

## Module Ten: Summary Learning Reflection

This module is designed to support group learning for a lead facilitator and participants. It offers interactive activities and reflective exercises. Individuals may also complete the activities and reflective exercises on their own.

### Why This Matters for Subsidy Staff

When subsidy staff use reflective practice to study their experiences and actions, they can:

- Develop an understanding of what works best for families, themselves, and their agency as they engage with families and community partners
- Strengthen skills and build a wider range of strategies to support their work
- Recognize successes and approach challenges with a problem-solving mindset

Reflective practice also encourages subsidy staff to engage with colleagues and set goals. Both of these actions can help staff feel more confident in their abilities and satisfied with their work.



## Goal

Subsidy staff use reflective practice to examine and apply what they have learned through their experiences in this training series and in their work with families.

## Learning Objective

Subsidy staff summarize their reflections and identify key areas of knowledge gained through their experiences in this training series and any relevant actions they could take as a result of what they have learned.

## Key Competency

Subsidy staff examine their consumer, family, and community engagement practices and use ongoing strategies to enhance their skills and practices.

## Teaching Tips for Group Facilitators

### Preparing for the Training

Review the module and the handouts carefully. The handouts are: the Discussion and the Activity/Reflective Practice Exercise. Copy the handouts for yourself and each participant. Gather other materials (e.g., chart paper, markers, pens).

Think of the Goals, Learning Objectives, and Key Competencies as guideposts. They indicate the purpose of the training and the knowledge, skills, and practices the training is designed to enhance.

Create a pleasant learning environment free from distractions. For example, ensure that participants have comfortable seating and a work surface for writing (e.g., a table or clipboard). Consider allowing or serving drinks and snacks or hosting a breakfast or lunch meeting.

Dedicate time for the discussion. Avoid situations where staff leave the discussion to answer the phone or attend to a family.



## Estimated Time

30–45 minutes



## Materials

Handouts for each participant

- **Module Ten: Handout 1—Discussion**
- **Module Ten: Handout 2—Activity/Reflective Practice Exercise**  
(**Note:** There are only two handouts for **Module Ten**. The Activity is the Reflective Practice Exercise.)
- **Handouts from all previously completed modules**

Supplies for Groups:

- Chart paper and markers
- Pen or pencil for each participant

Supplies for Individuals:

- Pen or pencil



## Instructions

Group Facilitators

1. Present the Discussion. Distribute and use **Module Ten: Handout 1**.
2. Facilitate the Activity/Reflective Practice Exercise. Distribute and use **Module Ten: Handout 2**.

Individual Learners

1. Read **Module Ten: Handout 1**.
2. Follow the Individual Learner instructions to complete the Activity/Reflective Practice Exercise. Use **Module Ten: Handout 2**.

## Presenting the Discussion to a Group

Have the participants read **Module Ten: Handout 1**. Ask if they have any questions. Use open ended and critical thinking questions to check and enhance their understanding of the material.

Sample open-ended and critical thinking questions:

- What is reflective practice?
- How can you use reflective practice?
- What are the benefits of reflective practice?

Consider and support participants' ways of learning. Some people find it easier to stay focused and interested when people in the group take turns reading aloud. Others prefer to read silently and then discuss what they've read with the group.

Consider the characteristics of the group you're working with (e.g., their literacy levels, languages, and speech or hearing differences). You may need to present the Discussion in multiple ways.

People tend to learn better when they move from the general to the specific. Encourage participants to begin by skimming the information. Suggest they pay special attention to the Learning Objectives and any bold or italicized words. They may note any headings, charts, or graphics.

Then ask participants to read through the material a second time more carefully. Encourage them to highlight, underline, or otherwise note any important definitions, concepts, or ideas.

## Instructions for Facilitating the Discussion and Activity

### For Group Facilitators

1. Use **Module Ten Handout 1** to facilitate the Discussion.
2. Distribute **Module Ten: Handout 2**. Be sure that participants also have **Module Ten: Handout 1** and all of their handouts from previously completed modules available for reference as they complete the Activity. Provide copies if needed.
3. Ask participants to review all of their handouts: the discussions, activities, "Thoughts from the Field," and their reflections.
4. Ask participants to complete the Reflective Practice Exercise and the Goal-setting tool. Allow time for them to complete the activities.
5. Ask participants to share their goals if they are comfortable doing so.
6. Identify common goals, and consider how participants can support each other in implementing their goals.

### For Individual Learners

1. Find **Module Ten: Handouts 1 and 2**. Gather all of your handouts from previously completed modules.
2. Review all of the handouts: the discussions, activities, "Thoughts from the Field," and your reflections.
3. Complete the Activity according to the instructions in **Module Ten: Handout 2**.
4. Consider ways you can find support in implementing your goals, and find a colleague to regularly consult with.

# Module Ten: Summary Learning Reflection

## Handout 1: Discussion

### Why This Matters for Subsidy Staff

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- Recognize successes and approach challenges with a problem-solving mindset

Reflective practice also encourages subsidy staff to engage with colleagues and set goals. Both of these actions can help staff feel more confident in their abilities and satisfied with their work.

### Goal

- Subsidy staff use reflective practice to examine and apply what they have learned through their experiences in this training series and in their work with families.

### Learning Objective

- Subsidy staff summarize reflection, and identify key areas of knowledge gained through their experiences in this training series and any relevant actions they could take as a result of what they have learned.

### Key Competency

- Subsidy staff examine their consumer, family, and community engagement practices and use ongoing strategies to enhance their skills and practices.

### Discussion

Learning a new approach, skill, or activity is a process. Reflective practice is a way of thinking about your experiences—what you do and how and why you do it. The purpose of this kind of examination is to continuously learn by enhancing your skills and practices. Reflective practice is a powerful tool that subsidy staff can use to improve and grow as professionals.

Reflective practice can be used to guide an individual's professional development activities and as an ongoing part of a team's professional development efforts. For example, a team might use reflective practice to guide regular meetings. The team might also schedule meetings that focus strictly on peer reflection to inform quality improvement activities—and as a means of supporting one another's growth over the course of a year.

In this training series, reflective practice exercises have been used to assist the learning of both individuals and groups. Through this ongoing, reflective approach, you have probably experienced your own and the group's discoveries.

The benefits of ongoing reflective practice include:

- Improved skills in engaging families and community partners
- Strengthened relationships with others
- Greater awareness and understanding of how your experiences with these trainings can influence your practice

Leaders can support staff by:

- Enacting policies and procedures that support reflective practice (e.g., scheduling meetings for peer reflection, and building peer reflections into quality improvement efforts)
- Working with staff to allocate time and resources for reflective practice
- Working regularly with families and staff to collect feedback about their experiences

## Thoughts From the Field

“Sometimes I am required to come to trainings for my job, and I wonder if they are going to be useful. I hate to miss a whole day away from my desk. It puts me so far behind. When I get to the training, though, I find I am all caught up in the new information and love being with my colleagues talking about new ideas. Then reality hits. I go back to my desk to face the multiple emails and appointments—and my enthusiasm fades. It is so hard to apply new ideas and strategies.”— *Subsidy staff*

Use this space to notes ideas or questions.

Plan to save copies of these handouts. You will have an opportunity to use them to create a summary reflection after completing all of the modules in this series.

# Module Ten: Summary Learning Reflection

## Handout 2: Activity

Learning a new approach, skill, or activity is a process. Reflective practice is a way of thinking about your actions—what you do and how and why you do it. The purpose of this kind of examination is to continuously learn by enhancing your skills and practices. Answer the questions below to guide your reflections on your consumer, family, and community engagement practices and ongoing strategies you can use to enhance your skills and practices.

### Goal-setting

After participating in this training series, I intend to enhance my skills and practices by:

My first step will be:

I will share my plans with:

I will review my progress on \_\_\_\_\_ (date).

## Reflective Practice

Guiding Question	Your Reflections
<p><b>What do I know?</b></p> <p>What experiences have I had with the topics covered in this series of trainings?</p> <p>What do these experiences mean, and how might they impact my work?</p>	
<p><b>What have I learned?</b></p> <p>What new ideas or perspectives have been confirmed or discovered?</p>	
<p><b>What have I tried?</b></p> <p>What new ideas, strategies, or activities did I try because of this training?</p>	
<p><b>What happened when I took action and used what I learned?</b></p> <p>What happened when I tried a new idea, strategy, or activity over the course of these trainings? What discoveries did I make?</p>	
<p><b>How will I continue to apply what I learned or confirmed during these trainings?</b></p> <p>What ideas, strategies, or activities will I continue to use?</p> <p>What other new ideas, strategies, or activities will I try?</p>	

For more information about this resource, please contact us:  
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