

# **Impactful practice for creating strong institutions**

Harnessing the power of collaboration through reflective practice

Nivedita Bose and Karen McPhee

6-7 July 2024

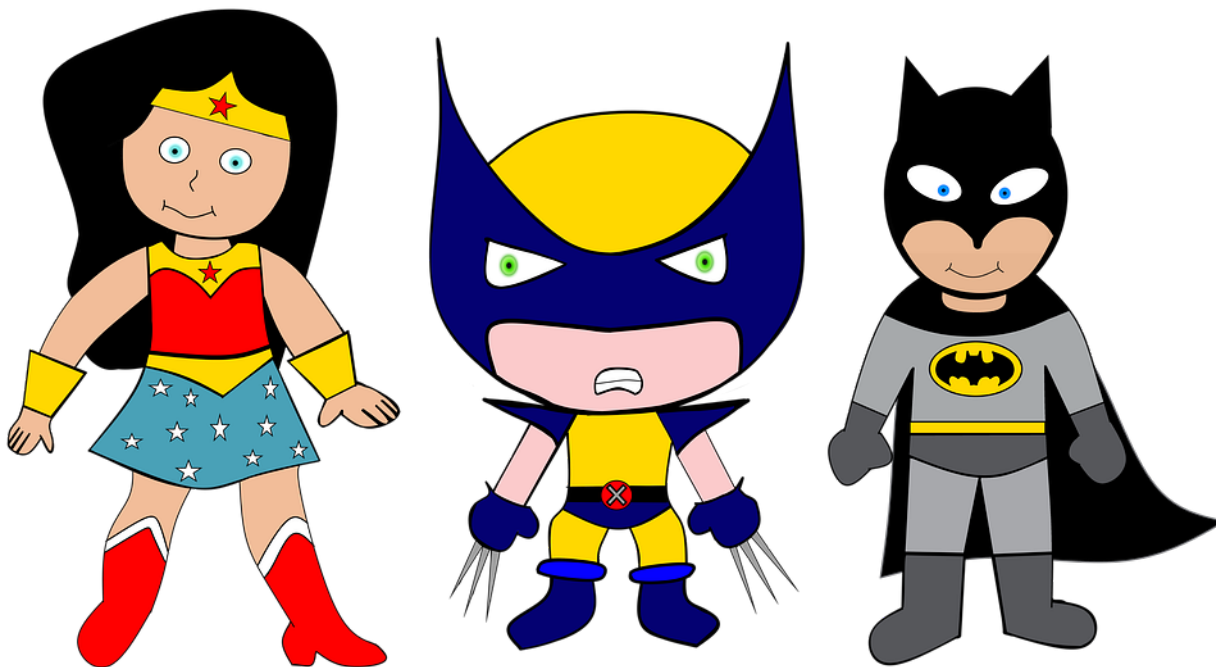
# Session objectives

In this session we will answer the below questions:

- What is reflective practice and why is it important for educators?
- How might others help you reflect?
- Why is reflective practice and collaboration key to effective professional development?

# Icebreaker

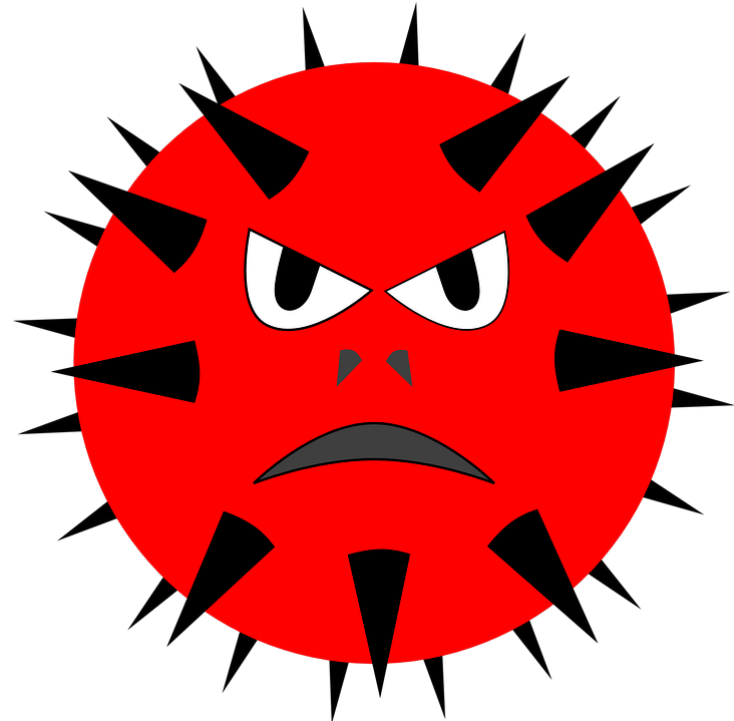
- Imagine that you could have a ‘superpower’ that would make you a ‘**very effective**’ educator.
- What would your ‘superpower’ be and why?
- Introduce yourself to the person on your left and share with them your superpower.



# A good educator is, a weak educator is?



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# Reflective practice - why is it important for educators?

# What is reflection?

- Reflection is a systematic reviewing process for all educators which allows you to make links from one experience to the next, making sure your learners make maximum progress.
- Ultimately, reflection makes sure all learners learn more effectively as learning can be tailored to them.

“Reflective practice is ‘learning through and from experience towards gaining new insights of self and practice’”

Finlay, 2008

# What is the research behind reflective practice?

- Kolb
- Gibb
- Rolfe
- Schön



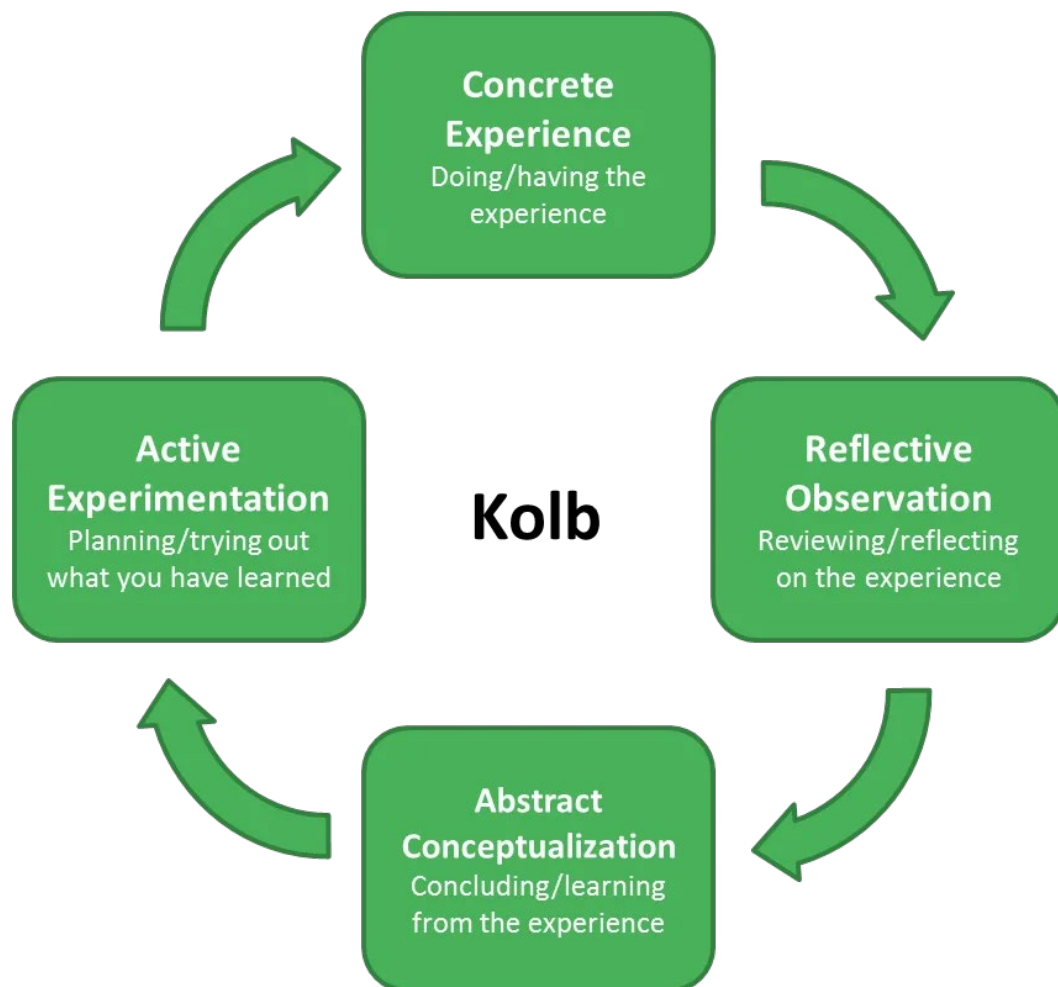
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# Reflection activity

- For this activity work in pairs
- Think about your act of brushing your teeth today morning
- We will apply Kolb's reflection cycle to this action

# Kolb's learning cycle



You try ....

- **Concrete experience:** Think about brushing your teeth this morning.
- **Reflective observation:** Describe what you did to brush your teeth and how you did it to the person sat next to you.
- **Abstract conceptualisation:** What did you conclude or learn from the experience of brushing your teeth?
- **Active experimentation:** How could you use this learning to brush your teeth better tomorrow?

**How could Kolb's learning cycle be used to inform your teaching/ leadership?**

# Benefits of reflective practice

- Boosts confidence
- Enhances knowledge
- Develops skills of critical thinking and problem solving
- Encourages innovation
- Encourages engagement
- Encourages collaboration

# Mentoring – reflecting with others

# What is mentoring?

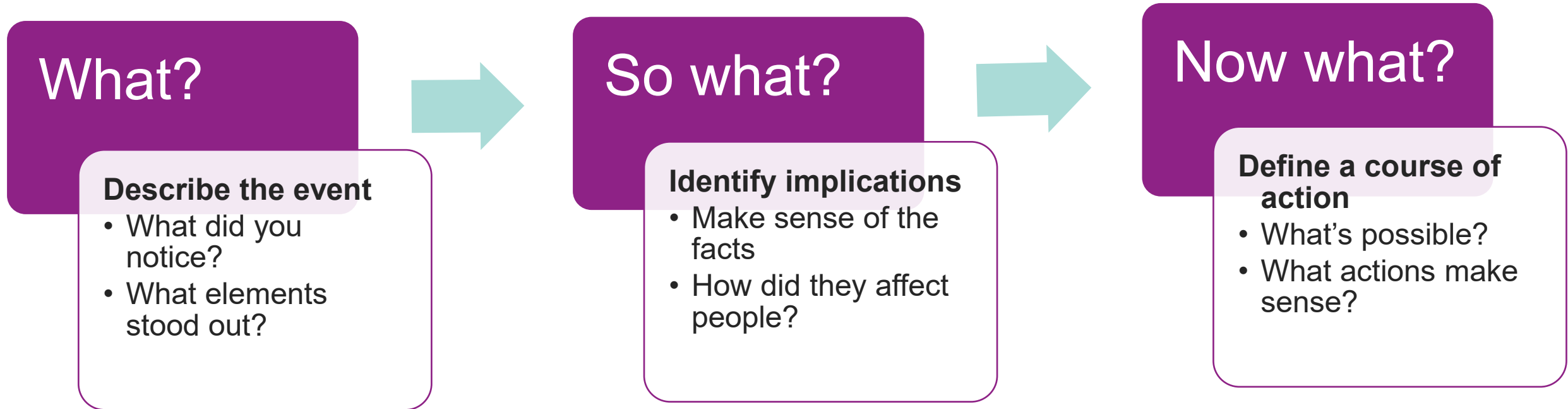
Mentoring is the process by which an experienced and trusted colleague offers support, advice and guidance to another colleague. It involves transferring experience and expertise so that the less-experienced colleague can develop their skills and achieve their goals.



# How to reflect with a mentor?

- Change your partner for this activity.
- Your partner will be your mentor for this activity.
- Share with them one new thing you have learned in this conference and how you plan to implement it in your organisation.
- Your mentor will give you feedback on your idea and suggest how to improve it.
  
- Now switch roles and repeat the activity.
- Use the next slide as the guide to your discussion.

# Rolfe et al (2001) Model of reflective practice





**Share your reflections**

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Effective communication: from competence to confidence




# Benefits of mentoring for schools

- Demonstrate commitment to staff development
- Creates positive working environment
- Helps retain staff and identify talent
- Transforms teaching and learning

# Implications for Professional Development

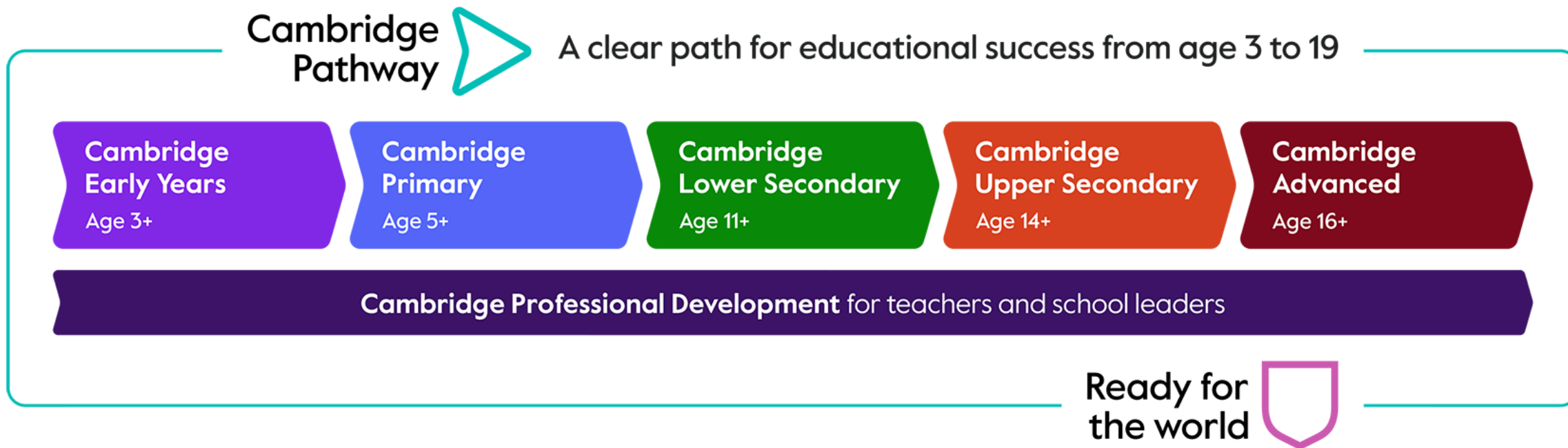
## Models of effective PD

- Training
  - Observation / assessment
  - Involvement in a development / improvement process
  - Study groups
  - Inquiry / action research
  - Individually guided activities
  - Mentoring
- ( Sparks and Loucks-Horsely (1989))



**Ready  
for the  
world**

# Cambridge Professional Development



# Cambridge Professional Development Qualifications



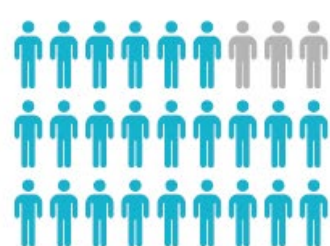
80 Countries

498+

Programme Leaders accredited to deliver



646 PDQ programmes



Candidates awarded a pass or distinction since 2019/20

222



Cambridge PDQ centres

11

Syllabuses



14,728 portfolios of learning

submitted since 2014



6 Languages



# Cambridge PDQs

We offer Certificates or Diplomas in each of the areas below:

- Teaching and Learning
- Teaching with Digital Technologies
- Teaching Bilingual Learners
- Educational Leadership
- **Early Years Good Practice (2025)**

And a Certificate for novice teachers:

- **Classroom Practice (2025)**



<https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/professional-development-qualifications/>

# Assessment - Portfolio of Evidence

Learner presentation supporting evidence (audio)

This candidate had supplied a short audio recording for their ePortfolio, which we have removed for reasons of anonymity. You may wish to add a short audio recording of your own as supporting evidence if appropriate.

Learner presentation supporting evidence

1 of 2

Blue Brush (Part 1)

Using a blue brush to define the space of the scene through the painting.

Observe the use of the brush to define the scene. How does the use of the brush define the scene? How does the use of the brush define the scene? How does the use of the brush define the scene?

Paint and shape - These elements are primarily used to define the scene through the painting.

Space - The blue brush defines the space of the scene through the painting.

Module 3 presentation

1 of 5

HOW CAN I DEVELOP INDEPENDENT LEARNING SKILLS IN ORDER TO IMPROVE ESSAY WRITING IN A YEAR 13 A LEVEL ART AND DESIGN CLASS?

Learner essay supporting evidence

1 of 1

De Bono's brushes writing tool supporting evidence

1 of 1

Observer evaluation form

1 of 5

Observer Evaluation Form

Observer	Observed

Reflective journal supporting evidence

1 of 1

- Learning
- Practice
- Reflection



## Cambridge PDQs – features that make them effective

- International standard, delivered locally, embedded in the context
- Learning, collaboration and practice woven together
- Based on spiral of learning for deeper knowledge and skills
- Regular learning with a mentor
- Developing reflective thinking and writing skills
- Grounded in latest research



## Know More

- <https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/professional-development-qualifications/>
- <https://www.cambridgeinternational.org/support-and-training-for-schools/leading-learning-and-teaching-with-cambridge/getting-started-with/>
- Write to [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)





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Any questions?

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# Thank you!

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# Your feedback

Please let us know your views on this session

Scan the QR code and share your feedback with us





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Get in touch!

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