

Reflective Practice

Understanding and Implementing
the Quebec Education program

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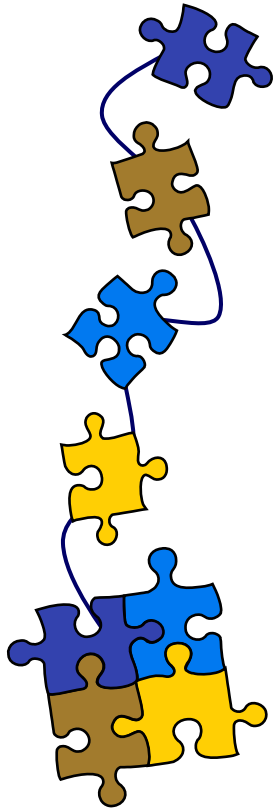
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Content



Reflection on Reflective Practice

Evaluation of the level of ease experienced by oneself, by teachers, and in the act of accompanying others

The Reflective Practitioner

Reflective Practice

What is implied

What is required

Its usefulness

Reflection on the development of pedagogical awareness

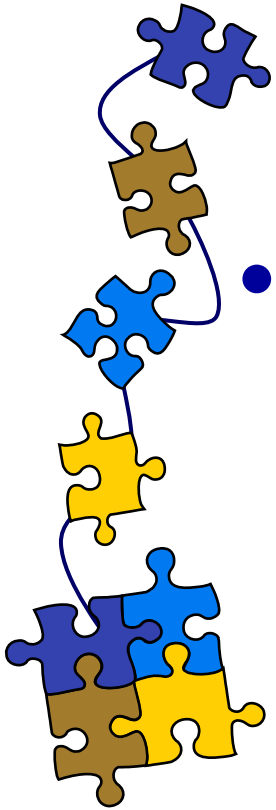
The process of accompaniment

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Moment of reflection

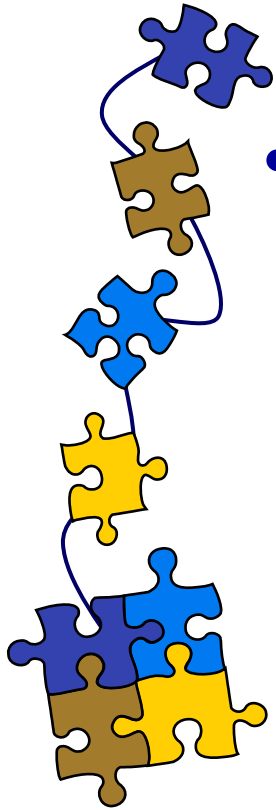
- What does it mean to reflect on one's pedagogical practice?



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Moment of reflection

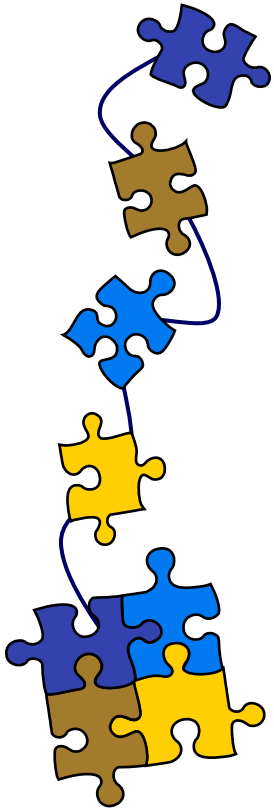


- In the process of reflecting on one's practice, what is most easily done by oneself (seule soi-même)?
 - Developing pedagogical activities with a team
 - Provide information about certain students
 - Observe each other in class
 - Describe a teaching experience
 - Observe how one functions in class
 - Provide reasons to explain the effectiveness of certain interventions?
 - Discuss with colleagues difficulties that are faced
 - Explain one's understanding of teaching and learning
 - Analyze the effectiveness of one's actions

- Why?

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Moment of reflection



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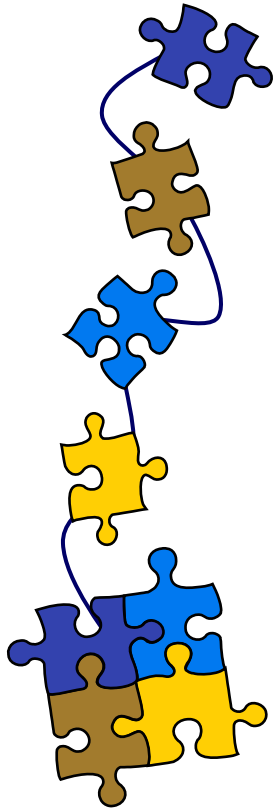
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- In the initial stages of the process of reflection, what is most easily done by teachers?
 - Describe a teaching experience
 - Observe how one functions in class
 - Provide reasons to explain the effectiveness of certain actions

 - Discuss with colleagues difficulties that are faced
 - Explain one's understanding of teaching and learning
 - Analyze the effectiveness of one's actions

- Why?

Moment of reflection



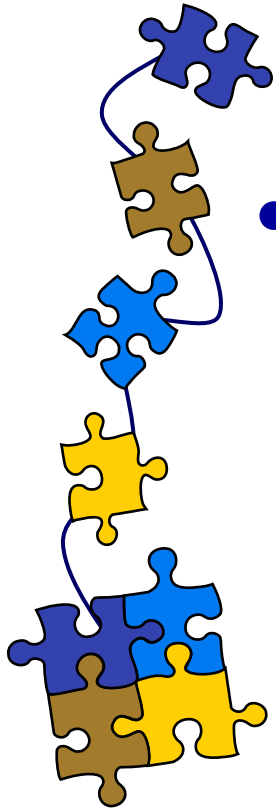
- In the process of reflecting on one's practice, what is the easiest thing to get those accompanied to do?
 - Describe a teaching experience
 - Observe how one functions in class
 - Provide reasons to explain the effectiveness of certain actions
 - Discuss with colleagues difficulties that are faced
 - Explain one's understanding of teaching and learning
 - Analyze the effectiveness of one's actions

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- Why?

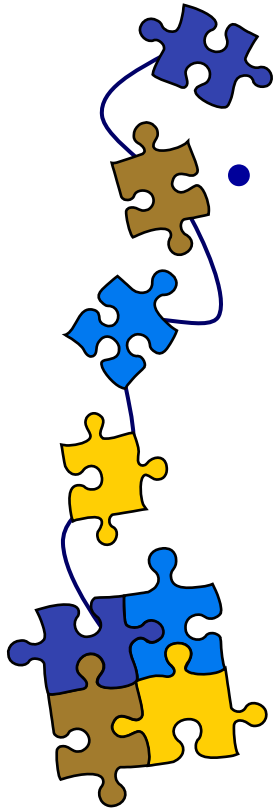
Praticien réflexif



- The reflective practitioner refers to an individual who is able, on one hand, to describe and analyze her practice as well as examine its effectiveness, as well as, create and adapt her practice by drawing on existing approaches (means of intervention or accompaniment) in order to render her practice more effective

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Reflective practice



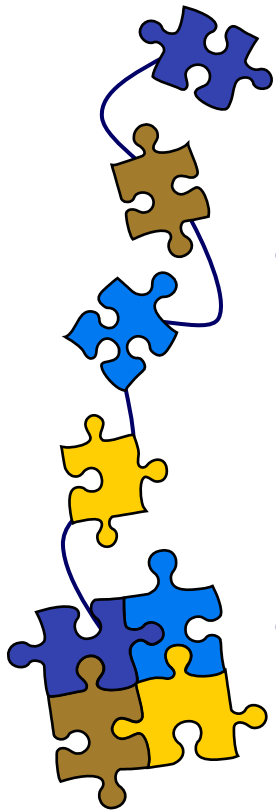
- Reflective practice consists of taking a critical look at the way one functions and implies
 - Becoming conscious of the coherence and incoherencies between one's thoughts and actions, between one's beliefs and practices
 - Analysis of actions (individual and collective)
 - Taking decisions and making adjustments
 - The active shaping and evolution of one's practice

TOWARD REFLEXIVE-INTERACTIVE AUTONOMY

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What is implied

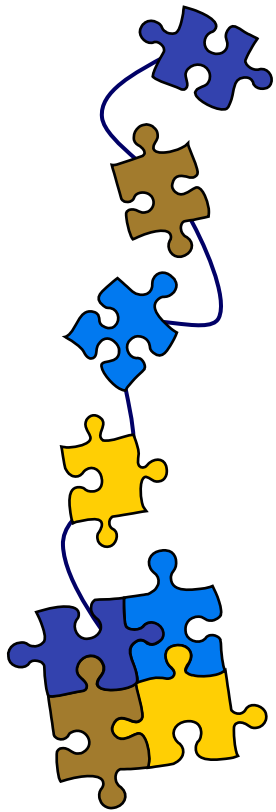


- A reflective stance
 - Intention, predisposition, engagement
- Reflective thinking
 - Critical thinking, creative thinking, metacognition and argumentation

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What is required

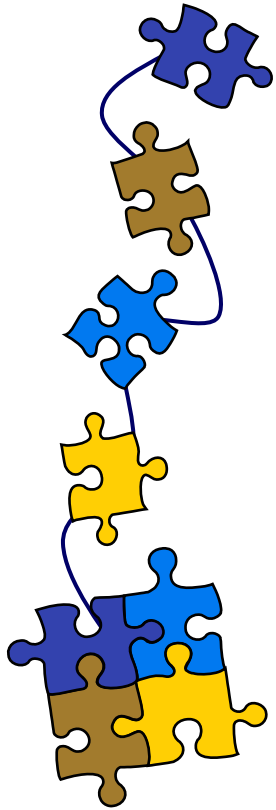


- Integration of a way of being
- A choice
- A taste and pleasure for pedagogical debates
- Preoccupation with creating links
- Analysis of the congruence between thought and action (coherence between beliefs et practices)
- Openness to complexity and cognitive disequilibrium

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Its usefulness

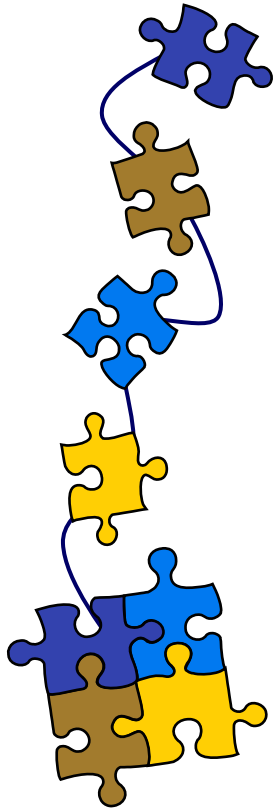


- Adjustments to beliefs and practices « selon un fil conducteur »
- Strengthened self-image
- Pedagogical innovation supported by argument
- Theoretical foundations useful in different contexts
- Capacity to make links

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Its usefulness

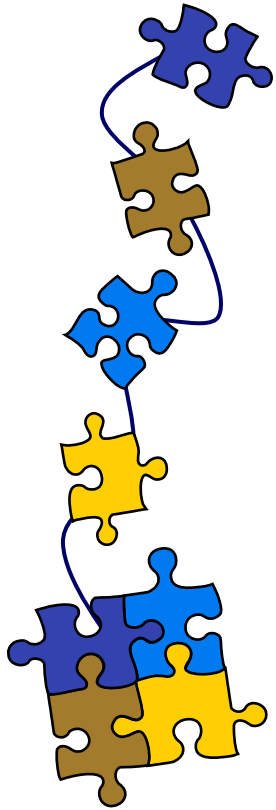


- Analysis of problems taking into account different facets of the situation (individuals, context, theory, program...)
- Help in taking a clear look at one's own way of functioning
- The active shaping and evolution of one's practice

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Its usefulness



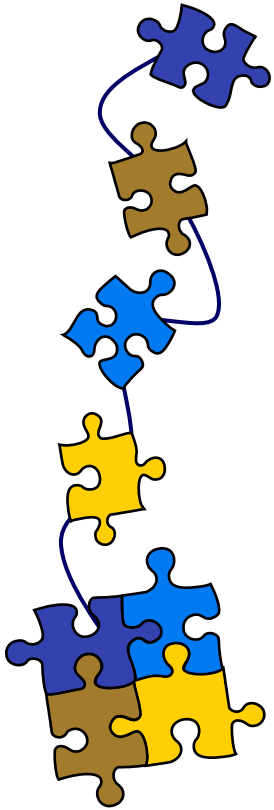
- Heightened interest in making a place for research in the classroom
- Reflection on one's practice, directed toward autonomy
- Appreciation of pedagogical debates

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Moment of reflection

- What might be the key features of pedagogical awareness?

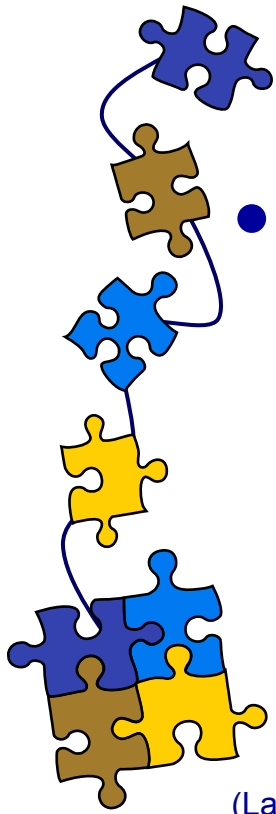


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Pedagogical awareness

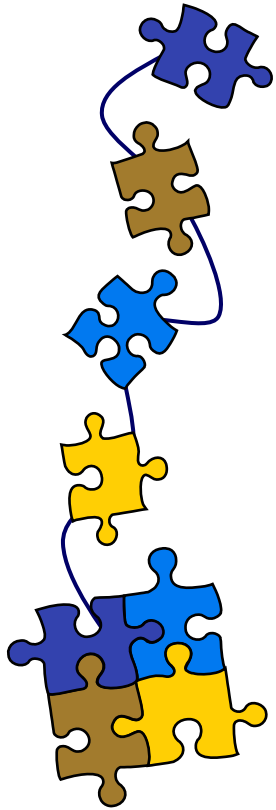
- The compilation of attitudes, knowledge, activities et abilities that permit for the development of critical awareness, creativity, a reflective stance, a supportive context for accompaniment and the self confidence of the accompanist



(Lafortune et Martin, 2004)

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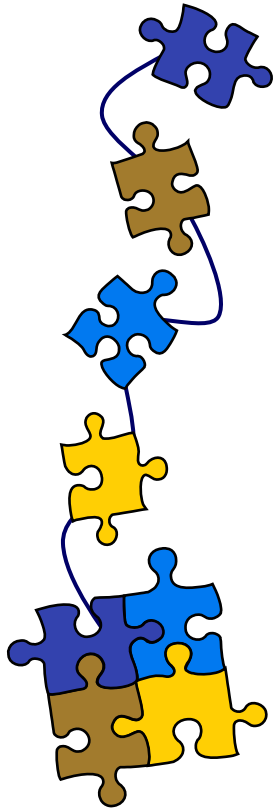
Key features

- Attitudes
- Knowledge
- Activities
- Abilities

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Attitudes

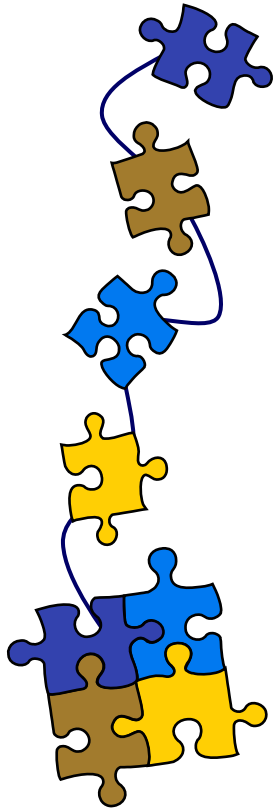


- Curiosity
- Concern for deepening understanding
- Openness to points of view and values
- Being eclectic
 - Borrowing the best ideas from a range of approaches when they are compatible, rather than constructing a new approach
- ...

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Knowledge

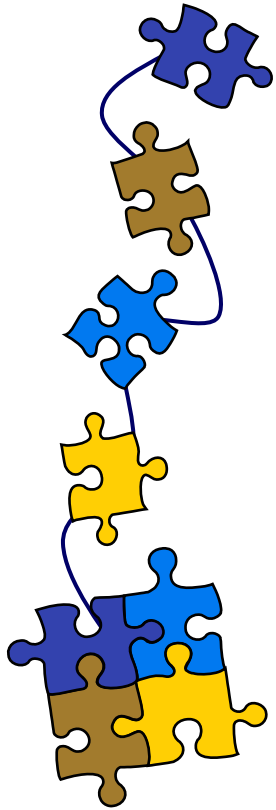


- Regarding what is being taught or of accompaniment
- Regarding pedagogical Aspects
 - Epistemological
 - Transversal
 - Didactic
- Regarding the individuals being accompanied

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Activities

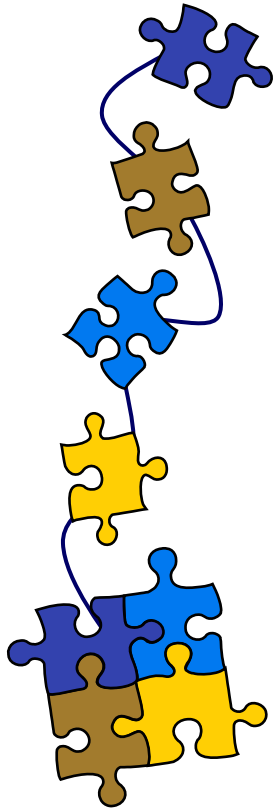


- Tools, examples, illustrations
- Self-evaluation tools, observation grids and checklists, questionnaires regarding concepts, questionnaires for self-reflection...
 - That are contextualized, significant
 - That create sociocognitive conflict

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Abilities



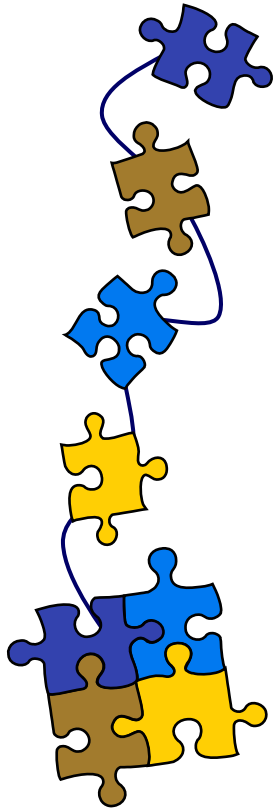
- To question
- To make links
- To synthesize
- To generate sociocognitive conflicts
- To be observant
- To be reflective
- ...

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Moment of reflection

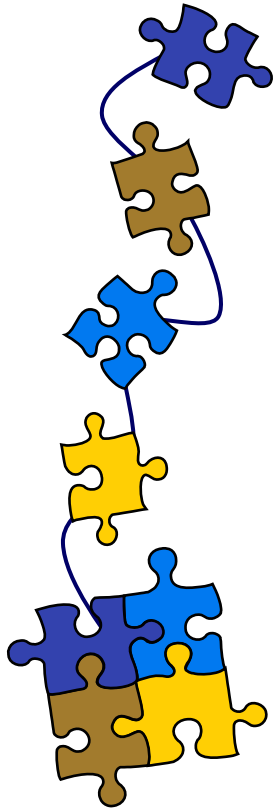
« REGARD META »



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What is required	It is:	
	More difficult	Easier
To observe without judging		
To experience disequilibrium		
To take risks		

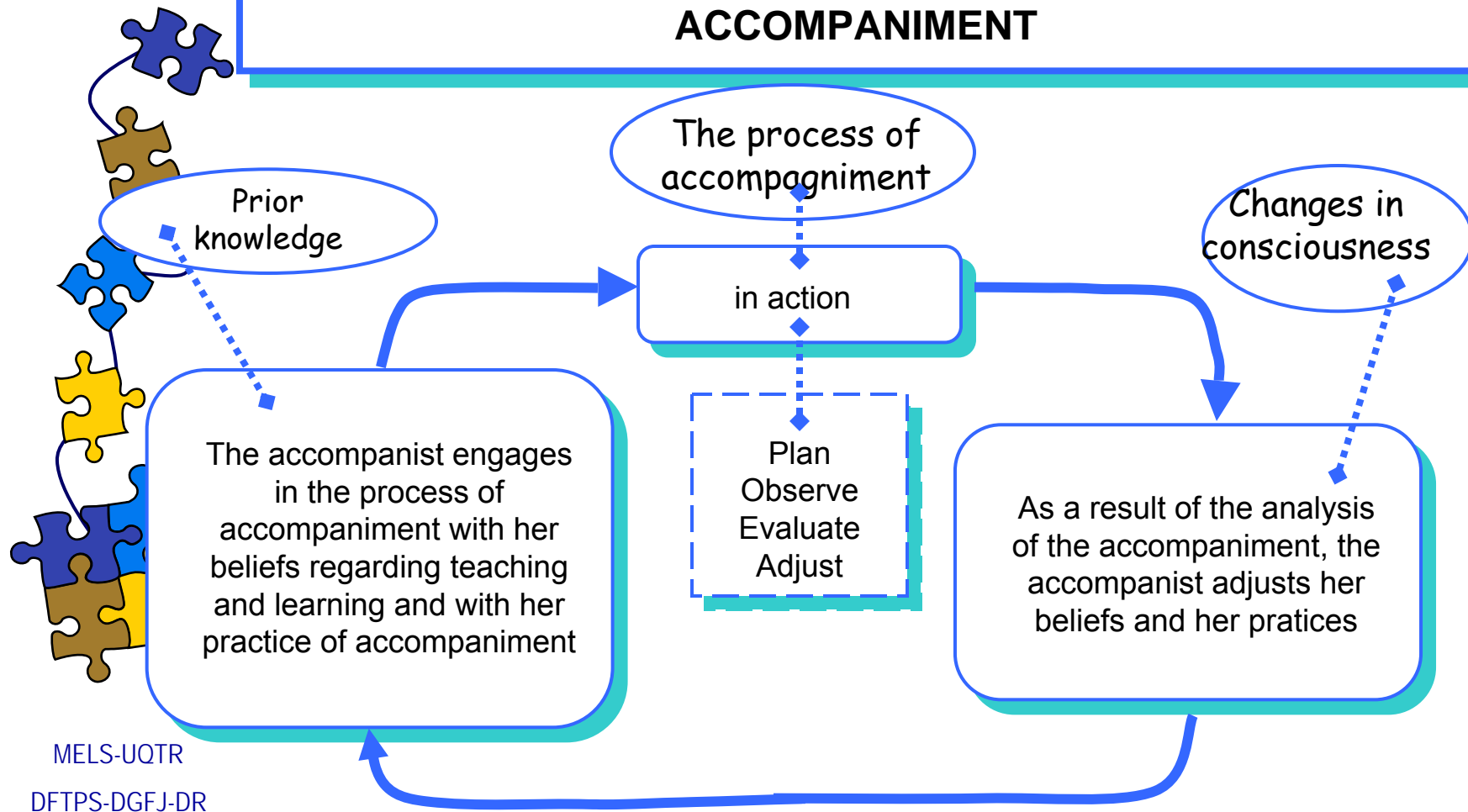
« Regard Méta »



- What it is
 - Reflective stance
 - Contributes to the process of coconstruction
- What it requires (attitudes)
 - Observation without judgment
- What it requires (actions)
 - Movement toward action
 - Sharing and analysis of actions
- What it requires (competencies)
 - Adjustments, risks, disequilibrium

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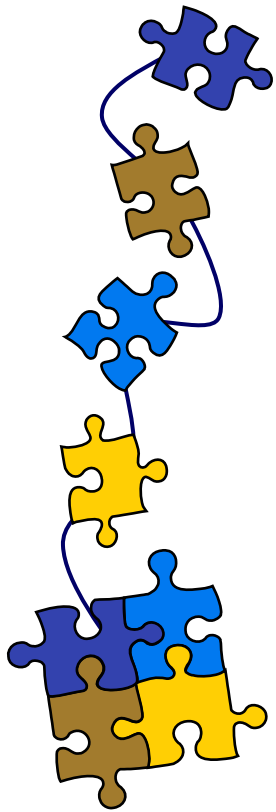
THE PROCESS OF SOCIOCONSTRUCTIVIST ACCOMPANIMENT



In the process of socioconstructivist accompaniment, the accompanist takes steps to accompany and may adjust the steps taken as a result of becoming aware of his/her personal constructions or as a result of interactions with those accompanied.

Reflective Practice

Bibliographie



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