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| **Thematic Area**  | **Reflective Practice**  |
| **Target Audience**  | **Teachers, Tutors, Trainers, Learners, Leadership Teams** |
| **Level (if applicable)** | **The resources compiled are relevant to teachers / tutors / trainers across all levels** |

**Suggested resources to support delivery:**

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| **Theme/Topic** | **Type** |  | **Author/Source** | **Web Link** |
| Reflective Practice | Book | The best professionals, Donald Schön maintains, know more than they can put into words. To meet the challenges of their work, they rely less on formulas learned in graduate school than on the kind of improvisation learned in practice. This unarticulated, largely unexamined process is the subject of Schön's provocatively original book, an effort to show precisely how 'reflection-in-action' works and how this vital creativity might be fostered in future professionals.Teachers/tutors and trainers recognise the importance having of a broad theoretical base in order to guide learners with confidence. This is the seminal work on reflective practice that is essential reading for all involved.  | Schön, D.A. (2008) [The Reflective Practitioner](https://ebookcentral.proquest.com/lib/limerickit/detail.action?docID=4816972) ISBN: 9781351883153Basic Books: New York |  |
| Reflective Teaching: An Introduction. | Book | This volume outlines the assumptions and beliefs that distinguish the concept of the reflective teacher from the view of the teacher as passive and a mere technician - a view that teacher education programmes and schools have historically promoted. | Zeichner, K. M. and Liston, D. P. (1996) Reflective Teaching: An Introduction. |  |
| Keeping a Reflective Journal  | Book | The authors present the background to help readers make an informed decision about the value of journals and to determine whether journals will fit appropriately with their teaching objectives or help manage their personal and professional lives. They offer insights and advice on selecting the format or formats and techniques most appropriate for the reader's purposes. | [Stevens, D. and Cooper, J. (2009)](http://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=326896&scope=site&custid=s3335341&groupid=main&profile=eds)  *Journal Keeping.*ISBN: 9781579222161: Stylus Publishing: Virginia, USA |  |
| REFLECTIVE PRACTICE MODELS | pdf | This pdf presents in six pages, with explanatory diagrams, the most widely accepted models/forms of reflective practice. This is a useful resource for tutors, trainers and for learners who may be asked to write reflective essays as part of their course.  | UCD.IE/TEACHING | [https://www.ucd.ie › teaching › reflective\_practice...](https://www.ucd.ie/teaching/t4media/reflective_practice_models.pdf)PDF |
| Timperley - Effective Professional Conversations  | YouTube Video | Helen Timperley, Professor of Education at the University of Auckland, has undertaken a literature review examining the research on professional conversations in schools. She discusses what enables such conversations so that education provision is enhanced within the school. These enablers are the conditions and processes that support educators to examine and improve their practice:ProcessesKnowledgeCultureRelationshipsResourcesContextMost useful for mentors, supervisors, tutors and trainers. | **Helen Timperley, Professor of Education at the University of Auckland** | YouTube videoEffective Professional Conversations <https://youtu.be/2pE7lbvgTfw> |
| Becoming a Critically Reflective Teacher | Book | Applying the principles of adult learning, Brookfield thoughtfully guides teachers through the processes of becoming critically reflective about teaching with subsequent benefit for their learners. | Brookfield, S. (1995) Becoming a Critically Reflective TeacherSan-Francisco: Jossey-Bass  |  |
|  |  | This paper is an introduction to the place of narrative inquiry in relation to teacher professional development and reflection. Connections are made with photography (visual narrative) as a tool for reflective practice with a discussion accompanying literature that addresses the use of photography for the first time to trigger and assist in the development of professional practice. Consideration is made to photographs being taken by colleagues, self or students to provide a different perspective of learning occurring in the classroom accompanied by the generation of questions, goal setting and the reinforcement of self‐assessment and self‐monitoring. |  |  |
| Reflecting on Professional Learning | Website resources | This section of the Teaching Council’s website offers a description of the varying understandings of reflection in the literature, as well as ‘models’ of reflection, commonly used in educational contexts and information on tools to support reflection on professional learning. The models of reflection have been configured to refer specifically to teachers’ learning, and include possible questions that teachers might ask (whether individually or collaboratively) when engaging in reflection. |  | <https://www.teachingcouncil.ie/en/teacher-education/teachers-learning-cpd-/cosan-support-materials/reflecting-on-professional-learning/> |
| Writing a Reflective Journal  | Book | The Reflective Journal is a thoughtful and encouraging introduction to critically reflective practice.With space to write your reflections, it will give you a place to capture your learning and a structure to record your development. As a powerful tool for processing your thoughts, feelings and actions, it will lead you to a deeper understanding of yourself and your work so that you can develop your practice and achieve your professional goals.Written for students on a range of courses from education and social work to business, counselling and health, it will also be invaluable for those on placement or in professional practice. | Bassot, B. (2013,2016) *The Reflective Jpurnal.*Palgrave Macmillan:UK  |  |
| Developing Reflective Practice in the Early Years – a selection of articles focused on Early Years practitioners. | Book | Early years practitioners closely observe children’s learning to nurture and stimulate their development. They also reflect on their practice in order to enhance their professional development and improve their practice | Eds. Alice Paige-Smith and Anna Craft (2nd ed. 2011)OUP: England |  |
| Guide to reflective writing. | Online resource | A short guide to reflective writing - University of Birmingham ...This is an overview of how to write reflectively with an example of how a learner moved from reflection to action. Most suitable for trainers and tutors. |  | [https://intranet.birmingham.ac.uk › asc › public](https://intranet.birmingham.ac.uk/as/libraryservices/library/asc/documents/public/Short-Guide-Reflective-Writing.pdf) |
| Reflective Teaching in Further and Adult Education | Book | This comprehensive, accessibly written textbook is a practical resource which will be invaluable to teachers in further and adult education, whether in-training or in-service. | * [Professor Yvonne Hillier](https://www.bookdepository.com/author/Professor-Yvonne-Hillier) (2012)
* [Continuum Publishing Corporation](https://www.bookdepository.com/publishers/Continuum-Publishing-Corporation):
* New York
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| Learning through reflection.  | Book |  A practical guide to enable all those involved in educational activities to learn through the practices of reflection. The book highlights the power that those responsible for teaching and learning have to appraise, understand and positively transform their teaching.  | Ghaye, T. (2011) *Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action*Routledge: NY. |  |
| Reflection Vocabulary | Online resource | Some insights, common words and phrases that can be used when writing reflective pieces.This will be helpful to learners and to tutors alike. | Experiential Education UnitUniversity of Toronto, Canada | [Reflection Vocabulary](https://www.utm.utoronto.ca/experience/sites/files/experience/public/shared/pdfs/Students%20-%20Reflection%20Vocabulary_0-EEU.pdf)[https://www.utm.utoronto.ca › files › shared › pdfs](https://www.utm.utoronto.ca/experience/sites/files/experience/public/shared/pdfs/Students%20-%20Reflection%20Vocabulary_0-EEU.pdf)PDF |
| Everyday reflectionModels of ReflectionBarriers to reflectionReflective WritingFree WritingReflective Writing ExerciseFurther Reading | Online resource | This resource will guide you through the basics of what reflective practice is, its benefits, how to integrate it into your everyday life and the foundations of reflective writing. | Limerick Institute of Technology | <https://lit.libguides.com/c.php?g=676810&p=4821987> |
| Professional Dialogue | On-line Article  |  Analysis of reflective accounts of forty-seven educators highlights what enabled and constrained dialogue across professional experience settings and the benefits of having pre-service teachers engage in such an assessment task. The authors discuss implications for pre-service teacher education and on-going teacher professional learning.While this resource focuses on teacher initial training it is useful background knowledge for tutors and trainers. | Simoncini, K. M., Lasen, M., & Rocco, S. (2014). Professional Dialogue, Reflective Practice and Teacher Research: Engaging Early Childhood Pre-Service Teachers in Collegial Dialogue about Curriculum Innovation. Australian Journal of Teacher Education, 39(1).  | <http://dx.doi.org/10.14221/ajte.2014v39n1.3> |
| Reflective Practice in Early Years | YouTube Video  | Observing children – finding time to reflect in order to plan. Finding the best time to intervene.  | Roscommon County Childcare CommitteeSusan McDonald | YouTube videos from Conference 2015 <https://youtu.be/xYvEk6nj0DI> |
| Learning in and through practice | Book and eBook | Cutting across theoretical approaches in order to understand and use reflection to enhance learning in practice. | Moon, J. (2000).*Reflection in Learning and Professional Development*,Kogan Page:London  | **eBook** <https://doi.org/10.4324/9780203822296> |
| Videos | YouTube video | Critical Reflection in PracticeHow does our practice affect the children in our care? Why do we insist on routines in our groups? When adults come together to talk about their work, they often find that what seems essential to them is not what benefits the children.This is a useful resource for those in Early Childhood Care and Education.  |  | <https://youtu.be/UqjEY-kJFjo>  |
| This paper is an introduction to the place of narrative inquiry in relation to teacher professional development and reflection. Connections are made with photography (visual narrative) as a tool for reflective practice with a discussion accompanying literature that addresses the use of photography for the first time to trigger and assist in the development of professional practice. | Online resource | Take a photograph: teacher reflection through narrativeCritical Reflection in Practice This resource could be used by tutors and trainers in order to consider other ways of recording reflections.  | [Narelle Lemon](https://www.tandfonline.com/author/Lemon%2C%2BNarelle)Pages 177-191 | Published online: 04 May 2007 | * <https://doi.org/10.1080/14623940701288982>
 |
| Síolta User Manual | [www.síolta.ie](http://www.síolta.ie)Available to download | This is the user manual for Síolta, the National Quality Framework for Early Childhood Education. This manual contains the Principles, Standards, Components of Quality and Signposts for Reflection which make up the main body of Síolta. The manual has been designed to support engagement with the Framework and may be used by an individual practitioner, in working with colleagues in childcare settings and as a support for networking with other professional colleagues who work with young children from birth to six years | © 2010 Department of Education and Skills |  |
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 **Useful Organisations:**

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