

Reflective Practice

Phase	Type		Themes
<input type="radio"/> Early	<input checked="" type="radio"/> Strategy	<input checked="" type="radio"/> Collaboration & teamwork	<input checked="" type="radio"/> Professional development & support
<input checked="" type="radio"/> Implementation	<input type="radio"/> Tool	<input type="radio"/> Curriculum	<input type="radio"/> School structures & organisation
<input checked="" type="radio"/> Consolidation		<input type="radio"/> Design affordances	<input checked="" type="radio"/> Spatial competencies
		<input type="radio"/> Design & process	<input type="radio"/> Student experience
		<input checked="" type="radio"/> Evaluation	<input checked="" type="radio"/> Teacher experience
		<input type="radio"/> Leadership & change	<input type="radio"/> Technology
		<input checked="" type="radio"/> Pedagogy	<input type="radio"/> Time

What does this do?

Reflective practice is the ability to reflect on one’s actions so as to engage in a process of continuous learning. Educators who explore their own teaching through critical reflection develop changes in attitudes and awareness which can benefit their professional growth as well as improve the kind of support they provide their students.

How can it help?

The use of reflective practice in an innovative learning environment enables educators to reflect and evaluate the effect of their teaching on students’ learning, engagement, and well-being in these new learning spaces. Leon Benade¹ provides some strategies/principles on how reflective practice, which is increasingly collaborative and has a temporal character, can be used in the context of innovative learning environments.

An example in practice

Henschke Primary School in Wagga Wagga, Australia used written educator reflections to examine the extent to which physical space supports team teaching pedagogies that promote student engagement. Reflections were based on four key question prompts:

1. What changes have you made?
2. What have the implications been?
3. What are your next goals/steps?
4. What has worked well, hasn’t worked well?

These reflections, together with other data gathered through observations and student engagement survey, enabled educators to develop a rich understanding of how team-teaching strategies may lead to an increase in student engagement.

Where can I find this?

The Teacher Mind Frames and Belief Systems workshop (See T0024) can help educators develop strategies for reflective practices.

Information on how educators can adapt these reflective questions to teaching and learning in innovative learning environments is available via <https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/developing-focus/reflective-practice/reflective-practice-questions>

[Correct as at 29 April 2020].

1. Benade, L. (2015). Teachers’ Critical Reflective Practice in the Context of Twenty-first Century Learning, *Open Review of Educational Research*, 2(1), 42-54, DOI: 10.1080/23265507.2014.998159

2. All Spatial Transition Pathway ‘Strategies and Tools’ are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au

