



WORKFORCE CAPABILITY FRAMEWORK

Reflective Practice Guide



Domestic, Family and
Sexual Violence and Women's
Health and Wellbeing Sector

Using the Workforce Capability
Framework for Reflective Practice



WorkUp
QUEENSLAND



WorkUP Queensland is the Sexual Violence, Women's Health and Wellbeing, and Domestic and Family Violence Sector's partner in supporting a strong and skilled workforce.

We bring together The Healing Foundation's strong connection to Aboriginal and Torres Strait Islander cultures and healing, backed by the expertise of Australia's National Research Organisation for Women's Safety (ANROWS) in facilitating evidence-based policy and practice.

Informed and driven by frontline providers, our objective is to address workforce-related challenges and opportunities to grow the workforce and better support current and future workers.

Funded by the Queensland Government, we are proud to support the people who work in this sector who make a significant impact in ending violence against women.

Together, WorkUP Queensland and the sector have created a plan to grow, retain, develop, support, connect and sustain the workforce The Workforce Capability (The Framework) and associated resources such as the Reflective Practice Toolkit forms a part of this work.

Acknowledgements

We acknowledge Country, Custodians, and Community of the lands on which we live and work. We also pay our respects to Elders and to Stolen Generations survivors, of the Dreaming and of the here and now.

We recognise the ongoing nature of trauma experiences for First Nations peoples and commit each day to survivor-led intergenerational healing. WorkUP Queensland appreciates and values the ongoing contribution of Aboriginal and Torres Strait Islander Elders and community leaders in the development of our work.

We also acknowledge the input and contributions of the sector stakeholders who have provided feedback, shared insights, and contributed to the development of this and other resources to support implementation of The Framework in their own and other services.

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INTRODUCTION

The Workforce Capability Framework sets out ‘what good looks like’ for individuals working in Queensland’s specialist Domestic, Family and Sexual Violence and Women’s Health and Wellbeing workforce.

The Reflective Practice Toolkit (Toolkit) has been carefully designed to provide practical support for individuals and services to use The Framework for reflective practice. As such, The Toolkit provides brief information about a range of reflective practice models, suggests practical resources, and offers tips for how to use them for individual reflective practice, in supervision or in teams.

We invite services to explore and test The Toolkit to find out what works for their own unique needs.

Please use the links provided to access more in depth information about the models of interest.



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REFLECTING ON PRACTICE

When we reflect on our professional practice, we recall and analyse our experiences, our actions, and our personal involvement in the roles we undertake. The process allows us to mindfully reflect on our capabilities with an opportunity to affirm our competence as well as our confidence in the work we do and the ways we do it.

Reflecting is a cyclical process that leads to actions and responses (Galea, 2012). Reflecting on practice might also help to identify areas of personal and professional development for our current role or at other key career stages.

To bring more depth to our thinking, it's helpful to think from multiple perspectives. Put yourselves in the shoes of clients, stakeholders, and your colleagues. Asking critical questions and thinking from multiple perspectives can help us to gain a deeper understanding, see the whole picture, and develop actions that take into consideration the viewpoints and needs of others.

Examples of the multiple perspectives that could be explored:



- > Women
- > People with a disability
- > Funding body
- > LGBTIQASB+ people
- > Children
- > Culturally and Linguistically Diverse people
- > First Nations people
- > People using violence
- > Colleagues
- > Men
- > Board members

REFLECTING ON PRACTICE WITH THE FRAMEWORK

The Workforce Capability Framework respectfully acknowledges and celebrates the complexity, breadth, and diversity of Queensland's highly specialised gendered violence workforce. This foundational resource describes what 'good' looks like for a workforce that is a powerful driver of change in ending violence.

The Framework's development has been guided by our sector stakeholders to ensure the content is meaningful, relevant and reflects all of our work.

For profound and practical application, we suggest that workers would benefit from the opportunity to genuinely reflect and honour the language, culture, history, and emerging future of our sector.

The Framework contains five high-level domains, each comprised of supporting capabilities. One of the five domains is to demonstrate a reflective and self-aware approach, inviting us to foster a strong connection to purpose and a belief that we can help make a difference in people's lives.

It encourages us to look honestly at ourselves and how we 'show up' for others and, as a result, helps us to sustain our focus, efforts, and energy. We also reflect on our practice to see how we manage vicarious trauma, engage in growth, and build on our resilience.



What is a reflective practice?

Reflective practice is thinking about the work we do, how we do it, and what results we get. It is a means of coming to a deeper understanding of the way we work which raises self-awareness, challenges accepted situations or 'norms', creates alternatives, and offers exploration of multiple perspectives.

Why reflect on practice?

When we become familiar with the work we do, it's easy to fall into a routine that might lessen our awareness or capacity for critical thought, and our ability to manage the unexpected.

Reflecting can be challenging but it's important to keep trying because being challenged can be an opportunity to grow and develop professionally and personally.

A reflective process can enhance our understanding of our daily practices. It allows us to uncover any assumptions we may have and identify necessary changes, adjustments, or new knowledge and skills we need to develop. This process can increase our self-awareness, foster openness to new ideas and perspectives, and encourage us to commit to taking action. Most importantly, it helps us consider and honor the perspectives of the victim-survivors we support in our work.

Integration of learnings from reflective experiences can strengthen our competence, confidence, resilience and, more broadly, support a positive workplace culture. It is a cycle of ongoing learning, a deeper understanding, and continuous improvement. It requires our active participation and a commitment to learning and growing.

A dedication to reflective practice demonstrates our responsibility to the needs of the work we do as well as the needs of ourselves, our colleagues, and the people we support.

REFLECTING ON PRACTICE WITH THE FRAMEWORK

It can be difficult to find time and space for reflecting on our practice but the busier we are, the more important it is that we are reflective and gain perspective. We just need to find what works best for us. Once we find what works best, it's a good idea to make time to repeat the process over time so comparisons can be made to see any changes.

How can we build reflective practice into our day-to-day work?

There are many informal and formal ways that reflection can be embedded into our everyday work.

Informal ways of reflecting might be:

- > Journaling
- > Self-questioning (i.e., assumptions and biases)
- > Reflecting on a session of reflection
- > Mind mapping
- > Drawing.



Make notes, take photos of reflections, and store them for ongoing learning.



Reflect on current practice and explore practice at other levels to identify career development pathways and professional development needs.

Formal methods of reflection include:

- > Team check-ins
- > Team meetings
- > Internal supervision
- > External supervision
- > Peer supervision
- > Performance appraisals
- > Case unpacks and reviews
- > Team building
- > Learning and development
- > Strategic and operational planning.

DEFINITIONS

Reflection:

Reasoning, reviewing, thinking, problem solving, judgement, and inquiry (Kitchener, 1983). Reflection places importance on experiences because they help us critique our assumptions (Kember et al., 2000).

Critical reflection:

Is reflective thinking at the highest level where you become aware of why you think, feel, perceive, or act (Basol & Gencel, 2013). It's examining and thinking more deeply about our practice, decisions, perspectives, changes, and improvements. Asking questions about your processes, your experiences, and the client's experiences.

Reflexivity:

"Finding a way to stand outside ourselves to get a more objective view of ourselves."
(Kitchener, 1983)

Reflective practice:

"Being mindful of self, either within or after experience, as if a mirror in which the practitioner can view and focus self within the context of a particular experience, in order to confront, understand and move toward resolving contradiction between one's vision and actual practice. Through the conflict of contradiction, the commitment to realise one's vision, and understanding why things are as they are, the practitioner can gain new insight into self and be empowered to respond more congruently in future situations within a reflective spiral towards self-realisation. The practitioner may require guidance to overcome resistance or to be empowered to act on understanding."
(Johns, 2009)



ABOUT THIS RESOURCE

To help us with our reflective practice, we share some practical models and theories that may be helpful in engaging with The Framework. Recognising that practitioners may prefer alternative or more tailored approaches, you may also wish to use alternative models and/or delve deeper with your professional supervisor. Each of the reflective practice models in this resource will help us explore, develop, and challenge our values and practice. There are no right or wrong approaches. We are invited to use what resonates with us.

Links are provided to find out more about each reflective practice model.

FEMINIST PRACTICE REFLECTION

Intersectional feminist practice acknowledges the impacts of gender inequality and injustice and aims to centralise women and girls' experiences.

Intersectional feminist practice reflection involves considering how gender and other factors such as sexuality, disability, and social status oppress and impact people's lives. It involves working to challenge and not replicate social oppression experienced by service users and is a crucial lens to ensure we are sharing power with them. It helps us understand how our work and the systems we work in affect us and how our values, beliefs, and ethics influence our work.

Intersectional feminist practice reflection is critical because it helps us understand and improve the rights, standing, status, access, ability, and choices that women may or may not have due to structures, systems, and practices that may be patriarchal, whether obvious or more internalised. It also helps us to understand the impacts of the work and what we need for our own support and professional development.

How could it work with The Framework?

Concepts of feminism are threaded throughout The Framework. It could be supportive to invite people to bring a gendered lens to all their practice reflection or look at The Framework specifically with consideration of Feminist Practice Reflection.

We have provided a template example of Feminist Practice Reflection which may assist in engaging deeper with this approach. It is based on The Framework's Domain 1.1 for the Advanced Practitioner.



PROS

Can help us develop and apply a gendered lens to our work. Helps us understand ourselves and the impacts of the work. Both are critical to working in the gendered violence sector.

This video demonstrates some of the various ways that the political power structures impact the personal lives of women.

Find out more:

Borggaard Nicholson, G. (2023). *Feminist Practice Reflection Framework*. Inner Vision Consulting.



REFLECTIVE THINKING SCALE (RTS)

The Reflective Thinking Scale (RTS) was developed in 2000 by Kember and colleagues. It is a five-point highly visual scale designed to measure our reflective thinking about our understanding, experiences, and actions. The scale measures can be adapted to suit our needs. For example, we might choose a scale that measures our level of agreeance from 'Not agreeing completely' through to 'Agreeing completely' (Basol & Gencel, 2013). Or the scale could measure from 'Frown' to 'Happy'.

The RTS can be based on a moment in time and how we feel about our practice in this moment. Keeping records of our reflections can help us track our development and notice challenges or opportunities that need more attention. Scaling can be a particularly useful tool to incorporate into performance appraisals, team surveys, pre and post short-term projects, or at regular points of time to gauge development in confidence, skills, and job satisfaction.

How could it work with The Framework?

The RTS can be used to think about our practice against each of The Framework's supporting capabilities.

It would be helpful to:

- > Explore the supporting capabilities at the appropriate level for our role and derive questions to be used in the scale
- > Consider where we would place ourselves on the rating scale in terms of our competence and confidence
- > Reassess the same capabilities later to see if there are changes in the rating scales that we previously chose
- > Repeat at different intervals to see how the scale or results change over time.

We have provided a RTS template example at the end of this resource. It is based on Domain 5.3 Practitioner role in the Workplace Capability Framework and the questions are posed around team a team conversation.

PROS

The RTS is easy to understand. It provides a visual element to reflection that can be revisited and rescaled so it is good for visual learners and can be recorded to make comparisons over time. It can be a quick, reflective process because it has only five rating scales to choose from.

CONS

There may be some challenges in choosing questions or statements to be scaled, time may be needed to unpack or decide on the details of the question or statement, and some questions or statements may not be suitable for the level of reflection that is needed.

1

2

3

4

5

At the best

At the worst

(QuestionPro, 2023)

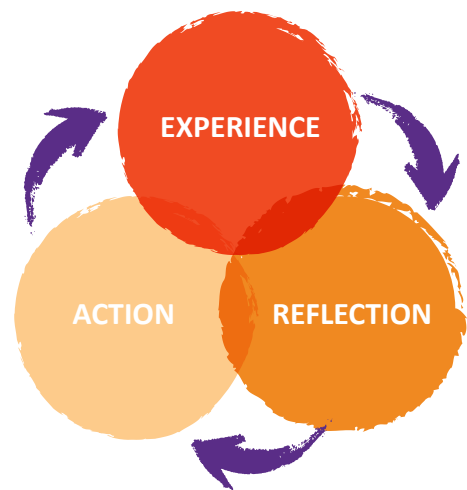
ERA CYCLE

The ERA Cycle, developed by Melanie Jasper (2013), is one of the easiest reflective practice models to use. It has three steps for reflective practice – experience, reflection and action. The ERA Cycle helps to continually improve practice, enhance understanding of complex issues, and provides the opportunity for growth and development. This reflective model invites us to grow from the experiences we reflect on, particularly working towards ‘action’. The ERA Cycle invites us to repeat reflecting on experiences so we can gain new skills and knowledge.

Experience – in the context of our role, ‘experience’ refers to the direct interactions and experiences we have with clients, stakeholders, and other team members in various aspects of our work. Think about the ‘what, where, when’ of the experiences, and reflect on how those involved reacted.

Reflection – involves actively thinking about and analysing the experiences and the situations encountered in our work. It allows for time and space to consider complexities, feelings, and the impacts that work-related experiences have on us and those around us. Reflection can help to identify strengths, patterns, biases, and areas where improvement can be made.

Action – involves making intentional changes or adjustments based on the insights gained through reflection. These changes may include skills development, policy and/or procedural changes, an adjustment to self-care, or a commitment to try a new way of working.



How could it work with The Framework?

The ERA Cycle allows us to:

- > Explore the supporting capabilities at the appropriate level for our role
- > Consider recent positive or negative experiences that arise when looking at the supporting capabilities
- > Think through thoughts and feelings about the experience and what next steps might be taken. Potential actions could include further exploration with a professional supervisor, professional development, or trying a new practice approach.

We have provided an ERA Cycle template at the end of this resource. It is based on Domain 3.3 for the Practitioner role in The Framework.

PROS

The ERA Cycle is simple and straightforward to use, it can be used across a range of experiences to do with the work space, personal matters, every day occurrences, and both challenges and successes.

CONS

The ERA Cycle steps may appear unclear when compared to other models with more structure, it may be necessary to engage in further exploration to really understand what is being learned.

Find out more:

Find out more about the ERA Cycle on the webpage *Self-introspection and improvement with ERA Reflective Cycle*, <https://crowjack.com/blog/strategy/reflection-models/era-cycle>



APPRECIATIVE INQUIRY

Appreciative Inquiry is a strengths-based approach for intentional change. It is often used to explore 'what is working well' in organisations where change strategies have been developed to focus on building on identified strengths. It is also useful for individual and group reflection. The approach supports us to explore what is working well, how we know, what's transferable and what we should keep doing. Appreciative Inquiry was developed by David Cooperrider and Suresh Srivastva in 1987 (Cooperrider & Whitney (2005)).

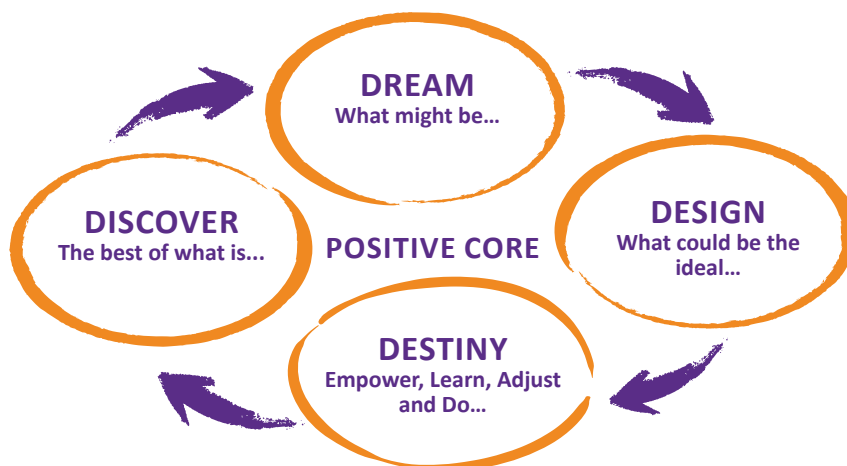
How could it work with The Framework?

Appreciative Inquiry could be useful to:

- > Explore the supporting capabilities at the appropriate level for our roles
- > Think about what is going well and why, how we can share with others and continue to extend our good practice in this area.

Appreciative Inquiry is also a positive ongoing learning tool for teams. It can be used in regular team meetings and catch-ups to identify and harness strengths to support ongoing learning and organisational development. This can also be used in formulating plans, including strategic planning, for our organisations.

We have provided a template example of Appreciative Inquiry which may assist in engaging deeper. It is based on Domain 2 for all levels and roles in The Framework.



Source: Cooperrider et.al

PROS

It is a great model to use because it focusses on strengths first. It is future focused and enabling for individuals and teams. Used as a group it can highlight the strengths of the collective and our own contributions. It promotes a sense of energy, motivation and engagement which can be uplifting and powerful. The resulting visual of the Appreciative Inquiry can provide a positive record and reminder.

CONS

Because it focuses on strengths and positive attributes there may be a tendency to not fully acknowledge or understand issues which can make the process seem unbalanced. People may perceive that issues or problems are being diminished.

Find out more:

The 4 D's of Appreciative Inquiry – YouTube video,
https://www.youtube.co/watch?v=RLB3_AXbrfA



HEAD, HEART, HAND



The **Head, Heart, Hand** framework was developed by educationalist David Orr (1992) with the purpose of supporting a holistic transformational change in any context involving people. The concept explores key motivational drivers of all humans – our thoughts, feelings, and actions.

The Head, Heart, Hand approach in our sector encourages the assessment of knowledge and understanding of the dynamics (Head), including the latest research, policies, and best practices. It prompts the exploration of the emotional impact and empathy required for our work (Heart) to ensure compassionate and trauma-informed service delivery. It emphasises the importance of translating this reflection into action (Hand), whether through skills development, policy, advocacy, or self-care strategies and by seeking further support through professional supervision.

How could it work with The Framework?

Head, Heart, Hand is a useful model to think about our practice across each of the supporting capabilities. For example, what do we know and understand about this supporting capability? How does it align with our values? What actions could we take to strengthen our practice in this area?

We have provided a template example for the Head, Heart, Hand approach which may assist in engaging deeper with The Framework and reflective practice models that are shared in this resource. It is based on The Framework's Domain 2.3 for the Allied Support role.

PROS

It is flexible in that it can be used by individuals or in a collective capacity. It can focus on a specific event or overall workplace experiences. We can get a sense of where we place ourselves individually when making comparisons with collective responses. The process can be repeated over time to allow for comparisons and review of any actions that have been implemented.

CONS

If carried out collectively, it may take time to agree on actions (Hand) and some individual ideas may not be considered initially or at all. When grouping reflections collectively some individual reflections may not match others so they may be overlooked.

Find out more:

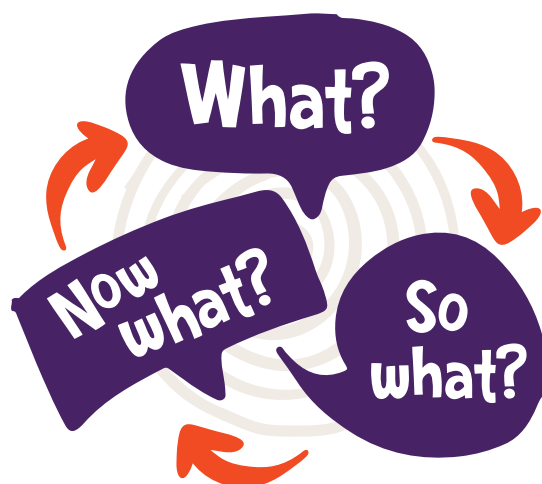
Julia Singleton's explanation -

<https://www.susted.com/wordpress/tags/heart-and-hand-model/>



‘WHAT’ MODEL

The What Model, developed by Borton (1970), Driscoll (1994; 2007) and Rolfe, Freshwater, & Jasper in 2001, is a simple and useful reflective framework that uses a common sense approach. It supports us to reflect on our experiences, feelings and actions and develop our practice. The tool is circular because it invites us to continue to learn, and each step feeds into the next. Rather than state a stage about action, it implies action will naturally take place.



The **‘what’** stage encourages us to describe the situation with focus on any achievements, responses, problems, feelings, and consequences. We need to recall what the experience was and what it felt like at the time.

When we get to the **‘so what’** stage, we’re asked to discuss what we’ve learned about ourselves and our relationships (including attitudes, actions, thoughts, and understanding). We’re reflecting on what reactions and feelings we had from the situation and whether the outcomes were disappointing or successful.

Before returning to the **‘what’**, the third stage of **‘now what’** invites us to identify what’s needed to improve and develop future outcomes and learning. We’re now processing the situation and the lessons we drew from it. This will help us think about what actions and behaviours are needed to move forward.

How could it work with The Framework?

This model provides a practical framework for reflection. It allows us to use the supporting capabilities as prompts for thinking about our experiences and the model as a guide to express what happened, how we feel about it and what we will do consequently.

We have provided a template example for the ‘What’ Model which may assist in engaging deeper with this approach. It is based on The Framework’s Domain 4.2 for all levels and roles.

PROS

Provides simple steps to deepen our reflective response for each item of reflection, we could just focus on one question and the learning/s we acquired from it.

CONS

If we only focus on one step, we might get stuck on only facts or feelings rather than gain broader insights from all three steps.



Find out more:

Introducing the ‘What, So What, Now What’ Model - YouTube video (watch from 1:07),
<https://www.youtube.com/watch?v=vGyjF9Ngd8Y>



GIBBS MODEL

The Gibbs' Model of Reflection (also known as Gibbs' Reflective Cycle) was developed by Graham Gibbs in 1988. The Gibbs Model is cyclic to help repeat our reflecting so we can re-examine and work through experiences (Gibbs, 1988). We can use this model for experiences that happen frequently or for those that have only happened once. If we use it for a one-off experience, we can still apply what we learned more generally. The most important element of the Gibbs' Reflective Cycle is that it's best done immediately or very soon after the situation occurred.

The Gibbs Model moves through six stages including description, feelings, evaluation, analysis, conclusion and action planning. When we repeat the process with the same experience, we can review what went well and what didn't, and this will support further learning and planning.

How could it work with The Framework?

The Gibbs Model could be used to delve deeper into experiences uncovered when exploring a domain in the capability framework. For example, if we use Domain 2: Upholding dignity and value through healing-centred engagement for the role of an Advanced Practitioner, we can begin to explore an experience or collective experiences for how we support the people accessing our services. Discussing the reflective responses can help us to see successful approaches and where we might grow individually or how we are doing collectively.

We have provided a template example for the Gibbs Model which may assist in engaging more deeply. It is based on The Framework's Domain 2.4 for the Leader role.



(Gibbs, 1988)

PROS

It can help us track an experience so we can look back on it. It provides a highly structured method of deep reflecting on an experience and it can be an effective model to build into supervision.

CONS

It might not be easy to recall something so this model is best used quite soon after the event or situation happened. Some of the stages can overlap or seem to be unclear. It may take more time to engage with this model which may be challenging for some.

Find out more:

Gibbs' Reflective Cycle Explained – YouTube video,
<https://www.youtube.com/watch?v=-gbczr0IRf4>



CRITICAL QUESTIONS

Also known as the Critical Reflection Model, Critical Questions is about asking questions of ourselves. Reflecting critically can be used to identify dominant structures and relationships of power and our own personal agency (Morley, 2009). It helps us examine our internal dialogue as we de-brief about situations which can then help us make informed decisions.

Critical questions can identify strengths and opportunities for development and enhance our practice. The process will also help us to uncover gaps in our knowledge and skills or assumptions that may hinder our work with colleagues and service users.

The Critical Questions model doesn't need to be about a critical situation, rather it could be any situation we would like to explore critically.

To get the most out of the critical questions model, we should:

- > Start where we're at
- > Use what works for us
- > Recognise that reflective practice evolves, and so will our approach
- > Make it purposeful, productive, and positive
- > Document our thinking so that we can track progress/change.

How could it work with The Framework?

We can create our critical questions to delve more acutely into each of the capabilities. Remember, it doesn't necessarily mean we focus on what isn't working or what is challenging us, it can also demonstrate why something is working and what we've done to manage the challenges we face in our practice. We have provided a template example of critical questions based on The Framework's Domain 4.3 for all levels and roles which may assist in engaging deeper with The Framework broadly and the reflective practice models that are shared in this resource.

WHAT	... assumptions are we makings?
WHO	... benefits from this?
WHEN	... did this this issue emerge?
HOW	... might this benefit or harm others?
WHERE	... can we find more information?
WHY	... is this significant?

PROS

It can be used to show positive reflections as well as negative reflections, it can add depth to our thinking when used with other models in this resource.

CONS

It can be hard to know what questions to ask, often critical questions focus only on negatives rather than being used to demonstrate the positives.

Find out more:

What is critical thinking? <https://www.monash.edu/student-academic-success/enhance-your-thinking/critical-thinking/what-is-critical-thinking#>



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FEMINIST PRACTICE REFLECTION

Reflective writing template example

Looking at The Framework's Domain 1.1 for the Advanced Practitioner, we will use Feminist Practice Reflection to think about how we understand the gendered, historical context, and intersectional aspects of our work. This domain invites the advanced practitioner to think about the following:

- > Gendered and racial drivers of violence
- > Intersectionality and the intersects of DFV
- > Awareness and challenges of power dynamics
- > The nature and impacts of coercive control
- > Sexual violence
- > The cumulative and compounding nature of trauma.

The personal is the political:
The professional is the political:
The personal is the professional:

Possible question prompts

THE PERSONAL IS THE POLITICAL

We are impacted by the systems we are raised in.

- > What is happening politically and how is it impacting us personally as we are doing this work?
- > How are we taking responsibility for how political and social systems are impacting us as we do this work?
- > How are we asking for what we need while impacted by political and social systems?
- > How are we placing the people we support at the centre as we are being impacted by political and social systems?
- > What are the gendered and racial drivers of violence and how is it impacting us personally as we are doing this work?
- > Consider the current stigma around openly using feminist practice in your work. Do you feel comfortable using feminist concepts or are you worried about judgement?
- > What are the intersectionalities in our work and how is it impacting us personally as we are doing this work?
- > What do we understand about the intersects with DFV and how it this impacting us personally as we are doing this work?
- > What are the power dynamics challenges in our work and how does this impact us personally as we are doing this work?
- > What are the impacts of coercive control in our work and how is it impacting us personally as we are doing this work?
- > How is sexual violence present in our work and how does this impact us as we are doing this work?

FEMINIST PRACTICE REFLECTION

Reflective writing template example

Possible question prompts continued

THE PROFESSIONAL IS THE POLITICAL

We are impacted by the systems we are raised in.

- > How is this work impacting us?
- > How are we taking responsibility for how the work is impacting us?
- > How are we asking for what we need while doing this work?
- > How are we placing the people we support at the centre as we are being impacted by the work?
- > How is trauma present in our work and what do we need to support us while doing this work?

THE PERSONAL IS THE PROFESSIONAL

Our personal beliefs, values and ethics influence our work, and our work impacts us.

- > How is our personal life impacting us while doing this work?
- > How are we taking responsibility for the impact of what is happening personally while doing this work?
- > How are we asking for what we need while being impacted by what is happening personally?
- > How are we placing the people we support at the centre as we are being impacted by personal events?

REFLECTIVE THINKING SCALE (RTS)

Reflective writing template example

Looking at the Workplace Capability Framework's Domain 5.3 for the Practitioner's role and from a team perspective, we will use the RTS to reflect on how we connect to purpose. This domain invites the practitioner to think about the following:

- > Passion, optimism, and proactiveness
- > Values and strategic goals aligning with those of the organisation
- > Deep listening and learning from others
- > Generosity towards others
- > Sharing and celebrating wins with others
- > Maintaining enthusiasm and motivation.

On a scale of between one and five, with one being when things are at their best and five being at their worst, where are things for us, today?

Our overall enthusiasm and motivation for the work.				
1	2	3	4	5
Reflections for this rating:				

Our passion and optimism for supporting others?				
1	2	3	4	5
Reflections for this rating:				

Managing tensions between our values and beliefs and the realities of working in this space?				
1	2	3	4	5
Reflections for this rating:				

Listening deeply and learning from each other and the people we support?				
1	2	3	4	5
Reflections for this rating:				

Our generosity towards each other?				
1	2	3	4	5
Reflections for this rating:				

Noticing and celebrating the wins, no matter how small they might be.				
1	2	3	4	5
Reflections for this rating:				

ERA CYCLE

Reflective writing template example

Looking at the Workplace Capability Framework's Domain 3.3 for the Practitioner, we will use the ERA Cycle to think about how we promote accountability for people who use violence. This domain invites the practitioner to think about the following:

- > Working with a gendered lens
- > Supporting inclusive and safe interventions
- > Applying a community approach to working with Aboriginal and Torres Strait Islander people
- > Working collaboratively to respond to escalation
- > Applying best practice to complex situations
- > Avoiding collusion and maintaining accountability as part of interventions.

Experience:
Reflection:
Action:

Possible question prompts

EXPERIENCE

- What happened and who was involved?
- When and where did it happen?
- What did each person do?
- What was the context, result, and reactions of this situation?

REFLECTION

- How did we feel and think at the time?
- What impact did our emotions, beliefs, and values have?
- What do we think other people were feeling?
- What did we feel and think about the situation afterwards?
- What went well or didn't go well?
- What did we and other people do to contribute to the situation (both positively and negatively)?
- Were there things that were difficult/interesting/surprising/upsetting?
- Were things resolved afterwards? How so?
- What are some judgements about the situation and its possible consequences?
- Why did things go well or badly?
- How did past experiences compare to this situation?
- How does theory or evidence fit with this situation?
- Could we have responded in a different way?
- What might have helped or improved things?
- What else could we have done?
- What insights, thoughts, or conclusions about our role can we now take away?
- What have we learnt for the future?
- What skills might we need to develop so we can handle this type of situation better?
- What elements of the gendered lens were used?

Possible question prompts continued

REFLECTION

- What was done to support inclusivity and safety?
- What community approach was used if the experience involved Aboriginal or Torres Strait Islander people?
- In what ways did we work collaboratively in this situation?
- In what ways did we use best practice in this situation?
- In what ways did we avoid collusion and maintain accountability as part of interventions?

ACTION

- What would we do if a similar situation arose again?
- What are some indicators that would help us recognise a similar event?
- What are some changes we would make?
- How/where can we use our new knowledge and experience?
- How will we adapt our actions or improve our skills?
- How will we work with a gendered lens?
- How will we support inclusivity and safety interventions?
- How are we going to apply a community approach to our work with Aboriginal and Torres Strait Islander people?
- How will we work collaboratively to respond to escalation?
- How will we apply best practice to complex situations?
- How will we avoid collusion and maintain accountability as part of interventions?

APPRECIATIVE INQUIRY

Reflective writing template example

Looking at the Workplace Capability Framework's Domain 2.2 for all levels and roles, we will use the Appreciative Inquiry Model to think about how we establish relationships and utilise/foster knowledge referral pathways and networks. This domain invites each level and role to think about the following:

- > The distribution of power within our organisation
- > The networks we are prioritising to better support our clients
- > The relationships we bring to our organisation that support our collective work

Discover:
Dream:
Design:
Destiny:

Possible question prompts

DISCOVER	What are our strengths individually, as part of a team, as a team, and as an organisation? How do our strengths help us grow, change, adapt, and improve? What do we bring to the sector? What do we do exceptionally well? What makes us the best we can possibly be? In what ways do we effectively distribute power within our organisation? What are our strengths and best practices in building networks that prioritise the support of our clients? What do we do well with the relationships we bring to our organisation and how are these relationships successful in supporting our collective work?
DREAM	What are our positive achievements? What are our successes? What possibilities do we envision for ourselves? What possibilities do we envision for our team or organisation? What are some of our aspirations and wishes for the future? What do we see ourselves achieving in the next five years? How will we envision positive distributions of power in our organisation? What possibilities do we envision for building networks that prioritise better support for our clients? How do we envision the relationships we bring to our organisation and the ways we can support our collective work?
DESIGN	What strategies do we have to achieve for what we envision for ourselves, our teams, and our organisation? What strategies do we have to build on our aspirations and to make our wishes come true? What strategies do we have to achieve a distribution of power within our organisation? What strategies do we have to build our networks so we are prioritising better support for our clients? What strategies do we have to build relations so they better support our collective work?
DESTINY	How will we bring our dreams and designs to life? How will we sustain our relationships and knowledge of referral pathways and networks?

HEAD, HEART, HAND

Reflective writing template example

Looking at The Framework's Domain 2.3 for Allied Support, we will use the Head, Heart, Hand approach to think about how we promote culturally safe and appropriate practices that are informed by Aboriginal and Torres Strait Islander people. This domain invites us to think about the following:

- > An awareness of the ongoing impacts of colonisation
- > Acknowledgement of the importance of connection to culture, Country, and community
- > Valuing and respecting difference
- > Cultural sensitivity
- > Striving to provide culturally and safe services
- > Recognising cultural bias and privilege.

Head:
Hand:
Heart:

Possible question prompts

HEAD

What do we know about:

- > The ongoing impacts of colonisation?
- > The importance of connection to culture, Country and community?
- > Valuing and respecting difference?
- > Cultural sensitivity?
- > Providing culturally safe service?
- > What we recognise in our own cultural bias and privilege?



HEART

What is our passion and how do we feel, value, and believe about:

- > The ongoing impacts of colonisation?
- > The importance of connection to culture, Country and community?
- > Valuing and respecting difference?
- > Cultural sensitivity?
- > Providing culturally safe service?
- > Our own cultural bias and privilege?



HAND

What actions will be planned?

How will we create best practice and professionalism for:

- > The ongoing impacts of colonisation?
- > The importance of connection to culture, Country and community?
- > Valuing and respecting difference?
- > Cultural sensitivity?
- > Providing culturally safe service?
- > What we recognise in our own cultural bias and privilege?



'WHAT' MODEL

Reflective writing template example

Looking at the Workplace Capability Framework's Domain 4.2 for all levels and roles, we will use the 'What' Model to think about how we support the team and organisation to thrive. This domain invites all levels and roles to think about the following:

- > The equal and mindful distribution of power in the workplace and practice
- > Honouring a culture of authenticity, diversity, and difference
- > Bringing our best contribution to service and a service system.

What?:
So what?:
Now what?:

Possible question prompts

WHAT?

Descriptive level of reflection – describe and define:

- > What happened what was our role?
- > What have we seen and what did we do?
- > What were the people involved trying to achieve?
- > What were the consequences for each of us?
- > What feelings did we have?
- > What feelings do we think others had? How do we know this?
- > What was positive or negative about this experience?
- > In what ways was power equally and mindfully distributed in the workplace and practice?
- > In what ways did we honour a culture of authenticity, diversity, and difference?
- > In what ways did we bring our best to contribute as part of a service or service system?

SO WHAT?

What is our passion and how do we feel, value, and believe about:

- > How did we react and why did we react this way?
- > What will we make of this?
- > What did we base our actions on?
- > What did we expect to happen?
- > What was influencing each of us?
- > What attitudes and assumptions did we bring to the situation?
- > Did we act in accordance with our values/beliefs/understanding? If not, what made us act in incongruent ways?
- > What knowledge did we apply in the situation – personal, experiential, theoretical, research?
- > What could we have done differently?
- > What broader issues arise? (contextual, ethical, social, political)
- > What have we learnt? What is our new understanding of the experience?
- > What did we learn about the ways we distribute power equally and mindfully in the workplace and practice?
- > What did we learn about the ways we honour a culture of authenticity, diversity, and difference?
- > What did we learn about the we bring our best to contribute as part of a service or service system?

'WHAT' MODEL

Reflective writing template example

Possible question prompts continued

NOW WHAT?

Critical reflection – reflect on action and consider improvements or consequences.

- > Now what can we do, or need to do?
- > What broader issues need to be considered if our action is to be a success?
- > What might be the consequences of our action?
- > What are the implications for each of us?
- > What difference does it make if we choose to do nothing now?
- > What is the most important thing we learned about our reflection?
- > What kind of help do we need to see results?
- > What do we need to improve first?
- > What can we do to distribute power equally and mindfully in the workplace and practice?
- > What can we do to honour a culture of authenticity, diversity, and difference?
- > What can we do to bring our best to contribute as part of a service or service system?

GIBBS MODEL

Reflective writing template example

Looking at the Workplace Capability Framework's Domain 2.4 for the Leader, we will use the Gibbs Model to think about how we tailor engagement to the needs of diverse groups. This domain invites the leader to think about the following:

- > Inclusive practice and organisational behaviour
- > The role of the organisation in enabling access to services
- > Proactiveness and curiosity in learning and sharing knowledge.

Description:
Feelings:
Evaluation:
Analysis:
Conclusion:
Action Plan:

Possible question prompts

DESCRIPTION	> What happened and when did it happen? > What actions and thoughts did we take at the time? > Who was involved? > What are some of the facts of the situation? > In what ways did we enable inclusive practice and organisation behaviour? > In what ways did we understand the role of the organisation in enabling access to services? > In what ways were we proactive and curious in our learning and sharing of knowledge?
FEELINGS	> What were we thinking? > What were we feeling? > What do we feel or think about our inclusive practices and organisational behaviour? > What do we feel or think about how our organisation enables access to services? > What do we feel or think about our proactiveness and curiosity for learning and sharing knowledge?
EVALUATION	> What was good and bad about the experience? > Why do we think the good or the bad may have been the case? > How well did we do with creating inclusive practice and organisational behaviour? > How well did we do with enabling access to services? > How well did we do with being proactive and curious about learning and sharing knowledge?
ANALYSIS	> What sense can we make of this situation? > What have we learned from the situation? > Can we put our experience in a wider context? > Have we had any similar experiences before and how does it compare? > Is there literature that can help us understand our experience?

GIBBS MODEL

Reflective writing template example

Possible question prompts continued

CONCLUSION

- > What else could we have done?
- > Were there any alternatives?

ACTION PLAN

- > If it arose again, what would we do?
- > What theoretical action or learning should take place in the future?
- > What can we take away from the experience that will help us learn and improve?

CRITICAL QUESTIONS

Reflective writing template example

Looking at The Framework's Domain 4.3 for all levels and roles, we will use Critical Questions Reflection to think about working collectively to build system capability through advocacy and improvement. This domain invites all levels and roles to think about the following:

- > Active participation as part of a whole service system
- > Fostering a culture of innovation and improvement as part of a whole service system
- > Power and privilege being brought into the service system
- > Sustainment in the ongoing need of advocacy and improvement.

What:
Who:
When:
How:
Where:
Why:

Possible question prompts

WHAT

- > What do we prioritise in our active participation as part of a whole service system?
- > What ways do we foster a culture of innovation and improvement as part of the whole service system?
- > What power and privilege do we bring to the service system?
- > What ways do we sustain ourselves in the ongoing need of advocacy and improvement?
- > What does this mean for us, the client, the stakeholder, the team?
- > What learnings can we draw on to help with this?
- > What assumptions are we making?
- > What biases do we hold?
- > What story are we telling ourselves about this?
- > What feelings is this evoking for us?
- > What is our main learning from this?
- > What more do we need to know about this?
- > What might we be missing?

WHO

- > Who do we prioritise in our active participation as part of the whole service system?
- > Who are we fostering in a culture of innovation and improvement as part of the whole service system?
- > Who has the power and privilege being brought to the service system?
- > Who is our ongoing advocacy?
- > Who benefits from this?
- > Who might this be harmful to?
- > Who can we rely on to support us?
- > Who do we need to pay more attention to?
- > Who else do we need to consider?
- > Who makes decisions about this?
- > Who do we need to recognise?
- > Who might we need to consult?

CRITICAL QUESTIONS

Reflective writing template example

Possible question prompts continued

WHEN	> When can we prioritise our active participation as part of the whole service system? > When can we foster a culture of innovation and improvement as part of the whole service system? > When is power and privilege being brought to the service system? > When and how do we sustain ourselves in the ongoing need of advocacy and improvement? > When are we at our best? And not at our best? Do we recognise the signs when we are not and know what to do about it? > When could we use this? > When can we devote more time to this? > When could this be a problem? > When is the best time to act? > When is this acceptable or not acceptable? > When can we expect this to change? > When do we need to seek help?
HOW	> How can we prioritise our active participation as part of a whole service system? > How are we fostering a culture of innovation and improvement as part of the whole service system? > How can power and privilege be brought to the service system? > How do we sustain ourselves in the ongoing need of advocacy and improvement? > How does this make us feel? > How are we doing? > How did we get here? > How do we want to be? > How are we showing up in this? > How do we want to show up in this? > How can we improve our practice?
WHERE	> Where would we like to take this? > Where do we need to place our attention? > Where can we assess more information?
WHY	> Does this matter? > Is this significant? > Do we prioritise collaboration as part of the whole service system? > Do we need to be aware of the power and privilege we bring to the whole service system?