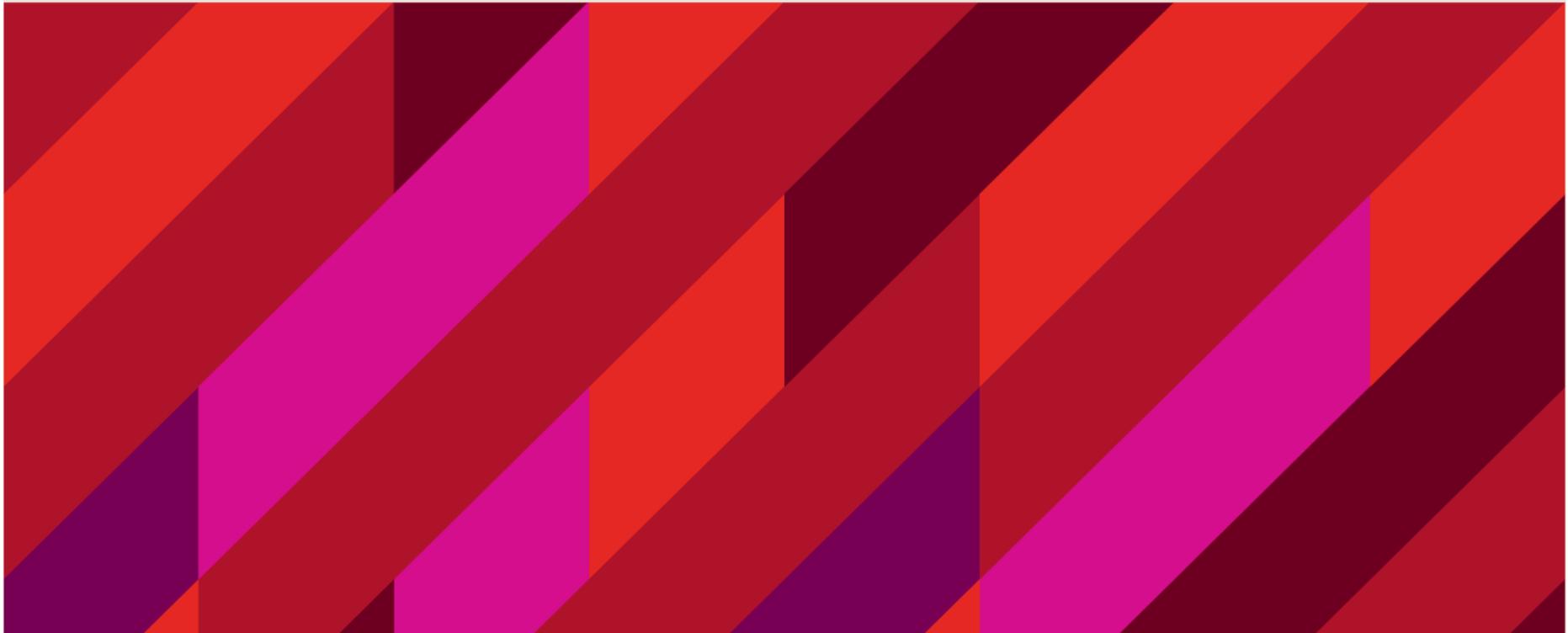


Reflection to Action? Enablers and barriers to engaging in reflective teaching practices

ALISON HAWKINS-BOND,
A/PROF MICHAEL CAVANAGH & DR ROBYN CANTLE MOORE



Acknowledgement of Country

I would like to acknowledge and pay my respects to the past, present and future traditional custodians and elders of the lands of the Gadigal clans of the Eora people where we are meeting today.

Learning Outcomes

WHAT? *the take aways*

Barriers

Identify factors which constrain your engagement in reflective teaching practices

Enablers

Identify factors which increase your engagement in reflective teaching practices

SO WHAT? *the relevance to your context*

NOW WHAT? *the ACTIONS you take*

“Reflection + Action = better outcomes” (*participant 14*)

SO WHAT?

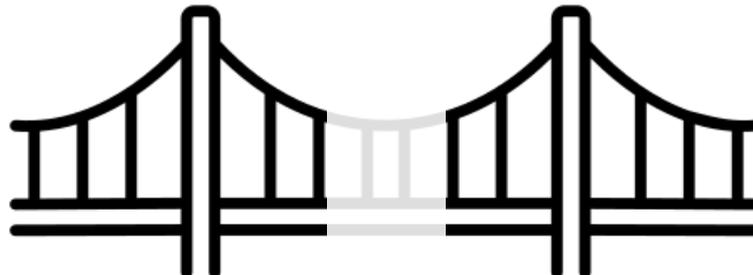
Reflection (thinking) and reflective practice (action)

An inquiry-based approach to teaching which necessitates a personal commitment to ongoing learning and improvement through engaging in a cycle of **thinking critically** about experiences in order to adapt practices and **take action** to impact **student learning**.

- ✓ **Worked**
- ✗ **Didn't work**
- ∞ **Action**

Why does this matter- impact?

Evidence

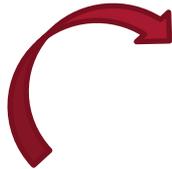


Student outcomes

Learning Café- 8 min (Qu A) + 8 min (Qu B)

Table 1

Host & scribe to table 1



Qu 1A- barriers
Qu 3B- track

Host & scribe to table 2

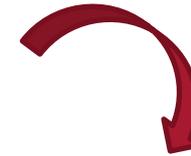


Table 3

Qu 3A- why
Qu 2B- how

Table 2

Qu 2A- when
Qu 1B- solutions



Host & scribe to table 3

Roles: Host, scribe

Exercise A

8 minutes



Host and scribe move tables

Exercise B

8 minutes



Host and scribe move tables

Wrap up

60 seconds- 3 biggest **barriers**



Wrap up

60 seconds- 3 best **enablers**



SO WHAT?

3 biggest **barriers** to reflective practice

- Special educators:
- Teachers of the Deaf (ToDs): Lack of time, Collaboration, Location

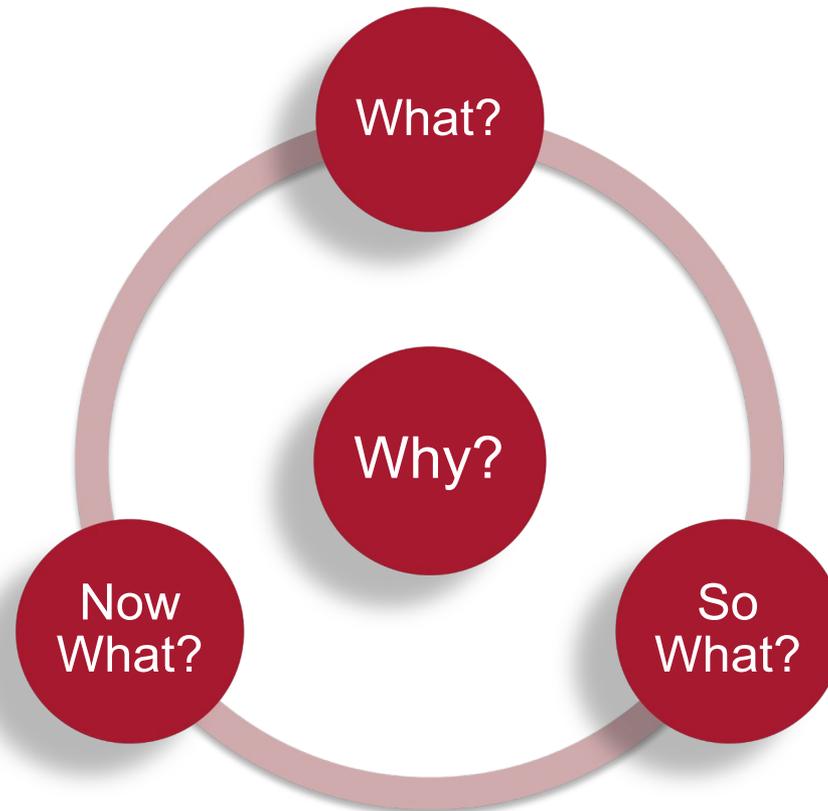
3 best **enablers** of reflective practice

- Special educators:
- ToDs: Time, Collaboration, Taking notes

Impact for diverse student populations

- 3 Ps- programs, progress, practice

NOW WHAT?



“Reflection + Action = better outcomes,
because I was more confident and understood more” (participant 14)

Thank you!

- 22 Australian ToDs who participated in the research
- Telethon Speech and Hearing
- My research supervisors
- AASE conference participants

