

Student Supervision

A Guide for Supervisors
and Students



Australian College
of Theology

Youthworks College is an affiliated college with
the Australian College of Theology

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Introduction and Overview

Student Supervision Requirements

Student Supervision is what draws together the student's learning at College and the practical experiences of their church or school placement. Student Supervision provides a space to reflect on both these aspects of the College program with the aim of forming well-rounded ministers of the gospel that are effective in children's, youth, and/or young adult ministry, as well as school contexts.

Our understanding of a "well-rounded" minister of the gospel are reflected in our key graduate attributes. These are, that a graduate of Youthworks College will be able to:

1. **Understand** and faithfully **teach** the Bible.
2. **Communicate** effectively with youth and children in consideration of their developmental stages and culture.
3. **Lead** others by clear theological principles in a way that both directs and empowers.
4. **Relate** to others with humility and care in pastoral relationships and teams.
5. **Reflect** critically on life and ministry as a willing life-long learner.
6. **Integrate** doctrine and practice in a committed life of prayerful service to the Lord and his people.

Student Supervision is just one of the mechanisms we use to cultivate these attributes in our students.

There are four integrated components that go into the Student Supervision program at Youthworks College:

1. **Group Supervision** (a weekly small group with supervision from College staff and peers)
2. **Work Participation** (in a paid or voluntary church or school placement)
3. **Student Supervision** (with a supervisor in their church or school placement)
4. **Work Feedback** (feedback forms that facilitate reflective discussion between the supervisor and the student, and track the progress of the student)

1. Group Supervision

1.1. Small Groups

Each week, students meet in groups of 8-10 people with a member of faculty for supervised guided reflection. Each week a 1-3 members of the small group will present an issue for reflection and discussion with the whole group. Group supervision allows not only the personal reflections of one member, or the curious questions of one contributor but the combined curiosity and observations of many. In this way, all the members of the group will learn to both reflect on their own presenting issues and the issues of others in church or school contexts. Group supervision helps students both learn from their own experiences as well as the experiences of others, whilst also learning the skills of guiding others in reflective practice.

Meeting in small groups is also designed to provide a context where each student can be known and cared for by other students and a particular member of faculty. It should be acknowledged that in this regard there will be some measure of overlap between the small groups and prayer groups.

1.2. Reflection Day

The College year culminates in the Annual Reflection Day held on the final week in late November. The Reflection Day is a compulsory component of the Student Supervision program and a key learning activity in the College program. The Reflection Day is an opportunity for students and faculty to review the year, consider our developing progress, rejoice and give thanks to God for the year that has been and pray for the year ahead.

2. Work Participation

2.1. Church or School Placement

Every full-time student at Youthworks College is to have a church or school placement. (Some of our core subjects require students to participate in at least 20 hours of ministry over a semester). This can be voluntary or paid, in a local church or a school. The suitability of church or school placements must be confirmed by the College Fieldwork Director (mike.dicker@youthworks.net).

The site where the church or school placement takes place needs to have a WHS policy and other risk management procedures.

2.2. Church Community

All students at Youthworks College are expected to be committed members of a local Christian church. Active participation in a Christian community goes beyond the fulfilment of formal church or school roles and involves a commitment to sharing in life and witness together with fellow believers.

3. Student Supervision

Student Supervision (or “Pastoral Supervision”) refers to the formal role of guiding, instructing and supporting a student in their work practice. Every full-time student at Youthworks College is required to have regular Student Supervision with their supervisor as a key mechanism for cultivating the essential attributes for effective gospel ministry to young people.

3.1. Student Supervisor Requirements

A student supervisor should:

- Have at least 3 years of professional experience in an area relevant for student supervision (e.g. Christian ministry, school teaching, chaplaincy, counselling, psychology, professional supervision, social work, pastoral work, etc).
- Have a current WWCC (or equivalent) and Safe Ministry training.
- Have received the introductory supervision training by Youthworks College (provided annually at the beginning of semester 1).

A student supervisor will:

- Meet with the student at least once a month for guided reflection on best work practice.
- Provide support, prayer and encouragement to the student.
- Report back to the college in supervisors forms handed in each semester.
- Participate in supervisor training at Youthworks College.

3.2. The Aim of Student Supervision

The aim of student supervision is **to supervise a student in their field of work**, that is, to provide a space for guided reflection on best work practice during their training. The distinctive focus of student supervision is, first and foremost, work practice. This will involve opportunities for feedback, learning and support, and only overlap with personal and domestic life inasmuch as it intersects with work practice.

There are other formal relationships that focus foremost on personal life issues, such as: counselling, mentoring, spiritual direction, 1-to-1 pastoral meetings, etc. The student is also encouraged (but not required) to enter into these formal relationships alongside student supervision where appropriate.

3.2.1. Best work practice

The focus here is developing the 6 key graduate attributes of Youthworks College. These are used as a guide for assessing students in the supervision feedback forms:

1. **Understand** and faithfully **teach** the Bible.
2. **Communicate** effectively with youth and children in consideration of their developmental stages and culture.
3. **Lead** others by clear theological principles in a way that both directs and empowers.
4. **Relate** to others with humility and care in pastoral relationships and teams.
5. **Reflect** critically on life and ministry as a willing life-long learner.
6. **Integrate** doctrine and practice in a committed life of prayerful service to the Lord and his people.

These ‘graduate attributes’ are items of progress that the student is developing throughout their church or school placement (and beyond). These are not attributes we can expect to be already developed, though some attributes might already be more developed than others.

3.3. Supervision Covenant

The supervision covenant is an essential part of student supervision. The covenant is essentially a formal agreement between the student and the supervisor about *when, where* and *how long* and *how regular* they will meet for supervision; what the supervision 'space' will be used for and how any conflicts of interest or ethical issues will be addressed.

In short, a supervision covenant sets out all the expectations for both parties and is there to pre-empt and overcome any miscommunication, unmet expectations and misunderstandings. A supervision covenant should help both the supervisor and the student keep each other accountable to their supervision commitments and be reference point for any tricky situations that arise.

A supervision covenant pro-forma is included in the appendix [\[online here\]](#) and is required to be completed in the first supervision session of the year with the student and reviewed at the beginning of semester 2.

3.3.1. Time Commitment

Supervision sessions should be roughly 60 to 90 minutes long and agreed upon in the supervision covenant. It is important to give a dedicated time to this meeting with clear start and end boundaries. By keeping to the scheduled time both the student and the supervisor can acknowledge to the other the importance they give to the meeting.

Staying within the scheduled time limit (without going over time) helps limit the focus of the discussion. The session is not setting out to solve the problems of the world, but simply to reflect on a particular church or school aspect of work practice and discern some useful learning from it.

3.3.2. Confidentiality

Student supervision provides a confidential space to speak and reflect openly in safety. That confidentiality is limited by **ethical**, **legal** and **welfare** boundaries. Confidentiality may be rescinded in the event that an ethical code of conduct has been breached, and/or a serious criminal infringement of the law, and/or there is a serious threat to the welfare of the student themselves or the welfare of others.

In such cases, no confidential information will be shared without prior consultation with the student, but the supervisor has a duty of care to disclose such matters to the appropriate authorities or services.

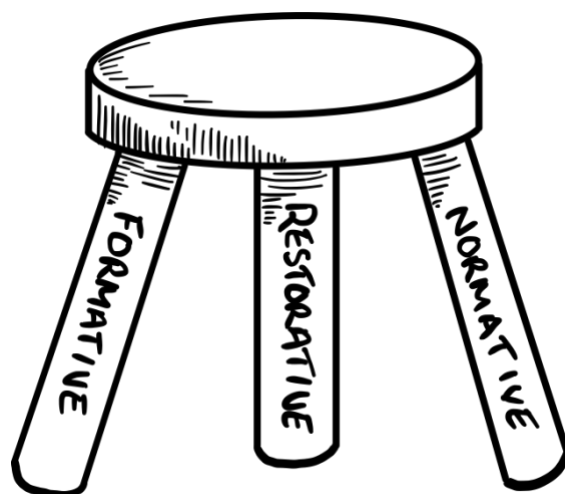
With the exception of the above limitations, the student always maintains control over their information and is able to negotiate the boundaries and limits for confidentiality in supervision.

It is important that you establish clear expectations of the level of confidentiality that both the student and supervisor will maintain during the course of your meetings together. This is particularly important if the supervisor is a more senior member of the church or school staff.

3.4. Functions of Student Supervisor

Student Supervision has three key functions:

- **Formative** – (Focus on the student's **learning**)
- **Restorative** – (Focus on **support** for the student)
- **Normative** – (Focus on the student's work **practice**)



3.4.1. Formative (Educative)

In the formative role, the student supervisor guides the student in reflecting on their experience with the aim of discovering what can be learnt from that experience.

The Formative task is an educative process which may include:

- Guidance on handling a difficult situation,
- Teaching about various aspects of the work
- Skill development
- Developing self-awareness
- Introducing new areas of knowledge
- Suggesting different perspectives
- Encouraging growth and change
- Rehearsing new strategies or roles

It is important to understand that the supervisor's role is to guide and prompt the student rather than to take the role of the instructor. The supervisor is not expected to be an expert. The supervisor is an example of a 'lifelong student' who is curious about the experiences and formation of others.

It is the work experience itself which provides the 'text' for the learning opportunity. The supervisor helps the student 'read' and 'interpret' that text, to reflect on the experience in light of Scripture and to formulate appropriate responses to whatever has been learnt in the process.

Supervisors can help students clarify the details of an experience by asking questions and using one of the reflection processes given in the appendix.

Particular to Student Supervision is the input of Scripture for reflection on experience. Supervision provides a space for the student to think of relevant passages or doctrines that might speak to their experience.

Questions for reflection on Scripture might be:

- Q.** What passages of Scripture speak about that issue?
- Q.** Are there any major theological ideas that are relevant?
- Q.** What do you think this passage of Scripture has to say about that issue?
- Q.** How does the doctrine of God's sovereignty relate to this situation?

3.4.3. Restorative (Supportive)

Receiving support as a student is an important factor for continuing and thriving as a minister of the gospel. The Restorative task is a supportive task enacted through:

- Active listening
- Encouragement
- Feedback
- Opportunity for discharging feelings
- Helping them to connect with their preferred future or sense of vocation
- Assisting with recovering “aspects of self” that have got lost in the work i.e. being able to be themselves in their work role.
- Recharging energy
- Sharing ideas and creative play

The supervisor can provide support through:

- Attending

An essential requirement for a supervisor is committing regular dedicated time with the student. Supervisors provide support by listening, being present and giving attention to the needs of the student.

- Empathy

A supervisor provides much needed support to a student by their ability to enter their world and see the situation through their eyes. Whether a student is going through a difficult situation or an exciting and enjoyable situation it is important to connect emotionally with what is being experienced.

- Affirmation

By affirming what is good in the student’s work, a supervisor can encourage students to be optimistic about future opportunities, to take risks and not be anxious about making mistakes.

- Acknowledgement

One of the keys to learning from experience is to gain a full and frank observation of what has happened. Supervisor should enable the acknowledgement and expression of negative feelings such as doubt, anger, frustration, fear and guilt. Acknowledging the struggles, failures and ambiguities of work are a necessary first step to overcoming them.

- Assistance

Provide assistance to the student in working through the difficulties they face in their work practice or personal life. This may be some words of encouragement or wisdom, direct them to other resources that may help books or counsel from others.

- Prayer

One of the most important ways to assist is by prayer. This is the most powerful way that a supervisor can support a student. Pray shows our reliance on God and his strength to achieve his purposes.

3.4.4. Normative (Administrative)

The Normative task deals with administrative, compliance, managerial, boundary and ethical issues, such as:

- Dealing with matters about the student being '*safe and fit to work*'.
- Addressing issues of competency.
- Introduction of new policies and procedures.
- Consideration of codes of ethics (*Faithfulness In Service*) – addressing any breaches.
- Clarifying the boundaries of the student's and supervisor's roles.
- Challenging the student on any boundary violations (e.g. time, relationships, role, balance etc).

Supervisors provide helpful accountability for pre-determined tasks such as preparation, fulfilling work obligations as well as keeping appropriate personal boundaries on their time and relationships.

3.4.5. Three Dangers to Avoid with the Supervisory Tasks:

- Formative – As you focus on the student's **learning**, avoid turning the supervision session into a classroom or series of lectures from your own personal experience.
- Restorative – As you focus on **support** for the student, avoid turning the supervision session into a gratuitous 'love-in' or a simplistic 'nice chat'.
- Normative – As you focus on the student's work practice **practice**, avoid turning the supervision session into case management and an administrative meeting of check boxes and compliance.

3.5. What happens in a Student Supervisor Meeting?

3.5.1. Models of Supervision

There are many different models of supervision but we suggest 2 simple models that will help structure the supervision session.

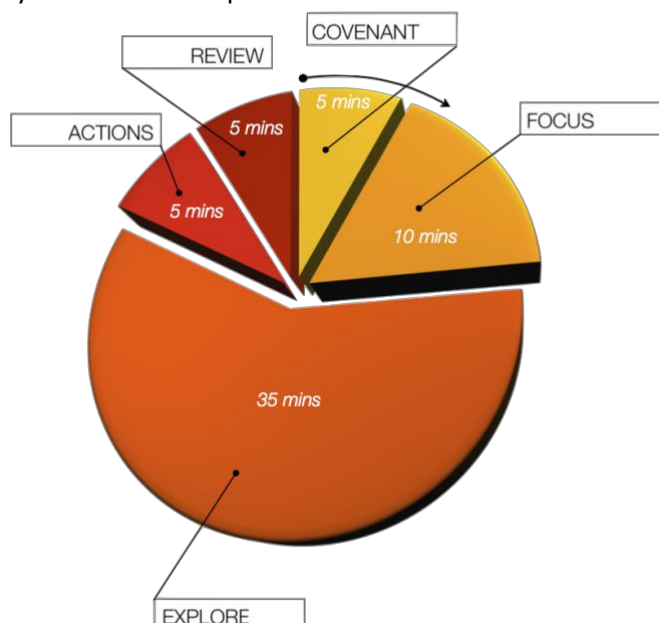
3.5.1.1. The Cyclical Model of Supervision

This model of supervision has 5 components (time allocated to each component is based on an hour long session):

1. **Covenant** (AKA “Contracting”): review expectations for the session [5 mins]
 - **How do you want to use this space today and do you want to make any adjustments?**
2. **Focus** (working out what the student wants to discuss in this session. This may be a well formed and definite issue or just the beginnings of a thought about what to discuss) [10 mins]
 - **What do you want to talk about today?**
 - **How did ‘x’ go after last time we met? (opportunity to follow up from a previous session)**
3. **Explore** (AKA “Space”): room given to investigation, curiosity, reflection, collaboration, challenge, affirmation of the issue) [30 mins]
4. **Actions** (AKA “Bridging”): summing up the discussion to set goals, plan action, consolidate, make informs decisions) [10 mins]
 - a. **Where do you want to go from here?**
5. **Review** (giving feedback about the session and taking note of the course and direction of the discussion in this session) [5 mins]
 - a. **Where do you think you’ve landed today with this?**
 - b. **What parts of this conversation have given you clarity?**
 - c. **What would you like to hold onto from this conversation today?**

In this model, be wary of spending too much time on the components either side of the main ‘space’. The longer you spend on Contracting and Focussing, the less time you’ll have to explore the item of discussion well.

Here is a visualisation of the Cyclical model in a pie chart of a 60 minute session. All times are approximate.



3.5.3. Critical Reflection

Supervisors are encouraged to use a template for critical reflection to guide the student through critical reflection in the main space of the supervision session. There are a number of Critical Reflection templates included in the appendix.

4. Student Feedback

Each semester students are required to seek formal feedback on their work practice, to engage in self-assessment, and to provide written response to the feedback process.

Forms can be downloaded from our website, the College Moodle, or the links below.



The areas where your assessment is significantly out of step with your supervisor's assessment (whether you are being too positive or too negative about yourself), will be the most significant areas for you to discuss together.

This can be a difficult discussion but accepting feedback that is both critical and positive is an important aspect of student formation.

4.1. Frequently Asked Questions

4.1.1. Who can I contact to discuss student placement and supervision?

You can contact the Field work Supervisor at any time to discuss student placement and supervision. The Field Work Supervisor is currently the Principal at Youthworks College, Mike Dicker: mike.dicker@youthworks.net

4.1.2. What if the Supervisor fails to complete the forms?

In some circumstances, despite a student's best intentions, student supervisors have failed to provide the necessary feedback by the required time. In such situations students must at least submit a self-assessment form in light of the absence of feedback from their supervisor.

Reference List

Davys, A., & Beddoe, L. (2010). *Best Practice in Professional Supervision: A Guide for the Helping Professions* (1st edition). London; Philadelphia: Jessica Kingsley Publishers.

Hawkins, P., & Shohet, R. (2012). *Supervision In The Helping Professions* (4th ed.). Maidenhead: Open University Press.

Inskipp, F. & Proctor, B. (1993). *Making the Most of Supervision Part 1: The Art and Craft of Counseling Supervision*. Cascade Publications: Twickenham, Middlesex.

Leach, J., & Paterson, M. (2015). *Pastoral Supervision: A Handbook* (2nd ed.). London, UK: SCM Press.

Weld, N. (2011). *A Practical Guide to Transformative Supervision for the Helping Professions: Amplifying Insight*. London; Philadelphia: Jessica Kingsley Publishers.

5. Appendices:

5.1. Supervision Covenant

5.2. Models of Critical Reflection



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STUDENT SUPERVISION COVENANT

SUPERVISOR:

Name: _____

STUDENT:

Name: _____

SUPERVISION DETAILS:

Frequency of supervision sessions: _____
[Minimum of 1 per month]

Location of supervision sessions: _____

Duration of supervision sessions: _____ minutes | Day: Su M T W Th F Sa

Time Slot: _____

STUDENT SUPERVISION AIMS:

The aim of student supervision is to supervise a student in their field of work, that is, to provide a *space* for guided reflection on best work practice during their training. The distinctive focus of student supervision is, first and foremost, work practice. This will involve opportunities for feedback, learning and support, and only overlap with personal and domestic life inasmuch as it intersects with work practice.

There are other formal relationships that focus foremost on personal life issues, such as: counselling, mentoring, spiritual direction, 1-to-1 pastoral meetings, etc. The student is also encouraged (but not required) to enter into these formal relationships alongside student supervision where appropriate.

RESPONSIBILITIES & EXPECTATIONS:

The student is responsible for being at supervision on time and to negotiate new meeting times prior to the appointment if there is any impediment.

The student is responsible for coming prepared with the item/s of discussion and reflection. These items may be eclectic or in only the beginning stages of a thought but nevertheless, the student is responsible for bringing an issue to reflect upon.

There is no responsibility for the student to have to give input or support to the supervisor. All good conversations are a two way street, but this isn't a supervision session for the supervisor

The supervisor is responsible for guiding the discussion with curiosity so the student might explore, focus and engage in meaningful reflection.

Though the supervision relationship is to be both emotionally warm and friendly, there is *no expectation* that the supervision relationship should also be considered a 'friendship' or include the regular customs of a friendship (*e.g. invitations to each other's birthday parties etc*).

Discuss together:

Are there any specific expectations or goals you have for this space? _____

CONFIDENTIALITY AGREEMENT:

Student supervision provides a confidential space to speak and reflect openly in safety. That confidentiality is limited by **ethical, legal** and **welfare** boundaries. Confidentiality may be rescinded in the event that an ethical code of conduct has been breached, and/or a serious criminal infringement of the law, and/or there is a serious threat to the welfare of the student themselves or the welfare of others.

In such cases, no confidential information will be shared without prior consultation with the student, but the supervisor has a duty of care to disclose such matters to the appropriate authorities or services.

With exception of the above limitations, the student always maintains control over their information and is able to negotiate the boundaries and limits for confidentiality in supervision.

Discuss together:

What other factors might affect confidentiality in this space? How shall these be handled? (e.g. are there reports that must be made for ordination? Are there common relationships? Etc.)

We agree to review this covenant at the completion of _____ sessions

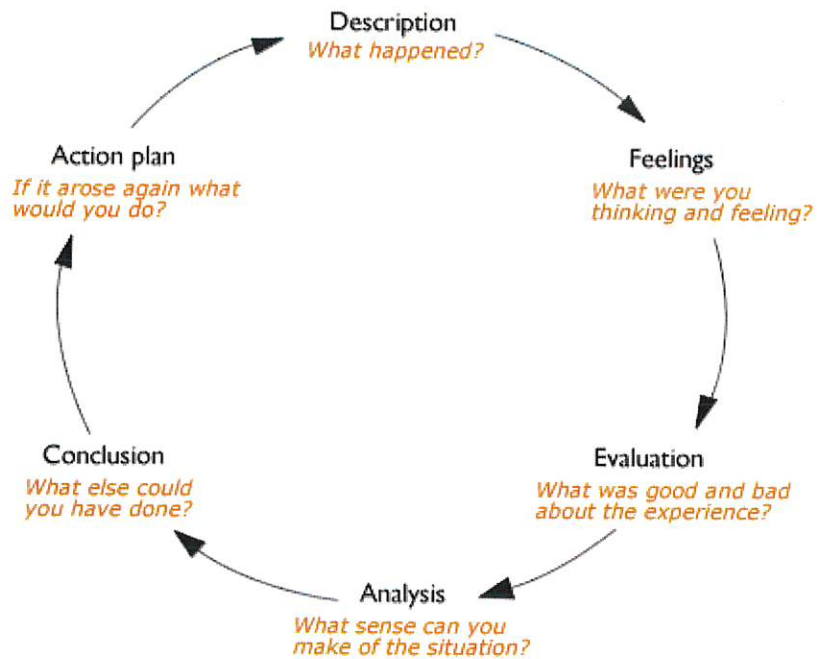
OR at the end of the calendar year (✓/✗)

Signed (supervisor): _____ Date ____/____/____

Signed (student): _____ Date ____/____/____

At the completion of your first session, please scan and email this form to the Youthworks College Field Work Supervisor: mike.dicker@youthworks.net

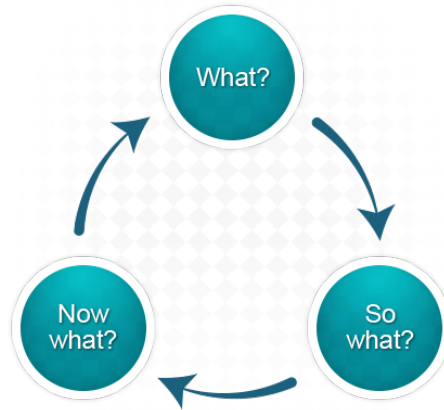
Gibbs reflective Cycle



1. Description: what happened? Simply describe at this point without evaluation or conclusions
2. Feelings: again simple description: this time describe what your feelings and reactions were
3. Evaluation: What was good or bad about the experience...now is the time for value judgements...your Biblical worldview and understanding will help here
4. Analysis: What sense can you make of the situation? What ideas from outside the experience can help you? What was really going on? Were others involved and was their experience the same as yours? Again your biblical worldview and understanding can help here.
5. Conclusions (general); what would you generally conclude from this experience and your analysis?
6. Conclusions (specific): what can you conclude that relates to your own unique and specific personal situation or way of working?
7. Personal action plans: what would you do differently next time? Is there a next step that emerges in this situation after you have reflected on it? What steps are you going to take on the basis of what you have learned?
- 8.

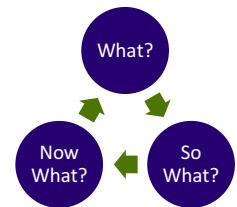
Driscoll (1994) Model of reflection

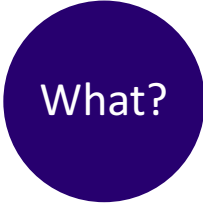


Driscoll J. (1994) Reflective practice for practise. **Senior Nurse**. Vol.13 Jan/Feb. 47 -50



<p style="text-align: center;">WHAT (returning to the situation)</p>
<ul style="list-style-type: none">• is the purpose of returning to this situation?• exactly occurred in your words?• did you see? did you do?• was your reaction?• did other people do? eg. colleague, patient, visitor• do you see as key aspects of this situation?
<p style="text-align: center;">SO WHAT (understanding the context)</p>
<ul style="list-style-type: none">• were your feelings at the time?• are your feelings now? are there any differences? why?• were the effects of what you did (or did not do)?• “good” emerged from the situation, eg. for self/others?• troubles you, if anything?• were your experiences in comparison to your colleagues, etc?• are the main reasons for feeling differently from your colleagues etc?
<p style="text-align: center;">NOW WHAT (modifying future outcomes)</p>
<ul style="list-style-type: none">• are the implications for you, your colleagues, the patient etc.?• needs to happen to alter the situation?• are you going to do about the situation?• happens if you decide not to alter anything?• might you do differently if faced with a similar situation again?• information do you need to face a similar situation again?• are your best ways of getting further information about the situation should it arise again?

Rolfe et al's Reflective Framework (2001)



Descriptive Level of Reflection	Theory and Knowledge Building	Action Oriented (Reflexive) Reflection
		
<p>What is the problem/ difficulty/ reason for being stuck/ reason for feeling bad/ reason we don't get on/etc...?</p> <p>What was my role in the situation?</p> <p>What was I trying to achieve?</p> <p>What actions did I take?</p> <p>What was the response of others?</p> <p>What were the consequences?</p> <ul style="list-style-type: none"> ❖ For the client? ❖ For myself? ❖ For others? <p>What feelings did it evoke?</p> <ul style="list-style-type: none"> ❖ In the client? ❖ In myself? ❖ In others? <p>What was good/bad about the experience?</p>	<p>So what does this tell me/ teach me/ imply/ mean about me/ my client/ our relationship/ my client's care/ the model of care I am using/ my attitudes/ my client's attitudes/ etc...?</p> <p>So what was going through my mind as I acted?</p> <p>So what did I base my actions on?</p> <p>So what other knowledge can I bring to this situation?</p> <ul style="list-style-type: none"> ❖ Social policy ❖ Legislation ❖ SW Theory ❖ Personal <p>So what could / should I have done to make it better?</p> <p>So what is my new understanding of the situation?</p> <p>So what broader issues arise from the situation?</p>	<p>Now what do I need to do in order to make things better/ stop being stuck/ improve my clients care/ resolve the situation/ feel better/ get on better/ etc...?</p> <p>Now what broader issues need to be considered if this action is to be successful?</p> <p>Now what what might be the consequences of this action?</p> <p>Now what what planning is required to activate the new direction?</p>

Adapted from: Rolfe, G., Freshwater, D., Jasper, M. (2001) Critical reflection in nursing and the helping professions: a user's guide. Basingstoke: Palgrave Macmillan.

ATKINS AND MURPHY MODEL

AWARENESS

Of uncomfortable thoughts and feelings or new experiences

DESCRIBE

The situation and include salient, feelings, events, or features

ANALYSE

Feelings and knowledge. Identify and challenge assumptions -
Imagine and explore alternatives

EVALUATE

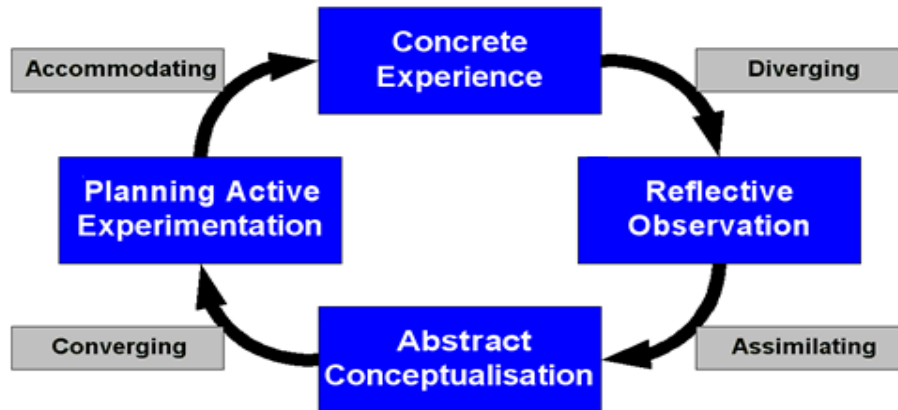
The relevance of knowledge. Does it help to explain/solve the problem? How was your use of knowledge?

IDENTIFY

Any learning which has occurred?

David Kolb's Learning Cycle

Kolb's Learning Cycle is based on the John Dewey's claim that learning must be grounded in experience, Kurt Lewin's ideas of the importance of active learning, and Jean Piaget's emphasis on the interaction between person and environment on intelligence.



The four larger boxes in the diagram above represent the four stages that Kolb claims must be fulfilled in order for learning to take place.

Concrete Experience—actually doing the activity

Reflective Observation—reflecting on performance in the activity, considering successes and failures

Abstract Conceptualization—apply theory to the experience of doing the activity

Planning Active Experimentation—consider theory and reflection to guide planning for subsequent experiences

Soccer Example

Concrete Experience—player takes part in a training match, attempting to score goals

Reflective Observation—player considers his/her performance, especially her/his scoring attempts

Abstract Conceptualization—player talks to trainer who provides insight concerning scoring techniques

Planning Active Experimentation—player uses insights from the trainer as well as experience from the first match to plan for the next match

The smaller boxes refer to the four learning styles that encompass all learners based on an individual's preferred point of entering the learning cycle

Diverging/Reflectors—Like to think about the activity/concept and observe other peoples' takes on the matter

Assimilating/Theorists—Relate the task at hand to other experiences or concepts

Converging/Pragmatists—Like to think about how to apply theory in practice

Accommodating/Activists—Like to jump in to trying the activity

Software Example

How would you first approach learning to use a new software program?

Activist—immediately begin using the software, experimenting with its tools and capabilities

Reflector—Think about your experience with similar software or consult someone who has used this program

Theorist—Read the manual to get a clear grasp on the operations of the program

Pragmatist—Start the software and turn to the help feature to get expert tips

Donald Schön model of reflection

Schön, D. (1983). *The Reflective Practitioner: How professionals think in action*. London: Temple Smith.



Reflection-In-Action

This describes reflecting on a given situation while changes can still be made to affect the outcome, rather than waiting until a later time to reflect on how things could be differently in the future.

Sample questions to ask:

- What is my preferred outcome in this situation?
- What is inhibiting that outcome?
 - Relational dynamics?
 - Space/Environment considerations?
 - Substance/Health effects?
 - Trauma past or present?
 - Spiritual considerations?
- What can move this situation towards that outcome?
 - Do I need to ask for help?
 - Do I need to invite a new person into this situation?
 - Do I need to exclude a person from this situation?
 - Do I need to change my demeanour? (more/less assertive etc.)

Reflection-On-Action

This describes how a person reflects on how practice can be developed, changed or improved after the event has occurred. For example, when a ministry student completes a ministry task or program or relational interaction then reflects back upon it later, that is "reflection-on-action."

Sample process:

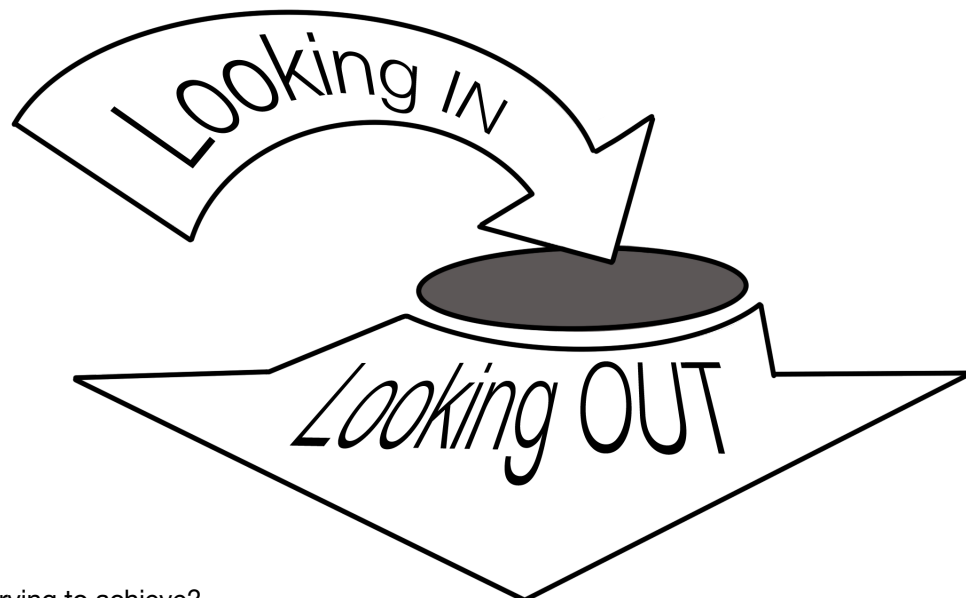
1. Identify a situation to reflect upon.
2. Think about what the situation was like before and what it was like afterwards.
 - If this was a positive experience, write down what made the situation effective and how you reached your preferred outcome.
 - If this was a negative experience, note what action was taken and then what action would have helped realise a preferred outcome.
3. Consider the thinking process that was used to bridge the gap between the 'before and after'.
 - For example, what were you thinking about during the situation and how did that affected the outcome? How could you have shaped your thoughts differently? Draw on literature or input from a supervisor to help make sense of the situation.
4. Lastly, summarise the whole situation. What are the key points from the reflection-on-action? What would you do different?

John's Model of Structured Reflection

Adapted from Johns - Carpurs Fundamental Ways of Knowing (1995)

Looking IN...

- Find a space to focus on self
- Pay attention to your thoughts and emotions
- Write down those thoughts and emotions that seem significant in realising desirable work.



Looking OUT...

Aesthetics

- What was I trying to achieve?
- Why did I respond as I did?
- What were the consequences for others? Myself?

Personal

- How did I feel in this situation?
- What internal factors were influencing me?

Ethics

- How did my actions match my beliefs?
- What factors made me act in incongruent ways?

Emperics

- What knowledge did or should have informed me?

Reflexivity

- How does this connect with previous experiences?
- Could I handle this better in similar situations? What would the consequences of alternative actions for others? Myself?
- How do I now feel about this experience? Can I support myself and others better as a consequence?
- Has this changed my ways of knowing?