art, poetry), Other? None?”
- Where do I reflect best? “Example: In a quiet or noisy space? In a private or public space? In a virtual space? Other?”
- What am I doing when reflecting? “Example: I am active (e.g., walking, exercising, knitting)? I am physically still? Other?”

A thought experiment

So why are we emphasizing the importance of reflection as you prepare for your WIL experience? What is the value of reflection to students who are engaging in WIL activities? To begin exploring these questions, consider the following scenario.

(Inspired by: Di Stefano, Giada, Francesca Gino, Gary P. Pisano, and Bradley Staats. “Making Experience Count: The Role of Reflection in Individual Learning.” Harvard Business School Working Paper, No. 14-093, March 2014. (Revised June 2016.) <http://www.hbs.edu/faculty/Pages/download.aspx?ame=14-093.pdf>)

Shai, a Motive Power Technician student, is currently out on her co-op term at a local auto-mechanic shop. Under the guidance of her workplace mentor, she has replaced five sets of brake pads in her first month of work. Together with her mentor, Shai is planning her next few shifts. Imagine she was given a choice in planning her agenda for the next two weeks. She could:

- a. Change 10 more sets of brake pads over the next two weeks.
 - a. Unfortunately, this assumption is incorrect. Research has demonstrated across a number of different work-based situations that individuals who choose to combine practice with deliberate reflection outperform those who repeatedly practice a skill alone.
- b. Change 5 more sets of brake pads over the next two weeks, taking the remaining time to deliberately reflect between brake pad changes on what went well and how she could improve? (Correct)
 - a. The research suggests that taking time to think through and reflect on recent experiences will enhance performance significantly more than simply engaging in more work for that same period of time.

In terms of improving her future performance and developing her skills as a mechanic, what would be the optimal use of Shai's time?

(Inspired by: Di Stefano, Giada, Francesca Gino, Gary P. Pisano, and Bradley Staats. “Making Experience Count: The Role of Reflection in Individual Learning.” Harvard Business School Working Paper, No. 14-093, March 2014. (Revised June 2016.) <http://www.hbs.edu/faculty/Pages/download.aspx?ame=14-093.pdf>)

Interview with Dr. Giada DiStefano

Giada DiStefano is a researcher who studies the impact of reflection on workplace learning. Watch this short interview with Dr. DiStefano and identify at least two concrete benefits of reflection for learners in workplace settings. Click the link to open the video in a new browser window.

View video at:

[The power of reflection at work, by HEC Paris Prof. Giada Di Stefano](#)

Benefits of reflection in the workplace

Research shows that the benefits of reflection in the workplace are enormous, for both individuals and for the organization as a whole. Keep this in mind as you participate in your WIL experiences. It can be difficult, particularly when you are working in a fast-paced environment and are being asked to absorb lots of new information and develop new skills, to make time for reflection. But remember that individuals who take time to reflect on their learning perform better, recall important information more effectively, are more confident, and feel more motivated to continue learning. Taking time for reflection is important and will help you to transfer the skills that you have developed in the classroom to your WIL experience and the skills that you gain in your WIL experience back to your academic work.

With respect to work-related learning and skill development, people who take time to reflect:

- Feel more confident and competent (DiStefano et al, 2016)
- Are more motivated to continue learning (DiStefano et al, 2016)
- Perform better and retain ideas and skills more effectively (DiStefano et al, 2016)
- Understand workplace task(s) or process(es) better (Zollo and Winter, 2002; Kale and Singh, 2007)
- Better predict how their actions will impact desired work-related outcomes (Kale and Singh, 2007)
- Contribute to better team performance in the workplace (Schippers, Homan, and van Kripenberg, 2013)

The D.E.A.L Model for Reflection

So, what are some concrete strategies that you can apply to integrate reflection into your WIL experience? The D.E.A.L. model is a simple approach that you can apply to any situation. It combines all of those important aspects of reflection that we described earlier – self-awareness, description, critical analysis, review, and next steps – and distills them into a simple set of questions that will help you to reflect critically on any experience.

D.E.A.L. is an acronym that stands for DESCRIBE, EVALUATE, and ARTICULATE LEARNING.

Describe

- What took place?
- When and where did the experience in question take place?
- Who was and was not present?
- What did you and others do/not do?
- What did you see, hear, etc.?

Evaluate

- In what ways did you succeed or do well?
- How did this experience make me feel (positively and/or negatively)?
- In what ways were you challenged?
- How has your perspective/thoughts changed in light of your experience?
- What did you see, hear, etc.?

Articulate Learning

- What did you learn?
- How did you learn it?
- Why does it matter?
- What will I do in light of it?

Applying the DEAL Model?

Let's practice applying the DEAL model.

Think of a recent situation that surprised, intrigued or upset you and reflect on the situation by responding to the DEAL questions on the previous slides. You can print this page off when you're done and keep it for your records.

When you're done, consider: Did you find the DEAL questions helpful? Did they help you to see the situation in new ways? Did they help you to extract new learning from the situation?

Strategies for Reflection

In addition to asking yourself the right questions, there are a number of other concrete strategies that can support reflection.

Set aside time: Perhaps the most important is setting aside consistent time to reflect. Reflection does not need to be a long process – even five to 10 minutes of daily reflection can be beneficial. Taking into consideration the nature of your WIL experience, the culture of your workplace, and your own personal reflection preferences, when might you best be able to make time for reflection on WIL? Is there a consistent time that will work for you or do you anticipate having to fit reflection in whenever you get a chance?

Take notes: Given the pace of many WIL experiences, it may be difficult to find opportunities to reflect in the moment, when a situation is fresh. If you expect that reflecting-in-the-moment will be challenging, make a point to jot down notes when WIL situations surprise, challenge or intrigue you. In your notes, describe the situation in as much detail as possible. These details will make it far easier to evaluate and articulate learning from the experience later in the day or week when you might have more time to reflect critically.

Reflect creatively: When we think about reflection, thinking and writing frequently come to mind. However, some of the best reflections are expressed creatively – through poetry, images, doodles, songs or other creative forms. Representing reflections in this way can often help us to make unexpected connections and develop new ideas. When you are reflecting, feel free to express yourself in ways that feel comfortable and authentic and that help you to express your feelings and ideas most authentically.

Reflect actively: Exercise can put us in a better state of mind and helps to inspire fresh thinking and new ideas. Consider combining your reflection time with your exercise time. During your WIL experience, is there an opportunity to get outside and go for a short walk once or twice a day? Do you hit the gym at the end of a work or school day? Consider taking 10 minutes of your treadmill time to review and reflect on WIL related experiences.

Reflect with others: Trusted friends, coworkers or academic peers can support your reflection by listening to your experiences and helping you to consider alternative perspectives and options. Consider setting up consistent meetings, perhaps over coffee

or lunch, with a critical friend who can help you to think through various WIL experiences.

Workplace Reflection

- Privacy
- Confidentiality
- Professionalism

When reflecting on your workplace experiences, it is VERY IMPORTANT to keep privacy, confidentiality and professionalism in mind.

Whether you intend to share your workplace reflections with others or to keep them to yourself, it is wise to strike a respectful tone and, where possible, to anonymize individuals who might be involved in the situations that are described. The focus of your reflections should always be on what you can learn from a situation, rather than on criticising someone else's actions.

Regardless of the type or format of your WIL experience, it is crucial that you enquire about and abide by any privacy policies that may impact whether and how you share your workplace reflections, particularly if you intend on sharing your reflections using an online platform like Twitter or a blog. For example, in many organizations, sharing images of colleagues or clients is expressly forbidden without their prior written consent. Confidentiality and privacy requirements are particularly stringent in health- and justice-related fields. Please consult with your workplace supervisor or the faculty member overseeing your WIL experience before sharing any workplace reflections publicly.

Reflection Plan

Research has shown that deliberate, consistent workplace reflection rarely happens unless we embed it into our routine. We need to make a habit of reflecting on our work, and for that, we need a PLAN.

Review the reflection preferences that you described earlier in this module, and think about the WIL experience that you are preparing for. If you are not preparing for a specific WIL experience, consider the professional field that you hope to enter at the end of your program.

When, during a typical workday, do you think you will have time to reflect? What format of reflection might work best in your work environment? How can you best capture your thoughts and reactions to different situations while on the job?

Keeping all of this in mind, use the space to develop a personalized reflection plan. Briefly describe your personal plan for consistently engaging in reflection throughout your WIL experience.

Remember to include details about the frequency of reflection (how often and for how long); timing and location of your reflections (when and where will you reflect?); how you plan to keep track of your thoughts and reactions to various WIL situations (journal? audio notes? other?); and the outputs of your reflection (written? digital? creative product? other?).

Briefly describe your personal plan for consistently engaging in reflection throughout your WIL experience.

Module Complete

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- Ontario
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Module Development: kylemackie.ca

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6.2: Elements of an Intentional Practice



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As you move through this resource, one of the goals for the reader is to have a clear motivation for being reflective. It is a deliberate, intentional way of being. The more the educator can remove or detach themselves from their thoughts and feelings, the more objective and curious they can become. A quote whose author is unknown speaks to this intention of reflection, “between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom” (It is essential to find the space and time for deep thinking and reflection.

Video: Reflection in Learning

Learn more about reflection in learning by watching the [video by MQ LearnTV \[6:00\]](#) below.



Video: “[Reflection in Learning – What does reflection mean to you?](#)” by [MQ LearnTV \[6:01\]](#) is licensed under the [Standard YouTube License](#). Transcript and closed captions available on YouTube.

Dig Deeper

For more information on this topic, check out the resource links below:

- [Making Experience Count: The Role of Reflection in Individual Learning](#)[PDF] (Research paper)
- [Time to reflect – why does it matter in the workplace?](#) (Blog)
- [Technology Rich Inquiry-Based Research-Reflective Topics](#) (Blog by Dr. Diane Kashin)

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6.3: Consider This

Reflective Practice

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CHAPTER OVERVIEW

7: Reclaiming Reflective Practice

Learning Objectives

Students will be able to:

- Explore ways to develop and reclaim your reflective practice.

[7.1: Being Reflective begins with Reflective Thinking](#)

[7.2: Consider This](#)

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7.1: Being Reflective begins with Reflective Thinking



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"I write because I don't know what I think until I read what I say."
- Flannery O'Connor

In [On Reflection](#), an essay on technology, education, and the status of thought in the twenty-first century by Ellen Rose (2013), she challenges us to reflect on reflection as she asks us to consider reflection in the context of time, and silence and not in a context of a forced practice.

As many know, we bump up against the ideology of becoming unbusy, of providing space and time to ponder, think, and reflect. In our fast-paced, technology-rich world and coming off the global pandemic of 2019, we have been tasked to consider the many priorities we have set for ourselves. What are the ways we can simplify or prioritize what is really important to our work

As we consider our reflective practice, many obstacles may still come up: "There is only so much time in a day", "I have to do this or that", "I must follow this curriculum or that", "I only have so much time to teach this."

Rose (2013) more than once used the term **stewardship** in referring to reclaiming reflective practice. She suggests we must be stewards of the use of writing, of technology and of reflective practice. According to Merriam-Webster (n.d.) stewardship is **"the conducting, supervising, or managing of something; especially the careful and responsible management of something entrusted to one's care. The act or activity of looking after and making decisions about something."**

When you take the time to seemingly do nothing, notice what you are thinking about, try to go with those thoughts and see where they take you. There are multiple ways to be reflective, both individually and in groups. (More on group thinking in future chapters.)

Self-reflection is typically where one's reflective practice begins. This can resemble things you are already doing: writing, which may include blogs, papers, journaling, creating a professional portfolio, walking, thinking through meditation, yoga and storytelling. What are the ways you are currently practicing slowing down?

Technology & Reflective Practice

Take a look at how technology is being used for reflection:

1. [Reflections in Education](#) by Mary Mitches
2. Blog: [My Reggio Inspired Journey: Live, Learn, Grow](#) by Sheryl Third
3. [Professional Portfolio of Sheryl Third](#).

Video: Reflective Writing

Learn more about Reflective Writing by SkillsTeamHullUni by watching the [video \[6:07\]](#) below.



Video: “[Reflective Writing](#)” by [SkillsTeamHullUni](#) [6:08] is licensed under the [Standard YouTube License](#). *Transcript and closed captions available on YouTube.*

Dig Deeper

For more information on this topic check out the resource links below:

- [Blog | Early Childhood Pedagogy Network](#)
- [Gather](#) (The Joy of StoryTelling by Richard Van Camp – Book)
- [Contemplating the Reflective Process – Strive](#)

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7.2: Consider This

Reflective Practice

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CHAPTER OVERVIEW

8: The Disposition, Values, Principles and Ethics of a Reflective Practitioner

Learning Objectives

Students will be able to:

- Identify the values, principles and ethics related to being a reflective practitioner

[8.1: A Reflective Mindset](#)

[8.2: Values, Principles and Ethics related to being a Reflective Practitioner](#)

[8.3: Consider This](#)

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There is evidence that supports creating a culture of reflection, a disposition of thinking critically, and of valuing multiple perspectives as a context of one's own reflective pedagogy. Farrell (2014), Rose (2013), and others suggest there are main characteristics of a reflective educator, some of which include open-mindedness, whole-heartedness, and responsibility. Dewey (1933, 1986) has noted that all three of these attitudes are not only important in "order that the intention of thinking in a reflective way...they are traits of personal character that have to be cultivated" (p.139). Rose (2013) speaks to responsibility as stewardship, stating we must be stewards of the use of writing, of technology and of reflective practice. Reflection can be cultivated by a teacher for whom reflection is an ethical commitment (pg.105).

“Children do not experience our intentions, no matter how heartfelt. They experience what we manifest in tone and behaviour.” Gordon Neufeld

Video: A Reflective Mindset

To learn more about a reflective mindset watch the video: [A Reflective Mindset – The Secret to a Better and Longer Life](#) by Ali Fenwick [11:41].



Video: “[A Reflective Mindset – The Secret to a Better and Longer Life | Ali Fenwick | TEDxHultAshridge](#)” by [TEDx Talks](#) [11:42] is licensed under the [Standard YouTube License](#). Transcript and closed captions available on YouTube.

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8.2: Values, Principles and Ethics related to being a Reflective Practitioner

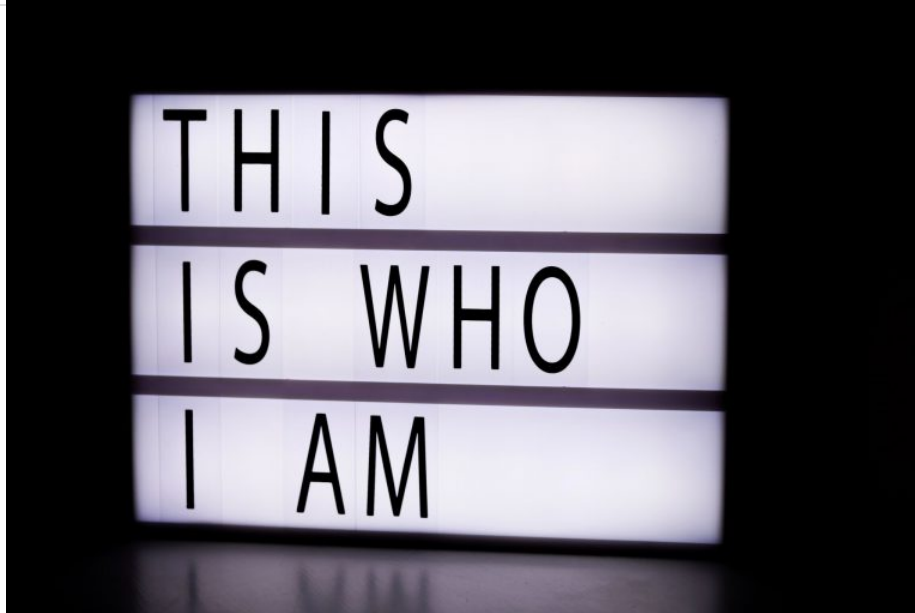


Photo by [Felicia Buitenwerf](#), [Unsplash License](#).

Rachel Carson wrote the book [A Sense of Wonder](#) originally in 1956 and republished it in 1998 and 2017. In this book, Carson talks about the hope to inspire both children and adults to appreciate and hence value the spiritual, emotional and sensory experience of the living world. Dr. Hopi Marten shares Ojibwe worldviews in context for teaching. He explores spiritual, cultural, and land-based learning as a teacher through what has been coined a [seasonal pedagogy](#). Both these examples demonstrate the power that disposition, culture, values, and beliefs have on our work. This is not a one-time conversation but a contextual concept around reflective practice that can be embedded in every interaction we have within our workplace.

Take some time to explore Dr. Hopi Marten's website [The Edge of the Bush](#). Watch the videos, listen to the teachings, and feel Mother Earth all around you. What touches your heart?

Disposition of Reflective Practice

Read the list below of dispositions created over the years based on research, readings, and early educators' own thoughts on what a disposition of reflective practice is. Do you see yourself in these dispositions?

1. Are you optimistic?
2. Are you open-minded?
3. Are you appreciative?
4. Are you flexible?
5. Are you purposeful?
6. Are you curious and ask questions to challenge ideas?
7. Do you embrace change, seek new ways of doing things?
8. Do you seek collaboration?
9. Do you question your feelings?
10. Do you work from a value-based lens?

Are there others?

Listen: 173 – Early Learning Foundations with Carla Ward

[173 – Beyond Bubble Baths: The Real Work of Self Care](#) from [The ECE Everything Podcast](#) with Carla Ward [8:00]



#244: The 5 Types of Self-Care | Why Educators Can't Afford to Ignore Their W

Preview Jun 12 · The Everything ECE Podcast

+ Save on Spotify

...



Dig deeper

For more information on this topic, check out the resource links below:

- [Reflective Practice and Continuous Learning](#)[PDF]
- [Relationship between Reflective Disposition toward Teaching and Effective Teaching](#)[PDF]
- [Developing a Disposition for Reflective Practice That Sustains Continuous Professional Learning](#)[PDF]
- [Beginnings Workshop on Dispositions by The Childcare Exchange](#)[PDF]

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8.3: Consider This



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Reflective Practice

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CHAPTER OVERVIEW

9: Communities of Practice and the Reflective Process

Learning Objectives

Students will be able to:

- Identify your community of practice and pedagogical friends.

[9.1: What is a Community of Practice](#)

[9.2: Cultivating a Commitment to being Reflective](#)

[9.3: Consider This](#)

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9.1: What is a Community of Practice



Photo by Sylvain Brison, Unsplash License.

“It is only through a give and take with others and by confronting the challenges they pose that critical reflection can be promoted” (Boud, 2001 p.14-15)

Video: Where Good Ideas Come From

To learn about where good ideas come from watch the [video below by Steve Johnson at Riverhead Books](#) [4:06].



Video: “[WHERE GOOD IDEAS COME FROM](#) by Steven Johnson” by [RiverheadBooks](#) [4:07] is licensed under the [Standard YouTube License](#). Transcript and closed captions available on YouTube.

[Jean Lave, Etienne Wenger and communities of practice by infed.org](#)

After watching and reading the above content, it is important to have a shared understanding of what we mean when we refer to a community of practice. The College of Early Childhood Educators references the communities of practice definition by Wenger et al. (2002) as “a group of professionals who share a common concern or passion about a practice topic and who wish to learn how to improve this area of practice by communicating and collaborating with each other regularly over time.” (2018, p. 2). Wenger (1999) states there are three main elements that make a community of practice different from other groups: the domain is the connection between the group, and there is some commitment to a shared competence that makes it different than a club or group of friends. This community is the second element. This means the group is engaging in a relationship to help learn from one another, and finally, the third element is the practice. This is the practitioner looking to share their experience around a sustained problem or seeking solutions. Communities of practice often are more formalized but not necessarily formal. They provide a time and space and a protocol for coming together. A community of practice can have members who come in and out of the group, but usually a core group exists to help move the interests of the group forward through solutions and practice.

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9.2: Cultivating a Commitment to being Reflective



Photo by [Hannah Busing](#), [Unsplash License](#).

Boud (2001) reinforces the benefit of reflection in a social context for educators: These reflective processes can be undertaken in isolation from others, but doing so often leads to a reinforcement of existing views and perceptions. Working in pairs or with a group for which learning is a reason for being can begin to transform perspectives and challenge old patterns of learning. It is only through a give and take with others and by confronting the challenges they pose that critical reflection can be promoted.

As educators embark on the practice of reflection, the elements that Taylor (2007) describes support the process of reflection and create concreteness to what, for some, might feel quite abstract. The notion of reflecting individually, with a critical friend or mentor, is noted as the educator moves through the stage of conscious competence. Rather than becoming complacent or habitual, Taylor (2007) suggests moving into reflective consciousness, which he describes as mature practice. Skattebol (2010), suggests “engagement in this type of reflection propels educators to examine the dimensions of the teaching or learning that popular discourse regards as interior, and how non-conscious (often collective) habits operate in tandem with our conscious and cognitively driven interactions” (p.89).

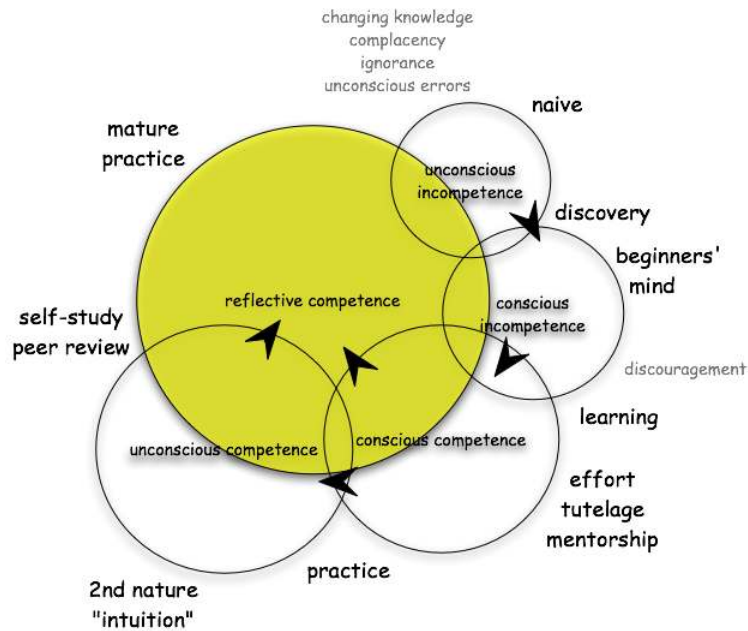


Figure 1- Conscious Competence Learning Model. Courtesy of Will Taylor, Department of Homeopathic Medicine, National College of Natural Medicine, Portland, Oregon, USA, March 2007.

This context of reflection takes our thinking from a habit to an intention or reflective consciousness, and this is the essence of reflective practice.

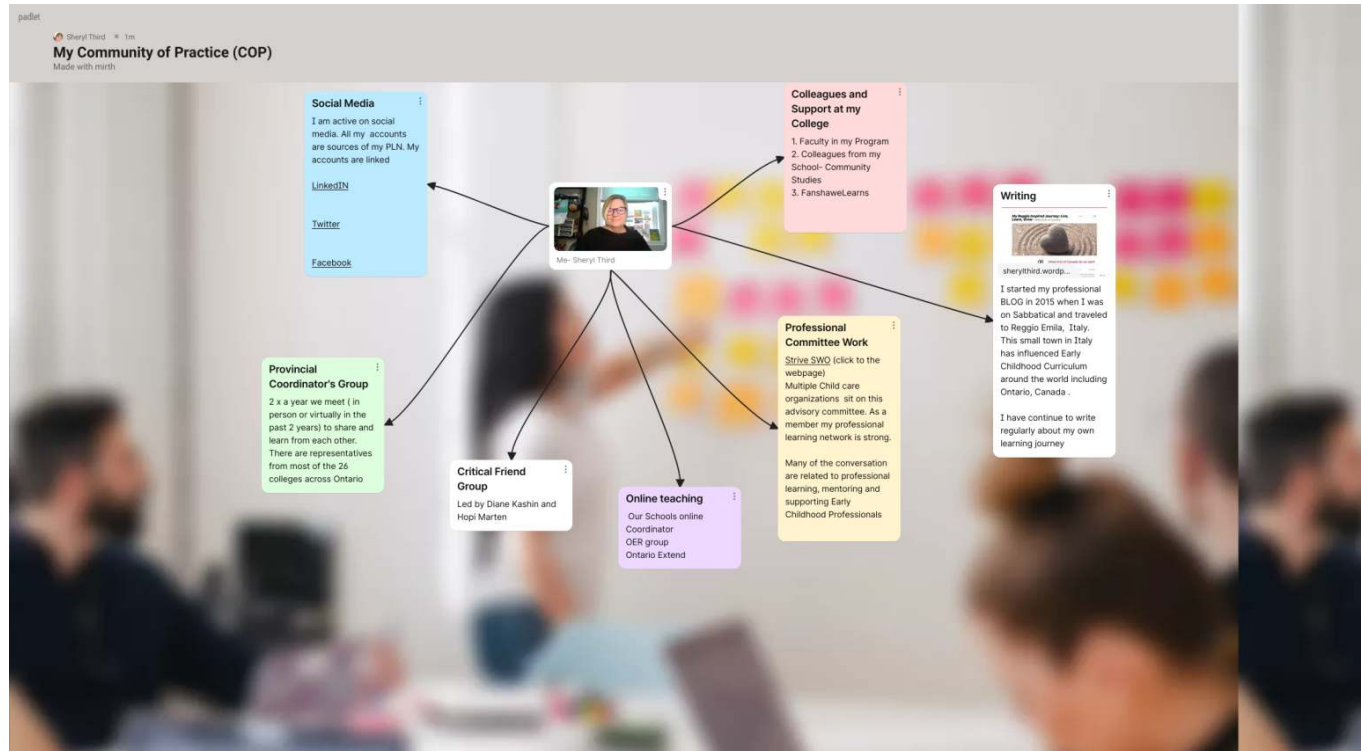
📌 Dig Deeper

For more information on this topic check out the resource links below:

- [Communities of Practice\[PDF\]](#) (The College of ECE)
- [Frontiers | Reflective Practice: A Method to Improve Teachers' Well-Being. A Longitudinal Training in Early Childhood Education and Care Centers | Psychology](#) (Research Article)
- [Creating Conditions for Reflective Practice in Early Childhood Education](#) (Journal Article)
- Key Concept: Learning Communities

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9.3: Consider This



“My Community of Practice (COP)” Created with Padlet by Sheryl Third. Click to enlarge.

▼ Image Details

A community of practice (COP) diagram created in Padlet, titled ‘My Community of Practice (COP)’ by Sheryl Third. The diagram is centred around a photo of Sheryl Third with arrows extending to several colour-coded cards, each representing different aspects of her professional learning network.

Social Media (blue card): Reads “I am active on social media. All my accounts are sources of my PLN. My accounts are linked.” With links for LinkedIn, Twitter, and Facebook.

Provincial Coordinator’s Group (green card): 2x a year we meet (in person or virtually in the past 2 years) to share and learn from each other. There are representatives from most of the 26 colleges across Ontario.

Critical Friend Group (grey card): Led by Diane Kashin and Hopi Marten.

Online teaching (purple card): Our School’s Online Coordinator, OER Group, Ontario Extend.

Professional Committee Work (yellow card): Strive SWO (linked) Multiple Child care organizations sit on this advisory committee. As a member my professional learning network is strong.

Writing (white card): I started my professional BLOG in 2015 when I was on Sabbatical and traveled to Reggio Emilia, Italy. This small town in Italy has influenced Early Childhood Curriculum around the world including Ontario, Canada. I have continued to write regularly about my own learning journey.

Colleagues and Support at My College (pink card): 1 – Faculty in my Program; 2 – Colleagues from my School – Community Studies; 3 – FanshaweLearns.

Reflective Practice

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CHAPTER OVERVIEW

10: Professional Practice and the Critical Reflective Process

Learning Objectives

Students will be able to:

- Utilize critical reflection related to current professional practice.

[10.1: The Critical Reflective Process](#)

[10.2: Thinking with a Pedagogical Friend or Collaborative Group](#)

[10.3: Consider This](#)

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10.1: The Critical Reflective Process



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“Reflection is turning a topic over in various aspects and in various lights so that nothing significant about it shall be overlooked — almost as one might turn a stone over to see what its hidden side is like or what is covered by it.”

— John Dewey (1910)

 A Taxonomy of Reflection – The Reflective School by Peter Pappas

Review this [presentation by Peter Pappas on a Taxonomy of Reflection](#)

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10.2: Thinking with a Pedagogical Friend or Collaborative Group



Photo by Helena Lopes, Unsplash License.

Writing Activity

Instructions:

[Repeating the process from 5.3](#), but this time with a friend or colleague. Choose one of the provocations below and one or more of the writing prompts and practice writing and thinking with your community of practice.

Provocations:

Take a look at one or more of the following:

[Land as Teacher – Meeting at the Edge of the Bush](#)

In this 8:17 video, the viewer hears Hopi Martin explain Land as Teacher

[“Now Playing” Teaser](#)

In this 9-minute video, the viewer will examine why play is valuable to all of us

[Mindful Reflection with Dr Leigh Burrows – Edufolios](#)

In this 23-minute podcast, the listener will explore how mindful reflection can lead to hearing your authentic voice

[Louie Schwartzberg: Nature. Beauty. Gratitude. | TED Talk](#)

In this 9-minute video, Louie through his stunning photographs and words has us consider gratefulness

[Thinking About Racial Disparities in COVID-19 Impacts](#)

This article by Jack P. Shonkoff, M.D. and David R. Williams, Ph.D., explore the racial disparities of the impact of COVID-19

[Reflective Practice Building a Culturally \[PDF\]](#)

This 18-page research paper explores a culturally responsive pedagogical framework

[Blog | Early Childhood Pedagogy Network](#) (blog-choose one post that resonates with you)

May I recommend [What is Pedagogy?](#) as a place to start

[Early Years Study 4 | voicEd](#) (podcasts-choose one)

Each podcast is worth listening to

Writing Prompts:

1. What do you notice about the child/ren? Their face, their demeanour, their competence. What captures your attention from viewing the photo, video or reading the article? How do your ideas differ from others?
2. How do you feel when you are looking at the photo, watching the video or reading? Compare your thoughts with one other person or a small group
3. What questions do you have about the content, considering the perspective of the child, their family, and desired learning outcomes?
4. What delights you as you examine the material, and how is this response related to your own values and background? Why is considering what touches your heart important to your practice as an educator?

**Writing prompts adapted from [A Thinking Lens for Reflective Teaching](#)[PDF] by Deb Curtis & Margie Carter, in collaboration with Ann Pelo in Learning Together with Young Children, used under fair dealing for educational purposes.

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10.3: Consider This

My Professional Portfolio

 Read

Blog Post: [16 Outcomes of Reflection | Stable Transitions](#)

Reflective Practice

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CHAPTER OVERVIEW

11: Appendix

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