



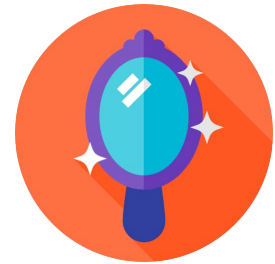
University  
of Exeter



## Being a reflective practitioner

Reflecting on your teaching practice involves more than just thinking about it! Reflection is the deliberate and purposeful activity of making sense of an experience, enabling you to develop and grow professionally and personally. Reflective practice can be difficult and challenging. It can also be transformative and affirming. The Educator Development Team can offer facilitated spaces for recognising your strengths and identifying next steps in a supportive peer learning environment.

A big barrier to meaningful reflection is that we don't make the time to do it. The Educator Development team warmly invite you to privilege this time through participating in some of the following sessions:



- **Poetic Reflections on Learning and Teaching** – this session uses poetry to help you make sense of a teaching event or experience. A highly effective approach for identifying areas of professional development and/or identifying the focus and narrative for an ASPIRE fellowship case study. No prior knowledge of poetry or poetry writing necessary!
- **The Fishbowl** – these sessions invite you to discuss and debate a current issue in higher education with your colleagues. Participants take turns to hold the floor, tagging in and out of the circle when they wish to make a point. Collectively, we take time to reflect on the points raised, as well as how we positioned ourselves within the discussion.
- **Wheel of Reflections** – in this session we experiment with different models and frameworks for reflecting on your practice. Some of these might be useful for crafting an ASPIRE fellowship application, whilst some models might be useful for helping your learners to reflect on their studies.

The Annual Review of Teaching Scheme (ARTS) is a great way to facilitate reflection on your teaching through peer observation and dialogue!

We also have resources available [on the Education Toolkit](#)