



Reflective place and space

Instructions

Stage 1

Reflective

Co-Mentoring

In groups of 2

Person A talks about a professional 'issue of concern' – 'the stone in the shoe' type of problem

No interruptions!

After a maximum of **5 minutes** they indicate they have finished

Instructions

Stage 2

Person B spends up to ten minutes asking person A questions

Clarifying person A's topic of concern and helping them explore it in more detail.

Asking questions, not giving advice

Some 'rules' and guidelines for how to make this most effective

“What happens here, stays here”.
(The ‘Vegas rule’) - you might want to agree to this explicitly at the start

The ‘listening role’ – it is all about listening rather than telling the other person what you think or giving advice. This provides support and a space for them to explore their issue in more depth.

So, before giving your opinion, ask yourself if it's wiser to ask a question.

Instructions

Stage one: FIVE MINUTE TASK

- In groups of 2
- Person A talks about a professional ‘issue of concern’ – ‘the stone in the shoe’ type of problem
- No interruptions!
- After a maximum of 5 minutes they indicate they have finished

Stage two: TEN MINUTE TASK

- Person B spends up to ten minutes asking person A questions
- Clarifying person A’s topic of concern and helping them explore it in more detail.
- Asking questions, not giving advice

In this session

Part 1

Activity

Part 2

Connecting reflection and resilience

Chronology of our work

Part 3

More activity

Your reflections

Who we are

Susannah Wilson



Rob Bray



Heather Fotheringham



From UHI:
The
University of
the Highland
and Islands

Working in a period of 'fluidity'

Covid-19:
changing expectations
of **lecturers**

Covid-19:
changing expectations
of **learners**

GTCS registration:
changing professional
learning requirements

SQA consultation:
changing assessment
systems


Importance of Professional Learning

"Teachers' resilience can ...be nurtured at various stages through initial training, [and] continuing professional development"

Day et al., 2011

Conflict:

"Professional learning comes through immersion in practice and community"
(Husband, 2018).



...But the context in which we have been working has resulted in isolation within our practices.

The Learning & Teaching Enhancement Strategy (LTES): For staff



At individual, team, departmental, and institutional level we will engage in **professional reflection** and review processes concerning the effectiveness of our learning, teaching and assessment practices, to identify areas for enhancement and to actively plan a better educational experience for current and future students. Our collaborative review processes will be inclusive of academic staff, professional service teams and colleagues, and students.

LTES: For students



Engaging students in
reflection and research

We will support the development of our students as **reflective practitioners**, as investigators, and as researchers in ways that are appropriate to their subject and level of study. Reflection on practice, including in relation to professional standards, will be embedded throughout the learning experience. As students progress through different levels of study, there will be an increasing focus on research activities that have a real-world relevance and value.

Enhancement Theme at UHI



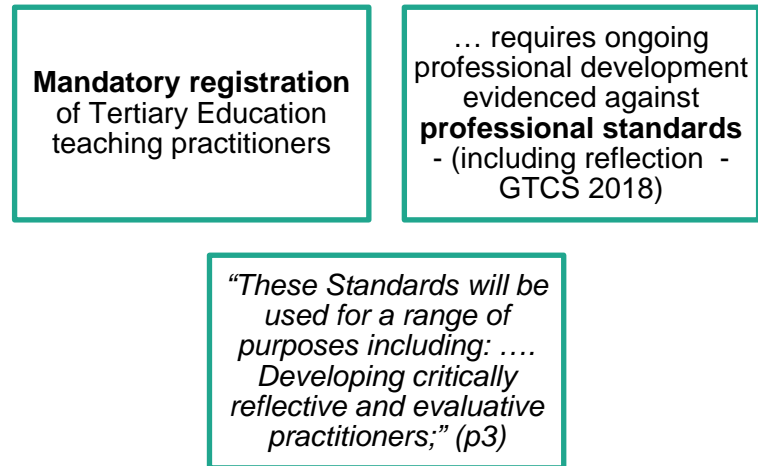
Why reflect?

Research at UHI showed two main types of motivation to engage in Reflective Practice (Bray and Fotheringham 2022)

1 For personal development



2 To meet the needs of professional bodies



Why reflect?

Reflection: Thinking about what has happened, or is happening, to plan better for the future

“I've discovered recently that when you're often concerned about something... when you learn that other people.... are having the same concerns as you. ... it is a massive relief”

“When I'm my best self, I'm engaged in reflective practice”

Barriers to reflective practice

include: lack of time, training, resources

*"...I can go days
maybe even ...
without hearing from
a colleague."*

*"we don't have enough
team practice, time to sit
and reflect"*

Concrete barriers:
Resources, time, money,
structures and
processes

Attitudinal barriers:
Psychological, attitudinal
and cultural factors

We launched Reflective Practice at Argyll College in 2022

... with the aim
of “developing a
Reflective
Practice culture”



The main outcome: Reflective Co- Mentoring

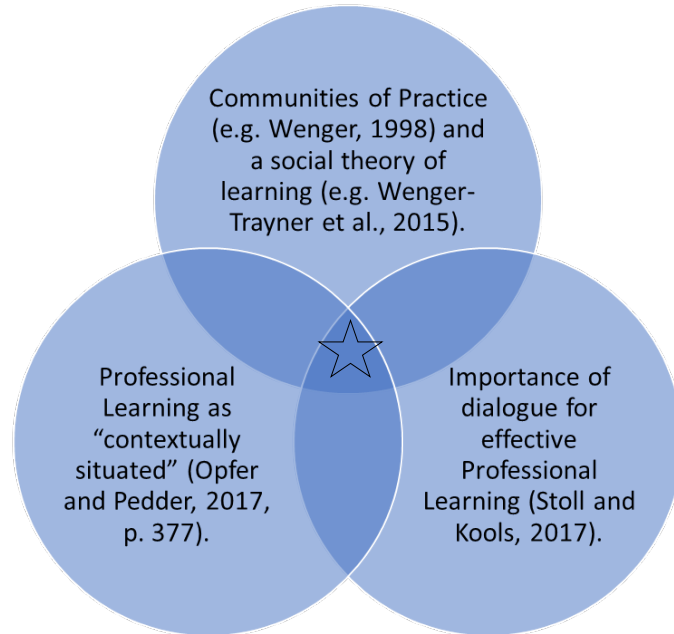
A novel technique

Meets the need for staff to meet in a focused, safe space to discuss their own professional issues

Feedback has identified that it meets several needs

- *“It was good to have some time to exchange experiences and reflect on practice with colleagues,”*
- *“... useful to talk outside one own curriculum area...”*
- *“This is about being able to talk off the record”*

...also reflects the priorities within the literature...





Reflective co-mentoring

Again

Person A and person B switch roles

Person B talks for 5 minutes

Person A questions for 10minutes

Contact us

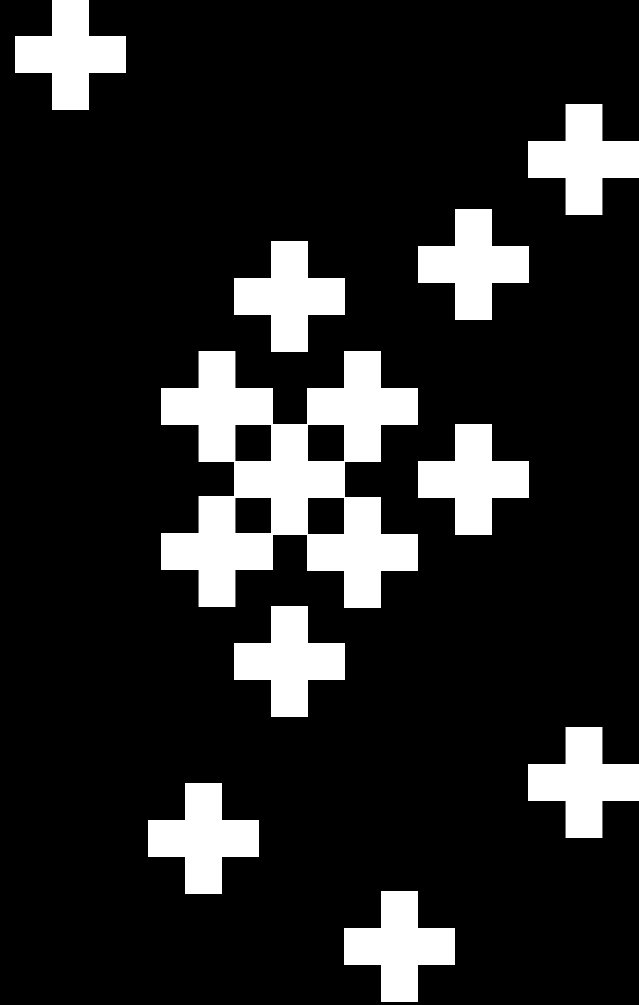
rob.bray@uhi.ac.uk

susannah.wilson@uhi.ac.uk

heather.fotheringham@uhi.ac.uk



Thank you



References

- Bray, R. & Heather Fotheringham H (2022): How, why and why not – the reflective practice of teaching staff at a Scottish university, *Reflective Practice*, DOI: 10.1080/14623943.2022.2090325
- Day, C. et al. (2011) *Beyond Survival: Teachers and resilience*. Accessible at teachers-resilience (nottingham.ac.uk) (Accessed 30 May 2023).
- Husband, G. (2018) 'The professional learning of further education lecturers: effects of initial lecturer education programmes on continuing professional learning in Scotland and Wales', *Research in Post-Compulsory Education*, 23 (2), pp. 159-180. doi: 10.1080/13596748.2018.1444384
- Opfer, V. and Pedder, D. (2011) 'Conceptualising teacher professional learning', *Review of Educational Research*, 81 (3), pp. 376-407. doi: 10.3102/0034654311413609.
- Stoll, L. and Kools, M. (2017) 'The school as a learning organisation: a review revisiting and extending a timely concept', *Journal of Professional Capital and Community*, vol. 2 (1), pp. 2-17. doi: 10.1108/JPC-09-2016-0022
- Wenger, E. (1998) *Communities of Practice: Learning, meaning and identity*. Cambridge: Cambridge University Press.
- Wenger-Trayner, E. et al. (2015) *Learning in Landscapes of Practice : Boundaries, Identity and Knowledgeability in Practice -Based Learning*. Taylor and Francis Group.