Educational Psychology Research and Practice
Volume 9, Issue 1, 2023

Building Conscious Awareness through Reflective Practice in Education: A Literature Review

Laura Ward[1], Yvonne Jesuorobo[2], Dr Miranda Budd[3], and Dr Juliet Callaghan[4]
[1]Leeds Local Authority
[2]University of Lancaster
[3]Lancashire and South Cumbria NHS Foundation Trust
[4]Witherslack Group

The paper explores current recommendations for supervision in education and considers strategies for effective reflective practice for staff and young people in primary and secondary school education. It also identifies barriers to successful reflective practice in education through the review of current literature. A review of the published literature was made using a Healthcare Databases Advanced Search (HDAS), and a search of the International Journal of Education was also carried out. After applying the inclusion and exclusion criteria, the final number of articles included in the synthesis was 35. The articles related to reflective practice and supervision in primary and secondary school settings. A thematic analysis was carried out, and themes were identified. The initial thematic map highlighted four themes: factors inhibiting reflective practice, current experience of reflective practice in education, promoting reflective practice, and a relational approach. The review of the initial thematic map identified five themes: recognising constraints for teachers, adopting a whole-school strengths-based model, the importance of relationships in reflective practice, current experience of supervision in education, and tools to build conscious awareness. Supervision is discussed as a tool for reflective practice, following a supportive framework rather than performance management, to promote teacher wellbeing.

Keywords: education, reflective practice, supervision, teacher wellbeing

Introduction

Teachers are consistently reported to be at increased risk of common mental health disorders compared to those in other occupations (Johnson et al., 2005; Kidger et al., 2016; Stansfeld et al., 2011). Poor teacher wellbeing may be problematic not only for teachers' longer-term mental health (Melchior et al., 2007) but also for that of their students. Components associated with teaching and caring professions can negatively influence the wellbeing of staff, which in turn affects the wellbeing of the young person and has a detrimental impact on learning and academic achievements.

Poor wellbeing reduces teachers' notions of self-efficacy: the belief in one's capabilities to organise and execute the courses of action required to manage prospective situations (Bandura, 1995). In relation to education, this may be the teachers' beliefs in their ability to plan and deliver lessons, manage behaviour in the classroom, communicate with parents and carry out general day-to-day duties. The current climate of increasing pressures placed on teachers and education staff following disruptions to schooling indicates a need to identify effective practices. The global pandemic exacerbated existing pressures for teachers, which has led to a reduction in teacher resources and economic strain in general. As a belief in our own capabilities, it is unsurprising that self-efficacy can impact daily life; reduced self-efficacy has been found to negatively correlate with teacher burnout (Gholami, 2015). Therefore, through improved teacher efficacy, the entire culture of the organisation improves (Tschannen-Moran et al., 1998).

Factors that influence self-efficacy include our emotional state or physiological state; for example, if we are experiencing stress, we may feel less capable of completing a task (Ramalingam et al., 2004). Interpretation of physiological states, affected by internal and external factors, may be developed through reflective practice and lead to greater efficacy (Gist & Mitchell, 1992). Reflective capacity is frequently regarded as an essential characteristic of professional competence; it can be exercised directly in supervision and is a weekly requirement for practising health practitioners as an effective tool to disseminate casework and monitor progress and wellbeing (Scaife, 2001). Education staff do not have set guidelines for supervision, unlike health practitioners, and the term itself is not well understood within the education profession (Lawrence, 2020).

The roots of reflective teaching are historically evident in the works of John Dewey (1933), who maintained that reflection is an important aspect of learning from experience. Reflective thinking leads educators to act deliberately and intentionally rather than randomly and reactively. Jacobs and Murray (2010) identified progressive levels of reflection, the base level being non-reflective action and the top level being meta-reflection. An international review of the five different models of reflection among teachers found difficulties in implementing reflective practice (Broza et al., 2022). Among

these, uncertainty, and ambivalence regarding reflection in educational discourse alongside superficial passing thoughts and difficulties focusing on writing, were noticeable.

Supervision as a Tool for Reflective Practice

Reflective practice is the basis for supervision for health practitioners; clinical supervision is built into statutory guidelines and regulations for practice and is based on a supportive framework, whereas supervision for teachers tends to be more instructional and is not mandatory. The rationale and practice design of instructional supervision is to improve the teacher's classroom performance (Cogan, 1973). Clinical supervision is a facilitative approach that promotes mentorship, joint problem-solving and communication (Scaife, 2001). In a systematic review of the impact of clinical supervision on healthcare organisational outcomes, results of the quantitative analysis showed that effective supervision was associated with lower burnout and greater staff retention (Martin et al., 2021). So, can this model of supervision be applied to education? Supportive supervision in education has been reported to significantly relate to more diversity-promoting activities in class, reduce teacher burnout and improve teacher efficacy (Perlman et al., 2010). With rising accounts of burnout and stress among teachers, it is imperative to identify strategies and processes that may reduce this (Stansfeld et al., 2011).

Aims of the Review

This review will provide an opportunity to explore current reflective practice in education, to gain a broader understanding and provide an evidence base for future research and practice. The review will also discuss supervision as a tool for a reflective practice.

The objectives of this review are to: (a) inform helpful strategies to enable reflective practice for staff and young people in primary and secondary school education; (b) identify barriers to successful reflective practice in education; and (c) synthesise current documentation on recommendations for supervision in education.

Method

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Moher et al., 2009) were used. The PRISMA is a 27-item checklist used to improve transparency in systematic reviews. These items cover all aspects of the manuscript, including title, abstract, introduction, methods, results, discussion and funding. PRISMA is intended to guide the development of protocols of systematic reviews and meta-analyses evaluating therapeutic efficacy, in the case of this literature review, reflective practice.

Literature Search

A review of the published literature for research conducted within a primary and secondary school setting relating to reflective practice was conducted.

The PubMed, PsycInfo, MEDLINE and HMIC data sets were searched independently via a Healthcare Databases Advanced Search (HDAS) by two investigators to identify articles involving reflective practice in primary and secondary school settings; this covers compulsory education for young people in the United Kingdom. The search strategy used was to search firstly for "reflective practice" AND "primary school" OR "secondary school", and then a second search was made for "supervision" AND "teaching staff". The Boolean operator "AND" was used to link the terms and narrow the search. The searches were then narrowed to include articles dated from January 2000 to June 2021, restricting the search results to articles written in the English language and then the search field used was "title and abstract only".

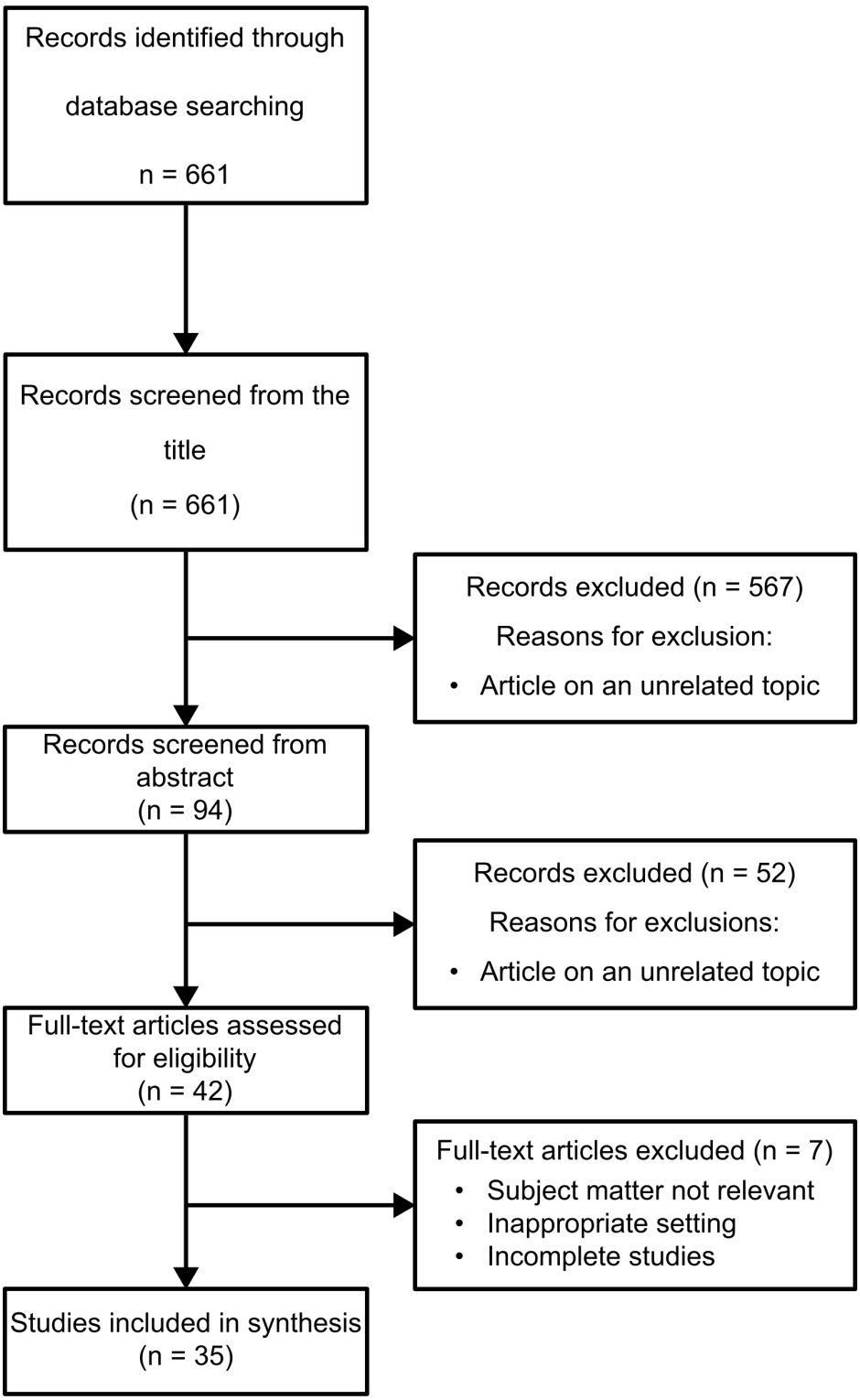
A search was conducted to identify current supervision guidance in education; material published by the mental health charity Barnardo's and UCL Institute of Education was found. Another search on reflective practice in education published in the *International Journal of Education* was also made. A thorough exploration of full-text articles identified through exclusion and inclusion criteria was carried out, and findings were extracted in relation to the objectives of the review. This approach allowed flexibility for the data set and allowed the authors to identify patterns of content published across various sources. Information was taken from each document based on the following criteria: (a) at least one reference to primary and secondary school education (including SEN settings); (b) discussion of strategies for reflective practice and/or supervision and (c) discussion of barriers to reflective practice in education. Information that focused on education in healthcare settings or on higher education was excluded from the analysis, as it was not deemed directly relevant to a feasibility study exploring reflective practice in primary and secondary school settings. The relevant findings in relation to the objectives of the review were then categorised and explored. Two raters reviewed the full-text articles assessed for eligibility and identified studies to include in synthesis.

Study Selection

Initially, records were selected by reviewing the title. If more detail was required then the abstract was assessed, and then the full-text article was accessed and assessed if appropriate (see Figure 1). Review articles and meta-analyses were included due to the depth of information they provided. Studies were not excluded based on education profession or method of reflection.

Figure 1

Identification and Selection Process



Articles focusing on reflective practice or supervision in a primary or secondary school setting were included. Articles that involved mainstream or SEND education were included. In the literature, the terms for reflective practice were variable; for example, "practice evaluation" and "self-review"; articles that referred to reflective practice using different terminology were included. The researchers accepted any article that indicated findings of an exploration of reflective practice in a relevant educational setting.

All studies that related to reflective practice in a different setting (for example, medical school) were excluded. Papers that discussed barriers to successful supervision in general, not in relation to education, were excluded. This was to keep a focus on primary and secondary education rather than higher education settings or general supervision that did not relate to education and learning.

Filters were applied across the databases, and the titles of 661 articles were reviewed (see Figure 1). The search engines used generated different numbers of articles (see Table 1).

Data Extraction

The purpose of completing this review was to inform reflective practice in education settings. Therefore, the information extracted from the articles was based on whether it would helpfully achieve the objectives of the review. This was guided by the above inclusion and exclusion criteria. Understanding aspects of reflective practice from a universal and an individual level was important and taken into consideration through the review of the literature. The identification and selection of articles are outlined in Figure 1. The researchers read through the articles identified through the systematic database search and then subjectively selected articles that related to the aims of the study. The researchers then cross-referenced the selected articles; articles that were selected by more than one researcher were included in the review. Articles that had been selected by one researcher were discussed and either included or excluded based on a collective decision, in relation to the aims of the review. Through this process, 35 articles were identified to be reviewed thoroughly and a six-phase thematic analysis was carried out (Braun & Clarke, 2006). The six-phase thematic analysis was as follows: Step 1 becoming familiar with the data, Step 2: Generate initial codes, Step 3: Search for themes, Step 4: Review themes, Step 5: Define themes, Step 6: Write up. The researchers adopted an inductive analysis of the data. The inductive analysis enabled themes to be produced that were solely reflective of the content (see Figure 2).

Results

Current Experience of Supervision for Education Practitioners

Two articles were identified throughout the literature that discussed the current experiences of supervision in education for practitioners, including guidance and recommendations for supervision in education. An executive summary written by Nicki Lawrence (2020) titled *Supervision in Education — Healthier Schools for All* outlined the experiences of professional and reflective supervision. It included the results of a survey on the experience of supervision by education practitioners. Another article published by the Institute of Education titled *Professional Supervision: Guidance for SENCOs and School Leaders* (Carroll et al., 2020) set out current guidance for supervision in education.

The executive summary on the use of supervision in education highlighted three main findings from a survey carried out in consultation with 402 education practitioners on their experiences of supervision in education:

- 60 per cent had never received professional supervision in any of their roles, not limited to education.
- Out of the people who had experienced supervision before (154), 58 per cent of these had had supervision in education. The others had received supervision in a different line of work.
- 95 per cent responded "yes" to "Setting aside any practical issues, would you support Supervision in Education as core practice in principle, in the same way it is in clinical practice and other health and social care sectors?".

The majority reported good things about supervision: reduced burnout and compassion fatigue, improved professional practice through self-reflection and evaluation, higher ability to support children and families, and improved teacher retention. Teachers commented that one of the reasons why supervision is necessary is due to teachers experiencing vicarious trauma, but this not being recognised the same way it is in other caring professions, for example, social work (Lawrence, 2020). Further benefits of supervision outlined within the literature include having protected time to discuss challenging situations, an opportunity for solidarity between colleagues and finding supervision a restorative experience (Reid & Soan, 2019; Willis & Baines, 2018). Negative aspects of supervision were also reported but tended to be on a macro-level relating to the lack of standardised procedure that surrounds supervision in education: lack of clarity about what the sessions were for and sessions not being frequent enough (Lawrence, 2020). The below passage has been synthesised by the author to give an overview of the direct quotes from education staff:

Table 1

Number of Studies Returned From Each Database

Site	Search term	Filters	Results returned
Pubmed	"reflective practice" AND "primary school" OR "secondary school"	None	10
		Years 2020–2021	N/A
		English language	N/A
		Search field-title and abstract	**10**
	"supervision" AND "teaching staff"	None	247
		Years 2020–2021	N/A
		English language	N/A
		Search field-title and abstract	**247**
Medline	"reflective practice" AND "primary school" OR "secondary school"	None	19
		Years 2020–2021	19
		English language	19
		Search field-title and abstract	**19**
	"supervision" AND "teaching staff"	None	241
		Years 2020–2021	180
		English language	169
		Search field-title and abstract	**169**
Psyc Info	"reflective practice" AND "primary school" OR "secondary school"	None	144
		Years 2020–2021	138
		English language	137
		Search field-title and abstract	**137**
	"supervision" AND "teaching staff"	None	121
		Years 2020–2021	82
		English language	79
		Search field-title and abstract	**79**
HMIC	"reflective practice" AND "primary school" OR "secondary school"	None	0
		Years 2020–2021	0
		English language	0
		Search field-title and abstract	**0**
	"supervision" AND "teaching staff"	None	4
		Years 2020–2021	0
		English language	0
		Search field-title and abstract	0
Total searched			**661**

Staff reported that the nature of the job can have negative effects on the staff and in turn on the children. Several respondents highlighted the dangers associated with lack of supervision for those working directly on child protection cases, both for the professional themselves and for the children in their care.

Overall, the article gave an overarching theme that there is a place for reflective or professional supervision within education, and the need is evident.

The other document identified through the review, *Professional Supervision: Guidance for SENCOs and School Leaders*, written by Dr Catherine Carroll and colleagues, discusses three specific "real-life" matters in education; these are: (a) professional development and inclusive practice, (b) teacher wellbeing and (c) teacher retention. It is acknowledged that these areas can be addressed through supervision, and a supervision toolkit is included that lists factors of effective supervision (see Table 2).

Figure 2

Review of Initial Thematic Map Indicating Five Themes

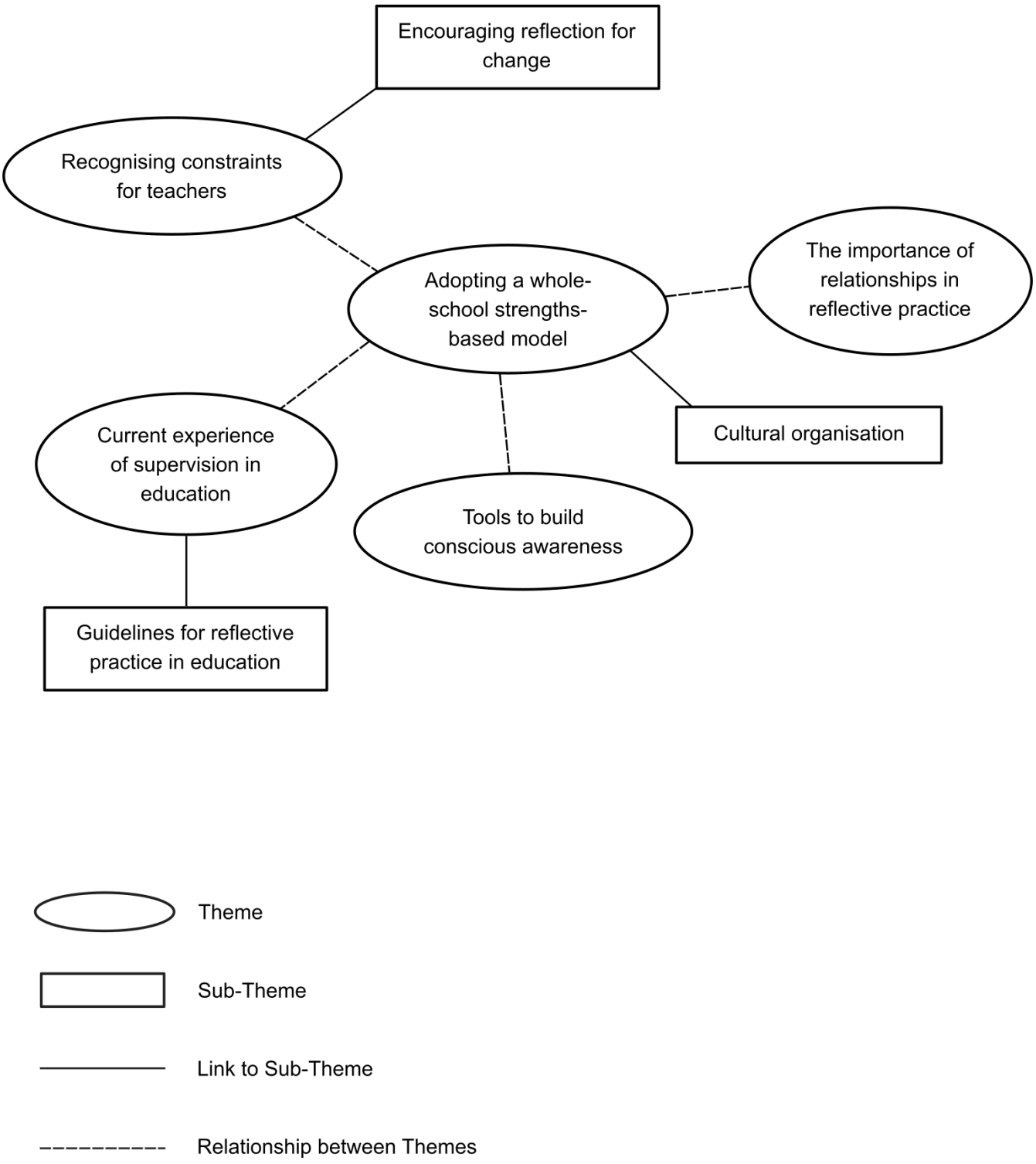


Table 2

Supervision is ...	Supervision is not ...
• Affirming • About listening and being heard • A distinct professional learning and development tool • A safe space to question and challenge • A structured framework for process and reflection • Supportive • Self-driven/self-owned by participants • Supportive of personal accountability • An exploration of the relationship between actions and feelings	• A performance management tool • Therapy (although it may be therapeutic) • Counselling or an opportunity to practice as a counsellor • Part of the reporting process • A teaching session • A judgement or assessment of practice • Mentoring or coaching • A place for blame

Adopting a Whole-School Strengths-Based Model

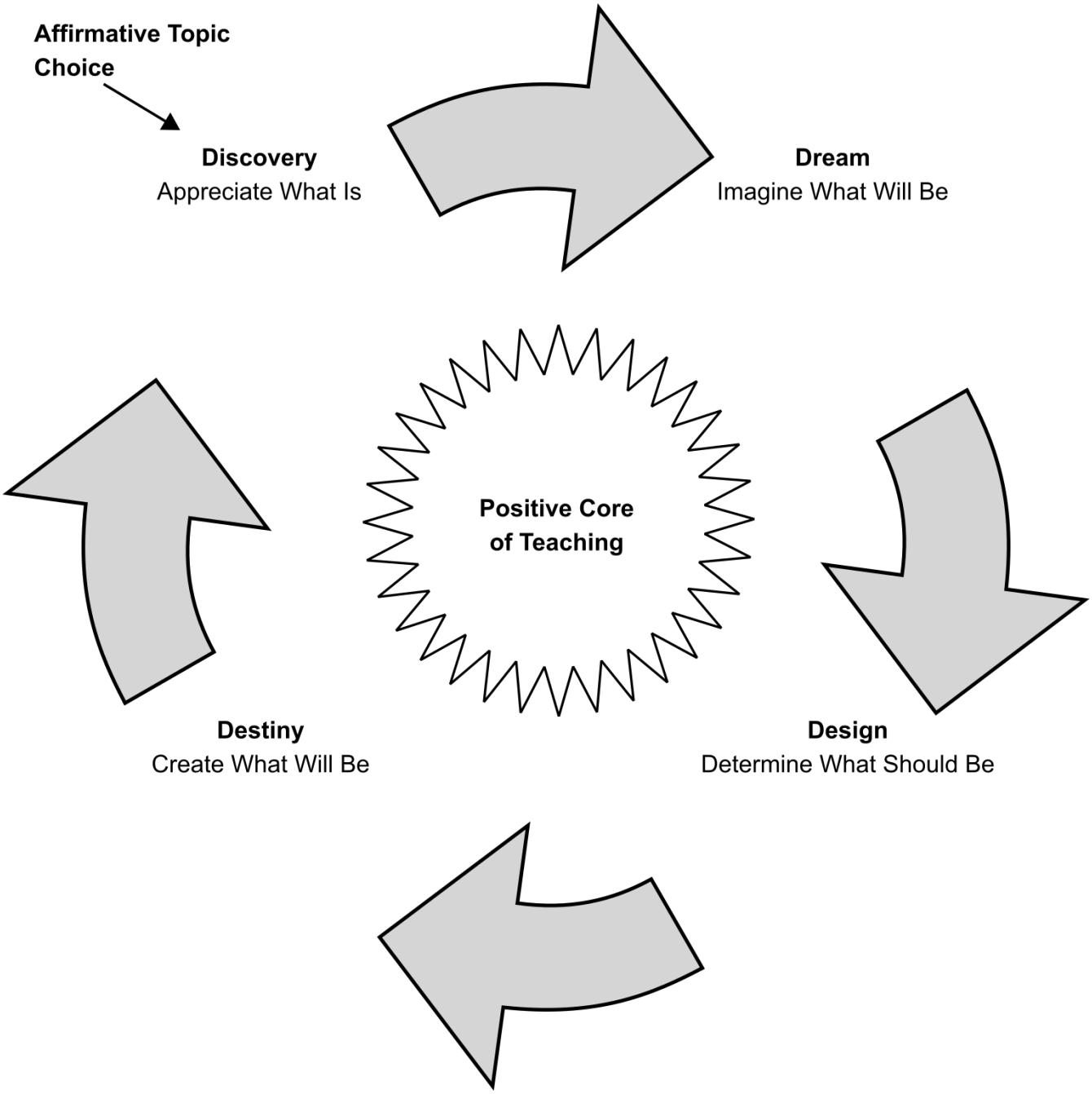
Consideration of the school's overall framework of circumstances, which concerns its principal, its teachers as individuals, and its entire staff, is important in inclusive school development, including staff supervision (Urton et al., 2014). When resources, time and capacity are limited for staff supervision, embedding reflective practice in the school's ethos promotes autonomy for teachers, rather than viewing reflection as another task to complete (Price et al., 2018; Urton et al., 2014). A sense of autonomy provides intrinsic motivation to take part in reflective practice (Ryan & Deci, 2000). When reflective practice has been combined with curriculum implementation as a whole-school approach, both teacher practices and student proficiency shared enhanced increases in growth (Dymoke & Harrison, 2008). To embed reflective practice into the framework of the school, it should be seen as therapeutic and led by the headteacher. Price and colleagues suggest that reflection is not something only those lower down should do as a supervisory activity and should also include students. For models of reflection to be taken seriously through the culture and organisation of the school, it is important to consider the role of school leaders. An investigation into the relationship between effective school leaders and reflective thinking determined that the main factor of organisational quality assurance is the professionalism of school leaders (Day & Sammons, 2013). The "school board" is another positive factor that affects school leaders' reflective thinking skills. The school board prevents feelings of isolation and enables self-reflection as a collective. In relation to the professionalism of school leaders, cultural differences have been found in the network practices of school leaders. Networks of reflection included in the literature include self-reflection, one-to-one reflection and group reflection. Turkish principals' networking practices are mostly unstructured and involve informal college meetings during lunch. Danish principals have more formal and professional networks with specific missions (Dalgıç & Bakioğlu, 2014). To embed reflective practice into the school framework, school leaders could take part in informal reflective conversations throughout the school day and plan reflective missions within their professional network. When thinking about a whole-school approach in relation to reflective practice, it is important to consider a strengths-based model, due to concerns that self-evaluation and self-review in personal and professional development can internalise a deficit-based model of evaluation, as in create a negative view of practice (Luckcock, 2007). A positive strengths-based model such as appreciative inquiry could be used to avoid this (see Figure 3).

The Importance of Relationships in Reflective Practice

Successful reflective practice has been based on staff supporting each other and assisting students to reflect, encouraging staff to place themselves empathically within the children's own emotional and relational field, whilst still maintaining a reflective, observing distance (Price et al., 2018). A qualitative study on "growing as a leader through developing others" identified a theme of reflective conversations. For reflective conversations to be present, the author noted the importance of trusting relationships between the pairs (Adams, 2013). It has also been reported that reflective interviews, between colleagues, are more effective than writing an independent reflective journal in developing reflective thinking skills (Dalgıç & Bakioğlu, 2014). Another study on interprofessional support of mental wellbeing in schools found that teachers prefer to learn from other teachers, suggesting that those who understand the professional field of teachers should mediate reflection (Spratt, 2006). Having said that, successful inter-professional models have been outlined that utilise psychological knowledge, consultancy, and problem-solving skills of educational psychologists to promote reflective practice (Norwich et al., 2018).

Figure 3

The 4D Cycle (Based on Whitney and Trosten-Bloom, 2003)



Qualitative interviews from teachers across the school reported that an inter-professional model provides an opportunity for in-depth analysis of student learning and reflective practice, something which they rarely experienced (Norwich et al., 2018).

Tools to Boost Conscious Awareness

Two types of theories of action have been explored in literature: espoused theories and theories-in-use (Argyris, 1993). Espoused theories exist at a conscious level compromising beliefs, attitudes and values that people report; they can be

easily articulated and are part of current awareness and action. Human behaviour is underpinned by theories-in-use, these contain assumptions and beliefs at an unconscious level which build up and solidify over time and are then reinforced through acculturation (Osterman & Kottkamp, 2004). As they exist at an unconscious level, they can drive people's actions without them being always aware of these theories. To bring about change through reflective practice it is necessary for people to become aware of their own theories in use and bring them to a conscious level. Descriptions of practice can build awareness of theories-in-use, the following mediums allowing descriptions and observations of practice are discussed.

Literature reports that teachers need to become aware of some aspects of their practice and to view those aspects from different perspectives, through framing, reframing and listening. Video-stimulated reflection (VSR) allows teachers to view lessons in relation to one another, allowing for reconsiderations of situations. When teachers have viewed the first lesson through VSR, articulation and sharing of concerns lead to an initial framing of problematic situations (Williams, 2020). After viewing lessons 1 and 2, teachers were able to reframe observations, and shifts from teacher-centred to student-centred perspectives occurred. Subsequent reflective discussions also led to seeing problematic situations from one's own experience of being a young learner.

As well as promoting effective components of reflective practice such as reframing and perspective-taking, VSR provides solutions to barriers that have been outlined to prevent reflection from being meaningful and long-lasting. There is no time constraint to the reflection, as VSR provides a medium that can be accessed flexibly; it allows for support to be requested in relation to an observable matter and provides a tool for reflection. A qualitative analysis of teacher responses to a VSR intervention suggests that the video-enhanced reflection process had a positive impact on teachers' reflective abilities because it helped them more vividly describe, analyse and critique their teaching. Furthermore, quantitative data suggests that teachers seem to engage in a video reflective process more than a written reflective process, using it as a novel tool to self-evaluate and for pedagogical development (Cutrim Schmid, 2011).

Numerous virtual forms have been found to amplify student voice, promote reflective practice and position students as pedagogical partners to practising teachers. The practice has involved: linking students and teachers through email; using visual technologies to map student contributions to college classroom conversations; and using online forums to connect students and faculty members. Participant feedback suggests that the use of conversational emails has created an always-accessible platform that feels safer and more deliberate than face-to-face exchange (Cook-Sather, 2017). Interestingly, the use of virtual forms seems to remove positions of power and authority that tend to be reinforced in the context of a physical meeting, allowing for autonomous reflection.

The use of transcriptions by pre-service teachers as a physical artefact of practice allowed for continuous reference for review. As a tool to reflect on their own teaching, it allowed pre-service teachers to recall events more accurately as well as notice events that had been overlooked during instruction (Harding et al., 2021).

Recognising Constraints for Teachers to Participate in Reflective Practice

In terms of constraints for teachers to participate in reflection, elements of practice evaluation and self-review were addressed by teachers as creating an ethical dilemma as the format and procedure could be deemed "invasive". Specifically, the teachers described how they were "obligated" to have their colleagues observe them in their classrooms, and, vice versa, they were "obligated" to give feedback on their colleagues' classes in a group setting. It was reported that both actions could have negative consequences on the teachers' ability to fulfil their students' learning needs (Finefter-Rosenbluh, 2016). There was an ideology that practice evaluation following observations can be deemed as a violation of privacy, which could in fact impair the teacher and learning processes due to a lack of emotional safety, safety being a key area of containment for student and teacher learning. It is important to acknowledge that practice evaluation could potentially be seen as a violation of privacy; building a positive relationship, as outlined previously, could potentially be a mitigating factor for this.

Furthermore, violations of confidentiality during reflective practice could also lead to ethical dilemmas of those taking part (Finlay, 2008); justification for this has been given in relation to the teacher's best interest and the greater good but is still largely unclear. Rules of confidentiality as well as reassurance that reflective practice should create a safe space for discussion should be reiterated.

In addition to ethical dilemmas around the practicalities of reflective practice, education staff also experience time restrictions for engaging in effective reflective tasks. An evaluation of a mainstream behaviour support initiative identified that time was a barrier for school staff involvement in a co-operative inquiry group, which is a basis for collaboration and a framework that enables behaviour support teachers to evaluate their work (Timmins et al., 2003). A sense of limited agency due to restricted time and capacity has been identified as a barrier to greater action (Ng et al., 2020). For individuals to learn from experiences, they must have time to reflect on past and future actions so that strategies to achieve expected outcomes emerge from knowledge generated from

experience (Coombs, 2003; Edwards, 1999). As well as the pragmatics of reflective practice impacting teachers' engagement, individual differences between teachers' capacity and engagement in reflection were highlighted.

A study on how teachers' beliefs about learning and teaching relate to their continuing professional development found differences in teacher profiles in relation to engagement in reflection. Teachers with a subject matter orientation engage the least in reflective practice and their participation in collaboration is significantly lower than that of teachers with a student-oriented or student-oriented and subject-matter-oriented profile (de Vries et al., 2014). Again, this highlights that collaboration can lead to effective reflective practice: student–teacher in this example. As well as teacher profiles, other individual factors that hindered capacity for reflection included having an egocentric orientation and teachers' conceptions of students (de Vries et al., 2014).

Another individual factor identified in the literature as a barrier for teachers to engage in reflective thinking was the level of cognitive readiness of teachers, which can affect the level at which they can participate. Four different reflective states are identified: explain but not question, question but not explain, question and explore, and exploring (Breyfogle, 2005). Reflective states that encompass exploration are thought to be higher levels of reflection. If people do not feel ready to partake and explore their experiences, there is a limit in people's competence to take part in reflective practice. As well as an individual competence in taking part in reflective practice, a perceived collective capability has also been discussed in the literature. A belief in the collective capability of collaborators is also important in positively influencing student learning through professional development (Ciampa & Gallagher, 2016). Finally, the literature suggests that teachers' behaviour was often rationalised through reflective practice rather than reflected on, as in justified rather than evaluated through reasoning and reconstructing (Breyfogle, 2005). The ability to reflect on practice and experience is not an intrinsic ability, it comes through taking part in the process itself (Dewey, 1933). A qualitative exploration of reflective practice involving health practitioners, school-based educators, and parents of children with chronic conditions or disabilities found that a focus on social change, a key component of critical reflection, was not mastered through reflective practice (Ng et al., 2020).

Discussion

Current documentation states that half of education staff have not experienced supervision, with 95 per cent saying that they would agree to supervision (Lawrence, 2020). Those who have experienced supervision in education have said that it reduces burnout and compassion fatigue, improves professional practice and ability to support children and family, and improves teacher retention (Carroll et al., 2020). Further reports suggest that supervision for education staff can address professional development and teacher wellbeing (Spratt, 2006). It is recommended that teacher supervision in schools follow a toolkit that is currently utilised by mental health practitioners, which is supportive and follows a structured framework for process and reflection. Supportive supervision, as a form of reflective practice, could be used more widely in schools, and it appears to be something that education staff would engage in.

Thinking about reflective practice on a universal level, it is interesting that elements of effective reflective practice relate to self-determination theory (Ryan & Deci, 2000). If reflective practice meets innate universal psychological needs, autonomy, relatedness and competence individuals are more likely to be motivated to grow and change and this in turn will correspond to wellbeing (Breyfogle, 2005; Dalgıç & Bakioğlu, 2014; Dymoke & Harrison, 2008). It is important to embed reflective practice in the overall framework of the school and endorse a reflective culture so those in education feel that reflection is autonomous rather than another task to complete as part of a long list of requirements for teaching (Urton et al., 2014). Senior leadership can promote a reflective culture through informal and formal networking as well as collaborating with the school board, informal networking being through discussion with staff at times during the school day, in the corridor or lunch hall; more formal networking may be at education conferences.

Another factor of self-determination theory (Ryan & Deci, 2000) identified through the review is relatedness, this has also led to beneficial reflective practice, with a key factor being trusting relationships (Adams, 2013). Although teachers may prefer to learn from other teachers, established models of interprofessional lesson study with educational psychologists have also allowed for effective reflective practice between practitioners. Through these interprofessional relationships, it is suggested that change can only come about through reflective practice if education staff feel competent in doing so. The role of the facilitator is to empower the group or individual in their role to think reflectively and explore their experiences (Norwich et al., 2018).

A theme identified as a barrier to successful reflective practice was the recognition of the constraints teachers face to engaging with it. Classroom observations can be seen as invasive and obligatory for teachers (Finefter-Rosenbluh, 2016); promoting features of self-determination theory within practice may limit such ideologies. The literature suggested that supervision in the form of classroom observations may feel like monitoring of practice, rather than a person-centred tool that can improve wellbeing. Using alternative tools to record lessons, rather than classroom observations, may increase autonomy. Different tools were identified in the literature that

have been used to build teachers' conscious awareness of practice to enable reflection and change. Mediums identified included: VSR, virtual forms and transcriptions.

Teachers also reported feelings of ethical dilemmas in relation to privacy (Finlay, 2008). This seemed to be limited to confidentiality and viewing reflective procedures, specifically classroom observations, as invasive and obligatory. Questions of confidentiality may be settled through clear structures and guidelines for supervision in education and should be discussed when beginning to implement reflective practice into the school framework.

Furthermore, time was identified as a significant barrier to taking part in reflective practice. As this has been identified throughout literature when aiming to promote reflective practice, this is a key constraint to consider; there is a need for time allocated specifically for reflective practice (Coombs, 2003; Edwards, 1999). Another overarching counterproductive outcome of reflective practice was concerns that it could lead to an internalisation of a deficit-based model of evaluation and rationalisation of practice, rather than leading to solution-focused, positive change. Therefore, it is important to adopt a strengths-based model and promote reflection through the overall culture of the school.

Conclusion

This paper has reviewed the current literature on supervision in education and discussed supervision as a tool for reflective practice. From the literature search, two articles were identified, which suggests there is little current research and recommendations on supervision in education. In the two articles that were reviewed, it is reported that the majority of education staff would agree to and possibly benefit from supervision as a core practice in principle as it is in clinical and health practice. Currently, there may be practical implications of adapting practice in schools to include standardised supportive supervision for education staff, such as resources and capacity to do so. However, the review has also explored reflective practice in general. It may be possible for principles extracted from the literature to be applied in education settings before more formal measures of supervision can be implemented.

To promote reflective practice in schools, and to encourage education staff to engage in reflective practice that can lead to positive social change, it is important to consider adopting a whole-school strengths-based model. To achieve this the review discusses different components that can be taken into consideration when encouraging reflective practice at a universal level. The impact of school leaders on the cultural organisation of the school and different networking practices can encourage reflective practice; this can be through informal conversations or planned network meetings. It was found that the professionalism of school leaders and the school board were key factors in enabling education staff to come together as a collective and engage in reflective thinking.

At an individual level, building a sense of relatedness between educators is important to support open dialogue and conversation about professional experience. The literature differentiated between beliefs at a conscious level (espoused theories) and an unconscious level (theories in use), and indicated that it is necessary for people to become aware of their beliefs at an unconscious level to bring about change through reflective thinking. To develop conscious awareness, tools were identified to facilitate reflective thinking, these included: VSR, virtual forms, and transcripts.

In terms of barriers to reflective practice, constraints for teachers to participate in reflective discussions and activities included ethical dilemmas in terms of confidentiality, lack of time and capacity and cognitive readiness. Teacher profiles were also discussed; teachers with student-oriented profiles tended to engage more in reflective practice.

Overall, to think about reflective practice in education it is important to consider a combination of different factors, including different models and approaches to promote reflective practice. It is also important to consider the constraints for teachers to take part in reflective practice. The review provides a basis of ideas for applying reflective practice in schools; further research is needed to evaluate the impact of applying some of the strategies identified, such as using a whole-school strengths-based model of reflective practice and utilising tools to build conscious awareness, on teacher wellbeing and burnout. Further consideration is also needed in exploring the role of school leaders in promoting reflective practice in the cultural organisation of a school.

References

Adams, M. R. (2013). *Growing as a leader through developing others: The effect of being a mentor principal* [Doctoral dissertation, University of Nebraska-Lincoln]. Lincoln, Nebraska. https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1169&context=cehsedaddiss

Argyris, C. (1993). *Knowledge for action: A guide to overcoming barriers to organizational change*. Jossey-Bass Publishers.

Bandura, A. (Ed.). (1995). *Self-efficacy in changing societies*. Cambridge University Press. https://doi.org/10.1017/CBO9780511527692

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Breyfogle, M. L. (2005). Reflective states associated with creating inquiry-based mathematical discourse. *Teachers and Teaching*, *11*(2), 151–167. https://doi.org/10.1080/13450600500083915

Broza, O., Lifshitz, A., & Atzmon, S. (2022). Exploring a model to develop critical reflective thought among elementary school math preservice teachers. *Journal of Education*, *202*(4), 406–415. https://doi.org/10.1177/0022057421998336

Carroll, C., Brackenbury, G., Lee, F., Esposito, R., & O'Brien, T. (2020). *Professional supervision: Guidance for SENCOs and school leaders*. UCL Institute of Education. https://discovery.ucl.ac.uk/id/eprint/10090818/

Ciampa, K., & Gallagher, T. L. (2016). Teacher collaborative inquiry in the context of literacy education: Examining the effects on teacher self-efficacy, instructional and assessment practices. *Teachers and Teaching*, *22*(7), 858–878. https://doi.org/10.1080/13540602.2016.1185821

Cogan, H. J. (1973). Private practice: Reply. *Social Work*, *18*(6), 120–121. https://doi.org/10.1093/sw/18.6.120-c

Cook-Sather, A. (2017). Virtual forms, actual effects: How amplifying student voice through digital media promotes reflective practice and positions students as pedagogical partners to prospective high school and practicing college teachers. *British Journal of Educational Technology*, *48*(5), 1143–1152. https://doi.org/10.1111/bjet.12523

Coombs, C. P. (2003). Reflective practice: Picturing ourselves. In P. T. Begley & O. Johansson (Eds.), *The ethical dimensions of school leadership* (pp. 49–65). https://doi.org/10.1007/0-306-48203-7_4

Cutrim Schmid, E. (2011). Video-stimulated reflection as a professional development tool in interactive whiteboard research. *ReCALL*, *23*(3), 252–270. https://doi.org/10.1017/s0958344011000176

Dalgıç, G., & Bakioğlu, A. (2014). The effect of stakeholders on the reflective practice of school principals: Practices in Istanbul and Copenhagen. *Teachers and Teaching*, *20*(3), 289–313. https://doi.org/10.1080/13540602.2013.848524

Day, C., & Sammons, P. (2013). *Successful leadership: A review of the international literature*. CfBT Education Trust. https://eric.ed.gov/?id=ED546806

de Vries, S., van der Grift, W. J. C. M., & Jansen, E. P. W. A. (2014). How teachers' beliefs about learning and teaching relate to their continuing professional development. *Teachers and Teaching*, *20*(3), 338–357. https://doi.org/10.1080/13540602.2013.848521

Dewey, J. (1933). *How we think: A restatement of the reflective thinking to the educative process*. D. C. Heath and Company.

Dymoke, S., & Harrison, J. (2008). *Reflective teaching and learning: A guide to professional issues for beginning secondary teachers*. SAGE Publications.

Edwards, A. (1999). Reflective practice in sport management. *Sport Management Review*, *2*(1), 67–81. https://doi.org/10.1016/s1441-3523(99)70090-2

Finefter-Rosenbluh, I. (2016). Behind the scenes of reflective practice in professional development: A glance into the ethical predicaments of secondary school teachers. *Teaching and Teacher Education*, *60*, 1–11. https://doi.org/10.1016/j.tate.2016.07.028

Finlay, L. (2008). Reflecting on "Reflective practice". Practice-based Professional Learning Paper 52.

Gholami, L. (2015). Teacher self-efficacy and teacher burnout: A study of relations. *International Letters of Social and Humanistic Sciences*, *60*, 83–86. https://doi.org/10.18052/www.scipress.com/ilshs.60.83

Gist, M. E., & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Academy of Management Review*, *17*(2), 183–211. https://doi.org/10.5465/amr.1992.4279530

Harding, J., Hbaci, I., Hamilton, B., & Loyd, S. (2021). Transcribing: A tool for mathematics pre-service teachers to reflect on their own teaching. *Journal of Education*, *201*(3), 225–235. https://doi.org/10.1177/0022057420914904

Jacobs, G., & Murray, M. (2010). Developing critical understanding by teaching action research to undergraduate psychology students. *Educational Action Research*, *18*(3), 319–335. https://doi.org/10.1080/09650792.2010.499789

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., & Millet, C. (2005). The experience of work-related stress across occupations. *Journal of Man-*

agerial Psychology, *20*(2), 178–187. https://doi.org/10.1108/02683940510579803

Kidger, J., Brockman, R., Tilling, K., Campbell, R., Ford, T., Araya, R., King, M., & Gunnell, D. (2016). Teachers' wellbeing and depressive symptoms, and associated risk factors: A large cross sectional study in English secondary schools. *Journal of Affective Disorders*, *192*, 76–82. https://doi.org/10.1016/j.jad.2015.11.054

Lawrence, N. (2020). *Supervision in education: Healthier schools for all*. Barnardo's Scotland. https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf

Luckcock, T. (2007). The soul of teaching and professional learning: An appreciative inquiry into the enneagram of reflective practice. *Educational Action Research*, *15*(1), 127–145. https://doi.org/10.1080/09650790601151483

Martin, P., Lizarondo, L., Kumar, S., & Snowdon, D. (2021). Impact of clinical supervision on healthcare organisational outcomes: A mixed methods systematic review. *PLOS ONE*, *16*(11), Article e0260156. https://doi.org/10.1371/journal.pone.0260156

Melchior, M., Caspi, A., Milne, B. J., Danese, A., Poulton, R., & Moffitt, T. E. (2007). Work stress precipitates depression and anxiety in young, working women and men. *Psychological Medicine*, *37*(8), 1119–1129. https://doi.org/10.1017/s0033291707000414

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & PRISMA Group. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *Annals of Internal Medicine*, *151*(4), 264–269. https://doi.org/10.7326/0003-4819-151-4-200908180-00135

Ng, S. L., Mylopoulos, M., Kangasjarvi, E., Boyd, V. A., Teles, S., Orsino, A., Lingard, L., & Phelan, S. (2020). Critically reflective practice and its sources: A qualitative exploration. *Medical Education*, *54*(4), 312–319. https://doi.org/10.1111/medu.14032

Norwich, B., Fujita, T., Adlam, A., Milton, F., & Edwards-Jones, A. (2018). Lesson study: An interprofessional collaboration approach for educational psychologists to improve teaching and learning. *Educational Psychology in Practice*, *34*(4), 370–385. https://doi.org/10.1080/02667363.2018.1468733

Osterman, K. F., & Kottkamp, R. B. (2004). *Reflective practice for educators: Professional development to improve student learning* (2nd ed.). Corwin Press.

Perlman, M., Kankesan, T., & Zhang, J. (2010). Promoting diversity in early child care education. *Early Child Development and Care*, *180*(6), 753–766. https://doi.org/10.1080/03004430802287606

Price, H., Jones, D., Herd, J., & Sampson, A. (2018). Between love and behaviour management: The psychodynamic reflective milieu at the Mulberry Bush School. *Journal of Social Work Practice*, *32*(4), 391–407. https://doi.org/10.1080/02650533.2018.1503167

Ramalingam, V., LaBelle, D., & Wiedenbeck, S. (2004). Self-efficacy and mental models in learning to program. *ACM SIGCSE Bulletin*, *36*(3), 171–175. https://doi.org/10.1145/1026487.1008042

Reid, H., & Soan, S. (2019). Providing support to senior managers in schools via "clinical" supervision: A purposeful, restorative professional and personal developmental space. *45*(1), 59–72. https://doi.org/10.1080/19415257.2018.1427132

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68–78. https://doi.org/10.1037/0003-066x.55.1.68

Scaife, J. (2001). *Supervision in the mental health professions: A practitioner's guide* (1st ed.). Routledge. https://doi.org/10.4324/9780203360941

Spratt, J. (2006). Interprofessional support of mental wellbeing in schools: A Bourdieuan perspective. *Journal of Interprofessional Care*, *20*(4), 391–402. https://doi.org/10.1080/13561820600845643

Stansfeld, S. A., Rasul, F. R., Head, J., & Singleton, N. (2011). Occupation and mental health in a national UK survey. *Social Psychiatry and Psychiatric Epidemiology*, *46*(2), 101–110. https://doi.org/10.1007/s00127-009-0173-7

Timmins, P., Shepherd, D., & Kelly, T. (2003). The research and development in organisations approach and the evaluation of a mainstream behaviour support initiative. *Educational Psychology in Practice*, *19*(3), 229–242. https://doi.org/10.1080/0266736032000109483

Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, *68*(2), 202–248. https://doi.org/10.2307/1170754

Urton, K., Wilbert, J., & Hennemann, T. (2014). Attitudes towards inclusion and self-efficacy of principals and teachers. *Learning Disabilities: A Contemporary Journal*, *12*(2), 151–168.

Whitney, D. K., & Trosten-Bloom, A. (2003). *The power of appreciative inquiry: A practical guide to positive change*. Berret-Koehler.

Williams, A. T. (2020). Growing student teachers' reflective practice: Explorations of an approach to video-

stimulated reflection. *Reflective Practice*, *21*(5), 699–711. https://doi.org/10.1080/14623943.2020.1798917

Willis, J., & Baines, E. (2018). The perceived benefits and difficulties in introducing and maintaining supervision groups in a SEMH special school. *Educational Review*, *70*(3), 259–279. https://doi.org/10.1080/00131911.2017.1311303