

CRITICALLY REFLECTING ON PRACTICE

**DR. DIANE KASHIN, RECE
WORKSHOP SLIDES 2020**

**REPEAT
AFTER ME ...**

**HOW WONDERFUL IT IS
THAT NOBODY NEED WAIT
A SINGLE MOMENT
BEFORE STARTING TO
IMPROVE THE WORLD ~
*ANNE FRANK, THE DIARY
OF A YOUNG GIRL***



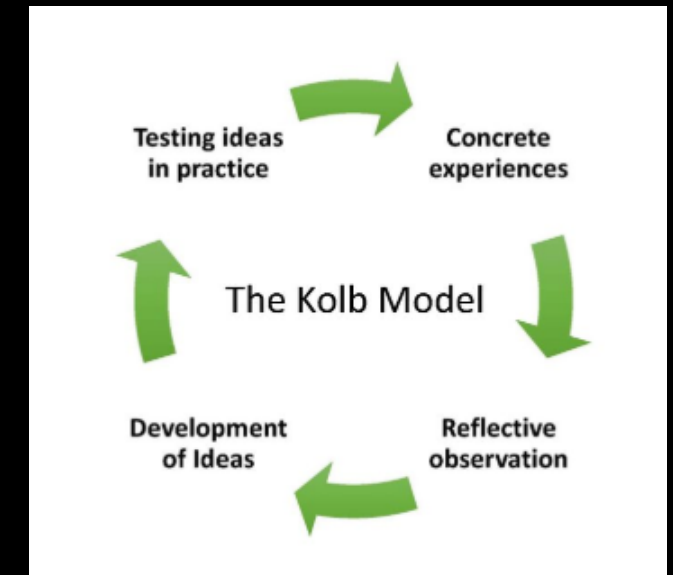
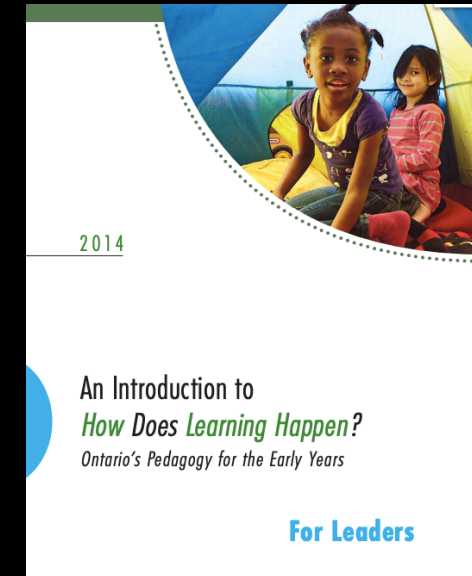
***IF NOT NOW,
WHEN?***

HILLEH THE ELDER (110 BCE)

2020 IS THE TIME FOR CRITICAL REFLECTION

Critical reflection involves not only questioning and rethinking our actions, but also considering whether they make sense in the light of research, theory, and what we know about the children and families in our program.

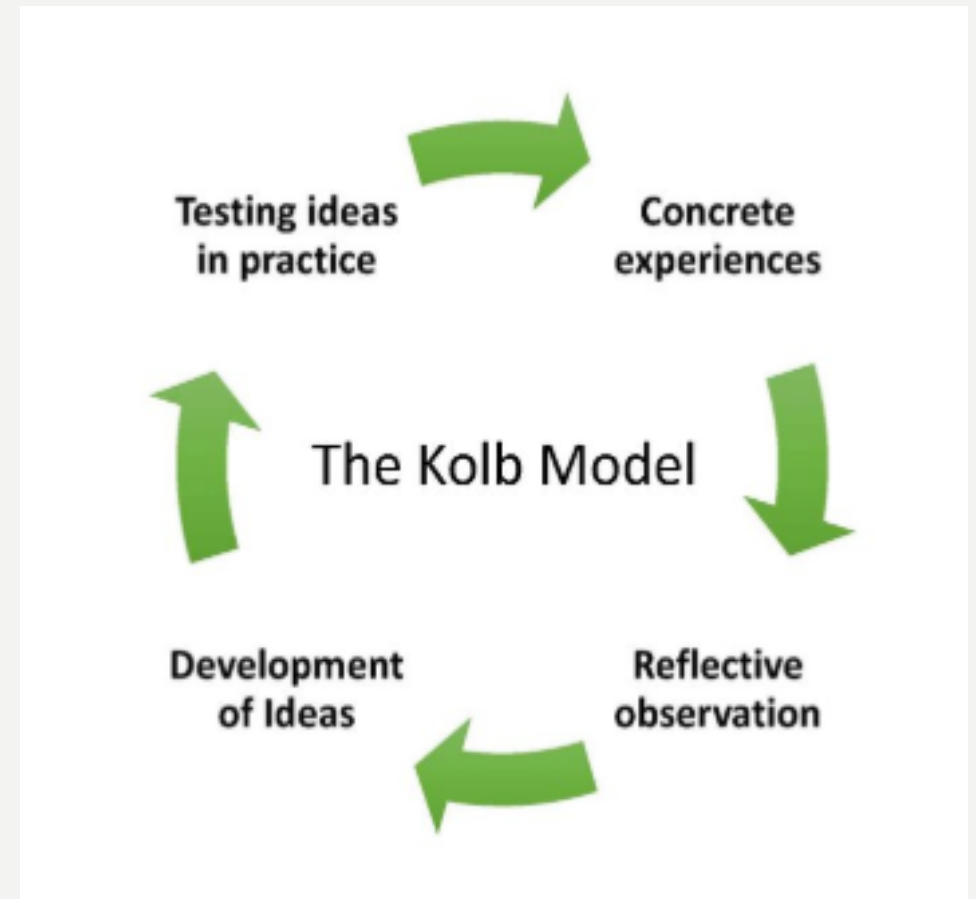
<http://www.edu.gov.on.ca/childcare/leadersen.pdf>



START SOMEWHERE, START ANYWHERE

- **Concrete experience** where a new experience is encountered, or a reinterpretation of existing experience is encountered.
- **Reflective observation** of the new experience. Pay attention to any inconsistencies between experience and understanding.
- **Development of new ideas** where reflection gives rise to a new idea, or a modification of an existing idea.
- **Testing ideas in practice** involves active experimentation where you apply your ideas to the world around you to see what results.

Kolb (1984)



WHAT IS RETHINKING?



- **Verb:** to reconsider, especially profoundly.
- **Noun:** the act of reframing.

REFRAMING AND RETHINKING



All situations that happen to you in life have no inherent meaning. You are the one who assigns a meaning, seeing a situation through a certain frame.



With reframing, you can change the way you look at something and consequently change how you experience it.



You can't always control what happens to you, but you can certainly control how you react.

HOW ARE YOU REACTING TO COVID?

- How are you "showing up" when you return to work?
- How are you writing your own story?
- If you are overwhelmed by the negative aspects of COVID, how can you reframe to be positive?
- Who benefits when you choose to react in a positive way to the situation?
- How can critical reflection help?
- How can protocols help?

Critical Reflection

What?

So what?

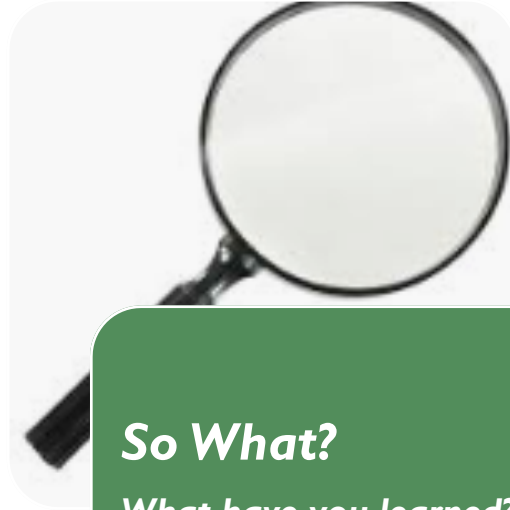
Now what?



What?

What happened?

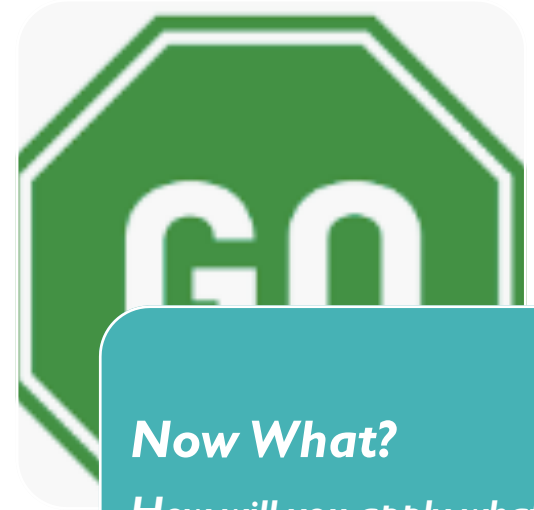
This is an objective question about what you saw/heard.



So What?

What have you learned?

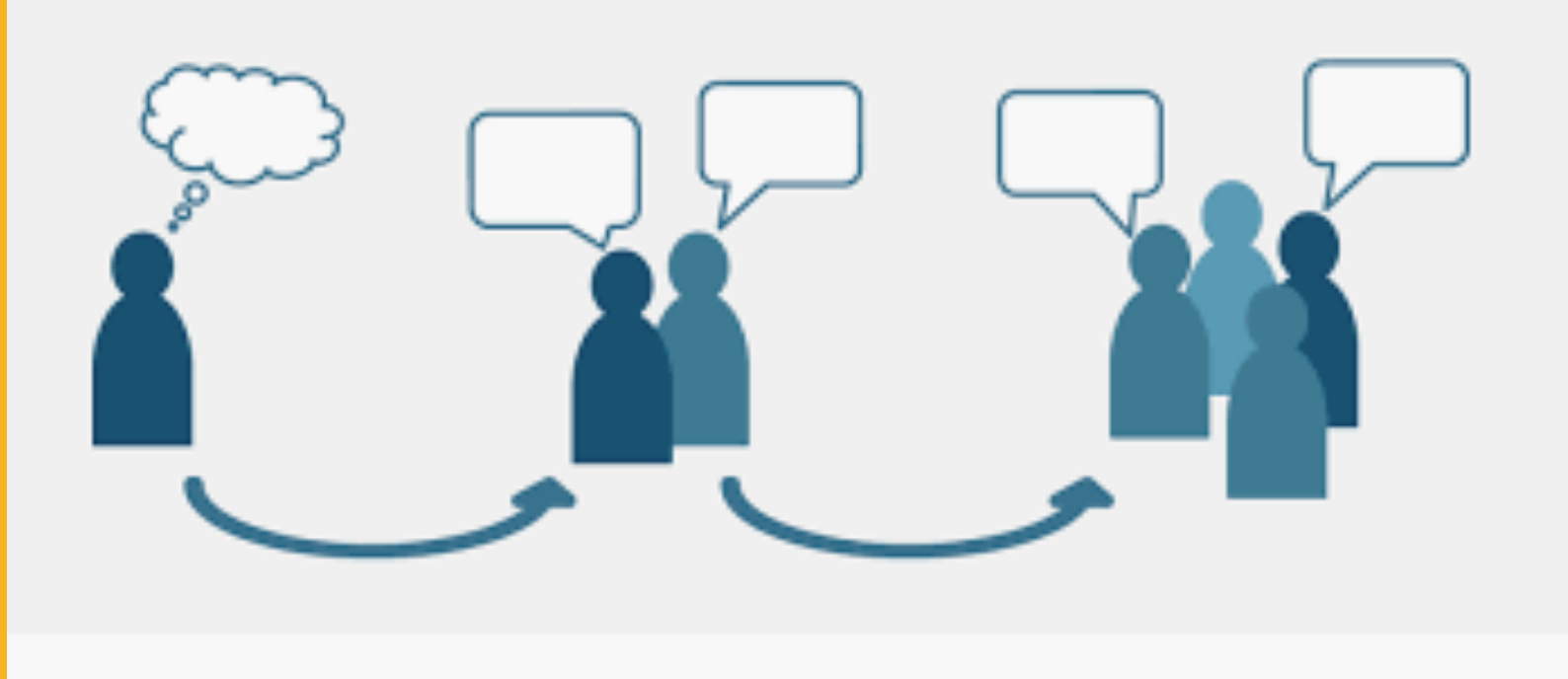
This is an interpretative question about how you relate what you saw/heard to learning.



Now What?

How will you apply what you learned?

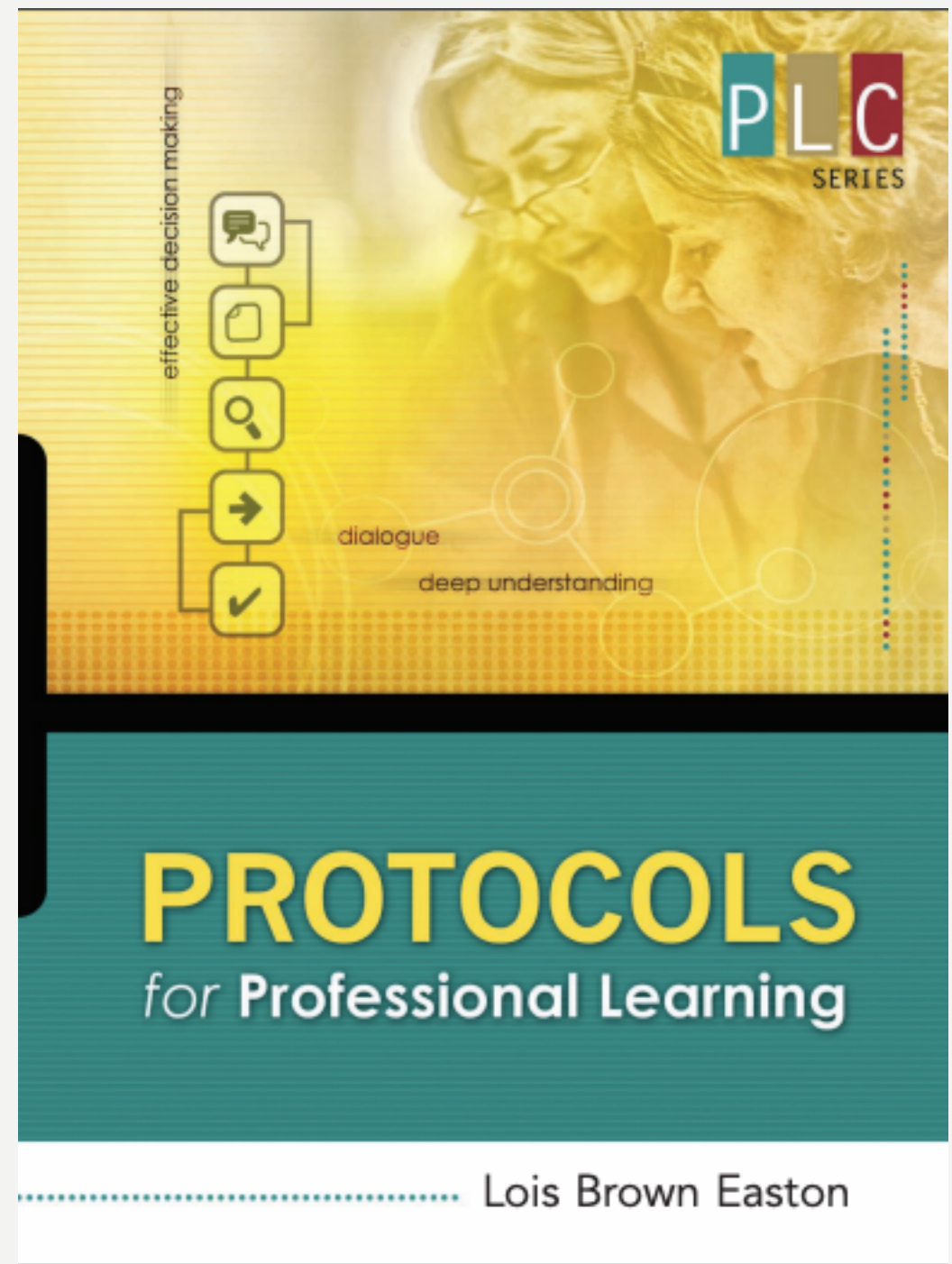
This is a decision question about where you will go next.



USING PROTOCOLS FOR CRITICAL REFLECTION

Protocols can be used whenever a group needs to work together effectively and efficiently. In general, protocols are processes that help groups achieve deep understanding through dialogue that may lead to effective decision-making and support critical reflection. The word “protocol” is derived from the Greek protokollon, which in turn is derived partly from the Greek word kolla, meaning “glue.” That’s an apt word to describe what a protocol does in education—it glues together people in a group as well as diverse ideas through a process.

<http://static1.squarespace.com/static/55560e1ae4b0cf3d98431253/t/5666742c0e4c1145da0f1f78/>



EXAMPLES OF PROTOCOLS TO USE TO CRITICALLY REFLECT WITH OTHERS



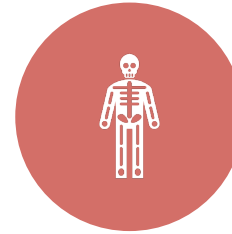
THINK, PAIR,
SHARE!



CAROUSEL
BRAINSTORM



EXPENSE
ACCOUNT



THE
FISHBOWL



CHALK TALK

THINK, PAIR, SHARE

- **Think-pair-share (TPS)** is a collaborative teaching strategy first proposed by Frank Lyman of the University of Maryland in 1981. It has been used to help students form individual ideas, discuss and share with the others.
- Use it with your colleagues to support reflective practice and collaborative inquiry.
- The benefits of TPS is that it gives you pause to think before you speak. It also gives you an opportunity to engage to test out your ideas with just one other person, giving confidence before sharing it with a larger group.



CAROUSEL BRAINSTORM

- This protocol works with larger groups that are divided into smaller groups.
- In the small group, generate a list of ideas in response to a question about practice on a large piece of paper.
- Pass the paper to another group.
- Each group uses sticky notes to add to the ideas, ask questions, make suggestions and comments.
- Eventually each paper will have multiple sticky notes attached.
- Pass it back to the initial group.
- When it comes back, read the collaborative feedback and decide upon an action plan that relates to your program.



EXPENSE ACCOUNT PROTOCOL

Share your thoughts about what you have learned about critical reflection and what you still need to know about critical reflection using the what?, so what? and now what? tool.

- Put together a bag of “tree cookie currency”.
- Each person takes 3 cookies.
- Everyone takes turns leading a discussion based on critical reflection.
- Once the bell rings another discussion leader will take over.
- Every time you add your reflections, ideas or thoughts to a discussion you put one tree cookie into the middle of the table.
- Once your tree cookies are spent, they are gone, and you remain silent.
- For the discussion leader, if you notice that someone has not spent their cookies, encourage them to speak.
- Repeat so others have an opportunity to lead.
- Each time a new discussion leader takes over, everyone goes back to 3 tree cookies.

THE FISHBOWL PROTOCOL

Group A discusses their professional goals for 2020 (the age of COVID).

Group B move your chairs and sit around group A to listen.

Group C discusses their professional goals for 2020.

Group D move your chairs and sit around group C to listen.

FULL GROUP DEBRIEF – what did you learn from talking, what did you learn from listening?



CHALK TALK

- Chalk Talk is another protocol.
- Chalk Talk is a silent way to reflect, generate ideas, and reflect on learning.
- It is done completely in silence, to give you a change of pace and to encourage thoughtful contemplation.
- It begins with writing the topic in a circle in the middle of the page.

Critical
Reflection and
Collaborative
Inquiry

- A veil of silence will be put upon the room.
- In silence you are invited to:
 - Write down what you are thinking or wondering about critical reflection and collaborative inquiry.
 - Circle interesting ideas.
 - Write a question or add a comment to other people's comments.
 - Draw lines to connect your ideas or comments to similar ideas or comments.
 - Draw pictures.
- When the veil of silence is lifted our learning for the past few hours will be revealed!

**WE DO NOT LEARN
FROM EXPERIENCE...
WE LEARN FROM
REFLECTING ON
EXPERIENCE.**

~ JOHN DEWEY



STAY IN TOUCH!



I love staying connected to early learning professionals!



Find me on Facebook – Diane Kashin



Find me on Twitter - @DianeKashinI and Instagram @DianeKashinI



Find my Facebook pages – Technology Rich Inquiry Based, Resources to Support Child Development and the York Region Nature Collaborative



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