

# CRITICAL REFLECTION

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# Overview

- What are we trying to achieve
- What is critical reflection
- Strategies
- How do we do it?
- Circles of Change Revisited
- Key Features
- Self Awareness
- Building relationships
- Communication
- Building Knowledge
- Why we are who we are?
- Model of Critical Reflection
- Leading Learning Circles

# What are we trying to achieve?

- What does critical reflection help us to do?

# What is critical reflection?

- Deepest type of reflection
- Encourages rigorous exploration of practice for learning and research
- Certain strategies are necessary
- It happens in dialogue

# Strategies

- Open mind – suspend your voice of judgement
- Mindful presence
- Hear ourselves though others ears
- Opening up to genuine inquiry

How do we do it?

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# *Circles of Change Revisited*

- A model to develop critical reflection
- Associate Professor Kym Macfarlane, Dr Jennifer Cartmel, Ms Marlyn Casley & Ms Kerry Smith

# Key features

- Self Awareness
- Building Relationships
- Building Knowledge

# Self Awareness

- We need to be conscious of why we do what we do
- Be aware of our own beliefs and values
- Challenge our habitual ways of thinking

# Building Relationships

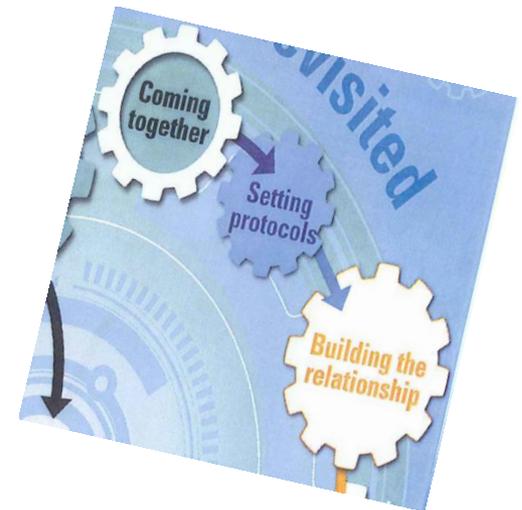
## Listening

Downloading

Debating

Reflective Listening

Generative Listening



# Communication



## Downloading

- Talking politely, saying what is expected
- Repeating what we already know without noticing anything new
- Upholding existing rules and ways of doing things
- Everything you listen to confirms what you already know

## Debating

- Actively listening to multiple perspectives and alternatives facts/ ideas
- Open discussion/argument
- Questioning and carefully listening to response
- Focusing on what is different
- Listening with an open mind

# Communication Cont'd



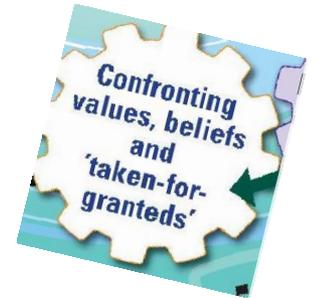
## Reflective Listening

- Seeing through others eyes and ears
- Listening to self reflectively and hear ourselves through others eyes and ears
- Feeling a shift in how we think about something
- Listening with an open heart

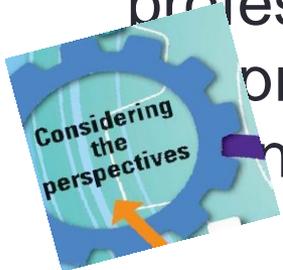
## Generative Listening

- Fully present to what is emerging from the 'whole' the 'collective'
- Now connected to something larger than yourself
- Listening from the space of future possibilities
- Listening with open will

# Building Knowledge



- To examine new possibilities that are unconstrained by our own beliefs and habitual ways of thinking we need to be informed by contemporary theory, research and practice.
- Hearing multiple perspectives helps to inform a professional inquiry resulting in 'thinking otherwise' about practice. This assists us in decision-making, problem solving and trying out new ideas.



# Why are we who we are?

- Bourdieu (1984, 2001) – habitus – unconsciously and consciously internalise particular dispositions and understandings as truth
- Foucault, (1980, 1984) – we are all produced according to particular regimes of truth

# Model of Critical Reflection

- Deconstruct
- Confront
- Theorise
- Think Otherwise

# Deconstruct

- To take apart what is happening
- To remove emotion from what we see
- To be as objective as possible
- To consider multiple perspectives

# Confront

- Consider everything that is normally 'untouchable'
- Emotion made evident
- Use 'double science' – a macro and micro analysis
- Work within and against
- Break down values and beliefs
- Open up space for new understandings

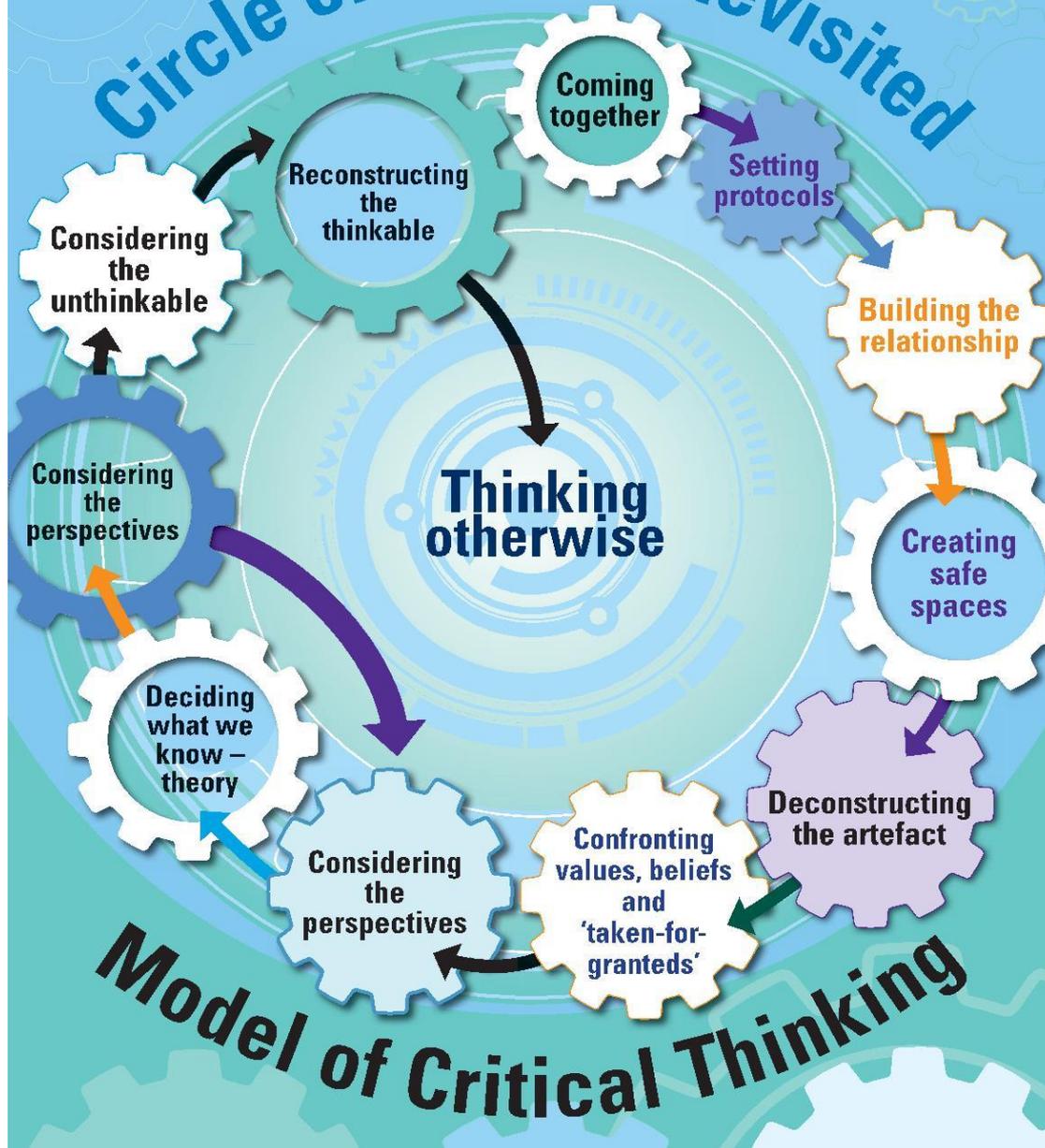
# Theorise

- Link theory to practice
- Not only theory - also – experiential knowledge and tacit knowledge
- Within and against
- See how your practice is enabled and constrained by pre-conceived understandings

# Think Otherwise

- Consider multiple perspectives
- Go to the space of the unthinkable
- What is problematic about reason?
- Confront understandings of truth

# Circle of Change Revisited



# Leading Learning Circles – the Resource

- Resource' to support pedagogical leaders support the staff in their service who are studying and as a professional development tool
- 13 conversations linking theory and practice
- Helpful hints about process of guiding conversations
- It will be available on web and in hard copy (Cartmel, Macfarlane, Casley & Smith, in press)

Margaret Wheatley a well known author and management consultant has written,

A surprising but important element of conversation is a willingness to be disturbed, to allow our beliefs and ideas to be challenged by what others think. We have to be willing to let go of our certainty and be confused for a time.

Most of us weren't trained to admit what we don't know. We haven't been rewarded for being confused, or for asking questions rather than giving quick answers. We were taught to sound certain and confident. But the only way to understand the world in its complexity is to spend more time in the state of not knowing. It is very difficult to give up our certainties - the positions, beliefs and explanations that lie at the heart of our personal identities. And I am not saying we have to give up what we believe. We only need to be curious about what others believe, and to acknowledge that their way of interpreting the world might be essential to us.

# References

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