

RARA Reflective Practice and Self-care

Overview of this Theme/Area

An overview/introduction to the theme, focusing on the value of personal tutor development through reflective practice, the importance of tutor wellbeing through self-care, and how both are relevant/connected to building better tutor-tutee relationships.

Reflective Practice

Overview

In this subsection, I would suggest a brief overview with citation of literature.

Focused Reading

In this subsection, I would suggest two articles (one focused on reflective practice in theory and one on methods of engaging in reflective practice). For example:

Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. *Reflective practice*, 13(2), 311-325.

Watson, J. S., & Wilcox, S. (2000). Reading for understanding: Methods of reflecting on practice. *Reflective Practice*, 1(1), 57-67.

Suggested Activities

In this subsection, I would suggest some solo and group activities that practitioners can do to engage with reflective practice and tie those activities to the ways they can evidence their work/their impact.

Self-care

Overview

In this subsection, I would suggest a brief overview with citation of literature.

Focused Reading

In this subsection, I would suggest one or two articles related to self-care and it's relationship to best practices in education, such as:

Bozalek, V. G., McMillan, W., Marshall, D. E., November, M., Daniels, A., & Sylvester, T. (2014). Analysing the professional development of teaching and learning from a political ethics of care perspective. *Teaching in Higher Education*, 19(5), 447-458.

Suggested Activities

In this subsection, I would suggest some solo and group activities that practitioners can do to engage with self-care and tie those activities to the ways they can evidence their work/their impact.

Further Reading on Reflective Practice

Bassot, B. (2015). *The reflective practice guide: An interdisciplinary approach to critical reflection*. Routledge.

Bolton, G. (2010). *Reflective Practice: Writing and Professional Development*. SAGE.

Light, G., Calkins, S., & Cox, R. (2009). *Learning and teaching in higher education: The reflective professional*. Sage.

Moon, J. A. (2013). *Reflection in learning and professional development: Theory and practice*. Routledge.

Oldland, E. (2011). Transition from clinical manager to university lecturer: a self-reflective case study. *Higher Education Research & Development*, 30(6), 779-790.

Osterman, K. F., & Kottkamp, R. B. (2004). *Reflective practice for educators: Professional development to improve student learning*. Corwin Press.

Samuels, M., & Betts, J. (2007). Crossing the threshold from description to deconstruction and reconstruction: Using self-assessment to deepen reflection. *Reflective Practice*, 8(2), 269-283.

Scaife, J. (2010). *Supervising the reflective practitioner: An essential guide to theory and practice*. Routledge.

Schön, D. A. (1991). *The reflective practitioner: How professionals think in action*. Routledge.

Tarrant, P. (2013). *Reflective practice and professional development*. Sage.

Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. *Reflective practice*, 13(2), 311-325.

Watson, J. S., & Wilcox, S. (2000). Reading for understanding: Methods of reflecting on practice. *Reflective Practice*, 1(1), 57-67.

Winchester, T. M., & Winchester, M. K. (2014). A longitudinal investigation of the impact of faculty reflective practices on students' evaluations of teaching. *British journal of educational technology*, 45(1), 112-124.

Further Reading on Self-care

Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6(3), 185-207.

Bozalek, V. G., McMillan, W., Marshall, D. E., November, M., Daniels, A., & Sylvester, T. (2014). Analysing the professional development of teaching and learning from a political ethics of care perspective. *Teaching in Higher Education*, 19(5), 447-458.

Grise-Owens, E., Miller, J. J., Escobar-Ratliff, L., & George, N. (2018). Teaching Note—Teaching Self-Care and Wellness as a Professional Practice Skill: A Curricular Case Example. *Journal of Social Work Education*, 54(1), 180-186.

Kwong, K. (2016). Understanding Work-Related Stress and Practice of Professional Self-Care—An Innovative Pedagogical Approach. *International Journal of Higher Education*, 5(4), 41.

Mawhinney, L. (2011). Othermothering: A personal narrative exploring relationships between Black female faculty and students. *Negro Educational Review*, 62(1-4), 213.

Miller, R. A., Jones, V. A., Reddick, R. J., Lowe, T., Franks Flunder, B., Hogan, K., & Rosal, A. I. (2018). Educating Through Microaggressions: Self-Care for Diversity Educators. *Journal of Student Affairs Research and Practice*, 55(1), 14-26.

Skovholt, T. M., & Trotter-Mathison, M. (2016). *The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals*. Routledge.

Wise, E. H., & Gibson, C. M. (2012). Continuing education, ethics and self-care: A professional life span perspective. In *Continuing Professional Development and Lifelong Learning: Issues, Impacts and Outcomes*. Nova Science Publishers, Inc..

Yacapsin, M. (2010). Self care helps student teachers to deal with stress. *Women in Higher Education*, 19(10), 34-34.