

CPD for the Career Development Professional

A Handbook for Enhancing Practice

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4 | Reflecting on practice

Introduction

In this chapter we will be exploring the role of reflection and reflective practice to support professional practice. Specifically, we will be considering:

- what reflective practice is
- how it supports professional practice
- the types of models and approaches that can be used to help you learn from your own practice every day.

This chapter will also be useful to anyone studying a qualification in career development at any level, as well as to practitioners at any stage of their career who wish to refresh their thinking about reflective practice.

What is reflection?

A key focus for professional practice is the importance of reflection and being a reflective practitioner. That said, reflective practice is often a term that is used with an expectation that individuals will have a common understanding about what it means. However, often practitioners are confused or unsure about what it really means to reflect on practice, why you should do it, how you might do it and what you do with what you learn! Basically, reflection is a process that we apply within our lives as well as our work to help us learn.

We are told that it is important to learn from our mistakes – that by learning from our mistakes we will be prepared next time, as we will know what worked and what didn't. A common misapprehension is that reflection is only about learning from mistakes, and although it is important that we recognise when things don't work, reflection is much more than this. Reflection is about reviewing our practice to help us learn from what works and what doesn't. But also, reflection helps us to think about what we have done and why we made the choices that we made.

Reflection is often referred to within the literature as a core element of professional practice; however, Boud et al. (1985) query the extent to which reflection is acted on by professionals. When considering informal CPD in the form of reflection, Friedman and Phillips (2004) deduce from their study the importance of the reflective practitioner and that reflection should be integral within all CPD programmes and policies.

Harrison et al. (2001) and Mulvey (2004) have made the links with concrete examples of reflection contributing to professional development activities for career practitioners. Harrison et al. specify that, within professional practice, the need to analyse and interpret situations contributes to approaches adopted. Mulvey focuses on reflective practice contributing to the virtuous circle that facilitates learning and informing future practice. Bimrose (2004) supports reflection as being of particular importance for guidance practitioners, and suggests that the issue is not a lack of interest by employers but more an inability to ring-fence time for reflection.

Reflection is presented as an approach to learning and professional development which allows the integration of academic knowledge with experience to produce a form of contextualized, practical knowledge.

(Harrison et al. 2001: 205)

Activity

When you think about reflection what does this suggest to you?

Take one minute and write down as many words/emotions that define reflection for you.

Below is a list of a few that you may have come up with. It is not definitive.

- Thinking
- Learning
- Sharing
- Observing
- Creating new ways of thinking
- Trepidation
- Awareness
- Challenging
- Uncomfortable
- Seeing
- Reacting

There are probably many more that you will have thought of, as reflection is a complex, multifaceted activity. As such, it is individual and needs to be meaningful for you. What do you want to gain from reflecting on your practice?

Roth (1989) considers reflective practice is:

- being aware of what, why and how we do things
- questioning what, why and how we and others do things
- seeking to understand underlying rationales and strategies on your own; and from others
- generating choices, options and possibilities
- viewing your own activities and results from varying perspectives
- asking 'what if ...?'

Roth suggests that reflection is about both the individual and others – reflection includes how we use others to help us learn about our practice and ourselves.

Johari window

As part of your initial training you may have come across the Johari window. This is a model that was developed by Joseph Luft and Harry Ingham in 1955 to help people to develop their self-awareness and their communication skills within a group. The model has lots of useful applications within career development work. It is also useful within reflective practice to help us think about what we know about our practice, what others might know and what skills/abilities we potentially have that we do not know about. (See Figure 4.1 on the following page.)

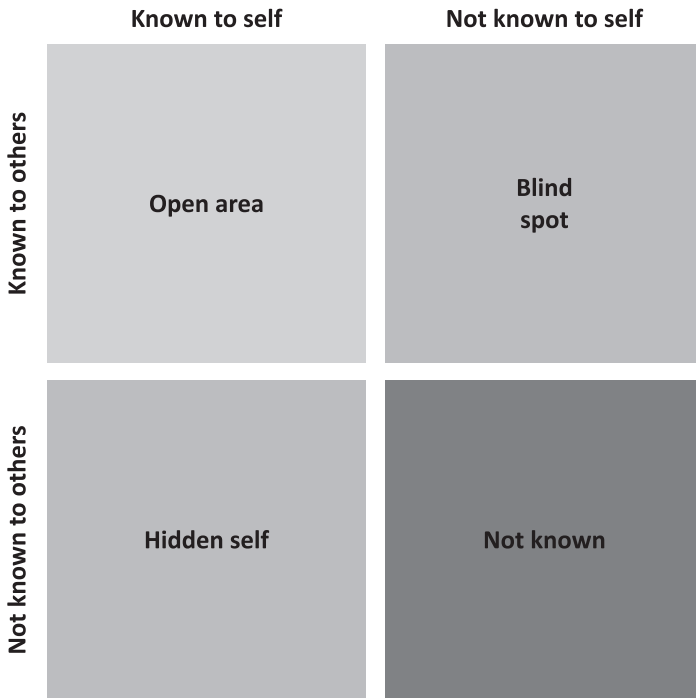


Figure 4.1: Johari window

Luft, J. (1961). The Johari Window: A graphic model of awareness in interpersonal relations. *NTL Human Relations Training* 5 (1), pp.6–7. Reproduced under a Creative Commons Attribution Public Domain Mark licence.

Think about the Johari window within the context of reflective practice.

- Window 1 – **Open area**: what you know about yourself and is known to others.
- Window 2 – **Hidden self**: what you know about yourself and you hide from others.
- Window 3 – **Blind spot**: what others know about us but we don't know.
- Window 4 – **Not known**: what is hidden from ourselves and from others.

We can learn from our colleagues to help us reflect on what we do and how we do it and we can learn about ourselves to help us extend the open areas and reduce the hidden areas and blind spots. Learning from ourselves and others is an important element of reflective practice. The Johari window provides us with a useful model to locate what we share explicitly and what we keep to ourselves.

Activity

Have a go at applying the Johari window to yourself.

Draw a square and write the heading for each of the windows at the top.

For 'Open area' and 'Hidden self' write down what you already know.

For the other two areas – 'Blind spot' and 'Not known' – think about strategies you could use to address these and who might be able to help you.

Why is reflection important for professional practice?

Throughout our practice it is important that we develop our thinking, skills and practice (we talked about this in Chapter 2) to ensure that our practice grows to reflect our clients' needs. Reflective practice is one of the core competences you are expected to address in initial qualifications for all helping, career and teaching professions. For the career development sector the NOS: CD requires you to 'Reflect on, develop and maintain own skills and practice in career development'. Information about the competencies can be found in the Resources section at the end of the chapter.

There is an expectation that you develop reflection in initial training and continue to reflect throughout your career. Hazel Reid in her book *Introduction to Career Counselling and Coaching* suggests that many professions espouse reflective practice as important but do little to facilitate it. This is a valid point: as practitioners and professionals we all have the power to reflect but the level to which we engage may vary.

Reid provides a useful definition for reflective practitioners:

A reflective practitioner is someone who is able to research potential solutions through analysing experience and prior knowledge, in order to inform current and future practice.

(Reid, 2016: 242)

As a career development practitioner, you are expected to use reflection in your day-to-day work to help you build your practice.

In J.K. Rowling's *Harry Potter and The Goblet of Fire*, Dumbledore uses a 'pensieve' to help him to examine his memories; he says:

One simply siphons the excess thoughts from one's mind, pours them into a basin, and examines them at one's leisure. It becomes easier to spot patterns and links you understand.

(Rowling, 2000: 591)

This explains what we are trying to do in reflection: we are examining our thoughts, focusing on particular areas to try and see patterns to help us understand better. In the next section we start to think about the theory that underpins reflection.

Theory of reflective practice

The role of reflection in underpinning professional practice has been strongly influenced by the work of Schön (1983, 1987). Schön's representations of 'reflection-on-action' and 'reflection-in-action' have significantly influenced approaches and definitions of reflection within a professional practice context (Moon, 1999, 2004). These writers present a range of interpretations of reflection, which incorporate concepts of learning through experience, applying purpose and processing problems that appear to have no clear solution. This interpretive approach to practice supports the notion or belief in the autonomy of the professional and the view that individuals develop subjective meaning for their experiences that is used to further and enhance practice. These subjective views have been formed as a result of their experiences encountered through initial training, CPD, their area of expertise and their praxis (Eraut, 1994).

As with all the work we do in career development, reflection has a theoretical basis that underpins practice. There are, therefore, a number of theories that help us to better understand reflection and provide a structure for us to examine our practice. There are a number of theorists in this field, two of the most popular being John Dewey (1859–1952) and Donald Schön (1930–97).

John Dewey

Dewey was a philosopher, psychologist and educational reformer based in the USA. Some argue he was one of the most influential educational thinkers of the 20th century. Although he has written extensively on a broad range of topics, his work exploring the interaction between reflection and experience is what we are interested in. His seminal text on reflection is *How We Think* (1933). This book explores the relationship between thinking and learning and has influenced many other writers in the field. Dewey saw

reflection as a rational, active, purposeful and linear act. He established five phases.

1. *Suggestions – here the mind leaps to possible solutions.*
2. *Intellectualisation of the difficulty in a problem that seeks a solution – this focuses on what has been directly experienced.*
3. *The use of a series of suggestions as a hypothesis – these guide observations in the collection of factual material.*
4. *Elaboration of the idea mentally.*
5. *Testing the hypothesis by overt or imaginative action.*

(Dewey, 1933: 199–209)

These five activities provide a linear process, which in itself is one of the difficulties and challenges with the theory. It is believed by some to be too linear and mechanistic; Smith (1999) suggests that it does not consider individuals' sense of themselves or what contributes to the formation of their frames of reference. Dewey is, however, one of the initial thinkers on reflective practice and provides a theoretical starting point from which many other writers have evolved his ideas further.

Donald Schön

Donald Schön's areas of interest were philosophy, organisational learning and professional learning. In his 1983 book, *The Reflective Practitioner*, Schön examines a range of occupations including psychotherapy, science-based professions, architecture, engineering, planning, as well as identifying how senior practitioners help more junior ones. Within this context he explores 'knowing' and how professionals share and communicate this with others.

Practitioners themselves often reveal a capacity for reflection on their intuitive knowing in the midst of action and sometimes use this capacity to cope with unique, uncertain and conflicted situations of practice.

(Schön, 1983: viii)

What Schön is interested in is what he defines as 'reflection-on-action' and 'reflection-in-action'.

Reflection-on-action takes place after the event and is a deliberate and conscious process whereby the practitioner is retrospectively examining the situation and critically analysing and evaluating it. This process takes time and allows the practitioner to consider what they may do differently within a similar circumstance.

As career development practitioners, this is something we should do as a matter of course within our work. We need to ring-fence time to think about the activities we do with our clients and identify opportunities to improve.

We reflect on action, thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome.

(Schön 1983: 26)

Reflection-in-action happens during the event. It is presented as experiential reflection – almost an unconscious act – and happens in the moment of the activity. Within this mode of reflection, the practitioner is drawing on their knowledge, experience and skills to understand the situation and seek alternative strategies. Reflection happens as part of the immediate decision-making process.

Within the career development context this is something that good practitioners do quite instinctively. In one-to-one interviews, for example, you will often be making immediate decisions to take the interaction a certain way or to adopt a specific tool or strategy that you feel will work well with your client.

You will probably be using both reflection-on-action and reflection-in-action within your work. One is subconscious and happens as part of your practice. The other is a conscious attempt at reflecting on your practice and making this part of your ongoing professional development.

In the next section we will look at a number of models that will help you to apply reflection to your practice.

Models for reflecting on practice

In the last section we explored two of the most influential theorists who have helped to shape the thinking around reflection and how it can help us in developing our practice. In this section we will look at a number of models and frameworks that can structure reflective activities.

All reflective models comprise three main processes:

- retrospection: thinking back over previous events
- self-evaluation: addressing the feelings that go alongside the event
- reorientation: re-evaluating the experiences.

We are going to look at some of the key models that are helpful in exploring what we do, why we do it, how we do it and how we might enhance what we do.

Kolb's learning cycle (1984)

This was developed by David Kolb in 1984 and although originally conceived as a model that explores effective learning it has been adopted as a useful approach to reflecting on practice.

The model has four stages as can be seen from the figure below:

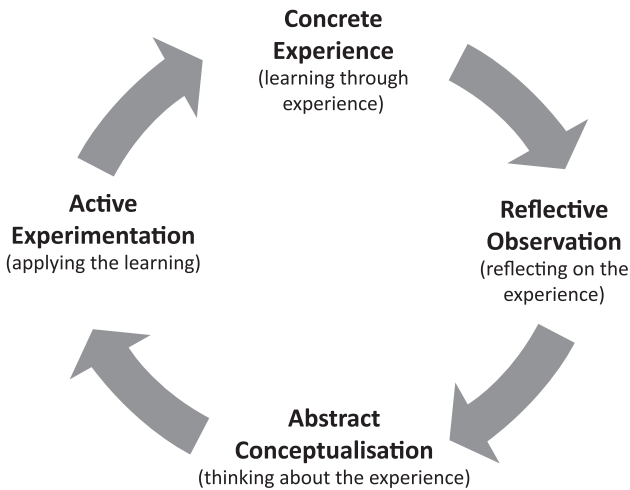


Figure 4.2: Kolb's learning cycle

(David Kolb, *Experiential Learning: Experience as the source of learning and development* (Vol. 1).)

The model can be viewed as both a cycle for learning but also as four individual learning styles. Here we are using it as a cycle for learning.

Concrete Experience: this represents engaging in the activity and having the experience. This is the 'doing' part of the model.

Reflective Observation: this is what it says it is, the reviewing or reflecting on the experience.

Abstract Conceptualisation: this stage is coming up with new ideas or ways of thinking as a result of the previous activities.

Active Experimentation: at this stage the new ideas are applied and the cycle begins again.

Activity

Use a recent experience – it could be practice-related or something else from your life – and record your responses to the questions.

- What was it about the experience that has drawn you to it?

- Why do you feel this is a good one to examine?

Reflect on/review the experience.

- What stands out about the activity for you?

- What does it tell you?

- What have you learned?

- What might you do differently next time?

- Try out the new idea. How did it work?

- What have you learned from this new approach?

The Kolb model offers a structure to think about an experience. It is both cyclical but action-orientated in that it is not just about learning from the experience, which is passive, but about how you use the learning; this makes it a dynamic approach to reflecting on practice.

This is helpful in offering a structure for reflection, but how do *you* reflect, what do *you* do?

Gibbs' model (1988)

Graham Gibbs published his 'Reflective Cycle' in 1988 in his book *Learning by Doing*. The model was developed to help people learn from situations that they regularly engage with. It was developed for teachers originally, but has been widely used by health professionals. The approach adopted is more elongated than earlier models we have explored. It is structured using a number of questions that can be used to guide the reflective approach.

1. **Describe.** It is important at the start of the reflective process to be able to articulate the situation. This allows you to identify the facts and to put boundaries on the situation. You can lay out the situation that you want to reflect on either verbally or in writing.
2. **Feel.** What were you thinking and feeling at the time? This helps you assess your emotional engagement and how this may have influenced your actions.
3. **Evaluate.** You have described the situation and considered your feelings about it, now it is important to evaluate what happened calmly and dispassionately. What was good/bad about the situation? It is important to remember that we reflect on successes as well as when things don't work as well as we wanted them to. Here we are trying to isolate the factors that contributed to what was good/bad.
4. **Analyse.** This is where you try and make sense of the situation. This is the 'so what?' point. What do your discoveries mean for your practice?
5. **Conclude.** Here you consider the options that are open to you, what actions you could have taken. What were the alternative approaches that were open to you? You might want to note all of these down and assess them individually; what might have been the consequences of each of the actions?
6. **Action.** Finally, you have to do something with what you have learned. If the situation arose again, what would you do? Which of the actions you have identified would you select and why? Once the action has been taken the process starts again! Reflection is always cyclical, as we are always reviewing and re-reviewing what we have done.

Activity

Identify a situation that you think might benefit from reflection. The Gibbs model works really well when reflecting on group activities, for example. If you do a lot of group work or teaching this can offer a structured approach to help you reflect. It also works well for reflection on any other types of professional practice.

Johns' model of structured reflection (2000)

This model originated in nursing practice. Christopher Johns developed the model as a way of making explicit the knowledge that is used in everyday practice. The framework aims to help practitioners to assess their reflective situation.

'Looking in' aims to centre the practitioner in terms of finding space to think and pay attention to their thoughts and feelings; this is an important element within this model. In Johns' 2013 iteration of the model, he explores this within a mindfulness context and paying attention to self within practice through becoming familiar with individual approaches to thinking and responding to situations. In this first stage, the practitioner needs to write down the thoughts that appear significant to them when reflecting on this situation.

'Looking out' requires a written description of the situation based on thoughts and emotions. Within this section there are a number of elements supported by questions. This model was originally developed for clinical practitioners; you will need to change the language to a career development practitioner and your client/customer context.

This stage is supported by a number of cue questions to help focus.

- Aesthetics (the art of what we do, our own experiences)
 - What was I trying to achieve?
 - Why did I respond as I did?
 - What were the consequences for the patient (client)?
 - How were others feeling?
 - How did you know this?
- Personal (self-awareness)
 - Why did I feel the way I did?
- Ethics (moral knowledge)
 - Did I act for the best?
 - What factors either embodied within me or embedded in the environment were influencing me?
- Empirics (scientific knowledge)
 - What knowledge did or could have informed me?

- Reflexivity
 - Does the situation connect with previous experience?
 - What would be the consequences of alternative actions for the patient (client)/others/myself?
 - How do I feel about this experience?
 - Can I support myself and others better as a consequence?
 - How 'available' am I to work with patients (clients)/families and staff to help them meet their needs?

What works well with this model is the focus on ethics. This is something that is highly important to us as career development practitioners and as such is something we need to consider. You might want to have a look at some of the ethical case studies on the CDI website to help you: www.thecdi.net/Code-of-Ethics---Case-Studies.

Additionally, the model lends itself to working with a supervisor who can guide you through some of the questions and help you to explore your responses in more detail.

Activity

You need to review the different models and possibly select different ones for different activities. It is also good practice to try different approaches to see how they work for you. All of them have different strengths and weaknesses and will support you in different ways depending on the activity that you want to reflect upon.

Reflexivity

We talk a lot in CPD about reflection but less about reflexivity. Reid (2016) discusses critical reflection and reflexive practice; she explores critical reflection, which is an awareness of the social and political context within which you practise. This is important, as reflective practice can frequently be linked to ethical practice as you may be asked to work in a way that you feel uncomfortable about or feel is contrary to your ethical framework.

Reflexivity focuses on the inner reflection and being aware of the impact of your behaviour. This is important to us as professional career development practitioners. It is not just about reviewing and reflecting on practice after the fact and learning what we might do differently next time; it is equally about acknowledging that your behaviour may be influencing how someone else may react to the situation. It is about recognising and acting on the subjective influences upon ongoing practice. Reflexivity supports us to question our assumptions, values,

prejudices, actions and, particularly, how our behaviours may reinforce societal structures or organisational practice that might marginalise groups we are actually trying to help.

Finlay (2008) presents the three terms reflection, critical reflection and reflexivity on a continuum. At one end there is reflection, which focuses on thinking about an issue; critical reflection is somewhere in the middle; while reflexivity is at the other end and is dynamic self-awareness. What Finlay is trying to emphasise here is that these terms are linked but are not interchangeable. As such, reflexivity is important for recognising both the impact of practitioner behaviour on the client as well as any impacts that may affect the practitioner also.

Activity

Next time you undertake a reflective activity try and be reflexive.

Examine what contributes to and influences your practice, your values and your assumptions about yourself and others.

In the following sections we will explore a range of methods that can be adopted to support the reflective process.

Reflective writing

People like to reflect in different ways. Some people feel comfortable when thinking about things, finding a quiet place and working through a situation in their head, much like the 'looking in' stage of Johns' model. Others might reflect while they are driving home at night, before they go to sleep or when they are doing routine, household activities, such as ironing.

There are no hard and fast rules about the best way to reflect; it depends on you as an individual, your learning style and how you like to manage your life and learning. In this section we will explore different approaches. Some you may be familiar with, others you may not have tried before.

Reflective writing can be done in a variety of ways.

- Hard copy. Some people like having a notebook and pen; it is easily accessible, you can record your thoughts anywhere and it can be spontaneous.
- Electronically. There are many ways electronically for you to record your reflections. You could:

- dictate them on your mobile phone or a dictaphone; you can play them back when you have time to listen and to think
- write your thoughts down on your mobile phone; most smartphones have apps for a notebook function
- use a PC or a laptop at home or work; you can set up an electronic diary and use this to record your thoughts regularly.

Learning journals/diaries

Writing down your thoughts and keeping a journal is probably one of the oldest methods of reflecting on what happens in life. There have been many great diarists, Samuel Pepys being one of the most famous. Pepys wrote a diary for over a decade from 1660, providing eyewitness accounts of historical events, including the Great Fire of London and the Great Plague. It is not expected that you write or record your daily life in a similar amount of detail, but writing down experiences you have had in order to analyse them can be helpful for reflective purposes.

Writing down anxieties or concerns can be a useful way of working through them. That is not to suggest that reflection is all about anxiety; as we have presented it, reflection is about all experiences, both positive and those that may require some development. Writing in this way is personal to you and is all about what you think. As such, this provides you with ownership and space to examine what you have done and how you might feel about it.

Barbara Bassot in her 2013 book *The Reflective Journal* has a really useful section on reflective writing where she raises a number of concerns that you might have about writing reflectively.

- What am I meant to write?
- Where do I start?
- What if I get it wrong?
- What if I write rubbish?

To help you with this, she suggests the following based on work by Bolton (2010).

Write whatever comes into your head, write for six minutes, don't read what you write or check it in any way, just let your writing flow. These are your thoughts and this is your writing, so it does not matter what you write. This free flow writing is a useful form of stream of consciousness, whereby all the thoughts and feelings that pass through your mind become recorded.

Activity

Try the six-minute writing activity.

Examine how it makes you feel.

What have you found out about your thoughts on the topic you have written about?

Once you have done this try using some of the models we have discussed to help you structure your thinking and your writing.

Blogs and online reflection

Bloggng has become very popular in recent years. A weblog or 'blog' is a regularly updated online journal or diary. It is often a personal website where individuals produce entries that are written conversationally. People blog on a whole range of topics, from gardening through to their favourite popstar.

Blogs can provide a useful forum for reflecting on practice, as you can write your article and those who follow your blog can post comments. This can provide a useful professional discussion forum. You may need to be careful not to disclose too much information that could compromise confidentiality though.

For those who enjoy writing in this way it can provide a refreshing and dynamic method for reflecting on practice. Even if you don't want to have your own blog, look out for other blogs that you can contribute to and comment on.

If you are interested in starting your own blog some useful advice can be found at <http://blogbasics.com/what-is-a-blog/>.

You may already be a member of online professional groups, such as dedicated Facebook or LinkedIn groups. These can also provide useful opportunities to share and explore your thoughts on reflective practice. Discussion forums can provide easy access to a wide range of professionals performing a similar role and having similar experiences to you. You could start a new discussion about a reflective practice topic or you could contribute to existing threads (chains of ideas).

Activity

Have a look at the discussion groups you are linked to and see how often reflective practice comes up as a topic.

You may find some existing discussions to contribute to or you can start a new one.

Feedback from others

Although reflection is a very personal activity and one that is owned by you, having feedback from others can be both useful and productive. We talked earlier about the Johari window and that you might have areas that are a blind spot, i.e. they are hidden to you but others may be aware, or they may just be unknown! Either way, you can learn a lot from others about your practice.

As part of your development you may be regularly observed. Although this can be often personally challenging, it is about helping you to see your practice from another perspective. It is meant to be purposeful and constructive. Such observations can work as a form of reflection, where you are encouraged to review your practice, both positively and developmentally, from an outside perspective.

If you do not have access to observations, you could ask a colleague (obviously with the permission of your client) to observe you. It is important that you brief them beforehand as to what you particularly want them to focus on. If they are not able to be there personally it is useful to video-record the interview or session; this way you can also reflect on the activity and share your thoughts 'after the fact' with your observer.

If you provide career development by telephone, there may be opportunities, with permission from your client, for you to digitally record the session, which again you can share with a colleague or a couple of colleagues to get their feedback on your practice. This can, of course, be intimidating and sometimes exposing at first. Some people feel they are being judged! That is not the purpose. It is a collegiate sharing activity to help you to develop and grow your practice. If no one other than your client ever sees you work how can you know you are doing well – what is your frame of reference?

Supervision

Perhaps some work you are involved in may require supervision. It is important to differentiate supervision as a supportive professional practice and one that is about managerial support.

Supervision is a common and professional requirement within counselling. All helping activities can result in practitioners feeling distressed by some of the work they do. Reid (2016) has a useful chapter that considers supervision and how it can be helpful as a reflexive process to career development professionals. Reid separates the term supervision out into 'super' – being viewed from above by someone who is experienced and has a view – and the 'vision' of the practice being observed. The purpose of supervision may vary depending on who your clients are and how you work with them. If

you are habitually working with vulnerable groups you may need to access supervision.

Reid explores definitions of supervision and suggests that it is about being supportive, collaborative and learning within a culture of sharing. Many practitioners will have a colleague that they regularly meet up with and with whom they share their practice. This reciprocal arrangement can be very important, especially if you work for yourself or work in outreach and may not have much contact with a team.

If you are interested in learning more about supervision and how it can support you to develop your reflective practice, have a look at some of the suggestions in the reading list.

Strategies to support reflection

Reflection will not productively happen on its own. As a professional practice activity it is something you need to address. Below are some strategies that can help you to be more effective in reflecting on practice.

- Create time – plan to build reflective practice time into your work. You can do this with other people and introduce some of the feedback activities we have discussed.
- Move towards ‘How’ rather than ‘Why’ when you are reflecting – how might you use what you have learned? This is a proactive stance that should be adopted in all learning activities.
- Tools – try and use a tool to help you with your reflection, such as a model, diary, recording. This will help to formalise what you do; you can also refer back to it. You might want to try out different approaches to see what works best for you, or use a variety of activities regularly depending on where you are.
- Be iterative – reflections aren’t a one off-activity, they are cyclical. Review what you have done as a result of the reflection and reflect on that. This will help to embed the learning.
- Disseminate your learning – find new ways (discussion groups, blogs) to share your learning and elicit feedback from others. This can also feed into self-awareness elements of CPD that we discussed in Chapter 2.

Conclusion

In this chapter we have explored reflective practice as a form of CPD. Reflection is a central component of both ethical practice and CPD – it is hard to grow and develop as a practitioner without looking at what you do. However, it is not just about looking at what you do but learning from it. We have presented a number of models that you can

select to help you reflect on practice. It really does not matter which you use or how you use them, but it is important to try and find some time to think about what you do. Reflexivity is a higher-order form of reflection, but is equally important as we work in what can often be politicised environments. It is important to recognise the factors that impact on you, whether they are external, i.e. funding from organisations or individuals, or if they are internal, i.e. the values and assumptions that you may hold.

All of the activities we have identified can be used as a form of CPD. For example, if you regularly write a journal entry about your work or write a blog, this contributes to CPD.

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Useful resources

Remember, this chapter provides a brief introduction and overview of reflecting on your practice. If you would like to explore this in more detail there are a number of good resources, including the recommendations below.

www.thecdi.net/write/Register/NOS/CDICRD02.pdf

Douglas, F. (2004). Thinking allowed: Developing informed practice. In: H. Reid, and J. Bimrose (eds), *Constructing the future: Reflection on Practice*. Stourbridge: Institute of Career Guidance.

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