**REFLECTION**

*Note: Template for Reflection included on page 3 of this resource.*

“Reflection is indicative of deep learning, and where…reflection (is) missing…only surface learning can result.” - Biggs 1999 in King 2002

In the Master Schedule context, reflection begins with looking back at the end of each stage in the process and, again, at the end of the entire process; pondering what worked and what needs to be improved; learning from our successes and challenges; Incorporating new learning into what we already know; and then using the new knowledge in our continuing effort to help each school realize highly effective master schedule practice and our team realize highly effective master schedule technical assistance and support.

The confluence of our experience (actions we take to support the master schedule process) and thought (reflection) combines to create new learning and to advance the quality of our master schedule support work.

Reflection can help a District Master Schedule Support Team

* Better understand the strengths and weaknesses of its process and product (the master schedules themselves)
* Identify and question underlying values and beliefs that impact the work of supporting the development of effective master schedules
* Acknowledge and challenge possible assumptions on which the support team based its ideas, strategies, decisions, and actions
* Increase awareness of the knowledge and skills you are developing
* Analyze successes and the reasons for the positive result/s
* Identify areas for development/improvement
* Develop an action plan for future practice

**Examples of schemes/cycles of reflection for looking at a Stage in the Master Schedule process**:

***Adapted from the Gibbs reflective cycle (1988)***

*Description* (What happened during this stage?)

*Feelings* (What were members of the team thinking and feeling?)

*Evaluation*: (What worked well in this stage? What can be improved upon in this stage?)

*Analysis*: (What sense can we make of our progress and work during this stage?)

*Conclusion*: (Is there anything else we could have done in this stage?)

*Action Plan*: (What will we keep and what will we do differently when we work on this stage next year?)

***Adapted from Marks-Maran and Rose reflective cycle (1997)***

*Description* (What happened during this stage?)

*Critical reflection* (Thoughts and feelings arising during this stage)

*Information* (Analysis of what worked well in this stage? What can be improved upon?)

*Future action*: (What has been learned? How will this influence future practice? What will we keep and what will we do differently in this stage next year?)

***Adapted from Burns and Bulman (2000)***

*Self-awareness* (examination of the values we bring to the master scheduling work)

*Description* (accurate description of what happened during this stage of the process)

*Analysis* (critical examination of factors related to this stage of the process – What worked well in this stage? What can be improved upon? What is our evidence?)

*Synthesis* (relating learning from this stage to what we are learning from the entire master scheduling process; how what are we learning now contributes to what we already knew?; new interpretations/new understandings)

*Evaluation* (making judgments – How well are we meeting our guiding principles, goals, and priorities? What will we keep and what will we do differently in this stage next year?)

***Adapted from Bain (2002)***

*Report* (Report or description of what happened during this stage)

*Relate* (Identification of aspects of the process that have meaning for or connect with the experiences of members of the team. You should relate these to your team or master schedule support strengths, improvements that might be made, mistakes that resulted in new learnings, etc. You might identify something you need or plan to do or change.)

*Reason* (Exploration of the relationship between theory and practice; seeking a deep understanding of what happened during this stage of the process. Asking questions and looking for answers; considering alternatives and multiple perspectives.)

*Reconstruct* (Generalization and/or application of our learning to other contexts and future master schedule support professional practice. Reconstruction involves a review of the guiding principles and master schedule theory of action as well as the development of an action plan for the coming year.)

**TEAM REFLECTION ON PROCESS, TEAMWORK, AND PRODUCT**

\_\_\_ TEAM REFLECTION ON STAGE 2 OF THE MASTER SCHEDULE LEADERSHIP AND SUPPORT PROCESS

Prompt: Using one of the schematics or cycles of reflection provided or your own adaptation of a cycle of reflection, reflect as a master schedule support team on your accomplishments and challenges during this stage of the master schedule process. Describe what the District Master Schedule Support Team did during this stage. Describe team “emotions”/feelings about the work during this stage. On what aspect or aspects of this stage did your team do its best work? What is your evidence? What were your biggest challenges? What are the most important things you learned about master scheduling, teamwork, or another technical assistance or professional development support issue during this stage? What will your team keep as part of your process when you repeat this stage in future years? What will you do differently or spend more time on when you repeat this stage in future years? Why? What are your next steps?