**Reflective Models**

|  |
| --- |
| **The Weather Model – Siobhan Maclean**Social Work Toolkit on Twitter: &quot;Using the Weather Model to explore  feelings with children and young people. What do you think @SiobhanMaclean  ?… &quot;Developed by Maclean (2016), the Weather Model provides a simple but effective model for reflective practice by inviting you to reflect on an event or experience using the following stages:* Sunshine – what went well? What felt good?
* Cloudy – What was confusing
* Rain – What didn’t go well?
* Stormy – Was there conflict? Too many voices? How did you manage the storm?
* Lightening – what came as a shock or surprise?
* Windy – Did the mood/expectations/beliefs change and move during the event
* Fog - where did you get lost? What couldn’t you see? Why?
* Snowy – Any thoughts how you would symbolise this?

The Weather Model Gibb’s Reflective Cycle What? Where? Who? Why? What? Consider Power – Who is forecasting the weather? How are you going to apply your learning? What would you do differently next time? What have you learnt? What else could you have done? What were you thinking and feeling at the time? How did your feelings impact on what happened? What went well and what didn’t go so well? |

|  |
| --- |
| **Borton (1970)** * What?
* So what?
* Now what?
 |

|  |
| --- |
| **Head, Heart and Hands – Siobhan Maclean**Head – What knowledge did you draw on?Heart – How did you feel, how did the service user feel?Feet – How did the SW profession ground you re. values / standards?Hands – What dd you do? What skills did you use?The tool gives people the opportunity to reflect on their ‘self’ by using this image as a prompt. It is important to remember that the questions are simply prompts –the head could mean something else to a practitioner.  |

|  |
| --- |
| **Boud, Keogh and Walker (1985)**An individual:* recaptures their experience
* thinks about it
* mulls it over (perhaps with others)
* evaluates it
* acts on the reflection
 |

|  |
| --- |
| **York Model (2000)** * Surprises
* Satisfactions
* Dissatisfactions
* Learning
 |

|  |
| --- |
| **Kolbs Experimental Learning** * Concrete experience-what was the event?
* Reflective observation-what are your thoughts and feelings about the event?
* Abstract conceptualisation-how can you draw on previous knowledge and experience to make sense of this event?
* Active experimentation-If this event happened again, what would you do differently? What additional knowledge do you need to gain?

 |

|  |
| --- |
| **Korthagens Reflective Onion (2001)**Reflection could be on surface level, but to add layers is like peeling the back the layers of an onion, showing professional curiosity.On the surface a situation may appear stable, however there could be more occurring than what meets the eye, with consideration of: PowerBehaviours Environment Competences Beliefs Identity MissionWider socio-political context of power. |

|  |
| --- |
| **Gibbs Reflective Cycle**Stage 1: DescriptionStage 2: Feelings and thoughtsStage 3: EvaluationStage 4: AnalysisStage 5: ConclusionStage 6: Action planning |

|  |
| --- |
| **DalSingh (@dhalsim7) | TwitterThe Big Six** **– Siobhan Maclean** Always relevant in every situation and energises critical reflectionPower – In any situation there is power differential, power and powerlessness exists Values – The conflict in valuesEmotions – How did I feel and others feel during the situationKnowledge – Drawing on knowledge and understanding and where does my knowledge come from and what have I learnedSelf awareness What impact did I have on the situation and how did it impact on me, is my understanding the same as othersUncertainty – The more we learn the more questions we have, how do we manage uncertainty  |

[How to develop critical reflection in your practice - Community Care](https://www.communitycare.co.uk/2024/08/14/how-to-develop-critical-reflection-in-your-practice/)