



United Nations  
Educational, Scientific and  
Cultural Organization



- UNESCO Chair in
- Children, Youth and Civic Engagement
- Ireland
- **CHILD AND FAMILY RESEARCH CENTRE**

# Critical Perspectives on Professional Learning

# Reflective Practice in Personal

# Reality

Prof. Pat Dolan

University of Leeds

June 13, 2011

# Focus of the Session

1. **Overall** – to give you an overview of Reflective Practice as an essential method of effective Learning
2. **More Specifically** - Consider nuances that effect your practice – challenge you a little!!!! – **Real** not **Robotic** Workers Needed!!!
3. **In-Depth Individual ‘Liminality’**... Have Some Fun!

# Think of your what we look for from others in relationships

- Warmth(CARING FOR AND ABOUT)
- Responsiveness to need
- Dependability
- ‘Stickability’
- Help when sought

**Overlooked Basic Requirements!**

# Reflective Practice

“Critical thinking in Action on Action”

Neil Thompson 2009

**'Good working conditions**



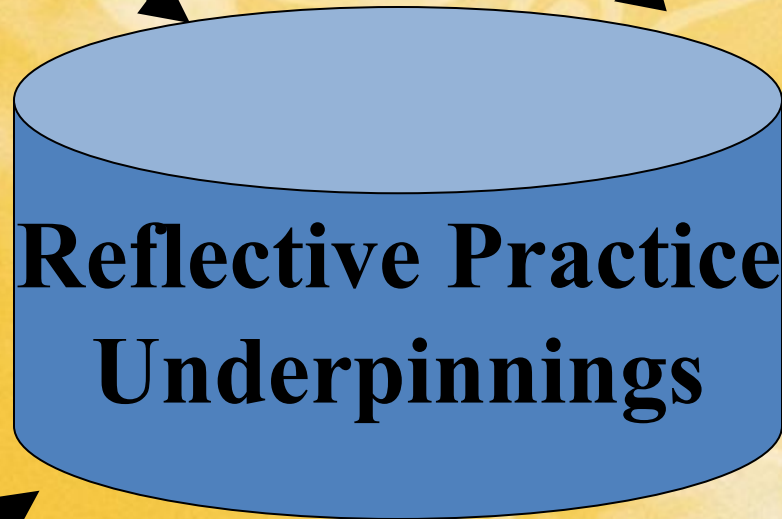
**Sufficient knowledge**

**Personal Capacity**

**Adequate skills**

**IS  
POSSIBLE**

**KNOW**



**WILLING**

**ABLE**

intervention

Worker

Child in Need

'Know of' (Theory)

'Know How' (Skill)

'Know to' (Practice)

Needs met or unmet



# Resilience and Social Support

Key underpinning theories for lifelong Learning and for Professional Development

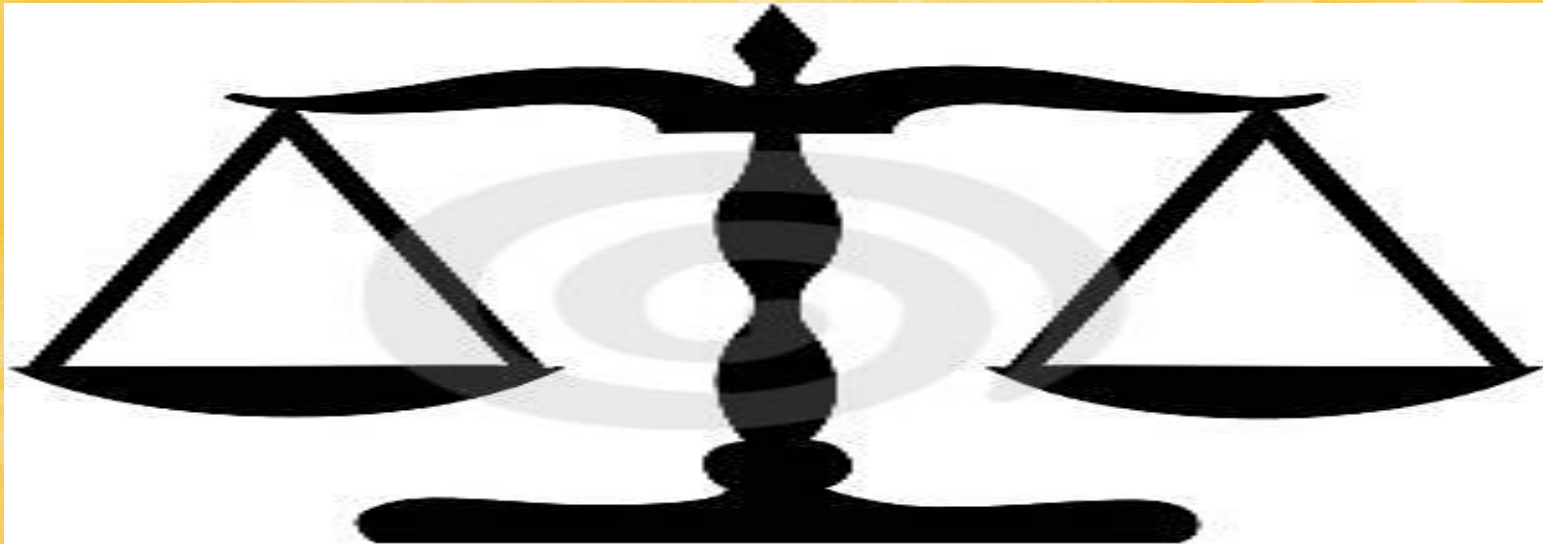
An area of interest for me for over 20 years!



# Reflective Practice Capacity - Blood Supply of Professionalism

But if you got it you dont need it and  
if you dont you dont know!

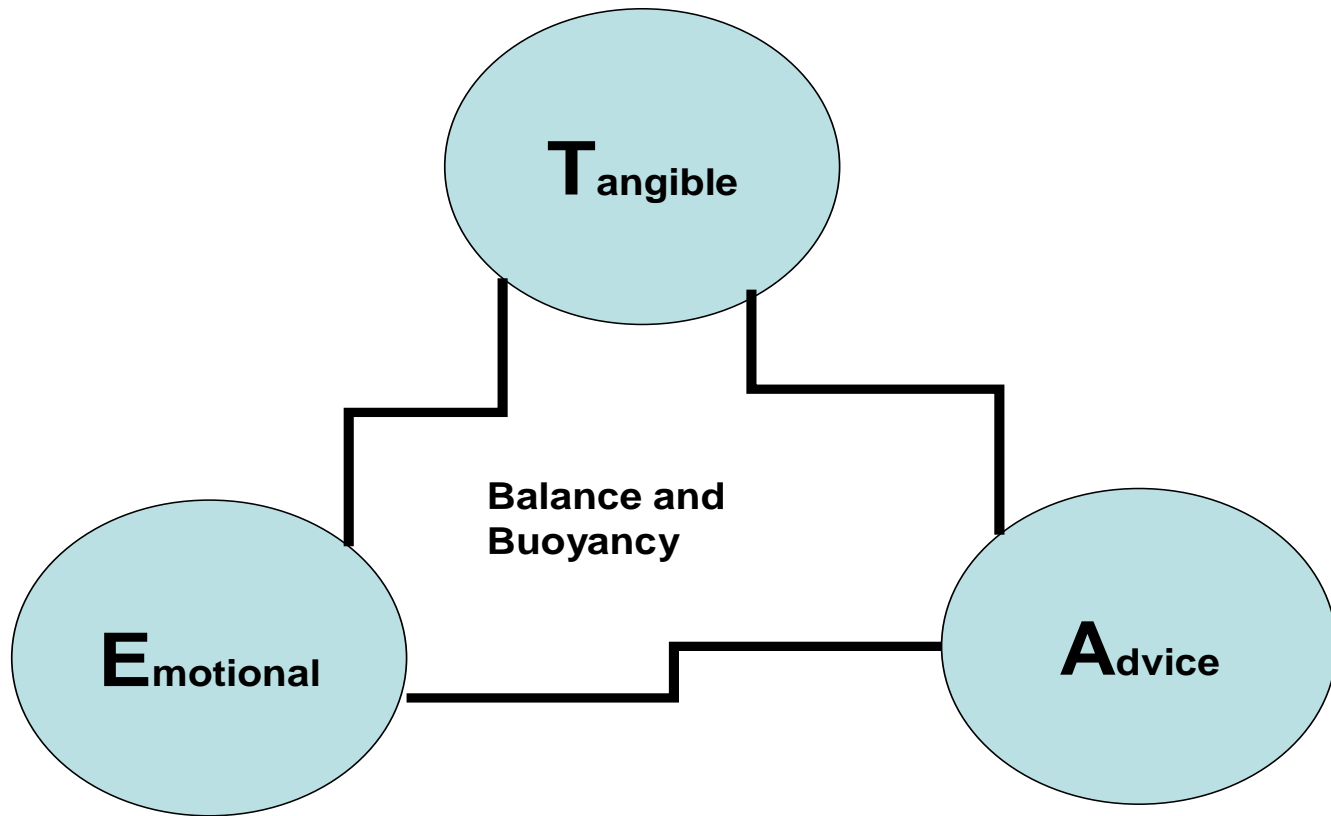
# What is Resilience?



**Protective  
Factors**

**Risk  
Factors**

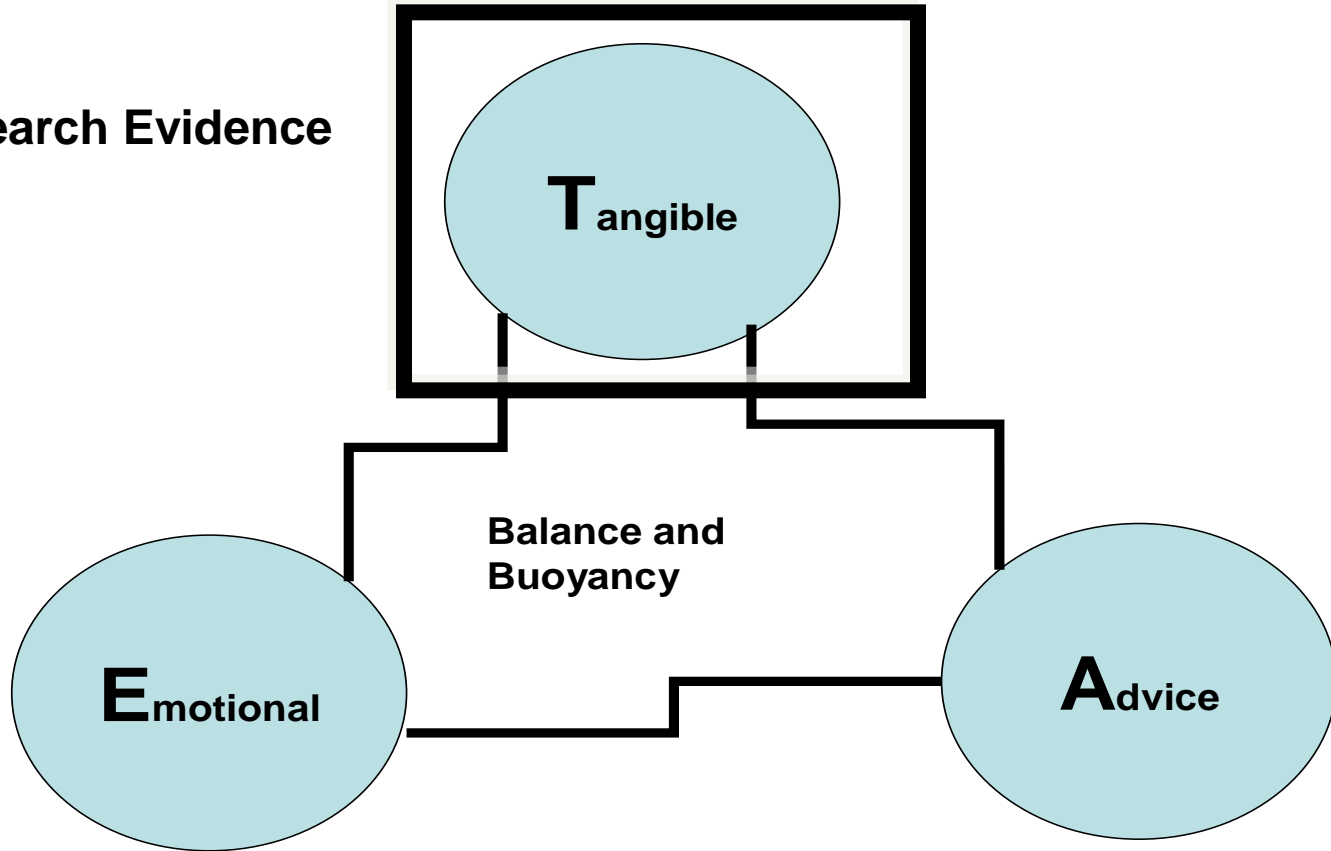
# TEA as Types of Social Support that Aid Coping



Dolan 2010

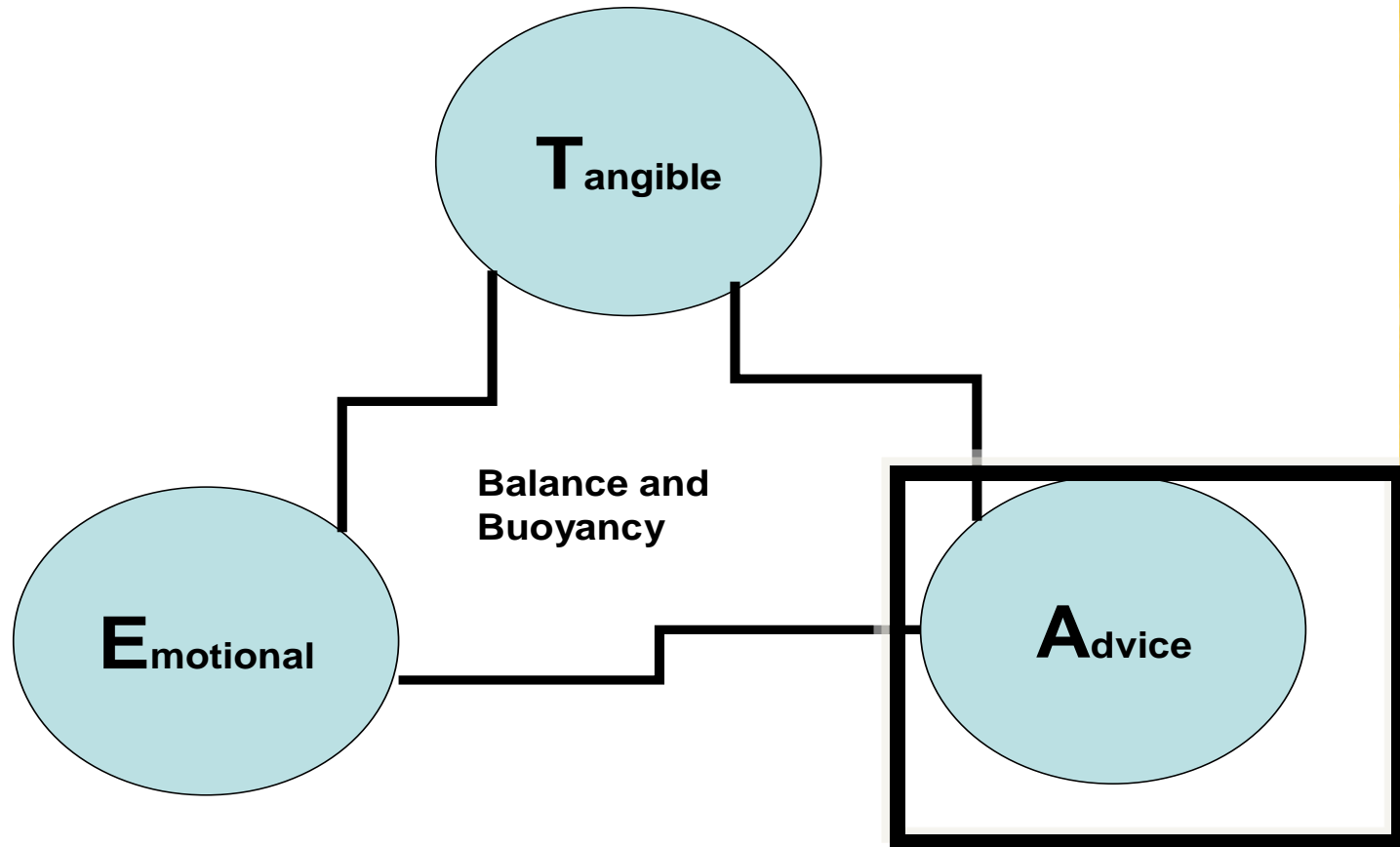
# TEA as Types of Support that Aid Coping

Research Evidence



Dolan 2010

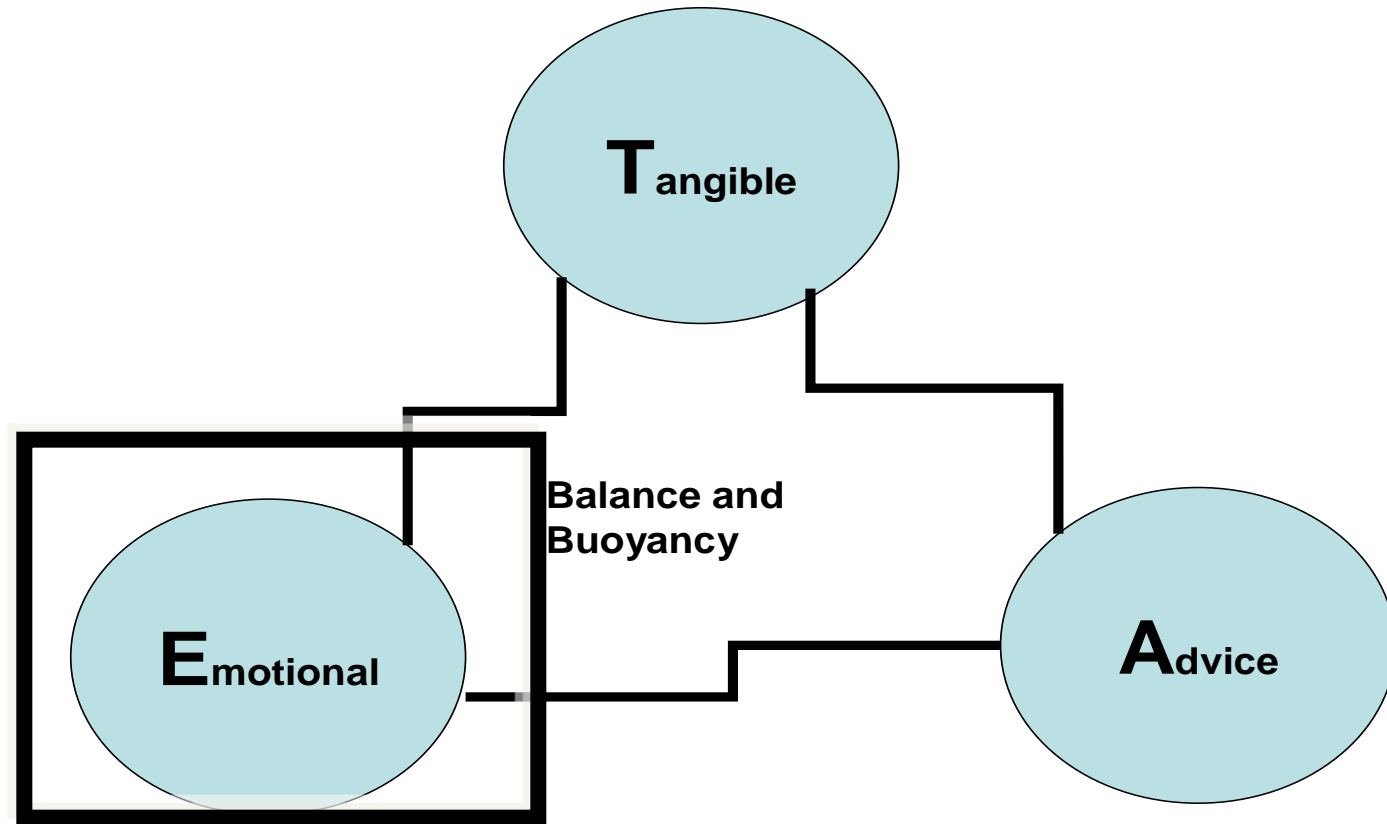
# TEA as Types of Support that Aid Coping



Professionals Offer

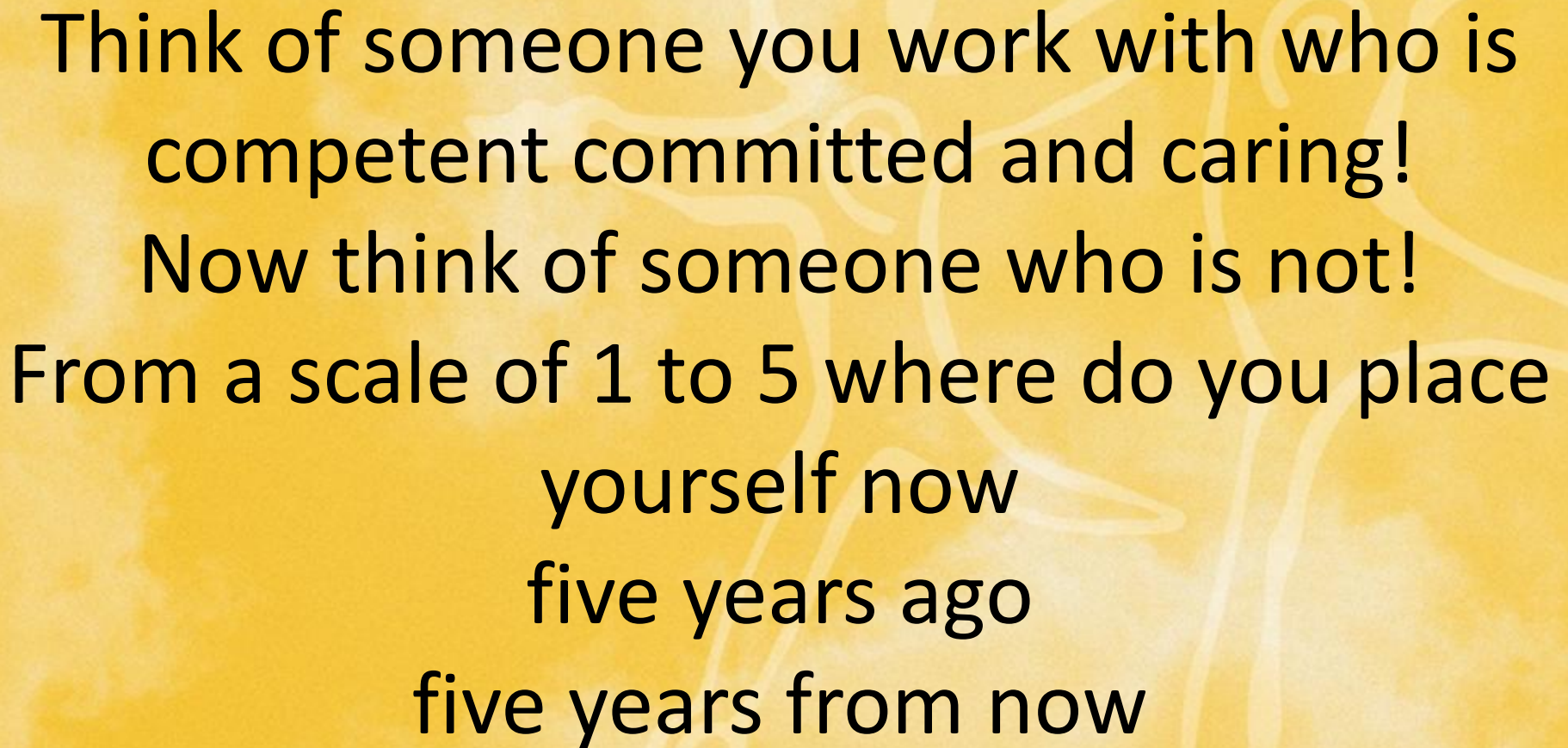
Dolan 2010

# TEA as Types of Support that Aid Coping



Often Forgotten

Dolan 2010



Think of someone you work with who is  
competent committed and caring!  
Now think of someone who is not!  
From a scale of 1 to 5 where do you place  
yourself now  
five years ago  
five years from now

# **Act in Haste V Reflect at your Peril**

**Simple issue of Workers not having enough Time**

**Think of a professional sportsperson  
Or an  
Airline Pilot**

# Logic Model

## Funder's Pathway



## Manager's Pathway



## Family /Practitioners Pathway



# Logic Model

?

← Input    Activities    (2 years)    Short-Term Outcomes    Long-Term Outcomes →

Agreement?

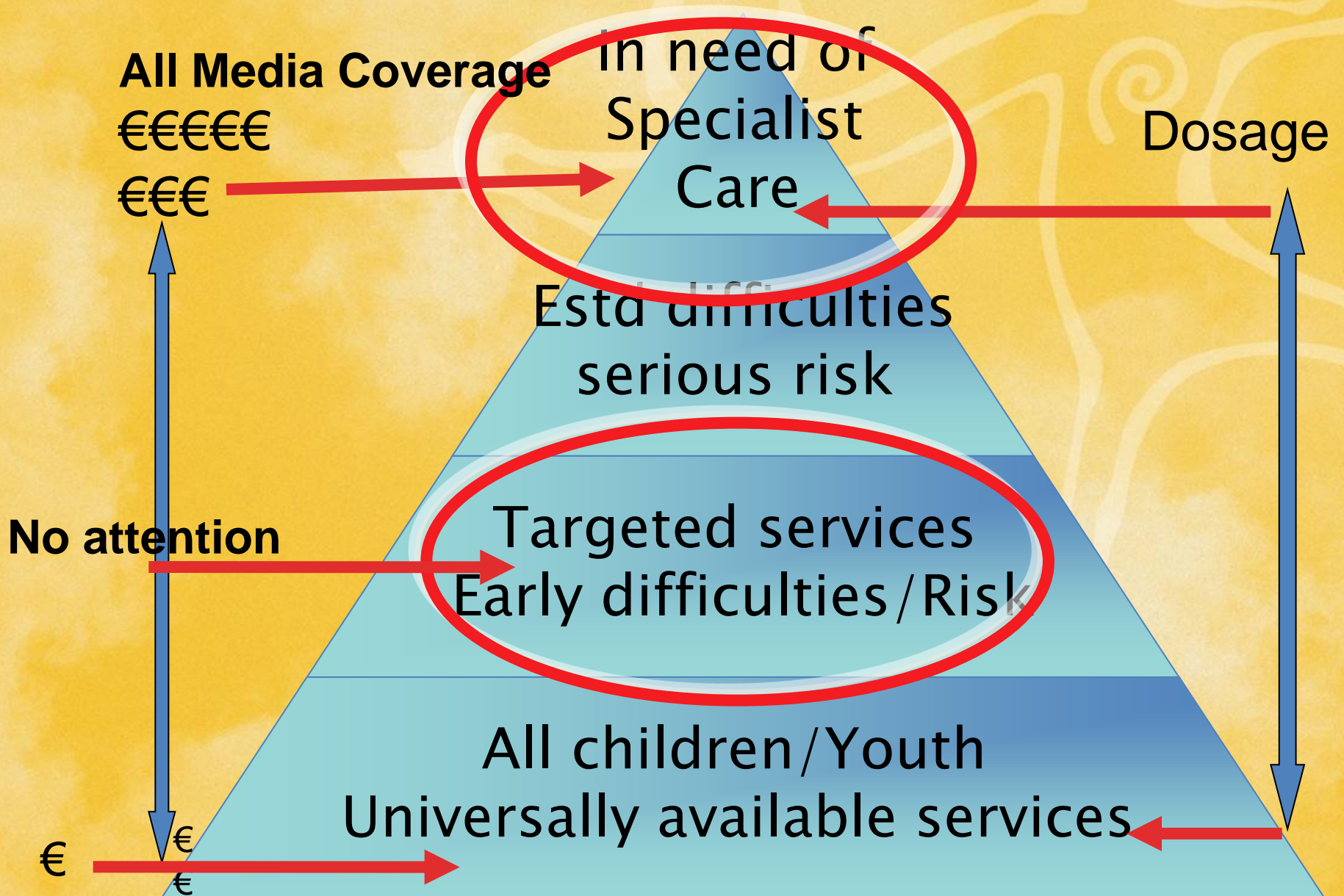
Manager

Family

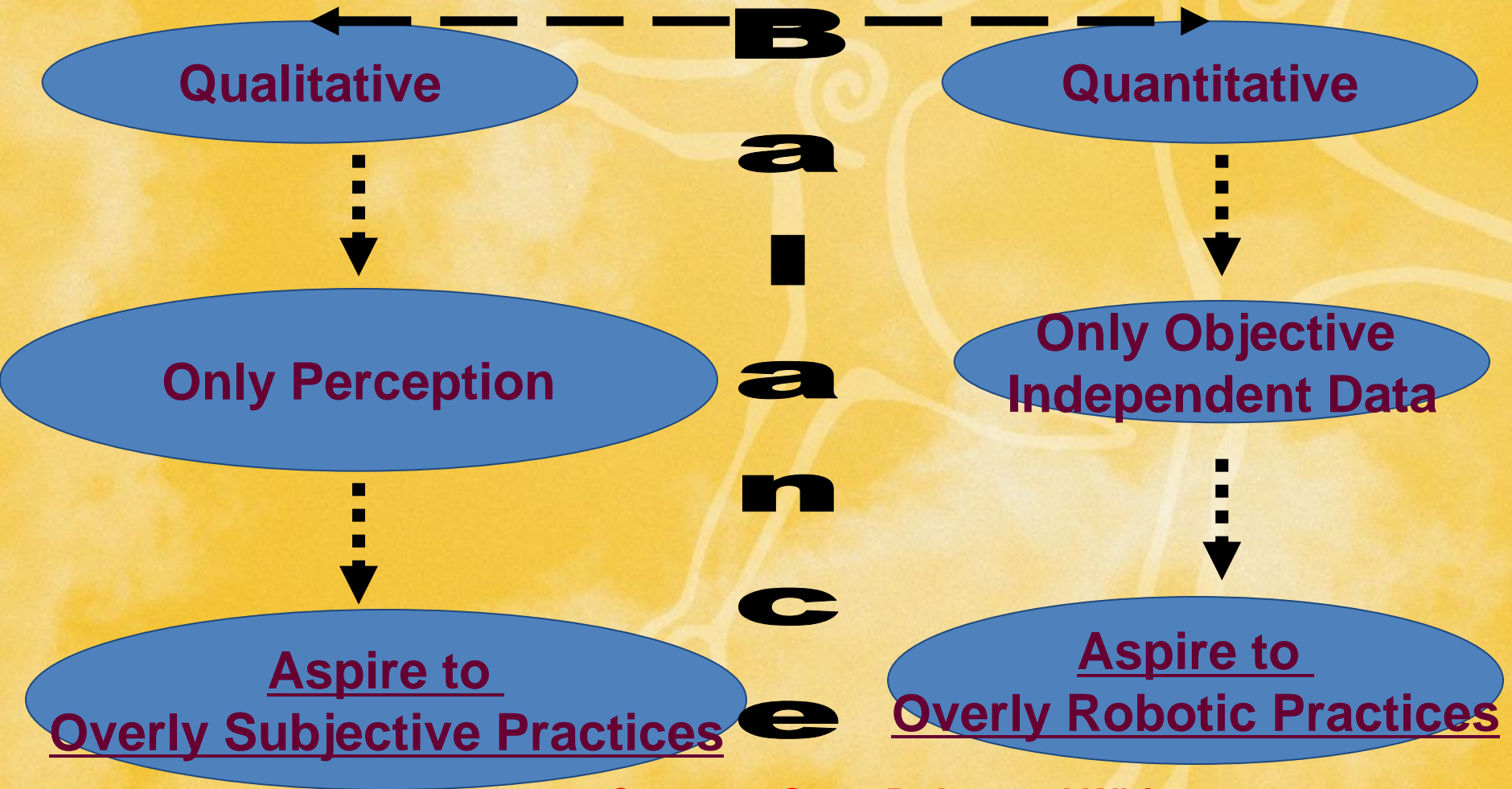
inway



Adapted/Hardiker Dolan and Frost, (forthcoming)



# The Reasonable Continuum in Service Planning for Outcomes



Canavan Coen Dolan and White 2008

# Reflective Practice in a Research Example

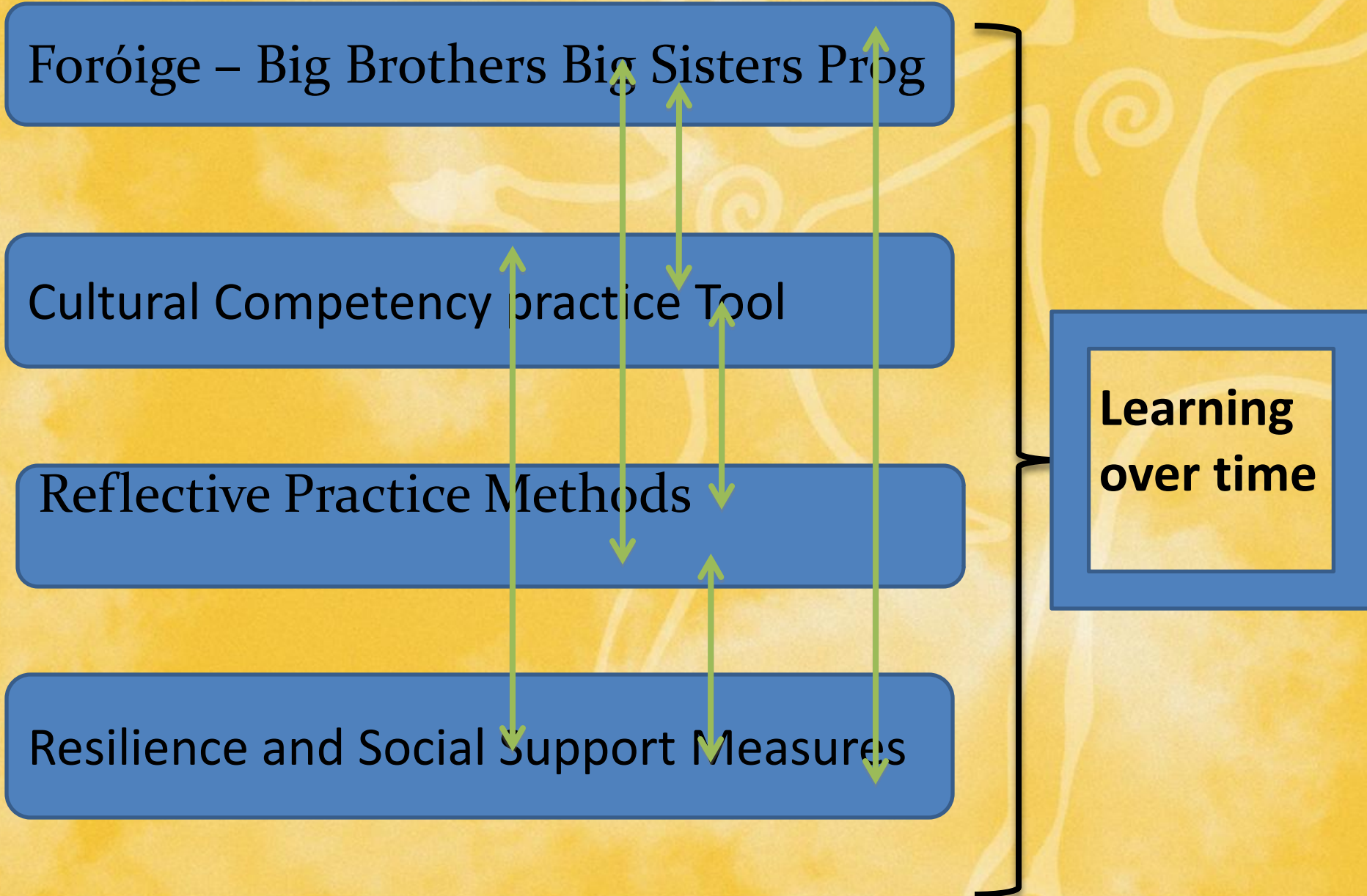
Foróige – Big Brothers Big Sisters Prog

Cultural Competency practice Tool

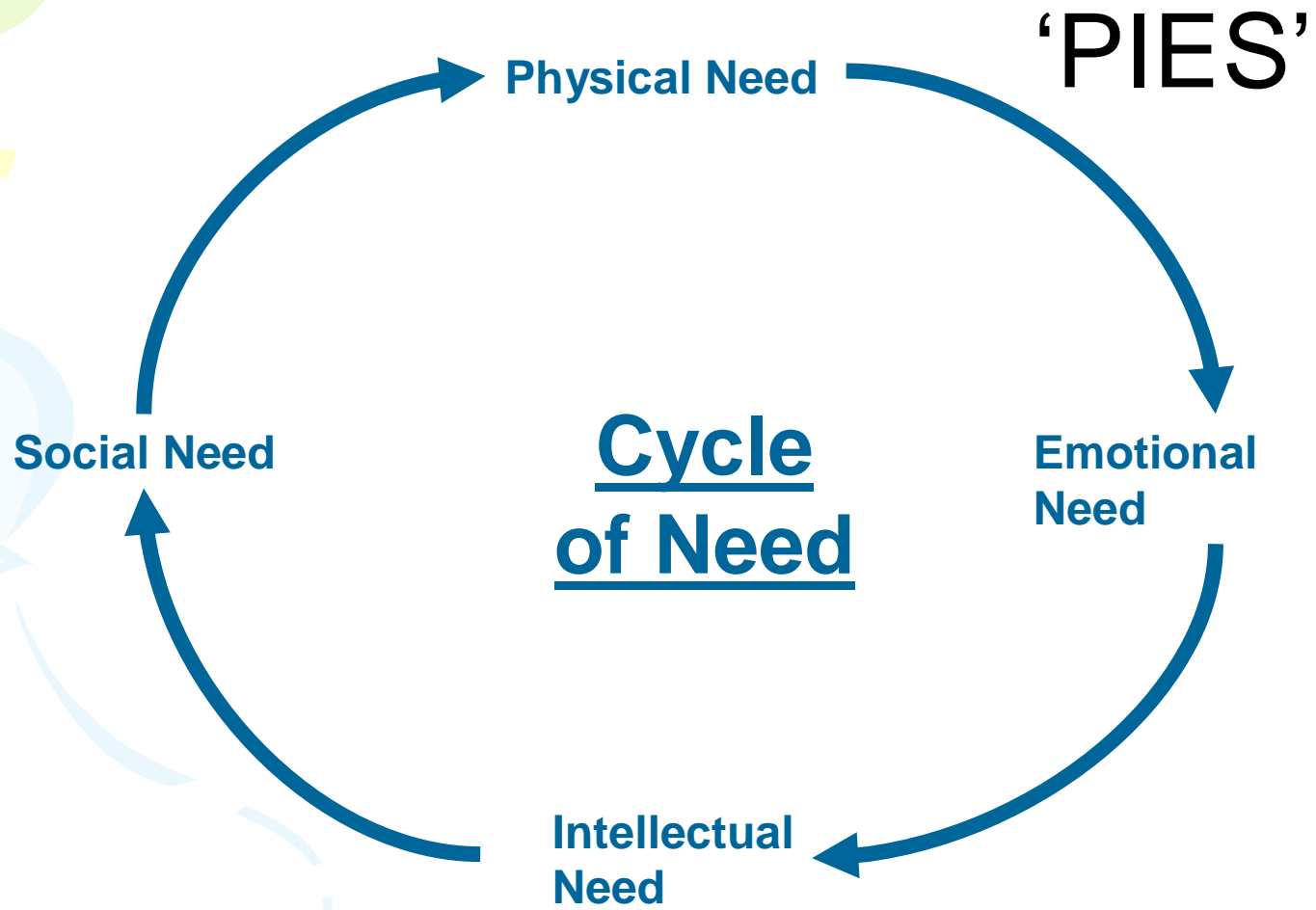
Reflective Practice Methods

Resilience and Social Support Measures

**Learning  
over time**

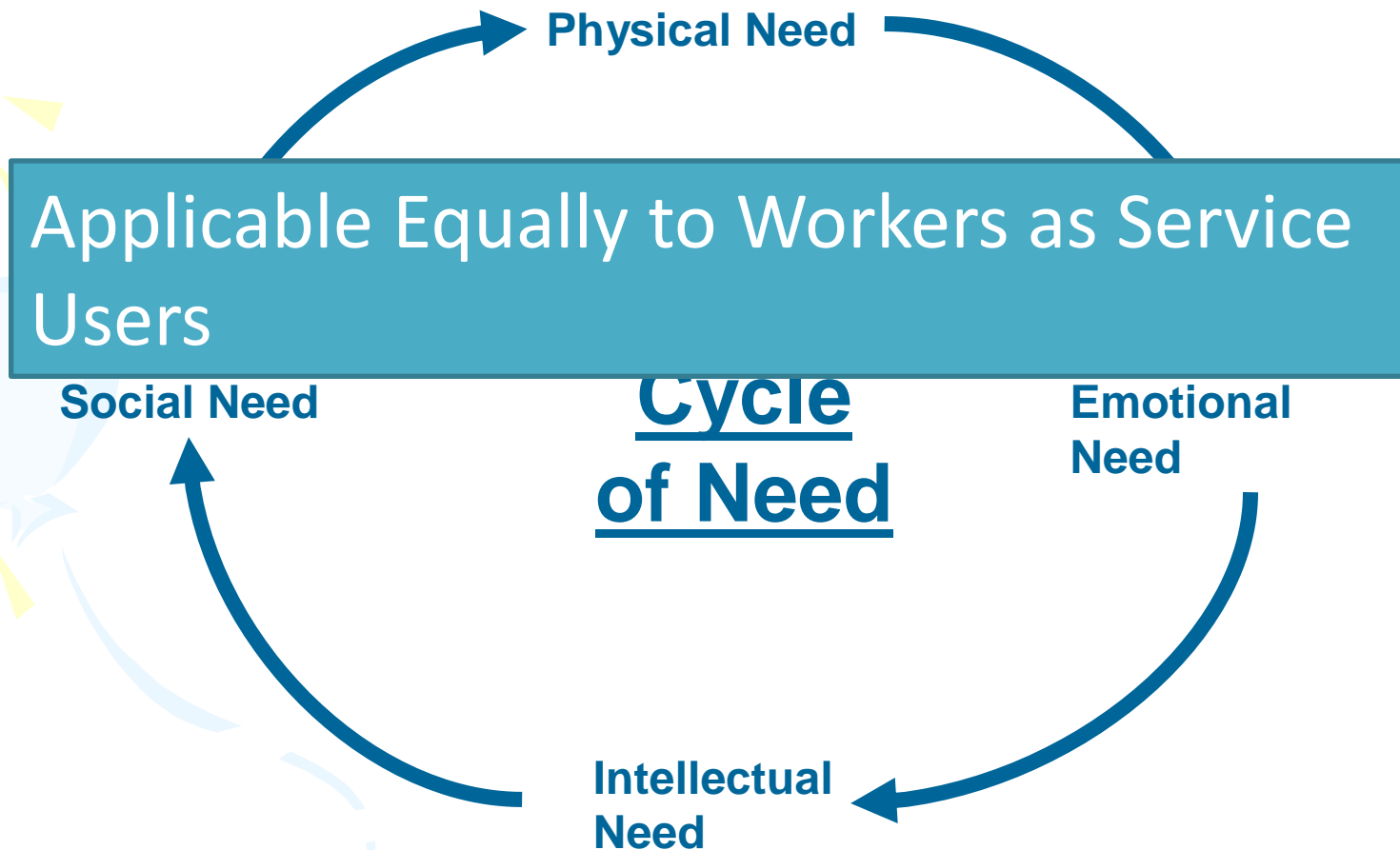


Common across Adulthood, Dementia, Ageism, Intellectual and Physical Disability



Adapted from Kelmer-Pringle, 1970

Common across Adulthood, Dementia, Ageism, Intellectual and Physical Disability



Adapted from Kelmer-Pringle, 1970

# Relationship between Worker Style and Reflective Practice

- Staff who thrive come from agencies who have the four 'R's (in common!)
- **Responsive**
- **Reflective**
- **Respectful**
- **Resilient**

**e.g. Service User Led not Service Led  
Not Ego Manager/Worker**

# Relationship between Worker Style and Reflective Practice

- Staff who thrive come from agencies who have the three **C's**
- **Commitment**
- **Capacity**
- **Competence**

**e.g.**

**how far should I go?** – provision, process, ideas

**how far can I go?** – unrealistic demands, staff turnover, lack of qualified staff

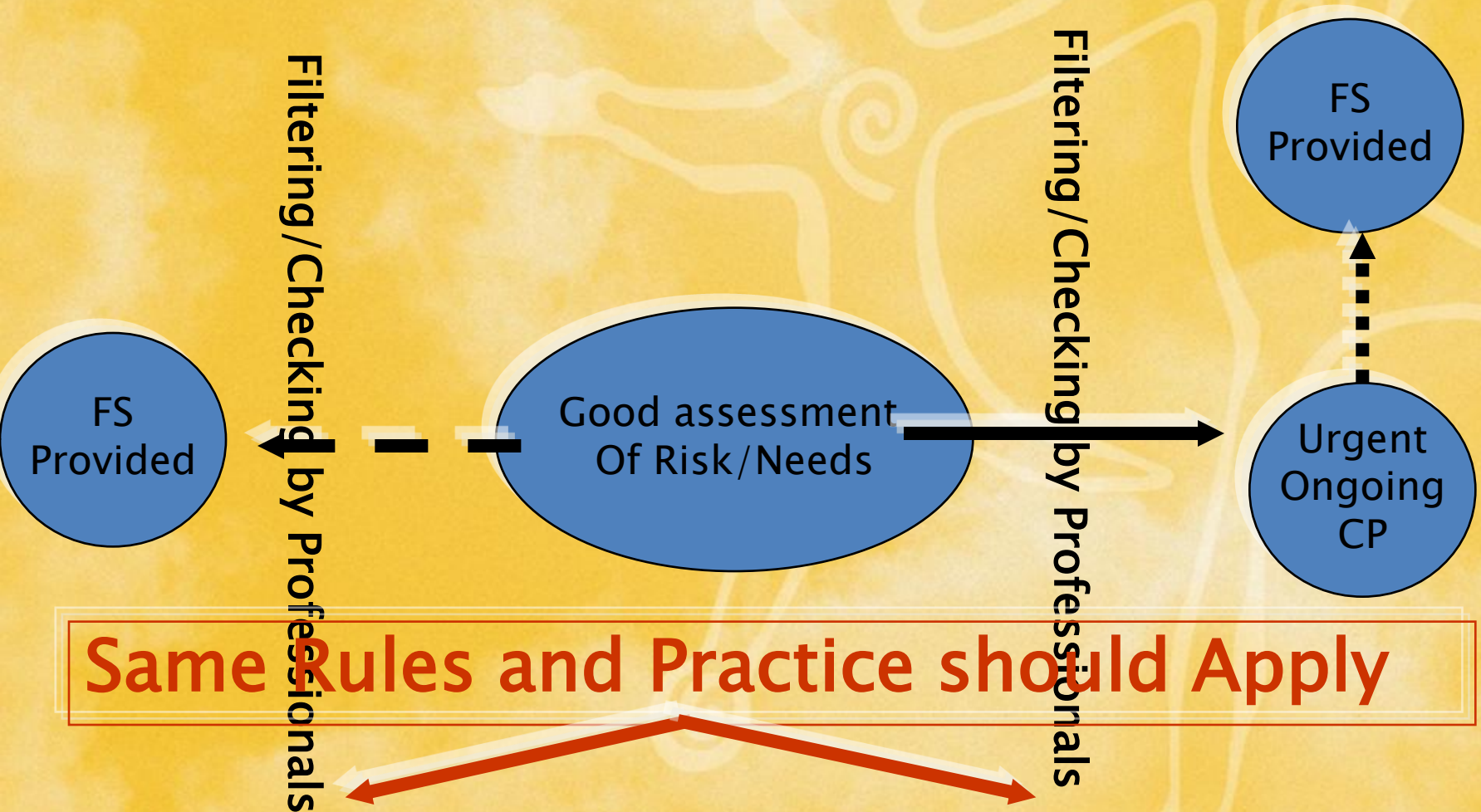
(Bruner, 2006; Jack 2004)

The diagram features a yellow background with faint, stylized human silhouettes. On the left, a blue trapezoidal box contains a list of three items: '1 ISSUE', '2 BEHAVIOUR', and '3 PERSON'. A green arrow points from the right side of this box towards a second blue box on the right. This second box is rectangular with a clipped top-right corner and contains the text 'REFLEXIVE TRACK' in red, bold, uppercase letters.

**1 ISSUE**  
**2 BEHAVIOUR**  
**3 PERSON**

**REFLEXIVE  
TRACK**

# Issue may be more about Filtering Practices than FS or CP Position



# Reflective Practice Diary Record

Aspects of Theory Compound (Examples only)

- Social Support Enlistment
- Resiliency Building
- Ecological Approaches
- Participation

Name:

Date	Aspect of Theory	Context	Application	Learning	Message (if any)

Dolan P. (in Paper)

## e.g. Service Model of Intervention Evaluation/Inventory with a reflective practice “check in”

<b>Type of Service Offered or Intervention</b>	<b>Suggested in File</b>	<b>Offered to Service User</b>	<b>Accepted by Service User</b>	<b>Provided to Family at any time</b>	<b>Still Provided to Service user</b>
	<b>Insert number</b>	<b>Insert number</b>	<b>Insert number</b>	<b>Insert number</b>	<b>Insert number</b>

# Using Response Scales in developing your own Measures

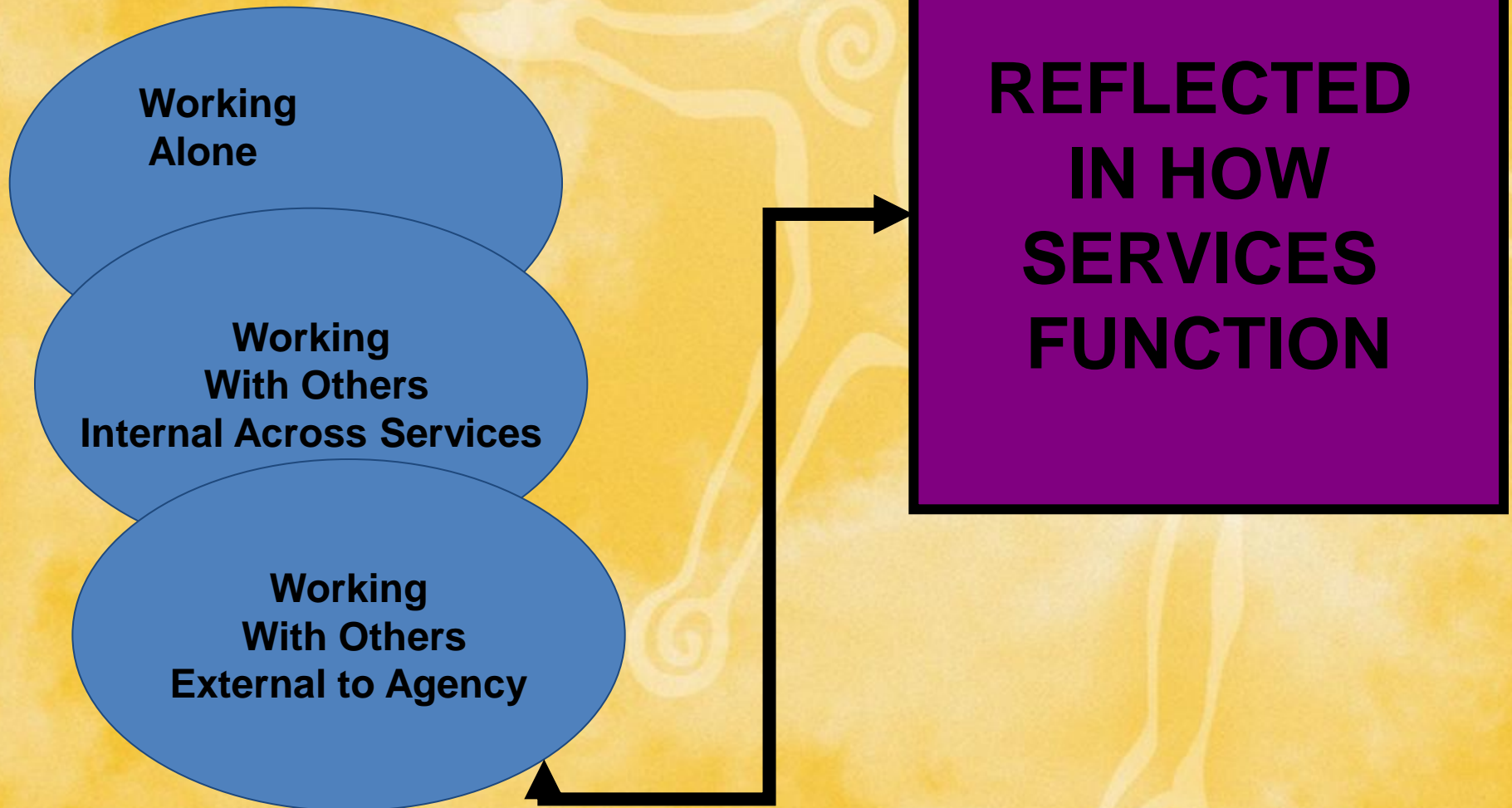
- ‘Likert-type Scales generally used and measure frequency “How Much/How Often

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>None of the time</b>	<b>Very Rarely</b>	<b>A Little of the Time</b>	<b>Some of the time</b>	<b>A good part of the time</b>	<b>Most of the time</b>	<b>All of the time</b>

# Some Considerations

- Staff need training and support (**‘Know of and know how’**)
- Tools alone don’t make the worker effective— The responsive worker uses the tools to good effect
- Practical human skills in working with children and families need to be taught/ cannot be assumed – Major training issue

# A Non-Precious Reflective Practitioner



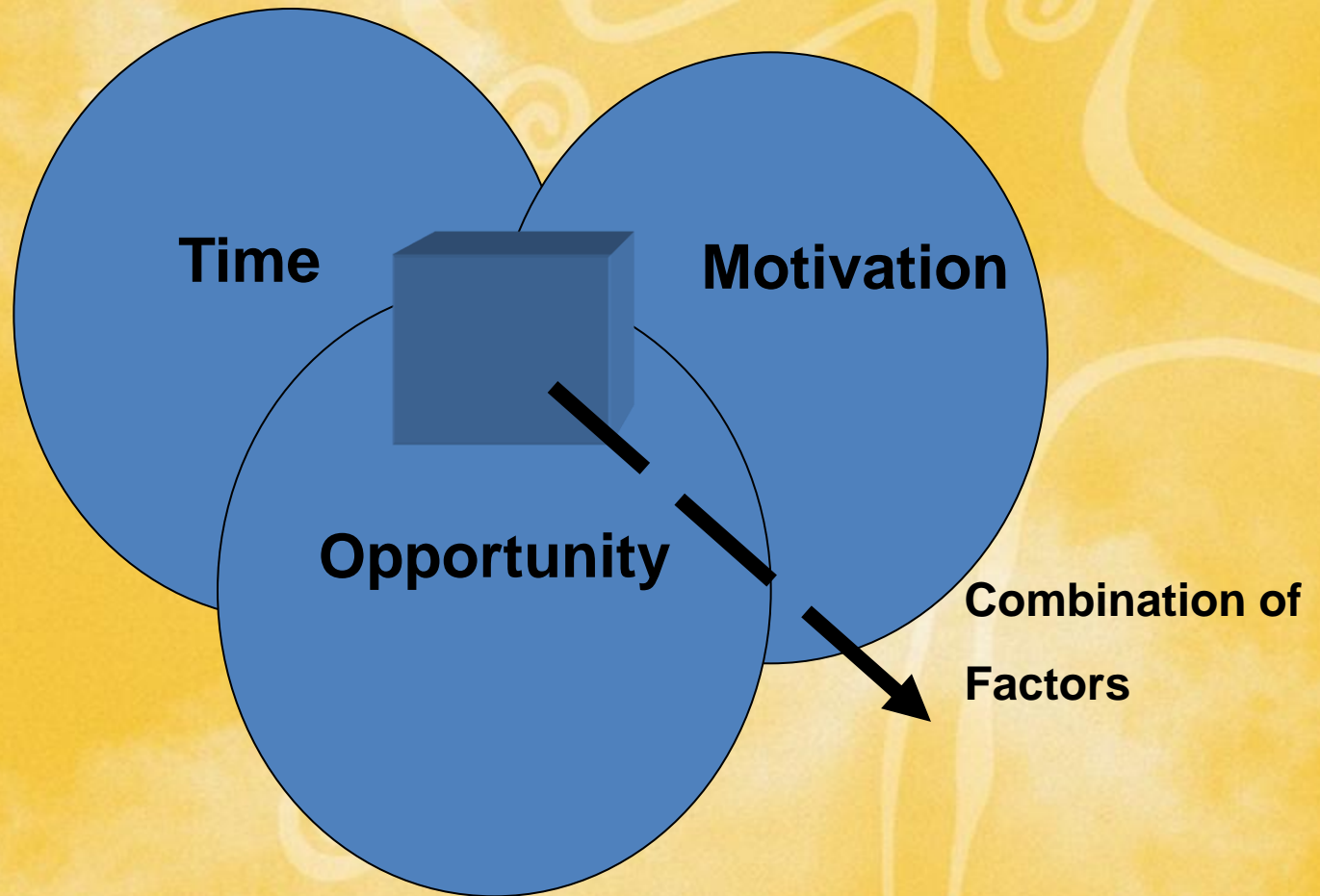
## CASE EXAMPLE - Family Support (Dolan Pinkerton and Canavan forthcoming JKP)

- Self Appraisal Model for staff to reassure service users and Themselves
- Family Support Standards
- Practice Manual
- Annual Self Appraisal System
- See [childandfamilyresearch.ie](http://childandfamilyresearch.ie)

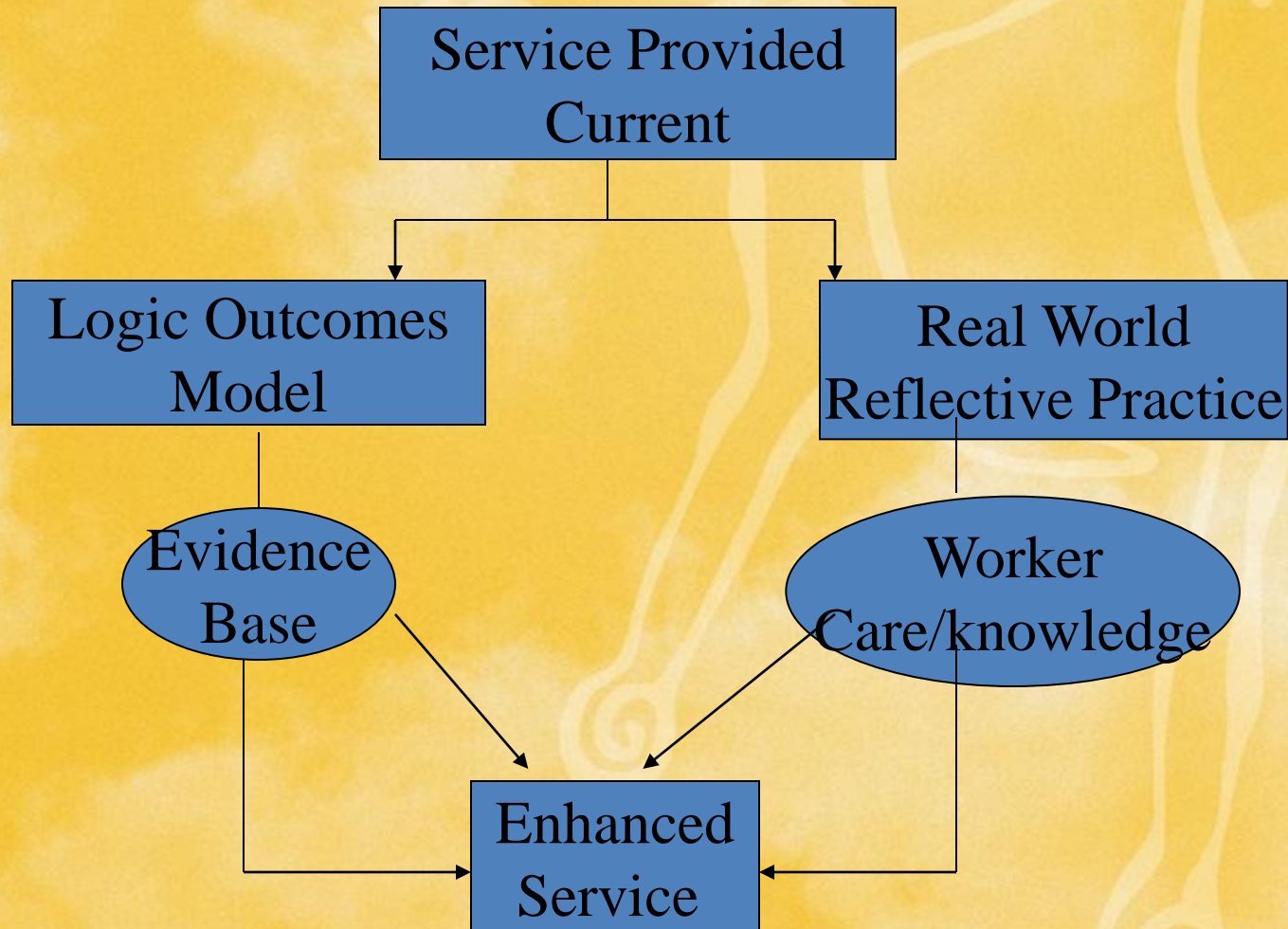
## Relationship between Programme and Practice

- Imported Best Practice Programmes? - Fidelity questions and colonisation of practice - Danger of tails wagging dogs!!!
- Reflective Practice goes further than those who use the services - **Far more than Bedside Manner**

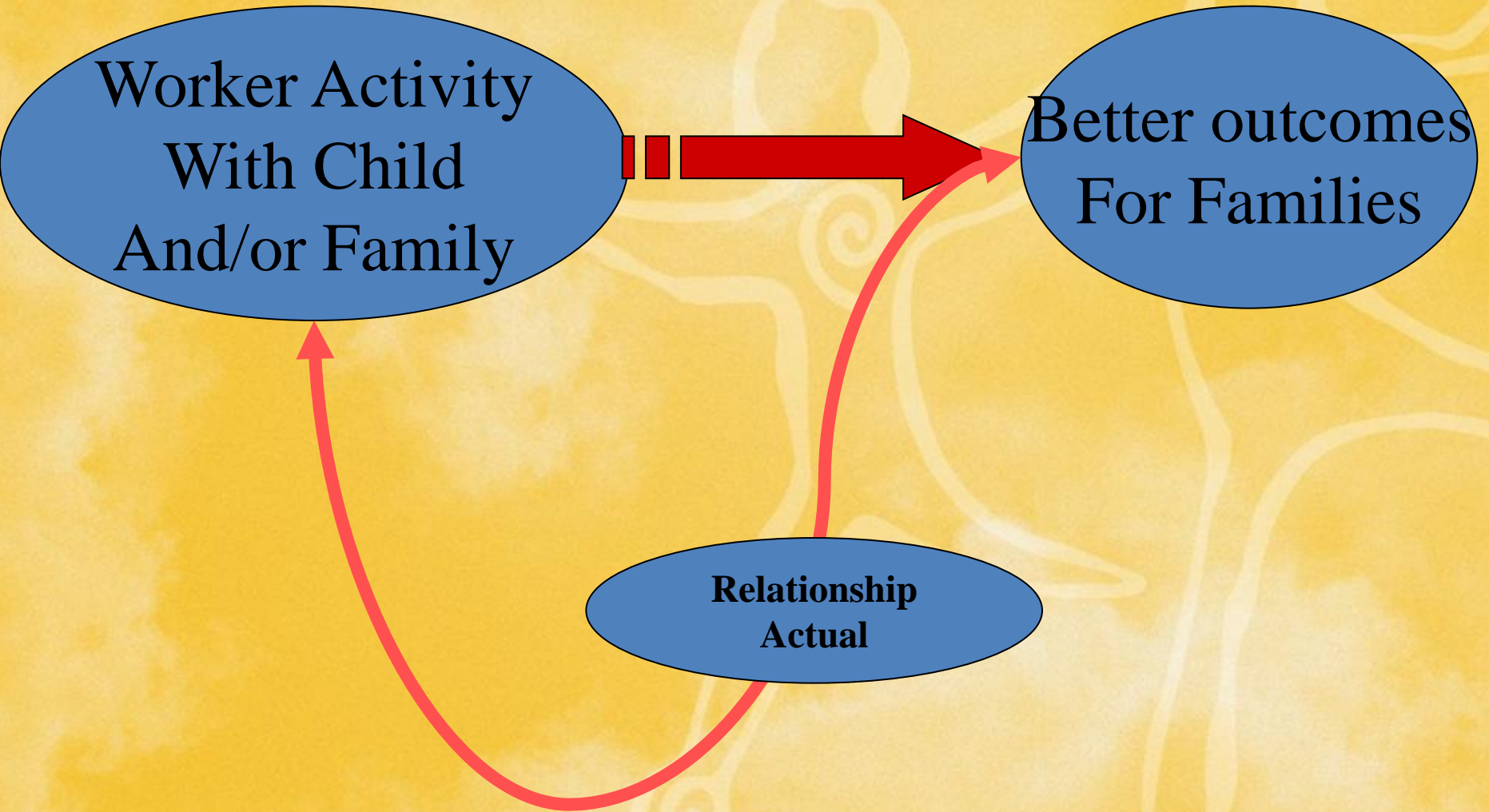
**TOM** - Ingredients to promote best practice in making a difference to children families and communities!



# Ingredients for Marrying Outcomes and Proven Models to Robust Reflective Practice



*Actions in Development of Service Design*



Getting Family Support Right!!

# Refocusing Debate from Protection to Support

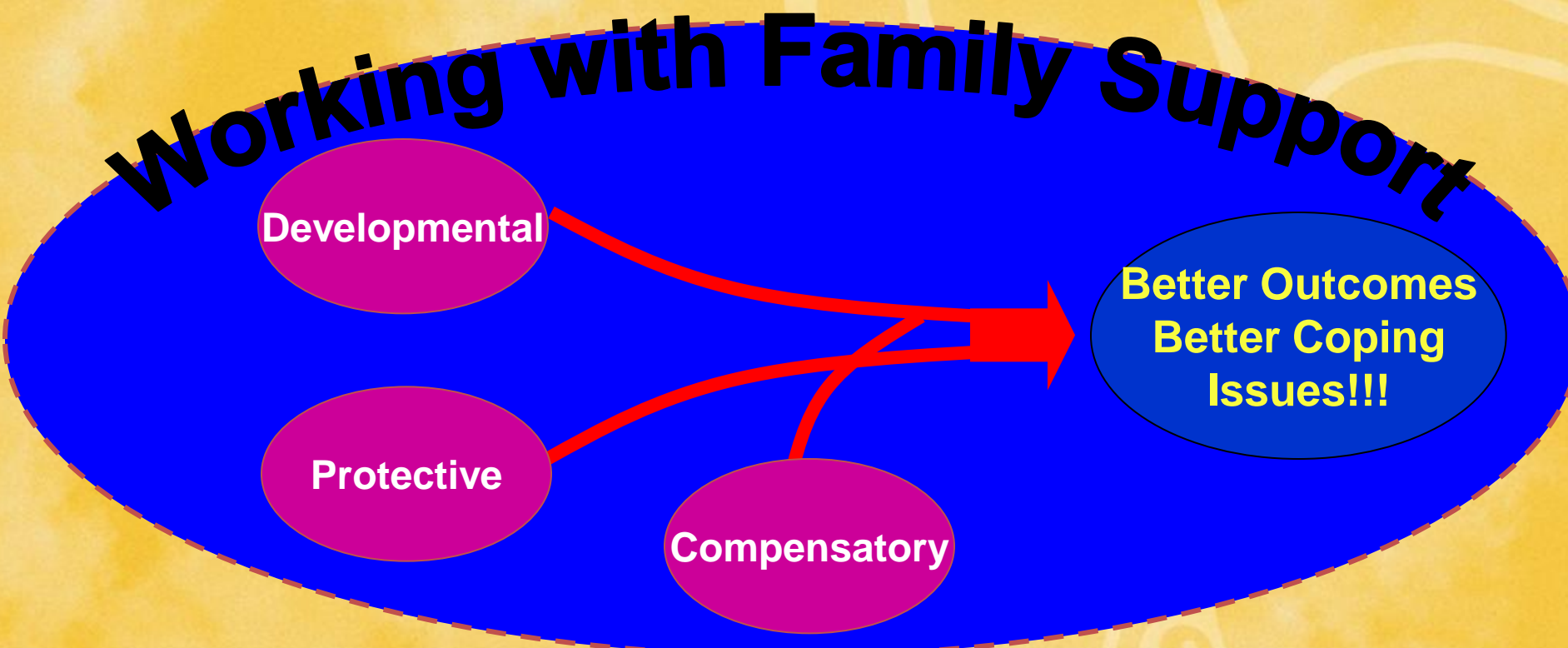
## Working with Family Support

Developmental

Protective

Compensatory

Better Outcomes  
Better Coping  
Issues!!!



# Key Hopeful Message on why Reflective Practice is so important

**Critical practice offers:**

**“The prospect of transformation”**

(Adams, 2002 p.87 cited in Gardner 2006)

- **Workers/Service can be quality assured - they are doing their best**
- **In a respectful way to children/families, staff and agency alike**

**Sometimes what is most apparent  
is often overlooked!**

**(Know of; Know How; and Know To)**

**Core Reflective 'Self-Questions'**

- Is this how I would Like to  
be worked with?**
- Would this work for me?**

# Core Principles For Lifelong Learning!

**Seven Mutual R's**  
**Rigour**  
**Report**

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**Respect**  
**Regard**  
**Responsiveness**  
**Review**  
**Relationships**