**Personal model for reflection**

See pages 289-293 for guidance on devising your own model for reflection.

* Decide how many stages you want in your model. Name each of these.
* Devise prompt questions to help focus your thinking for each stage. If you wish, you can select and paste questions from the Core Model below.

| Stage 1 |  |
| --- | --- |
| Prompt questions | **Responses to prompt questions** |
| Stage 2 |  |
| Prompt questions | **Responses to prompt questions** |
| Stage 3: |  |
| Prompt questions | **Responses to prompt questions** |
| Stage 4: |  |
| Prompt questions | **Responses to prompt questions** |
| Stage 5: |  |
| Prompt questions | **Responses to prompt questions** |
| Stage 6: |  |
| Prompt questions | **Responses to prompt questions** |

*Prompt questions to select and adapt from the Core Model for Reflection*

1 Evaluate significance: Is it worth reflection?

Before launching into reflection, it is worth making an initial evaluation of the relative value of that experience as the focus of your reflective energies. Consider, for example, the following prompts:

* Will I encounter this kind of experience again?
* Could it provide lessons for the future?
* Does feedback from others suggest this would be useful?
* Were there things I did really well that I could apply in the future?
* Would working this through help me understand concerns I have and how to deal with them?
* Is this a key aspect of my job that merits reflection from time to time?
* Would reflecting on this experience lead to positive outcomes for other people?
* Is there an aspect of my life, work or study that I take for granted that merits refreshed thinking?
* Does thinking about this experience arouse strong emotions suggesting it merits reflection?
* Is this the issue that most merits deeper reflection now?

2 Reconstruct the experience

This is the stage where you go through surface aspects of the experience, identifying where you consider it ‘starts’ and finishes’. Inevitably, this is an act of reconstruction, not an exact record. Draw out what you decide are the most salient points. These prompts can help.

* Events  Is it helpful to go through the storyline of the experience point by point, identifying who did what and when? Sometimes this uncovers details that prove significant; sometimes not.
* Intent  What was the purpose of your involvement? What were you aiming to achieve through your actions, words, silence or inaction?
* Feelings  How did you feel during the experience? Do the feelings evoked in reconstructing the event throw any further light onto your own behaviour?
* Your role  What role did you think you were playing at the time? In retrospect, what role did you play? What was the impact of your involvement? What might have been different if you had not been present, or if someone else had taken the part you played?
* Other people  What part did others play? What could you have done to change the flow of interactions for the better?
* Surface outcome  What was the outcome? Did it end well? Well enough? As a disaster?

3 Analysis: Why did it happen that way?

In the analytical stage, you dig deeper for greater understanding of what goes on below the surface. Consider such questions as:

* What interpretations, explanations and theories help me to make sense of it?
* What was really going on for me? For others? On that day? In that place?
* Were the final outcomes as intended? If not, why not?
* Which actions, words, or omissions were most significant in the way events unfolded – or on the final outcomes?
* What made the situation better or worse?
* Did the scenario have roots in something that pre-dated that occasion?
* Is it really ‘finished’ or are there loose ends and bad feelings that could be addressed?

4 Distil: What lessons can be learnt?

What can you learn from all this? For example:

* Any tips or advice to yourself for the future?
* Trigger points that could be better managed?
* Skills and qualities you demonstrated that you could apply to similar situations?
* Specific actions that you, personally, could take or omit in similar situations so that things run more smoothly, harmoniously or with better consequences?
* Ways of tracking and managing your emotions and responses differently?
* Areas for training or practice?
* Awareness of other people’s needs or issues and how these could be addressed differently?
* Would different preparation, planning, or timing produce better outcomes?
* Could any theoretical models help?

5 Apply: Prepare for future situations

Give active consideration to how you will apply what you learnt from reflection so it has a positive impact. For example:

* **Identify your wish list**  What do you want to be different?
* **Identify potential scenarios**  In what kinds of situations will you apply what you have learnt?
* **What will you do differently**?  (Focus on what you personally can do – as this is under your control.)
* **Identify consequences** What could be different as a result of changes you will make?
* **Identify beneficiaries**  Who will benefit from such changes? What will be different for them?
* **Identify personal benefits** – that motivate you to act  What will you gain?
* **Advance planning**  What preparation do you need to do now so as to respond differently in such situations in future?
* **Plan memory-joggers**  Once such situations arise, what will trigger your memory about what you wish to do?