

# Towards Integrated Reflective Practice – Linking Collaboratively with Communities in Teaching

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## Abstract

A field-based framework for reflective practice by tutors, integrated with organization processes. Students and staff Interviewed for “excellent teaching”. Then supplemented it with good tertiary teaching practices from literature. Drafted template for tutors, linking in with organization training and capability development processes.

**Keywords:** Reflective practice, Teaching quality

## 1 Excellent teachers

Figure 1 summarizes the groups of Knowledge, Skills and Behaviors often demonstrated by Excellent Teachers



Figure 1 – Excellent Teachers

## 2 Using the self-reflection framework

The Self Reflective Framework is intended for teaching staff to review their own practice at any time to promote continuous improvement in teaching and learning at Wintec.

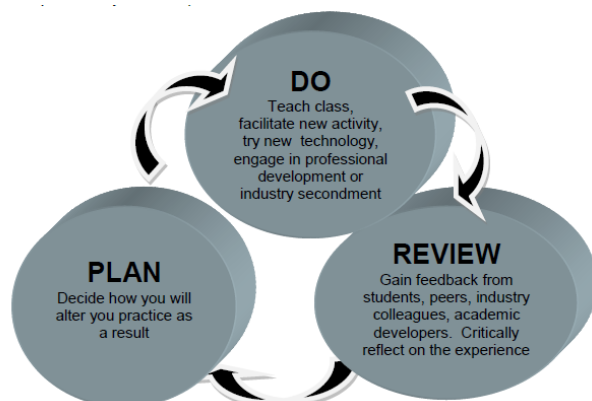


Figure 2: Self-reflection (adapted from Kolb, 1984))

## 3 Template

A Word document of 9 pages is provided to guide and assist reflection review by the tutor in preparation of

Self Reflective Framework		
Please note: it is expected that the shaded questions will be answered. The examples to consider questions are prompts.		
Excellent Teaching	Key Questions for Reflection	Examples to consider
Use appropriate teaching and learning strategies that are effective for individual student learning needs  Inspire Workshops In the Deep End Storytelling Deliberate Acts of Teaching Theory to Practice Through Creativity Teaching with Large Groups Meet the Exemplar Stars	How well do I relate to my students as learners?  How well do I analyse and respond to learners' literacy and numeracy needs?	What kinds of examples do I use that appeal to diverse student groups?  What opportunities do I give students to relate their learning to their own experiences and field of practice?  How do I monitor student progress?  What adjustments do I make for the individual learner?  How do I use literacy and numeracy strategies, as well as the national assessment tool, to change my teaching practices?  How do I make myself available to support students with their learning outside class hours?
Inspire Workshops acade: Just in Time answers to all your IT questions iPod-eggy From Parallel to Partnership Future Teaching Spaces Clickers in the Classroom Thinking with Twitter "On the Horizon"	What choices for open and flexible learning are appropriate for the programmes that I teach?	What range of activities, resources and modes of delivery are students able to choose from to suit their individual learning needs?  What types of assessment methods and choices around modes of delivery and resources that are used for teaching and learning?

Figure 3 - Page 1 of template for reflection

This forms a base for reflective practice by tutors.

## 4 Further development

Staff encouraged to complete reflection for the end-of-year capability development talks with their manager.

Internal survey to identify practices for saving time/effort with International students – to enrich above template.

Work Time Saving (WTS) re International Students				
	School A	School B	School C	Other areas
Tutors				
PMs				
HOSs				

I can use this to explore practices that could help save staff time (therefore reduce need for TTS reductions and extra staffing/FTE)

Figure 4 – Form for International students

Link above up with planned online Communities of Practice where possible.

Review above experiences during organization's self-assessment quality system activities.

Publish re this and more in coming years.

## 5 References

- Kolb DA (1984), *Experiential Learning: experience as the source of learning and development*, 2nd ed, Englewood Cliffs NJ:Prentice-Hall
- Leblanc, R. (1998) cited in The Core, Association for Experiential Education Schools and Colleges Professional Group Newsletter. Spring 1999, Vol. 2, #1 (Accessed 27 July 2010 at <http://www.aee.org/prof&sig/core9921.html>)
- Wintec "Teaching Quality Framework – Version 10", 2010.