

# **Making room for new traditions: Encouraging critical reflective professional practice in tertiary education management**

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# Presentation Outline

- The case for a critical reflective professional practice;
  - Making our thinking visible through critical reflective practice
  - Deepening critical reflective practice
- Ways of Knowing - Jenny
- Ways of Being - Heather

# The case for encouraging a critical reflective professional practice...

...shifting the focus to strategic thinking requires a considerable change in culture. To survive and thrive in uncertain context of the 21<sup>st</sup> century, universities have to shift from a propensity to engage in ready, ready, ready (have a subcommittee, conduct a review, etc.) **to ready, fire, aim**—a process in which ready is a need to act, fire is to try out a potentially viable response under controlled conditions, and aim is to articulate what works best and scale this up once it has been tested and refined (p. 85).

(Fullan & Scott 2009 *Turnaround Leadership in HE*)

# Changed and changing times...

The organisational forms, cultures and practices which developed over the centuries to provide university education for society's elite have been stretched and panel-beaten as far as they will go for an era of mass participation in higher education.

– Prof Stephen Parker, VC, University of Canberra

(Parker, S. 2012, Time to trade in well-worn university model, *Campus Review*, 2, October, p. 13)



# Competing values...

	<i>Knowledge Era</i>	<i>Industrial Era</i>
<b>Mindset</b>	<i>Human Relations Movement</i> <ul style="list-style-type: none"> <li>• <i>Theory Y</i></li> <li>• <i>Servant Leadership</i></li> </ul>	<i>Scientific Management</i> <ul style="list-style-type: none"> <li>• <i>Theory X</i></li> <li>• <i>Command &amp; Control</i></li> </ul>
<b>Business Metaphor</b>	Ecologies Organic structure of relationships	Machines Many parts doing their particular part
<b>Authority</b>	Participation by entire group	Top down
<b>People</b>	Greatest assets and sources of creativity – Unique skills	Instruments of production Fungible labour
<b>Leadership Style</b>	Connected and present	Distant and detached
<b>Supervisory Approach</b>	Listen, facilitate, encourage	Dictate, control, punitive

# Deepening Our Ways of Knowing





# ‘Becoming’ a professional

We do not become authentic only by chance, we can become authentic by choice; such as when we take responsibility for shaping our lives by challenging assumptions and renewing routinised ways of understanding or doing things

Vu & Dall’Alba 2011, p. 100.

- About this Module
- Developing Critical Reflective Practice
  - [Critical Reflective Practice](#)
  - Reflective Writing
  - Exploring Further
- Intra-Personal Intelligence
  - JoHari Window
  - Personal Profiling Tools
  - The Power of Self-Belief
  - Locus of Control
  - Managing Negative Self-Talk
  - Time Management
  - Managing Stress
  - Exploring Further
- Leading the Self
  - Small 'I' Leadership
  - Exploring Further
- Developing Your Personal Career Plan
- Reading List
- Self Assessment



## Module 1 - Developing and Managing Yourself

### Developing Critical Reflective Practice

#### Critical Reflective Practice

In this section we will explore the value of solid critical reflective professional practice for tertiary education managers operating in the changed and changing conditions of the 21st century. As the presentation for this section highlights, this is a critical skill to develop if you are working, managing and leading in knowledge-intensive enterprises across the globe. Indeed critical reflective professional practice is an example of an 'inside-out' perspective to be added to your repertoire, if it isn't already, to help you make sense of the complexities and contestations that are a day to day occurrence in our work as tertiary education managers.



#### Watch the 'Critical Reflective Practice' presentation

The first activity is to watch the 'Critical Reflective Practice' presentation. It provides an overview of three levels of reflection: descriptive, reflective and critically reflective practice. It also:

- Provides a rationale to link critical reflection with professional practice
- Considers how to make our thinking visible through critical reflective practice
- Looks to deepening critical reflective practice
- Outlines the activities associated with this topic.

*If you wish to take notes, [handouts of the slides are available](#).*





# Conclusion