



Facilitating Professional Growth: Reflective Practice for Continuous Learning

CEESA Conference
Budapest, Hungary
Friday, March 18, 2011
Dr. Fran Prolman



Objectives

- To define and expand your reflective practice
- To consider reflection in a variety of circumstances and configurations
- To incorporate reflection individually, with groups and school-wide as a tool to learn



Itinerary

- **1:00-2:00:** Framing the Learning for Reflective Practice
- **2:15-3:15:** Reflection Strategies: Build your repertoire
- **3:30-4:30:** Bring reflection home Plan your next steps



Where did reflective practice come from?

Buddha

Socrates

John Dewey

Thich Nhat Hanh

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“The practice of analyzing our actions, decisions or products by focusing on our process of achieving them.”

Killion and Todnem

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David Perkins' Theory of Intelligence

- Neural
- Experiential
- **Reflective**



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Howard Gardner's Theory of Multiple Intelligences

- Logical/Mathematical
- Verbal Linguistic
- Bodily/Kinesthetic
- Visual/Spatial
- Musical/Rhythmic
- Interpersonal
- Intrapersonal



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Daniel Goleman's Theory of Emotional Intelligence

- A different way of being smart
- Virtually all learned from parents and life, can be nurtured and changed
- Includes the capacity to:
 - Recognize our own feelings and those of others
 - Manage emotions well in ourselves and in our relationships
 - Motivate ourselves



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Goleman: Emotional Intelligence

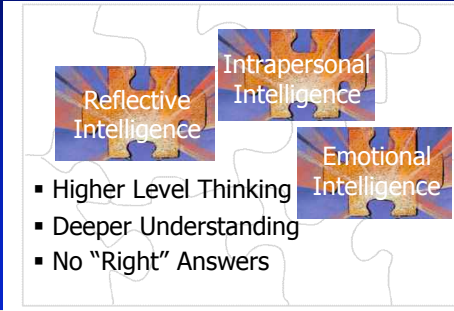
- Emotional Intelligence: Why it Can Matter More than IQ
- Primal Leadership: Learning to Lead with Emotional Intelligence
- Destructive Emotions: A Scientific Dialogue with the Dalai Lama



Our skills in managing our emotions contribute heavily to our successes and failures.

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Personal Growth



- Higher Level Thinking
- Deeper Understanding
- No "Right" Answers

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Position Available: Facilitator for Reflective Practice Wanted

A person who is inherently curious; someone who doesn't have all the answers and isn't afraid to admit it; someone who is confident enough in his or her ability to accept challenges in a non-defensive manner; someone who is secure enough to make his or her thinking public and therefore subject to discussion; someone who is a good listener; someone who likes other people and trusts them to make the right decisions if given the opportunity; someone who is able to see things from another's perspective and is sensitive to the needs and feelings of others; someone who is able to relax and lean back and let others assume the responsibility for their own learning. Some experience desirable but not as important as the ability to learn from mistakes.

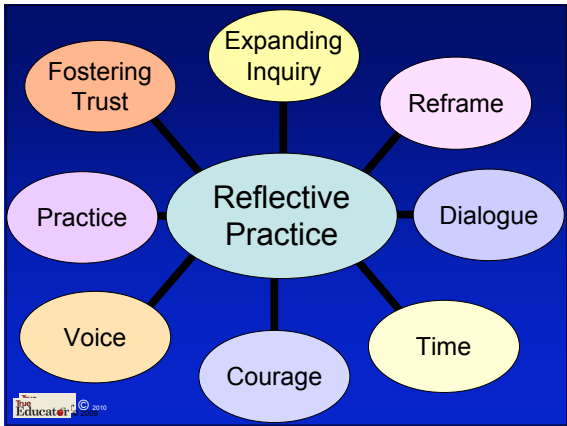
Osterman and Kottkamp

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ROVING REPORTER

- What one thing would you want your eulogy to highlight about yourself?
- What were the key family values that you were raised with that molded you the most into who you are today?
- If you could have a "Do Over" for any time or action in your life, what would it be?
- What are you most proud of?
- What brings you joy?

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Personal Reflections

Four Questions	What am I already doing?	Framework for improving teaching and learning	What do I still need to do?
What do students need to know and be able to do?		Curriculum	
How do we know they have learned it?		Evidence of Student Learning	
How do we know when they haven't learned it?		Instruction	
How do we know when they already know it?			

Reflective Questions

- I would like to improve . . .
- I am curious about . . .
- I want to learn more about . . .
- Right now, some areas I am particularly interested in are . . .



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Four-Step Reflection Process

- **Description:**
What happened?
- **Analysis:**
Why did things happen as they did?
- **Meaning:**
What have I learned?
- **Implications:**
What do I want to remember?



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Capture Your Thoughts

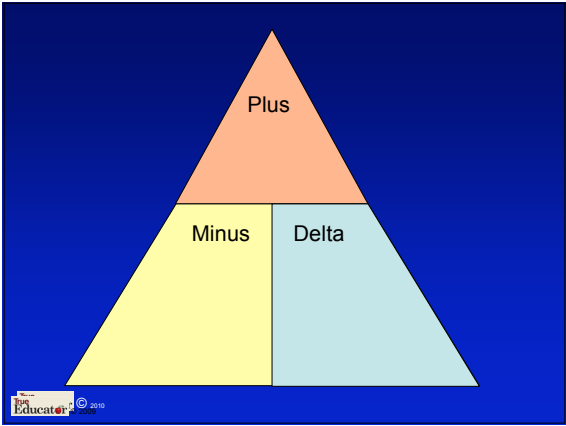
Big Ideas

Insights

Questions

Future Action

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Notes, Ideas, Reactions, and Pictures

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Relationships are first
Expand options through dialogue
Focus on learning
Leadership accelerates reflective practice
Energy is required for any system to grow
Courage is needed to reflect and act
Trust takes time
Inside-out
Outside-in
Nurture people and ideas

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Professional Development for True Success in Education

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