

Personal Reflection in Leaving Certificate Applied

An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí
Professional Development Service - Teachers

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The Professional Development Service for Teachers is funded by the Department of Education and Skills under the National Development Plan

NDP

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

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Why reflect?

- To encourage students in LCA to reflect on their **experiences** in the programme and to record these
- To enable students **learn about themselves**
- To enable students 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**

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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."

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Nature of Task

Requires student to:

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

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Personal Reflection Task

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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

Year Two

2 concrete learning experiences

Vocational Focus & Career Focus



Stages in the Personal Reflective Task

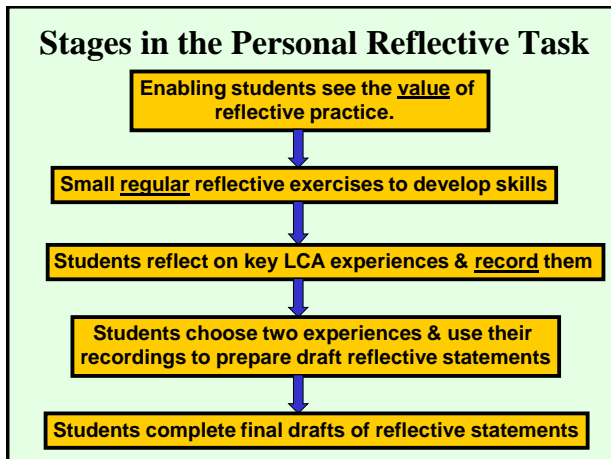
Enabling students see the value of reflective practice.

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

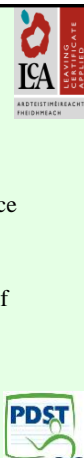
Looking out

- 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)

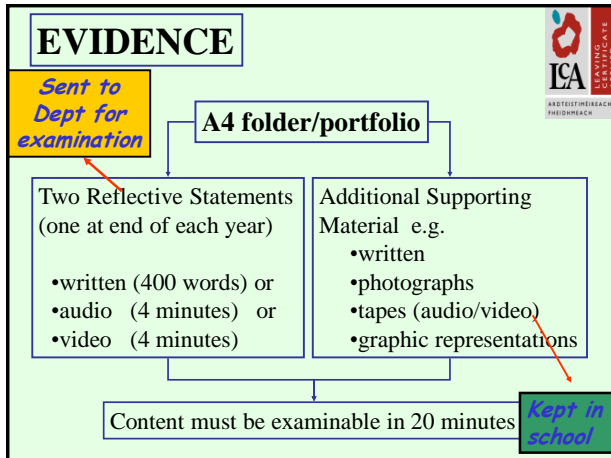
- written (400 words) or
- audio (4 minutes) or
- video (4 minutes)

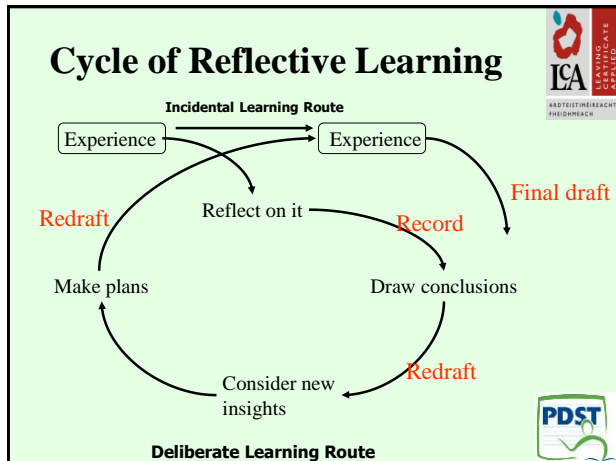
Additional Supporting Material e.g.

- written
- photographs
- tapes (audio/video)
- graphic representations

Content must be examinable in 20 minutes

Kept in school





- ## 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
- ICA
- PDST

- ## Additional Reference Points (Vocational Focus)
- work experience
 - mock interviews
 - careers investigations
 - guidance
 - interest questionnaires
 - aptitude tests
 - individual guidance interviews
 - career plan
- ICA
- PDST

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

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Assessment

• Year 1 Personal Reflective Statement:	max marks	80
• Year 2 Personal Reflective Statement:	max marks	120
	Year 1	Year 2
Focus of Reflection	20	20
Ability to Reflect	40	80
Media of Reflection	20	20

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- ## 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
- ICA
- PDST

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

