

TE MĀTĀPUNA

ki Waihorotiu | ki Akoranga | ki Manukau

LIBRARY & LEARNING SERVICES

AUT

How to write reflectively

Learning Advisors

Reflective writing

Your writing may include:

- Connecting personal experience to specific content from your course
- Your understanding of theories connected to personal experiences
- How you have changed as a result of reflecting on your learning or practice
- Your future actions

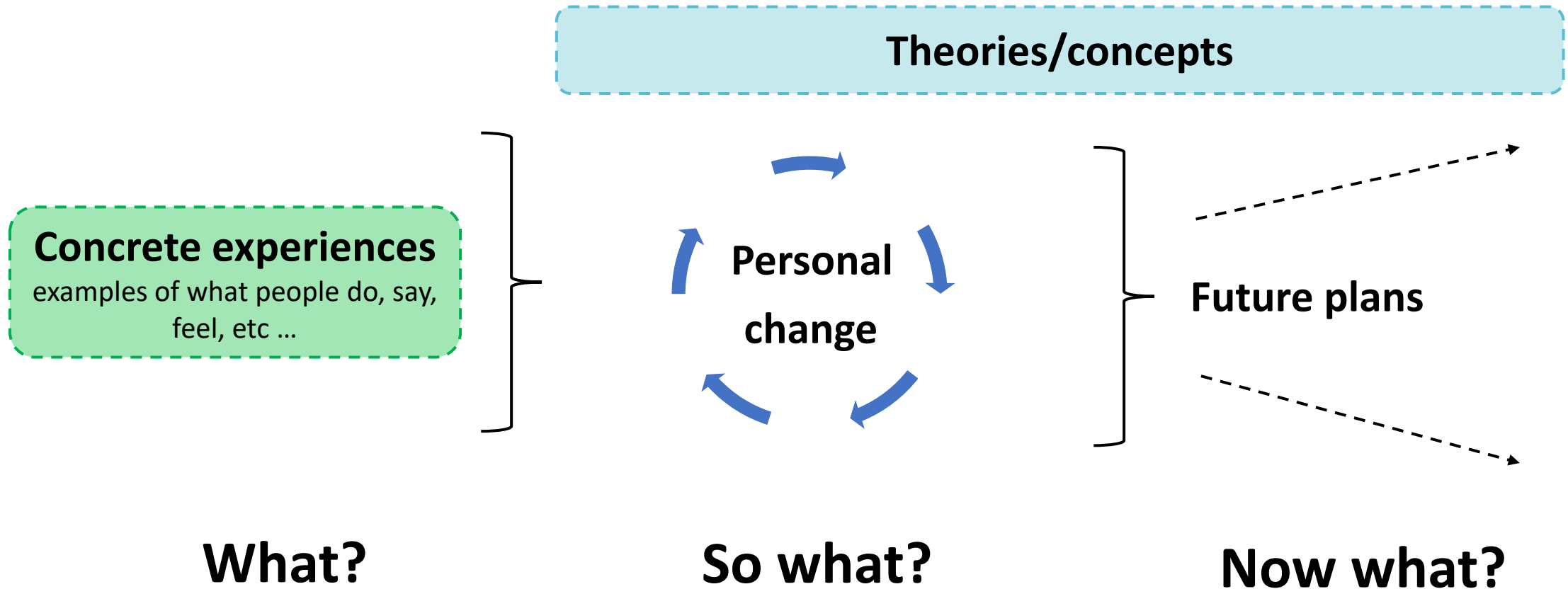
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Reflective writing models

Common reflective models

- Gibbs' reflective cycle (1998)
- Borton's reflective framework (1970)
- Rolfe et al.'s reflective model (2001)
- Jasper's model of reflection (2003)

Reflective model (Rolfe et al., 2001)



Description: What happened?



Analysis: So what?



Evaluation: Now what?

Questions to ask yourself:

- What did I do?
- How did I feel?
- How did I behave?
- What did people say/do?
- What did I say, see, hear?

Examples of what you might write:

We were given an article to read about a 'cultural mistake'... I felt sympathy towards ...

I was conflicted when one of the two academics argued that it was uncommon behaviour...

I thought it was a simple cultural mistake; however, my classmates from other cultures felt shocked and were less understanding ...

Description: What happened?



Analysis: So what?



Evaluation: Now what?

Questions to ask yourself:

- Why did I think the way I did?
- Why did I feel the way I did?
- Why did I behave the way I did?
- Why did I say what I did?

Examples of what you might write:

Hall's (1977) iceberg analogy helped me understand the way I reacted and the reasons behind ...

Your cultural values are based upon the cultures that you have participated in throughout your life (Lantz-Deaton & Golubeva, 2020), so I felt sympathetic ...

Storti's (1999) ICU approach identifies different values and attitudes which manifest as behaviours and practices which helped me interpret the behaviour ...

Description: What happened?



Analysis: So what?



Evaluation: Now what?

Questions to ask yourself:

- What is the value of this experience?
- What would I do if I were in the same situation in future?

Examples of what you might write:

This activity helped me realise the importance of looking at a person's actions and behaviour as an individual, taking time and effort to understand ...

Everyone has different norms and values (Lustig & Koester, 2006) despite sharing the same culture, so I now intend to ...

In future, if I encounter a cultural mistake, I should always try to ... (Middleton, 2014) ...

Reflective writing

Includes:

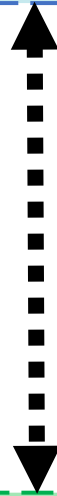
- Brief, thoughtful description, using first person: I felt/I did
- Analysis supported by related **research** demonstrating clear learning
- Outcomes and/or plan of action based on learning

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How to write reflectively

Theories/Concepts

- from research



Concrete experiences

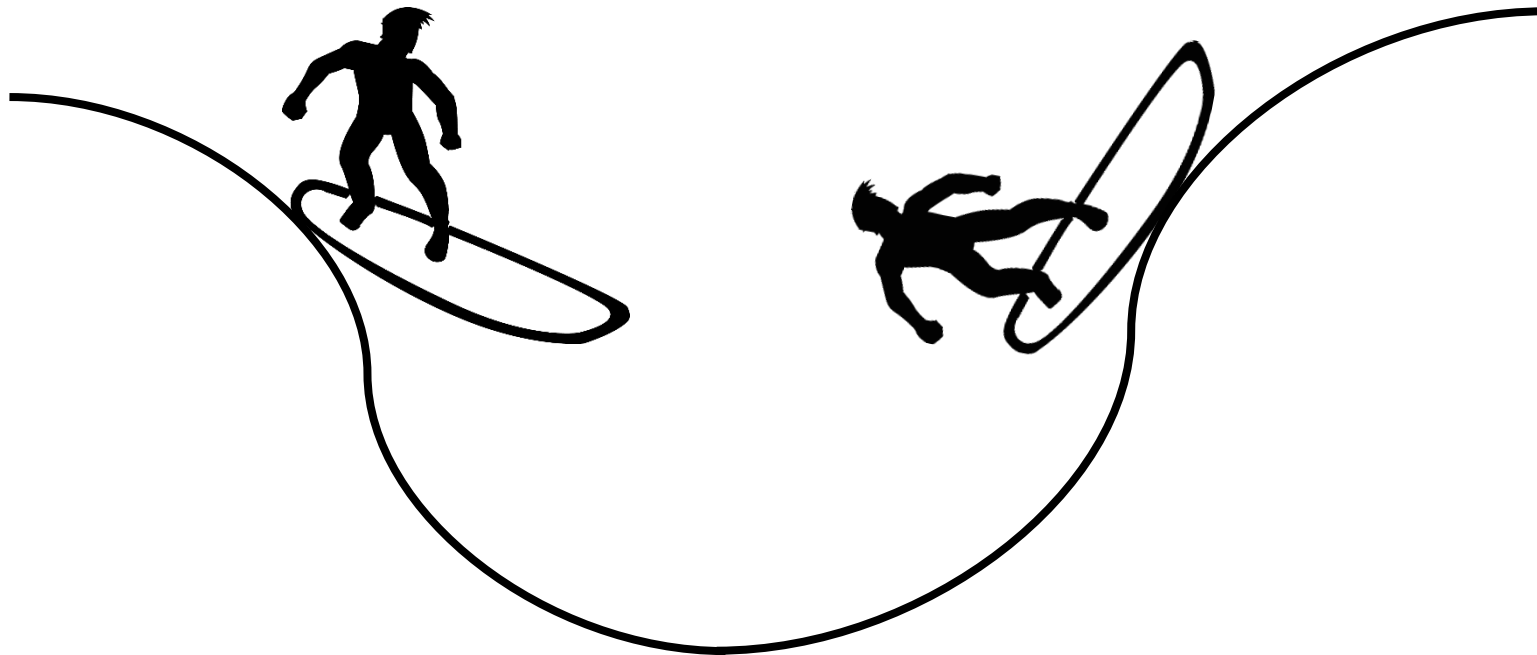
examples of what people
do, say, think, feel, etc....

- your experiences
- others – eg, experts/wise heads, case studies

Organising your writing in waves

theory/concept

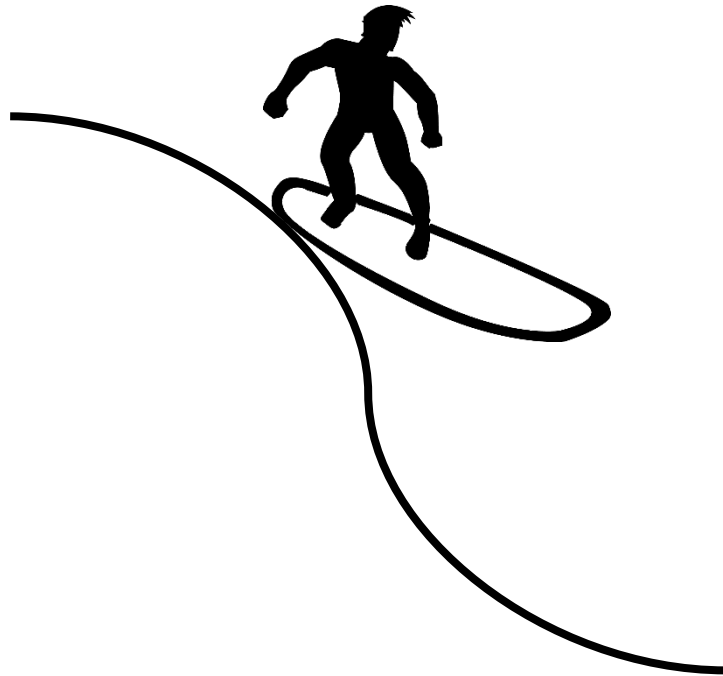
theory/concept



concrete experience

Connecting option 1: Down wave

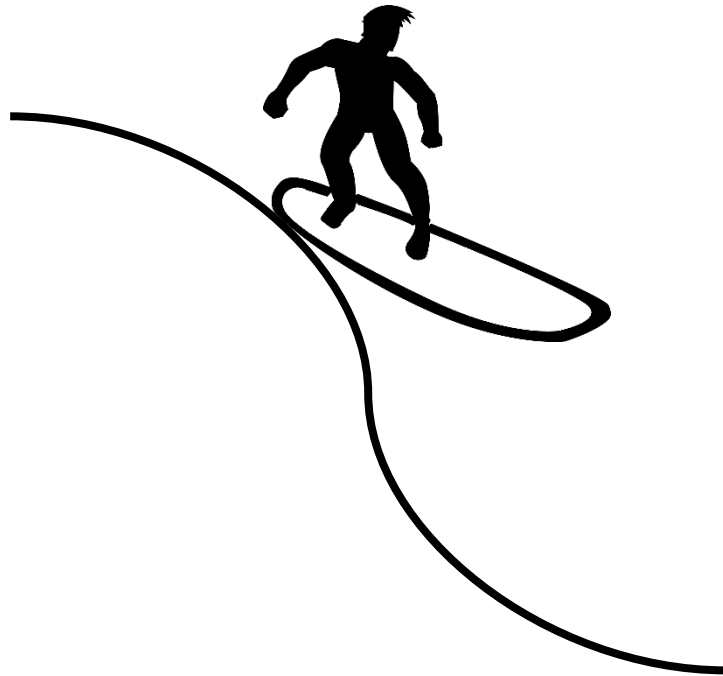
theory/concept



concrete experience

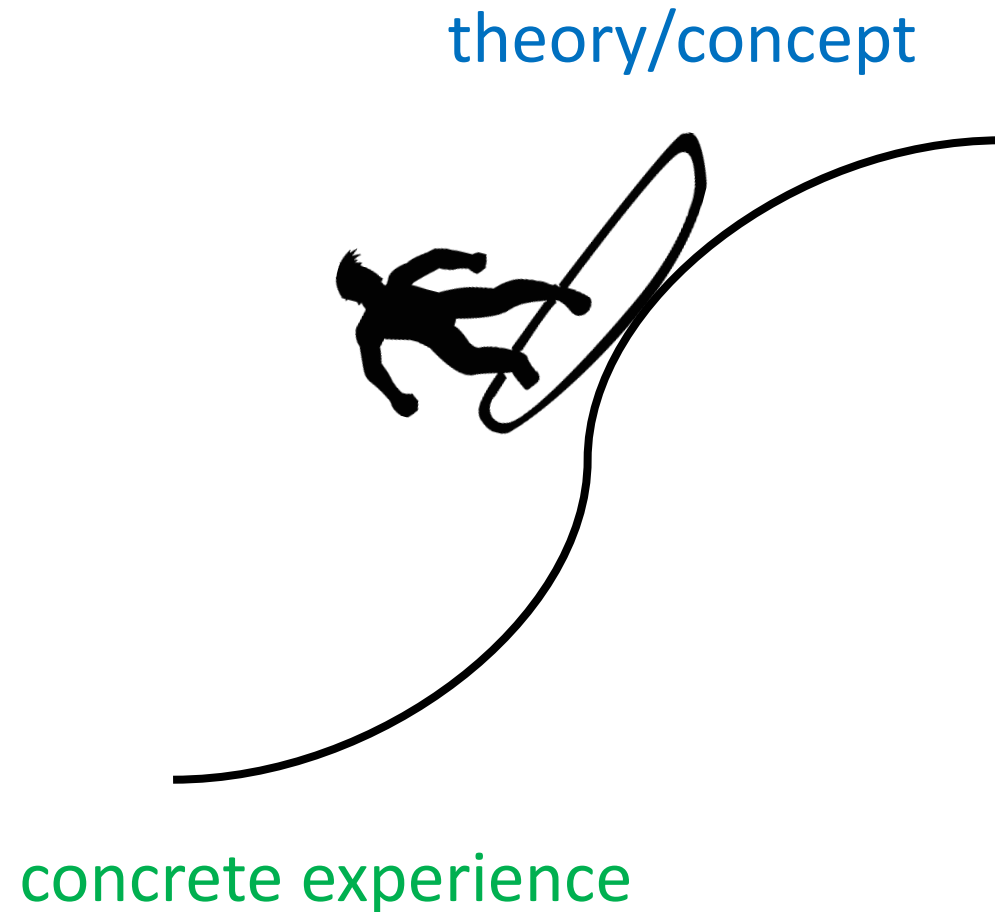
Connecting option 1: Down wave

... somatosensory challenges (Scarpinato et al., 2010) ...



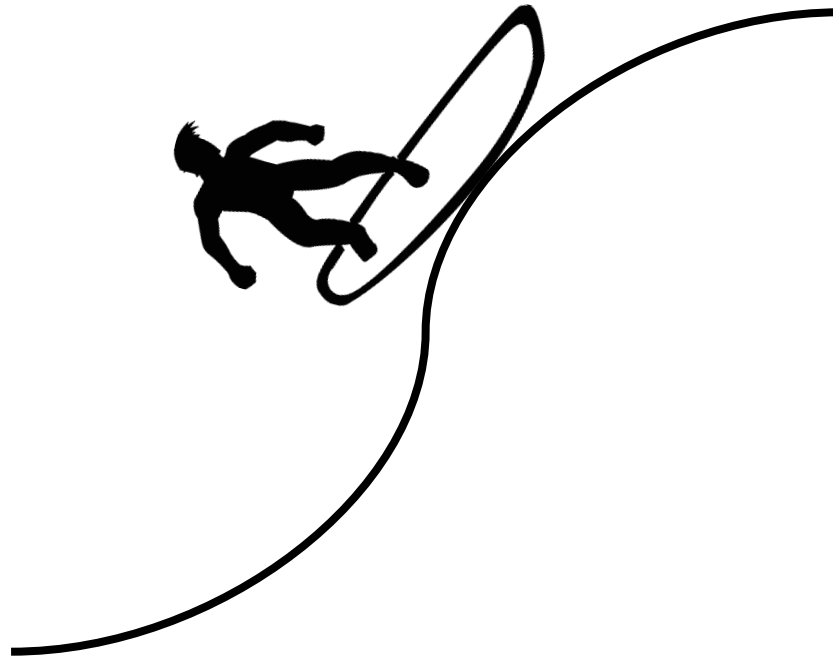
... I noticed how each individual responded differently to a different stimulus ...

Connecting option 2: Up wave



Connecting option 2: Up wave

... somatosensory challenges (Scarpinato et al., 2010) ...

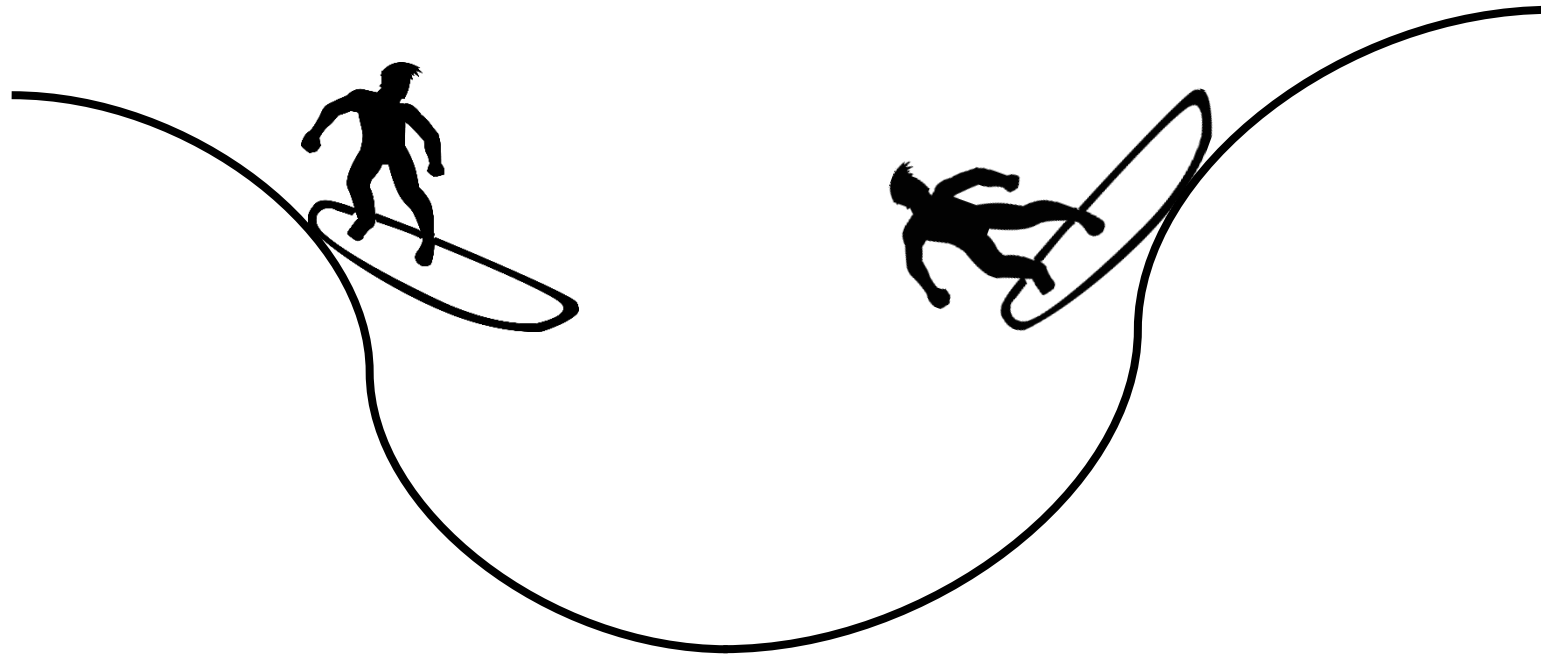


... I noticed how each individual responded differently to a different stimulus ...

Connecting option 3: Full wave

theory/concept

theory/concept

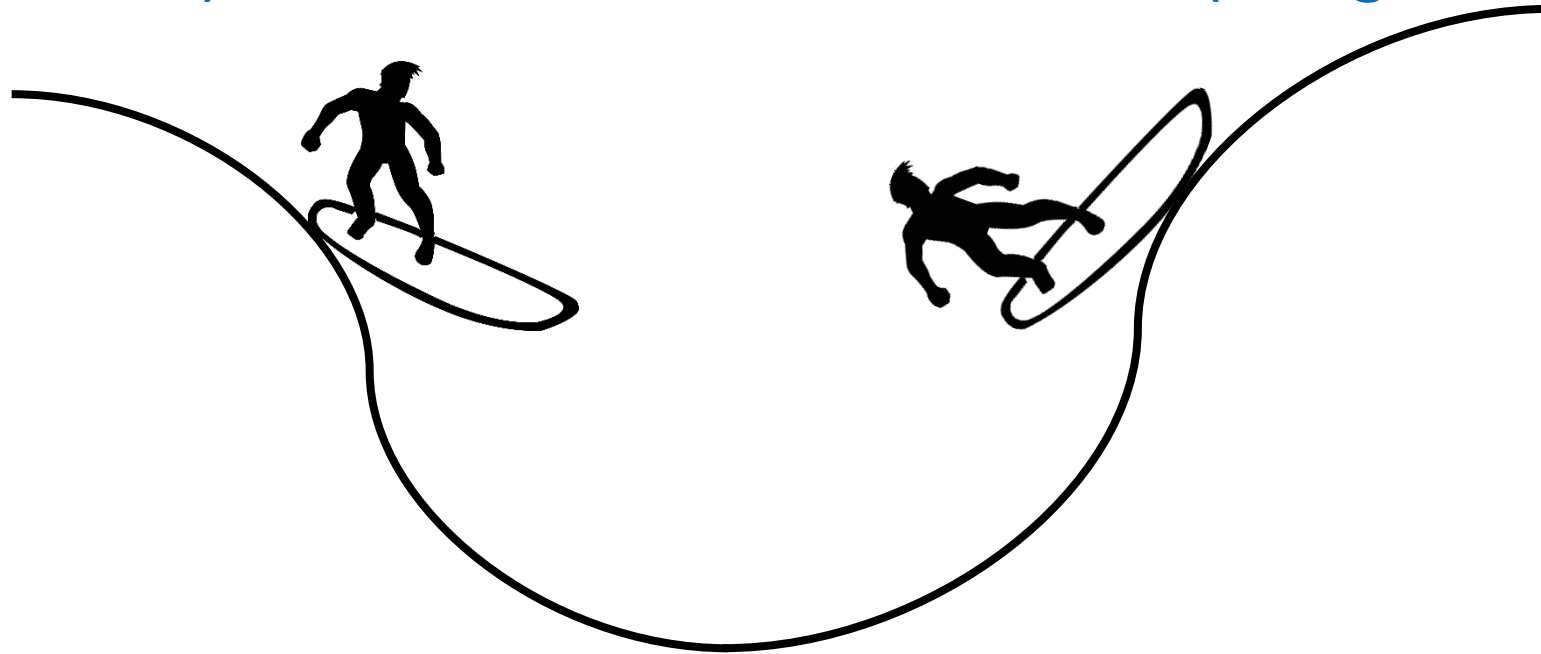


concrete experience

Connecting option 3: Full wave

pain amplification for
people with autism
(Clarke, 2015)

individual needs in
person-centered care
(Morgan & Yoder, 2012)



... patience needed in order for me to assess the child ...

Connecting option 1: Down wave

Theory

A recent review of research into Māori experiences of the existing health system in Aotearoa New Zealand found that it is an alienating and hostile environment for them (Graham & Masters-Awatere, 2020). One alienating factor identified in a study by Pitama et al. (2011) found that health practitioners often mispronounced Māori patients' names, which made

Link

patients feel humiliated and alienated. This resonates with my observation of clinical staff

Experience

who did not take the time to check whether their pronunciation of patients' names was correct, and my experience is that Māori names were often mispronounced.

Connecting option 2: Up wave

Experience

I noticed the patient's discomfort when the healthcare professional did not make room for a whanau member to be present in the consultation and dismissed the patient's suggestion of a traditional remedy. As a result, the patient became quiet and subdued. Previously, I had thought of the requirement to be culturally responsive as being a nod to political correctness, but I now understand that without this cultural competence, interactions between therapists and patients like Heaeta can present barriers to positive outcomes,

Link

when they could have provided opportunities. This understanding has encouraged me to

Theory

explore The Whare Tapa Whā Māori model of health (Durie, 1998) which offers an alternative approach to healthcare promotion by moving beyond measuring the physical dimension to include the spiritual, whanau and mental aspects of health and wellbeing.

Connecting option 3: Full wave

Theory

As Māori experience ongoing alienation from healthcare services, research has highlighted the various ways that Māori service providers and whānau supplement existing healthcare options in order to meet the needs of Māori patients (Graham & Masters-Awatere, 2020).

Link

This evidence is supported by my experience observing Maori patients and their whanau in

Experience

healthcare settings. I noticed that their support was often practical, for example, providing transport to and from appointments, finding their way around the health system, and help with personal care. Another observation I made was the ways in which whanau and Māori healthcare workers gave emotional support focussing on hauora wairua (spiritual health)

Link

and hauora hinengaro (emotional health). These are examples of the value of not only

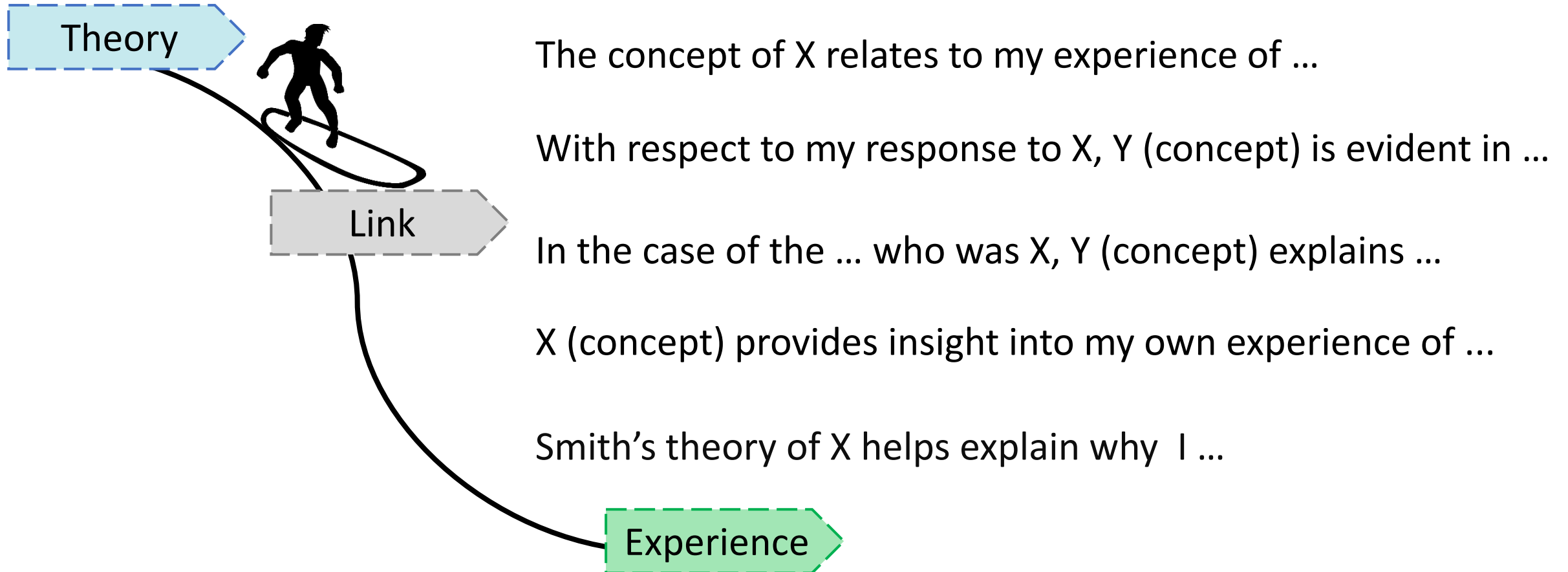
Theory

applying Durie's Te Whare Tapa Whā Māori model of health (1998) in healthcare settings, but more importantly, the value of implementing Māori-led healthcare services in the health system (Brown & Bryder, 2022).

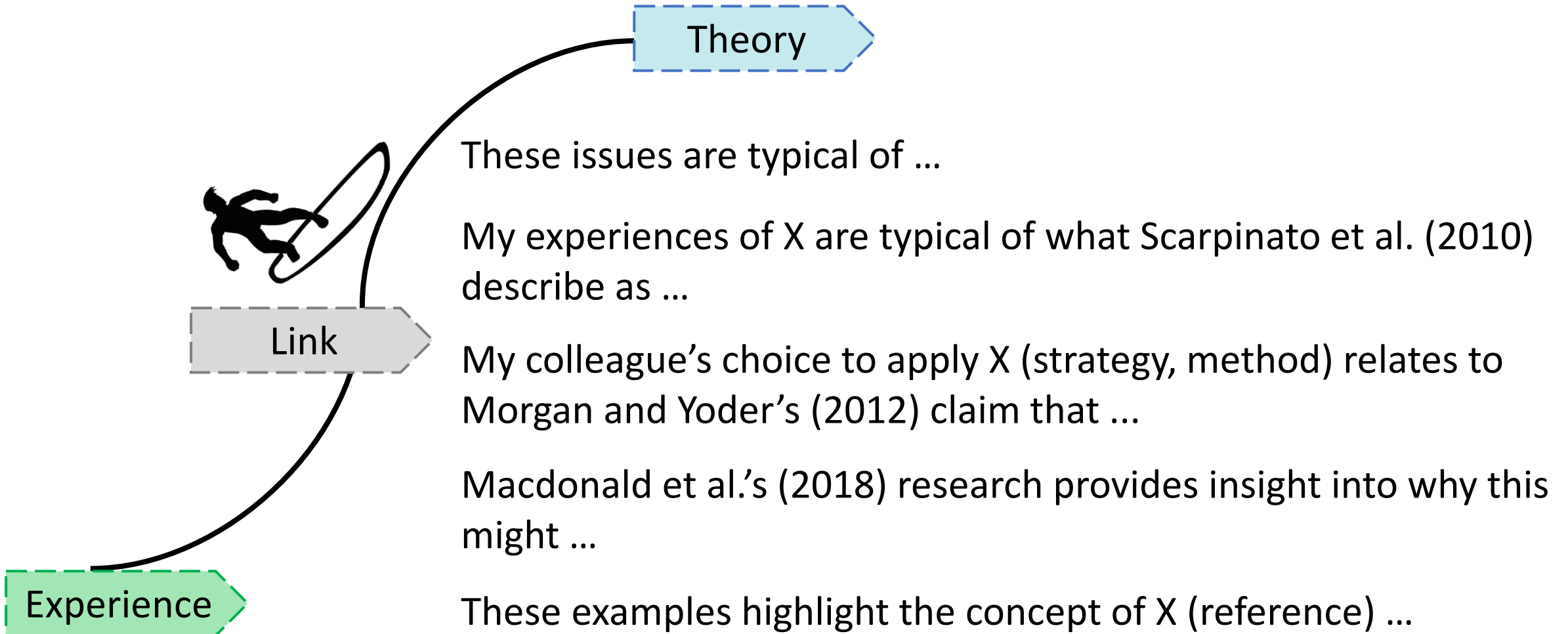
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**Useful language to write
reflectively**

Language: Creating smooth links between theory and experience



Language: Creating smooth links between experience and theory



Literature

One of the principles of the New Zealand Curriculum in schools (2015) is high expectations, calling on teachers to “support and empower your students to learn and achieve personal excellence, regardless of their individual circumstances” (Ministry of Education, 2020). The

Link

importance of this principle was evident in the students’ clear interest in learning when the teacher supported them to work through activities with frequent feedback and alternative

Experience

explanations when they were struggling with a task. As one of the students commented, “the teacher pushes us hard, but in a good way.”

Experience

Both the teacher and the teachers aides in the unit were watchful of students with a tendency to disengage during activities, and would ask questions and help them to communicate any difficulties that were causing them to lose focus. These expectations from staff encouraged the students to flourish, and to engage in efforts to achieve their goals, especially in situations in which they would normally try to remove themselves.

Link

My observations are supported in research findings by Croydon et al. (2019) that “setting the bar higher” (p. 9) in terms of teacher expectations, benefitted students in a satellite mainstream class in terms of their concentration, independence, and motivation for learning.

Literature

Identifying links between your practice or experience and theory/literature

Reflective writing tool:

Learning Outcomes	Practice or work experience examples	Related literature/concepts	Evidence of reasoned judgment
LO3: Apply principles of interpersonal communication in order to facilitate appropriate person-centred relationships	<ol style="list-style-type: none">1. attempt to assess child with autism who had wiggly tooth, screaming & using repetitive body movements2. child with autism who scratched me after...	<ul style="list-style-type: none">• Clarke (2015) pain for people with autism amplified due to heightened sensitivity space• Scarpineto et al. (2010) identify level of sensory challenges	<ul style="list-style-type: none">• application of pain assessment scale• interaction with experienced colleague: change in practice by...

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