Personal Reflection in Leaving Certificate Applied

Reflection - A Definition

Reflection is the process of looking back on experience, seeing what went well and what went wrong, why things turned out as they did, what conclusions can be drawn.

Reflection also involves making connections between one experience and another.

Adapted from Creative Reviewing: Hunt and Hitchin

Why reflect?

- To encourage students in LCA to reflect on their experiences in the programme and to record these
- To enable students to learn about themselves
- To enable students to acquire a repertoire of language that will facilitate meaningful reflection
- To enable students to make better plans for the future based on prior learning.
- To enable students to make connections
- To enable students to develop reflective ability

Examiners’ report

“To provide students with an opportunity to reflect on and evaluate their personal experience in LCA on an ongoing and progressive basis.”

“To draw meaningful conclusions”

“To apply their learning & understanding to future learning and career planning.”

Nature of Task

Requires student to:

- review and reflect on learning experiences
- look forward and plan for future learning and work

Personal Reflection Task

Process
Record
Statements
Some Reflective Methods

- Brainstorming
- Discussion - Pair work - small group work
- Entire class - teacher - student
- Reflective worksheets
- Charts/graphic representation/time line
- Mentoring
- Other

Recording Work in Progress

- Reflective Diary/Journal/Log
- Reflective Worksheets
- Evidence e.g.
  - Written
  - Photos
  - Tapes
  - Graphics
- Reflective Folder/Box

Personal Reflection Task

2 Reflective Statements

Year One
2 concrete learning experiences

Year Two
Vocational Focus & Career Focus

Stages in the Personal Reflective Task

Enabling students see the value of reflective practice.

Small regular reflective exercises to develop skills

Students reflect on key LCA experiences & record them

Students choose two experiences & use their recordings to prepare draft reflective statements

Students complete final drafts of reflective statements

Framework for Reflection

Looking back
- Starting point/what I was like before the experience

Looking in
- Describe the experience in detail giving evidence

Looking out
- Present position/now I know…because…
  - (make connections, draw conclusions, show self awareness)

Looking forward
- Plan for the future (both years)
N.B. Career plan required for Year 2

EVIDENCE

Sent to Dept for examination

A4 folder/portfolio

Two Reflective Statements
- (one at end of each year)
  - Written (400 words) or
  - Audio (4 minutes) or
  - Video (4 minutes)

Additional Supporting Material  e.g.
- Written
- Photographs
- Tapes (audio/video)
- Graphic representations

Content must be examinable in 20 minutes
Incidental Learning Route
Experience
Redraft
Reflect on it
Record
Draw conclusions
Consider new insights
Deliberate Learning Route
Reflect on it
Experience
Final draft
Redraft
Make plans
Draw conclusions
Consider new insights

Cycle of Reflective Learning

Reference Points
Impact on me of
• student induction
• work experience/community work
• enterprise
• modules
• task work
• out-of-school activities
• visits
• visitors
• impact of Leaving Certificate Applied

Additional Reference Points
(Vocational Focus)
• work experience
• mock interviews
• careers investigations
• guidance
  – interest questionnaires
  – aptitude tests
  – individual guidance interviews
• career plan

Assessment
The portfolio of two reflective statements will be assessed at the end of year two.
Each reflective statement must be:
• signed by student
• signed by the school manager
• individually date stamped at the time of completion

Focus of Reflection
• The student must identify & define specific learning experiences in relation to the Leaving Certificate Applied programme.
• In year 2 reflection must have a vocational focus
• The student must personalise her/his learning experiences

Assessment

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
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</thead>
<tbody>
<tr>
<td>Focus of Reflection</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Ability to Reflect</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>Media of Reflection</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Year 1 Personal Reflective Statement: max marks 80
Year 2 Personal Reflective Statement: max marks 120

• Year 1 Personal Reflective Statement: max marks 80
• Year 2 Personal Reflective Statement: max marks 120
Ability to Reflect

- Describe the initial position or **starting point**.
- Describe the experiences and their **effect** on the initial position.
- Summarise the student’s **present position**.
- How the experiences have influenced the student’s outlook for the **future**.

Media of Reflection

- Communicative effectiveness
- Organisation of thoughts

Strategies

- journal
- reflective space at end of a class, module or session
- brainstorm before and after the activity
- storing of evidence e.g. tapes, photos, graphics
- critical friend
- feedback required, what was effective?
- needs to be guided
- portfolio box

Examples of good Practice:

- student gives reasons for opinions
- more than one draft
- supporting material directly relevant to content
- personalised reflective statements - individual’s voice
- relevant connections between experiences

A Series of Questions

- What did you learn?
- How do you feel now?
- Has your thinking on anything changed?
- Can you justify the conclusions you have come to? (because)
- So what now or next …………..?

(Record the above)

**This process requires facilitation**