The Role of Reflective Practice for Educational Psychologists

Samantha Andrews

Doctorate in Educational Psychology (DEdPsy)

2018

Abstract

This research explored the role of reflective practice (RP) for educational psychologists (EPs). Reflective practice was defined as the process of learning through and from experiences towards gaining new insights of self and/or practice (Boud, Keogh & Walker, 1985). The regulatory body (Health & Care Professions Council (HCPC)) has mandated that practitioner psychologists 'be able to reflect and review practice' (HCPC, Standards of Proficiency, 2015, 11.1, p12). Furthermore, RP is identified as central to the British Psychological Society (BPS) compulsory policy on Continuing Professional Development (CPD) (BPS, 2006). However, within the professional guidelines for EPs (BPS, Division of Education and Child Psychology (DECP), 2002) RP is perhaps limited. Nine EPs completed semi-structured interviews exploring the role of reflective practice and a grounded theory methodology (GT) (Glaser & Strauss, 1967) was applied. Five main themes and twenty-one sub-themes were identified. The created grounded theory (GT) proposes that RP supports EP motivation (McLean, 2003, 2009) and self-efficacy (Bandura, 1977, 1994). Factors at the individual, local authority (LA) and governing body levels that inhibited or promoted RP were identified. Future development of RP for EPs will require further specific consideration and commitment from all those involved in the profession.

Summary

This thesis is split into three parts:

The Empirical Study

In accordance with the structure of a grounded theory (GT) methodology (Glaser and Strauss, 1967) part one of this thesis is the empirical paper which explores the role of reflective practice (RP) for educational psychologists (EPs). This begins with brief exploration of the rationale for the research and the research questions. A detailed methodology is provided, including information on the research design and ethical considerations. The combined results and discussion are divided into two specific sections. Part one identifies the five themes and twenty-one sub-themes. These are discussed within the context of the current literature. Part two introduces the GT which has been created from the themes A and B sub-themes one to eight. The GT is underpinned by themes C, D and E and their associated sub-themes. The paper explores the practical and future implications for the role of RP for EPs, potential further research areas and the possible strengths and limitations of the research. It concludes with a summary of the role of RP for EPs and the implications for the profession.

The Literature Review

Part two of the thesis is the main literature review. The decision to include the literature review after the empirical paper was in recognition of applied GT methodology and the recommendation that the literature review occur after the research (Glaser & Strauss, 1967). The review begins with examining definitions of RP and the historical development of the EP profession. A discussion of the created GT, which is central to the literature review is then included.

The latter part and main body of the literature review contextualises the GT within the current literature examining RP. It is based upon the five themes and twenty-one sub-themes in part one of the results and discussion within the empirical paper. The conclusion is a summary of the literature examining the created GT on the role of RP for EPs and considers the practical application of RP for EPs.

The Critical Appraisal

Part three of this thesis is a critical appraisal of the research process and the researcher's own professional development. It is in two sections, the first section explores the contribution to knowledge and the second is a critical account of the research practitioner. It provides a reflective account of the decisions made throughout the research process as well as an understanding of the researcher's journey.

Acknowledgements

Thank you to my supervisors Andrea Higgins, Dr Rachael Hayes and Dr Ian Smiley for all their support on this journey. Thank you to the research participants whose insight was invaluable.

Thank you to my wonderful husband Tim, amazing children Martha-Rose and Alfie and cherished friend, Beth. All of you continued to believe in me. I am more grateful than you know and way more than I have, perhaps shown.

And finally I would like to dedicate this work to my mother. She believed in the value of education and was without doubt, the greatest educator I have ever known. If one person can be another's motivation then she is mine. Thank you Mum.

Table of Contents

List of abbreviations

RP Reflective Practice

EP Educational Psychologist

EPS Educational Psychology Service

PEP Principal Educational Psychologist

GT Grounded Theory

LA Local Authority

HCPC Health & Care Professions Council

DCP Division of Clinical Psychology

DECP Division of Education and Child Psychology

BACP British Association of Counselling and Psychotherapy

BPS British Psychological Society

UK United Kingdom

WAG Welsh Assembly Government

WG Welsh Government

ECM Every Child Matters

SEND Special Educational Needs and Disability

VERP Video Enhanced Reflective Practice

VIG Video Interactive Guidance

RPGs Reflective Practice Groups

EBP Evidence Based Practice

SC Solution Circle

EHCP Education and Health Care Plan

ELSA Emotional Literacy Support Assistant

CCC Constant Comparative Analysis

COMOIRA Constructionist Model of Informed Reasoned Action

CPD Continuing Professional Development

HoN Hierarch of Needs (Maslow, 1943)

SDT Self-determination theories

3As Agency, Autonomy and Affiliation (McLean, 2009)

SE Self-efficacy

List of Tables

Part 2: Major Literature Review

Part 3: Major Critical Appraisal

List of figures

Part 1: Major Empirical Paper

Part 1: Major Empirical Paper

1. Abstract

This research explored the role of reflective practice (RP) for educational psychologists (EPs). RP was defined as the process of learning through and from experiences towards gaining new insights of self and/or practice (Boud, Keogh & Walker, 1985). The regulatory body (Health & Care Professions Council (HCPC)) has mandated that practitioner psychologists 'be able to reflect and review practice' (HCPC, Standards of Proficiency, 2015, 11.1, p12). Furthermore, RP is identified as central to the British Psychological Society (BPS) compulsory policy on Continuing Professional Development (CPD) (BPS, 2006). However, within the professional guidelines for EPs (BPS, Division of Education and Child Psychology (DECP), 2002) RP is perhaps limited. Nine EPs completed semi-structured interviews exploring the role of RP and a grounded theory (GT) methodology (Glaser & Strauss, 1967) was applied. Five main themes and twenty-one sub-themes were identified. The created GT proposes that RP supports EP motivation (McLean, 2003, 2009) and self-efficacy (Bandura, 1977, 1994). Factors at the individual, local authority (LA) and governing body levels that inhibited or promoted RP were identified. Future development of RP for EPs will require further specific consideration and commitment from all those involved in the profession.

2. Introduction

Finlay (2008) suggests that RP has burgeoned over the last few decades throughout professional practice and education, whilst RP is a compulsory requirement for practitioner psychologists (HCPC, 2015) and is also central to CPD (BPS, 2006), the role of RP for EPs might benefit from closer examination. For the purpose of this research RP was defined as the process of learning through and from experiences towards gaining new insights of self and/or practice (Boud, Keogh & Walker, 1985).

Whilst a conceptual framework for RP might be considered imperative (Boud, Keogh & Walker, 1985) there have been many variations (Dewey, 1933; Kolb, 1984; Gibbs, 1988; Rolfe, Freshwater & Jasper, 2001). However, central to RP is the application of a staged process of reviewing and evaluating an authentic experience. The outcome is incorporated into practice, reviewed and evaluated and in this way RP is a life-long learning process (Finlay, 2008).

In order to ensure that practitioners are not left feeling, for example, ill-equipped or exposed, research suggests caution in the specific teaching and implementation of RP (Cunliffe, 2004; Fook & Gardner, 2007; Knight, Sperlinger & Maltby, 2010; Murray, 2016). Recognised techniques to develop RP include reflective process groups (RPGs), journaling and Video Enhanced Reflective Practice (VERP).

Dunsmuir and Leadbetter (2010) propose that supervision is a confidential and reflective space for EPs to explore and respond to the impact of their work. Within the research supervision is suggested as the primary space for RP (Houston, 1990; Ghaye & Lillyman, 2000; Dunsmuir & Ledbetter, 2010).

A critique of RP suggests that RP may make individuals rather than systems accountable for ensuring and developing best practice (Finlay, 2008). Furthermore, there may be barriers to the notion of the universal application of RP such as individual responses (Boud & Walker, 1998; Kuit, Reay & Freeman 2001) and external considerations such as time allocation (McClure, 2005; O'Donovan, 2006). This research hopes to examine and provide clarification, creating a GT that might offer insight into the role of RP for EPs.

3. Rationale

3.1 Relevance of this research to EPs

The compulsory requirement from the HCPC (2015) states that psychologist practitioners 'be able to reflect and review practice' (HCPC, Standards of Proficiency, 11.1 p12), the BPS policy on CPD (BPS, 2006) also proposes RP as central to the evaluation of the learning process. However, further insight from within the professional guidelines for EPs (BPS, DECP, 2002) is perhaps limited. This is examined by the primary research question (1) and the subsidiary questions 2, 3 and 4 (p23). Supervision is regarded as an important mechanism for RP (Social Care Institute for Excellence, 2013). However, unlike possibly aligned professions such as clinical psychology (BPS, Division of Clinical Psychology (DCP), 2014) and counselling (British Association for Counselling and Psychotherapy (BACP), 2010), there is no specified mandatory requirement for supervision for EPs. This research will explore the experience of supervision for EPs (subsidiary research question 5).

The EP profession continues to experience a systematic deconstruction and reconstruction of its role (The Summerfield Report, 1968; Gillham, 1999; Department for Education and Employment, (DfEE) 2000; Boyle & Lachlan, 2009). Thus this research may offer insight into how RP may have supported EPs' management of the cultural and social changes and at the same time provide insight into EPs management of the day to day complexities of the role (primary research questions 1 and subsidiary questions 2 & 3).

Research examining the delivery of therapeutic interventions suggests that this is a significant role for EPs (Boyle & MacKay, 2007; Atkinson, Bragg, Squires, Muscutt, & Wasilewski, 2011; Atkinson, Squires, Bragg, Wasilewski, & Muscutt, 2013). This role is one that is set to possibly continue with the release of the recent green 'Transforming Children and Young People's Mental Health Provision' (Department for Education & Department for Health, 2017). Whilst the BACP (2010) has identified RP as a core competency for therapeutic practitioners, the role of RP for EPs offering potentially similar interventions may benefit from further exploration (subsidiary research question 3).

4. Research questions

This primary research question is:

1) How are EPs using reflective practice?

The four subsidiary research questions are:

2) Is reflective practice relevant to EPs?

3) Are EPs applying reflective practice to their work?

4) What is an appropriate framework for reflective practice for EPs?

5) What is the role of supervision in the application of reflective practice?

5. Methodology

5.1 Research paradigm and design

A Grounded theory (GT) (Glaser & Strauss, 1967) was applied. In GT theories are built up from the research from a close examination of the data (Birks & Mills, 2011). Recent ground theorists such as Charmaz (2006) have applied the concept of creating rather than discovering GT with an emphasis on the interpretation of subjective viewpoints and how individuals make sense of their world from their unique perspective.

In recognition of this a constructivist/interpretive paradigm was applied with relativist ontology. This recognises that there is no single reality or truth but rather that reality is created by individuals in groups. The epistemology is that reality needs to be interpreted and used to discover the underlying meaning of events and activities.

Participants took part in semi-structured in-depth interviews that involved the researcher carefully examining and developing the answers given by participants. This was supported by the application of Egan's (1982) active listening skills (Appendix A). Semi structured in-depth interviews recognise that 'research is about creating new knowledge and the open minded researcher cannot be sure which direction that will take' (Gillham, 2000, p2).

 The interviews were recorded using the 'voice record' application on two password protected IPADs. The participants were informed that the interview could be up to ninety minutes in length. Eighty of those minutes allowed for building a rapport, an introduction, obtaining consent, interviewing and debriefing. The last ten minutes of the session were for the participant to 'de-role' and move on to his/her next activity.

A central component of GT is 'comparative analysis' (Charmaz, 2014, p4). At the interview stage comparative analysis required that the researcher identify emergent themes from each interview and take them forward to explore with subsequent participants. It is this fluidity in the interview process that allows for exploration and development which supports the creation of a new theory (Birks & Mills, 2011). Appendix B details the development of the questions. The researcher's responses also differed between interviews and offers an example of the recognition that reality is based on the interaction between researcher and participants with the researcher's perspective being part of the process (Charmaz, 2006).

5.2 Participants

The inclusion criterion was that participants will be qualifying/qualified as a UK EP in accordance with the BPS (2017) accreditation requirements and are registered or will be registered with the HCPC by January 2018. This allowed for the potential recruitment of Trainee Educational Psychologists (TEPs).

In order to explore systemic experiences the participants will be working or have worked for a local authority (LA) as an EP. In recognition that RP is 'lifelong'; there will be no minimum practice requirement. Men and women over the age of eighteen years were eligible to be participants.

A total of nine participants were recruited and interviewed from six of the nine consenting LAs via the Principal Educational Psychologist (PEP) in Wales. There were no participants from the other three consenting LAs. All those who met the inclusion criteria were included. Participant descriptive information is provided in Table 1.

Table 1: Participant Information

Participant number and stated gender	Participant qualifications	Participant training institution(s) Country only	Participant experience of working within a LA in EP role	Number of local authorities worked in
1) Female	Doctorate in Educational Psychology	Wales	4 ½ years	1
2) Female	Doctorate in Educational Psychology (completing)	Wales	Final Year Trainee Educational Psychologist: 299 days (placements)	3
3) Female	Doctorate in Educational Psychology	Wales	2 years	1
4) Female	Doctorate in Educational Psychology	Wales	7 years	2
5) Male	Masters and Doctorate in Educational Psychology	England	29 years	4
6) Female	Masters	England	21 years	7
7) Female	Masters	England	35 years	5
8) Female	Doctorate in Educational Psychology	Wales	7 years	1
9) Female	Doctorate in Educational Psychology	Wales	12 years	1

Eight participants were female and one male. Six of the nine participants were trained to a doctorate level in Wales. Participants have two distinct qualifications in recognition that EP training changed from a Masters to a Doctorate qualification in 2006.

Data from the pilot interview suggested that the relationship to RP changed with experience as an EP. This formed the GT theoretical sampling. This was achieved through looking at years of service as an EP (less than one year to thirty five years) as a form of selective recruitment. The number of LAs participants had worked for ranged from one to seven.

5.3 Pilot

One randomly selected participant formed the pilot. The pilot was to ensure that the research questions and prompts were appropriate and that the researcher was able to develop the responses of the participant through, for example, gentle probing. The pilot interview was included as it did not result in the need for any significant changes on behalf of the interviewer and suggested that the initial questions were appropriate.

6. Procedure

6.1 Recruitment

The process for recruitment is demonstrated in Figure 1.

Figure 1: Recruitment

Email sent to all PEP's in Wales requesting their consent for potential EP involvement in the research. Included in the email was the gatekeeper letter (Appendix C) and PEP consent form (Appendix D) and participant information sheet (Appendix E).

Consent received

No → No further action taken

Yes

As agreed in initial email the PEP distributes participant information sheet (Appendix E) to all EPs in the service

EP contacts researcher

No →

Yes

Discussion with potential participant confirming eligibility and the nature and ethical implications of the research

EP wishes to be a participant

No → Thanked for interest

Yes

Interview time and venue agreed, re-reading of participant information sheet (Appendix E) and consent form (Appendix F) signed prior to interview

Recorded interview undertaken: at end of interview participant thanked, debriefed and given debrief sheet (Appendix G)

Of the twenty LAs in Wales of which one is a unified authority, nine PEPs gave consent, three PEPs reported that due to time constraints and/or staffing issues they were unable to provide consent and the remaining eight PEPs did not reply. The consenting PEPs were asked to provide appropriate venues for the interview. The researcher sought to interview between eight and twelve participants. The GT concept of theoretical sufficiency (Dey, 1999, p257) rather than saturation was applied. Nine participants completed detailed semi-structured interviews in English.

6.2 Semi-structured interviews

In accordance with the application of GT, semi-structured interviews provided the opportunity for the researcher to create a theory. They also offered a possible parallel process as a reflective space to explore RP. Underpinning the interviews were Kvale's (1996) assertions that the semi-structured interview form '...has a sequence of themes to be covered, as well as suggested questions. Yet at the same time there is openness to changes of sequence and forms of questions in order to follow up the answers given and the stories told by the subjects' (p.124). As a starting point within the interview participants were reminded of a possible initial definition of RP (Boud, Keogh & Walker, 1985; Finlay, 2008) and during the interview; participants were given access to a suggested model of RP (Gibbs, 1988).

6.3 Recording and transcription

 Two digital devices were used to make audio recordings of the interviews. The interviews were transcribed and the resulting transcriptions were checked against the original recordings which were then erased approximately one calendar month after the interview.

7. Ethical considerations:

Table 2: Ethical Considerations

Ethical Consideration	Actions Taken
Informed Consent	All of the potential participants received the participant information sheet (Appendix E) which outlined the nature of the research. This information sheet included the researcher's contact details so that a private telephone conversation could take place in which informed consent, confidentiality and maintaining anonymity were discussed. The discussion also considered the venue and how to best preserve the anonymity of the potential participant within his/her work place. All participants signed a written consent form (Appendix F).
Maintaining Confidentiality	Participants were made aware that the researcher was not asking for feedback on individual stake-holders. This point was made clear on the participant consent form (Appendix F). Any details which may have identified the participant or any other stakeholders were either not transcribed or anonymised. The final research report does not include any quotations that risk identifying any stake-holders. The identity of any of the participants was not revealed to any other participant.
Maintaining Anonymity - the use of recordings	The interviews were confidential and were transcribed and anonymised no later than two weeks after the completion of the interview. Until transcription was completed the participant was able to withdraw his/her data. This was verbally explained by the researcher and was clearly outlined on the consent form (Appendix F). The interviews were recorded by the researcher using two IPads simultaneously, each of which was protected by a unique password known only to the researcher. The application 'voice record' was used. Once transcribed, the original data was erased no later than one month after the interview. The transcript will be kept indefinitely in accordance with Cardiff University's data policy.
Potential Distress to Participants	Participants were reminded that they were not required to answer all questions and were free to terminate the interview at any time. In order to reassure participants that their skills were not being questioned, participants were reminded that they had volunteered and had not been targeted to participate. At the end of the interview, the researcher offered appreciation and gratitude to the participant.

	The introduction, interview and debrief was concluded at least ten minutes before the end of the allocated session so participants did not feel hurried and were able to 'de-role' before their next commitment. At the conclusion of the interview each participant was given a debrief letter (Appendix G).
The Right to Withdraw	Participants had the right to withdraw all or any of their data before it was anonymised (up to two weeks after the interview) this was made clear on the participant consent form (Appendix E).
Risk Assessment	In accordance with Cardiff University a full risk assessment was completed - receipt number 1482425951_1631.

8. Data analysis

Glaser and Strauss (1967) the creators of GT, did not suggest methodological packages for undertaking a GT, rationalising the possible constraints and contradictions in offering a theory on how to create a theory. This stance has been heavily criticised (Birks & Mills, 2011), as this seeming ambiguity could lead to uncertainty in terms of what constitutes a GT and how to undertake a GT. This may therefore, impact upon reliability. Instead, guidelines were later suggested that could offer a 'handle on the material not a machine that does the work for you' (Birks & Mills, 2011, p216).

For the purpose of this research, the method may in fact be more akin to what Braun and Clarke (2013) identify as 'ground theory-lite', which is the creation of a set of themes or categories that fit together where the requisite number of interviews is between six and ten. Table 3 lists the general elements of the guidelines as they were applied. These steps were not necessarily sequential and allowed for the researcher to move back and forth between the different stages.

Table 3: Grounded Theory: Research Method – (also available as Appendix H)

Steps:	Understood as:
1) Question formulation	The on-going development of questions to explore the phenomena being examined. (See Appendix B).
2) Theoretical sampling	A strategic decision about whom or what will provide information rich data to meet the analytical needs. In this instance that included recruitment and selection of participants based on years of experience as an EP.
3) Interview transcribing	The creation of a verbatim written account of the interview data (see Appendix I for a randomly chosen example).
4) Coding	The process of identifying important words or groups of words in the data and labelling them accordingly into initial and intermediate coding categories (see Appendix J & K for examples).
5) Reviewing	The opportunity for an independent review of the data to reduce the risk of researcher bias and potential mis-labelling of the data (Appendix J & K).
6) Constant comparative analysis (CCC)	The on-going comparison within a single interview and the further comparison between interviews (Boeije, 2002), (see Appendix L).
7) Developing core categories	The identification by the researcher of connections between frequently occurring variables (Birks & Mills, 2011), (see Appendix L& M).

8) Analytic memoing	In recognition that the researcher is central to the GT process written on-going records of the researcher's thinking during the process of the study are kept (See Appendix N for an example).
9) Creating themes or categories	In accordance with GT lite (Braun & Clarke, 2013) themes and sub-themes were created. In accordance with CCC differences are also recorded within the themes.
10) Creating theories	The final product is an integrated and comprehensive grounded theory that explains a process or scheme, generated by the researcher. 'A cognitive leap of discovery' (Reichertz, 2007, p220) (Figure 6).

Whilst Reichertz (2007) suggests that creating a GT requires to a 'cognitive leap of discovery' (p222), within this research, and common to GT methodology, a storyline approach (Birks, Mills, Francis & Chapman, 2009) was applied. Strauss and Corbin (1990) define a story as a 'descriptive narrative about the central phenomena of the study (p116) and storyline as the 'conceptualisation of the story... the core category (p116). Birks, Chapman and Francis (2007) suggest the nature of how to use a storyline will change throughout the GT and propose the application of definitional statements. Definitional statements capture the essence of a given category and support the creation of the GT.

Table 3.1 lists the general elements of the storyline that facilitated the creation of this GT. It can be understood as an explanation of the process at stage 10 of the research method (Table 3).

Table 3.1: The steps of the storyline that led to the creation of the GT

Steps:	Understood as:
1) Creating themes or categories	In accordance with GT lite (Braun & Clarke, 2013) themes and sub-themes were created.
2) Reviewing	A close reflective examination of the themes and sub-themes suggested by the core categories (Appendix L & M).
3) Creating definitional statements	An analytic memo that captures the themes and sub-themes (Appendix O).
4) Hypothetical statements to identify relationships (Strauss & Corbin, 1990)	Informed by psychological theories so that 'the purpose is the generating of ideas throughout the process and ending with a unified theory' (Feeler, 2012, p53) (Appendix O:1)
5) Ensuring the storyline is an accurate reflection of the data	Appendix P and Table 35 (p83) demonstrate the application of the storyline that led to the created GT.

8.1 Overview of the results and discussion

The reflections of the researcher are central to the inductive GT process. In order to support this process and because of its simplicity and fit, Rolfe, Freshwater & Jaspers' (2001) three-stage model of RP (Figure 2) underpins the results and discussion.

Figure 2: Rolfe, Freshwater & Jaspers' (2001) three-stage model of RP
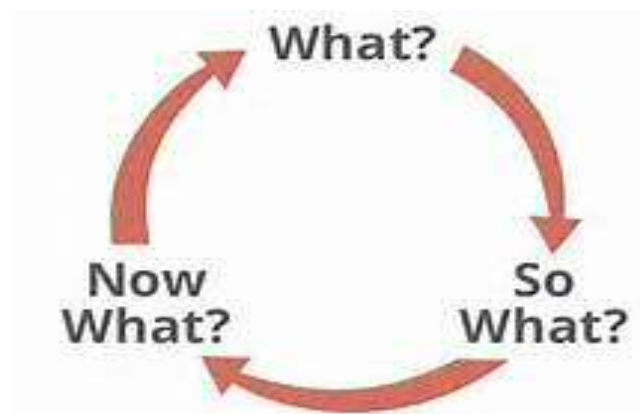
Two accounts of the results and discussion are presented.   Part one, the 'What' stage

presents and discusses the themes and sub-themes examining the role of RP for EPs (Figures

3 & 4).   Part two, the 'So What' stage, demonstrates how some these findings have been

applied to create the GT. This is in accordance with Glaser and Strauss (1967) that a GT must

move beyond merely offering a description of the data.

8.2 Results and discussion: Part one

Figure 3: A diagram of themes A and B underpinned by sub-themes 1-8. It is these themes and sub-themes that form the essence of the created GT (figure 6, p80)

Theme A) Mastery	Theme B) Agency
Individuals improving their level of competency, developing new skills or achieving a sense of mastery based on self-referenced expectations (Moti, Roth & Deci, 2014.	*The impact of the individual in feeling a sense of control, autonomy and processing of experiences (Frie, 2008).*
Participant (P) examples of Mastery: • Assessing EP involvement (P8) • Developing consultation skills (P1) • Assessing the appropriateness of a cognitive assessment (P7) • Delivering interventions (P7) • Report writing (P3) • Engagement in diagnostic processes (P3) • Employing evidence-based practice (P4) • New areas of work (P1)	Participant (P) examples of Agency: • Managing systems (P2, P6 & P7) • Relationally working with stakeholders (P2) • Management of EPs' wellbeing (P6) • EPs' ability to apply psychology to self and others, within the dominating social and economic systems (P1 & P3)

Sub-theme 1: EPs are identifying reflexive thinking
Sub-theme 2: Annual reviews and performance management reviews were regarded as structured examples of LA RP
Sub-theme 3: RP is undertaken in the moment, at planning stages and retrospectively to review the work
Sub-theme 4: EPs' value RP as a collaborative process with peers
Sub-theme 5: RP includes journaling and the potential inclusion of technology
Sub-theme 6: Application of RP is impacted by EP experience
Sub-theme 7: The application of psychology and codes of practice to underpin EPs' RP
Sub-theme 8: Supervision was accessible to the participants of which peer supervision was the most common format

Figure 4: A diagram of themes C, D E and the sub-themes of the risk (A-H) and protective factors (A-E) for EPs' use of RP and the future development for RP. The risk and protective factors are directly comparable. These factors underpin the created GT (Figure 6, p80).

EPs' use of Reflective Practice

Theme C: Risk Factors (A-H)

Barriers to supervision- Factor:

- ✗ A: Lack of prioritising supervision –
- ✗ B: Absence of models –
- ✗ C: Lack of awareness of group dynamics in peer
- ✗ D; Lack of supervisor's training.
- ✗ E: Construction of supervisor's role as Line Management.

F: Not enough emphasis on RP in initial EP training.

G: Attributions about and individual attitudes to RP.

H: Lack of time for RP

Theme D: Protective Factors (A-E)

Effective supervision-Factor:

- ✓ A: Supervision provides a designated space for RP.
- ✓ B: Effective collaborative peer supervision which offers suggestions, shared ideas, supportive approach etc.
- ✓ C: Providing supervision promotes RP in the supervisor.

D: Positive role of RP within EP initial training.

E: Positive previous professional experiences of RP.

Theme E: Suggestions for the future development of RP for EPs:

- ✓ Adopting attitudes and practices from other professions.
- ✓ Reflective groups in EP training.
- ✓ Training on Supervision skills.
- ✓ Training in counselling skills.
- ✓ Joint training opportunities between clinical and educational psychologists.
- ✓ RP is in continuing professional development

The five main themes (A-E) and twenty-one sub-themes are now discussed.

Theme A: EPs' use of RP supports mastery (Table 4)

Participants across the field of EP experience, identified RP as facilitating improvement in practice through on-going evaluation of practice. This suggests that RP is a life-long process that supports EPs' sense of mastery. Mastery is defined as individuals improving their level of competency, developing new skills, or achieving a sense of mastery based on self-referenced expectations (Moti, Roth & Deci, 2014).

Table 4: Theme A - EPs' use of RP supports mastery

Exemplified by:	Participant number and line number from transcription:
'I guess it's similar to what I was thinking in terms, yeah, thinking through your own practice. For me it's um thinking through perhaps how I might do that differently next time. Or how I might be able to do that better next time, or what's that taught me about the situation'	Participant 1, line 46
'how could I have done things better?'... rather than how could I have done things differently or what went well '	Participant 2, line 40
'like this afternoon they were talking about possible ASD and I was kind of reflecting on what I know about ASD and I was thinking maybe it isn't ASD maybe it is anxiety um so those reflections I suppose are on prior experience or knowledge or just what you are doing and the impact that you are having on others'	Participant 3, line 37

'stopping and taking that breath and looking back at what you've done, what well went, what didn't go well, what could possibly go better next time '	Participant 4, line 28
'I think you know you have to be reflective in what we are doing in terms of learning from what has gone well, learning from the casework some of the work we are doing with schools'	Participant 5, line 28
'It means having the space and time and priority of considering how we present ourselves, what we do and why we do it '	Participant 6, line 15
'Um I think it means trying to learn and do better from your work'	Participant 7, line 18
'learning from what you are doing really'	Participant 8, line 20
'it's probably a more complex but regarding a psychologist it's about um looking back I suppose and evaluating the work that you've done, perhaps decisions you've made or thoughts, feelings and skills that you've employed in decision making.'	Participant 9, line 15

Participants practice examples of the role of RP for EPs (Table 5) included: assessing EP involvement (participant 8), development of consultation skills (participant 1), therapeutic interventions and reflecting on cognitive assessments (participant 7), report writing and the EP role in diagnostic processes (participant 3) applying evidence based practice (EBP) (participant 4) and RP for new areas of work (participant one). This suggests that RP is ongoing and supports mastery across diverse areas of EP practice.

Table 5: Theme A - Specific practice examples of mastery for EPs

Exemplified by:	Participant number and line number from transcription:
'I think it was an unnecessary referral when I then reflected on it mum brought up some other things so maybe it wasn't in the long run but I'm, I'm reflective at the point of referral'	Participant 8, line 267
'Because you're really need to be aware of what you are doing in your practice and that gives you the opportunity to think actually, when I go through and do a consultation now, um, I maybe got into a little bit of a routine with it, but actually I don't think I am spending enough time focussing on what the goals are, for the whoever it is that I am talking to'	Participant 1, line 166
'I think the most reflective practice (pause six seconds) we did um I don't know, well actually thinking back about it we had a period in X1 as well where um we used to do family therapy'	Participant 7, line 84
'we did a lot of work just our cognitive assessments even and really going into those in depth and thinking of 'what do they actually say? 'and 'what do they mean?' and I think an awful lot of people don't know how to do that'	Participant 7, line 97
'I can get to a point where I feel quite comfortable with what I have written but other times things might need further investigation to be explored cause with the reflection I'm also cross examining myself'	Participant 3, line 154

'so I suppose it is having an awareness and the impact that I am having as I am doing like this afternoon they were talking about possible ASD and I was kind of reflecting on what I know about ASD and I was thinking maybe it isn't ASD maybe it is anxiety um so those reflections I suppose are on prior experience or knowledge or just what you are doing and the impact that you are having on others'	Participant 3, line 37
'are you actually applying evidence based practice?' 'Are you doing what you are trained to do in a sense? '	Participant 4, line 31
'because it is new learning, again it is new learning. We were all you know new to this, so we need time to explore bits and build on it and support each other and prepare for the next time. It's that responsibility to do the very best that we can, to build a safe space for the family that we are working with and we um do the best that we can do um, yeah, but 'how do we build that into, something ?'	Participant 1, line 348

Theme B: EPs' use of RP supports agency (Table 6)

Participants described RP as supporting systemic thinking (participants 2, 4, 6 & 7), an understanding of change (participant 1), relationships (participant 2), practitioner well-being (participant 5) and the application of psychology (participant 3). This suggests that RP supports EPs' sense of agency which was understood as the impact of the individual in feeling a sense of control, autonomy and processing of experiences (Frie, 2008). The importance of a sense of agency within the EP role might be a reflection of the complexity and changing social and cultural constructions of the profession.

Table 6: Theme B- EPs' use of RP supports agency based on examples from practice

Exemplified by:	Participant number and line number from transcription:
'that detailed nuanced understanding of the systems in the particular authority would be nice'	Participant 2, line 83
'I suppose partly for me is reflecting 'why am I doing this?, why have I given up a decent career to do this, if I am just going to be part of the system, just, because unless you challenge the system and the problems you see in it, you are just supporting it, reinforcing it, aren't you?'	Participant 2, line 316
'I really need to make sure this works' because the school have invested time, their precious session if you like'	Participant 4, line 139
'because I know that there are lots of different systems and it's the local authority system that has created 'this is right and this is wrong' whereas we are working with people every day... different you know different structures that each school is a different system, different way of thinking, different circumstances at home, different circumstances , different dreams, different ambitions there is not just one way of doing something'	Participant 6, line 200
'to enable us to actually think about the way that we are approaching the different demands that are made of us?'	Participant 6, line 16
'I think the essence of the role of the educational psychologist is managing those systems in the room and if you're not managing them I don't know what you are trying to do (pause ten seconds) for the child. You are managing them aren't you? Trying to facilitate something ,trying to shift perceptions a little bit um and I guess it takes time for time for you to... that may be'	Participant 7, line 180

'We are building on what's working and looking for change'	Participant 1, line 344
'So I think an awful lot of what I reflect on is the kind of relationship that I am having with the adults'	Participant 2, line 23
[of RP] 'but I would like to think it improves morale and the team sustains you as a practitioner'	Participant 5, line 175
'so it's just knowing where you are in that and making sure you're putting some sort of safety around it and I don't know how I do that but I know that I am aware of my good days and my bad days'	Participant 6, line 80
I think it's um (pause 3 seconds), I think it's invaluable (pause 2 seconds) in our role as a psychologist because it is partly about the process of... I guess us thinking about the psychological processes ourselves, it's not doing things to other people it's us being grounded in those same ideas as they apply to us as well'	Participant 1, line 192
'I am quite purposely reflecting because I am trying to add a bit of psychology and try and think about how I am putting things together'	Participant 3, line 77

Sub-theme 1: EPs are identifying reflexive thinking (Table 7)

Participant 8 focussed on the impact of the systems on the individual and for participant 9 it was within the context of applying psychology. These responses suggest an awareness of the systemic and individual changing construction of the EP role.

The differences in application may suggest a confusion in respect of a definition of reflexive practice, which also mirrors the literature (Finlay, 2008). This may invite consideration as to how reflexive practice is explored at an EP training level.

Table 7: Sub-theme 1- EPs are identifying reflexive thinking

Exemplified by:	Participant number and line number from transcription :
'if you're thinking about what you do and you're accepting that systems impact on you sort of thing. So I suppose in terms of reflexive um the two systems that I am working in are very different'	Participant 8, line 134
'one of the reflexive things that's done my head is the way X authority has become more dependent on cognitive assessments that's been a problem for me as one of the drivers for me to move on a little bit cause it wasn't like at all in the beginning.'	Participant 8, line 302
'There's a difference between reflective and reflexive practice, so reflective is about psychology on yourself as you would apply it to the field but reflexive er reflective psychology I would say, 'I think in a reflexive way', if that makes sense I would use psychology to inform my thoughts, views and feelings and it could be about by myself.'	Participant 9, line 18
[On reflexive practice] 'So I would be applying psychological theory and aspects of that to sort of unpick, if you like, what it is he might need to help him to enable him to, to move to a different position'	Participant 9, line 51

Sub-theme 2: Annual reviews and performance management reviews were regarded as structured examples of LA RP (Table 8)

This was suggested by two participants (1 & 5). Research exploring the role of performance led goals offer that it may potentially diminish mastery (Schiefele & Schaffner, 2015). However, it might be possible that the participants saw the review process as an opportunity for reflexive thinking through understanding and exploring the needs of the overarching LA system.

Table 8: Sub-theme 2- Annual reviews and performance management reviews were regarded as structured examples of LA RP

Exemplified by:	Participant number and line number from transcription :
[on annual reviews] 'Everybody has one so that's an external requirement and I suppose as a personal thing um I found it quite useful cause it just gives me a chance to think about (pause 3 seconds) what I have done over the year and just to revisit it and to think about it.'	Participant 1, line 429
[of annual reviews] 'I think there is coaching where there is an element of you being a little bit more focussed on goals for the individual'	Participant 5, line 107
'in the individual performance review session your reflection has to be on whether you are working towards shared goals of the team whereas I think the supervisory reflective session is more case work focussed issues that you are wanting to talk through '	Participant 5, line 129

Sub-theme 3: RP is undertaken in the moment, at planning stages and retrospectively to review work (Table 9)

The application of RP occurs across all timeframes of EP practice. EPs are possibly considering and planning their practice akin to 'conscious competency' (Robinson, 1974). This suggests that RP may support the complexity and diversity of the EP role.

Table 9: Sub-theme 3- RP is undertaken in the moment, at planning stages and retrospectively to review work

Exemplified by:	Participant number and line number from transcription:
'We meet before the session and again we sort of revisit what happened last week and maybe think about um how things are gonna go this session and we meet at the end of the session'	Participant 1, line 341
'Yeah there is something about being in the moment, that awareness of your own practice and there's something about what,' what am I doing with that?'	Participant 1, line 97
'so I suppose it is having an awareness and the impact that I am having as I am doing it'	Participant 3, line 33
'I gave an example where a parent had not understood what I had meant perhaps because they had a learning difficulty that I was not initially aware of so I noticed and reflected on this at the time and re-worded what I was saying to make sure I was communicating effectively'	Participant 5, line 78
'and then reflecting jointly on what's gone well so I was giving you example from the autism assessment and training procedures.'	Participant 5, line 31

'it's I think in my head reflective practice means opportunities to consider at the end of a piece of work but also to have the opportunity to consider how you anticipate or in terms of preparation how you are going to approach something but being flexible enough to know that that can change'	Participant 6, line 19
'but you know on an almost daily basis of really thinking 'why did I do it this way?' um 'what else could have I done?.''	Participant 8, line 20

However, there was an exception, participant 2 reflected on the difficulty of applying

Schon's (1983, 1987) 'reflection in action' (Table 10) a view also apparent in the literature

(Moon, 1999). This may suggest further reflections on whether 'unconscious competence'

(Robinson, 1974) supports EPs' application of RP by offering thinking space for 'reflection in

action' (Schon, 1983, 1987).

 Table 10: Sub-theme 3- Exception: Difficulty of 'reflection in action' (Schon, 1983, 1987)

Exemplified by:	Participant number and line number from transcription:
'I suppose this could be true of any professional in a sense where you are in the moment it is difficult to reflect'	Participant 2, line 43

Sub-theme 4: EPs' value RP as a collaborative process with peers (Table 11)

Collaborative RP potentially offered opportunities for learning about different viewpoints

and professional experiences (participant 1), critically examining practice and managing

uncertainty (participants 4, 5 &7).

Research by Shireen Desouza and Czerniak (2003) suggests that collaborative RP supports positive attitudes and agency within the practitioner. However, in practice, participants (2 & 4) also identified RP as a solitary process suggesting a sense of the individual's responsibility to RP. Furthermore, having time was an important factor for collaborative RP (participant 6) which might be a factor LAs could further examine.

Table 11: Sub-theme 4- EPs' value RP as a collaborative process with peers

Exemplified by:	Participant number and line number from transcription:
'but those places when you might have the opportunity with someone else, someone else's lens kind of posing a question to you about things. We do have opportunities for paired working '	Participant 1, line 239
'We've got domestic youth project worker, but her background is, she has worked as systemic family therapist, lots of experience and the other, two youth workers but a yeah, it's, it's fascinating seeing how other people might approach'	Participant 1, line 319
[collaborative RP] 'peers that you would value the opinions of'	Participant 4, line 389
'I think I had been talking quite a lot about the idea of collaborative reflective process so that you're working with colleagues in terms of what's worked, what hasn't worked well'	Participant 5, line 21
'I felt might have a chance of making a team more reflective were things like working together possibly it doesn't matter what doing but you know um working together in the position where you all felt that you didn't know what the hell you were doing as well, where you were all learning together'	Participant 7, line 357

'It's kind of like, often it's just driving home in the car thinking 'that was shit', I think that's a lot of it just thinking 'how I could have done things better?' I definitely spend more time thinking that rather than 'how I could have done that differently' or 'what went well''	Participant 2, line 39
'in the car on my own that's when I guess I would do most of my reflecting on my journey home or between schools.'	Participant 4, line 32
'I really appreciate you know getting reflections back, I love having my work checked especially written work I really value that I would want all my work checked but I know that's not possible and people just don't have the time to do that so um... '	Participant 6, line 105

Sub-theme 5: RP includes journaling and the potential inclusion of technology (Table 12)

The use of journaling (participants 5 & and Video Interactive Guidance (VIG) (participants 5 & 1) were named as tools of RP. These views echo research which suggests that VIG needs careful consideration in respect of: training, the amount of time required and the potential impact on the individual (Trent & Gurvitch, 2015; Murray, 2016). This may potentially make VIG an expensive resource and potentially inhibit access for EPs.

Table 12: Sub-theme 5- RP includes journaling and the potential inclusion of technology

Exemplified by:	Participant number and line number from transcription:
'You also have opportunities to write and reflect that's also part of the job'	Participant 5, line 191
'I have journals and written some of those things down I've done that over a period of time and that was more about how I am relating to my job as opposed to what I am doing to do in the job'	Participant 6, line 59
'I - You had mentioned the video interactive guidance P - Yes we don't do that here we haven't had the training but it strikes me as an example of ed psych practice that has a lot of potential, quite intense work'	Participant 5, line 33
'I know it's a bit scary but something like a video interactive guidance cause you don't really know how someone else is experiencing you and you try to be aware of it, how you are positioning yourself, but it is scary to look at yourself, but in a safe space. We have wondered if that might be kind of beneficial.'	Participant 1, line 292

Sub-theme 6: Application of RP is impacted by experience as an EP (Table 13)

The suggestion from the pilot interview that experience was a factor in the application of RP formed the basis for the theoretical sampling in this research. Participants (1, 7 & 3) offered that new experiences provoke higher amounts of RP which echoes research by Kuit, Reay and Freeman (2001). There was also the suggestion that the relationship to RP changed with experience (participant 7).

Participant 5 offered that inexperienced EPs would give more time to RP and participant 7 felt that with experience, RP increased over time. Participant 3 felt that experience had a specific role in the development of RP, suggesting that the broadening of experiences seemed to filter into and broaden the spectrum of RP. This suggests that RP is cyclical, in other words, over time the purpose of reflection changes as the individual reflects.

There was an emphasis on the development of 'conscious competence' (participants 1 &4) rather than the automatic process of 'unconscious competence' (Robinson, 1974) (participant 1). However, participant 2 felt that RP was instrumental in developing 'unconscious competence' (Robinson, 1974). This also suggests that for EPs, RP is an element of life-long professional practice.

Table 13: Sub-theme 6- Application of RP is impacted by EP experience

Exemplified by:	Participant number and line number from transcription:
'Yes, because it is new learning, again it is new learning. We were all you know new to this, so we need time to explore bits and build on it and support each other and prepare for the next time.'	Participant 1, line 348
'I always used to panic that I didn't know the right words to use and that there is a proper way of doing this, you do try to think about it don't you? When we started to do the family work in X I had little flip-book of phrases that I had written down.'	Participant 7, line 153
'I think when we started to do family work in pairs and things I think it changed, people became a little bit more open about reflecting and because it was all so err novel it was so novel to us and we were worried about maybe not getting it right so I think that helped us be more reflective '	Participant 7, line 43

'reflections might be different for someone who is starting off in their career, someone who is a trainee or who is in an induction period because there is a necessity probably to donate more at that stage, to suggest more whereas perhaps as you are much more experienced you are just encouraging people to use what they know, reflect back on what's worked previously'	Participant 5, line 38
'I don't know I think I might have been more open to be able to reflect the more I went on and yet I think people might not expect that, they'd say 'she's an old fuddy-duddy' but I don't know'	Participant 7, line 170
'I think that maybe I get better at reflecting as I gain experience because I've more things to draw on for my reflections'	Participant 3, line 68
'I suppose I think it has probably changed as I have kind of progressed because maybe I've gone more from an insecurity to being more comfortable with the reflections and feeling like I need the reflections'	Participant 3, line 103
'so am quite mindful of how consciously incompetent'	Participant 1, line 308
'Conscious incompetence thing isn't it? And you are constantly thinking through how you've done something, how you could do something better'	Participant 4, line 193
'but then is there also a danger of getting, getting into a, a routine of doing things and then not actually thinking and so it becomes that's why I do it, but actually not really thinking what you do? Does that sort of make sense?	Participant 1, line 154

'You come at it with a certain number of skills and some those become automatic, and at this stage in my career lots of them are not automatic. So in the moment you just do your thing and afterwards there are all those skills that aren't yet automatic, that I didn't think of, to bring into play. So part of my reflection would be just thinking what I could do next time, so that those things do become automatic.'	Participant 2, line 45

Sub-theme 7: Psychology and codes of practice underpins EPs' RP (Table 14)

Participants were applying psychological theories (ecological systems theory, Bronfrembrenher, 1979) (participant 3), choice theory (Glasser, 1986) and mindfulness practice and positive psychology (participant 6) as well as 'plan, do, review' (participant 5) as seen for example, in the Special Educational Needs Code (SEND) of Practice (Welsh Assembly Government, 2004) (Table 14). Whilst this may suggest a lack of awareness of known models of RP (Kolb, 1984; Gibbs, 1988; Rolfe, Jasper & Freshwater, 2001) it may also demonstrate EPs' use of practice based evidence.

Table 14: Sub-theme 7- Theories underpinning RP for EPs

Exemplified by:	Participant number and line number from transcription:
'I might think about the ecological model, I think I do pull on that'	Participant 3, line 122
'no I mean the biggest thing and I don't know if this is relevant is that I've become more aware of is that of Choice Theory William Glasser and how we allow, you know instead of dictating or bringing someone out to something you present choice'	Participant 6, line 222

'I think the two biggest areas is through mindfulness activities and a mindfulness practice and er the positive psychology'	Participant 6, line 271
'sense of implicitly using reflective practice you know that it is certainly based on that simple 'plan, do, review' process'	Participant 5, line 17

COMOIRA (Constructionist Model of Informed Reasoned Action) (Gameson, Rhydderch, Ellis & Carroll, 2003) (Table 15) was the most referenced as a model for RP (participants 1, 2, 3, 4, 6, 7, 8 & 9) and it was identified as a model for supervision (participant 9). This suggests that the content of EP initial training might be the foundation for RP. Furthermore, as COMOIRA includes reflexive and reflective analysis (Gameson, Rhydderch, Ellis & Carroll, 2003) it is perhaps an alternative model for EPs' RP.

Table 15: Sub-theme 7- COMOIRA as a model of RP

Exemplified by:	Participant number and line number from transcription:
'I - So is there a particular model or framework of reflective practice that you use? I can give you an example of a known model? P - I didn't know there were any, I just use COMOIRA occasionally'	Participant 2, line 349
'I might think about think about things in terms of COMOIRA and I might think about different sorts of elements'	Participant 1, line 499
'Things I would think about from COMOIRA, I am quite fond of the core: social constructions, systemic thinking, informed reasoned action, less so because I think that's the obvious one'	Participant 2, line 355

'Just the COMIORA model I think, the core, cause I remember doing, cause all my cases had to be done through COMOIRA um at the end when you are pulling together your case studies and you see where you have been and the model there is a bit of reflection in what's the next part you are going to move on to so I suppose I am sticking to that way of working'	Participant 3, line 116
'I do use COMOIRA um as I think it is a very, very helpful model and to keep going back to it is typical and the reflect and reviewing of the process I think those two are the you know the big things'	Participant 4, line 238
'I do use things in very loose ways I mean I am aware of COMOIRA and you know the various stages of you know just that whole process of change '	Participant 6, line 221
'I think maybe that I am way past COMOIRA I don't even know what it is really, is that what you mean by models?'	Participant 7, line 196
'I think what came to mind was COMOIRA was we're embedded in COMOIRA as you know but I do think it helps'	Participant 8, line 336
'so I wouldn't say that I learned to reflect using COMOIRA but it certainly encourages it and helps develop reflection and watching it I think you know watching it in other people was quite a learning experience'	Participant 8, line 339
'Yes and I would say that would be COMOIRA definitely um I mean that would be a model or framework that doesn't mean the psychology that sits within in it, so I think if I had to say it's a sort of meta-model I would be saying 'yeah COMOIRA''	Participant 9, line 177

'I would use psychology I don't tend to use COMOIRA, I use that when I am supervising somebody who if I had um a trainee or somebody who was building up their skills set and knowledge maybe it's made to help me as well think about how to move them to different positions different '	Participant 9, line 305

Sub-theme 8: Supervision was accessible to the participants of which peer supervision was the most common format (Table 16)

All participants identified accessing peer supervision and six participants (1, 2, 3, 7, 8 & 9) also identified individual supervision. Where specified, the duration and frequency of peer supervision varied from a minimum of sixty minutes to up to two hours and occurred from a maximum of once a month to once a term (Table 16). The differences in duration and frequency of supervision might be an example of the impact of a formal minimum requirement for supervision for EPs (Dunsmuir & Leadbetter, 2010)**.**

Table 16: Sub-theme 8- Participants current supervision provision

Participant	Nature of supervision	Frequency	Duration
P1	Individual	Once every three months	90 mins
P1	Peer supervision	Infrequent	Not specified
P2	Individual	Weekly (trainee)	Not specified term – ad-hoc'
P3	Peer supervision	Once a term	60 mins
P3	Individual	Once-twice a term	30-60mins
P4	Peer supervision	Twice a term	Not specified
P4	No individual	------	-------
P5	Peer Supervision	Once a month	Not specified
P5	No individual	---------	---------
P6	Senior management team meetings	Not specified	Not specified
P6	Peer supervision	More than once a term	Not specified
P7 (across a number of LA settings)	Individual	Not specified	Not specified
P7	Group	Not specified	Not specified
P7	Peer	Not specified	Not specified
P8 (nothing from LA)	Peer (outside of LA)	Once every two months	Two hours
P8	Individual (private)	Frequent	Not specified
P9	Individual (not from a psychologist)	Fortnightly/monthly	Not specified
P9	Peer (external organisation)	Not specified	Not specified
P9	Peer supervision (linked LAs)	Not specified	Not specified
P9	Peer supervision (LA)	Not specified	Not specified

Theme C: There are risk factors that limit the application of RP.

This research suggests that risk factors (A-H) impact upon RP.

Risk Factor A: EP supervision is not prioritised (Table 17)

Although supervision was occurring, participants identified that supervision was not necessarily being prioritised by either the individual EP or the LA system (Table 17). This outcome might possibly challenge research that suggests that within the UK; engagement in supervision within the EP profession is steadily increasing (Dunsmuir, Lang & Leadbetter, 2015).

Table 17: Risk Factor A- EP supervision is not prioritised

Exemplified by:	Participant number and line number from transcription:
'I don't know within the authority but certainly within the team and that management, really the whole team because I suppose everybody needs to prioritise it so that it's, that time is protected but then it's not then um 'oh I am really busy, sorry I can't have supervision' but then the management of the service is yeah, cause there are other things within the team, within activities that is 'this is highest priority', three line whip stuff'	Participant 1, line 528
[of supervision] 'it should be mandatory, it would function in your role and then I say we need to really three line whip it and I think some of that is through management doing that cause we know as EPs we have been three line whipped for something, we know it. So there is something maybe a combination that we need to have a little bit of our own ownership.'	Participant 1, line 540

'but it is one of the weaknesses in our system I would say and I think if I wanted to start afresh I would want to be with a team where there was official permission if you like to have regular supervision um I mean nobody is saying not to do it but it is just the demand to do other things come to play in terms of attending panel meetings or seeing children or doing training or working with children you know that probably, probably supervision might be seen as a lower priority activity.'	Participant 5, line 132
'Um in the LEA I haven't had supervision for a very long time I am aware that I can ask for it if I want it um but probably not this whole year I haven't had a supervision in the LEA probably'	Participant 8, line 384

Risk Factor B: Lack of supervision models as a risk factor for RP (Table 18)

There was a sense of some uncertainty about the application of supervision models (Table 18). One participant (2) identified a lack of clarity in terms of responsibility within supervision. One participant (7) who has experience as a supervisor, expressed an uncertainty about understanding the RP needs of the supervisee. This suggests that research which highlighted the importance of contracting, training and a holistic approach in EP supervision (Ayres, Clarke & Large, 2015) might benefit from further resources for implementation.

Table 18: Risk Factor B- Lack of supervision models as a risk factor for RP

Exemplified by:	Participant number and line number from transcription:
'I probably don't have a particular model and I don't think we have a particular model that we use for our formal supervision. They are not um I don't think, that's not, I am just thinking about the feelings question, that doesn't tend to come up '	Participant 1, line 452

'I was thinking about supervision models, thinking about that maybe to take to supervision. Maybe to have something a bit more explicit as a model, it's a little bit more informal and incidental so I might think things through'	Participant 1, line 561
'COMOIRA is saying 'let's reflect' unless they are expecting you to go off and even if they are expecting you to do that on your own or they are expecting you to do it in some supervisory relationship they kind of need to give you the tools to do it'	Participant 2, line 502
'or just asking particular questions that help to open up a bit more I think that would be helpful whether you can have a supervision model that does that'	Participant 3, line 285
'because I am not sure always that the people you were supervising were wanting that degree of depth or penetration or whatever you call it, you know in questioning 'why did you do that? or 'what were you thinking?'	Participant 7, line 51
'I don't think I had a definite model it was mostly just listening'	Participant 7, line 262
'And I might be a bit contentious here but whose role is it supervisor or supervisee to identify and apply a model to supervision? P- It's the supervisor's responsibility because its (pause 3 seconds) why should you as a trainee know that it can be done in different ways '	Participant 2, line 493

However, there were exceptions. Participant 5 identified a known model of EP supervision: the Scaife (2001) model (Dunsmuir, Lang & Leadbetter, 2015). Two participants (3 & 9) named the 'critical friend model' (Costa & Kallick, 1993) which may emphasise the importance of the relationship between supervisor and supervisee (Nolan, 1999; Bartle, 2015) (Table 19).

Table 19: Risk Factor B- Exception: Participants' models of supervision

Exemplified by:	Participant number and line number from transcription:
[on supervision models] 'Scaife model, the mental health model is the one I adopted'	Participant 5, line 90
'whereas I have been supervised in the past where my supervisor has been like a critical friend so they've maybe asked me more reflective questions'	Participant 3, line 233
'I had um I built a really good relationship with an undergraduate here and we got on very, very well and I think she thought of me as a critical friend'	Participant 9, line 234

Risk Factor C: Risk factors for peer supervision (Table 20)

Risk factors for peer supervision (Table 20) suggested a lack of consideration of systems thinking (von Bertalanffy, 1968) and the impact and influencing of group members on each other. It was discussed as individuals not feeling 'safe enough' to be vulnerable (participant 2), the group as antagonistic (participant 3), the lack of a structure and time (participant 6) and a lack of depth (participant 3). The possible application of the work of Tuckman (1965) within peer supervision may provide opportunities to carefully address these factors.

Table 20: Risk Factor C- Risk factors for peer supervision

Exemplified by:	Participant number and line number from transcription:
(I - And what are your thoughts on peer supervision?) 'Um well I think going back to good old COMOIRA and intention to change and ability to change, I think there is an element which although people might want, they might theoretically want it I think there is that vulnerability bit, it's just not the kind of thing that is most useful, you can't do quickly, the up skilling 'here learn some more techniques about mindfulness' you can whack that out in ten minutes but actually really reflecting on how you change your ways with interacting, how the way you project yourself will affect the whole process, that takes time.'	Participant 2, line 475
'I suppose if it was a supportive group but it could almost be a bit antagonistic'	Participant 3, line 246
'at the moment I would find that quite difficult to find someone to have that shared level of respect and trust and that sounds awful and it's not that I you know don't have that but I don't feel as established as I should to have that I certainly didn't have it in the last job that I did, I could have it here with certain people but it's just the geography and the time and things like that so I can see how peer supervision could provide that...'	Participant 6, line 323
'it's quite chaotic it's not well planned or structured, the groups change nobody is, there is one person that should be organising it but that doesn't happen'	Participant 6, line 330
'I feel like my supervision that is 1:1 is more I've reflected I've taken reflections there um to reflect on with her (laughter)'	Participant 3, line 210

Risk Factor D: Lack of training in supervision skills (Table 21)

Participants (6 & 9) highlighted a lack of knowledge and skills around delivering supervision and advocated for further training in this area (Table 21).

Table 21: Risk Factor D- Lack of training in supervision skills

Exemplified by:	Participant number and line number from transcription:
'I think we would benefit from more training on supervision skills and how to develop that and having a very clear model of you know an agreed model'	Participant 6, line 363
'There's no particular model but it would be nice and this could be a training day open to supervisors'	Participant 9, 372

Risk Factor E: The construction of supervision for line management may inhibit RP (Table 22)

Two participants were supervisors (6 & 7). They identified an expectation of monitoring practice for the LA, suggesting that line management might be a feature within supervision (Table 22). This may offer a possible risk factor for the process as a safe reflective space. EP Supervision Guidelines (Dunsmuir & Leadbetter, 2010) state that there is a 'conceptual need to separate the functions and tasks of line management and supervision' (p5). Within this research it was unclear if this was occurring.

Table 22: Risk Factor E- The construction of supervision for line management may inhibit RP

Exemplified by:	Participant number and line number from transcription:
[on being a supervisor] 'it's about making referrals to the right people and checking out cause we have had quite a few absences as well which has been stress related as well. We are limited in what we can offer but (pause five seconds) but it's again it's about a system the minute somebody mentions stress we have to go down a certain road so it's not about us, we have to refer on to occupational health and other places'	Participant 6, line 356
[as a supervisor] 'You probably were the next step up who might have to defend as well or you know don't know if defend is the right word but yeah '	Participant 7, line 273
[on role of supervision] 'Oh (pause seven seconds) I think what it should be is that reflective practice um I suppose there should be a quality control elements to it as well I'm guessing but I am not sure that we do, do that.	Participant 7, line 275

Risk Factor F: Lack of emphasis on RP during initial EP training (Table 23)

Participant 9 felt that RP needed greater status within EP training (Table 23). This may suggest an explicit focus for EPs on models of RP, means of undertaking RP and that practice examples within training might be beneficial. This echoes Russell (2005) who proposes that teaching which relies on 'telling people to reflect and hoping for the best is not workable' (p204).

Table 23: Risk Factor F- Lack of emphasis on RP during initial EP training

Exemplified by:	Participant number and line number from transcription:
'when we're writing our thesis we have a reflective element in that about our practice and that's quite interesting. I think that needs to be perhaps a bit deeper than it is, although it is a non-marked element in a way of the course but I think there should be a higher emphasis on this it could be a lot richer it could be more embedded with psychology and really use all the skills and tools and that should be enhanced and made not essential criteria but maybe you could help people to get to build these skills'	Participant 9, line 410

Risk Factor G: Attributions about individual EPs application of RP (Table 24)

Participants 5 & 8 seemed to locate the responsibility for RP within the individual (Table 24).

This suggests that RP may benefit from being re-framed as an individual and systemic

responsibility at each level of the EP experience.

Table 24: Risk Factor G- Attributions about individual EPs application of RP

Exemplified by:	Participant number and line number from transcription:
'so I think it is almost expected of anyone applying for an ed psych course I think I even remember the term being used back in the mid-eighties '	Participant 5, line 45
'I think I was saying reflective practice should be embedded in what we do all the time I would be surprised if someone came into educational psychology and wasn't reflective'	Participant 5, line 72

"does the training make you reflective?' or 'are you reflective person that comes into it?"	Participant 5, line 75
'psychologists can be very guarded and not sharing of their time of their... they're so autonomous'	Participant 7, line 42
'I don't know perhaps something about being superficial in their working. A bit hit and run... in their work and not reflective I guess'	Participant 7, line 68

Factor H: The lack of time for RP (Table 25)

Participants 1, 5 and 6 identified time pressure as compromising opportunities for RP (Table 25). Time is central for RP (Kuit, Reay & Freeman, 2001; Ganly, 2017) and this may reflect the systemic value placed on RP (Davis, 2003). This may also provide insight into the perception of EP supervision as a luxury (Dunsmuir & Leadbetter, 2010) and reflect the impact of the daily demands on the EP role.

Table 25: Risk Factor H- The lack of time for RP

Exemplified by:	Participant number and line number from transcription:
'Could we have more support and time and space and means to reflect on our practice? Then, yeah I think we could probably do better cause it's that same, it's the same old, same old, sort of there is not time to and the things that tend to get removed from the time, this is not for all services, but they are things like peer supervision, regular supervision'	Participant 1, line 233
'it's whether in day to day work as I was saying before you've got to do it more quickly perhaps you haven't got the luxury of going away you know you are, you are having to reflect all the time during the process as well'	Participant 5, line 186

'[I - is RP important to EP practice?] P-It is most definitely but I don't think we get the opportunity to do it'	Participant 6, line 48
'in terms of peer support it is there but it is very informal and it's not built in we try and build it in but just because of the pressures on local authorities and the pressures of us to deliver more with less creates'	Participant 6, line 49

However, participant 1 proposed that the application of RP might generate further ideas for how EPs are choosing to prioritise their time (Table 26). This suggests that RP can support EPs to reflexively manage systemic difficulties.

Table 26: Risk Factor H- Exception: Time management as an area for RP

Exemplified by:	Participant number and line number from transcription:
'... But there is also other expectations on you as well such as service provision, there is never enough time, but actually there is something about that being reflective about 'how do prioritise my time?' because I actually do have a deadline for some things but there is still an element that we do have um an element of control of some of the things that we can do, control our own space as practitioners.'	Participant 1, Line 181

Theme D: There are protective factors that support the development of RP

RP might be supported by protective factors (A-E) which also includes a reversal of some of the risk factors (i.e. supervision and a lack of RP in initial EP training).

Protective Factor A: Supervision is the space for RP (Table 27)

Participants 3, 4, 6, 8 and 9 agreed with research that supervision is a designated and valued space for RP (Houston, 1990; Ghaye & Lillyman, 2000; Dunsmuir & Leadbetter, 2010) (Table 27).   This suggests that making EP supervision a mandatory requirement might be beneficial to RP.

Table 27: Protective Factor A- Supervision is the space for RP

Exemplified by:	Participant number and line number from transcription:
'maybe I am going to supervision where there is actually more of a kind of a place where I need to reflect on what had happen, for me to think about things '	Participant 3, line 53
'Um I think that for me supervision is reflective practice that almost, they overlap they are almost one and the same thing um (pause 4 seconds) yeah mmm, um (pause 3 seconds) and I think it is a crucial part of supervision'	Participant 4, line 362
'Um I think it's a space where you can process and check out get some reflection back on the busy interaction process thought processes um actions that we do on a daily basis mainly with young people and the impact but also in terms of systems work as well'	Participant 6, line 309
'Um I think that for me supervision is reflective practice that almost, they overlap they are almost one and the same thing um'	Participant 8, line 362
'I mean before in supervision I am never afraid to say what I think I could have done differently and I am reflecting on this and I would say that out loud 'I am reflecting on this' or I think 'I need to reflect or what did you think?'	Participant 9, line 314

'I think the role of supervision is to support um and ... I think guidance and support and empowering, building capacity um, and also I think I suppose my supervision is a supportive structure around somebody who is learning new skills, who've got very good skills that they could apply in a context.'	Participant 9, line 334

Protective Factor B: Effective peer supervision (Table 28)

Effective peer supervision supported collaborative RP and included the sharing of experiences (participants 3, 4 & 8) and a pre-planned agenda (participant 6) (Table 28). EP peer supervision may suggest a solution for EPs' limited time.

Table 28: Protective Factor B- Effective peer supervision

Exemplified by:	Participant number and line number from transcription:
'and people will make suggestions from their experiences, have you thought about this? Or have you thought about that?	Participant 3, line 204
'we would plan from one peer supervision to the next so for example something had cropped up about dyslexia a couple of weeks ago so we all decided 'maybe that's something we could look at together' we were looking at people's practices using different definitions um so that's something that we were going to bring up at the next peer supervision to have a more in-depth look and to share best practice um yeah so that's that and then we have the solution circles which could just be anyone, anyone could bring a particular issue or something they, they want to reflect on together'	Participant 4, line 337

'the peer supervision which I also find invaluable'	Participant 6, line 323
'For a couple of hours in a coffee bar you know and err we usually have a topic so we bring something like when the WISC V came out some people were using it already so we bring that and we talk about it and we bring cases'	Participant 8, line 388
'have the opportunity to talk to other people about that so your ideas are you know reinforced or challenged as appropriate really I think it's really important for rather than you just going off and doing your own thing in your own way um'	Participant 8, line 418

Protective Factor C: Supervision is a reciprocal RP process (Table 29)

Participants 4 and 8 felt that being a supervisor supported their own RP (participants 4 & 8) (Table 29). This echoes research by Carrington (2004) and may also be indicative of EPs' commitment to the lifelong process of RP (Finlay, 2008).

Table 29: Protective Factor C- Supervision is a reciprocal process that also supports RP in the supervisor

Exemplified by:	Participant number and line number from transcription:
'really important learning opportunity for me and brought in more reflective practice on my part because it was interesting working with a trainee to take on board her reflective practice which made me reflect more on what I was doing as well so I found that really helpful um relationship I guess '	Participant 4, line 154
'when I was supervising students I've supervised um two students and watching them reflect using it kind of helps'	Participant 8, line 337

Protective Factor D: Initial EP training can support the development of RP (Table 30)

Participants 1, 3, 4 and 9 reported that RP had been positively included within their initial

training experiences (Table 30). This suggests that EP training might be instrumental in the

engagement of RP.

Table 30: Protective Factor D- Initial EP training can support the development of RP

Exemplified by:	Participant number and line number from transcription:
'and then I guess training as a psychologist, it was um something identified as something as certainly in terms of the period of training.'	Participant 1, line 230
'um obviously being in Cardiff reflection, they talk a lot about it on the course and things so I don't know if it is just because it is already in there that I have had, there is, it's ok to be reflective'	Participant 3, line 68
'I think that sort of reminded me how important reflective practice was and I think when you are a trainee you know it's sort of inbuilt into your daily work, your weekly work, your course work you know the reflective summaries, they are really, really important pieces of work'	Participant 4, line 144
'We have it within the Doctorate model and programmes, there are reflective elements and that's really key'	Participant 9, line 344

Protective Factor E: Previous professional experiences can support RP (Table 31)

Participants identified positive previous professional experiences on RP (participant 1, teaching experience, participant 3, working as an assistant psychologist and participant 7 counselling training) (Table 31). Thus, supporting RP may include the continued recruitment of EPs from a diverse range of professional experiences.

Table 31: Protective Factor E- Previous professional experiences can support RP

Exemplified by:	Participant number and line number from transcription:
'maybe it's come through um training to be a teacher, from teaching, maybe that's where it became more visible. The idea of being reflective'	Participant 1, line 56
'I came across reflective practice when I had left university working as an assistant psychologist that was where that was talked about, to reflect on what you are doing, to formulate your hypothesis about different cases, to think about the psychology.'	Participant 3, line 134
'also I did a counselling course in about ten eleven years ago in X and as part of that I had to have supervision from a clinical psychologist from mental health services and I think you know that was so much more in-depth it was a sort of CBT approach really but formulations and things'	Participant 7, line 35

'I did um two years of counselling training.... I think that was very personal, that was very personal and that kind of made life a lot easier so it's almost you can take more on when you are not so hung up on those personal issues you can you know be a bit more open minded about the rest of the world and the way other people think. Um I think you know if you haven't, I am sure you know, if you know, if you still got all your own hang ups they are just barriers in the way to understanding other people.'	Participant 8, line 342 and line 373
'whether it's also about me because I took to psychology very well so maybe it's something about me that I've reflective practice from many years ago.'	Participant 9, line 211

However, there was an exception, participant 2 felt that previous experience had been a 'tick box' process that had not exemplified RP (Table 32). This suggest that the implementation of RP needs specific consideration.

Table 32: Protective Factor E- Exception: Previous experience had not exemplified RP

Exemplified by:	Participant number and line number from transcription:
' in teaching there is the whole OFSTED crappy framework of where their idea of reflection would be very much based on tick box type things, things that are detachable where they completely leave out relationships, for example, which I think I know are absolutely fundamental to teaching.'	Participant 2, line 383

Theme E: The future development of RP in EP practice (Table 33)

Participants referenced supervision, protected time and reflective journals from other professions (clinical psychology (participants 4 & 7), nursing, (participant 4), counselling, (participants 7 & 8) and teaching, (participant 1)). This suggests that practice from other professions may provide guidance into the further development of RP for EPs.

The suggested development of RP also focussed on: supervision training (participant 6), inclusion of reflective process groups (RPGs) (participant 9), sharing and communicating psychological knowledge (participant 9) and counselling skills instruction as a condition for entry to EP training (participant 8). Reference to joint training opportunities between clinical and educational psychologists and that RP is appropriate topics for on-going professional development were also suggested (participants 8 & 4) (Table 33).

Table 33: Theme E- The future development of RP in EP practice

Exemplified by:	Participant number and line number from transcription:
'I worked as a clinical psychology assistant for a year as part of my undergrad course so I had experience of that you know not only me having that reflective time with the supervisor but that was something structured on a weekly basis for all the clinical psychologists that was something that would happen regularly and it was just part of their system whereas it doesn't seem to be within educational psychology'	Participant 4, line 178
'I think sometimes we get caught up in how busy the job is that you don't have that time, you're not allowed that time almost to step back from it to be able to reflect properly in comparison to say clinical psychology'	Participant 4, line 147

'Yes it didn't come from that, whereas clinical is much more about the therapist - client relationship and those sorts of things. So you gotta take it on board in clinical and you always have done from what I know about the development of clinical psychology and all that sort of stuff you know Freud was very you know.... Jung and all those people you read about them it was very much they were aware of themselves to a certain extent'	Participant 7, line 462
'I have lots of friends who are nurses who have to write ongoing reflective summaries as part of their registration and I think it would be helpful if that were brought into educational psychology'	Participant 4, line 164
'I did a counselling course in about ten eleven years ago in X and as part of that I had to have supervision from a clinical psychologist from mental health services and I think you know that was so much more in-depth it was a sort of CBT approach really but formulations and things like that um I think that's when I realised we are not that reflective as educational psychologies actually in terms of deep supervision.'	Participant 7, line 35
'I think in the profession and this is probably because of my experience training as you know the counselling training that we don't do enough reflective practice or supervision. Um and not all supervision um is you know encouraging reflective practice.'	Participant 8, line 436
'I think we would benefit from more training on supervision skills and how to develop that and having a very clear model of you know an agreed model that has happened in other authorities um but I don't know if how much of it was owned by the team um I think it should be separated out from line management I think there are two separate elements'	Participant 6, line 363

'I think what we don't do enough of as psychologists is actually communicate our knowledge of psychology it would be quite nice within reflective peer groups to actually say how your reflections were informed by psychology. I think that would be good, again within supervision to encourage…'	Participant 9, line 366
'it's just that way you think about it you know that um I changed a lot the counselling was before I did the um doctorate I think everyone should do it to be honest'	Participant 8, line 365
'and I think the idea of training clinical and educational psychologists together for a while before they specialise would be great, that was talked about, they even put them in the same building for a while…'	Participant 8, line 468
[of RP] 'but I would like to see it as part of ongoing professional development'	Participant 4, line 188

However, there was an exception; participant 2 suggested that it is undesirable to mandate RP (Table 34). This is supported by research (Fook & Gardner, 2007). Boud and Walker (1998) express concerns about a recipe approach to the teaching and application of RP. This suggests the careful consideration of how RP is constructed in EP training programmes.

Table 34: Theme E- Exception: Role of compulsory reflective journals

Exemplified by:	Participant number and line number from transcription:
'Yes you could keep a reflective journal and I can see how that would be really useful but time, how could you police it? You can't turn it into a policy. It's the thing that is wrong with education you try to codify it'	Participant 2, line 544

This is the end of the reported findings in part one of the results and discussion. Figure 5 is

a summary of the findings in part one as they pertain to the research questions (p23) and

supports the validity (the findings represent the phenomena explored) for this research.

Figure 5: Themes (T) and sub-themes (ST) as they relate to the inital research questions (p23)

Questions 3) Is reflective practice relevant to EPs?

Experience: The relationship to RP is lifelong and cyclical (ST 6)

(T A) Assessing the request for EP involvement

(T A) Development of consultation skills

(T A) The appropriateness for cognitive assessment

(T A) Delivering interventions including therapeutic interventions

(T A) Report Writing

(T A) Engagement in the diagnostic process

(T A) The use of EBP

(T A) Engagement in new areas of work

(T B) Relational work with stake-holders

(T B) To support systemic practice

(ST 1) Reflexive application of psychology to self and others

(ST 2) Annual and performance reviews were seen as structured examples of LA RP

Yes, it supports the development of mastery and agency (T A & T B)

Question 2) Are EPs applying reflective practice to their work?

Question 1) How are EPs using reflective practice?

(T D) RP Protective Factors

Effective Supervision (Factors A-C)

Initial EP training (Factor D)

Previous professional experiences (Factor E)

(ST 4) Collaborative Working

(T C) RP Risk Factors

Barriers to supervision (Factors A, C, D & E)

Lack of time and models (Factors B & H)

Lack of RP in initial training (Factor F)

Question 4) What is an appropriate framework for reflective practice?

(ST 3) RP occurs in the moment, at planning stages and to review the work.

(ST 4) EPs value reflective practice as a collaborative peer process

(ST 5) References were made to the use of journaling and technology

(ST 6) EP experience can impact upon the application of RP in accordance with Robinson's (1974) four stage learning model

(ST 7) Although models of RP (Kolb, 1984; Gibbs, 1988; Rolfe, Jasper & Freshwater, 2001) did not feature in EPs use of RP

(ST 7) References were made to psychological theory (Bronfenbrenner, 1979), (Glasser, 1986), positive psychology and mindfulness and 'Plan, do, review' (SEND, 2014)

(ST 7) COMOIRA (Gameson, Rhydderch, Ellis & Carroll, 2003) was the most referenced model for RP and supervision

(ST 7) This research suggests that mandating RP may not be helpful

Questions 5) What is the role of supervision in reflective practice?

(ST 8) Peer supervision was the most common format.

Supervision is central for RP (Protective Factor A)

Supervision is reciprocal learning (Protective Factor C)

There is a lack of clarity around supervision including the application of models (Risk Factors A-E)

78

9. The Grounded Theory

9.1. Results and discussion: Part two (So what)

The GT is expressed as a set of concepts that are related to one another in a cohesive way, which accounts adequately for all the data collected (Sbaraini, Carter, Wendell Evans & Blinkhorn, 2011) (Appendix O & O1).   The basis of this GT is created from Themes A and B and the eight sub-themes (1-8). Themes A and B propose that RP supports the development of EPs' sense of mastery and agency. Research suggests that mastery and agency are central to positive motivation. McLean (2003, 2009). McLean (2009) proposes the 3As of motivation*. They are: Agency (I can), Affiliation (I belong) and Autonomy (the need to be self-determining). McLean (2009) suggests that if these needs are met, an individual flourishes and expresses a positive learning stance. McLean's work is applicable to the research definitions adopted in themes A and B. This suggests that RP supports EPs' motivation.

A further element of the GT is self-efficacy (Bandura, 1977, 1994). Self-efficacy is understood as the importance of an individual's perceived sense of control as central to the effective management of an event (Bandura, 1977, 1994).   Research suggests that there is a clear relationship between motivation and self-efficacy (Zimmerman, 2000, McLean 2009). McLean (2009) suggests that what enhances motivation also supports self-efficacy.

* It is noted that McLean (2013) has revised the 3As and divided autonomy into associative autonomy and assertive autonomy. However, this work is as yet unpublished so this paper will focus on McLean's (2003, 2009) published works.

The created GT (the role of RP for EP) might be reliant upon the decreasing of risk factors (Theme C, sub-themes A-H) and the increasing of the protective factors (Theme D, sub-themes A-E). Theme E (the future development of RP) suggests that there is a mutualism between RP and EP motivation.

Furthermore, within GT methodology, there might be occasions when the data does not necessarily fit snuggly. In this research this was apparent with differences within sub-theme 3 (RP is undertaken in the moment, at planning stages and retrospectively to review the work, Table 10, p46)), risk factor B (lack of supervision models, Table 19, p60), risk factor H (lack of time Table 27, p66), protective factor E (previous professional experiences can support RP, Table 33, p72) and theme E (the future development of RP, Table 35, p75)). Thus, exceptions, known as negative cases (Bitsch, 2005) are an appropriate real world, element of GT. As Glaser and Holton (2004) suggest 'complexity, fuzziness and ambiguity are received with cheers by the researchers' (p3.11).

Figure 6 is a summary of the created GT of the role of RP for EPs. It is underpinned by the risk factors (Theme C: sub-themes A-H) and the protective factors (Theme D: sub-themes A-E) and in turn the GT influences the future development of RP (Theme E).

Figure 6: The created GT of the role of RP for EPs. The GT is underpinned by risk (Theme C: sub-themes A-H) and protective factors (Theme D: sub-themes A-F). Furthermore, the created GT influences the future development of RP for EPs (Theme E)
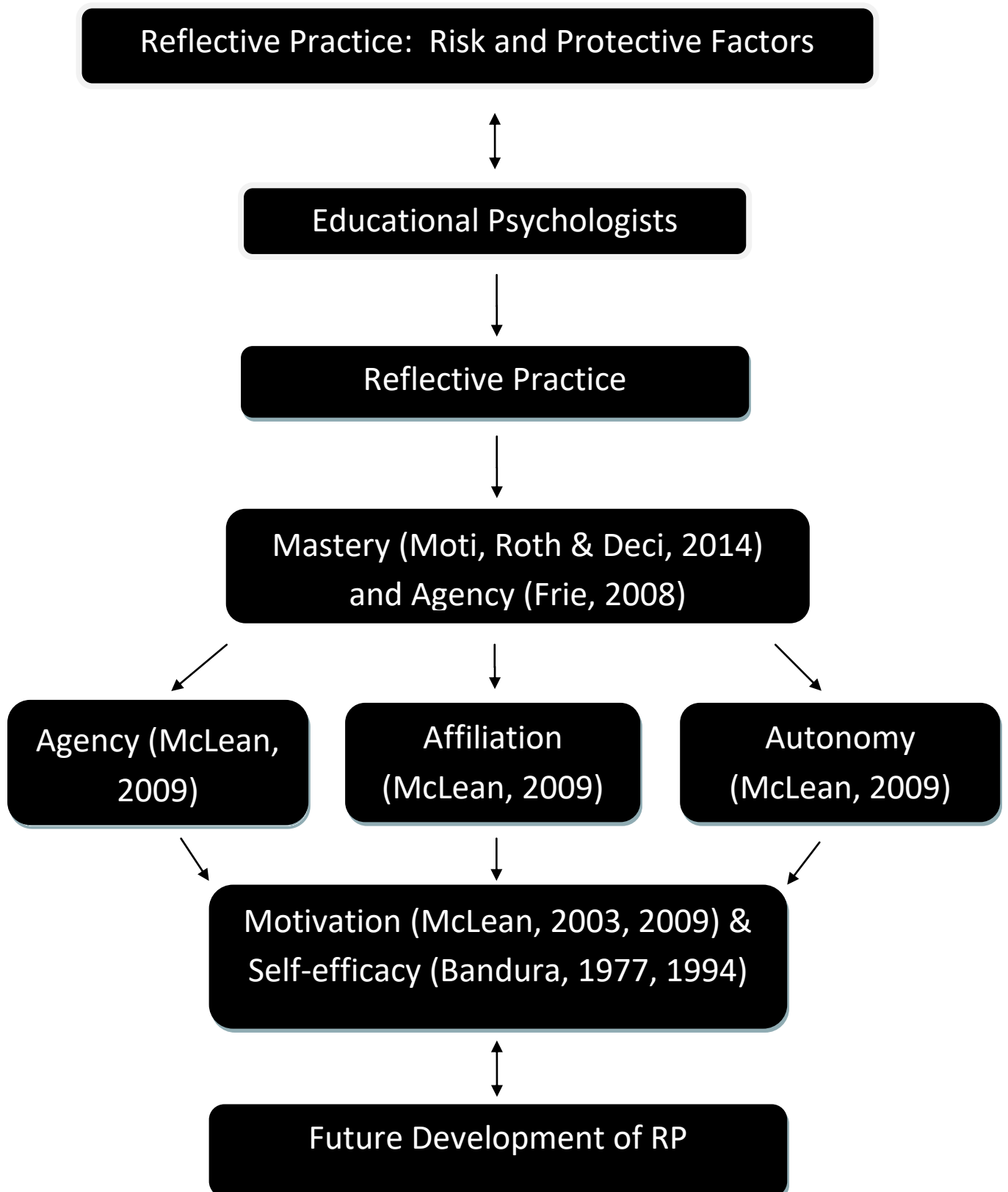
Table 36 summarises themes A, B and E and the eight sub-themes (1-8) and how they apply

to the 3As (McLean, 2009). GT recognises the importance of exceptions (Glaser & Holton,

2004). Whilst exceptions within the data were recorded (Results and Discussion Part 1, p36)

overall these did not create notable differences for the created GT. This might have

occurred because McLean's (2009) definitions of agency, affiliation and autonomy seem

very broad. For example, the exception offered by participant 2 in respect of not mandating

RP through compulsory journal (Table 34, p76) did not suggest that RP did not support

McLean's 3As (2009) but rather offered a consideration as to the means to achieve a

reflective practitioner. Within this table (35) a green tick represents a relationship. A red

cross represents a negative or no association and a dash represents a possible exception

within the GT. Appendix P offers a detailed analysis of the themes and sub-themes in

relation to McLean's 3As

Table 35: The GT: Themes A, B and E and sub-themes 1-8 are apparent in McLean's (2009) 3As

Theme/Sub-theme (abbreviated)	Agency (I can)	Affiliation (I belong)	Autonomy (I am self-determining)
Theme A: RP supports mastery	√	√	√
Theme B: RP supports agency	√	√	√
Sub-theme 1: reflexive thinking	√	√	√
Sub-theme 2: Annual and performance reviews are structured examples of LA RP.	√	√	√
Sub-theme 3: RP is during, pre and post practice.	√	√	√
Sub-theme 4: EPs value RP as a collaborative process with peers.	√	√	√
Sub-theme 5: RP includes journaling and potential inclusion of technology.	√	√	√
Sub-theme 6: Impact of experience on RP	-	-	-
Sub-theme 7: Psychological theory to underpin EPs' RP.	√	√	√
Sub-theme 8: Supervision was accessible to the participants of which peer supervision was the most common format.	√	√	√
Theme E: The future development of RP in EP practice.	√	√	√

The identified protective and risk factors for RP may impact upon the created GT. All the

risk factors might decrease McLean's (2009) 3As and all the protective factors might support

their development. McLean (2009) suggests a learning matrix (Figure 7)

Figure 7: McLean's (2009) Learning Matrix
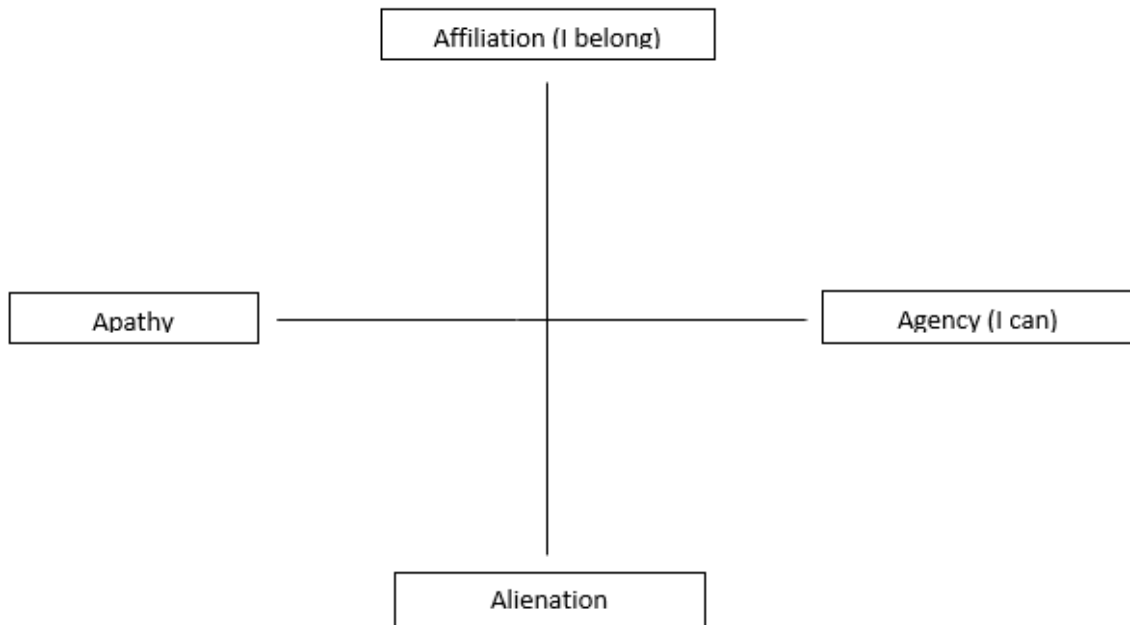
McLean (2009) devised the learning matrix and proposed that agency and affiliation work

together to support autonomy. McLean (2009) suggests that if the needs for agency and

affiliation are not met then s/he may exhibit the defensive reactions of alienation and

apathy, and accordingly autonomy will diminish. Within this GT the risk factors for RP

(Theme C/sub-themes A-H) may potentially provoke a sense of apathy or alienation and

thus may decrease motivation, whereas the protective factors for RP (Theme D/sub-themes

A-E) may support affiliation and agency and therefore increase motivation. McLean's matrix

underpins the results summarised within Table 36. Further information is provided in

Appendix Q.

Table 36: The risk (theme C) and protective factors (theme D) as they apply to McLean's (2009) Learning Matrix

Sub-themes of themes C (risk) and D (protective factors)	Agency (I can)	Affiliation (I belong)	Apathy	Alienation
Risk Factor A: Supervision not prioritised	×	×	√	√
Risk Factor B: Lack of supervision	×	×	√	√
Risk Factor C: Risks for peer supervision	×	×	√	√
Risk Factor D: Lack of training in supervision	×	×	√	√
Risk Factor E: Supervision for line management	×	×	√	√
Risk Factor F: Lack of RP during EP training	×	×	√	√
Risk Factor G: Assumptions about RP	×	×	√	√
Risk Factor H: Lack of time	×	×	√	√
Protective Factor A: Supervision is RP space	√	√	×	×
Protective Factor B: Effective peer supervision	√	√	×	×
Protective Factor C: Supervision is reciprocal	√	√	×	×
Protective Factor D: EP training may support RP	√	√	×	×
Protective Factor E: RP from previous experiences	√	√	×	×

10. Implications for EPs

If RP supports EP motivation and self-efficacy, this suggests a systemic and individual emphasis on possibly decreasing the risk factors, increasing the protective factors and giving consideration to the potential future development of RP. This research suggests that the risk and protective factors may occur within each level of an EP's career beginning with initial recruitment.

10. 1 EP recruitment

The recruitment process might want to continue to invite applicants from a broader spectrum of backgrounds and in doing so, might capture potentially experiences of good practice from other aligned professions (and the possibility of bad practice). The potential inclusion of a RP element in the selection process may provide insight and elevate its importance.

10. 2 EP training

This might be one of the formative experiences for the development of RP. The inclusion of models of RP (Kolb, 1984; Gibbs, 1988; Rolfe, Freshwater & Jasper 2001) and the application of RP tools such as journaling, supervision, technology (VERP) and RPGs may offer strategies that could be applied to further support EP training and practice.

However, this may require careful consideration, and a note of caution in the recognition that it may not be possible or desirable to mandate RP and attempting to do so may not necessarily create a reflective practitioner (Boud & Walker, 1988; Fook & Gardner 2007; Finlay, 2008).

10.3 EP supervision

This research suggests that within supervision there is the possible need for clear contracting, further training for supervisors and the further potential inclusion of appropriate models so that EPs and other professionals supervised by EPs (HCPC, 'Standards of conduct, performance and ethics', 2016, 4:2, p7) continue with productive supervisory experiences. EPs are continuing to deliver therapeutic support (Boyle, & Lauchlan, 2009 Atkinson et al., 2011; Atkinson et al., 2013). Therefore, consideration might also be given as to whether, in accordance with other aligned professions (for example clinical psychology and counselling), a possible mandatory allocation for EP supervision might be included within BPS policy.

10.4 Collaborative RP

One of the consistent threads within this research was the value EPs placed on collaborative working and this may also suggest a way to manage limited time. Opportunities for collaborative RP might be developed in EP initial training (possibly with clinical psychologists) and peer supervision. If this includes collaborative opportunities exploring reflexive and critical thinking this may provide further opportunities for the profession to examine and if necessary, challenge constructions of the EP role.

11. Strengths and limitations

This research offers a narrative of a largely unexplored area of EP practice. It identifies practical applications from which the profession can support and develop EPs' use of RP. Furthermore, the application of an inductive research method provided an appropriate parity in the content (RP) and the process (GT).

One of the limitations of this research is the possibility of a positive bias in the research participants. It would have been significant to capture contrary views of RP. However, these participants did not engage. They may have responded if an anonymous data collection process, for example, questionnaires had been offered.

A further limitation is the potential bias of the research. For example, the inclusion of an initial definition of RP in the participant information letter (Appendix E), the structure of the indicative questions (Appendix A) which may have led to the development of Themes C and D (risk and protective factors) and non-verbal cues in the interview process. This bias may have impacted upon the creation of the GT. However, the use of memoing may have supported attempts at a 'bracketing' of beliefs (Yontef, 2002). Furthermore, in GT the use of the term 'create' rather than 'discover' recognises the impact of the researcher's belief systems and experiences (Birks & Mills, 2011).

Braun and Clarke (2013) suggest that an in-depth GT could require eighteen months to completion. This time frame was not afforded to this research. There were also a smaller number of participants (nine). In recognition of this, Braun and Clarke's (2013) grounded theory-lite was applied which may have mitigated this.

12. Future research

This research could support further detailed examination of any area of RP. For example, the theoretical sampling within this research of experience and its relationship to RP could suggest further examination within the context of trainee EPs and the role of RP.

Technology is ever changing area and an examination of its further incorporation into RP may provide insight into how to support and develop RP for EPs. This research also suggests that the role of reflexive practice may require further consideration.

Finally, RP is a complex, multi-layered issue, for example, it is hard to find agreement on a definition (Cropley, 2009). Further research that attempts to capture the voice of those who hold different definitions or viewpoints may provide a more balanced insight and further clarity of the role of RP for EPs.

13. Conclusion

The GT created suggests that RP supports motivation (McLean, 2003, 2009) and self-efficacy (Bandura, 1977, 1994). However, whilst RP is a mandatory requirement (HCPC, 2015) and forms the basis of CPD (BPS, 2006), in practice this research suggests that this might be an area that has perhaps been over-reliant on the individual EP. Further consideration in respect of the on-going development of RP, in, as this research suggests, EP recruitment, training and within supervision, might be three-fold in its outcome: formally recognising that educational psychology is already a deeply reflective profession, further developing best practice of RP for EPs and as the created GT proposes, supporting EPs' motivation and self-efficacy.

14. References

Atkinson, C., Bragg, J., Squires, G., Muscutt, J., & Wasilewski, D. (2011). Educational psychologists and therapeutic interventions - preliminary findings from a UK-wide survey. Debate, 140, 6-12. Retrieved from http://www.escholar.manchester.ac.uk/uk-acman-scw:133158.

Atkinson, C., Squires, G., Bragg, J., Wasilewski, D., & Muscutt, J. (2013). Effective delivery of therapeutic interventions: findings from four site visits. *Educational Psychology in Practice, 29, 1,* 54-68.

Australian Institute of Professional Counselors. (2007). *Reflective Practice, Supervision and Self Care*. Retrieved from http:// www.counsellingconnection.com/wp-content/uploads/2009/10/report-4. Accessed on 3rd April 2018.

Ayres, J., Clarke, A., & Large, J. (2015). Identifying principles and practice for supervision in an Educational Psychology Service. *Educational and Child Psychology, 23, 3,* 22-29.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review, 84,* 191-215.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopaedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopaedia of mental health*. San Diego: Academic Press, 1998).

Bartle, D. (2015). Deception and delusion: The relational aspect of supervision explored through Greek mythology. *Educational & Child Psychology, 32, 3,* 41-51.

Birks, M., Francis, K., & Chapman, Y. (2007). Grounded theory methodology in action: transforming method in exploring outcome for baccalaureate nursing graduates in Malaysia Borneo. In Morales, A (ed), *Distance education issues and challenges.* New York: Nova

Birks, M., Mills, J., Francis, K., & Chapman, Y. (2009). A thousand words paint a picture: The use of storyline in grounded theory research. *Journal of Research in Nursing, 14, 5,* 405-417.

Birks, M., & Mills, J. (2011). *Grounded Theory-A practical guide.* London & California: Sage.

Bitsch, V. (2005). Qualitative research: A grounded theory example and valuation criteria *Journal of Agribusiness 23, 1,* 75-91.

Boeije, H. (2002). A purposeful approach to the constant comparative method in the analysis of qualitative interview. *Quality & Quantity, 36*, 391-409.

Boud, D., Keogh, R., & Walker, D. (1985). *Reflection. Turning experience into learning*, London: Kogan Page.

Boud, D. & Walker, D. (1998). Promoting reflection in professionals' courses: the challenge of context. *Studies in Higher Education*, *23, 2,* 191-206.

Boyle, J. M., & MacKay, T. (2007). Evidence for the efficacy of systemic models of practice from a cross - sectional survey of schools' satisfaction with their educational psychologists. *Educational Psychology in Practice, 23, 1,* 19-31.

Boyle, J. M., & Lauchlan, F. (2009). Applied psychology and the case for individual casework: Some reflections on the role of the educational psychologist. *Education Psychology in Practice, 25, 1,* 71-84.

Braun, V., & Clarke, V. (2013). *Successful qualitative research.* London, California, New

Delhi, Singapore: Sage.

British Association for Counselling and Psychotherapy. (2010). Retrieved from

http://www.bacp.co.uk/accreditation/Accredited Course Directory.

British Psychological Society. (2002). *Professional Practice Guidelines*. Division of

Educational and Child Psychology. Leicester: British Psychological Society.

British Psychological Society. (2006). Best Practice in CPD. Retrieved from

https://www.bps.org.uk/.../professional-development/best-practice-cpd. Accessed on 4th

July 2018.

British Psychological Society. (2014). *Division of clinical psychology: DCP policy on*

supervision. Leicester: The British Psychological Society.

British Psychological Society. (2017). *What is accreditation?* Retrieved from

www.bps.org.uk/careers-education. Accessed on 3rd January 2018.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and*

design. Cambridge & Massachusetts: Harvard University Press.

Carr, A. (2011). *Positive psychology: The science of happiness and human strengths.* London

and New York: Routledge.

Carrington, G. (2004). Supervision as a reciprocal learning process. *Educational Psychology*

in Practice, 20, 1, 31-42.

Charmaz, K. (2006). *Constructing grounded theory: a practical guide through qualitative analysis.* London: Sage.

Charmaz, K. (2014). *Constructing grounded theory.* London, California, New Delhi, Singapore: Sage.

Corey, G., Corey, M.S., & Callanan, P. (2007). *Issues and Ethics in the Helping Professions*. (7th Ed.). Belmont: Thompson Brooks/Cole.

Costa, A. L., & Kallick, B. (1993). Through the lens of a critical friend. *Educational Leadership*, *51, 2,* 49-51.

Counseling Connections. (2018). *What is burn-out?.* Retrieved from http://www. counsellingconnection.com/index. Accessed on 3rd April 2018

Cropley, B. (2009). *Reflective practice and consultant effectiveness: an examination of sport psychology practice.* PhD thesis, University of Wales Institute, Cardiff.

Cunliffe, A. (2004). On becoming a reflexive practitioner. *Journal of Management Education, 28, 4,* 407-426.

Dallos, D. & Draper, R. (2005). *An Introduction to Family Therapy* (2nd eds). Berkshire and New York: Open University Press.

Davis, M. (2003). Barriers to reflective practice: The changing nature of Higher Education. *Active Learning in Higher Education, 4,* 243-255.

Department for Education and Employment. (2000). *Educational Psychology Services (England). Current Role, Good Practice and Future Directions*. *Report of the Working Group*. London: HMSO.

Department for Education and Department for Health. (2014). *SEND code of practice: 0 to 25 years*. Retrieved from https://www.gov.uk/publications/send-code-of-practice-0-to-25. Accessed on 23rd March 2017.

Department for Education and Department for Health. (2017)*. Transforming children and young people's mental health provision: a green paper.* Retrieved from http://www.gov.uk/goverment/publications. Accessed on December 26th 2017.

Dewey, J. (1933). *How we think.* Boston: DC Health.

Dey, I. (1999). *Grounding grounded theory.* San Diego, CA: Academic Press.

Dunsmuir, S., & Leadbetter, J. (2010). *Professional supervision: Guidelines for practice for educational psychologists.* (Division of Educational and Child Psychology). Leicester: British Psychological Society. Retrieved from http//www.bps.org.uk.

Dunsmuir, S., Lang, J., & Leadbetter, J. (2015). Current trends in educational psychology supervision in the UK. *Educational and Child Psychology, 23, 3,* 8-19.

Dweck, C. (2006*). Mindset*. New York: Random House.

Egan, G. (1982). *The skilled helper.* California: Cengage learning inc.

Etelapelto, A., Vahasantanen, K., Hokka, P., & Paloniemi, S. (2013). What is agency? Conceptualising professional agency at work. *Educational Research Review 19, 45-65.*

Feeler, W. (2012). Being there: A grounded theory study of student perceptions of instructor presence in online classes. *Educational Administration: Theses, dissertations and student research, 122,* 1-255.

Finlay, L. (2008). Reflecting on 'Reflective Practice'. Retrieved from http://www.open.ac.uk/pbpl. Accessed on 4th January 2017.

Fook, J., & Gardner, F. (2007). *Practicing critical reflection: A resource handbook*. London: Open University Press.

Frie, R. (2008). *Psychological agency: theory, practice and culture*: London & Cambridge (MA): The MIT Press.

Gameson, J., Rhydderch, G., Ellis, D. & Carroll, T. (2003). Constructing a flexible model of integrated professional practice part 1 - conceptual and theoretical issues*. Educational and Child Psychology*, *20, 4,* 96-116.

Ganly, T. (2017). Taking time to pause: Engaging with a gift of reflective practice. *Innovations in Education and Teaching International,* 1-11.

Ghaye, T., & Lillyman, S. (2000). *Effective clinical supervision.* Wiltshire: Mark Allen Publishing.

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford: Further Education Unit, Oxford Polytechnic:

Gillham, W. (1999). The writing of Reconstructing Educational Psychology. *Educational Psychology in Practice, 14, 4,* 220-221.

Gillham, B. (2000). *The research interview.* London & New York: Continuum.

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: strategies for qualitative research.* New York: Aldine de Gruyter.

Glaser, B. G., & Holton, J. S. (2004). *Remodelling grounded theory.* Retrieved from *http*://www.qualitative-research.net. Accessed on 3rd April 2018.

Glasser, W. (1986). *Choice theory in the classroom.* New York: Quill.

Grahamslaw, L., & Henson, L. H. (2015). Solving problems through circles. *Educational Psychology in Practice, 31, 2*, 111-126.

Guay, F., Chanal, J., Ratelle, C.F., Marsh, H.W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology, 80*, 711–735.

Hawkins, P., & Shohet, R. (2006). *Supervision in the helping professions* (4th ed.). Buckingham: Open University Press.

Health & Care Professions Council. (2015). *Practitioner psychologists: Standards of proficiency.* London: Health and Care Professions Council.

Health & Care Professions Council. (2016). *Standards of conduct, performance and ethics.* London: Health and Care Professions Council.

Higgins, E. T. (1998). Promotion and prevention: Regulatory focus as a motivational principle. In M.P. Zanna(Ed.). *Advances in experimental social psychology, 30,* 1-46.

Houston, G. (1990). *Supervision and counselling.* USA: Rochester Foundation.

Knight, K., Sperlinger, D., & Maltby, M. (2010). Exploring the personal and professional impact of reflective practice groups: A survey of 18 cohorts from a UK clinical psychology training course. *Clinical Psychology and Psychotherapy, 17,* 427-437.

Kolb, D. (1984). *Experiential learning as the science of learning and development.* Englewood Cliffs, NJ: Prentice Hall.

Kuit, J., Reay, G., & Freeman, R. (2001). Experiences of reflective teaching. *Active Learning in Higher Education, 2,* 128-142.

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing.* London: Sage.

McLean, A. (2003). *The motivated school.* London: Sage.

McLean, A. (2009). *Motivating every learner.* London: Sage.

McLean, A. (2013). *The wings of autonomy.* Draft version. Accessed from Dr Simon Claridge, Cardiff University on April 4th 2017.

McClure, P. (2005). Reflection on practice. Retrieved from http:// www.practicebasedlearning.org. Accessed on 8th September 2017.

Moon, J. (1999). *Learning Journals: A handbook for academics and students and professional development.* London: Kogan Page.

Moti, B., Roth, G., & Deci, E.L. (2014). When are mastery goals more adaptive? It depends on experiences of autonomy support and autonomy. *Journal of Educational Psychology 106*, 258-267.

Murray, S. (2016). *Using video interactive reflective practice (VERP) to support the development of trainee educational psychologists' consultation and peer supervision skills.* Unpublished doctoral thesis University of Buckingham.

Nolan, A. (1999). Supervision for Educational Psychologists. *Educational Psychology in Practice, 15, 2,* 98-107.

O'Donovan, M. (2006). Implementing reflection: Insights from pre-registration mental health students*. Nurse Education Today, 27*, 610-616.

Prince-Embury, S. (2006). *Resiliency Scales for Children and Adolescents*. Oxford: Pearson.

Ramos-Sa´nchez, L., Esnil, E., Riggs, L., Wright, L. K., Goodwin, A., Osachy Touster, L., Ratanasiripong, P., & Rodolfa, E. (2002)*. Professional Psychology: Research and Practice, 33, 2,* 197-202.

Reichertz, J. (2007). Abduction: The logic of discovery of grounded theory. In A. Bryant & K. Charmaz. *SA*, 214-228. London and California: SAGE.

Robinson, W. L. (1974). Conscious Competency - the mark of a competent instructor**.** *The Personnel Journal, 53*, 538-539.

Rolfe, G., Freshwater, D., & Jasper, M. (2001). *Critical Reflection in Nursing and the Helping Professions: a User's Guide.* Basingstoke: Palgrave Macmillan.

Russell, T. (2005). Can reflective practice be taught? *Reflective Practice, 6, 2, 199*-204.

Sbaraini, A., Carter, S, M., Wendell Evans, R., & Blinkhorn, A. (2011). How to do a grounded theory study: a worked example of a study of dental practices. *Bio med central medical research methodology,* 1-10. Retrieved from http://www.bmcmedresmethodol.biomedcentral. Accessed on 3rd April 2018.

Scaife, J. (2001). *Supervision in clinical practice: A practitioner's guide (2nd Ed).* London: Routledge.

Schiefele, U., & Schaffner, E. (2015). Teacher interests, mastery goals, and self-efficacy as predictors of instructional practices and student motivation. *Contemporary Educational Psychology 42,* 159-171.

Schon, D. A. (1983). *The reflective practitioner: How professionals think in action.* Boston: Arena Publishing.

Schon, D. A. (1987). *Educating the reflective practitioner.* San Francisco: Jossey-Bass Inc.

Shireen Desouza, J. M., & Czerniak, C. M. (2003). Study of science teachers' attitudes toward and beliefs about collaborative reflective practice. *Journal of Science Teacher Education, 14, 2,* 75-96.

Social Care Institute for Excellence. (2013). *Effective supervision in a variety of settings.* Retrieved from http://www.scie.org.uk.

Strauss, A. L., & Corbin, J. M. (1990). *Basics of qualitative research: Grounded theory procedures and techniques.* California: SAGE.

Summerfield Report. (1968). *Psychology in Education Services*. Department of Education and Science. London: HMSO.

Trent. M., & Gurvitch, R. (2015). Fostering teacher candidates' reflective practice through video editing, *Journal of Physical Education, Recreation & Dance, 86, 5,* 14-20.

Tuckman, B. W. (1965). *Forming, storming norming and performing in groups*. Retrieved from http://wwwinfed.org/mobi/bruce-w-tuckman-forming-storming-norming-and performing. Accessed on October 7th 2017.

University of Manchester. (2006). *The role and effectiveness of reflective practices in programmes for new academic staff: a grounded practitioner review of the research literature.* Retrieved from http://www.headacademy.ac.uk. Accessed on 4th April 2018.

Von Bertalanffy, L. (1968). *General Systems Theory: Foundations, development, application.* New York: Pergamon.

Welsh Assembly Government. (2004). *Special Educational Needs Code (SEND) Code of Practice.* Retrieved from http://www.gov.wales. Accessed on March 25th 2018.

Yalom, I. D. (1985). *The theory and practice of group psychotherapy (3rd ed.*). New York: Basic Books.

Yontef, G. (2002). The relational attitude in gestalt therapy theory and practice. *International Gestalt Journal, 25, 1, 15*-34.

Zimmerman, B. J. (2000). Self-Efficacy: An essential motive to learn. *Contemporary Educational Psychology 25*, 82-91.

Part 2: Major Literature Review

1. Overview of the literature review

A grounded theory (GT) methodology expects that the literature review is researched and written after the completion of the empirical paper (Glaser & Strauss, 1967). In doing so the researcher remains open rather than guided by preconceived ideas. It is perhaps akin to De Bono's (1967) lateral thinking and the importance of 'not knowing'. As a result, this review has been researched and written after the completion of the empirical paper and is placed accordingly.

This review gives an account that is both reflective and reflexive. It begins with an examination of the definitions of RP and the construction of the EP role. It then re-introduces the created GT from within the empirical paper. The created GT proposes that RP supports EPs' motivation and self-efficacy. The review then critically examines the current literature on RP, exploring what is pertinent to EP practice. This includes discussing models of RP, the role of critical and reflexive practice, the teaching of RP and tools for RP which includes supervision. This review also explores the wider implications of RP by considering its application in other aligned professions (clinical psychology and counselling), the potential barriers to RP and the fundamental validity of RP. The review is underpinned by the results and discussion (part one) in the empirical paper and upon the created GT (part two). The conclusion summarises the possible role of RP for EPs and suggests approaches to support the development of RP in the EP profession.

1.2. Search terms and sources

In addition to a search using the PsycINFO database, general searches were conducted using Google Scholar. The initial search using PsycINFO was based upon the terms 'reflect*' and 'educational psycholog*' this generated a minimal number of results (see Appendix R). As there was very little research this prompted the application of a GT methodology. Further searches were drawn from the themes created from the data analysis and included the terms of, for example, 'reflective practice', 'and supervision'. The application of subject searching meant that a variety of related terms were considered under each search term. For example, supervision included 'professional development' and 'peer supervision'. Books were identified through searching the Cardiff University library service. General media searches using Google were completed. Further references drawn from relevant articles were explored. Other sources included formative books and documents about reflective practice, supervision and motivation.

1.3. Inclusion/exclusion of research

Literature that explored the construction and role of RP, often drawn from aligned professions (those deemed to be of similar complexity and within the helping professions) was examined to see whether it could be credibly applied to EPs and where appropriate was included. Some articles that were not in peer reviewed journals, for example unpublished theses were included if they were relevant to the current research. RP literature sourced from within western cultures was regarded as offering a more appropriate reflexive approach. Therefore, research which offered limited applicability, perhaps, for example, because it focussed on a significantly different demographic or it was from outside western cultures was excluded. In total, 169 references were included in the literature review.

2. Definitions of reflective practice

It is important to recognise that a universal definition of RP remains elusive (Russell, 2005; Cropley, 2009; Fisher, Chew & Leow, 2015). However, in essence, reflection is as an approach for critically analysing practice and developing self-awareness which initially emerged from education (Dewey, 1933; Lewin, 1952). Dewey (1933) defined reflective thought as 'active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends' (p118).

The sociologist and philosopher Habermas (1971) suggested three forms of knowledge; the first, instrumental; the second, interpretation; and the third, critical evaluation. Reflection is the basis on which judgments between the second and third levels of knowledge are examined (Moon, 2001). Schon (1983, 1987) applied the process of reflection to construct a practical approach for RP. Schon believed that RP involved the thoughtful consideration of experiences to facilitate the connection between knowledge and practice, ideally occurring under the guidance of an experienced practitioner within the discipline. This application of RP meant that learners and novices could explore their practice with more experienced practitioners, thus leading to development and improvement. However, challenges to Schon have questioned the notion of the experienced practitioner as 'knowing best' (Boud & Walker, 1998).

Moon (1999) defined RP from a critical stance stressing the importance of constantly evaluating and reviewing practice in light of new learning. From this position RP could be a creative approach to problem solving.

An appropriate definition of RP for EPs needed to encompass a critical stance (Moon, 1999), the relationship between knowledge and experience (Dewey, 1933; Schon, 1983, 1987) and a focus on change (Biggs, 1999). Therefore, the suggested definition applied to this paper was that RP is the process of learning through and from new experiences towards gaining new insights of self and/or practice (Boud, Keogh & Walker, 1985). This includes examining assumptions of everyday practice and tends to involve the individual practitioner being self-aware and critically evaluating their own responses. The purpose is to gain new insight and improve future practice and is understood as part of the process of life-long learning (Finlay, 2008).

3. The EP role

To understand the value of RP for EPs, it is necessary to examine the EP role. Norwich (2005) and Love (2009) suggest that the profession is in the midst of an 'identity crisis' based on the constantly changing construction of the EP role. Squires and Farrell (2007) offer that the initial role of the EP was to support the placement of children within a school setting. The further introduction of psychometric assessment created a standardised process for the evaluation of children (Love, 2009). However, this began to define the profession, Sutton (1976) suggests that 'Like it or not, local authority child psychologists have earned themselves the professional stereotype of 'testers'' (p10).

The move towards EPs working systemically began in earnest with the introduction of the Summerfield Report (1968) which suggested a preventative model which considered the 'influences of both family and school' (p6).

The 1981 Education Act introduced 'Statementing' and a role for EPs that focussed on individual need rather than on categorisation, the EP was there to identify specific interventions that focussed on the child's needs (Love, 2009).

By the late 1980s the EP profession focussed on what could be offered to schools at a systems level (Labram, 1992). Excellence for All Children (Department for Education and Employment Green Paper, 1997) and the 'Special Educational Needs (SEN) and Disability Act' (SENDA, 2001) placed an emphasis on better inclusion of children with SEN into mainstream education, suggesting that the EP focussed on directing his/her skill to identifying what the school needed to do to offer inclusive education.

However, research recognises the difficulty for EPs in securing engagement in systemic change (Taylor, 1985; Farrell, Woods, Lewis, Rooney, Squires & O'Connor, 2006). The publication of 'Educational Psychology Services (England) Current Role, Good Practice and Future Directions' (Department for Education and Employment, 2000) clarified the importance for EPs in multi-agency working. This was reinforced by 'Rights to Action' in Wales (Welsh Assembly Government, 2002) and 'Every Child Matters' (Department for Education and Skills, 2004) in England and Wales. From this point, EPs were no longer working with school systems, but there was now a legal emphasis on community based multi-agency working.

'The Children and Families Act (Part 3, Section 19) (Department for Education, 2014) secured person centred planning for young people now up to the age of twenty-five years and focussed on individual need rather than service provision (Kaehne and Beyer, 2014).

This was supported with a new single assessment process which incorporated education, health and children's services and resulted in the replacement of statements with the Education, Health and Care Plan (EHCP).

Thus, it seems the EP, has at different times, been constructed as assessors of individual need including for statutory assessment, testers, school consultants and multi-agency practitioners. These changing constructions of the EP role may have implications for the role of RP. For example, as 'testers' the EP role may have seemed straightforward. However, as the EP role became more complex moving toward greater levels of systemic practice so might the need for increased levels of RP. RP may have been a means to develop and incorporate new skills into practice and a response to manage any potential uncertainty and confusion within the profession. Research by Willdridge (2016), although only based upon six educational psychology services (EPSs) in Wales, suggests that the continuing change in the construction of the EP role causes a conflict that negatively affects motivation.

As Ghaye (2000) proposes 'Maybe reflective practices offer us a way of trying to make sense of the uncertainty in our workplaces and the courage to work competently and ethically at the edge of order and chaos...' (p7). Validating Ghaye's (2000) assertion, research suggests that reflection has become fundamental to psychologists dealing with the complex and difficult challenges within professional practice (Yip, 2006; Ruch, 2007). Perhaps resonating with the research by Yip (2006) and Ruch (2007), part one of this thesis (the empirical paper) created a GT which proposes that the role of RP for EPs is to support mastery and agency which in turn aids EPs' motivation and self-efficacy.

4. Reflective practice supports EP motivation and self-efficacy

4.1 Reflective practice and the development of mastery and agency for EPs

As with the definition of RP, the construction of mastery and agency also offer differing viewpoints. For this paper, mastery was defined as an interpersonal process focussed on achieving a sense of competency or the development of new skills (Moti, Roth & Deci, 2014). This construction of mastery underpins mastery related goals which have an emphasis on internally assessed self-improvement and competency. This is akin to the applied definition of RP within this paper. Research exploring the impact of mastery goals, in comparison to competitive performance related goals, suggests widespread positive effects which include; a readiness for challenge, a focus on task diligence and increased interest (Schiefel and Schaffner, 2015; Bieg, Reindl & Dresel, 2017). However, these research papers might be limited in terms of their generalisability. For example, Schiefele and Schaffner (2015) did not examine the research participants (teachers) motivation in his/her teaching subject which may have influenced goals and Bieg, Reindl and Dresel's (2017) participants were all psychology students recruited from one university.

Whilst, for example, EPs may also apply RP to successfully achieve performance related goals, this suggests that once the performance goal is accomplished the need for RP might be reduced. This may contradict RP as life-long learning. Thus, the applied definition of RP, which has an emphasis on self-evaluation and improvement, seems to correspond appropriately to the specific definition of mastery led goals.

RP may also support agency, which is defined as the individual feeling a sense of control, autonomy and processing of experiences (Frie, 2008). Vahasantanen (2015) suggests that agency has a significant relationship to the forming, maintenance and transformation of professional identity and that this in turn is one of the most influential factors in decision making at a systemic level. Furthermore, Etelapelto, Vahasantanen, Hokka, and Paloniemi (2013) suggest that agency has a positive relationship to creativity, well-being and motivation. In considering the impact of the complex and varied constructions and responsibilities of the EP role, the development of a sense of agency might be a significant supporting factor.

Within self-determination theory (SDT) mastery and agency are perceived as central to motivation (Cox & Williams, 2008; Etelapelto, Vahasantanen, Hokka & Paloniemi, 2013). Thus, as RP may support EPs' mastery and agency, then RP may also support motivation.

4.2 Motivation: Self-determination theory of motivation (SDT)

Before examining SDT, it might be helpful to contextualise it within the psychological understanding of motivation. Huczynski and Buchannan (1991) offer that 'motivation is a topic of continuing psychological significance and is also one which continues to attract the attention of those who would influence and manage the motivation of other people in organizations' (p54). If, in this instance, the considered organisation is a local authority then this is potentially significant to EP practice. There are two main prevailing approaches to motivation. In the first approach, motivation is underpinned by the need to meet innate physiological drives such as hunger and warmth. In the second motivation is learnt, social motivated and activated by the environment.

These two approaches were unified by American psychologist Abraham Maslow (1943) to

form 'the hierarchy of needs' (HoN) (Maslow, 1943) (Figure 1).

Figure 1: Maslow's (1943) Hierarchy of Needs
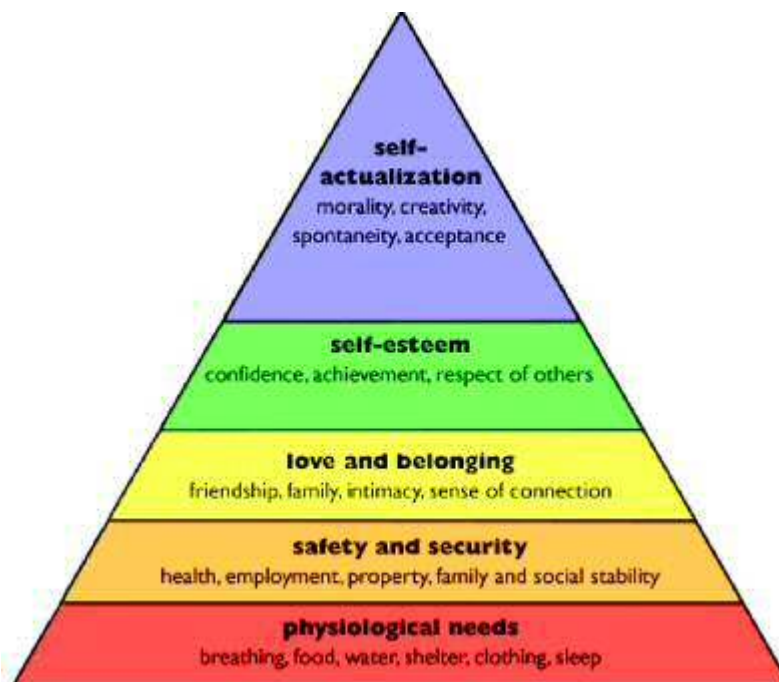
For Maslow (1943), the construction of a hierarchy recognised both a pecking order and the

importance of achieving one level in offer to progress to the next. For example, an individual

requires a sense of safety and security in order to experience love and belonging.

Huxzynski and Buchannan (1991) propose that Maslow's (1943) work should not be

understood as a rigid description of human behaviour but rather a suggestion of what might

happened under ideal circumstances. Reflexive criticisms of Maslow's HoN have focused on

it being too simplistic in failing to consider the impact of the social situation, for example

during recession or war (Cianci & Gambrel, 2003).

Tay and Diener (2011) questioned the applicability of the HoN and propose that the ranking of needs changes with age and does not appear to be the same across all age demographics. Research has also considered the evidence base for HoN suggesting that it is limited (Wahba & Bridwell, 1976). However, despite the criticisms, HoN seems to be an enduring theory and one that is relevant to SDT of motivation.

SDT defines motivation 'as the reasons underlying behavior' (Guay, Chanal, Ratelle, Marsh, Larose & Boivin, 2010, p712). Akin to HoN (Maslow, 1943) SDT identifies certain needs and considers the broad, and the behaviour specific, implications of practices and systems and how they may enhance, or diminish, satisfaction. SDT distinguishes between intrinsic and extrinsic motivation. Intrinsic motivation is the undertaking of something because it is inherently enjoyable whereas extrinsic motivation refers to a specific goal or outcome (Ryan & Deci, 2000).

Ryan and Deci (2000) propose that three needs must be met within intrinsic motivation and for goal success in extrinsic motivation. They are identified as autonomy which is the capacity to self-regulate and self-initiate behaviour (Carlton & Winsler, 1998), competency which is the individual's ability to achieve outcomes (Carlton & Winsler, 1998) and relatedness which is the capacity to build safe and secure relationships with others (Carlton & Winsler, 1998). Work exploring the practical development of autonomy, competence and relatedness to support motivation in learners has been undertaken by McLean (2003, 2009). Whilst McLean (2003, 2009) applies different terms (agency, affiliation as well as autonomy) and does not specifically include reference RP. RP might be constructed as a means of meeting McLean's (2009) agency, affiliation and autonomy.

4.3 The 3As of motivation

According to McLean (2009) agency is a sense of 'feeling up to a task' (p20) that underpins curiosity and a willingness to engage in new learning. It is in a sense of 'I can' which is akin to Ryan & Deci's (2000) 'competency' need.

For McLean (2009) affiliation is a sense 'of feeling part of a team, of feeling an emotional bonding' (p16). It encompasses a sense of allegiance to shared values and goals as well connectedness to peers. This is akin to Ryan & Deci's (2000) 'relatedness'.   McLean (2009) defines autonomy as 'the capacity to take responsibility and be in charge of our own learning' (p20) which is also one of Ryan & Deci's (2000) core needs.   For McLean (2009) autonomous learners have a sense of responsibility, take a lead, engage in new opportunities and plan and review learning.

Agency and affiliation work together to develop autonomy which, unlike agency and affiliation need to be maintained at a constant level. Thus, autonomy is variable depending upon the situation and is regarded more as a process than an event. McLean (2009) suggests that the first and primary need is for affiliation and the second is agency. Based upon this he devised the learner matrix (Figure 2).

Figure 2: The Learning Matrix (McLean, 2009)

```
                    ┌─────────────────────┐
                    │ Affiliation (I belong) │
                    └─────────────────────┘
                              │
                              │
┌──────────┐                  │                  ┌─────────────┐
│  Apathy  │──────────────────┼──────────────────│ Agency (I can) │
└──────────┘                  │                  └─────────────┘
                              │
                              │
                    ┌─────────────────────┐
                    │     Alienation      │
                    └─────────────────────┘
```
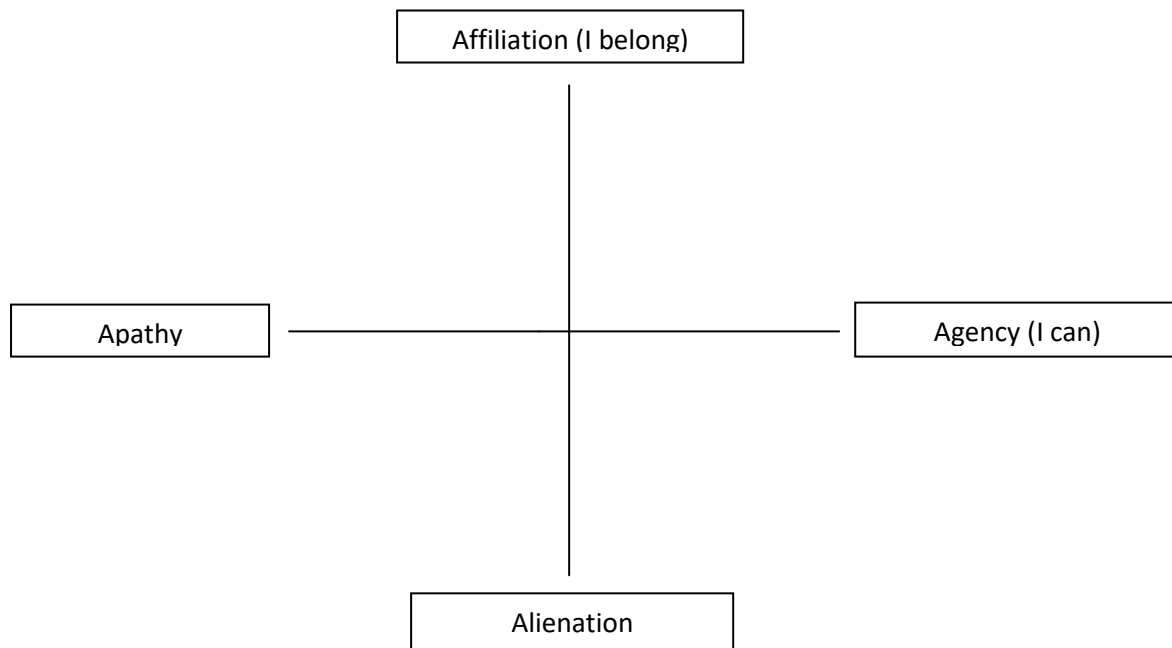
If a learner's need for agency and affiliation are not met then s/he may exhibit the defensive reactions of alienation and apathy and accordingly autonomy will decrease. McLean (2003) suggests that teachers cannot make learners motivated. They can however, support and develop the 3As and in doing so maximise opportunities for success which increases motivation.

McLean (2013)* has since revised autonomy to develop two specific concepts which are now briefly considered. Assertive Autonomy (asserting individuality and achieving status that grows out of and further develops agency) which is generated by empowerment.

* This work is not yet published, for the purpose of this thesis a draft copy was accessed in April 2018

Associative Autonomy (being part of something that generates compassionate cooperation and thus deepens affiliation) is advanced by attunement. These have been incorporated to form 'The Energy for Learning Matrix' McLean (2013) (Table 1). If the principles are supported, a learner engages.

Table 1: The Principles of 'The Energy for Learning Matrix' (McLean, 2013)

Principle	Definition
Fitting In	To be accepted (Affiliation)
Bettering Yourself	To feel a sense of 'I can' achieve (Agency)
Putting Yourself Forward	To assert and achieve a status (Assertive Autonomy)
Contributing	To feel part of something to gain approval, to find purpose (Associative Autonomy)

This further development (McLean, 2013) revises the previous approach of autonomy as being a variable state between affiliation and agency. It may instead, suggest a form of mutualism.   If EPs' use of RP can also support and develop McLean's (2009) 3As, then accordingly EP motivation may also increase.

4.4 Self-efficacy (SE), motivation and reflective practice

The literature also suggests that motivation has a relationship to self-efficacy (SE) (Zimmerman, 2000) and as EPs' use of RP may support motivation accordingly it may also support SE.   Bandura (1977) defined SE 'as personal judgments of one's capabilities to organize and execute courses of action to attain designated goals' (Zimmerman, 2000, p83). Bandura (1994) proposes that 'People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided...They set themselves challenging goals and maintain strong commitment to them...Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression' (p2).

Bandura (1994) identified four specific influences in the development of SE: mastery experiences, social models, social persuasion and the fourth is the reduction of stress responses through physiological awareness. Bandura (1994) proposed that within SE 'mastery experiences' were the most effective. The component of mastery supported by EPs use of RP, and recognised as central to motivation, also seems to align with Bandura's construction of higher SE.   However, the criticisms of SDT and SE provide a context to examine the construction of motivation and self-efficacy.

4.5 Criticisms of SDT and SE

Underpinning SDT is the taken for granted assumption that all human beings have the same needs (Kaur, 2013). Research by Berg, Daley, Dickhaut, and O'Brien (1992) suggests that individuals will avoid putting in effort when they are not being observed.

Their research potentially questions the existence of 'intrinsic motivation' and in doing so may also question the role of EPs' use of RP as a means to support it. When considering McLean's work (2003, 2009) it is important to recognise that McLean (2003, 2009) does not include evidence-based practice to support his theories. Furthermore, the original theory of SE has also been criticised. Marzillier and Eastman (1984) suggest that there is an ambiguity in the definition of SE. They also question the applied methodology as causing the positive outcomes in the research of SE and ask whether the definition of SE proffered by Bandura is actually what is being measured within the research. All of which question of the credibility of SE. Finally, as SDT and SE are western cultural constructs they are not necessarily universally applicable or desired outside of western culture.

The suggested reflexive criticisms offer a context through which to view SDT and SE, but they are not necessarily definitive. Therefore, if RP might indeed support EPs' motivation and self-efficacy, the next area to be considered is what might assist the development of RP for EPs.

5. The development of reflective practice

5.1. A brief history of theoretical models and frameworks of reflective practice.

The role of a model (that which is applied) for RP is advocated by Boud and Walker (1998). They suggest that RP requires a conceptual framework (a defined structure of ideas). One of the earliest is Dewey's (1933) five stage framework (Figure 3) of reflection, which begins with identifying a 'felt difficulty'. Dewey (1933) used the concept of a real 'felt difficulty' suggesting that only when this occurred could authentic reflection and effective learning occur.

The framework included an active experimentation phase, where the possible outcome gained from reflection was tested. The evidence was then gathered as a means to accept or reject the solution.

Figure 3: Dewey's (1933) five stage framework
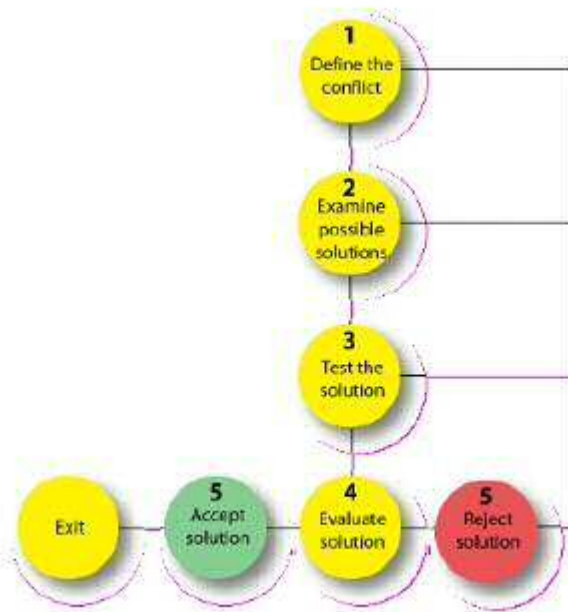
Dewey (1933) maintained that an attitude of 'open mindedness' was a prerequisite for reflective learning and stressed the importance of developing a 'habit of thinking in a reflective way' (p33). Whilst Dewey has been criticised for failing to recognise the role of emotion in the reflective process (Boud, Keogh & Walker, 1985) his work is recognised as the foundation for later theorists (Collins, 2013), including Schon (1983, 1987) (Finlay, 2008).

Schon's (1983, 1987) work is regarded as formative in the application of RP (Finlay, 2008; Collins 2013). Schon focussed on the nature of awareness, the noticing of knowledge and the learning from experience, akin to the process of evidence based practice (Finlay, 2008, p3).

Schon identified two main types of reflection: reflection in action (thinking while doing), in which the practitioner is examining the responses as they occur and reflection on action (after the event thinking), whereby the practitioner is reviewing, analysing and evaluating his/her practice with a view to making future improvements. In both instances, for Schon (1983, 1987) the connection to feelings and relevant theory remained central.

Schon's (1983, 1987) work is also recognised as underpinning subsequent models and frameworks of RP in health care (Atkins & Murphy, 1983) and education (Zeichner & Liston, 1996; Grushka, Hinde-McLeod & Reynolds, 2005). Schon's approach has received criticism, Greenwood (1993) suggest that Schon does not consider 'reflection before action'. Moon (1999) suggests that the process of 'reflection in action' is unachievable and given that the individual has not yet extrapolated him/herself from the situation it is also ineffective (van Manen, 1990).

Kolb's (1984) four stage cycle of experiential learning (Figure 4) is primarily drawn from Lewin's work on experiential learning (Lewin, 1952). For Kolb (1984), the learner has an experience that requires reflection. This is understood as standing back from the experience, reviewing it, posing questions and drawing on the wider experiences of the team. This then generates new thinking that is the then incorporated and tested by the learner.

Figure 4: Kolbs' (1984) Four Stage Cycle
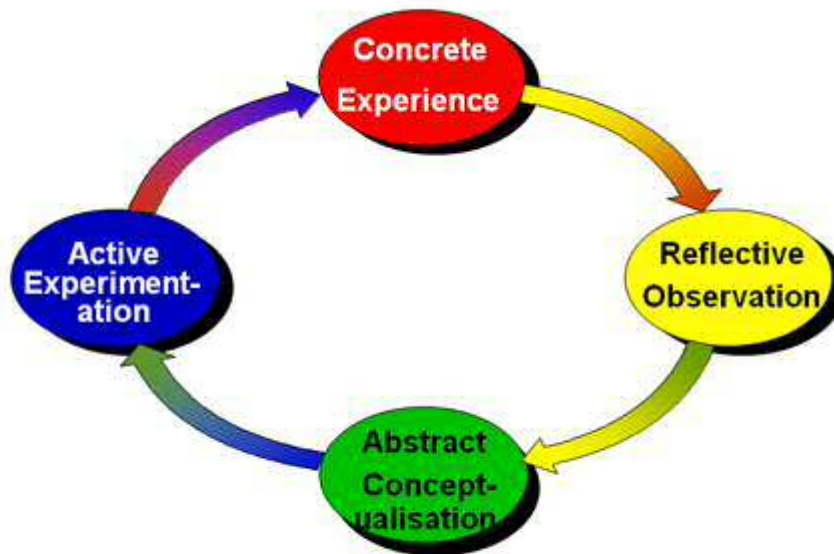
Gibbs' Reflective Cycle (1988) (Figure 5) is underpinned by Kolb's (1984) cycle of experiential

learning and is widely used across many areas of professional practice (Finlay, 2008). Gibbs

(1988) regarded the relationship between reflection and learning as never ending.

Figure 5: Gibbs' (1988) Reflective Cycle

At this stage, the possible criticism of the definitions and the suggested frameworks of RP is

the potential to cause confusion. The application of formal definitions and frameworks of

RP may offer a foundation to ensure that RP is not merely 'naval gazing' (Brown, Fry &

Marshall, 1999). Yet within that, the array of different definitions and approaches suggest

that RP may have a complexity that could potentially discourage engagement, which in turn

may also have implications for the role of RP as supporting motivation (Ryan & Deci, 2000;

Deci & Ryan, 2015) and self-efficacy (Bandura, 1977, 1994) for EPs. Offering EPs guidance in

how to undertake RP may remove feelings of uncertainty that unsupported could

potentially lead to apathy (McLean, 2009). Thus, for EPs the use of a model within RP might

be akin to promoting a sense of agency (I can) (McLean, 2009) central to positive motivation

(Ryan & Deci, 2000; Mclean, 2009; Deci & Ryan, 2015) and self-efficacy (Bandura, 1977).

One of the simpler models of RP that might be the most pertinent for busy EPs is Rolfe, Freshwater and Jasper's (2004) model. This is based on three simple questions that lead to an action plan and is the 'What? So what? Now What?' model (Figure 6).

This model offers a simple and clear focus on change which because of its simplicity can be potentially be undertaken to support RP across all timeframes. It has been applied as a reflective writing tool within nursing practice (Rolfe, Freshwater & Jasper, 2001) and academic institutions (University of Exeter, 2018). This model may promote a sense of agency and autonomy (McLean, 2009) within the practitioner, offering a possible sense of control within professional practice. In doing so its application might support the development of feelings of value, enjoyment and connectedness central to SDT theory of motivation (Ryan & Deci, 2000; Deci & Ryan, 2015), thus as this model may motivate engagement in RP, RP may in turn support EP motivation and self-efficacy.

Figure 6: Rolfe, Freshwater and Jasper (2001) Model of RP

What?

So What?

Now What?

However, there is also the recognition that change is affected by the consideration of the beliefs and values of the practitioner and how this impacts on reflection, something potentially omitted by *all* the models and frameworks discussed.

As such an appropriate way forward, when considering the complexity of the EP role and motivation, is the further inclusion of critical RP and reflexive practice.

5.2 Critical reflection and reflexivity

'To reflect critically about one's own practice is often seen as the starting point for gaining new perspectives in the daily routines of working professionals' (Lundgren & Poell, 2016, p3). The term 'critical' might be applied in two ways. In the first, the process of critical thinking suggests doubt, curiosity and intellectual diligence within the reflective process (Saric & Steh, 2017). In the second, the practitioner works to critically explore the assumptions i.e. the beliefs and values based on social context, power relations and social questions which underpin the narrative of the reflections (Mezirow, 1998; Smith, 2011; Saric & Steh, 2017).

Habermas (1978) offers that 'critical reflective knowing is neither behavioural nor technical, nor truth establishing nor captured by a discipline. It critiques all other forms of knowledge, and in so doing, it moves beyond merely reproducing what is.' (Habermas & Shapiro, 1978, p42). Smith (2011) proposes that critical reflection is prominent in professional development as a means to encourage individuals to take a critical attitude to their own work and to position themselves in relation to the ideas and practices they encounter. For EPs, critical reflective practice could, for example, address the role of the overarching systems in the construction of the EP role which could in turn lead to an examination of the beliefs that underpin the individual's practice. Thus, critical reflection might further support EPs' motivation (McLean, 2009) by offering a framework from which to explore the impact and complexity of systems on the EP role.

Mezirow (1998), regarded as one of the guiding lights in the development of critical reflection (Smith, 2011; Lundgren & Poell, 2016) devised the 'Theory of Transformative Learning', a ten phase process centred on three themes: experience, critical reflection and rational dialogue which culminates in action (Mezirow, 1998) (Figure 7). Critical reflection, within Mezirow's (1998) model, proposes objective reframing at one end of the spectrum with subjective reframing at the other. Lundgren and Poell (2016) suggest that: 'The distinction . . . is that the former is a consideration of the assumptions, whereas the latter is a consideration on what caused the assumptions to occur' (p117).

Figure 7: Mezirow (1998) Ten Phase Process
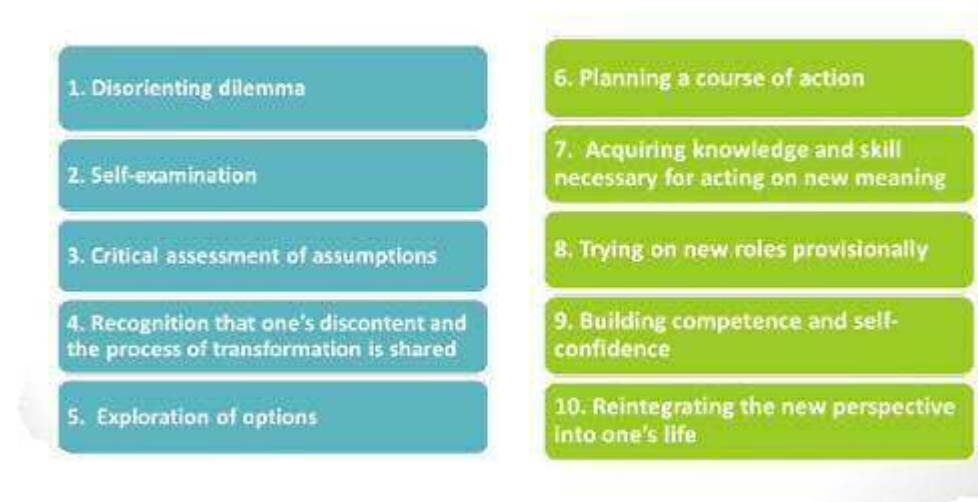
The ten stages in Mezirow's (1998) model could make it potentially laborious and time consuming and as such it may seem impractical for everyday use. Fook (2006) suggests a simpler two stage process of critical reflection, a reflective awareness stage and a linking with practice stage.

This can be undertaken with groups or alternatively through academic assessment. The seeming simplicity and flexibility of Fook's (2006) model may offer an accessibility to EP practice that supports motivation as it has an explicit emphasis on change, as the ultimate aim 'is to develop some changed practices as a result of reflections on fundamental (dominant) assumptions' (Fook, 2006, p6).

The consideration of reflexive practice is problematic as the term 'reflexivity' has come to have multiple interchangeable meanings (Smith, 2005; Alley, Jackson &, Shakya, 2015; Enosh &Ben-Ari, 2015). Indeed upon examination, it seems hard to clarify the difference between reflexive practice and critical reflection, (if indeed there is a difference) which may lead to questions in respect of applicability.

Fook (2006) defines reflexivity as an opportunity to understand and recognise influences on practice. These influences include confirmation bias (Darley & Goss, 1983), context, framework, knowledge, interactions and responses. Holland (1999) suggests that reflexivity is the exploration of underlying assumptions that inform practice and that within the field of psychology, reflexive practice is considered central to understanding the formation of hypotheses. This suggests that applying reflexivity to EP practice might broaden expertise and in doing could further facilitate the development of McLean's 3As (McLean, 2009) central to SDT of motivation which in turn supports self-efficacy (Zimmerman, 2000).

Cathcart and Greenspan (2013) propose that where the focus is on challenging rather than rationalising beliefs (Finlay, 2008); experience is significant for the development of critical or reflexive practice.

This suggests that it may be appropriate to position reflexive practice within EPs' continuing professional development (CPD). Indeed the British Psychological Society (BPS) (2006) proposes that a model of reflexive practice is applied to support practitioners' choices for CPD.

5.3 Teaching reflective practice

Russell (2005) advocates that RP can, and should be, explicitly taught within professional training programmes. However, Boud and Walker (1998) suggest that an over-emphasis on structure can result in RP becoming little more than a recipe which contradicts the value of RP and may limit application. This may also have the potential to limit the sense of autonomy central to SDT theories of motivation (Ryan & Deci, 2000; Deci & Ryan, 2015) and self-efficacy (Bandura, 1977, 1994), as the process may focus on content and potentially stifle opportunities for individuals to develop their own creative RP processes.

Research exploring the credentials of those teaching RP, proposes that RP is reliant upon those teaching having the necessary skill set and being able to offer appropriate support to practitioners' feelings of self-doubt and isolation (McGrath & Higgins, 2006). This may have implications for those recruited to teach RP and also in respect of time allocation as it may need to include opportunities for individual mentoring to support RP.

Prior to the teaching of RP, Shireen Desouza and Czerniak (2003) propose that an exploration of the individual's belief system around the role and value of RP is central. This suggests that an exploration of attitudes towards RP during the EP recruitment process might be informative.

The research suggests that teaching RP is a complex process. If RP provides an opportunity to support the development of EP motivation (McLean, 2009) and self-efficacy (Bandura, 1977) then EP training institutions might need further focus on how and what is taught (Boud & Walker, 1998), who is teaching RP (McGrath & Higgins, 2006) and who is being taught (Shireen Desouza & Czerniak, 2003). This might then support EP motivation (McLean, 2009) and self- efficacy (Bandura 1977, 1994) by addressing from the beginning the most effective methods of RP for EPs.

5.4.1 Tools for developing reflective practice

Research suggests that for practitioners the move away from conceptual frameworks and theories of RP to specific methods of application might be difficult (Cunliffe, 2004). As such specific tools that support the practical application of RP might be helpful. These practical and potentially useful tools may in turn, also support the development of EP motivation (McLean, 2009) and self-efficacy (Bandura, 1977, 1994).

In respect of developing RP, Daloz (1999) identifies four specific conditions that should begin in training programmes: reflective discourse, the presence of another, a mentoring community and opportunities for committed action. Each of Daloz's conditions for RP may potentially parallel and promote each of McLean's (2009) 3As of motivation; Agency (I can), Affiliation (I belong) and Autonomy (I am self-determining).

5.4.2 Journaling

Journaling is a reflective discourse (Daloz's first condition) that may support McLean's (2009) definition of agency. It is a means to critically evaluate thinking through the careful examination of assumptions made within practice.

Journaling has been adopted across different processional fields such as; teaching, education and health (Bickford & Van Vleck, 1997; Cunliffe, 2004; Alley, Jackson &, Shakya, 2015). However, effective journaling can be challenging, requiring practitioners to identify and manage feelings of discomfort, with a focus on change.

Fook and Gardner (2007) suggest journals can be difficult to write, resulting in an emphasis on recounting events rather than on an exploration of process. Furthermore, journals present difficulties for grading within teaching institutions and are not necessarily appropriate for every practitioner (Cunliffe, 2004).

These difficulties might result in the decrease of agency which, according to McLean (2009) may lead to an increase in apathy regarded identified as detrimental to motivation (McLean, 2009) and so self-efficacy (Zimmerman, 2000). This suggests the need for further consideration as apathy towards journaling may potentially result in a further apathy towards RP if it is promoted as the only format.

5.4.3 Reflective practice groups (RPGs)

The considered value of collaborative RP (Daloz's second condition identified as the presence of another) is documented within the research (Shireen Desouza & Czerniak, 2003; Finlay, 2008) and echoes the definition of RP applied by Schon (1983, 1987). In RPGs, collaborative RP provides facilitated opportunities to explore experiences of training and clinical work on the individual (Binks, Jones & Knight, 2013). Effective opportunities for collaborative RP may support the development of, in particular, affiliation, within motivation (McLean, 2009).

However, Knight, Sperlinger and Maltby (2010) explored the value of RPGs for trainee clinical psychologists and suggest that as a means of RP, 40% of participants reported that there were other methods that were considered more effective (supervision, personal therapy and meetings with tutors). 58% of respondents attributed this to the facilitator, for example, not active and not challenging enough, needing more experience and a stronger implementation of theories. This research perhaps reinforces the importance of a skilled practitioner to facilitate the process. Knight, Sperlinger and Maltby's (2010) research suggests that group size is an important variable (ten to thirteen being the optimum) but their research did not offer any insight into the structure and nature of the RPGs i.e. contract, membership, frequency or duration.

In order to promote the 3As central to motivation (McLean, 2009), then for EPs, RPGs may require explicit consideration in terms of theory and practice. Furthermore, research suggests that RPGs should not be at the expense of individual opportunities for RP (Amulya, 2011).

5.4.4 Technology as a tool for reflective practice

Technology may satisfy Daloz's (1999) third requirement (mentoring community), for example, the online EP forum EPNET (The Educational Psychology List) and specifically Video Enhanced Reflective Practice (VERP) (Murray, 2016). RP Technology may also support the development of McLean's 3As (McLean, 2009) for example, on-line forums and VERP might promote agency and affiliation, and in turn support the development of autonomy central to motivation (McLean, 2009) and thus self-efficacy (Bandura, 1977, 1994).

VERP has its theoretical roots in its predecessor Video Interactive Guidance (VIG) (Murray, 2016). VIG is a relationship based intervention commonly used to support attunement. Video recordings of interactions are examined frame by frame, reflective dialogue is then applied to positively connote the observations and develop the relationship (Tavistock & Portman NHS Foundation Trust, 2017). Murray (2016) suggest that VIG has also been applied by EPs to support RP in staff and pupil's relations, to positively connote learning in groups and to support professionals working children and young people with special educational need. Table 2 demonstrates the principles that underpin VIG.

Table 2: Principles of attuned interaction and guidance (Kennedy, 2017)

Being attentive	· Looking interested with friendly posture · Giving time and space for other · Turning towards · Wondering about what they are doing, thinking or feeling · Enjoying watching the other
Encouraging initiatives	· **Waiting** · Listening actively · Showing emotional warmth through intonation · **Naming** what the child is doing, might be thinking or feeling · Naming what you are doing ,thinking or feeling · Using friendly and/or playful intonation as appropriate · **Looking for initiatives**
Receiving initiatives	· Showing you have heard, noticed the other's initiative · Receiving with body language · Being friendly and/or playful as appropriate · Returning eye-contact, smiling, nodding in response · Receiving what the other is saying or doing with words · Repeating/using the other's words or phrases
Developing attuned interactions	· **Receiving and then responding** · Checking the other is understanding you · Waiting attentively for your turn. · Having fun · Giving a second (and further) turn on same topic · Giving and taking short turns · Contributing to interaction / activity equally · Co-operating – helping each other
Guiding	· Scaffolding · **Saying 'no' in the 'yes' cycle** (attuned limit setting) · Extending, building on the other's response · Judging the amount of support required and adjusting · Giving information when needed · Providing help when needed · Offering choices that the other can understand · Making suggestions that the other can follow
Deepening discussion	· Supporting goal-setting · Sharing viewpoints · Collaborative discussion and problem-solving · Naming difference of opinion · Investigating the intentions behind words · Naming contradictions/conflicts (real or potential) · Reaching new shared understandings · Managing conflict (back to being attentive and receiving initiatives with the aim of restoring attuned interactions)

By contrast, VERP is a process focussed on CPD in which recording practice supports critical thinking, problem solving, creativity, attuned communication and relationships. VERP promotes the development of individual and team awareness and supports the internalisation of knowledge, values and goals (Glen Strathie Partnership, 2017). VERP relies on the creation of a 'safe team' in which individuals are able to potentially offer critical insight to a practitioner.

It requires time and the ability of an individual or a team to move beyond feelings of discomfort to examine practice (Murray, 2016). VERP is potentially a far more time-consuming practice, than for example individual RP journaling. This might be a consideration for EPs where there is sense that time is a diminishing resource. However, Murray's research (2016) although possible impacted by positive participant bias, suggests that, within the EP profession VERP is useful for developing trainees' consultation and peer supervision skills. VERP may offer opportunities to develop, for example, a sense of agency (McLean, 2009) through detailed examination of 'reflection on action' (Schon, 1983, 1987) and as a team experience it may potently promote affiliation (McLean, 2009) both of which further support autonomy (McLean, 2009). However, VERP requires careful consideration for example, the amount of time required and the management of individual responses, which may limit engagement (Trent & Gurvitch, 2015; Murray, 2016; Sydnor, 2016).

5.5 EP supervision and reflective practice

Within the literature, supervision is regarded as the primary space for RP (Houston, 1990; Ghaye & Lillyman, 2000; BPS, Dunsmuir & Leadbetter, 2010). As such effective supervision may support EP motivation (McLean, 2009) and self-efficacy (Bandura, 1977, 1994) by potentially developing agency, affiliation and autonomy (McLean, 2009). Furthermore, supervision might be regarded as a collaborative process and may also have the potential to be the arena in which actions are planned which is Daloz's (1999) fourth requirement for the development of RP.

Supervision, just as with the nature of RP, generates different definitions. Within the UK EP profession, supervision is underpinned by the definitions from the professional body for psychologists the BPS.

The Generic Practice Professional Guidelines (BPS, 2008) suggest that supervision is 'an activity in which one or more psychologists, whether a trainee or those having more experience, discuss issues concerning their work both for purposes of reflection and to have that work considered by one or more other professionals' (p16). This definition of supervision suggests a focus on the practitioner's sense of agency and affiliation which in turn support the development of autonomy essential to motivation (McLean, 2009).

Furthermore, it goes on to offer that all aspects of work are included for example, research, administration and managerial work, team work, teaching and the process of supervising others and recognises that the dynamics of supervision will change as the supervisee grows. The document further defines the purpose of supervision as to 'maintain the quality of a psychologist's performance and to extend the individual practitioner's range of skills, mostly by means of reflection, learning and psychological support' (p16).

In 2009 the HCPC became the regulatory body for all practising psychologists in the UK. At that time and indeed since, the HCPC (2009, 2015) Standards of proficiency document, Section 2c refers to the *Critical evaluation of the impact of, or response to, the registrant's actions* and as such underpinned the DECP professional guidelines on EP supervision issued in 2010 (Dunsmuir & Leadbetter). This document identifies supervision as supportive of EP well-being, professional development and attending to the outcomes for children, young people and their families. The term applied by the DECP is *professional supervision* and covers all areas of the EP role (Dunsmuir & Leadbetter, 2010). Clear distinctions are made between the role of line management supervision and professional supervision. Furthermore, this document recognises a third form of supervision referred to as specialist and required, for example, in relation to therapeutic work undertaken by EPs.

The DECP (Dunsmuir & Leadbetter, 2010) suggest that supervision is a confidential and reflective space for EPs to focus on their professional and personal development in response to the work they are doing. Research exploring EPs views suggests that professional development is the primary purpose of supervision (Dunsmuir, Lang & Leadbetter, 2015).

There is a variance in the practical application of supervision across professional fields, for example in the aligned fields of counselling (British Association of Counselling and Psychotherapy (BACP), 2010) and clinical psychology (BPS, Division of Clinical Psychology, (DCP), 2014) supervision is a mandatory protected space. Although recommendations are clear, it is not the same for EPs.

Dunsmuir & Leadbetter (2010) suggest that for EPs, supervision can be perceived as a luxury and minimised due to economic and time constraints. Accordingly, RP might also be perceived as a luxury affected by money and time despite the HCPC (2015) standards of proficiency.   Supervision is perhaps an opportunity for a systems-led approach to RP; if it is not prioritised then this may result in defensive feelings of apathy and alienation (McLean, 2009). For example, practitioners are not necessarily feeling supported by the system to continue to develop agency and possible plateau and if the system is not offering opportunities for inclusion then individuals may feel disconnected. This is contrary to the needs of motivation (McLean, 2009) and self-efficacy (Bandura, 1977, 1994).

5.5.1 Structure of EP supervision

There are no available numbers on the breakdown of EPs' supervision structure. However, in research that surveyed 246 practicing EPs, Dunsmuir, Lang and Leadbetter (2015) used the terms 'individual' or 'group supervision' and reported that within individual or group supervision, engagement was 'fairly evenly divided' (p13).

Dunsmuir, Lang and Leadbetter (2015) report that there is an increase in the application of models of supervision for EPs and records of supervision are usually kept, which suggests an acknowledgment of the importance of supervision. However, contracting of supervision remains an under-utilised area suggesting an informality to the process that may need addressing.

The research by Dunsmuir, Lang and Leadbetter (2015) focussed on a general over-view of the current structure of supervision within the EP profession and did not specifically examine individual or group supervision.

Individual supervision is understood as a meeting between a supervisor and supervisee. Traditionally the supervisor was an experienced colleague offering supervision to a junior focussed on enhancing and monitoring the professional practice of the junior (Gregurek, 2007; Westefeld & Rasmussen 2013). This is perhaps akin to Schon's (1983, 1987) notion of the role of the more experienced navigating colleague within his definition of RP. However, in contrast, Callicott (2011) suggests a movement away from the notion of the experienced teacher colleague toward a joint evaluation of the supervisory process.

The terms 'group' or 'peer' supervision seem to be used interchangeably within the literature (Borders, 1991). Beal, Chilokoa and Ladak (2015) offer that the threads for peer supervision are commonality of peer roles, meeting for a set amount of time on a regular basis and in a structured format. They suggest that the primary role of peer supervision is to provide a reflective space for practitioners. Crucial to effective peer supervision is the ability of all participants to offer constructive feedback (Borders, 1991).

Within the research there is limited information around the specific contracts of peer supervision for EPs (i.e. Mills & Swift, 2015). However, peer supervision is offered as leader-led or leader-less. In leader-led supervision an individual assumes responsibility for managing the structure of the supervision (Goldsmith, Honeywell & Mettler, 2011). The facilitator may act as moderator, keeping the group on task, focusing on the group dynamics and considering his/her interventions according to group engagement (Borders, 1991). In leader-less supervision there is a more casual process that supports individualised feedback (Benshoff, 1994).

Throughout the literature, whatever the format of supervision, there is a consistent emphasis on a reflective space that offers a way of becoming 'unstuck' within practice (Kadushin & Harkness, 2002). The process of supervision, whatever the format seems to offer a sense of being grounded in the 3As of motivation (McLean, 2009). The opportunity to become 'unstuck' may support the development of agency (McLean, 2009) and potentially self–efficacy (Bandura, 1977, 1994) and, as supervision is a collaborative process it may implicitly promote a sense of affiliation (I belong). Positive experiences of agency and affiliation promote autonomy (McLean, 2009).

This suggests that as a carefully designed reflective space, supervision might be central to developing motivation (McLean, 2009) and self-efficacy (Bandura, 1977, 1994) for EPs. Furthermore, Dunsmuir, Lang and Leadbetter (2015) suggest that supervision is increasingly recognised as central to good psychological practice, with a focus on professional development, but that information on the mechanisms of change within it remain elusive. This might be in part due the difficulties in unpicking the different variables within the process, such as the supervision model used, the relationship between supervisor and supervisee, frequency and duration.

5.5.2 Models of EP supervision

There are a number of different models of supervision which may cause further confusion. (Callicott, 2011). No one model dominates EP supervision, but rather approaches and models are drawn from different areas within psychology (Nolan, 1999).

Ayres, Clarke and Large (2015) suggest that the profession needs to dedicate further attention to the development of models that are specific to EP supervision. Within their research Dunsmuir, Lang and Leadbetter (2015) concluded that nearly half (44.3%) of EPs surveyed reported that no model was evident in supervision, but Dunsmuir, Lang and Leadbetter's research (2015) did not examine how this impacted on supervision.

The function of supervision may, to some extent, inform the model applied (Beal, Chilokoa & Ladak, 2015). Hawkins and Shohet (2006) identify three main functions of supervision: the development of skills and abilities through reflection on the supervisees work (educative/formative), responding to the supervisee's emotional responses so as to reduce stress (supportive/restorative) and managerial/normative by ensuring quality control such as ethical standards within the work. These functions may also align to the 3As of motivation (McLean, 2009). For example, the educative role might be akin to agency, the supportive and managerial functions may support the development of affiliation and thus positively influence autonomy.

These purposes are quoted in the literature and seem to underpin the research exploring EP supervision (Mills & Swift 2015; Rawlings & Cowell, 2015; Soni, 2015). The specific application of Hawkins and Shohet (2012) 'Seven Eyed Model of Supervision' (Table 3) may present a model that underpins these three functions in EP supervision.

Table 3: The Seven Eyed Model of Supervision' (Hawkins & Shohet, 2012)

Seven Steps:
1) Focus on the supervisee and what and how they present
2) Exploration of the strategies and interventions used by the supervisee
3) Exploration of the relationship between the stake-holder and the supervisee
4) Focus on the supervisee
5) Focus on the supervisory relationship
6) The supervisor focussing on their own process
7) A focus on the wider contexts in which the work happens

There is a sense that the skills of the supervisor in applying this model are fundamental in engaging the supervisee in the reflective process.

However, there are practicalities of deliberately applying a model that has seven stages, possibly suggesting a need to pay greater attention to the model than that supervisee. If the application of this model is the primary focus than the RP opportunity for the supervisor might be hindered. Particularly when considering the application of 'reflection in action' (Schon, 1983, 1987). This may result in, for example, a decrease in feelings of agency and affiliation and so autonomy (McLean, 2009) within the supervisors' motivation.

Hawkins and Shohet (2012) advocate what they call 'helicopter ability' to oversee and move around the model but this has led to criticism that this concept has not been suitably explained or developed (Darongkamas, John & Walker, 2014).

Within the area of peer supervision, research suggests a similarity in functions to those of individual supervision, with a focus on practitioner's learning and wellbeing and perhaps lesser emphasis on the managerial/normative role (Mills & Swift, 2015; Beal, Chilokoa & Ladak, 2017) which, within motivation, may suggest a greater emphasis on developing affiliation (McLean, 2009). Central to peer supervision are specific opportunities for reflection on action (Smith, 1994; Bold, 2008). This paper will explore two recognised models for EP peer supervision that encapsulate 'reflection on action' (Schon, 1983, 1987).

5.5.3 Reflecting teams approach

The reflecting teams approach is drawn from systemic family therapy (Jenkins, 1996) and is based upon the principles of Anderson (1987). In summary, peers share a narrative which is explored and discussed and meanings offered by others.

This may support a movement away from held and possibly stuck versions toward an engagement with new ideas and interpretations that develop practice that may encompass elements of critical reflection. Beal, Chiloka & Ladak (2017) suggest that 'As a process for peer supervision, the reflecting teams model is thought to offer collaborative, non-hierarchical support which facilitates openness and joining with experiences' (p114).

However, Jenkins (1996) suggests that the process of developing a narrative requires specific consideration as do questions around how reflecting teams can authentically support the range of diversity within the process.

5.5.4 Solution circles model (SCs)

This approach was developed by Forrest and Pearpoint (1996) and is a flexible creative staged problem-solving tool, focussed on developing answers to problems (Table 4).

Table 4: The four stages of a solution circle (Grahamslaw & Henson, 2015).

1) Problem description
2) Brain storming solutions
3) Problem clarification
4) First steps

The construction of a peer process to solve problems suggests that this is superior to an individual's capacity (Grahamslaw & Henson, 2015).

The importance of the facilitator role is central to effectiveness as is the identification of an appropriate 'problem' to be addressed (Brown and Henderson, 2012). However, a specific focus on solutions may mean that a critical RP stance exploring beliefs (Moon 1999) is less apparent in this model.

In order to offer the most productive RP supervisory space, the implementation of reflecting teams and SCs approaches require careful consideration. Attention to the factors discussed in teaching RP, such as managing the feelings of individuals and prior exploration of individual's belief about RP may support effectiveness for EPs. If these factors are considered then peer supervision may provide an opportunity to develop McLean's (2009) 3As. As central to this model is the development of agency through collaboration. This experience of affiliation together with agency may support the development of autonomy.

5.5.5 The role of reflective practice for EPs delivering supervision

EPs are providing group supervision to other professionals (Dunsmuir & Leadbetter, 2010; Dunsmuir, Lang & Leadbetter, 2015) and might be an example of EPs developing RP in others and thus potentially supporting motivation (McLean, 2009) and self-efficacy (Bandura, 1977, 1994). Emotional Literacy Support Assistants (ELSAs) are one of the biggest professional groups receiving group supervision from EPs (Osborne & Burton, 2014). Although not offering a specific model of group supervision for ELSAs, Osborne and Burton (2014) suggest that group supervision offers opportunities for critical reflection (agency) guided by an experienced (EP) supervisor (affiliation) who provides participants with new learning experiences and is both time and cost effective. Within Osborne and Burton's (2104) definition there is the sense that the structure of ELSA supervision may also support motivation (McLean, 2009) and consequently self-efficacy (Bandura, 1977, 1994).

For example, it may promote agency and affiliation with other ELSAs through criticality and learning opportunities which are central to the development of autonomy (McLean, 2009). Fundamental to this process is the relationship between the supervisor and supervisees (Wedlock & Turner, 2017).

5.5.6 The role of the relationship in supervision

Within the field of therapy, the relationship created between supervisee and supervisor is regarded as central for effective supervision (Weatherston & Osofsky, 2009; Watkins, 2012). Atkinson and Wood (2007) explored trainee educational psychologists (TEPs) supervision experience. They suggest that difficulties in the supervisor/supervisee relationship and in communication were the greatest barriers to effective TEP supervision.

As supervision is considered the main space for RP, this reasonably suggests that the supervisor/supervisee relationship has a significant impact on the engagement in RP and thus potentially motivation (McLean, 2009) and self-efficacy (Bandura, 1977, 1994).

Atkinson and Woods (2007) propose that the importance of the relationship for TEPs may vary according to the function of supervision, for example, where supervision has a monitoring or guiding function the relationship is more significant. However, they did not produce any research to validate this assertion.

Benade (2016) suggests that a lack of trust in supervision is a barrier to RP. Patel (2012) proposes that it is the supervisor's responsibility to create a safe and trusting atmosphere for the supervisee. Within the supervisor relationship, Beinart (2002) suggests that the most important aspects were the quality of the rapport between supervisor and supervisee and the supervisee feeling supported.

Research suggests that sustaining the relationship in supervision is more important than skills and knowledge (Nolan, 1999) and those productive supervisory behaviours can be learnt (Dye, 1994). Reflecting on the difficulties in the relationship, Nelson and Friedlander (2001) suggest that power struggles between supervisor and supervisee have a significant impact. These struggles are potentially based in a sense of role conflict where there is a lack of clarity, which might be as a result of a lack of training and ultimately these conflicts are detrimental to supervision. Bernard and Goodyear (1992) recognised the reflexive impact of power imbalance (affected by characteristics such as gender, race and age difference) apparent within all relationships including supervisory relationships. Fundamental to managing these imbalances is a sense of mutual respect (Dye, 1994).

However, the path to mutual respect within Dye's (1994) work remains vague. It is possible that the way forwards might be opportunities to reflect on the relationship between supervisor and supervisee within the supervision. For example, Bartle (2015) applies the psychodynamic theories of the projective-identification (Klein, 1946) and container-contained (Bion, 1962) to offer insight into the relational experience.

Research exploring peer supervision suggests a greater emphasis on exploring relationships with a view to support what Callicott and Leadbetter (2013) term 'groupness'. The role of the supervisor (if there is one) supports the creation of a group identity by managing complex relational group dynamics. The group is then able to offer, for example, support in managing the EP role and in the development of a professional identity (Rawlings & Cowell, 2015). EP individual and peer supervision may benefit from opportunities to explore Schon's (1983, 1987) reflection-in-action. This would support the noticing and exploring of what is occurring within the supervision process.

In essence, there is a sense that the foundations of effective supervision may rely on the relationship and the development of affiliation (McLean, 2009). If the relationship promotes belonging and is in turn felt to be safe this may allow for honest discussions that further support agency and thus autonomy (McLean, 2009). However, this may rely on the considerable skills of the supervisor.

5.5.7 The role of training in supervision skills

Within the research there are consistent references to the importance of training in supervision skills for both EPs receiving (Nolan, 1999; Atkinson & Woods, 2007; Dunsmuir, Lang & Leadbetter, 2015; Rawlings & Cowell, 2015) and offering supervision (Osbourne & Burton, 2014).

However, in the main, the focus is on models and contracting of supervision, with little specific attention to models of RP although the term 'reflection' is present throughout. Significantly Bold's research (2008) explored the development of critical RP within peer supervision by applying a model of critical RP (reflective conversations, Ghaye & Ghaye, 1998). As a result Bold (2008) suggests that the depth of reflection amongst students improved. The participants were not EPs, and whilst Bold recognised the potential difficulty for students in engaging in this level of thinking, her concluding points referenced the skill of the supervisor in applying 'reflection-in-action' (Schon, 1983, 1987) to develop the work.

Nolan's assertion (1999) that relationship skills are the most important factor in supervision, together with Dye (1994), who proposes that relationship skills can be learnt, suggests that relational awareness may benefit from being present within supervision training programmes.

Whilst it may not be possible to cover the relational depth offered by psychodynamic approaches, the application of models such as Egan's (1982) skilled helper model may support the facilitation of Rogers' (1956) core conditions useful within any helping relationship, including supervision. Davies, Tennant, Ferguson and Jones, (2004) propose that the skills as a supervisor are more important than the experience within the supervisee's field, possibly suggesting that supporting RP is a skill. This may offer, for example, a value in teaching RP frameworks within supervisor training.

Thus, whilst the explicit function of supervision is not necessarily named as supporting motivation (McLean, 2009) and self-efficacy (Bandura, 1977, 1994), the possible components of RP through the application of models (agency) and the importance of the relationships (affiliation) may be constructed as central to both which suggests the importance of appropriate training for those offering supervision.

The models of RP, critical and reflexive practice and the teaching and tools of RP provide a foundation from which to consider RP for EPs. What is of further importance is how RP is actually being practically applied at a systemic level within EP practice and within other aligned professions.

6 The application of reflective practice

6.1 The profile of reflective practice within EP training

It is possible that the contents of EP training programme may support the profile of RP. For example, models for EP practice are usually the choice of the training institution. At Cardiff University the taught model is COMOIRA (Constructionist Model of Informed Reasoned Action) (Gameson, Rhydderch, Ellis & Carroll, 2003) (Figure 8) which has an emphasis on the importance of reflective and reflexive thinking.   For example within "construct and explore relevant hypotheses', the supporting question is framed as 'what are key people's ideas about why this is happening? (Gameson, Rhydderch, Ellis & Carroll, 2003, p100)**.**

An alternative practice model for EPs such as, for example, Fredrickson and Cline (2002) Interactive Factors Framework (Figure 9) focuses on the environment, biological, cognitive and behavioural factors and does not specifically identify RP which may suggest a different profile for RP.

Figure 8: COMOIRA (Gameson, Rhydderch, Ellis, & Carroll, 2003).
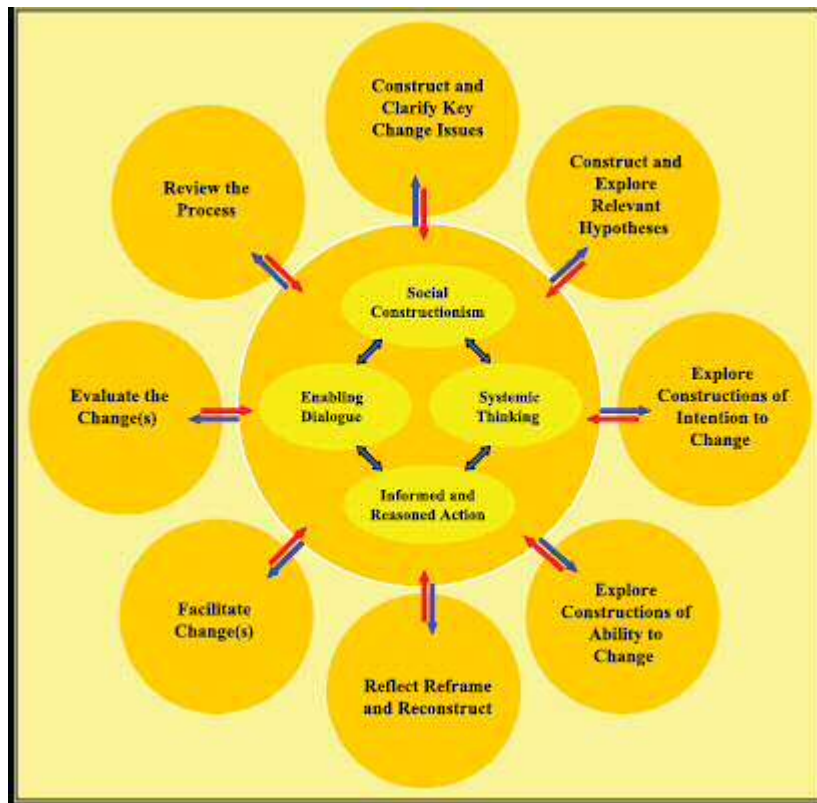
Figure 9: The Interactive Factors Framework (Fredrickson & Cline, 2002)

Environment	Biological
	Cognitive
	Behavioural

Research examining TEPs experiences of supervision proposes that it is an important and valued element for professional learning and that the application of RP models such as Kolb's (1984) Reflective Cycle supports the integration of theory and practice (Hill, Bond, Atkinson, Gibbs, Howe & Morris, 2015). Thus for TEPs the experience of supervision might be a formative influence in approaches to professional development. Whilst supervision is mandatory for TEPs, the completion of, for example, other forms of RP such as reflective logs are not. Whilst it is important to recognise the difficulty in mandating RP, the role of the training institution in supporting a relationship with RP may be one that requires further systemic consideration.

However, the introduction of a research doctorate programme (2006, England, Wales and Northern Ireland) for EP training may also implicitly suggest the value of RP. Since 2006 TEPs are required to complete a research thesis that asks them to conduct, contextualise and critically evaluate their own and other's research. These skills can be seen within models of RP, for example, Dewey (1933), Kolb (1984), Gibbs (1988) and Rolfe, Freshwater and Jasper (2001). This may suggest that RP is an implicit expectation within EP training programmes, rather than a specifically taught element of practice.

6.1.2 The profile of reflective practice within EP professional development

Research examining EP professional development and supervision (Rawlings & Cowell, 2015) proposes that group supervision specifically supported professional development by providing reflective opportunities to experience alternative perspectives and acquire further knowledge. Furthermore, the experience of supervision is not necessarily limited to the development of the supervisee, but potentially the supervisor (Carrington, 2004).

Carrington (2004) suggests that working as a supervisor provided a reflective space to review and challenge her practice, for example within her report writing. Carrington (2004) suggests that this supported her professional development through avoiding the pitfalls of 'the expert' and understanding her own vulnerabilities.

Bartle (2015) and Hulusi & Maggs (2015) further examine the development of supervision by applying RP and psychodynamic approaches to the relationship(s) between supervisee(s) and supervisor. Bartle (2015) proposes that 'the process of supervisors striving to know themselves is vital if relational influences are to be thought about in a meaningful way and in the service of maintaining a helpful working alliance' (p45).

This may be of further significance when considering research by Dunsmuir, Lang and Leadbetter (2015) who offer that with the introduction of traded services models of EP practice, providing quality supervision to education staff is increasing.

Furthermore, research critically examining the role of evidence based practice (EBP) and professional development for EPs proposes that EPs should not necessarily accept that research is the only foundation for practice but rather echoes the importance of reflection on individual practice (Fox, 2010).

Fox (2010) offers that EP professional practice is an art not a science and as such 'Individual EPs need to systematically record what they are doing and how they are doing it. A commitment to researching our own individual practice may be the starting point for an evidence-based profession' (p101).

This suggests a further important profile for the role of RP as a mechanism for EPs to reflexively question accepted ideologies within the profession and wider society.

Furthermore, Pellegrini (2010) suggests that within professional development EPs must be amenable to engaging with alternative frameworks, rather than the prevalent discourse. He proposes that this requires a reflective awareness of their feelings and an understanding and processing of their experiences.

The literature suggests a positive and important profile of RP in EPs' professional development that may mitigate what Willdridge (2016) proposes is the negative impact of the changing in the construction of the EP role and instead positively support McLean's 3As (2009) and self-efficacy (Bandura, 1977, 1994).

6.2 Conditions for reflective practice

Caldwell and Grobbel (2013) propose that central to effective RP is an attitude that places value on reflection. This suggests supporting systems to identify and support individual internal barriers such as; a lack of awareness, entrenched patterns of behaviour and emotional discomfort (Boud &Walker, 1998; Kuit, Reay & Freeman 2001). As well as providing practitioners with the time necessary for reflection and time to implement any changes in practice (McClure, 2005; O'Donovan, 2006).

Therefore, it is reasonable to suggest that the systemic application of RP needs to occur within EP initial training where opportunities to manage difficulties with RP can be explored and supported.

This requires teaching practitioners who are motivated and confident to support RP and who can perhaps avoid a recipe style approach. RP will then require specific maintenance by the employing LA (if there is one) with a focus on explicit value, protected time and staff development.

Whilst there might be difficulties in, for example, in defining RP, assigning an appropriate model of RP and the teaching and implementation of tools of RP, practice from other aligned professions could be considered and if appropriate implemented. Throughout the literature there is the implicit belief that RP promotes improvement in practice. If RP is also linked to supporting motivation (McLean, 2009) and self-efficacy (Bandura, 1977, 1994) then there is a clear sense that RP may also support the development of the profession as well as the individual. However, exploring RP reflexively may challenge this position.

6.3 The validity of reflective practice

Finlay (2008) suggests the RP is a product of western cultural beliefs and as such assumptions are made about its value and transferability to other cultures. There is perhaps a sense that its value is somehow unquestionable. However, Duckett (2002) explored the practical role of RP for a university professional management programme and concluded that 'no compelling evidence was found to support the use of reflection as a critical thinking technique or a mechanism to improve practice.' (p1). Whilst this research was not conducted with EPs and the participant numbers were low (six participants for the interviews) it does offer an alternative viewpoint on a potentially taken for granted assumption that reflection improves practice.

Quinn (1998, 2000) suggests that RP is used to make individuals responsible for the adherence and development of professional standards, rather than the overarching system. This point is perhaps echoed by the recent document 'Reflective Practice' issued for teachers by the Welsh Government (WG), (Welsh Government, 2015).

This publication states that 'This booklet defines and outlines the key features of reflective practice. It explores a variety of different approaches and describes how they can improve learner outcomes and contribute to whole-school improvement.'(p1). This seems to suggest that RP is perceived as the individual's responsibility rather than supporting the promotion of RP at a systemic level.

Furthermore, Ball (1994) suggests that reflection has become a repeated idea rather than a model of practice. In other words, as with the WG (2015) Reflective Practice booklet for teachers, RP is much discussed but limited attention might be paid to its formal application. Indeed, there is a sense from the vast amount of literature available on RP that the more the ideas around RP are explored, the more contradictions emerge, for example, the teaching or not of RP. This might in turn increase the likelihood for confusion and thus the practical application potentially becomes more elusive.

 However, throughout all the possible varied constructions of RP (for example, different definitions and models of RP, the description of critical/reflexive practice, the implementation of teaching and tools of RP and the nature of supervision), there is a sense of McLean's (2009) 3As of motivation. This suggests that the elements within RP may, themselves support agency, affiliation and autonomy which are at the core of SDT of motivation (Ryan & Deci, 2000, Deci and Ryan, 2015) and in turn self-efficacy (Bandura, 1977, 1994).

Thus it may be possible to propose that it is not only the content of RP but the processes that construct RP that are important. In other words, it is not the discovered answers but instead the willingness to ask the questions that can lead to a positive increase in motivation (McLean, 2009) and self-efficacy (Bandura, 1977, 1994) for EPs.

7 Conclusion

 The GT created within the empirical paper (part one) of this thesis, suggests that, based on definitions of motivation drawn from SDT (Ryan & Deci, 2000) and McLean (2009), EPs' use of RP supports motivation and in turn self-efficacy (Bandura, 1977, 1994), (Zimmerman, 2000).

However, this also needs to be considered in conjunction with criticisms of SDT and SE which centre on the implicit belief that motivating factors are universal. Reflexively SDT and SE research has been based predominantly on western cultural beliefs, suggesting a possibly limited perspective. However, if RP does indeed support EP motivation, then fundamental to that is an understanding of RP. The literature suggests that the definition, models and teaching of RP may cause confusion. Whilst tools such as journaling, RPGs and technology (VERP) are potentially useful without appropriate consideration they can become problematic.

The role of reflexive thinking generates further difficulties in terms of clarity of definition, but might support EPs to consider the complexity of their role through an examination of the social and cultural systems.

Opportunities for effective collaborative RP, through for example, EPs accessing supervision might be regarded as a direct intervention that supports motivation.

Whilst there is a sense that the dynamics of supervision are not yet fully understood, the importance of using contracts, applying models of supervision and developing awareness of the impact of the supervisor-supervisee relationship are all central. These standards rely on EP training in supervision skills that benefit EPs and those external practitioners EPs'

supervise such as ELSAs. Associated professions such as clinical psychology and counselling have a mandatory requirement for supervision and an overt recognition of the role and value of RP. This could be an area for further consideration for EPs.

However, the perception that RP is always beneficial requires critical examination. It cannot be a means to make as individual solely accountable for his/her own learning and must be within a context that offers appropriate resources for the implementation of identified change including time and access to further training .

Finally, whilst RP may have a positive association with supporting EP motivation and self-efficacy this in itself requires further critical examination. For example, the recognition that RP may support motivation may possibly ignore the wider social and cultural implications on an increasingly changing role.

8. References

Alley, S., Jackson, S.F., & Shakya, Y. B. (2015). Reflexivity: A Methodological Tool in the Knowledge Translation Process? *Health Promotion Practice, 16, 3*, 426 –431.

Amulya, J. (2011). What is reflective practice? Retrieved from *http://www. .communityscience.com/images/file/What is Reflective Practice.pdf · PDF file.* Accessed on October 5th 2017.

Anderson, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process, 26,* 415-428.

Atkins, T.W., & Murphy, K. (1983). Reflection: a review of the literature. *Journal of Advanced Nursing, 18*, 1188-92.

Atkinson, C., & Woods, K. (2007). A Model of Effective Fieldwork Supervision for Trainee Educational Psychologists, *Educational Psychology in Practice, 23, 4,* 299-316.

Ayres, J., Clarke, A., & Large, J. (2015). Identifying principles and practice for supervision in an Educational Psychology Service. *Educational and Child Psychology, 23, 3,* 22-29.

Ball, S. J. (1994). Intellectuals or Technicians: The most urgent role of theory in educational studies. Annual address to the standing conference for studies in education, RSA, London, 4 November 1994.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review, 84,* 191–215.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).

Bartle, D. (2015). Deception and delusion: The relational aspect of supervision explored through Greek mythology. *Educational & Child Psychology, 32, 3,* 41-51.

Beal, C., Chiloka, M., & Ladak, S. (2015). Critical reflections on peer supervision underpinning interagency work: EPs working experientially with a Youth Offending Service. *Educational & Child Psychology, 34, 3,* 109-139.

Beinart, H. (2002). *An exploration of the factors which predict the quality of the relationship in clinical supervision*. Unpublished DClinPsych dissertation. Open University/BPS.

Benade, L. (2016). The role of trust in reflective practice. *Educational Philosophy and Theory,* 50, 2, 123-132.

Benshoff, J. M. (1994). Peer supervision in counsellor training. *The Clinical Supervisor, 11*, 2, 89-102.

Berg, J. E., Daley, L.A., Dickhaut, J.W., & O'Brien, J. (1992). Moral hazard and risk sharing: Experimental evidence. *Research in Experimental economics 5,* 1-34.

Bernard, J. M., & Goodyear, R. K. (1992). *Fundamentals of clinical supervision*. Boston: Allyn & Bacon.

Bevins, S., Jordan, J., & Perry, E. (2011). Reflecting on professional development*. Educational Action Research, 19, 3,* 399-411.

Bickford, D., & Van Vleck, J. (1997). Reflections on artful teaching. *Journal of Management Education, 21, 4,* 448-463.

Bieg, S., Reindl, M., & Dresel, M. (2017). The relation between mastery goals and intrinsic motivation among university students: a longitudinal study, *Educational Psychology, 37, 6,* 666-679.

Biggs, J. (1999). *Teaching for quality learning at university.* Buckingham: Open University.

Binks, C., Jones, F. W., & Knight, K. (2013). Facilitating reflective practice groups in clinical psychology training: A phenomenological study. *Reflective Practice, 14,* 305–318.

Bion, W.R. (1962). Learning from experience. London: Heinmann. In M. Waddell (2002). *Inside Lives. Psychoanalysis and the growth of the personality* (Rev. ed.). London: Duckworth.

Bold, C. (2008). Peer support groups: Fostering a deeper approach to learning through critical reflection on practice. *Reflective Practice, 3.* 257-267.

Borders, D. L. (1991). A systematic approach to peer group supervision*. Journal of Counseling and Development, 69, 3,* 248-252.

Boud, D., Keogh, R., & Walker, D. (1985). *Reflection. Turning experience into learning*, London: Kogan Page.

Boud, D., & Walker, D. (1998). Promoting reflection in professional courses: The challenge of change. *Studies in higher education, 23, 2*, 191-206.

British Association of Counsellors and Psychotherapists. (2010). Retrieved from http://www.bacp.co.uk/accreditation/AccreditedCourseDirectory.

British Psychological Society. (2002). *Professional Practice Guidelines*. Division of Educational and Child Psychology. Leicester: British Psychological Society.

British Psychological Society. (2006). Best Practice in CPD. Retrieved from https://www.bps.org.uk/.../professional-development/best-practice-cpd. Accessed on 4th July 2018.

British Psychological Society. (2008). *Generic Professional Practice Guidelines*. Leicester: The British Psychological Society.

British Psychological Society. (2014). *DCP policy on supervision.* Division of Clinical Psychology. Leicester: The British Psychological Society.

Brown, E., & Henderson, L. (2012). Promoting staff support in schools: Solution Circles. *Educational Psychology in Practice, 28, 2,* 177-186.

Brown, M., Fry, H. & Marshall, S. (1999). Reflective Practice in H. Fry, S. Ketteridge & S. Marshall (Eds*) A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice.* London: Kogan Page.

Caldwell, L., & Grobbel, C. C. (2013). The importance of reflective practice in nursing. *International Journal of Caring Sciences, 6, 3,* 319-326.

Callicott, K. M. (2011). An investigation of factors involved when educational psychologists supervise other professionals. Unpublished doctoral thesis. University of Birmingham.

Callicott, K., & Leadbetter, J. (2013). An investigation of factors involved when educational psychologists supervise other professionals. *Educational Psychology in Practice, 29, 4,* 383-403.

Carlton, M. P., & Winsler, A. (1998) Fostering intrinsic motivation in early childhood classrooms. *Early Childhood Education Journal, 25, 3,* 159-166.

Carrington, G. (2004). Supervision as a reciprocal learning process. *Educational Psychology in Practice, 20, 1,* 31-42.

Cartwright, C. (2011). Transference, countertransference, and reflective practice in cognitive therapy. *Clinical Psychologist, 15,* 112-120.

Cathcart, E. B., & Greenspan, M. (2013). The role of practical wisdom in nurse manager practice: why experience matters. *Journal of Nursing Management 21*, 964–970.

Cianci, R., Gambrel, P. (2003). Maslow's hierarchy of needs: Does it apply in a collectivist culture. *Journal of Applied Management and Entrepreneurship, 8(2),* 143–161.

Collins, C. (2013). *Trainee counselling psychologists' experiences and understanding of reflective practice and its impact upon personal and professional development.* Unpublished doctorate thesis, University of East London.

Cropley, B. (2009). *Reflective practice and consultant effectiveness: an examination of sport psychology practice.* PhD thesis, University of Wales Institute, Cardiff.

Cunliffe, A. (2004). On becoming a reflexive practitioner. *Journal of management education, 28, 4,* 407-426.

Daloz, L. A. (1999). *Mentor: Guiding the journey of adult learners*. San Francisco: Jossey-Bass.

Darley, J. M., & Gross, P. H. (1983). A hypothesis confirming bias in labeling effects. *Journal of Personality and Social Psychology, 44,* 20-33.

Darongkamas, J., John, C., & Walker, M. J. (2014). An eighteyed version of Hawkins and Shohet's clinical supervision model: the addition of the cognitive analytic therapy concept of the 'observing eye/I' as the 'observing us'. *British Journal of Guidance & Counselling, 42, 3* 261-270.

Davies, E., Tennant, A., Ferguson, E., & Jones, L. (2004). Developing models and a framework for multi-professional clinical supervision. The British Journal of Forensic Practice, 6, 3, 36-42.

de Bono, E. (1967). *The use of lateral thinking.* England: Penguin Book.

Deci, E. L., & Ryan, R. M. (2015). Self determination theory. *International Encyclopedia of the Social & Behavioral Sciences, 21,* 486-492.

Department for Education and Employment. (1997). *Excellence for All Children - Meeting Special Educational Needs. The Green Paper.* London: HMSO.

Department for Education and Employment. (2000). *Educational Psychology Services (England). Current Role, Good Practice and Future Directions. Report of the working group*. London: HMSO.

Department for Education and Skills. (2001). *Special Educational Needs Code of Practice.* London: HMSO.

Department for Education and Skills. (2004). *Every Child Matters: Change for Children*. London: HMSO.

Department for Education. (2014). *The young person's guide to the Children and Families Act. .* Retrieved from http://www.gov.uk/goverment/publications. Accessed on 3r April 2018.

Department for Health & Department for Education. (2017)*. Transforming children and young people's mental health provision: a green paper.* Retrieved from http://www.gov.uk/goverment/publications. Accessed on 4th January 2018

Dewey, J. (1933). *How we think.* Boston: DC Health.

Duckett, H. (2002). *Smoke and mirrors? Evaluating the use of reflective practice as a management learning technique.* Retrieved from http:// www.leeds.ac.uk/educol/documents/00002316.htm. Accessed on October 20th 2017.

Dunsmuir, S., & Leadbetter, J. (2010). *Professional supervision: Guidelines for practice for educational psychologists.* Division of Educational and Child Psychology. Leicester: British Psychological Society. Retrieved from http://www.bps.org.uk. Accessed on January 3rd 2016.

Dunsmuir, S., Lang, J & Leadbetter, J. (2015). Current trends in educational psychology supervision in the UK. *Educational and Child Psychology, 23, 3,* 8-19.

Dye, A. (1994). *The Supervisory Relationship. ERIC Digest.* Retrieved from http://www.ericdigests.org. Accessed on December 20th 2017.

Egan, G. (1982). *The skilled helper.* California: Cengage learning inc.

Enosh, G., & Ben-Ari, A. (2015). Reflexivity: The creation of liminal spaces-researchers, participants, and research encounters. *Qualitative Health Research, 26, 4,* 578-584.

Etelapelto, A., Vahasantanen, K., Hokka, P., & Paloniemi, S. (2013). What is agency?

Conceptualising professional agency at work. *Educational Research Review 19, 45-65.*

Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). *A Review of*

the Functions and Contributions of Educational Psychologists in England and Wales in Light

of 'Every Child Matters': Change for Children. London: DfES Publications.

Finlay, L. (2008). Reflecting on 'Reflective Practice'. Retrieved from

http://www.open.ac.uk/pbpl. Accessed on January 4th 2017.

Fisher, P., Chew, K., & Leow, Y. J. (2015). Clinical psychologists' use of reflection and

reflective practice within clinical work. *Reflective Practice, 16, 6,* 731-743.

Forrest, M., & Pearpoint, J. (1996). Solution circle: Getting unstuck a creative problem

solving tool. Retrieved from: http://www.inclusion.com/ttsolutioncircle.

Fook, J. (2006). Beyond reflective practice: reworking the 'critical' in critical reflection.

Keynote speech for conference 'Professional lifelong learning; beyond reflective practice.

July 3. Retrieved from http://www.leeds.ac.uk/educol/documents/*155665.pdf.* Accessed on

January 4th 2016.

Fook, J., & Gardner, F. (2007). *Practicing critical reflection: A resource handbook*. London:

Open University Press.

Fox, M. (2010). Practice-based evidence-overcoming insecure attachments. *Educational*

Psychology in Practice, 27, 4, 325-335.

Frederickson, N. and Cline, T. (2002). *Special educational needs, inclusion and*

diversity: A textbook. Buckingham and Philadelphia, PA: Open University Press.

Frie, R. (2008). *Psychological agency: theory, practice and culture*: London & Cambridge (MA): The MIT Press.

Gameson, J., Rhydderch, G., Ellis, D. & Carroll, T. (2003). Constructing a flexible model of integrated professional practice part 1 - conceptual and theoretical issues. *Educational and Child Psychology*, 20, 4, 96-116.

Ghaye, A., & Ghaye, K. (1998). *Teaching and learning through critical reflective practice*. London: David Fulton.

Ghaye, T. (2000). Into the reflective mode: bridging the stagnant moat. *Reflective Practice, 1, 1,* 5-9.

Ghaye, T., & Lillyman, S. (2000). *Effective clinical supervision.* Wiltshire: Mark Allen Publishing.

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford: Further Education Unit. Oxford Polytechnic.

Glen Strathie Partnership. (2017). Video enhanced reflective practice. Retrieved from http://verp.uk.com/VERP.php. Accessed on 27th October 2017.

Goldsmith, C., Honeywell, C., & Mettler, G. (2011). Peer observed interaction and structured evaluation (POISE): A Canadian experience with peer supervision for genetic counselors. *Journal of Genetic Counselling, 20,* 204-214.

Grahamslaw, L., & Henson, L. H. (2015). Solving problems through circles. *Educational Psychology in Practice, 31, 2*, 111-126.

Greenwood, J. (1993). Reflective practice: a critique of the work of Argyris and Schon.

Journal of Advanced Nursing, 19, 1183-1187.

Gregurek, R. (2007). Internal and external boundaries of supervision. *Group analysis, 40(2),*

167-300.

Grushka, K., Hinde-McLeod, J., & Reynolds, R. (2005). Reflecting upon reflection: theory and

practice in one Australian university teacher education program*. Reflective Practice, 6(1),*

239-246.

Guay, F., Chanal, J., Ratelle, C.F., Marsh, H.W., Larose, S., & Boivin, M. (2010). Intrinsic,

identified, and controlled types of motivation for school subjects in young elementary

school children. *British Journal of Educational Psychology, 80*, 711–735.

Habermas, J. (1971). Jürgen Habermas. Retrieved from

http://wwwplato.stanford.edu/entries/habermas**.** Accessed on October 20th 2017.

Habermas, J., & Shapiro, J. J. (1978). *Knowledge and human interests*. London: Heinemann

Educational Books.

Hawkins, P., & Shohet, R. (2006). *Supervision in the helping professions* (3rd ed.)

Maidenhead: Open University Press.

Hawkins, P., & Shohet, R. (2012).   The seven-eyed model of supervision. Retrieved from

http://www.learningandcoaching.blogspot.co.uk/2011/01/seven-eyed-model-of-

supervision-hawkins.html. Accessed on November 4th 2017.

Health & Care Professions Council. (2009). *Practitioner psychologists: Standards of*

proficiency. London: Health and Care Professions Council.

Health & Care Professions Council. (2015). *Practitioner psychologists. Standards of proficiency.* London: Health and Care Professions Council.

Hill, V., Bond, C., Atkinson, C., Woods, K., Gibbs, S., Howe, J., & Morris, S. (2015). Developing as a practitioner: How supervision supports the learning and development of trainee educational psychologists in three-year doctoral training. *Educational & Child Psychology, 32, 3,* 119- 126.

Holland, R. (1999). Reflexivity. *Human Relations, 52, 4,* 463-484.

Houston, G. (1990). *Supervision and counselling.* USA: Rochester Foundation.

Huczynski, A., Buchanan, D. (1991). *Organizational behaviour* (2nd eds). New York: Prentice Hall.

Hulusi, H.M., & Maggs, P. (2015). Containing the containers Work Discussion Group supervision for teachers- a psychodynamic approach. . *Educational & Child Psychology, 32, 3,* 30- 41.

Jenkins, D. (1996). A reflecting team approach to family therapy: A Delphi study. *Journal of Marital and Family Therapy, 22, 2,* 219-238.

Kadushin, A., & Harkness, D. (2002). *Supervision in social work.* New York Columbia University Press.

Kaehne, A. & Beyer, S. (2014). Person-centred reviews as a mechanism for planning the post-school transition of young people with intellectual disability. *Journal of Intellectual Disability Research, 58*(7), 603-613.

Kennedy, H. (2017). Video Interaction Guidance: Promoting secure attachment and optimal development for children, parents and professionals. In Leach, P. (2017). *Innovative Research in Infant Wellbeing*. London: Routledge.

Klein, M. (1946). Notes on some schizoid mechanisms. In M. Klein (Ed), *Envy, gratitude and other works, 1946-1963.* London: Hogarth.

Knight, K.M., Sperlinger, D.J., & Maltby, M. (2010). Exploring the personal and professional impact of reflective practice groups: A survey of 18 cohorts from a UK clinical psychology training course. *Clinical Psychology and Psychotherapy, 17*, 427-437.

Kolb, D. (1984). *Experiential learning as the science of learning and development.* Englewood Cliffs, NJ: Prentice Hall.

Kuit, J. A., Reay, G., & Freeman, R. (2001). Experiences of reflective teaching. *Active Learning in Higher Education, 2, 2,* 128-142.

Labram, A. (1992). The educational psychologist as consultant. In S. Wolfendale, T. Bryans, M. Fox. A. Labram & A. Sigson (Eds.). *The profession and practice of educational psychology*. London: Cassell.

Lewin, K. (1952). *Field theory in social science.* London: Tavistock.

Love, P. (2009). Educational psychologists: the early search for an identity. *Educational Psychology in Practice, 5, 1*, 3-8.

Lundgren, H., & Poell, R. F. (2016). On critical reflection: A review of Mezirow's theory and its operationalization. *Human Resource Development Review, 15(1),* 3-28.

Maslow, A. (1943). A theory of human motivation. *Psychological Review, 50, 4,* 370-396.

Marzillier, J., & Eastman, C. (1984). Continuing problems with self-efficacy theory: A reply to Bandura. *Cognitive Therapy and Research, 8, 3,* 257-262.

McClure, P. (2005). Reflection on practice. Retrieved from http:// www.practicebasedlearning.org. Accessed on 8th September 2017.

McGrath, D., & Higgins, A. (2006). Implementing and evaluation reflective practice group sessions. *Nurse Education in Practice, 6, 3,* 175-181.

McLean, A. (2003). *The motivated school.* London: Sage.

McLean, A. (2009). *Motivating every learner.* London: Sage.

McLean, A. (2013). *The wings of autonomy.* Draft version. Accessed from Dr Simon Claridge, Cardiff University, April 2018.

Mezirow, J. (1998). On critical reflection. *Adult education quarterly, 48, 3*, 185-198.

Mills, F., & Swift, J. (2015). What can be gained through peer supervision? *Educational and Child Psychology, 23, 3,* 105-118.

Moon, J. (1999). *Learning Journals: A handbook for academics and students and professional development.* London: Kogan Page.

Moon, J. (2001). Reflection in higher education learning. Retrieved from http://www.sussex.ac.uk/documents/jenny-moon-workshop·

Moti, B., Roth, G., & Deci, E.L. (2014). When are mastery goals more adaptive? It depends

on experiences of autonomy support and autonomy. *Journal of Educational Psychology*

106, 258-267.

Murray, S. (2016). *Using video interactive reflective practice (VERP) to support the*

development of trainee educational psychologists' consultation and peer supervision skills.

Unpublished doctoral thesis University of Buckingham.

Nelson, M.L., & Friedlander, M.L. (2001). A close look at conflictual supervisory

relationships: The trainee's perspective. *Journal of Counseling Psychology, 48,* 384-395.

Nolan, A. (1999). Supervision for Educational Psychologists. *Educational Psychology in*

Practice, 15, 2, 98-107.

Norwich, B. (2005). Future directions for professional educational psychology. *School*

Psychology International, 26(4), 387-397.

O'Donovan, M. (2006). Implementing reflection: Insights from pre-registration mental

health students*. Nurse Education Today, 27*,610-616.

Osborne, C., & Burton, S. (2014). Emotional Literacy Support Assistants' views on

supervision provided by educational psychologists: what EPs can learn from group

supervision.

Patel, N. (2012). Difference and power in supervision*. In Supervision and clinical*

psychology: theory, practice and perspectives. Edited by Flemming, I and Steen, L New

second edition York: Routledge.

Pellegrini, D.W. (2010). Spitting and projection: drawing on psychodynamics in educational psychology practice. . *Educational Psychology in Practice, 26, 3,* 251-260.

Quinn, F.M. (1998). Reflection and reflective practice, in F.M.Quinn (Ed). *Continuing professional development in nursing*. Cheltenham: Stanley Thornes.

Quinn, F.M. (2000). Reflection and reflective practice. In C. Davies, L. Finlay & A. Bullman (Eds.). *Changing practice in health and social care.* London: Sage.

Rawlings, E., & Cowell, N. (2015). Educational psychologists' experience of taking part in group supervision: A phenomenological study. *Educational and Child Psychology, 23, 3,* 51-64.

Robinson, W. L. (1974). Conscious Competency - the mark of a competent instructor. *The Personnel Journal, 53*, 538-539.

Roger, C. E. (1956). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology, 21*, 95-103.

Rolfe, G., Freshwater, D., & Jasper, M. (2001). *Critical Reflection in Nursing and the Helping Professions: a User's Guide.* Basingstoke: Palgrave Macmillan.

Russell, T. (2005). Can reflective practice be taught? *Reflective Practice, 6, 2,199*-204.

Ruch, G. (2007). Reflective practice in contemporary child-care social work: the role of containment. *British Journal of Social work, 37, 4,* 659-680.

Ryan, R. M., & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology 25*, 54–67.

Saric, M., & Steh, B. (2017). Critical reflection in the professional development of Teachers: Challenges and possibilities. *C-E-P-S Journal, 7, 3,* 67-85.

Schon, D. A. (1983). *The reflective practitioner: How professionals think in action.* Boston: Arena Publishing.

Schon, D. A. (1987). *Educating the reflective practitioner.* San Francisco: Jossey-Bass Inc.

Schiefele, U., & Schaffner, E. (2015). Teacher interests, mastery goals, and self-efficacy as predictors of instructional practices and student motivation. *Contemporary Educational Psychology 42,* 159-171.

Shireen Desouza, J. M., & Czerniak, C. M. (2003). Study of science teachers' attitudes toward and beliefs about collaborative reflective practice. *Journal of Science Teacher Education, 14, 2,* 75-96.

Smith, M.K. (1994). *Local Education.* Buckingham: Open University Press.

Smith, R. (2005). Does reflexivity separate the human sciences from the natural sciences? *History of the human sciences, 18, 4,* 1-25.

Smith, E. (2011). Teaching critical reflection, *Teaching in Higher Education, 16, 2*, 211-223.

Soni, A. (2015). A case study on the use of group supervision with learning mentors. *Educational and Child Psychology, 23, 3,* 65-76.

Squires, G., & Farrell, P. (2007). Educational psychology in England and Wales. In S.R. Jimmerson, T.D. Oakland & P.T. Farrell (Eds.), *The handbook of international school psychology.* London: Sage Publications.

Summerland Report. (1968). Psychology *in Education Services*. Department of Education and Science. London: HMSO.

Sutton, A. (1976). Child psychology and local government. *Association of Educational Psychologists Journal, 4, 1,* 9–14.

Sydnor, J. (2016). Using video to enhance reflective practice: Student teachers' dialogic examination of their own teaching. *The New Educator, 12, 1*, 67-84.

Tay, L., Diener, E. (2011). Needs and subjective well-being around the world. *Journal of Personality and Social Psychology, 101(2)*, 354–365.

Taylor, D. (1985). Schools as a target for change: intervening in the school system. In Dowling, E., & Osbourne, E. (1985). *The Family and the school: A joint systems approach to problems with children.* London: Routledge & Keegan Paul.

Tavistock and Portman NHS Trust Foundation. (2017). Video Interactive Guidance. Retrieved from http://tavistockandportman.nhs.uk/video-interaction-guidance. Accessed on December 4th 2017.

Trent. M., & Gurvitch, R. (2015). Fostering teacher candidates' reflective practice through video editing, *Journal of Physical Education, Recreation & Dance, 86, 5,* 14-20.

University of Exeter, *Reflective Commentaries.* Retrieved from http://cedar.exeter.ac.uk/media. Accessed on March 24th 2017

Vahasantanen, K. (2015). Professional agency in the stream of change: Understanding educational change and teacher's identities. *Teacher and Teacher Education, 47,* 1-12.

van Manen, M. (1990). *Researching lived experience: human science for an action sensitive pedagogy.* New York: State University of New York Press.

Wahba, M., Bridwell, L. (1976). Maslow reconsidered: A review of research on the need hierarchy theory. *Organizational Behavior and Human Performance. 15 (2),* 212–240.

Watkins, E. C. (2012). Moments in real relationships in psychoanalytic supervision. *The American Journal of Psychoanalysis, 72,* 251-268.

Weatherston, D. J., & Osofsky, J. D. (2009). Working within the context of relationships: Multidisciplinary, relational, and reflective practice, training and supervision. *Infant Mental Health Journal, 30, 6,* 573-578.

Wedlock, M., & Turner, M. (2017). 'You kind of pull back the layers': The experience of inter-professional supervision with educational psychologists. *Educational & Child Psychology. 34, 3,* 130-142.

Welsh Assembly Government. (2002). *Children and young people: Rights to action*. Cardiff: Welsh Assembly Government.

Welsh Government. (2015). *Reflective Practice.* Retrieved from http://www.gov.wales. Accessed on October 6th October 2017.

Westefeld, J. S., & Rasmussen. (2013). Supervision: The importance and interaction of competency benchmarks and multiculturalism. *The Counseling Psychologist, 41(1),* 110-120.

Willdridge, K. J. (2016). An exploration of educational psychologists' views of their role and job satisfaction. Unpublished doctoral thesis University of Cardiff.

Yip, K. (2006). Self reflection in reflective practice: a note of caution. *British Journal of*

Social Work, 35, 5, 777-778.

Zeichner, K. M., & Liston, D. P. (1996). *Reflective Teaching: An Introduction*. United States

of America: Lawrence Erlbaum Associates Publishers.

Zenzen, T. G. (2002). Achievement Motivation. Unpublished research paper Graduate

College University of Wisconsin-Stout.

Zimmerman, B. J. (2000). Self-Efficacy: An essential motive to learn. *Contemporary*

Educational Psychology 25, 82-91.

Part Three: Major Critical Appraisal

1. Contribution to knowledge

This critical appraisal is a 'reflection on action' (Schon, 1983, 1987) account of the research process. It explores how this research has contributed to existing knowledge and provides an opportunity to be reflexive and reflective about the methodology, research process and subject.

1.1 The application of the title

RP is a standard proficiency requirement for practitioner psychologists (Health & Care Professions Council (HCPC), 2015) and within CPD (BPS, 2006). However, within EP practice specifically there is minimal reference to RP. This perhaps differs from aligned professions such as clinical psychology (British Psychological Society (BPS), 2011), therapeutic training (British Association of Counsellors and Psychotherapists (BACP), 2010) and teaching (Welsh Government, 2015). This suggested a possible lack of clarity as to how RP is translated into EP practice. This underpinned this research and led to the application of the word 'role'. The research sought to identify, rather than assume, it was offered from a position of curiosity, drawn from systemic family therapy practice (Smith, 2008). The title was appropriate within the context of the applied grounded theory (GT) methodology, as it was inductive, seeking to create a theory out of data.

1.2 Origins of the research topic: A personal perspective

I began the doctorate course as a therapeutic practitioner with over twenty years' experience in the field. It was central to my professional identity and provoked feelings of confidence and pride.

As a trainee educational psychologist (TEP) I struggled to construct my identity as a TEP, because it offered feelings of uncertainty and anxiety. I reflected on my ability to hold difficult feelings of 'not-knowing', in myself and for others. The only salvation I could find was my relationship with RP and my agreement with Gordon and Kirtchuk (2017) that it is an essential element of good clinical work. RP had been central to my therapeutic training and was possibly central to myself, hence my choice of profession, but as a TEP I felt a lack of clarity around RP which prompted this research.

1.3 Exploring gaps in the literature

RP is a proficiency requirement for practitioner psychologists (HCPC, 2015) and RP is central to mandatory CPD selection process (BPS, 2006). However, there is a possible lack of literature on the further practical application of RP for EPs.

Reflexively, this may imply that RP is an area that does not require specific consideration for EPs. Indeed a PsycINFO search using the key terms 'reflect*' and 'educational psycholog*' yielded only nine papers suggesting that this is an area under-researched within the profession. This fuelled a curiosity about how EPs made sense of RP which led to the development of the questions (Table 1) that underpinned this research.

1.4 Development of research questions

Table 1: Research Questions

Research Questions
1) How are EPs using reflective practice? (primary research question)   Four further subsidiary questions: 2) Is reflective practice relevant to EPs?   3) Are EPs applying reflective practice to their work?   4) What is an appropriate framework for reflective practice for EPs?   5) What is the role of supervision in the application of reflective practice?

Agee (2009) suggests that a good research questions are formed out of an intellectual curiosity or a passion for a topic. Whilst curiosity was apparent, it is unclear if that led to 'good questions'. Questions two and three are closed questions which could have limited the responses in interview.

The opportunity to explore RP for EPs at a systemic and thus reflexive level prompted questions four and five. The information from these questions may have provided insight into EPs' perceptions of the role of the over-arching systems such as the BPS and relevant Local Authority (LA). Question four examined the role of a framework for RP and question five explored RP in EP supervision. Supervision is regarded as the main space for RP (Houston, 1990; Ghaye & Lillyman, 2000; Dunsmuir & Ledbetter, 2010).

The nature of the data collection (semi-structured interviews) invited a reflective process which meant that the research questions made their own journey. In order to create a theory and to demonstrate validity, the data was placed back within the original research question. Questions two (Is reflective practice relevant to EPs?) and three (Are EPs applying reflective practice to their work?) seemed to over-lap in content.

The research questions were developed to form the indicative questions (Table 2). These are available in Appendix A. In order to develop the questions Egan's (1982) active listening skills underpinned the interviews. This seemed to solicit a depth of response that supported a sense of capturing the views of the EPs, but it may have provided too much data, especially when considering that the questions asked were extremely broad.

A grounded theory (GT) methodology was applied to the data which is an inductive method that seeks to build a theory out of the data (Birks & Mills, 2011). Central to the GT that was the importance of gathering that rich data.

Table 2: Indicative Questions

Indicative Questions
1) What does reflective practice mean to you?
2) Using casework from your own practice could you expand upon your answer to question 1?
3) What models do you use to underpin your work?
4) What is your experience of supervision?

The indicative questions (Table 2) re-framed the initial closed research questions (Questions 1 and 2) (see Table 1) and sought to encourage the participants to apply RP to form the answers. The indicative questions (Table 2) moved the research away from a theoretical position apparent in the research questions (Table 1) toward the practical application and experience of the participants. This development was considered and was intended so that the created GT could offer a real-world insight that could then be applied to EP practice.

1.5 Relevance of research to existing knowledge

 The seeming lack of available research examining the role of RP for EPs made it difficult to contextualise this research within existing knowledge on the role of RP for EPs. This may imply that for EPs RP does not necessarily have a platform and explains why the available research is limited. Or it may simply suggest that RP, as has occurred within other aligned professions, requires explicit examination. As such this research offered the beginning of a narrative. This research suggests a link to existing knowledge that explores motivation (Ryan & Deci, 2000; McLean, 2003, 2009) and self-efficacy (Bandura, 1977).

1.6 Relevance to EP practice

Research by Kennedy, Frederickson and Monsen (2008) suggests that EPs offer a consistency in what they say they are doing and what they are doing. Whilst their research examined consultation, it may offer an illustration of the relationship between theory and practice for EPs. Accordingly, this research may have captured EPs' views and experiences and as such is relevant to an ever changing and complex EP profession.

This research offered insight into an unexamined area of EP practice and suggested strategies for the development of RP that can be practically applied to individuals and systems. However, there is an assumption, made by the researcher (HCPC & BPS) that EPs should be reflective, whereas perhaps not being reflective promotes a positive sense of self-assuredness in the practitioner. Furthermore, RP may only be useful if it leads to change, otherwise it has the potential to be 'naval gazing'. In his work 'The Divided Self', R.D Laing (1959) proposes that 'The initial way we see a thing determines all our subsequent dealings with it' (p20). If this is applied to the construction of RP, perhaps a rigidity in practice emerges that limits the purpose i.e. RP becomes a repeated version as it is impossible to step outside of one's own voice.

1.7 Strengths and limitations

This research explored an area of EP practice that is under-examined. Therefore, it offered the beginning of a dialogue which invites further exploration of the role of RP for EPs. As this research examined the construction of RP within over-arching systems such as the LA, it offered a reflective and reflexive insight that suggested both risk and protective factors for EPs' use of RP at individual and systemic levels. For example, this research offered practical considerations for EP initial training and the teaching of RP, structure and models of EP supervision and suggested approaches to RP drawn from other aligned professions that might be applicable.

The application of GT methodology supported RP as it placed the researcher central to the process. This allowed for a parity between what was being studied and how it was being studied.

Rolfe, Freshwater & Jasper's RP model (2000) (Figure 1) underpins the empirical paper and this critical review (stages 'What?' and 'So What') and further demonstrates the application of RP within this research.

Figure 1: Rolfe, Freshwater and Jasper's (2000) model of RP
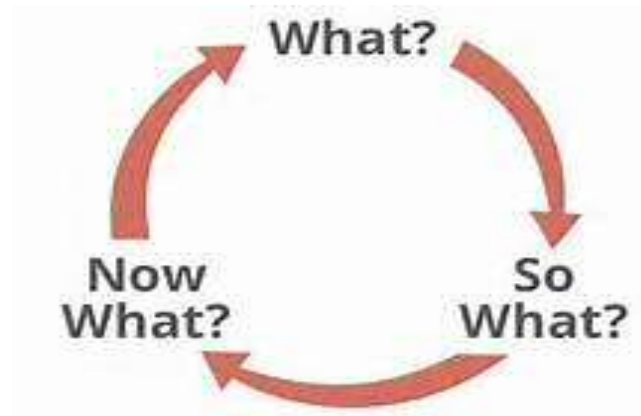
A suggested limitation of this research is the ontology and epistemology based on Kincheloe's (2008) work on 'bricolage'. Bricolage demands an awareness of the context in which research exists, by moving away from an alleged realism and instead recognising the impact of the social location of the researcher's personal history and how this is an influence. A limitation of this research might be the western cultural ideas within which it occurs and through which it is expressed. For example, within western culture, the focus of RP is primarily as a cognitive or thinking process (Dewey, 1933; Schon 1983, 1987). Whilst Dewey (1933) uses the term 'a felt-sense' to identify an area appropriate for reflection, the feelings, or qualities, necessary for RP are largely overlooked in the literature (Van Manen, 1985). Furthermore, the felt-sense must be named and in-doing so the application of language may miss something of the true meaning. Reflections through movement, art or play, whilst legitimate therapeutic interventions, are not necessarily framed within the construction of western RP pedagogy.

In respect of the researcher's personal history (Kincheloe, 2008), the influence of bias must be considered. For example, the researcher's positive beliefs about the role of RP may have had a significant impact throughout the process. This may have been apparent in the initial decision to research RP and also in how the research was constructed. For example, the decision to include a definition of RP within the participant information letter (Appendix E) was considered an opportunity to provide a context for the interviews. However, this may have instead, imposed a definition of RP and potentially produced response bias (Mazor, Clauser, Field, Yood & Gurwitz, 2002) in the participants. Furthermore, the development of the questions (Appendix B) may have specifically led to the development of the themes of the risk and protective factors (p36) for example, 'What types of supervision do you have and how do you feel that this/these support or inhibit reflective practice?' (p198). This suggests the importance of applying critical reflection to the research itself.

The application of a GT methodology might be a further limitation. As whilst GT seems deceptively simple the process of GT is a complex undertaking (Onions, 2006). GT is not a recipe and unlike, for example, thematic analysis (TA)(Braun & Clarke, 2006), which seems to have remained largely the property of the creators, GT has had constant revisions, including a significant split in what constitutes a GT between its originators Glaser and Strauss (1967). In practice, this has meant that applying a GT methodology was not a clear cut, staged process.

This research relied upon the interpretation of the researcher making a coherent path through the data and this suggests a further subjectivity that offered more about the practice of the researcher than insights about the research itself.

Finally, the topic of RP is indeed vast, as evidenced by the five themes and twenty-one sub-themes created from the data within this research.   The decision to explore the role of RP for EPs recognised the limited research and in some respects sought to redress that possible imbalance. However, this may have meant that the topic was simply too large and potentially became unwieldy.

This may have been reflected in the writing up of the research and the difficulty in establishing a flow for the reader. It may have been appropriate to examine a smaller specific area of RP for EPs, for example, RP in EP supervision or the teaching of RP.

2. Critical account of the research practitioner

2.1 Conducting the literature review

Within GT methodology there remains an on-going debate as to when the researcher should engage with current the literature in the area of research (McCallin, 2003). As GT is an inductive process, Glaser and Strauss (1967) originally maintained that the review should not be written prior to data collection for fear of contamination. This seems akin to the principles of lateral thinking (de Bono, 1967), for example 'It may be better to read nothing and to run the risk of coming up with new ideas that have already been proposed, than to be so aware of such ideas that no idea of one's own can develop' (p27).

However, Dunne (2011) suggests that not engaging with the literature is a disproportionate response that may reduce the quality of the research. For the purpose of this research, perhaps in reverence to de Bono (1967) and in recognition of knowing the rules, the traditional view was accepted and the literature review was conducted at the end of the research process and placed accordingly within the thesis.

However, there were practicalities that potentially impacted upon the 'open mind' of the researcher in approaching the literature review. For example, in order to complete the research proposal elements models of RP were explored. Thus, whilst an approach of 'not knowing' toward the data and the subsequent literature review might be preferable, in practice the impact of researching even small areas of RP potentially impacted upon the process.

Furthermore, the reflexive impact of the researcher's previous experiences of RP may have influenced the creation of the GT and the contents of the literature review. The contents and structure of the literature review provoked considerable reflection which resulted in numerous re-writes. It needed to capture the essence of the created GT which proposes that RP supports EP motivation and self-efficacy. However, whilst motivation and self-efficacy were central to the research, they were not the sole focus of the literature review. As such, the literature review worked from a top down premise. The initial focus was on the exploration of the created GT but in order for the research to have applicable merit it moved down to examine the practical elements of RP and the relevance to EP practice.

The literature within the review was drawn from PsycINFO and Google. This in itself provoked a critical reflective stance regarding the 'ownership of knowledge'. PsycINFO is a subscription based service. The seemingly more egalitarian approach of Google Scholar offered free access to literature that allowed for a possible broader exploration of the construction of RP. This approach may have provided insight into a 'grass roots' understanding of RP that form ideas and practices. However, the credibility of the research remained a consideration.

However, across the literature search it seemed that a taken for granted assumption (Burr, 2003) was that RP was unequivocally positive. This made accessing literature that offered a critical reflective stance problematic.

2.2 Research paradigm

'The ability to identify the relationship between the epistemological foundation of research and the methods employed in conducting it, is critical in order for research to be truly meaningful' (Darlaston-Jones, 2007, p19). It is therefore imperative for any researcher to decide on a philosophical approach from the outset. This research was constructed within a constructivist/interpretative paradigm. The ontological position was relativist, proposing that reality is constructed by and between the persons who experience it. Furthermore, that reality is a result of the context in which the action occurs influenced by the cultural, social, historical and political norms. This parallels the definition of critical, or reflexive, practice within this research. Furthermore, there is recognition that reality can be different for everyone based upon their unique understanding and experiences of the world, so that reality is completely subjective (Darlaston-Jones, 2007).

This subjectivity underpins RP. Therefore the epistemological position applied to this research was that reality needs to be interpreted to discover the underlying meaning of events and activities.

2.3 Research design and methodological rationale

The decision to apply GT as the research method, recognised that within the subject area there was limited current research available. As discussed, a PsycINFO search used the key terms 'reflect*' and 'educational psycholog*' yielded only nine papers.

Braun and Clarke (2013) define GT 'as an approach to qualitative research (and not *just* an analysis method), concerned with constructing theory from data' (p.184). Therefore, in GT, theory does not precede data, but follows it. The theory becomes sets of meanings, which provide insight and an understanding of peoples' behaviour (Cohen, Manion &Morrison, 2013).

A considered criticism of GT is that there are many versions, sets of guidance and differing terminologies (Birks & Mills, 2011) and this is also applicable in the application of a research paradigm. The created GT in this research was underpinned by relativist ontology with a constructivist/interpretative paradigm, but it is not a straightforward association. Glaser who, along with his social science colleague Strauss, devised GT (1967) is reported as 'dismissing the applicability of any specific philosophical or disciplinary position... in his belief that adopting such a perspective reduces the broader potential of GT (Birks & Mills, 2011, p5). The original proponents of GT parted company, with Glaser's version of GT being regarded as more positivist, whereas Strauss moved towards a more constructivist theoretical orientation.

This research explored individual's beliefs and offered an interpretation, thus it followed Strauss and later grounded theorists, such as Charmaz (2006), in accepting that GT creates, rather than discovers, reality.

However, one of the major criticisms of a constructivist/interpretative paradigm is that the development of negotiated meanings to define and interpret a situation are, themselves, a product of the circumstances in which it occurred (Bernstein, 1974).

Perhaps in response, Charmaz (2006) offers the importance of symbolic interactionism, seen as underpinning the role of the researcher, which means that an interpretation of the subjective viewpoints held by individuals will be offered. The researcher is as much part of a GT study as are the participants. As such, the subjectivity does not necessarily undermine the theory but instead is recognised as occurring within and created by the research process (Charmaz, 2006).

It is important to recognise the difficulties in completing a 'full' GT in a small scale, time-limited project (Braun & Clarke, 2013). As a result, this research encompassed the important elements of GT (Appendix H) but also identified themes and categories from the data that fitted together in accordance with what Braun and Clarke (2013) identify as 'ground theory lite'.   In this way there were some similarities to thematic analysis (TA) (Braun & Clarke, 2013) and interpretative phenomenological analysis (IPA) (Smith, Flowers & Larkin, 2009).

Initially TA was considered as a possible research method and could have been adopted had previous research been undertaken. IPA was also contemplated for the research method. However, IPA 'is concerned with how people make sense of their lived experiences' (Braun & Clarke, 2013, p175), suggesting an intimacy and exploring a 'felt sense' of a phenomena, within which is the assumption of the experience. The application of assumption was not necessarily the case when exploring the largely unexamined role of RP for EPs.

Discourse analysis (DA), was also considered. DA seeks to explore patterns in language use and how accounts of objects and events are constructed (Braun & Clarke, 2013).

However, the impact of limited research available on the role of RP for EPs suggested that, rather than examining the construction of language, the focus was the development of an initial theory around the subject, which is what GT offered.

Semi-structured interviews were the applied method of data collection. They were appropriate for the constructivist/interpretative paradigm and are regarded as an appropriate approach for GT (Charmaz, 2014) this is reinforced by the extensive number of GT studies that rely on them (Birks & Mills, 2011). The interview is regarded as a flexible tool for data collection (Newton, 2010; Cohen, Manion & Morrison, 2013).

Within the semi-structured interviews for this research, non-directive interview techniques (Cohen, Manion & Morrison, 2013) were applied. These included the interviewer prompting, probing, rephrasing, summarising and checking confirmation. However, there is a recognised difficulty in whether the interviewer is reflecting, or directing, what is being said (Appendix I for examples of summary skills from interview transcripts).

The use of the summary skill was twofold; to check for accuracy in understanding the participant's views, and to offer the opportunity to develop the response. It also offered a way to potentially reduce the risk of leading questions, which may have further invited bias into the process. Interview bias is recognised as one of the drawbacks of interview as a form of data collection (Cohen, Manion & Morrison, 2013).

The interview process also offered opportunities for the researcher to be reflective, applying Schon's (1983, 1987) 'reflection in action' perhaps as an attempt to minimise any overt bias. This was a further example of the mirrored process that may have occurred between researcher and participant.

Participants were also invited to apply 'reflection in action' (Schon, 1983, 1987) as on occasions, they were invited to deliberately reflect on the interview process. However, it is important to recognise the inequality in the interview process with the potential for power to remain with the interviewer (Kvale, 1996). This may have confined responses to what was being asked rather than, for example, what the participant had felt s/he wanted to say.

Thus, the interview could have been problematic. The use of alternative methods such as focus groups or questionnaires were considered. Focus groups may have imposed a rigid structure that may have further inhibited responses. For example, a participant may have conformed to a view being expressed to avoid feelings of difference and potential discomfort (Asch, 1955). Questionnaires may have reduced the power inequality in the response process. However, they may also have offered less flexibility to the participants in developing their responses. Furthermore, questionnaires may have relied too heavily on the further interpretation of the researcher.

This would also have placed any potential power firmly with the researcher. Therefore, the wish to gain rich data from the research method was such that both of these methods were discounted.

2.4 Selection and recruitment of participants

The impact of non-responses and the subsequent potential for selection bias remains an on-going concern in research recruitment (Patel, Doku & Tennakoon, 2003). Participants were recruited via the PEPs in their local authority and in accordance with GT theoretical sampling (a strategic decision on who to recruit), there was an emphasis placed on experience, explored in terms of time spent within the profession.

This might be sampling bias on the part of the researcher; however, it is an accepted element of GT (Charmaz, 2014; Braun & Clarke, 2013; Birks & Mills, 2011; Glaser & Strauss, 1967). Whilst the researcher can attempt to undertake a theoretical sampling, it is dependent upon the appropriate participants engaging in the research. Factors, such as the researcher having enough time to wait and a willingness to travel further afield to interview participants needed consideration as these could in turn have negatively impacted upon the submission deadline.

2.5 Pilot study

A pilot study was undertaken to assess whether the indicative questions (Appendix A) would offer relevant data to address the research questions. The pilot study also provided an opportunity to assess and if necessary, amend the interview skills of the researcher. The suggestion from the pilot was that the questions were appropriate and that the interview skills allowed for the development and therefore deepening of the responses.

The pilot was included in the research. However, there might have been a sense of over-optimism underpinned by a momentum to complete the data collection. This may have resulted in a lack of criticality.

GT methodology recognises there are no set expectations of emergent themes or of the number of questions that the researcher asks (Birks & Mills, 2011). As a result, when the pilot interview suggested that the relationship to RP might be affected by experience, this tapped into the construction of RP a) as a life-long process (Finlay, 2008) and b) the possibility that RP changed the nature of RP. This became the basis for the theoretical sampling and was duly explored in subsequent interviews.

As the pilot interview also suggested, for example, a further reflexive examination of where ideas about RP may have come from, the indicative questions were further developed to explore this (Appendix B).

2.6 Ethical considerations

The nature of interviews as the data collection method provoked confidentiality, identifiability and privacy of the individuals (Cohen, Manion & Morrison, 2013) as ethical considerations. Participants were assured confidentiality as the interviews were private and appropriate actions such as destroying the original interviews were undertaken. The resulting transcriptions were securely stored. However, the theoretical sampling in GT may mean that there was a specific selection process which may have jeopardised anonymity, especially when considering that there are only twenty Local Authorities in Wales. The descriptive vignettes within the empirical paper, may have presented enough information that participants could be recognised. This was an ethical dilemma, as providing an essence of the participants contextualised the research, but possibly risked the right to privacy of the participants.

2.7 Data analysis: Creating a Grounded Theory

As already discussed, one of the main difficulties with GT was that initially GT was not written about in a way that eluded to either methodological or a methods package (Birks & Mills, 2011). Furthermore, there was also an important consideration given to the fact that GT should not be written as a recipe, as this may inhibit the creativity deemed necessary for the process (Charmaz, 2014). This presented difficulty in how best to affect a GT study.

In effect, the principles of GT were applied as a ten-step process (Table 3). The steps were not sequential and allowed for movement back and forth i.e. step six occurs within step four.

Table 3: GT Research Method

Steps:
1) Question formulation
2) Theoretical sampling
3) Interview transcribing
4) Coding
5) Reviewing
6) Constant comparative analysis (CCC)
7) Developing core categories
8) Analytic memoing
9) Creating themes or categories
10) Creating theories

It might be more appropriate to recognise that this research followed the elements of a 'GT – Lite' approach (Braun & Clarke, 2013), which meant that the principles of GT were adhered to without an emphasis on theoretical saturation.

This was significant when considering the impact of a time-limit on the research, Weiner (2007) suggests that resources such as time and money are an important consideration for the researcher and questions the necessity of theoretical saturation within GT.

A critical review of each of the ten stages is now considered:

Step 1 – Question formulation. In accordance with GT, questions were developed from the interviews and included throughout the research process (see Appendix B). This involved the researcher deciding to follow a line of enquiry, for example, the impact of experience on RP. There is the possibility that this could have inadvertently created a hypothesis which would of course, be contrary to the principles of GT (Glaser & Strauss, 1967).

Step 2 – Theoretical sampling. EPs were recruited who could offer further insight into the impact of experience on RP, an emergent theme from the pilot interview (participant 1). Coyne (1997) offers that 'many researchers find theoretical sampling confusing and need guidance on how one proceeds with this type of sampling' (p626). Glaser (1992), Strauss and Corbin (1990) whilst agreeing on the definition of theoretical sampling do not agree on the process. Strauss and Corbin (1990) propose a structured approach that Glaser (1992) suggests is unnecessary and he also offers that Strauss and Corbin (1990) are not describing theoretical sampling, but selective sampling. Schatzman & Strauss (1973) state that selective sampling is a practical necessity that is 'shaped by the time the researcher has available to him, by his framework, by his starting and developing interests, and by any restriction placed upon his observations by his hosts' (p.39).

Within this research it is possible, that as a result of the restrictions identified by Schatzman and Strauss (1973), selective sampling, rather than theoretical sampling was applied.

Step 3 – Interview transcribing. Within this research verbal communication was transcribed. However, the non-verbal language, which must also be central and arguably the greater proportion of communication, was not captured. Thus, as Cohen, Manion and Morrison (2013) suggest the transcribing process fails to take account of how it was said.

This is perhaps less of a criticism of this research but rather a concern when applying interviews as a method of data collection. Perhaps the use of a visual recording camera might be a way forwards. However, transcribing the visual as well as the audio may have heightened the subjective role and possibly overwhelm the researcher.

Step 4 – Coding. Coding in GT was a process that its creators (Glaser & Straus, 1967) paid little attention to, believing that the researcher would know what to do (Birks & Mills, 2011). In this research, data was coded into initial codes, understood as the labelling of important words or groups of words within the data (see Appendix J for an example) and then developed to intermediate coding which is the process of linking the categories together (see Appendix K). Within this step, the process of constant comparison (step six of data analysis) within each single interview occurred. This meant that there was a sense of a time pressure to code each interview prior to the next, this may have meant that a sense of haste was applied, rather than engaging in a reflective process underpinned by slowing down.

Furthermore, the development of codes for the data was problematic, as the potential impact of researcher bias in the interpretation of the data remained an on-going concern and was recognition that what to include in qualitative data analysis is the personal choice of the researcher (Cohen, Manion & Morrison, 2013). In order to possibly limit this, the data was reviewed by another party, who it was felt may have less bias toward both the subject matter and the researcher.

Step 5 – Reviewing. In the words of the reviewer 'if I had known it was going to take this long I probably wouldn't have agreed to it'. Reviewing is a laborious process, so finding someone with the willingness to commit to it was difficult.

The changes made by the reviewer were added to each codes table and are highlighted in red (see Appendix J for an example). However, to some extent, there was a sense that the review process simply invited another subjective interpretation of the data which may have had the potential to confuse rather than clarify. It may also have led to questions around ownership of the research.

Step 6 – Constant comparison. Comparison is the dominant element of the analysis process (Boeije, 2002). Within this research, a comparison process occurred within each interview to develop the intermediate codes and between the interviews to create core categories (Appendices L & M). However, it required comparison across nine in-depth interviews around a broad topic and the possibility of 'missing something' remains an on-going and possibly unresolved consideration.

Steps 7 and 9 - Developing core categories and creating themes and sub-themes. Seminal texts on grounded theory suggest that the core category should encapsulate central phenomena around which all other categories are integrated (Straus & Corbin, 1990). Later works (Charmaz, 2006) proposed a shift away from selecting a core category toward exploring how categories integrate to form an abstract grounded theory in the area of enquiry. For this research, possibly because it supported the inexperience of the researcher and offered a fluid interpretation, the approach proposed by Charmaz (2006) was applied. The research questions (Appendix A) were applied so that they could perhaps offer a sense of cohesiveness and structure to the analytical process.

However, the selection of a core category is a constructivist process which means that different phenomena may have resonated with a different researcher from within the same data.

The core category was perhaps 'a leap of faith' that required an ability to trust and immerse self in the data to be able to recognise what might be going on. As a reflective practitioner, a 'leap of faith' may have required a certainty that was perhaps lacking.

Step 8 – Analytic memo-ing. Memos are central to GT and are described as various on-going written records of the researcher's thinking during the process of the study (Birks & Mills, 2011). The purpose of memo writing (for an example see Appendix N) allowed the researcher to be reflective and recognises that the researcher is as much a participant as the interviewees. However, whilst the Gestalt principle of 'bracketing' was applied (Yontef, 2002), the broader concern must be not what is in awareness but was is not. Thus, memo-ing might have potentially been superficial, focussed on content and not process.

Step 10- Growing theories. The definition of 'theory' applied to this research is offered by Birks and Mills (2011) who describe a theory as 'an explanatory scheme comprising a set of concepts related to each other through logical patterns of connectivity' (p113). The decision to accept this definition reflected the practical purpose of the research i.e. that it is explanatory and relevant to EPs whilst also respecting the relativist ontology and thus constructivist/interpretive paradigm that was applied.

The process of arriving at the created GT is described by Reichertz (2007) as 'A cognitive leap of discovery' (p220), possibly suggesting an implicit, internal experience akin to a 'Eureka moment'. However, in order to demonstrate validity, there is a need for that process to be explicit. Table 3.1 is a reminder the steps that led to the creation of the GT

Table 3.1: The steps that led to the creation of the GT

Steps:	Understood as:
1) Creating themes or categories	In accordance with GT lite (Braun & Clarke, 2013) themes and sub-themes were created.
2) Reviewing	A close examination of the themes and sub-themes suggested by the core categories (Appendix L & M).
3) Creating definitional statements	An analytic memo that captures the themes and sub-themes (Appendix O).
4) Hypothetical statements to identify relationships (Strauss & Corbin, 1990)	Informed by psychological theories so that 'the purpose is the generating of ideas throughout the process and ending with a unified theory' (Feeler, 2012, p53) (Appendix O:1)
5) Ensuring the storyline is an accurate reflection of the data	Appendix P and Table 36 (p83) demonstrate the application of the storyline that led to the created GT.

As there is potentially limited information on how to undertake a GT, there is the

opportunity for a different researcher to apply a different process in arriving at the created

GT. Within this research the steps (Table 3.1: The steps that led to the creation of the GT)

are an attempt to record what, may in essence feel like an internal, implicit process. There

is a sense that the journey of undertaking research means, that in essence, the researcher is

rarely off-duty so at times there is a sense that the created GT, is as Reichertz (2007)

describes a 'cognitive leap of discovery' (p220) which is perhaps better understood as a

'subjective cognitive leap of discovery', with the potential that the created GT is framed

from the researcher's field of experience.

Furthermore, within step 6 (Table 3.1: The steps that led to the creation of the GT) there

may have been the opportunity for a more rigorous approach to examining the created GT.

For example, Birks, Chapman and Francis (2007) suggest a process to ensure the storyline is an accurate reflection of the data (Table 3.2). Applying this specific approach may have involved a further criticality and possibly avoided any inadvertent attempts to 'make the data fit'. Although it is noted, that exceptions are central to a GT. Furthermore, Birks, Chapman and Francis (2007) process provides a clear structure that would have supported the researcher in demonstrating the route taken in arriving at the created GT.

Table 3.2: The principles suggested by Birks, Chapman and Francis (2007) to ensure the storyline is an accurate reflection of the data.

Writing the storyline
T- Theory takes precedence
A – Allows for variation
L- Limits gaps
E- Evidence is grounded
S- Style is appropriate

The theory created out of the core-categories was based upon the work of McLean (2003, 2009) and focussed on RP as supporting EPs motivation and self-efficacy. During this process questions around whether the core categories might also be appropriate to the psychology of resiliency arose. For example, within the Resiliency Scales for Children and Young People (Prince-Embury, 2006) there is an emphasis on 'mastery', 'relatedness' and 'reactivity' as key components of resiliency. This could be akin to the definitions of mastery and agency applied within this research.

The outcome was perhaps to create a theory that offered the strongest clarity, for example, 'reactivity' was not a theme from the data and so the work of McLean (2003, 2009) was considered a 'better fit', which is not to say that there is not a relationship between motivation and resiliency and RP.

This may also be an example of why the concept of creating, rather than discovering a theory is central to a GT.   A different researcher may have created a different theory, which would have had the potential to be equally as valid. In this research, the decision to focus on motivation may also have been a heavy-handed attempt to resist the potential bias in the beliefs and values of the researcher which were perhaps more akin to the psychology of resiliency.

2.8 Contribution to my professional development

In their work 'How to get a PhD' Philips and Pugh (2000) recognise the importance of self-management and the role of responsibility in a process that is plagued with self-doubt. This was my experience, despite the nature of my research I was foolish in applying performance rather than mastery goals (Schiefel and Schaffner, 2015) which impacted upon my self-confidence. I am grateful for supervision underpinned by Dweck's (2006) growth mind-set. There is a strong sense that, just as with RP, undertaking this thesis supported my development of McLean's (2003 2009) 3As (agency, affiliation and autonomy) toward the EP profession.

This thesis was personal and so akin to RP; my process has remained central. What I had not expected was that this thesis would provide such an invaluable insight into my role as an EP.

I had constructed the academic and the practical as mutually exclusive. Thus, this thesis travelled from a means to an end with an initial focus on content, toward one which became an end in itself, with an emphasis on process. As a result of this journey, I am acutely aware of the subjectivity of my own and other's research and the implications this has for the construction of knowledge.

I allowed the data to lead the process, rather than perhaps beginning with my own hypothesis. This open-mindedness is central to EP practice and it has allowed me, I feel, to hold the 'unknown'. Furthermore, I believe that I will continue to develop and apply reflexive as well as reflective thinking. I am better placed to ask the questions and more challenging toward the answers.

3. References

Agee, J. (2009). Developing qualitative research questions: a reflective process.

International Journal of Qualitative Studies in Education, 22:4, 431-437.

Asch, S. E. (1955). Opinions and social pressure. *Scientific American, 193, 5,* 31-35.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change.

Psychological Review, 84, 191-215.

Bernstein, B. (1974). Sociology and the sociology of education a brief account In J. Rex (ed.)

Approaches to Sociology: An introduction to major trends in British sociology. London:

Routledge and Keegan Paul, 145-59.

Birks, M., Mills, J., Francis, K., & Chapman, Y. (2009). A thousand words paint a picture: The

use of storyline in grounded theory research. *Journal of Research in Nursing, 14, 5,* 405-417.

Birks, M., & Mills, J. (2011). *Grounded Theory-A practical guide.* London & California: Sage.

Boeije, H. (2002). A purposeful approach to the constant comparative method in the

analysis of qualitative interviews. *Quantity & Quality,* 36, 391-402.

Braun, V., & Clarke V. (2006). Using thematic analysis in psychology. *Qualitative Research in*

Psychology, 3, 77-101.

British Association of Counsellors and Psychotherapists. (2010). Retrieved from

http://www.bacp.co.uk/accreditation/AccreditedCourseDirectory.

British Psychological Society. (2006). Best Practice in CPD. Retrieved from

https://www.bps.org.uk/.../professional-development/best-practice-cpd. Accessed on 4th

July 2018

British Psychological Society. (2011). *Good Practice Guidelines on the use of psychological*

formulation. Division of Clinical Psychology. Leicester: The British Psychological Society.

Burr, V. (2003). *Social constructionism* (2nd ed.). London: Routledge.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative*

analysis. London: Sage.

Charmaz, K. (2014). *Constructing grounded theory.* London, California, New Delhi,

Singapore: Sage.

Cohen, L. Manion, L., & Morrison, K. (2013) with contributions from Bell, R. Martin, S.

McCulloch, G. & O'Sullivan, C. *Research methods in education.* London: Routledge.

Coyne, I. T. (1997). Sampling in qualitative research. Purposeful and theoretical sampling;

merging or clear boundaries?. *Journal of Advanced Nursing, 26,* 623-630.

Darlaston-Jones, D. (2007). Making Connections: The relationship between epistemology

and research methods. *The Australian Community Psychologist*, 19(1), 19-27.

de Bono, E. (1967). *The use of lateral thinking.* England: Penguin Book.

Dewey, J. (1933). *How we think.* Boston: DC Health.

Dunne, C. (2011). The place of the literature review in grounded theory research.

International Journal of Social Research Methodology, 14, 2, 111-124.

Dunsmuir, S., & Leadbetter, J. (2010). *Professional supervision: Guidelines for practice for educational psychologists.* Division of Educational and Child Psychology. Leicester: British Psychological Society. Retrieved from http://www.bps.org.uk.

Dweck, C. (2006*). Mindset*. New York: Random House.

Egan, G. (1982). *The skilled helper.* California: Cengage learning inc.

Finlay, L. (2008). Reflecting on 'Reflective Practice'. Retrieved from http://www.open.ac.uk/pbpl.

Ghaye, T., & Lillyman, S. (2000). *Effective clinical supervision.* Wiltshire: Mark Allen Publishing.

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research.* Mill Valley, CA: Sociology Press.

Glaser, B. (1992). *Basics of Grounded Theory Analysis*. Mill Valley, CA: Sociology Press

Gordon, J., & Kirtchuk, G. (2017). *Consulting to chaos: An approach to patient-centred reflective practice.* London: Karnac.

Health & Care Professions Council. (2015). *Practitioner psychologists: Standards of proficiency.* London: Health and Care Professions Council.

Houston, G. (1990). *Supervision and counselling.* USA: Rochester Foundation.

Kennedy, K., Fredrickson, N., & Monsen, J. (2008). Do educational psychologists ''walk the talk'' when consulting? *Educational Psychology in Practice, 24, 3,* 169-187.

Kincheloe, J. L. (2008). Critical pedagogy and the knowledge wars of the twenty-first

century. *International Journal of Critical Pedagogy, 1 (1),* 1-22.

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing.* London:

Sage.

Laing, R. D. (1959). *The divided self.* London: Penguin.

Mazor, K.M., Clauser, B. E., Field, T., Yood, R.A., & Gurwitz, J.H. (2002). A demonstration of

the impact in response bias on the results of patient satisfaction surveys. *Health Services*

Research, 37, 5, 1403-1418.

McCallin, A. M. (2003). Grappling with the literature in a grounded theory study.

Contemporary Nurse, 15, 12, 61-69.

McLean, A. (2003). *The motivated school.* London: Sage.

McLean, A. (2009). *Motivating every learner.* London: Sage.

Newton, N. (2010). The use of semi-structured interviews in qualitative research: strengths

and weaknesses. Retrieved from http://www.academia.edu/1561689.

Onions, P.E.W. (2006). Grounded theory applications in reviewing knowledge management

literature. *Leeds Metropolitan University Innovation North Research Conference,* 1-11.

Patel, M. X., Doku, V., & Tennakoon, L. (2003). Challenges in recruitment of research

participants. *Advances in psychiatric treatment,* 9, 229-238.

Philips, E. M., & Pugh, D. S. (2000). *How to get a PhD (3rd ed.).* Buckingham: Open

University Press.

Prince-Embury, S. (2006). *Resiliency Scales for Children and Adolescents*. Oxford: Pearson.

Reichertz, J. (2007). Abduction: The logic of discovery of grounded theory. In A. Bryant & K.

Rolfe, G., Freshwater, D., & Jasper, M. (2001). *Critical Reflection in Nursing and the Helping Professions: a User's Guide.* Basingstoke: Palgrave Macmillan.

Ryan, R. M., & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology 25*, 54–67.

Schatzman, L. & Strauss, A.L. (1973). *Field Research: Strategies for a natural sociology.* New Jersey: Prentice Hall.

Schiefele, U., & Schaffner, E. (2015). Teacher interests, mastery goals, and self-efficacy as predictors of instructional practices and student motivation. *Contemporary Educational Psychology 42,* 159-171.

Schon, D. A. (1983). *The reflective practitioner: How professionals think in action.* Boston: Arena Publishing.

Schon, D. A. (1987). *Educating the reflective practitioner.* San Francisco: Jossey-Bass Inc.

Smith, K. (2008). Bring in the family. Retrieved from http://www.bacp.co.uk/docs.

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research*. Los Angeles: SAGE.

Strauss, A., & Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory, Procedures and Techniques.* Newbury Park, CA: Sage.

Van Manen, M. (1995). On the epistemology of reflective practice. *Teachers and Teaching:*

theory and practice, 1, 1, 33-50.

Wiener, C. (2007). Making teams work in conducting grounded theory. In A. Bryant & K.

Charmaz (Eds). *The Sage handbook of grounded theory.* London: Sage.

Welsh Government. (2015). *Reflective Practice.* Retrieved from http://www.gov.wales.

Accessed on October 6th October 2017.

Yontef, G. (2002). The relational attitude in gestalt therapy theory and practice.

International Gestalt Journal, 25, 1, 15-34.

Indicative questions:

At the beginning of each interview the researcher will remind each participant of the key purpose of the research, which is to explore the views of educational psychologists in respect of reflective practice. The researcher will make sure each participant is aware that the educational psychology services are not in any way obligated to implement the results of the research (whatever they might be). The participant will be made aware of: his/her rights in respect of confidentiality, anonymity, the transcription process, the right to withdraw, the further right not to answer any question and that the interview will be recorded on two password protected IPADs.

5) What does reflective practice mean to you?

6) Using casework from your own practice could you expand upon your answer to question 1?

7) What models do you use to underpin your work?

8) What is your experience of supervision

The indicative questions are potentially ambiguous, but the answers provided may seek to explore the research questions below. In Grounded Theory the data drives the theories rather than asking the specific research questions which form the basis of a theory held by the researcher.

Further prompts applied by the researcher may include:

'Can you tell me a little bit more about that?'

'Go on...'

'Is there anything else you would like to add?'

The researcher's appropriate use of active listening skills (Egan, 1982) such as reflection,

paraphrasing and summarising may also support the development of an in-depth interview.

The researcher may also apply the skill of immediacy; what is happening in the present

between researcher and participant during the course of the interview.

i.e. 'Can you tell me what it is like to be talking about your practice?'

'As you are talking are any new reflections coming to light?'

The use of these skills will support what might be described as a reflection on a reflection,

offering something that is based on the moment rather than simply acquiring a specific

narrative.

Example of development of Questions from participant 1 to participant 2

Participant One: Indicative Questions

The following questions will form the basis of the research

1) What does reflective practice mean to you?

2) Using casework from your own practice could you expand upon your answer to question 1?

3) Is reflective practice a useful tool in your work as an EP? If so how? If not why not?

4) Is there a particular model/ framework of reflective practice or reflective practice process that you use?

5) What types of supervision do you have and how do you feel that this/these support or inhibit reflective practice?

6) How do you think reflective practice could be developed for yourself as an EP and within the profession?

Further prompts applied by the researcher to support the participant may include:

'Can you tell me a little bit more about that?'

'Go on...'

'Is there anything else you would like to add?'

The researcher's appropriate use of active listening skills (Egan, 1982) such as reflection, paraphrasing and summarising may also support the development of an in-depth interview.

The researcher may also apply the skill of immediacy; what is happening in the present between researcher and participant during the course of the interview.

i.e. 'Can you tell me what it is like to be talking about your practice?'

'As you are talking are any new reflections coming to light?'

The use of these skills will support what might be described as a reflection on a reflection, offering something that is based on the moment rather than simply acquiring a specific narrative.

Participant Two – Interview Questions

<u>Descriptive Questions</u>

The participants will be asked the following descriptive questions with a view to contextualising the research and will form the write up of this research:

1) How many years of experience do you have as an EP?

2) How many years have you worked for a local authority/ local authorities?

3) Where did you train?

4) Could you name your gender please?

<u>Supervision Questions (when appropriate)</u>

1) How often do you have supervision and for how long?

2) What is the nature of your supervision?

3) Who do you have supervision with?

4) Is there a particular format or model of Supervision?

Indicative Questions

The following questions will form the basis of the research

1) **What does reflective practice mean to you?**

2) **Using casework from your own practice could you expand upon your answer to question 1?**

3) **Is reflective practice a useful tool in your work as an EP? If so how? If not why not?**

4) **What areas of your work might (if you do) reflect upon? (question based on open coding of P1 i.e Line 253 in interview 1)**

5) **Do you think your use of reflective practice will / has changed in your role as an EP? (question based on open coding of P1 i.e. Line 119 in interview 1)**

6) **Is there a particular model/ framework of reflective practice or reflective practice process that you use?**

7) **Where have/ do your ideas about RP come from? (question based on open coding of P1 i.e Line 58/233 in interview 1)**

8) **What types of supervision do you have and how do you feel that this/these support or inhibit reflective practice?**

9) **How do you think reflective practice could be developed for yourself as an EP and within the profession?**

Further prompts applied by the researcher to support the participant may include:

'Can you tell me a little bit more about that?'

'Go on...'

'Is there anything else you would like to add?'

The researcher's appropriate use of active listening skills (Egan, 1982) such as reflection,

paraphrasing and summarising may also support the development of an in-depth interview.

The researcher may also apply the skill of immediacy; what is happening in the present

between researcher and participant during the course of the interview.

i.e. 'Can you tell me what it is like to be talking about your practice?'

'As you are talking are any new reflections coming to light?'

The use of these skills will support what might be described as a reflection on a reflection,

offering something that is based on the moment rather than simply acquiring a specific

narrative

Gate Keeper letter

School of Psychology

Cardiff University

Cardiff

CF10 3AT

psychenquiries@cardiff.ac.uk

Dear....

I am a postgraduate student in the School of Psychology, Cardiff University completing a Doctorate in Educational Psychology. As a third year student I am required to undertake a thesis. I have chosen to examine the role of reflective practice for practising educational psychologists (EPs). It is hoped that this research may be useful in supporting the development of the profession by exploring the role and relevance of reflective practice and as such will be made available to the educational psychology services (EPSs).

 This research is in recognition that guidelines for EPs do not reference reflective practice (Division of Education and Child Psychology Society (DECP), 2002) yet other schools of psychology such as clinical psychology include reflective practice within their professional guidelines (British Psychological Society, (BPS), 2011).The definition of reflective practice itself suggests the potential importance for EPs and is understood as the following: It is the process of learning through and from new experiences towards gaining new insights of self and/or practice. This often involves examining assumptions of everyday practice. It also tends to involve the individual practitioner of being self-aware and critically evaluating their own responses to practice situations.

The process of critically evaluating practice experiences in order to gain new insight and so improve future practice is understood as part of the process of life-long learning (Finlay, 2008).

School of Psychology

Cardiff University

Cardiff

CF10 3AT

psychenquiries@cardiff.ac.uk

This research will be conducted using open questions through individual semi-structured interviews which will last up to ninety minutes with a minimum of eight practising EPs working for a number of different local authorities in Wales. Once your consent has been granted, I would ask that you distribute the participant information sheet so that potential volunteer participants can be informed about the research and make contact with myself.

The volunteering EPs will be asked for their consent and will be chosen at random to be participants; this process will also be explained. All of the obliging EPs will have the project carefully explained to them including the rationale, recording of the interview, confidentiality, anonymity and the transcription process, the right to not answer a question and withdrawing of his/her data. Participants will also be made aware that the educational psychology services are under no obligation to implement any of the outcomes of this research.

Furthermore, the confidentiality and anonymity of any service that takes part in this research is assured, no service will be identified within the write up or in any work that may follow from this research. This research is conducted with the appropriate ethical approval and is supervised by a member of the university doctorate course. Thank you for your consideration of this project.

Please let me know if you require further information. Furthermore, if you wish to discuss this research with the ethics committee the contact email is psychethics@cardiff.ac.uk.

Yours Sincerely

Samantha Andrews

Student Name: Samantha Andrews   **Supervisor title and name: Andrea Higgins**

Position: Postgraduate student (DEdPsy)   **Position: Professional Tutor**

Address: School of Psychology, Cardiff University   **Address: School of Psychology, Cardiff University**

Telephone Number: 07743185917   **Telephone Number: 029 2087 9003**

E-mail: AndrewsS09@cardiff.ac.uk   **E-mail: HigginsA2@cardiff.ac.uk**

PEP consent form

School of Psychology

Cardiff University

Cardiff

CF10 3AT
psychenquiries@cardiff.ac.uk

PEP Consent Form

- I give permission for the trainee educational psychologist to conduct research in this local authority.

- I understand that this research will involve individual interviews with practising educational psychologists (EPs) exploring reflective practice.

- I understand that the outcome of this research may be offered to educational psychology services but that there is no obligation in terms of any actions identified as appropriate.

- I understand that participation is voluntary.

- I understand that information will be confidential and held securely, up until it is transcribed at which point it will be anonymous.

- I understand that the information collected will be used to write a report for the university and may be used for publication purpose, but only in an anonymous form, from which no school or individual or indeed local authority can be identified.

I……………………………………consent to participate (name)

Signature..

Date...

<u>Appendix E</u>

<u>Participant information letter</u>

.

School of Psychology

Cardiff University

Cardiff

CF10 3AT
psychenquiries@cardiff.ac.uk

Date

Participant information letter

As a practising educational psychologist thank you in advance for your possible interest in this research. My name is Samantha Andrews and I am a third year trainee on the Doctorate in Educational Psychology at Cardiff University.

A course requirement is that I undertake a thesis. I have chosen to examine the role of reflective practice for educational psychologists'. For the purpose of this research a starting definition of reflective practice is understood as the following: It is the process of learning through and from new experiences towards gaining new insights of self and/or practice. This often involves examining assumptions of everyday practice. It also tends to involve the individual practitioner of being self-aware and critically evaluating their own responses to practice situations. The process of critically evaluating practice experiences in order to gain new insight and so improve future practice is understood as part of the process of life-long learning (Finlay, 2008).

This research is supported by the university and by the participating educational psychology services and upon completion will be offered to interested educational psychology services.

This research will involve asking open questions through an individual interview. The questions are designed to gain insight into your ideas and experiences around reflective practice. Clearly there are no right or wrong answers and this research is not concerned with assessing individuals but rather learning from their experiences. You will have the right not to answer any questions. You can withdraw from the interview process at any time. The interview will last a maximum of ninety minutes which will include time for a debrief and preparation time for your next appointment.

The interview will be confidential and you will have the right to withdraw your data at any point up until it is anonymised. It will be anonymised within two weeks after that the data will have been anonymised and cannot be withdrawn.

The results of the research will be made available through the educational psychology service in the form of a summary sheet. The researcher would also be willing to attend team meetings to feedback the results.

The researcher appreciates your time in considering whether you might like to be a possible participant. Participation is completely voluntary and participants will be selected randomly so it is possible that you might not be selected.

If you feel that would like to be considered as a participant or require further information please contact me using the information below. You may also like to contact the professional university supervisor involved with this research and/or the ethics committee. The contact information for each is also listed.

Samantha Andrews: AndrewsS9@cardiff.ac.uk or 07743185917

Andrea Higgins: HigginsA2@cardiff.ac.uk or 029 2087 9003

The Ethics Committee: psychethics@cardiff.ac.uk

N.B: If you email personal information please be aware the email addresses are not secure

Participant consent Form

School of Psychology

Cardiff University

Cardiff

CF10 3AT
psychenquiries@cardiff.ac.uk

School of Psychology

Date

The aim of this research is to explore practising educational psychologists' perceptions of the role of reflective practice. You have been asked to participate in this research as you are a practising educational psychologist working within a local authority. There are no direct or instant benefits to you from taking part in the study. However, gathering an understanding of the experiences of reflective practice may be used to inform educational psychology services practises. There are no foreseen risks from participating in the research.

If you do consent to participate:

I understand that my participation:

- Involves completing an interview with the researcher.

- Will take a maximum of ninety minutes.

I understand that:

- My participation is voluntary;

- I do not need to answer any questions that make me feel uncomfortable;

- I can withdraw at any time from the interview without giving a reason;

- I am free to ask any questions;

- I am not being asked to comment on any named stake-holder but may choose to use examples from my own practice in order to answer the researcher's questions.

- The information I give is held in strict confidence and all data will be made anonymous;

- I can withdraw my data to the point of anonymity (two weeks from the date of the interview);

- That the interview will be audio recorded for purpose of transcribing the interview. Once the interview has been transcribed (up to two weeks after the interview date), the recording will be destroyed and the anonymous transcript will be kept indefinitely, in accordance with the policy of Cardiff University;

- The recording tapes will be kept, encrypted and only accessible to the researcher (Sam Andrews.

I…………………………………consent to participate (name)

Signature...   Date: ....

Debrief form

School of Psychology

Cardiff University

Cardiff

CF10 3AT
psychenquiries@cardiff.ac.uk

Date

Thank you so much for being a participant in this research. The aim was to explore the role of reflective practice for practising educational psychologists and the results will be made available to educational psychology services. However, the educational psychology services are in no way obligated to implement any of the outcomes of this research.

All the information collected in this interview will be confidential; data will be transcribed and anonymised so that nothing can be identified with or to an individual and up until the point of transcription you have the right to withdraw your information.

Additionally there will no way of identifying individual stake-holders from the data; I will not publish any individual details. The outcomes of this research will be shared with the university and educational psychology services and a summary sheet of the findings will also be available to each educational psychology service.

If any issues of concern have arisen during today please do not hesitate to contact the researcher or alternatively raise your concerns with a colleague.

As a student at Cardiff University, I am also working under the supervision of Mrs Andrea Higgins and any concerns could also be raised with her.

If you would like to discuss any issues that may have arisen as a result of the research I would be willing to explore these with you.

Contacts for further information:

Samantha Andrews: AndrewsS9@cardiff.ac.uk or 07743185917

Andrea Higgins: HigginsA2@cardiff.ac.uk or 029 2087 9003

The stages of the applied Grounded Theory

Steps:	Understood as:
1) Question formulation	The on-going development of questions to explore the phenomena being examined. (See Appendix B).
2) Theoretical sampling	A strategic decision about whom or what will provide information rich data to meet the analytical needs. In this instance that included recruitment and selection of participants based on years of experience as an EP.
3) Interview transcribing	The creation of a verbatim written account of the interview data (see Appendix I for a randomly chosen example).
4) Coding	The process of identifying important words or groups of words in the data and labelling them accordingly into initial and intermediate coding categories (see Appendix J & K for examples).
5) Reviewing	The opportunity for an independent review of the data to reduce the risk of researcher bias and potential mis-labelling of the data (Appendix J & K).
6) Constant comparative analysis (CCC)	The on-going comparison within a single interview and the further comparison between interviews (Boeije, 2002), (see Appendix L).
7) Developing core categories	The identification by the researcher of connections between frequently occurring variables (Birks & Mills, 2011), (see Appendix L& M).
8) Analytic memoing	In recognition that the researcher is central to the GT process written on-going records of the researcher's thinking during the process of the study are kept (See Appendix N for an example).

9) Creating themes or categories	In accordance with GT lite (Braun & Clarke, 2013) themes and sub-themes were created. In accordance with CCC differences are also recorded within the themes (Figures 3. 4 & 5).
10) Creating theories	The final product is an integrated and comprehensive grounded theory that explains a process or scheme, generated by the researcher. 'A cognitive leap of discovery' (Reichertz, 2007, p220) (Figure 6).

Interview transcription

Participant 6

I- Thank you so much for agreeing to be interviewed, do you have any questions before we start?

P- No it's all clear

I- Can I begin by asking some descriptive questions?

P- Of course

I-So how many years' experience do you have as an educational psychologist?
P- Well I've got twenty one years' experience

I- And can I ask where did you train and what your qualification is?

P- I trained at X University and have a Masters

I- How many years have you worked for a local authority and how many authorities?

P- Twenty one years and seven

I- Thank you, could you name your gender please?
P- Female

I- Thank you so can I begin by asking what does reflective practice mean to you?
P- It means having the space and time and priority of considering how we present ourselves, what we do and why we do it so that's it given gaps within a busy day to enable us to actually think about the way that we are approaching the different demands that are made of us?
I- Something about complexity and the ability to think things over?

P- Yeah, it's I think in my head reflective practice means opportunities to consider at the end of a piece of work but also to have the opportunity to consider how you anticipate or in terms of preparation how you are going to approach something but being flexible enough to know that that can change, that sounds very vague...

I- This interview invites you to reflect as you are moving through... Would it be possible to have an example from your case work of how you might apply reflective practice?

P- (pause six seconds) um, oh that's a good question to pull out an example um right let me have a little think about something that I have done because a lot of my work recently hasn't been necessarily direct case work...

I- Any example where you have applied...

P- The best opportunities for doing that is when you go back and you see if you're talking about a young person that you see on more than one occasion and that enables you to do a little bit more direct work or use your reflection to move something on, that doesn't happen enough um often...

so ...there's a situation where I had some reflective practice where I had been working with a young person who has not been attending school my initial impression was um shaped by the conversation I was having with the parent and how difficult it was for them but within that conversation came out lots of other thoughts and ideas about what could be restricting that step back to school so from the beginning of it, it was presented as um an anxiety issue around bullying and as I became more familiar with the parent and the conversation she was having with me and I met the child it became more of a, I felt that the child was instead of not, it wasn't about his fear of school or anxiety about school but it was about his anxiety about not being with mum at home so I suppose in that sense it changed a little bit about how I approached, so the emphasis was initially about pressure on putting special tuition in place and thinking about what, what I felt the situation could be moving towards I didn't think that was gonna be the best approach and it was more about supporting the parent to encourage the chid to have, to know that she was gonna be ok if he wasn't there.

I- It sounds as if there was a process of gathering ideas you were reflecting on alternative ways of making sense?
P-Yeah trying to get him back to where he needed to be which was in school

I-Ok and what are your thoughts on whether reflective practice as a useful tool for EPs?

P- It is most definitely but I don't think we get the opportunity to do it [laughter] in terms of peer support it is there but it is very informal and it's not built in we try and build it in but just because of the pressures on local authorities and the pressures of us to deliver more with less creates, that's the bit that gets squeezed out I think, I know I still reflect at night when I go home I reflect in the car when I am driving but not in that formal way when you are having dialogue it is an inner dialogue as opposed to a checking things out with peers.

I- Right, it sounds as though it is an individual responsibility on the drive home or when you get home?

P- Yeah, yeah I know I never, I find it very hard to compartmentalise so even at home my thoughts are very much immersed in what has happened or what might happen the next day

I- Are there particular things that might stay with you?

P- Yeah occasionally I have journals and written some of those things down I've done that over a period of time and that was more about how I am relating to my job as opposed to what I am doing in the job, there is a differences but um I don't do that regularly but I do find that very supportive and I find it really helpful of being conscious of starting with how you are and you can then understand how you're responding to something and some of those decisions that you make in time yeah [laughter]

I- That's really interesting because it sounds as though your reflections are framed with 'I' rather than service user or case, can you say a little bit more maybe?

P- I just noticed that a lot of the experiences and, and you know just life experiences that you have been through has changed my practice and has impacted on my practice and it is bound to when you think about it. I am very aware of when my mood shifts and changes and how much I can cope with and how much I can't and so I know that we are in such a privileged position, the decisions we make can have huge impact on other young people's life chances and families and so I just want to make sure that I am in the best place but then we can't always be positive because sometimes we just don't feel like that ourselves so when I don't feel like that I try and own that and make sure I limit sort of those decision making processes to when I feel more confident that I am ok so therefore I am making decisions that are more about what's happening around rather than how I am feeling cause the two connect, if you've had a really horrible experience say with a parent or a teacher and you're feeling that what you do doesn't mean anything then you become less, less thoughtful, less creative, less supportive

I- Right

P-In time so it's just knowing and that changes again so it's just knowing where you are in that and making sure you're putting some sort of safety around it and I don't know how I do that but I know that I am aware of my good days and my bad days

I- But do you have a sense of how you are aware?

P- I've become more tuned into how, how I am myself, how my mind is how my body is, how tired I am and what are the things that are going on for me I've become more aware of that and I can respond, I mean I contain it a lot in work but things leak out but at home I am very aware of when I am upset or anxious I know the family so...I know that I am less tolerant and less patient and more introverted and I... that can sometimes happen in work as well less so but it can because you put on a professional appearance but at the core you know that you are in a different mindset so it's just being aware of that sometimes that can make that you rearrange things or change the way...

I- So you really pay attention and tune in?
P- Where possible sometimes that is very difficult because you have a set diary and you have to do things but yeah if, if I feel that I am going through something that is going to affect things then I do change some of the tasks where I can and be flexible but I also do little things that if I can see myself getting into a negative mindset which does happen quite a lot and I can see myself making judgments about other people and not feeling supported you know it becomes a personal thing I am able now, I wasn't able five, ten years back I am able now to step out of that for a little bit and just know that is not a good way, you can shift the way you think about it.

I- So you redress the lens that you are looking through?

P- Yeah start making more positive comments and start noticing and make an effort with the people you felt haven't done something you felt that they should do and be more positive with them and that's definitely changed in my practice in the last five years.

I- So there's an element of reflective practice around the work and there is an element that is looking at knowing yourself....

P- Yes there is the two, the one that I find the hardest is around the work. I am not a perfectionist I'm into a good enough job because I really appreciate you know getting reflections back, I love having my work checked especially written work I really value that I would want all my work checked but I know that's not possible and people just don't have the time to do that so um...

I- Feedback?

P – I need somebody else, I do listen to myself but I know other people are much more perfectionist and I need to get near that and get their views.

I- I was wondering about the idea of a reflective process being quite collaborative for you and what you are looking for in that?

P- I love getting appreciation cause it sort of validates something but I do love getting, I enjoy getting critical feedback as well because I know that I don't, especially around some of the tasks and I am talking about literacy and spelling and things like that but also sometimes when you are tired and when your head is muddled your reports have you know been a bit shaky it's nice to get someone to shape it a little bit, I hope I don't get in a position where I can't do that, I need that. I don't particularly like doing it for other people [laughter] but I know that it is valued.

I- And is there particular areas of your work that you might reflect upon perhaps more than any other?
P-It's very much changed with the roles that I am in so there was a lot of focus when I first started on my work with teachers and adults in schools. I think when I became more confident with the systems I really then reflected more which seems ridiculous on what I was delivering in terms of pupil support and feedback and input and at the moment it's more about team and how the team see me but I think that's because I am in a new role and a new team and I am quite new to the team so I am more reflecting on relationships within the team and how I manage myself in that and how others perceive me in that.

I- Something about being reflective is around how I am impacting on others and how they are impacting on me?

P- Yeah how the whole thing, the whole relationship thing is working

I- And how do you answer those questions?

P- When I am in a good space I see it positively and I think about how things can improve when I am in a bad space I see it as very heavy, wearing and difficult and I am thinking that I need to move on to something else it varies...

I- So your emotional state will impact?

P- Yeah definitely, it does flip between the two and that depends on tiredness and other things will impact and the demands that are made at the time. This is a job that um some days you can have impossible demands placed on you and other days it feels 'I quite like this job, I can spend time to do this' and other times it feels like you are never going to get to the end of a very long tunnel [laughter]

I- And there's not a predictability in the role?

P- No and that's what I love about the job, it can feel unsafe and er I am very aware of when it feels unsafe but it can also feel very rewarding and motivating and like you are having a huge impact you can go from one extreme to the other.

I- And where does reflective practice sit in those extremes?

P- As I got older and spend longer doing this job I have definitely been able to know when it's feeling too much and be able to do something about that and move further to just noticing the positive but if it's not If I feel negative I will look to change something I will change job or whatever...

I- And when you say change job?

P- I have thought about other professions lots of different professions I am not wedded to being an EP in a local authority but for most of the time I really, really, really, really enjoy it and I get a lot of challenge and there is enough change within that role that I have been ok up to now.

I- Ok, thank you um I suppose I was just curious about reflecting afterwards and planning might form part of your reflective practice and you might notice and reflect on where you are within something in terms of how you are feeling are there any other times you are aware of your reflective practice?

P- No, it's like I say it would be good to have that structured approach but I don't think we have, I don't feel that at the moment. It is built into team meetings when lots of people are around I do a lot more reflecting before and after those type um conversations um (pause five seconds) I am just trying to think in terms of during the day when I am actually face to face with a child or a teacher or a parent I'm in the moment and I don't necessarily think on my feet in that sense it's afterwards but what I try not to do and this has happened is plan what I don't want to do is go in with a plan I go in and respond to something and then I reflect I think that's what I am doing. Does that sound ok?

I- Yes I think I was trying to ask you without leading you and it sounds like the work evolves in the space and you reflect on it afterwards?

P- Yeah and sometimes I think I should have done something else or I shouldn't have done that and that's fine because I have enough experience to know that it will resolve itself as long as the person is not harmed or the school is not harmed and even going back when I have done something that is a mistake I am, I am happy to go back and face that up and say 'you know this is what I did, this is what I feel I would have done better or I 've done wrong' and take it from there.

I- And how do you decide what is a mistake?

P- It's usually if I feel like something has not gone right I will check it out. I have people I can check it out with, people in the team, I don't check it out with anyone outside I don't have that support in that way but I have people in the team I will check things out with not always saying I want to check this out with you but just saying 'this happened today' and I'll see what comes back to see if it's the same way that I am thinking and I will ask for different experiences that they have had trying to pull out experiences.

I- So it sounds like you are not looking for affirmation more that you want to hear different ideas?

P- I don't want affirmation in that way I want to know what they would have done although now saying that when I worked with my manager when I had those type of conversations sometimes because she is so busy there is a very quick response and I am confident enough to check that out again and I know she changes the responses she's giving I am trying to lead her to what I have done, 'please make it ok' so I do, do that with my management you know the person that manages me I do, do that um but in other in lots of situation there is not one way of doing it so it is just making it 'was that ok?' you know I've not created a situation that has not made anything worse for anyone else yeah [laughter]

I- Thank you, do you think that your use of reflective practice has changed as you have moved through your career?

P- Yeah massively, I just feel I am more confident about not knowing I'm more confident not always having the right answer I feel ok about making mistakes or doing things in a way that other people wouldn't do I know that's ok cause that's what we all do you know there is not just one way of doing things I am more confident about not having to follow structures and systems I can weave my way through things if I know it is in the right way for the child cause sometimes local authorities can be very restrictive and stop good things happening so I feel more competent about being able to manage that...

I- And what got you to that point?

P- Um it's experience I think (pause three seconds) it's experience about working in lots of different schools with lots of different individuals and different systems actually it is working in different systems so I've worked in five local authorities so I know that local authority the message is you have to do things this way but that's not because if you go to another local authority they don't do things that way and the world doesn't cave in and so that's a difference because I know that there are lots of different systems and it's the local authority system that has created 'this is right and this is wrong' whereas we are working with people every day... different you know different structures that each school is a different system, different way of thinking, different circumstances at home, different circumstances , different dreams, different ambitions there is not just one way of doing something and I think when you first start working I was so, I was so scared of getting anything wrong that I got so much wrong but I was so scared of getting anything wrong and I was looking you know to have worked with somebody else and to watch them work would have been amazing at that point but there wasn't that we were a very individual job quite a lonely job quite a solo job so you pick up your mistakes as you go along and a lot I hadn't picked up at that time I would know now looking back that was how I was then, my practice has changed an awful, awful lot you know more you've learned more um you know more about different individuals how they develop how things can change how there is not always one way of supporting a child's development.

I- So that experiences promotes a level of knowledge?

P- Yeah

I- And that brings confidence and the realisation that there is no one right way?

P- I am not just basing things on theory of what we have learnt but I am basing things on children on experience of what has worked for a child or what has not worked for a child in certain circumstances um.

I- Thank you and is there a particular model or framework of reflective practice that you use?

P- I do use things in very loose ways I mean I am aware of COMOIRA and you know the various stages of you know just that whole process of change but (pause four seconds) no I mean the biggest thing and I don't know if this is relevant is that I've become more aware of is that of Choice Theory William Glasser and how we allow, you know instead of dictating or bringing someone out to something you present choice or that option because that person it has to come from them to be meaningful to move something on particularly if you are working with older young people that whole idea of them sitting in front of me and the school wanting a certain thing and I am trying to drag that out of them. I actually am quite happy to say 'do you want to be here?', 'what do you see as the issue?' and if they don't I would, I would be confident enough to go back to the school and say 'I don't need to' ermm and I am not sure if I have gone off at a tangent but 'that my role won't actually provide anything at this point in time'

I- Right there is a lot around choice in there and actually creating that reflective space for that person to explore if they want to be there and that informs where you are in that piece of work...

P- Yeah

I- So there has to be some kind of joint participation and motivation

P-Yeah, yeah what was the question again?

I- Around models or reflective practice but you also talked about models of change and there can be an overlap?

P- Yeah I (pause six seconds) I am just trying to think of the sort of things I ask myself when I am when I, it's quite hard as a lot of it is intuitive in the sense you know I don't go through a script I don't go through particular model but I do reflect and I do and I think it is about, I think it's a feeling thing I suppose how comfortable do I feel? How uncomfortable? How, how confident I felt in that situation? (Pause five seconds) I think of all those things make me decide whether I need to spend more time considering or going back and trying to change or trying to do something else or not feeling it was, it was a good piece of work or a good interaction and learning from that does that?

I- It does, there sounds like there is something about congruence in there, knowing yourself and what the work has brought up for you from a feelings place...

P- Yeah definitely, it's congruence and how confident do I feel that, that was ok but how did it leave me feeling in the end and if it, if it I know that it's something if there's been something that has happened in the day a conversation that has been difficult or something that I have not been comfortable with I do wake up at night thinking about and going through that then and that's usually quite a helpful process

I- So in the middle of the night you might go through it then?

P- Yeah, not deliberately it's there it just doesn't go way and then it settles I know that's not a system but it's err...

I- It sounds very instinctive? Really tuning into how I feel and how do you settle something?

P-It's a helpful process um and it's helpful because I know that it's happening I would say, say ten years ago I would never, that would just happen it would wake me up I would feel grumpy, irritated and no know why now I know what it is and I know what I'm, I just let it happen and, and accept that's what happened and that's ok I process and then I usually come to some sort of creative thoughts that will either move it on or let me go 'right ok that's done now, stop' [laughter]

I- And is that quite a private journey?

P- Yeah, it' a private journey

I- And you mentioned a journal

P- I tried that for a period of time and it was helpful but I felt it quite an onerous task at the time but reflecting on it when I have seen those journals recently, I've come across them I've really enjoyed going through them and find them more interesting as the years have gone on 'did I write that? Did I think that?' and I can see how that would be helpful if I allowed myself to do that in a structured way.

I- Ok, thank you, ok um can I check out where your ideas about reflective practice have come from?

P- I think the two biggest areas is through mindfulness activities and a mindfulness practice and er the positive psychology approach of, of just noticing and being able to reframe and knowing how important that is so although it's not reflective practice it's sort of reflective practice thinking back on the day and I do, do this thinking of three things that went well and in the morning when I wake up and I have a heavy day and you feel it in your stomach and you start thinking about right, you are seeing it as shifting as a balance to right I am going to get what I can get of this even though it is not something that I am particularly looking forward to I am going to use that it's a judgement I am going to see this as well as I can and enjoy what comes along and it's a day and it will you know I will get through it rather than dreading it and being grumpy and in a bad mood it's like changing, like changing your filter isn't it of how you approach a task that you are not looking forward to I suppose.

I- And is it alright for me to ask whether you made a conscious choice to do or whether you would say that is part of your personality?
P- No that was a very conscious decision not something that I've done naturally, the more you do it the more it becomes what you do so I try and begin the day that way and definitely end the day that way yeah...

I- And that underpins how you use reflective practice?

P- Yeah, yeah definitely

I- So can I ask you a few questions about supervision please? How often do you have supervision and for how long?
P- My supervision at the moment is more senior management team meetings [laughter] so it's not really supervision I try and drop in things that I want to find out more about on I've had to or want a discussion around or a thought process around um but because the work demands and because we don't have it built in as supervision then it is very, very limited and very sporadic.

I- And is that something that happens as become a deputy or a principal?

232

P- It shouldn't but in previous jobs the supervision session was line management supervision it wasn't at all um and in fact some supervisors brought their issues in so I am just trying to think if I have ever had really good supervision? I don't think I have, I've not, no that's not true there has been somebody that was very good supervisor

I- Can I ask what made them a good supervisor?

P- They listened, they were just able to listen they um they, they were creative in the, the way that they responded so and I trusted them because of who they were and how they approached things so it wasn't they were my line manager but it wasn't that um that wasn't a level of um what do you call it seniority in those conversations I mean that was always underlying but it didn't feel like that when we had conversations so I did feel like and I also felt that they valued whatever it was that I brought so they did give the time as well which was yeah...

I- And what would you say is the role of supervision?
P- Um I think it's a space where you can process and check out get some reflection back on the busy interaction process thought processes um actions that we do on a daily basis mainly with young people and the impact but also in terms of systems work as well. It's, it's just is reassurance but it is also a way or moving yourself on from a situation which can feel quite stuck or quite heavy so it lightens it and you get a window you know you might be able to find your step forward yourself but I think in good supervision other pathway can open up and you can find more steps forward or it just feels like you can carry it for a bit longer whatever it is that's, that you're stuck on

I- It sounds as though you value it?

P- I love it

I – And it's really interesting cause it doesn't sound as though it is necessarily the time is given to it...

P- And I think you know from our point of view wanting supervision but not feeling that we can spare that time but also finding the person that will provide you with that space and time and it's marrying those two things at the same time is very, very challenging.

I- So often it is a manager who is the supervisor?

P- Yeah

I- But that might not be who the supervisee wants?
P- I don't think...the peer supervision which I also find invaluable at the moment I would find that quite difficult to find someone to have that shared level of respect and trust and that sounds awful and it's not that I you know don't have that but I don't feel as established as I should to have that I certainly didn't have it in the last job that I did, I could have it here with certain people but it's just the geography and the time and things like that so I can see how peer supervision could provide that...

I- How frequent is peer supervision?

P- It's more than once a term but it's quite chaotic it's not well planned or structured, the groups change nobody is, there is one person that should be organising it but that doesn't happen.

I- Can I ask would you also supervise in your current role?

P- Yes I supervise seven people

I- So how does that impact on you? Giving something that you are not necessarily getting?

P- It's really hard because of the time and I understand it from the other point of view we have a structure in supervision what I try and do is that I don't set the agenda the agenda is set but the supervision is line management and clinical so it's both those type of supervision um and it's easier with some people than others, easier for me easier for them and again I don't know about relationships, I don't know if it's easier to be supervised by someone you have a relationship with and you like or if it's easier to be supervised when you don't have a relationship with, I prefer having a relationship err but I and that's because I have supervised people who work in a different way who I have not really worked with before I don't know how easy that has been for them or for me [laughter].

I- And is there a particular model of supervision?

P-The relationship is the underlying bit it's not, we have a structure but it's not and the way that I approach supervision is it's for the other person to bring, we have these areas so I might ask 'is there anything happening in your personal life that you need to share?' so they have the opportunities to say what it is it's usually um, it's usually about work demands more than anything

I- But you ask about the whole person?

P- Yeah and I think it's a time where you can recognise what we are doing is really hard as well so there's a lot of stress in our job and that comes out in supervision a lot of the time.

I- And the role of supervision for that element of the job?

P-It's quite tricky because you've got that responsibility for that person in terms of making sure they are in a place where they are managing whatever stressor which is part of the job but managing that and if there are situations where somebody and there has been actually at the point where I don't know if the stress is affecting me personally, my health and then it's about making referrals to the right people and checking out cause we have had quite a few absences as well which has been stress related as well. We are limited in what we can offer but (pause five seconds) but it's again it's about a system the minute somebody mentions stress we have to go down a certain road so it's not about us, we have to refer on to occupational health and other places.

I- I think I am probably coming to the end and I just wondered how you think reflective practice could be developed for yourself as an EP or the profession if it needs to be?

P- I think we would benefit from more training on supervision skills and how to develop that and having a very clear model of you know an agreed model that has happened in other authorities um but I don't know if how much of it was owned by the team um I think it should be separated out from line management I think there are two separate elements to that and I don't know if that's done in the right way and I would like to see peer supervision done right as opposed to a group based because I think we learn a lot from each other as well but it needs to be very ... I don't think the rules are laid down in terms of confidentiality and other aspects of supervision and something simple as having a room, a safe room it can have yeah um and an hour long conversation if you need it, it varies between written feedback so I think if we are going we need to be very clear about who

provides that written feedback is it the supervisor or supervisee? Do they want written feedback all those sorts of things have to be in agreement, yeah...

I- It sounds as though supervision and reflective practice are linked?

P- Definitely yeah.

I- is there anything you would like to add?
P- (Pause six seconds) no

I- And how are you feeling?

P- Fine

I- Well thank you so much I am going to switch the machine off now

48:11

Initial coding

Red Text is the coded text

Blue text is researcher's initial coding

Green text is reviewer's additions

Participant Six

I- Thank you so much for agreeing to be interviewed, do you have any questions before we start?

P- No it's all clear

I- Can I begin by asking some descriptive questions?

P- Of course

I-So how many years' experience do you have as an educational psychologist?
P- Well I've got twenty one years' experience

I- And can I ask where did you train and what your qualification is?

P- I trained at X University and have a Masters

I- How many years have you worked for a local authority and how many authorities?

P- Twenty one years and seven

I- Thank you, could you name your gender please?
P- Female

I- Thank you so can I begin by asking what does reflective practice mean to you?
P- It means having the space and time and priority of considering how we present ourselves, what we do and why we do it so that's it given gaps within a busy day to enable us to actually think about the way that we are approaching the different demands that are made of us? Time and space necessary to look at ourselves, explore the demands on EP role, questions of what and why, prioritised within the role, concise description

I- Something about complexity and the ability to think things over?

P- Yeah, it's I think in my head reflective practice means opportunities to consider at the end of a piece of work but also to have the opportunity to consider how you anticipate or in terms of preparation how you are going to approach something but being flexible enough to know that that can change, that sounds very vague... At end of work, planning role, flexibility, hard to qualify RP

I- This interview invites you to reflect as you are moving through... Would it be possible to have an example from your case work of how you might apply reflective practice?

P- (pause six seconds) um, oh that's a good question to pull out an example um right let me have a little think about something that I have done because a lot of my work recently hasn't been necessarily direct case work... Role of RP as casework

I- Any example where you have applied...

P- The best opportunities for doing that is when you go back and you see if you're talking about a young person that you see on more than one occasion and that enables you to do a little bit more direct work or use your reflection to move something on, that doesn't happen enough um often...so ...there's a situation where I had some reflective practice where I had been working with a young person who has not been attending school my initial impression was um shaped by the conversation I was having with the parent and how difficult it was for them but within that conversation came out lots of other thoughts and ideas about what could be restricting that step back to school so from the beginning of it, it was presented as um an anxiety issue around bullying and as I became more familiar with the parent and the conversation she was having with me and I met the child it became more of a, I felt that the child was instead of not, it wasn't about his fear of school or anxiety about school but it was about his anxiety about not being with mum at home so I suppose in that sense it changed a little bit about how I approached, so the emphasis was initially about pressure on putting special tuition in place and thinking about what, what I felt the situation could be moving towards I didn't think that was gonna be the best approach and it was more about supporting the parent to encourage the chid to have, to know that she was gonna be ok if he wasn't there. RP effective over a piece of direct and involved work, not happen often, explore constructions of issue, not being fixed on one idea, viewing from different perspectives, developing strengths, change approach

I- It sounds as if there was a process of gathering ideas you were reflecting on alternative ways of making sense?
P-Yeah trying to get him back to where he needed to be which was in school Child centred, child led

I-Ok and what are your thoughts on whether reflective practice as a useful tool for EPs?

P- It is most definitely but I don't think we get the opportunity to do it [laughter] in terms of peer support it is there but it is very informal and it's not built in we try and build it in but just because of the pressures on local authorities and the pressures of us to deliver more with less creates, that's the bit that gets squeezed out I think, I know I still reflect at night when I go home I reflect in the car when I am driving but not in that formal way when you are having dialogue it is an inner dialogue as opposed to a checking things out with peers. Important but not given opportunity, peer support informal, not built in, squeezed out according to LA needs, individual reflections on in own time, driving, inner dialogue not with peers, trying to deliver more with less

I- Right, it sounds as though it is an individual responsibility on the drive home or when you get home?

P- Yeah, yeah I know I never, I find it very hard to compartmentalise so even at home my thoughts are very much immersed in what has happened or what might happen the next day RP central to the individual, on-going, post and pre RP, always reflecting

I- Are there particular things that might stay with you?

P- Yeah occasionally I have journals and written some of those things down I've done that over a period of time and that was more about how I am relating to my job as opposed to what I am doing in the job, there is a differences but um I don't do that regularly but I do find that very supportive and I find it really helpful of being conscious of starting with how you are and you can then understand how you're responding to something and some of those decisions that you make in time yeah [laughter] Use of journaling, self-reflection, own relationship to role rather than how executing role, conscious reflections of self, I, how self-impacts on others and construction of others and decisions made

I- That's really interesting because it sounds as though your reflections are framed with 'I' rather than service user or case, can you say a little bit more maybe?

P- I just noticed that a lot of the experiences and, and you know just life experiences that you have been through has changed my practice and has impacted on my practice and it is bound to when you think about it. I am very aware of when my mood shifts and changes and how much I can cope with and how much I can't and so I know that we are in such a privileged position, the decisions we make can have huge impact on other young people's life chances and families and so I just want to make sure that I am in the best place but then we can't always be positive because sometimes we just don't feel like that ourselves so when I don't feel like that I try and own that and make sure I limit sort of those decision making processes to when I feel more confident that I am ok so therefore I am making decisions that are more about what's happening around rather than how I am feeling cause the two connect, if you've had a really horrible experience say with a parent or a teacher and you're feeling that what you do doesn't mean anything then you become less, less thoughtful, less creative, less supportive Impact of self on role, changes in practice from experiences, impact of feelings/internal processes of EP, complexity and responsibility of role, knowing self, bracketing off possible impact, recognition of personal and professional self in decision making process, impact of previous experiences as templates, importance of creativity

I- Right

P-In time so it's just knowing and that changes again so it's just knowing where you are in that and making sure you're putting some sort of safety around it and I don't know how I do that but I know that I am aware of my good days and my bad days Safety, awareness of where acting from, good and bad days

I- But do you have a sense of how you are aware?

P- I've become more tuned in to how, how I am myself, how my mind is how my body is, how tired I am and what are the things that are going on for me I've become more aware of that and I can respond, I mean I contain it a lot in work but things leak out but at home I am very aware of when I am upset or anxious I know the family so...I know that I am less tolerant and less patient and more introverted and I... that can sometimes happen in work as well less so but it can because you put on a professional appearance but at the core you know that you are in a different mindset so it's just being aware of that sometimes that can make that you rearrange things or change the way... Bringing into awareness, impact of physical well-being, bracketing off, leaking out of anxiety/sadness, tolerance, patience, aware that deep down you are in a different mindset

238

I- So you really pay attention and tune in?

P- Where possible sometimes that is very difficult because you have a set diary and you have to do things but yeah if, if I feel that I am going through something that is going to affect things then I do change some of the tasks where I can and be flexible but I also do little things that if I can see myself getting into a negative mindset which does happen quite a lot and I can see myself making judgments about other people and not feeling supported you know it becomes a personal thing I am able now, I wasn't able five, ten years back I am able now to step out of that for a little bit and just know that is not a good way, you can shift the way you think about it. Impact of diary on choices, balancing own needs and professional responsibility, managing own judgements, feeling unsupported, internal supervisor, impact of knowing self over time, getting into a negative mindset quite a lot

I- So you redress the lens that you are looking through?

P- Yeah start making more positive comments and start noticing and make an effort with the people you felt haven't done something you felt that they should do and be more positive with them and that's definitely changed in my practice in the last five years. Change lens, focus on positives, deliberate action, long term effect on practice

I- So there's an element of reflective practice around the work and there is an element that is looking at knowing yourself....

P- Yes there is the two, the one that I find the hardest is around the work. I am not a perfectionist I'm into a good enough job because I really appreciate you know getting reflections back, I love having my work checked especially written work I really value that I would want all my work checked but I know that's not possible and people just don't have the time to do that so um... Hardest looking at work rather than self, collaborative process, lack of time to do so,

I- Feedback?

P – I need somebody else, I do listen to myself but I know other people are much more perfectionist and I need to get near that and get their views. Collaborative, hearing from others, others are much more perfectionist

I- I was wondering about the idea of a reflective process being quite collaborative for you and what you are looking for in that?

P- I love getting appreciation cause it sort of validates something but I do love getting, I enjoy getting critical feedback as well because I know that I don't, especially around some of the tasks and I am talking about literacy and spelling and things like that but also sometimes when you are tired and when your head is muddled your reports have you know been a bit shaky it's nice to get someone to shape it a little bit, I hope I don't get in a position where I can't do that, I need that. I don't particularly like doing it for other people [laughter] but I know that it is valued. Importance of critical feedback, value appreciation, collaborative process to develop thinking, support development, reports

I- And is there particular areas of your work that you might reflect upon perhaps more than any other?

P-It's very much changed with the roles that I am in so there was a lot of focus when I first started on my work with teachers and adults in schools. I think when I became more confident with the systems I really then reflected more which seems ridiculous on what I was delivering in terms of pupil support and feedback and input and at the moment it's more about team and how the team see me but I think that's because I am in a new role and a new team and I am quite new to the team so I am more reflecting on relationships within the team and how I manage myself in that and how others perceive me in that. RP developed over time, initial focus on individual stakeholders, as developed focus broadened to systems and to the child/pupil, now as in new role focus on team relationships, attributions of self and others, making sense

I- Something about being reflective is around how I am impacting on others and how they are impacting on me?

P- Yeah how the whole thing, the whole relationship thing is working Relationships

I- And how do you answer those questions?

P- When I am in a good space I see it positively and I think about how things can improve when I am in a bad space I see it as very heavy, wearing and difficult and I am thinking that I need to move on to something else it varies... Lens affected by mood, sense of isolation, focus on improvement, impact on motivation

I- So your emotional state will impact?

P- Yeah definitely, it does flip between the two and that depends on tiredness and other things will impact and the demands that are made at the time. This is a job that um some days you can have impossible demands placed on you and other days it feels 'I quite like this job, I can spend time to do this' and other times it feels like you are never going to get to the end of a very long tunnel [laughter] Reiterate impact of emotional well-being on RP, complex nature of role, demanding, impossible, impact of time, endless, both ends of spectrum

I- And there's not a predictability in the role?
P- No and that's what I love about the job, it can feel unsafe and er I am very aware of when it feels unsafe but it can also feel very rewarding and motivating and like you are having a huge impact you can go from one extreme to the other. Role can feel unsafe, awareness, making a difference, rewarding, motivated

I- And where does reflective practice sit in those extremes?

P- As I got older and spend longer doing this job I have definitely been able to know when it's feeling too much and be able to do something about that and move further to just noticing the positive but if it's not If I feel negative I will look to change something I will change job or whatever... RP as a means of identifying own needs, well-being, making changes in practice, willing to change jobs to achieve change

I- And when you say change job?

P- I have thought about other professions lots of different professions I am not wedded to being an EP in a local authority but for most of the time I really, really, really, really enjoy it and I get a lot of

challenge and there is enough change within that role that I have been ok up to now. Change, impact of role, moving on, challenge, enjoyment, variety

I- Ok, thank you um I suppose I was just curious about reflecting afterwards and planning might form part of your reflective practice and you might notice and reflect on where you are within something in terms of how you are feeling are there any other times you are aware of your reflective practice?

P- No, it's like I say it would be good to have that structured approach but I don't think we have, I don't feel that at the moment. It is built in to team meetings when lots of people are around I do a lot more reflecting before and after those type um conversations um (pause five seconds) I am just trying to think in terms of during the day when I am actually face to face with a child or a teacher or a parent I'm in the moment and I don't necessarily think on my feet in that sense it's afterwards but what I try not to do and this has happened is plan what I don't want to do is go in with a plan I go in and respond to something and then I reflect I think that's what I am doing. Does that sound ok? Not a structure for RP, part of team meeting, built in, reflecting before and after, not time to reflect in moment, not use planning to make assumptions but to respond, would prefer structure

I- Yes I think I was trying to ask you without leading you and it sounds like the work evolves in the space and you reflect on it afterwards?

P- Yeah and sometimes I think I should have done something else or I shouldn't have done that and that's fine because I have enough experience to know that it will resolve itself as long as the person is not harmed or the school is not harmed and even going back when I have done something that is a mistake I am, I am happy to go back and face that up and say 'you know this is what I did, this is what I feel I would have done better or I 've done wrong' and take it from there. Analytical, able to make adjustments, own mistakes, make further changes, confident in own experience

I- And how do you decide what is a mistake?
P- It's usually if I feel like something has not gone right I will check it out. I have people I can check it out with, people in the team, I don't check it out with anyone outside I don't have that support in that way but I have people in the team I will check things out with not always saying I want to check this out with you but just saying 'this happened today' and I'll see what comes back to see if it's the same way that I am thinking and I will ask for different experiences that they have had trying to pull out experiences. Seek advice from others, internal to team, collect different ideas to inform work,

I- So it sounds like you are not looking for affirmation more that you want to hear different ideas?

P- I don't want affirmation in that way I want to know what they would have done although now saying that when I worked with my manager when I had those type of conversations sometimes because she is so busy there is a very quick response and I am confident enough to check that out again and I know she changes the responses she's giving I am trying to lead her to what I have done, 'please make it ok' so I do, do that with my management you know the person that manages me I do, do that um but in other in lots of situation there is not one way of doing it so it is just making it 'was that ok?' you know I've not created a situation that has not made anything worse for anyone else yeah [laughter] For development of practice, role of management, seek affirmation from manager but not from colleagues, insecurity, support, uncertainty, not make things worse, if first response is not positive will lead manager to get the desired response

I- Thank you, do you think that your use of reflective practice has changed as you have moved through your career?

P- Yeah massively, I just feel I am more confident about not knowing I'm more confident not always having the right answer I feel ok about making mistakes or doing things in a way that other people wouldn't do I know that's ok cause that's what we all do you know there is not just one way of doing things I am more confident about not having to follow structures and systems I can weave my way through things if I know it is in the right way for the child cause sometimes local authorities can be very restrictive and stop good things happening so I feel more competent about being able to manage that... RP and relationship to confidence, confidence as permission to not know and to make mistakes, develop different ideas, management of systems, no definite answer, supporting child to get needs, navigating systems accordingly, confident enough to not follow structures and systems

I- And what got you to that point?

P- Um it's experience I think (pause three seconds) it's experience about working in lots of different schools with lots of different individuals and different systems actually it is working in different systems so I've worked in five local authorities so I know that local authority the message is you have to do things this way but that's not because if you go to another local authority they don't do things that way and the world doesn't cave in and so that's a difference because I know that there are lots of different systems and it's the local authority system that has created 'this is right and this is wrong' whereas we are working with people every day... different you know different structures that each school is a different system, different way of thinking, different circumstances at home, different circumstances , different dreams, different ambitions there is not just one way of doing something and I think when you first start working I was so, I was so scared of getting anything wrong that I got so much wrong but I was so scared of getting anything wrong and I was looking you know to have worked with somebody else and to watch them work would have been amazing at that point but there wasn't that we were a very individual job quite a lonely job quite a solo job so you pick up your mistakes as you go along and a lot I hadn't picked up at that time I would know now looking back that was how I was then, my practice has changed an awful, awful lot you know more you've learned more um you know more about different individuals how they develop how things can change how there is not always one way of supporting a child's development. Role of experience, different experiences, experience difference and variety, changes in systems, versatility, construction of EP role by system, people are complex and different and need to be treated accordingly, initially fear of getting wrong so got wrong (prevention focus), lonely, solo role, lone working, make mistakes (uncorrected), learning about the individual as an individual, complexity and difference, individual answers? it is possible to work within different systems - there is not just one way of doing something – as long as you achieve the right outcome

I- So that experiences promotes a level of knowledge?

P- Yeah

I- And that brings confidence and the realisation that there is no one right way?

P- I am not just basing things on theory of what we have learnt but I am basing things on children on experience of what has worked for a child or what has not worked for a child in certain circumstances um. Marrying together of theory and practice

I- Thank you and is there a particular model or framework of reflective practice that you use?

P- I do use things in very loose ways I mean I am aware of COMOIRA and you know the various stages of you know just that whole process of change but (pause four seconds) no I mean the biggest thing and I don't know if this is relevant is that I've become more aware of is that of Choice Theory William Glasser and how we allow, you know instead of dictating or bringing someone out to something you present choice or that option because that person it has to come from them to be meaningful to move something on particularly if you are working with older young people that whole idea of them sitting in front of me and the school wanting a certain thing and I am trying to drag that out of them. I actually am quite happy to say 'do you want to be here?', 'what do you see as the issue?' and if they don't I would, I would be confident enough to go back to the school and say 'I don't need to' ermm and I am not sure if I have gone off at a tangent but 'that my role won't actually provide anything at this point in time' Loose model, unstructured, awareness of COMOIRA (aware researcher is from Cardiff Uni), Choice Theory (Glasser) model of practice rather than RP?, sense of needing to provide an answer, confidence to say that my role won't actually provide anything at this point in time

I- Right there is a lot around choice in there and actually creating that reflective space for that person to explore if they want to be there and that informs where you are in that piece of work...

P- Yeah

I- So there has to be some kind of joint participation and motivation

P-Yeah, yeah what was the question again? Deviation

I- Around models or reflective practice but you also talked about models of change and there can be an overlap?

P- Yeah I (pause six seconds) I am just trying to think of the sort of things I ask myself when I am when I, it's quite hard as a lot of it is intuitive in the sense you know I don't go through a script I don't go through particular model but I do reflect and I do and I think it is about, I think it's a feeling thing I suppose how comfortable do I feel? How uncomfortable? How, how confident I felt in that situation? (Pause five seconds) I think of all those things make me decide whether I need to spend more time considering or going back and trying to change or trying to do something else or not feeling it was, it was a good piece of work or a good interaction and learning from that does that? Intuition as opposed to model, no script, no particular model, sense of a feeling, check in with self as a means to inform work, focus in three areas work, relationships, learning

I- It does, there sounds like there is something about congruence in there, knowing yourself and what the work has brought up for you from a feelings place...

P- Yeah definitely, it's congruence and how confident do I feel that, that was ok but how did it leave me feeling in the end and if it, if it I know that it's something if there's been something that has

happened in the day a conversation that has been difficult or something that I have not been comfortable with I do wake up at night thinking about and going through that then and that's usually quite a helpful process Congruence and confidence in RP, work impacts on home life, difficulties require further time to reflect on

I- So in the middle of the night you might go through it then?

P- Yeah, not deliberately it's there it just doesn't go way and then it settles I know that's not a system but it's err...

I- It sounds very instinctive? Really tuning into how I feel and how do you settle something?

P-It's a helpful process um and it's helpful because I know that it's happening I would say, say ten years ago I would never, that would just happen it would wake me up I would feel grumpy, irritated and no know why now I know what it is and I know what I'm, I just let it happen and, and accept that's what happened and that's ok I process and then I usually come to some sort of creative thoughts that will either move it on or let me go 'right ok that's done now, stop' [laughter] Go with process, trust process, acceptance brings change, inspires creativity reach point where you can say 'stop'

I- And is that quite a private journey?

P- Yeah, it' a private journey Individual experience

I- And you mentioned a journal

P- I tried that for a period of time and it was helpful but I felt it quite an onerous task at the time but reflecting on it when I have seen those journals recently, I've come across them I've really enjoyed going through them and find them more interesting as the years have gone on 'did I write that? Did I think that?' and I can see how that would be helpful if I allowed myself to do that in a structured way. Use of writing as a reflective tool, onerous task, interesting to look back on, sense of a journey, development

I- Ok, thank you, ok um can I check out where your ideas about reflective practice have come from?

P- I think the two biggest areas is through mindfulness activities and a mindfulness practice and er the positive psychology approach of, of just noticing and being able to reframe and knowing how important that is so although it's not reflective practice it's sort of reflective practice thinking back on the day and I do, do this thinking of three things that went well and in the morning when I wake up and I have a heavy day and you feel it in your stomach and you start thinking about right, you are seeing it as shifting as a balance to right I am going to get what I can get of this even though it is not something that I am particularly looking forward to I am going to use that it's a judgement I am going to see this as well as I can and enjoy what comes along and it's a day and it will you know I will get through it rather than dreading it and being grumpy and in a bad mood it's like changing, like changing your filter isn't it of how you approach a task that you are not looking forward to I suppose. Role of mindfulness and positive psychology in shaping RP, skills-noticing, reframing, but not necessarily reflective practice, three things that went well, importance of lens of focussing on achievement impact of attitude, choice, support well-being, looking after self, is this reflective

244

practice or an approach to practice that incorporates reflection? you feel it in your stomach 'gut feeling'

I- And is it alright for me to ask whether you made a conscious choice to do or whether you would say that is part of your personality?

P- No that was a very conscious decision not something that I've done naturally, the more you do it the more it becomes what you do so I try and begin the day that way and definitely end the day that way yeah… Conscious, habit forming by practice

I- And that underpins how you use reflective practice?

P- Yeah, yeah definitely Participants RP

I- So can I ask you a few questions about supervision please? How often do you have supervision and for how long?

P- My supervision at the moment is more senior management team meetings [laughter] so it's not really supervision I try and drop in things that I want to find out more about on I've had to or want a discussion around or a thought process around um but because the work demands and because we don't have it built in as supervision then it is very, very limited and very sporadic. Lack thereof, SMT meetings, drop things in, unstructured, limited, sporadic, unstructured supervision

I- And is that something that happens as become a deputy or a principal?

P- It shouldn't but in previous jobs the supervision session was line management supervision it wasn't at all um and in fact some supervisors brought their issues in so I am just trying to think if I have ever had really good supervision? I don't think I have, I've not, no that's not true there has been somebody that was very good supervisor System – role of management minimising access to supervision, supervision really line management, unstructured supervision

I- Can I ask what made them a good supervisor?

P- They listened, they were just able to listen they um they, they were creative in the, the way that they responded so and I trusted them because of who they were and how they approached things so it wasn't they were my line manager but it wasn't that um that wasn't a level of um what do you call it seniority in those conversations I mean that was always underlying but it didn't feel like that when we had conversations so I did feel like and I also felt that they valued whatever it was that I brought so they did give the time as well which was yeah… Qualities of good supervisor, listening, creativity, trust, equality and equity, valued, gave time

I- And what would you say is the role of supervision?
P- Um I think it's a space where you can process and check out get some reflection back on the busy interaction process thought processes um actions that we do on a daily basis mainly with young people and the impact but also in terms of systems work as well. It's, it's just is reassurance but it is also a way or moving yourself on from a situation which can feel quite stuck or quite heavy so it lightens it and you get a window you know you might be able to find your step forward yourself but I think in good supervision other pathway can open up and you can find more steps forward or it just feels like you can carry it for a bit longer whatever it is that's, that you're stuck on RP space, individuals and systems, restorative, stuck, heavy, carry on, pathways

245

I- It sounds as though you value it?

P- I love it Valued supervision

I – And it's really interesting cause it doesn't sound as though it is necessarily the time is given to it...

P- And I think you know from our point of view wanting supervision but not feeling that we can spare that time but also finding the person that will provide you with that space and time and it's marrying those two things at the same time is very, very challenging. Conflict of wanting supervision but not having the time, not prioritised; supervisor is a specific skill set, space and time

I- So often it is a manager who is the supervisor?

P- Yeah Line Manager as supervisor

I- But that might not be who the supervisee wants?
P- I don't think... the peer supervision which I also find invaluable at the moment I would find that quite difficult to find someone to have that shared level of respect and trust and that sounds awful and it's not that I you know don't have that but I don't feel as established as I should to have that I certainly didn't have it in the last job that I did, I could have it here with certain people but it's just the geography and the time and things like that so I can see how peer supervision could provide that... Peer supervision valued, balance of respect and trust, developing peer supervision, needs to be considered and established

I- How frequent is peer supervision?

P- It's more than once a term but it's quite chaotic it's not well planned or structured, the groups change nobody is, there is one person that should be organising it but that doesn't happen. Peer supervision needs to be considered, chaotic, lacks planning and structure, no stable groups, no one taking responsibility for it

I- Can I ask would you also supervise in your current role?
P- Yes I supervise seven people Participant as supervisor

I- So how does that impact on you? Giving something that you are not necessarily getting?
P- It's really hard because of the time and I understand it from the other point of view we have a structure in supervision what I try and do is that I don't set the agenda the agenda is set but the supervision is line management and clinical so it's both those type of supervision um and it's easier with some people than others, easier for me easier for them and again I don't know about relationships, I don't know if it's easier to be supervised by someone you have a relationship with and you like or if it's easier to be supervised when you don't have a relationship with, I prefer having a relationship err but I and that's because I have supervised people who work in a different way who I have not really worked with before I don't know how easy that has been for them or for me [laughter]. Client led/person centred agenda, supervision incorporates line management and clinical, role of relationships in supervision, prefers relationship with supervisor

I- And is there a particular model of supervision?

P-The relationship is the underlying bit it's not, we have a structure but it's not and the way that I approach supervision is it's for the other person to bring, we have these areas so I might ask 'is there anything happening in your personal life that you need to share?' so they have the opportunities to say what it is it's usually um, it's usually about work demands more than anything Relationship central to supervision, client led, impact of personal life on work, focus is usually demands of role

I- But you ask about the whole person?
P- Yeah and I think it's a time where you can recognise what we are doing is really hard as well so there's a lot of stress in our job and that comes out in supervision a lot of the time. Stress in role, place to offload is supervision

I- And the role of supervision for that element of the job?

P-It's quite tricky because you've got that responsibility for that person in terms of making sure they are in a place where they are managing whatever stressor which is part of the job but managing that and if there are situations where somebody and there has been actually at the point where I don't know if the stress is affecting me personally, my health and then it's about making referrals to the right people and checking out cause we have had quite a few absences as well which has been stress related as well. We are limited in what we can offer but (pause five seconds) but it's again it's about a system the minute somebody mentions stress we have to go down a certain road so it's not about us, we have to refer on to occupational health and other places. Role of supervisor to be vigilant around stress levels, pathways if stress is mentioned, monitoring own stress levels, hard to be aware of stress, impact of stress in health, absences due to stress, role of system

I- I think I am probably coming to the end and I just wondered how you think reflective practice could be developed for yourself as an EP or the profession if it needs to be?
P- I think we would benefit from more training on supervision skills and how to develop that and having a very clear model of you know an agreed model that has happened in other authorities um but I don't know if how much of it was owned by the team um I think it should be separated out from line management I think there are two separate elements to that and I don't know if that's done in the right way and I would like to see peer supervision done right as opposed to a group based because I think we learn a lot from each other as well but it needs to be very ... I don't think the rules are laid down in terms of confidentiality and other aspects of supervision and something simple as having a room, a safe room it can have yeah um and an hour long conversation if you need it, it varies between written feedback so I think if we are going we need to be very clear about who provides that written feedback is it the supervisor or supervisee? Do they want written feedback all those sorts of things have to be in agreement, yeah... Training on supervision skills, skilled role, importance of a clear model, separate from line management, peer supervision needs more thought, learn from each other, contracting peer supervision, confidentiality named, safe space, time, role of written records/feedback, agreements

I- It sounds as though supervision and reflective practice are linked?

P- Definitely yeah. Relationship tween RP and supervision

I- is there anything you would like to add?
P- (Pause six seconds) no

247

I- And how are you feeling?

P- Fine

I- Well thank you so much I am going to switch the machine off now

48:11

Appendix K

Initial and intermediate coding

Red text are additions/alterations as a result of the review process.

Participant 6-

Research Question: Is reflective practice relevant to EPs?

Intermediate Codes	Initial Codes	Transcription : Line number(from original transcript)
Mastery and Agency	Time and space Valued Ongoing direct work Concise description Direct work not happen often enough	It means having the space and time and priority of considering how we present ourselves, what we do and why we do it so that's it given gaps within a busy day to enable us to actually think about the way that we are approaching the different demands that are made of us?(15) It is most definitely but I don't think we get the opportunity to do it (48) it so that's it given gaps within a busy day (16) if you're talking about a young person that you see on more than one occasion and that enables you to do a little bit more direct work or use your reflection to move something on, that doesn't happen enough um often, so there's a situation where I had some reflective practice (29)
Density	Managing complexity Own needs Heavy Isolation Unsafe Overwhelming Impossible expectations Unpredictability as a positive Challenge	to enable us to actually think about the way that we are approaching the different demands that are made of us? (16) there is not just one way of doing something (205) if you've had a really horrible experience say with a parent or

	Variety Managing difficulties Noticing own needs Reframing Pressures of local authority Trying to deliver more with less Both ends of spectrum (role)	a teacher and you're feeling that what you do doesn't mean anything then you become less, less thoughtful, less creative (76) Where possible sometimes that is very difficult because you have a set diary and you have to do things but yeah if, if I feel that I am going through something that is going to affect things then I do change some of the tasks where I can and be flexible (92) I can see myself getting into a negative mindset which does happen quite a lot (94) so it's just being aware of that sometimes that can make that you rearrange things or change the way... (89) when I am in a bad space I see it as very heavy, wearing and difficult and I am thinking that I need to move on to something else it varies (133) This is a job that um some days you can have impossible demands placed on you and other days it feels 'I quite like this job, I can spend time to do this' and other times it feels like you are never going to get to the end of a very long tunnel [laughter] (137) I-And there's not a predictability in the role? P- No and that's what I love about the job, it can feel unsafe and er I am very aware of when it feels unsafe but it can also feel very rewarding and motivating and like you are having a huge impact you can go from one extreme to the other (142) I know that it's something if there's been something that has happened in the day a conversation that has been difficult or something that I

	251	have not been comfortable with I do wake up at night thinking about and going through that then and that's usually quite a helpful process (249) and you feel it in your stomach and you start thinking about right, you are seeing it as shifting as a balance to right I am going to get what I can get of this even though it is not something that I am particularly looking forward to I am going to use that it's a judgement I am going to see this as well as I can and enjoy what comes along and it's a day and it will you know I will get through it rather than dreading it and being grumpy and in a bad mood it's like changing, like changing your filter isn't it of how you approach a task that you are not looking forward to I suppose (273) we try and build it in but just because of the pressures on local authorities and the pressures of us to deliver more with less creates, that's the bit that gets squeezed out I think (49)
Indistinct	Vagueness Uncertainty Relevancy (model) What is RP?	that sounds very vague... (22) ermm and I am not sure if I have gone off at a tangent (230) so although it's not reflective practice it's sort of reflective practice (273)

Research Question: Are EPs applying reflective practice to their work?

Intermediate Codes	Initial Codes	Transcription : Line number(from original transcript)
Agency Somatic Complexity Knowing self to inform work	Questioning self Managing complexity Attitudes and beliefs Understand self Understand others Somatic responses Congruence Explore impact of role Explore impact of experiences (scripts) Decision making Unconscious processes Listening to feelings Develop conscious process Habit forming Tuned in RP as a means of identifying own needs Well-being Making changes in practice Willing to change jobs to achieve change	It means having the space and time and priority of considering how we present ourselves, what we do and why we do it (15) to enable us to actually think about the way that we are approaching the different demands that are made of us? (16) so it's just knowing where you are in that and making sure you're putting some sort of safety around it and I don't know how I do that but I know that I am aware of my good days and my bad days (80) I've become more tuned into how, how I am myself, how my mind is how my body is, how tired I am and what are the things that are going on for me I've become more aware of that and I can respond (84) I think it's a feeling thing I suppose how comfortable do I feel? How uncomfortable? How, how confident I felt in that situation? (Pause five seconds) I think of all those things make me decide whether I need to spend more time considering or going back and trying to change or trying to do something else or not feeling it was, it was a good piece of work or a good interaction and learning from that does that? (241) P- Yeah definitely, it's congruence and how confident do I feel that, that was ok but how did it leave me feeling in the end (246) and that was more about how I

	253	am relating to my job as opposed to what I am doing to do in the job (59)
		I can see myself getting into a negative mindset which does happen quite a lot (94)
		I do find that very supportive and I find it really helpful of being conscious of starting with how you are and you can then understand how you're responding to something and some of those decisions that you make in time yeah [laughter] (61)
		if you've had a really horrible experience say with a parent or a teacher and you're feeling that what you do doesn't mean anything then you become less, less thoughtful, less creative (76)
		I am very aware of when my mood shifts and changes and how much I can cope with and how much I can't (69)
		I just let it happen and, and accept that's what happened and that's ok I process and then I usually come to some sort of creative thoughts that will either move it on or let me go 'right ok that's done now, stop' [laughter] (259)
		and you feel it in your stomach and you start thinking about right, you are seeing it as shifting as a balance to right I am going to get what I can get of this even though it is not something that I am particularly looking forward to I am going to use that it's a judgement I am going to see this as well as I can and enjoy what comes along and it's a day and it will you know I will get through it rather than dreading it and being grumpy and in a bad mood it's like changing, like changing your filter isn't it of

		how you approach a task that you are not looking forward to I suppose (273) very conscious decision not something that I've done naturally, the more you do it the more it becomes what you do so I try and begin the day that way and definitely end the day that way yeah.. I- And that underpins how you use reflective practice? P- Yeah, yeah definitely (283) As I got older and spend longer doing this job I have definitely been able to know when it's feeling too much and be able to do something about that and move further to just noticing the positive but if it's not If I feel negative I will look to change something I will change job or whatever... (147)
Planning and Review	End of a piece of work Predict Altering way work Preparation Casework led Post work – home life Reframing	it's I think in my head reflective practice means opportunities to consider at the end of a piece of work but also to have the opportunity to consider how you anticipate or in terms of preparation how you are going to approach something but being flexible enough to know that that can change (19) um, oh that's a good question to pull out an example um right let me have a little think about something that I have done because a lot of my work recently hasn't been necessarily direct case work...(25) I know that it's something if there's been something that has happened in the day a conversation that has been difficult or something that I have not been comfortable with I do wake up at night thinking about and going through that then and that's usually quite a helpful process (249)

		like changing your filter isn't it of how you approach a task that you are not looking forward to I suppose. (279)
Individual's focus Solo At home	**Always reflecting** Own time Inner dialogue Focus on difficulties Informal Lack of peer involvement Explore self in role Isolation Solo role Questioning self Promote creativity **Good and bad days**	I know I still reflect at night when I go home I reflect in the car when I am driving but not in that formal way when you are having dialogue it is an inner dialogue as opposed to a checking things out with peers (51) I know that it's something if there's been something that has happened in the day a conversation that has been difficult or something that I have not been comfortable with I do wake up at night thinking about and going through that then and that's usually quite a helpful process (249) and that was more about how I am relating to my job as opposed to what I am doing to do in the job (59) if you've had a really horrible experience say with a parent or a teacher and you're feeling that what you do doesn't mean anything then you become less, less thoughtful, less creative (76) so it's just knowing where you are in that and making sure you're putting some sort of safety around it and I don't know how I do that but I know that I am aware of my good days and my bad days (80) and I was looking you know to have worked with somebody else and to watch them work would have been amazing (208) at that point but there wasn't that we were a very individual job quite a lonely job quite a solo job so you pick up your mistakes as you go along and a lot I hadn't picked up at that

	256	time I would know now looking back that was how I was then (207)
		I think it's a feeling thing I suppose how comfortable do I feel? How uncomfortable? How, how confident I felt in that situation? (Pause five seconds) I think of all those things make me decide whether I need to spend more time considering or going back and trying to change or trying to do something else or not feeling it was, it was a good piece of work or a good interaction and learning from that does that? (241)
		I just let it happen and, and accept that's what happened and that's ok I process and then I usually come to some sort of creative thoughts that will either move it on or let me go 'right ok that's done now, stop' [laughter] (259)

Research Question: How are EPs using reflective practice?

Intermediate Codes	Initial Codes	Transcription : Line number(from original transcript)
Self-awareness tool	To question self Manage complexity Understand self Understand others Explore impact Somatic awareness Decision making Impact of experience Awareness of lens Emotional wellbeing impact Agency Trust process	It means having the space and time and priority of considering how we present ourselves, what we do and why we do it (15) to enable us to actually think about the way that we are approaching the different demands that are made of us? (16) because I know that there are lots of different systems and it's the local authority system that has created 'this is right and this is wrong' whereas we are working with people every day... different you know different structures that each school is a different system, different way of thinking, different circumstances at home, different circumstances , different dreams, different ambitions there is not just one way of doing something (200) I find it really helpful of being conscious of starting with how you are and you can then understand how you're responding to something and some of those decisions that you make in time yeah [laughter] (61) So there's an element of reflective practice around the work and there is an elements that is looking at knowing yourself.... (102) P- Yes there is the two, we can't always be positive because sometimes we just don't feel like that ourselves so when I don't feel like that I try and own that and make sure I limit sort of those decision

	258	making processes to when I feel more confident that I am ok so therefore I am making decisions that are more about what's happening around rather than how I am feeling cause the two connect (72)
		I just feel I am more confident about not knowing I'm more confident not always having the right answer I feel ok about making mistakes or doing things in a way that other people wouldn't do I know that's ok cause that's what we all do you know there is not just one way of doing things (189)
		and I can see myself making judgments about other people and not feeling supported you know it becomes a personal thing I am able now, I wasn't able five, ten years back I am able now to step out of that for a little bit and just know that is not a good way, you can shift the way you think about it. (94)
		I've become more tuned into how, how I am myself, how my mind is how my body is, how tired I am and what are the things that are going on for me I've become more aware of that and I can respond (84)
		I just noticed that a lot of the experiences and, and you know just life experiences that you have been through has changed my practice and has impacted (67)
		if you've had a really horrible experience say with a parent or a teacher and you're feeling that what you do doesn't mean anything then you become less, less thoughtful, less creative (76)
		so it's just knowing where you are in that and making sure you're putting some sort of safety around it and I don't

		know how I do that but I know that I am aware of my good days and my bad days (80)
		- I've become more tuned into how, how I am myself, how my mind is how my body is, how tired I am and what are the things that are going on for me I've become more aware of that and I can respond, I mean I contain it a lot in work but things leak out but at home I am very aware of when I am upset or anxious I know the family so...I know that I am less tolerant and less patient and more introverted and I... that can sometimes happen in work as well less so but it can because you put on a professional appearance but at the core you know that you are in a different mindset so it's just being aware of that sometimes that can make that you rearrange things or change the way...(84)
		When I am in a good space I see it positively and I think about how things can improve when I am in a bad space I see it as very heavy, wearing and difficult and I am thinking that I need to move on to something else it varies (133)
		As I got older and spend longer doing this job I have definitely been able to know when it's feeling too much and be able to do something about that and move further to just noticing the positive but if it's not If I feel negative I will look to change something I will change job or whatever... (147)
		I just let it happen and, and accept (259)
Direct work Review and planning	Review and planning tool Completion of work Preparation Flexibility	it's I think in my head reflective practice means opportunities to consider at the end of a piece of work but also to have the

	Anticipation Casework led Child centred Supporting creativity To inform the work Good enough (Winnicott) Relationships Seeing the individual Not one size fits all Impact of practice on theories Duty of care Not being fixed on one idea Viewing from different perspectives Developing strengths Change approach		opportunity to consider how you anticipate or in terms of preparation how you are going to approach something but being flexible enough to know that that can change (19) um, oh that's a good question to pull out an example um right let me have a little think about something that I have done because a lot of my work recently hasn't been necessarily direct case work... (25) if you're talking about a young person that you see on more than one occasion and that enables you to do a little bit more direct or use your reflection to move something on, that doesn't happen enough um other so there's a situation where I had some reflective practice (29) I had been working with a young person who has not been attending school my initial impression was um shaped by the conversation I was having with the parent and how difficult it was for them but within that conversation came out lots of other thoughts and ideas about what could be restricting that step back to school so from the beginning of it, it was presented as um an anxiety issue around bullying and as I became more familiar with the parent and the conversation she was having with me and I met the child it became more of a, I felt that the child was instead of not, it wasn't about his fear of school or anxiety about school but it was about his anxiety about not being with mum at home so I suppose in that sense it changed a little bit about how I approached, so the emphasis was initially about pressure on

		putting special tuition in place and thinking about what, what I felt the situation could be moving towards I didn't think that was gonna be the best approach and it was more about supporting the parent to encourage the chid to have, to know that she was gonna be ok if he wasn't there (32)
		Yeah trying to get him back to where he needed to be which was in (46)
		if you've had a really horrible experience say with a parent or a teacher and you're feeling that what you do doesn't mean anything then you become less, less thoughtful, less creative (76)
		So there's an element of reflective practice around the work and there is an elements that is looking at knowing yourself....
		P- Yes there is the two (102) the one that I find the hardest is around the work. I am not a perfectionist I'm into a good enough job (105)
		the whole relationship thing is working (131)
		my practice has changed an awful, awful lot you know more you've learned more um you know more about different individuals how they develop how things can change how there is not always one way of supporting a child's development (211)
		I am not just basing things on theory of what we have learnt but I am basing things on children on experience of what has worked for a child or what has not worked for a child in certain circumstances um. (217)
		'I don't need to' ermm and I am not sure if I have gone off at a tangent but 'that my role won't

		actually provide anything at this point in time' (230)
Input from others	Response to pressure Local Authority system Informal Unstructured Collaborative Views of others Appreciation Others are much more perfectionist Critical feedback Support for areas of weakness Mutual support process Report writing Seek guidance Internal Critical friend Mentoring opportunities (lack of)	in terms of peer support it is there but it is very informal and it's not built in we try and build it in but just because of the pressures on local authorities and the pressures of us to deliver more with less creates (49) I really appreciate you know getting reflections back, I love having my work checked especially written work I really value that I would want all my work checked but I know that's not possible and people just don't have the time to do that so um... (105) I need somebody else, I do listen to myself but I know other people are much more perfectionist and I need to get near that and get their views (110) getting appreciation cause it sort of validates something but I do love getting, I enjoy getting critical feedback as well (114) am talking about literacy and spelling and things like that but also sometimes when you are tired and when your head is muddled your reports have you know been a bit shaky it's nice to get someone to shape it a little bit, I hope I don't get in a position where I can't do that, I need that. I don't particularly like doing it for other people [laughter] but I know that it is valued (116) I am talking about literacy and spelling and things like that (116) if I feel like something has not gone right I will check it out I have people I can check it out with, people in the team, I don't check it out with anyone outside (172)

		but just saying 'this happened today' and I'll see what comes back to see if it's the same way that I am thinking and I will ask for different experiences that they have had trying to pull out experiences. (175) I don't want affirmation in that way I want to know what they would have done (179) and I was looking you know to have worked with somebody else and to watch them work would have been amazing at that point but there wasn't that we were a very individual job quite a lonely job quite a solo job so you pick up your mistakes as you go along and a lot I hadn't picked up at that time I would know now looking back that was how I was then (207)
Individually led	Driving home Unstructured Inner dialogue Lack of peers Outside of work Invasive Impact on family life Reframing to manage role Conscious process Habit forming	I know I still reflect at night when I go home I reflect in the car when I am driving but not in that formal way when you are having dialogue it is an inner dialogue as opposed to a checking things out with peers (51) I find it very hard to compartmentalise so even at home my thoughts are very much immersed in what has happened or what might happen the next day (56) I mean I contain it a lot in work but things leak out but at home I am very aware of when I am upset or anxious I know the family so...I know that I am less tolerant and less patient and more introverted (86) like changing your filter isn't it of how you approach a task that you are not looking forward to I suppose. (279) very conscious decision not something that I've done naturally, the more you do it

		the more it becomes what you do so I try and begin the day that way and definitely end the day that way yeah... I- And that underpins how you use reflective practice? P- Yeah, yeah definitely (283)
Journaling tool	Dairies Writing down thoughts Explore self Infrequent Onerous Retrospective interest Helpful Possible future tool Journey	I have journals and written some of those things down I've done that over a period of time and that was more about how I am relating to my job as opposed to what I am doing to do in the job (59) I don't do that regularly but I do find that very supportive and I find it really helpful of being conscious of starting with how you are and you can then understand how you're responding to something and some of those decisions that you make in time yeah [laughter] (61) I tried that for a period of time and it was helpful but I felt it quite an onerous task at the time but reflecting on it when I have seen those journals recently, I've come across them I've really enjoyed going through them and find them more interesting as the years have gone on 'did I write that? Did I think that?' and I can see how that would be helpful if I allowed myself to do that in a structured way (265)
Changing relationship effected by own experiences Supports systemic thinking	Changing relationship Self-development Systemic thinking Impact of confidence Improved self-knowledge Agency Increased confidence Improved knowledge –child development Confidence to say that my role won't actually provide anything at this point in time Go with process	I just noticed that a lot of the experiences and, and you know just life experiences that you have been through has changed my practice and has impacted on my practice and it is bound to when you think about it (67) Yeah start making more positive comments and start noticing and make an effort with the people you felt haven't done something you felt that they should do and be

264

	Trust process Acceptance brings change Inspires creativity Reach point where you can say 'stop'	more positive with them and that's definitely changed in my practice in the last five years (100)

It's very much changed with the roles that I am in so there was a lot of focus when I first started on my work with teachers and adults in schools I think when I became more confident with the systems I really then reflected more which seems ridiculous on what I was delivering in terms of pupil support and feedback and input (122)

As I got older and spend longer doing this job I have definitely been able to know when it's feeling too much and be able to do something about that and move further to just noticing the positive but if it's not If I feel negative I will look to change something I will change job or whatever... (147)

I just feel I am more confident about not knowing I'm more confident not always having the right answer I feel ok about making mistakes or doing things in a way that other people wouldn't do I know that's ok cause that's what we all do you know there is not just one way of doing things (189)

 Um it's experience I think (pause three seconds) it's experience about working in lots of different schools with lots of different individuals and different systems actually it is working in different systems (197)

I think when you first start working I was so, I was so scared of getting anything wrong that I got so much wrong but I was so scared of getting anything wrong (206)

my practice has changed an

		awful, awful lot you know more you've learned more um you know more about different individuals how they develop how things can change how there is not always one way of supporting a child's development (211) (BEING UNSETTLED)It's a helpful process um and it's helpful because I know that it's happening I would say, say ten years ago I would never, that would just happen it would wake me up I would feel grumpy, irritated and no know why now I know what it is and I know what I'm, I just let it happen and, and accept that's what happened and that's ok I process and then I usually come to some sort of creative thoughts that will either move it on or let me go 'right ok that's done now, stop' [laughter](257)
Agency Professional Responsibility	Decision making tool Complexity Best interests of child Bracketing off Managing impact of service-users Changing roles Variety of role Challenging Unpredictable Self-monitor Agency Ethics	I know that we are in such a privileged position, the decisions we make can have huge impact on other young people's life chances and families and so I just want to make sure that I am in the best place (70) but in other in lots of situation there is not one way of doing it so it is just making it 'was that ok?' you know I've not created a situation that has not made anything worse for anyone else yeah [laughter](184) I am more confident about not having to follow structures and systems I can weave my way through things if I know it is in the right way for the child cause sometimes local authorities can be very restrictive and stop good things happening so I feel more competent about being able to

		manage that...(192)
		we can't always be positive because sometimes we just don't feel like that ourselves so when I don't feel like that I try and own that and make sure I limit sort of those decision making processes to when I feel more confident that I am ok so therefore I am making decisions that are more about what's happening around rather than how I am feeling cause the two connect (72)
		I know that I am less tolerant and less patient and more introverted and I... that can sometimes happen in work as well less so but it can because you put on a professional appearance but at the core you know that you are in a different mindset so it's just being aware of that sometimes that can make that you rearrange things or change the way... (87)
		so it's just knowing where you are in that and making sure you're putting some sort of safety around it and I don't know how I do that but I know that I am aware of my good days and my bad days (80)
		and I can see myself making judgments about other people and not feeling supported you know it becomes a personal thing I am able now, I wasn't able five, ten years back I am able now to step out of that for a little bit and just know that is not a good way, you can shift the way you think about it. (94)
		if you've had a really horrible experience say with a parent or a teacher and you're feeling that what you do doesn't mean anything then you become less, less thoughtful, less creative (76)
		at the moment it's more about

		team and how the team see me but I think that's because I am in a new role and a new team and I am quite new to the team so I am more reflecting on relationships within the team and how I manage myself in that and how others perceive me in that. (125) I-And there's not a predictability in the role? P- No and that's what I love about the job, it can feel unsafe and er I am very aware of when it feels unsafe but it can also feel very rewarding and motivating and like you are having a huge impact you can go from one extreme to the other (142) As I got older and spend longer doing this job I have definitely been able to know when it's feeling too much and be able to do something about that and move further to just noticing the positive but if it's not If I feel negative I will look to change something I will change job or whatever... (147) if you are working with older young people that whole idea of them sitting in front of me and the school wanting a certain thing and I am trying to drag that out of them. I actually am quite happy to say 'do you want to be here?', 'what do you see as the issue?' and if they don't I would, I would be confident enough to go back to the school and say 'I don't need to' (226)
Promote Change	Positive Lens Relationships Manage lack of motivation Increased knowledge Versatility Choice Theory Three areas (relationships, work, learning)	start making more positive comments and start noticing and make an effort with the people you felt haven't done something you felt that they should do and be more positive with them (100) my practice has changed an

| | Creativity
Not being fixed on one idea
Viewing from different perspectives
 Developing strengths
Change approach (EP change) | awful, awful lot you know more you've learned more um you know more about different individuals how they develop how things can change how there is not always one way of supporting a child's development (211)
if you are working with older young people that whole idea of them sitting in front of me and the school wanting a certain thing and I am trying to drag that out of them. I actually am quite happy to say 'do you want to be here?', 'what do you see as the issue?' and if they don't I would, I would be confident enough to go back to the school and say 'I don't need to' (226)
I think of all those things make me decide whether I need to spend more time considering or going back and trying to change or trying to do something else or not feeling it was, it was a good piece of work or a good interaction and learning from that does that? (243)
I just let it happen and, and accept that's what happened and that's ok I process and then I usually come to some sort of creative thoughts that will either move it on or let me go 'right ok that's done now, stop' [laughter] (259)
 I felt that the child was instead of not, it wasn't about his fear of school or anxiety about school but it was about his anxiety about not being with mum at home so I suppose in that sense it changed a little bit about how I approached, so the emphasis was initially about pressure on putting special tuition in place and thinking about what, what I felt the situation could be moving |

		towards I didn't think that was gonna be the best approach and it was more about supporting the parent to encourage the chid to have, to know that she was gonna be ok if he wasn't there. (38)
Retrospective	Not in the moment After work Responsive to situation Spontaneous	I don't necessarily think on my feet in that sense it's afterwards but what I try not to do and this has happened is plan what I don't want to do is go in with a plan I go in and respond to something and then I reflect I think that's what I am doing (161)
Evaluative Informed response	Improvement Admit mistakes Own up Confident in own experience Discuss with stakeholders Resolution Analytical Check out with colleagues Critical friend	I think I should have done something else or I shouldn't have done that and that's fine because I have enough experience to know that it will resolve itself as long as the person is not harmed or the school is not harmed and even going back when I have done something that is a mistake I am, I am happy to go back and face that up and say 'you know this is what I did, this is what I feel I would have done better or I 've done wrong' and take it from there (166) if I feel like something has not gone right I will check it out I have people I can check it out with, people in the team, I don't check it out with anyone outside (172) but just saying 'this happened today' and I'll see what comes back to see if it's the same way that I am thinking and I will ask for different experiences that they have had trying to pull out experiences. (175) I don't want affirmation in that way I want to know what they would have done (179)
Unstructured Retrospective Complexity of individual	Not a structure for RP Part of team meeting Built in	No, it's like I say it would be good to have that structured approach but I don't think we

situation Managing systems	Reflecting before and after Not time to reflect in moment, Not use planning to make assumptions but to respond, Would prefer structure Manager relationship If first response is not positive will lead manager to get the desired response Reassurance Time limited Non-reflective responses Navigating systems Child led Difference No one way of working Confident enough to not follow structures and systems it is possible to work within different systems There is not just one way of doing something As long as you achieve the right outcome	have, I don't feel that at the moment. It is built in to team meetings when lots of people are around I do a lot more reflecting before and after those type um conversations um (pause five seconds) I am just trying to think in terms of during the day when I am actually face to face with a child or a teacher or a parent I'm in the moment and I don't necessarily think on my feet in that sense it's afterwards but what I try not to do and this has happened is plan what I don't want to do is go in with a plan I go in and respond to something and then I reflect I think that's what I am doing. Does that sound ok? (157) although now saying that when I worked with my manager when I had those type of conversations sometimes because she is so busy there is a very quick response and I am confident enough to check that out again and I know she changes the responses she's giving I am trying to lead her to what I have done, 'please make it ok' so I do, do that with my management you know the person that manages me (180) I am more confident about not having to follow structures and systems I can weave my way through things if I know it is in the right way for the child cause sometimes local authorities can be very restrictive and stop good things happening so I feel more competent about being able to manage that...(192) I know that there are lots of different systems and it's the local authority system that has created 'this is right and this is wrong' whereas we are working

		with people every day... different you know different structures that each school is a different system, different way of thinking, different circumstances at home, different circumstances , different dreams, different ambitions there is not just one way of doing something (201)
Well-being	Managing uncertainty Insecurity Not making things worse Trust self Focus on positives Reframe for self What is RP? Bringing into awareness Impact of physical well-being Bracketing off Leaking out of anxiety/sadness Tolerance Patience Aware that deep down you are in a different mindset Impact of diary on choices Balancing own needs and professional responsibility Managing own judgements Feeling unsupported Internal supervisor, Impact of knowing self over time Getting into a negative mindset quite a lot	but in other in lots of situation there is not one way of doing it so it is just making it 'was that ok?' you know I've not created a situation that has not made anything worse for anyone else yeah [laughter](184) I just let it happen and, and accept (259) I've become more tuned into how, how I am myself, how my mind is how my body is, how tired I am and what are the things that are going on for me I've become more aware of that and I can respond, I mean I contain it a lot in work but things leak out but at home I am very aware of when I am upset or anxious I know the family so...I know that I am less tolerant and less patient and more introverted and I... that can sometimes happen in work as well less so but it can because you put on a professional appearance but at the core you know that you are in a different mindset so it's just being aware of that sometimes that can make that you rearrange things or change the way...(84) Where possible sometimes that is very difficult because you have a set diary and you have to do things but yeah if, if I feel that I am going through something that is going to affect things then I do change some of the tasks where I can

	273	and be flexible but I also do little things that if I can see myself getting into a negative mindset which does happen quite a lot and I can see myself making judgments about other people and not feeling supported you know it becomes a personal thing I am able now, I wasn't able five, ten years back I am able now to step out of that for a little bit and just know that is not a good way, you can shift the way you think about it.(92) so although it's not reflective practice it's sort of reflective practice thinking back on the day and I do, do this thinking of three things that went well and in the morning when I wake up and I have a heavy day and you feel it in your stomach and you start thinking about right, you are seeing it as shifting as a balance to right I am going to get what I can get of this even though it is not something that I am particularly looking forward to I am going to use that it's a judgement I am going to see this as well as I can and enjoy what comes along and it's a day and it will you know I will get through it rather than dreading it and being grumpy and in a bad mood it's like changing, like changing your filter isn't it of how you approach a task that you are not looking forward to I suppose (273) like changing your filter isn't it of how you approach a task that you are not looking forward to I suppose. (279)

Research Question: What is an appropriate framework for reflective practice for EPs?

Intermediate Codes	Initial Codes	Transcription : Line number(from original transcript)
Peer Focus Informal Affected by system pressures (LA)	Response to pressure Local Authority system Informal Unstructured Missed out Collaborative Views of others Appreciation Critical feedback Support areas of weakness Mutual support process Reports	in terms of peer support it is there but it is very informal and it's not built in we try and build it in but just because of the pressures on local authorities and the pressures of us to deliver more with less creates (49) that's the bit that gets squeezed out I think (50) I really appreciate you know getting reflections back, I love having my work checked especially written work I really value that I would want all my work checked but I know that's not possible and people just don't have the time to do that so um... (105) I need somebody else, I do listen to myself but I know other people are much more perfectionist and I need to get near that and get their views (110) It is built in to team meetings when lots of people are around I do a lot more reflecting before and after those type um conversations um (158) getting appreciation cause it sort of validates something but I do love getting, I enjoy getting critical feedback as well (114) I am talking about literacy and spelling and things like that but also sometimes when you are tired and when your head is muddled your reports have you know been a bit shaky it's nice to get someone to shape it a little bit, I hope I don't get in a position where I can't do that, I need that. I don't particularly like doing it for other people [laughter] but I know that it is

		valued (116) I am talking about literacy and spelling and things like that (116)
Unstructured Prefer structure Conversations	Desire for structure in Peer support Potential for change Loose Intuitive Not a structure for RP within system Part of team meeting Built in Reflecting before and after Not time to reflect in moment Not use planning to make assumptions but to respond Would prefer structure	No, it's like I say it would be good to have that structured approach but I don't think we have, I don't feel that at the moment. It is built in to team meetings when lots of people are around I do a lot more reflecting before and after those type um conversations um (pause five seconds) I am just trying to think in terms of during the day when I am actually face to face with a child or a teacher or a parent I'm in the moment and I don't necessarily think on my feet in that sense it's afterwards but what I try not to do and this has happened is plan what I don't want to do is go in with a plan I go in and respond to something and then I reflect I think that's what I am doing. Does that sound ok?(157) it would be good to have that structured approach but I don't think we have, I don't feel that at the moment (157) I do use things in very loose ways I mean I am aware of COMOIRA and you know the various stages of you know just that whole process of change (221) I am just trying to think of the sort of things I ask myself when I am when I, it's quite hard as a lot of it is intuitive in the sense you know I don't go through a script I don't go through particular model but I do reflect and I do and I think it is about (239)

Retrospective Better not to have a plan	Not in moment Post work Avoid a script/expectation for work Areas- relationship, work, learning	I don't necessarily think on my feet in that sense it's afterwards but what I try not to do and this has happened is plan what I don't want to do is go in with a plan I go in and respond to something and then I reflect I think that's what I am doing (161) I think of all those things make me decide whether I need to spend more time considering or going back and trying to change or trying to do something else or not feeling it was, it was a good piece of work or a good interaction and learning from that does that? (243)
Models	COMOIRA Choice Theory Relevancy? Intuition Core conditions- Congruence	I am aware of COMOIRA and you know the various stages of you know just that whole process of change (221) (pause four seconds) no I mean the biggest thing and I don't know if this is relevant is that I've become more aware of is that of Choice Theory William Glasser (222) ermm and I am not sure if I have gone off at a tangent (230) I think it's a feeling (241) It does, there sounds like there is something about congruence in there, knowing yourself and what the work has brought up for you from a feelings place... P- Yeah definitely, it's congruence and how confident do I feel that, that was ok but how did it leave me feeling in the end (246)
Influences Mindfulness Positive Psychology	Mindfulness Positive Psychology Somatic awareness You feel it in your stomach 'gut feeling' Role of mindfulness and positive psychology in shaping RP, skills Noticing	I think the two biggest areas is through mindfulness activities and a mindfulness practice and er the positive psychology approach of, of just noticing and being able to reframe (271) so although it's not reflective practice it's sort of reflective practice thinking back on the

	Reframing, but not necessarily reflective practice Three things that went well Importance of lens of focussing on achievement impact of attitude Choice Support well-being Looking after self, Is this reflective practice or an approach to practice that incorporates reflection?	day and I do, do this thinking of three things that went well and in the morning when I wake up and I have a heavy day and you feel it in your stomach and you start thinking about right, you are seeing it as shifting as a balance to right I am going to get what I can get of this even though it is not something that I am particularly looking forward to I am going to use that it's a judgement I am going to see this as well as I can and enjoy what comes along and it's a day and it will you know I will get through it rather than dreading it and being grumpy and in a bad mood it's like changing, like changing your filter isn't it of how you approach a task that you are not looking forward to I suppose (273)
Commitment	Deliberate focus Habit forming	very conscious decision not something that I've done naturally, the more you do it the more it becomes what you do so I try and begin the day that way and definitely end the day that way yeah... I- And that underpins how you use reflective practice? P- Yeah, yeah definitely (283)

Research Question: What is the role of supervision in the application of reflective practice?

Intermediate Codes	Initial Codes	Transcription : Line number(from original transcript)
Ill-defined	Informality Drop things in Limited Sporadic Not build in Not match own ideas Unstructured supervision System – role of management minimising access to supervision Supervision really line management	My supervision at the moment is more senior management team meetings (290) so it's not really supervision I try and drop in things that I want to find out more about on I've had to or want a discussion around or a thought process around um but because the work demands and because we don't have it built in as supervision then it is very, very limited and very sporadic.(290) so I am just trying to think if I have ever had really good supervision? I don't think I have, I've not, no that's not true there has been somebody that was very good supervisor (296)
Supervisor role Blurred boundaries	Line management Supervisor's needs Client led/person centred agenda, Clinical role Role of relationships in supervision Impact of difference in practice Responsibility Duty of care Assessing stress Stress protocol Referring on Manage absences Pathways Limited resources LA systems	It shouldn't but in previous jobs the supervision session was line management supervision it wasn't at all um and in fact some supervisors brought their issues in so I am just trying to think if I have ever had really good supervision? (295) So often it is a manager who is the supervisor? P- Yeah (320) what I try and do is that I don't set the agenda the agenda is set but the supervision is line management and clinical so it's both those type of supervision um and it's easier with some people than others, easier for me easier for them and again I don't know about relationships, I don't know if it's easier to be supervised by someone you have a relationship with and you like or if it's easier to be supervised when you don't have a relationship with, I

278

	279	prefer having a relationship err but I and that's because I have supervised people who work in a different way who I have not really worked with before I don't know how easy that has been for them or for me (336) It's quite tricky because you've got that responsibility for that person in terms of making sure they are in a place where they are managing whatever stressor which is part of the job but managing that and if there are situations where somebody and there has been actually at the point where I don't know if the stress is affecting me personally, my health and then it's about making referrals to the right people and checking out cause we have had quite a few absences as well which has been stress related as well. We are limited in what we can offer but (pause five seconds) but it's again it's about a system the minute somebody mentions stress we have to go down a certain road so it's not about us, we have to refer on to occupational health and other places (353)
Supervisor skill set	Listen Creative responses Trust Valued Equity Step out of manager role	they were just able to listen they um they, they were creative in the, the way that they responded so and I trusted them because of who they were and how they approached things (300) it wasn't they were my line manger but it wasn't that um that wasn't a level of um what do you call it seniority in those conversations I mean that was always underlying but it didn't feel like that when we had conversations so I did feel like and I also felt that they valued whatever it was that I brought so they did give the time as well

			(302)
Role of supervision	Reflective space Safety Process Time Individual Systems Moving forwards Restorative Stuck Alternative pathways Well-being Valued Validation Support to manage stress Off-load Impact of home-life		Um I think it's a space where you can process and check out get some reflection back on the busy interaction process thought processes um actions that we do on a daily basis mainly with young people and the impact but also in terms of systems work as well (309) It's, it's just is reassurance but it is also a way or moving yourself on from a situation which can feel quite stuck or quite heavy so it lightens it and you get a window you know you might be able to find your step forward yourself but I think in good supervision other pathway can open up and you can find more steps forward or it just feels like you can carry it for a bit longer whatever it is that's, that you're stuck on (309) It sounds as though you value it? P- I love it (314) and I think it's a time where you can recognise what we are doing is really hard as well so there's a lot of stress in our job and that comes out in supervision a lot of the time (350) I might ask 'is there anything happening in your personal life that you need to share?(346)
Barriers	Time Finding right person Space Challenging		And I think you know from our point of view wanting supervision but not feeling that we can spare that time but also finding the person that will provide you with that space and time and it's marrying those two things at the same time is very, very challenging (317)
Peer Supervision	Valued Balance of respect and trust Establishing peer supervision Needs to be considered Group dynamics		the peer supervision which I also find invaluable, at the moment I would find that quite difficult to find someone to have that shared level of

	Frequency/infrequent Chaotic Unstructured Not planed Supervisor role Needs guidelines Safety	respect and trust and that sounds awful and it's not that I you know don't have that but I don't feel as established as I should to have that I certainly didn't have it in the last job that I did, I could have it here with certain people but it's just the geography and the time and things like that so I can see how peer supervision could provide that...(323) It's more than once a term but it's quite chaotic it's not well planned or structured, the groups change nobody is, there is one person that should be organising it but that doesn't happen (330) I would like to see peer supervision done right as opposed to a group based because I think we learn a lot from each other as well but it needs to be very ... I don't think the rules are laid down in terms of confidentiality and other aspects of supervision and something simple as having a room, a safe room it can have yeah um and an hour long conversation if you need it (367)
Relationship	Underlying criteria Client led Impact of personal life Share Work focus Client led/person centred agenda, Supervision incorporates line management and clinical Role of relationships in supervision Prefers relationship with supervisor	The relationship is the underlying bit it's not, we have a structure but it's not and the way that I approach supervision is it's for the other person to bring, we have these areas so I might ask 'is there anything happening in your personal life that you need to share?' so they have the opportunities to say what it is it's usually um, it's usually about work demands more than anything (345) - It's really hard because of the time and I understand it from the other point of view we have a structure in supervision what I try and do is that I don't set

		the agenda the agenda is set but the supervision is line management and clinical so it's both those type of supervision um and it's easier with some people than others, easier for me easier for them and again I don't know about relationships, I don't know if it's easier to be supervised by someone you have a relationship with and you like or if it's easier to be supervised when you don't have a relationship with, I prefer having a relationship err but I and that's because I have supervised people who work in a different way who I have not really worked with before I don't know how easy that has been for them or for me [laughter]. (335)
Ways forward	Training on supervision skills, Skilled role Importance of a clear model Separate from line management, Peer supervision needs more thought, Learning from each other, Contracting peer supervision, Confidentiality named, Safe space, time, Role of written records/feedback, agreements	I think we would benefit from more training on supervision skills and how to develop that and having a very clear model of you know an agreed model that has happened in other authorities um but I don't know if how much of it was owned by the team um I think it should be separated out from line management I think there are two separate elements to that and I don't know if that's done in the right way and I would like to see peer supervision done right as opposed to a group based because I think we learn a lot from each other as well but it needs to be very ... I don't think the rules are laid down in terms of confidentiality and other aspects of supervision and something simple as having a room, a safe room it can have yeah um and an hour long conversation if you need it, it varies between written feedback so I think if we are going we need to be very clear

	283	about who provides that written feedback is it the supervisor or supervisee? Do they want written feedback all those sorts of things have to be in agreement, yeah...(363)

Appendix L

Constant comparative analysis: Example of the process – 'Are & how are EPs using RP?'

Constant comparative analysis: Developing core categories

Research Question: Is reflective practice relevant to EPs?

Key: P1 P2 P3 P4 P5 P6 P7 P8 P9

Mastery	Agency
Different perspective	Privileged role
New skill set	Manage complexity P3 P6 P7 P9
	Prioritising
Evaluative P4 P9	Applying psychology P3 P9
Applying psychology P3 P9	Support change P2
Role of relationships - interpersonal	Role of relationships - interpersonal
Challenges	Welfare P4 P5
Questioning	
Review hypotheses	
Systemic thinking P7 (systemic change)	
Change in self	
Writing reports	Mastery is agency for P3?
Manage uncertainty	
Developing knowledge through experience	Lighter emphasis on agency for P4
Competency P7	
Continuous process	
Evidence based practice	Managing tensions
CPD	
Perspective	Perspective
Working together	Working together
	Managing local authority
	Transition out of LA role
Reflexive practice referenced	Reflexive practice referenced P9
	A helper
Developing hypotheses	Boundaries
intrapersonal	intrapersonal
Creativity	Flexibility
Responsive	Avoid fixed mindset

Inherent skill	Inhibitors
Individual experience and personality	Ill-defined
Innate	Time P4 (so retrospective application)
Embedded into practice	Under-resourced
Integral	Indistinct
Implicit in EPs?	Lacks/needs professional criteria
Self-awareness - apply psychology	Attitudes – guarded – hit and run psychologists
Individual responsibility for RP	Historical role of EP

Aligned professions relationship	Systemic position
Clinical psychology positive use P8	Use of supervision
Teaching negative experience	Taught process
Counselling training positive	Sharing experiences
Positive impact of previous therapeutic training	Working systemically P4
# Engagement in change	Desire to be proficient to increase likelihood of systemic opportunities
Promote change	Supports development of systemic thinking
Promote change in self and others	
Understanding scripts, construction s of others to support change	
Intrapersonal awareness	

Research Question: Are EPs applying reflective practice to their work? How are EPs using reflective practice?

Key: P1 P2 P3 P4 P5 P6 P7 P8 P9

Limited time	Timing of
Lack of time P4 P3	In the moment P3 P9
Necessary time P2	Not in moment
Central component	Retrospective P5 P8
Luxury of time	Daily practice
New EPs need more time	
Driving P7	
At home	
Developed over time	
Use RP to manage limited time P8	
Role of experience	**Reflexive**
Working as a supervisor supported RP	Applying psychology to self
Four stage learning model developed via experience P5	Role of systems on self
Experience increases RP skills- more to reflect on	
Less RP in beginning of work – survival mode	
Developing RP in trainees	
More sophisticated over time	
Knowledge gained from experience	
Impact of previous training on RP	
Automatic Process	**Format**
Automatic over time - positive	Positive role of peers
Negative impact of automatic	Doing it on own
Avoid habituation	Implicit in practice
	Informal model P7
	Unstructured
	Journaling
	Individual focus P1
	Critical thinking
	On-going process
	Listening to feelings to inform RP
	Solution focussed underpins RP
Mastery	**Agency**
New areas of work P6	Construction of EP role P3
Stuckness – way forwards P9	Developing agency in others P1
Monitoring and evaluation P4 P6 P9	Managing systems P6
Lifelong P4	Not being the expert
Confidence	Manage complexity of role P3 P6 P7 P4 P9
Planning P4	Impact of isolation
Review P4	Preserve wellbeing P3 P5

Learning goals	Solo role
Learning and improving	Confidence
Development of knowledge	Transition
Developing work	Knowing self to inform work P8
Informed response	The perfect EP?
Collaborative working	**Role of technology**
Value in group	Video interactive guidance P5
Input from others P7	EPNet
Learning together	
Systemic Practice	**Interpersonal awareness**
Working systemically P4	Feedback from service users
Desire to be proficient to increase likelihood of systemic opportunities	Navigating relationships with service users
Supports development of systemic thinking	Relationships as vehicle for change
	Importance of relationships
Application of psychology	**Needs of local authority system**
Intrapersonal application of psychology	System led reviews
Psychological theory – central to role - reflexive	Professional responsibility
Role to apply psychology	Annual reviews
	Learning goals
Understanding stake-holders	Assessing competency
Being child-centred in approach	
Needs of stakeholders P2	
To inform evidence based practice	**Direct work (examples)**
Importance of evidence based practice	In direct work
	In consultation process P2 P3
Intrapersonal	Safeguarding issues
Knowing self to inform work P8	Application of cognitive assessments
Recognition of own scripts on work	Through general EP practice
Somatic awareness	Offering therapeutic interventions
Managing own feelings	Complexity of behavioural issues
	Diagnostic ASD P2 (ADHD)
Any model of RP should include interpersonal aspects	Assessing referrals (appropriateness)
Relationship to Supervision	**Policy reflections**
Supervision as a reflective space	Person centred approach reflections
Peer supervision gone	
Supervision as vital	
Limited capacity for supervision	

Research Question: What is an appropriate framework for reflective practice for EPs?

COMOIRA	Psychological theory as framework
As a model to support RP P4 P3 P8 P2	Gillham – reconstructing educational psychology
Use of the core	Choice Theory - Glasser
Awareness of COMOIRA (not use it/trained in it) P6	Mindfulness
Not RP model COMOIRA as a model to develop reflective skills	Positive Psychology
COMOIRA as fluid and complex	Person Centred Model
Use of questioning	Plan-do-Review
Reflective practice embedded into COMOIRA	Bronfrembrenher ecological model
COMOIRA referenced throughout interview	Peer model – solution circles
Over time develop in-depth use of COMOIRA	
Use of COMOIRA to underpin supervision	**None are formal frameworks of RP i.e. Gibbs**
Reflexive practice distinction	**Construction of RP- Knowledge**
Prevalent at beginning of role as work to understand systems	EP training (doctorate) reinforced RP P3 P4 P9
Applying psychology to self	Developed RP through counselling training
Annual review model	Developed RP through clinical psychology role
	Importance of safety in practice
Annual review model as a means of RP	**Role of professional practice (non- psychology)**
No formal model	RP not part of undergrad training
No formal model P7	Teaching role informed RP
Not aware of RP model	Teaching role not support in moment RP P7
Uncertainty re model	Nursing career emphasis on RP
Better not to have a plan for practice	**Role of professional psychology practice**
Unstructured	Assistant psychology post (clinical role)
Way forward for training RP	Clinical psychology emphasis on reflective practice
Any model should include interpersonal aspects	Clinical psychology positive in-depth not so in EP history
Future focus needs to develop skills – current theoretical basis	**Role of time**
Needs a soft-skills focus	Hard to quantify what would be necessary for RP
Desire for RP structure	Impact of lack of time for RP
Higher emphasis in training process needs to be offered	**Systemic influences on RP**
Suggestions of reflective logs	RP affected by pressures in systems to do other things
Developing RP in others in role via use of questions	Climate for RP at individual not apparent at system level

Development of reflective group	RP requires commitment
Use of process accounts in training as RP	
Role of technology to support RP	Role of peers
Use of writing as a reflective tool	RP as a peer approach
Shared training with clinical psychologists	

Research Question: What is the role of supervision in the application of reflective practice?

Mastery (formative)	Agency (restorative)
Feeling stuck P6	Guidance
Moving forwards	Well-being P5
Depth explore decisions	Off-load
Learning	Question self/depth P3
Sharing knowledge	Explore impact of personal life
Managing complexity P3 P8	Build capacity
Coaching role	Support
Supporting strengths	Managing systems P2
Question self/depth	Meeting own needs
Promote change	
Case work focussed P6	
Challenge- fixed mindset	
Manage accountability & transparency (normative)	**Supervision is reflective practice space**
Professional standards role	The only time and space for RP
Manage standards of practice	Honest space
Who is entitled?	Crucial
Supervision as a mechanism to defend work i.e tribunals	Central to psychologists role
	Informed reasoned action
Not protected time/space	**Developing RP in trainees**
Not enough done	Dev skills in trainees
Open door policy to ask questions	Space to encourage RP
Not enough done as psychologists	**EPs as Supervisors**
Luxury not given time	Clinical and line management role
Unstructured	Important to get the right person as supervisor
Not a priority	**Individuals lack of responsibility**
Drop in process	Not prioritised by individuals (P7) P4
Incidental not structured check in with colleagues	
Peer supervision – common structure	Lack of willingness to spare time
	Forming own peer supervision group (trainees together)
Not prioritised	**Impact of systems**
Not enough time	Supervision as senior management meetings
Not wanting to be vulnerable	Team meeting used to plan peer supervisions
Possibility to be antagonistic	Peer supervision used as space to answer system's needs
	Supervision as a mechanism to defend work i.e tribunals

	LA – individual reviews/performance reviews (goal setting)
	In private work greater emphasis on supervision
	Lone working as private – not part of systems
Chaotic unstructured	Individual supervision
Rules aren't laid down	More reflective space
May lack depth	Individual not available – informal check out with colleague
	Individual to bring work to supervision
Not have shared level of trust and respect	Most frequently referenced model- COMOIRA
Theory is positive, practice not so	Underpins way of thinking
Value of peer to gain alternative perspectives P1	COMOIRA – but not a model? (P7)
Positive experience	For supervision
Learn from each other	
Peer supervision used as space to answer system's needs	Lack of a model
Input from others – solution circles	Would be positive to have a model
Focus on solutions	Like explicit model
Peer preferable to group	Listening (P7)
	No formal model
	Supervisor's job to define model
Not use COMOIRA model for peer supervision	Critical friend (p9) (P3)
Listening as model for peer	
Model	Group Supervision (p7)
Person centred planning model (P7)	Supervisors skills important
Use of formulation when offering CBT interventions	Respect
	Listening, trust, creative
	Equity P1
	Helped develop own RP
	Openness
	Experience not necessary to be a good supervisor possibly the opposite
Group supervision – solution focussed model	Line manager as supervisor
Focus on solutions (peer)	Blurred boundaries
	Step out of LM role
Person centred – supervisee sets agenda	Importance of relationship
SCATHE – mental health model	Role of liking supervisor
Therapeutic training and supervision	Value of relationship
More RP in therapeutic training (P7)	Clinical psychology prioritises supervision
Supervision as challenging in therapeutic role	Structured, weekly supervision

More in-depth (formulations)	Social services/health emphasis on supervision P8
Supervision more important when EPs are offering therapeutic work	**Trainee experiences of supervision**
Future development of supervision and RP	Bridging gap for trainees
Use of reflective peer groups	Model as trainee not post qualifying
Greater priority in training	Forming own peer supervision group (trainees together)
CPD days on RP	
Structure for supervision would be better	EP training not focus enough on RP and supervision
Supv needs to be mandatory requirement (can't mandate RP)	**Experience of being supervisor**
Contracting a model	Positive to support own RP
Modelling of practice	
Use of shadowing	
Peer supervision needs more thought	
Training on supervision skills	
Clarity of roles	
Needs clear model (supv)	
Role for written records	

Memoing

Post- interview participant 6

Reflecting with colleagues

Congruence

Importance of reflecting on how I am prior to work

Out of hours reflective practice at home, awaking from sleep

REFLECTIVE

PRACTICE

Being comfortable with 'not knowing' being able to reflect on 'mistakes' and move forward

Use of peer supervision

Limited access to supervision

Analytic memo of step 3 of the creation of the GT: Creating the definitional statements from the constant comparative analysis

Systemic Practice

Experience RP: Automatic Processes/or not   Reflexive Practice ⟷ Agency: Managing complexity: welfare: relationships: Apply

psychology, stake holders

Role of RP for EPs Supervision ⟷ RP: impact on supervisor-training, line management

Mastery: Improving, developing knowledge through experience

Inhibiting factors in RP: under resourced: time: indistinct: lack of professional criteria: attitudes: ill-defined, no specific model of RP

In the moment, planning and during practice

Format of RP: Role of peers, on own, journaling, tech, informal model

Psychological Theories to inform RP: COMOIRA model

Annual Review Model

Positives for RP: Role of EP training, Supervision (peer)

Way forward for RP: emphasis on training: sharing skills from other aligned professions:

Impact of professional previous experiences

Step 4 of creating GT: Hypothetical statements- Key: Green Box = Accepted: Red Box = Rejected

Hypothesis: RP develops Growth Mindset – (Dweck, 2006) - rejected as not explain role of RP but offer insight into required attitude

Hypothesis: POSITIVE PSYCHOLOGY (Carr, 2011) UNDERPINS GT - accepted as focus on what's working central to positive psychology.

Hypothesis – RP supports motivation – self determination theory (SDT) – accepted (Guay, Chanal, Ratelle, Marsh, Larose & Boivin, 2010) as definitions of mastery and agency apply (Cox & Williams, 2008; Etelapelto, Vahasantanen, Hokka & Paloniemi, 2013). Also allows for the integration of sub-themes.

Hypothesis: RP supports Resiliency - def of mastery and agency applies (Prince-Embury, 2006) -rejected no data re reactivity/ depth of emotional well-being – poss due to data collection process

Role of RP supports mastery and agency: diverse areas of practice, format, systemic/reflexive/annual reviews, processes, role of experience (automatic or not), application of psychology, collaborative process

Hypothesis- RP supports self-efficacy (SE) (Bandura, 1977). Documented relationship SDT motivation and self-efficacy (Zimmerman, 2000).

Hypothesis: RP supports 'flow' (Carr, 2011) – rejected as flow trait of automaticity (p113) not necessarily appropriate nor trait of loss of self-consciousness (p113) apparent from the data, though possible link to unconscious competence but is this desirable?

Hypothesis: RP develops promotion/prevention focus (Higgins, 1998) -rejected as not explain role of RP but offer insight into required attitude

Hypothesis – RP supports EP motivation and self-efficacy. Further exploration of systemic motivation research– educational based motivational approach that links to EP systems work of McLean (2003, 2009)

Detailed exploration of themes (A, B & E) and sub-themes (1-8) and McLean's (2009) 3As (GT)

Theme/Sub-theme (summary)	Agency (I can)	Affiliation (I belong)	Autonomy (I am self-determining)
Theme A: RP supports mastery. Defined as individuals improving their level of competency, developing new skills, or achieving a sense of mastery based on self-referenced expectations (Moti, Roth & Deci, 2014).	Within this research mastery focused on 'doing better' and 'doing things differently' which is akin to McLean's (2009) definition of agency. He describes a willingness to engage in new learning and striving for goals.	The wish to develop and improve suggests that EPs' use of RP may also support a sense of belonging potentially at the microsystem level (LA team) (Bronfenbrenner, 1979) and the macrosystem level (Bronfenbrenner, 1979) (overarching cultural identity as a psychologist).	Autonomy is supported by agency and affiliation (McLean, 2009). Whilst agency (akin to mastery in this research) cannot singly promote autonomy, it is a necessary component.
Theme B: RP supports agency. Agency which was understood as the impact of the individual in feeling a sense of control, autonomy and processing of experiences' (Frie, 2008).	Feeling a sense of agency (Frie, 2008) may have a direct relationship to supporting feelings of 'I can' (McLean, 2009).	Within this research agency supported EPs understanding of change, systems, relationships (with adults) well-being and the application of psychology. This is akin to McLean's definition of affiliation, which has an emphasis on being valued and promotes a sense of affinity to goals and outcomes.	Within this research the definition of agency recognises the importance of a sense of control and the processing of experiences which are central to McLean's definition of autonomy.
Sub-theme 1: reflexive thinking	The practice of reflexive thinking as a means to explore the wider cultural issues may inform McLean's (2009) sense of agency.	Reflexive thinking explores the impact of the wider systems (culture) as a means to explore constructions of identity and belonging.	In accordance with the needs of the EP, reflexive thinking may also recognise the variable state of McLean's (2009) autonomy.

Sub-theme 2: Annual and performance reviews are structured examples of LA RP.	This construction by two participants may also be examples of McLean's agency as they possibly provide an opportunity to collaboratively identify future goals.	The opportunities for annual reviews may also promote a sense of belonging and affiliation, through mutual awareness of the individual's and the system's needs	Within these processes, participants spoke of negotiated goals (participants 3 & 5) suggestive of a level of autonomy.
Sub-theme 3: RP is during, pre and post practice.	The recognition that RP occurs throughout each level of practice (before, during and after) suggests that EPs are applying a sense of McLean's agency throughout their practice.	There is the possibility that the use of RP across different time-frames of practice may support a sense of belonging as individuals process experiences (Frie, 2008) including relationally.	The application of RP (before, during and after practice) suggests that EPs are developing McLean's' definition of autonomy at each level of their work.
Sub-theme 4: EPs value RP as a collaborative process with peers.	Opportunities for collaborative working may develop the sense of 'I can' through processes that support learning from others. Two participants offered that RP was undertaken as a solitary process occurring whilst driving which may support McLean's (2009) recognition of the 'I' and the role of the individual in agency.	Throughout this research EPs valued opportunities for quality collaborative RP working with peers (including effective peer supervision) and associated professionals.	McLean (2009) proposes that in order for collaborative learning to occur individuals must be autonomous.
Sub-theme 5: RP includes journaling and potential inclusion of technology.	This suggests that EPs are exploring creative methods to develop RP and promote McLean's agency.	Opportunities that develop RP may further support the development of affiliation.	The tools identified by the participants to support and develop RP such as journaling and technology VIG) may also develop a sense of being in charge and processing of experiences.

Sub-theme 6: Impacted of experience on RP	McLean work (2009) does not explicitly discuss the implications of time or experience in developing a sense of agency. However, it is possible to suggest that time and the 'conscious competence' approach (Robinson, 1974) might be factors in the development of agency	The life-span of RP for EPs, may potentially support affiliation, changing with the practitioner. However, within McLean's work this is not discussed and so within this GT it might be regarded as an exception within the data.	Autonomy is reliant upon the forces of agency and affiliation (McLean, 2009). This sub-theme may suggest the development of a sense of autonomy, for example, experience may inform the nature of the RP which may result in EPs' feeling 'safe enough' to challenge practice models and assumptions. However, for the purpose of this GT it remains a possible exception within the data.
Sub-theme 7: Psychological theory to inform EPs' RP.	EPs' application of psychological theory to underpin their RP might be a further example of 'I can' and an opportunity to develop their sense of agency (McLean, 2009).	This may support a further sense of identity as a psychologist (McLean, 2009).	The variety of theories used by EPs to inform RP recognises the autonomy of the practitioner.
Sub-theme 8: Supervision was accessible to the participants of which peer supervision was the most common format.	Within this research the 'teaching and guidance' element of supervision may support agency.	Peer supervision is an opportunity to develop affiliation as peer supervision focuses on belonging and opportunities for shared goals and outcomes.	The use of RP supervision may support the recognition of the flexible state of autonomy and support the practitioner to manage the process.
Theme E: The future development of RP in EP practice.	The commitment from participants suggests the value placed on RP and the development of agency as a life-long process.	The commitment from the participants suggests an investment which might be an example of affiliation.	As EPs are considering means to develop RP this is itself, a further potential example of autonomy.

The risk (theme C /sub-themes A-H) and protective factors (theme D/sub-themes A-E)) as they apply to McLean's (2009) Learning Matrix

Sub-themes of themes C (risk) and D (protective) factors	Agency (I can)	Affiliation (I belong)	Apathy	Alienation
Risk Factor A: Supervision not prioritised			Although not referring to EPs, The Australian Institute of Professional Counselors (2007) suggests that supervision is where ' counsellors can enhance their skill and knowledge base, ensure responsible and ethical practice and monitor their self-care and professional competence' (p6). If the learning space afforded by supervision is not prioritised then it is possible that opportunities to develop agency are missed with the possibility of a resulting apathy in practice.	Corey, Corey and Callanan, (2007), offer that supervision is an opportunity for practitioners to 'develop a sense of their professional identity and to examine their own beliefs and attitude' (p360). If this opportunity is not prioritised then accordingly a sense of belonging created and developed within supervision may be lost.

Risk Factor B: Lack of supervision			The lack of supervision within the over-arching system may suggest to practitioners that their skill sets are fully developed. This may inhibit professional development and normalise a level of dis-interest which is symptomatic of apathy.	Geldard and Geldard (2001) suggest that without supervision counsellors may burn out due to the emotional complexity of the role. Definitions of burn out include specific reference to alienation (Counseling Connection, 2018). Whilst this research did not examine EP practice, it might have an applicability in terms of the comparable levels of emotional complexity.
Risk Factor C: Risks for peer supervision			If, for example group dynamics (Tuckman, 1965) are not considered within peer supervision there is the potential for attendees to dis-engage in order to possibly protect and feel safe thus reducing RP. This is counter to opportunities to develop agency and may move toward apathy (McLean, 2009).	A further extension of ill-considered peer supervision is the potential for conflict within the group (un-resolved 'storming', Tuckman, 1965). This is contrary to affiliation and may move towards alienation.

Risk Factor D: Lack of training in supervision			Dunsmuir and Leadbetter (2010) devised a Core Competency Framework for Supervisors and offer that 'For EPs, the ability to give and receive supervision is a core professional competence, yet one that is often neglected.'(p13). This highlights the need for an appropriate skill set and in doing so may also suggest that lack of training may have an impact on the outcome of supervision, which could potentially result in apathy.	'The supervisory relationship is one in which the supervisor trains, guides, and encourages development of the supervise' (p197) (Ramos-Sa´nchez, Esnil, Riggs, Wright, Goodwin, Osachy Touste, Ratanasiripong &Rodolfa, 2002). The importance of the relationship suggests the value of training. Without training the possibility of supervisees feeling alienated in an unsatisfactory supervisory relationship is possible (Ramos-Sa´nchez et al., 2002)
Risk Factor E: Supervision as line management			Dunsmuir and Leadbetter (2010) suggest that Line management must be separate to supervision.	If supervision has an emphasis on line management, this may reduce it as a supportive RP process.

			If this is not the case, the sense of safety and trust necessary for RP might decrease as the supervisee potentially feels monitored rather than supported. An appropriate mechanism to manage this may be demonstrating apathy i.e. not taking on new challenges or reflectively sharing 'mistakes'.	As a result, a sense of 'not belonging', with minimal autonomy may instead produce a sense of alienation.
Risk Factor F: Lack of RP during EP training			RP supports agency, if opportunities are missed to develop this in formative EP initial training then apathy may result. There might be a sense of a skill set being achieved rather than developing. 'Institutions themselves need to be aware of ways in which support for or strategies to control a programme affect the unfolding of reflective processes' (University of Manchester, 2006, p8)	RP supports affiliation. EP training is the opportunity to create and develop a sense of identity and belonging as an EP. If RP is minimised then it might be possible that the tools and support necessary are not offered. A sense of feeling ill-equipped might provoke a sense of alienation.

Risk Factor G: Assumptions about RP			Expectations in respect of EPs' use of RP may produce feelings of apathy. For example, if the assumption is that a practitioner will be reflective simply because s/he is an EP, then opportunities for development might not be offered. This may result in a sense of apathy as the practitioner is perhaps unable to live up to the assumption made within the system.	If a negative assumption is made about a non-reflective practitioner then this might decrease the sense of belonging central to affiliation and the development of autonomy and instead produce a conflict symptomatic of alienation.
Risk Factor H: Lack of time			Time is central for RP (Kuit, Reay & Freeman, 2001; Ganly, 2017). If this is not necessarily considered there is the possibly of reduced agency replaced with possible feelings of apathy.	If time is not necessarily afforded to RP, then a limited sense of feeling part of 'a whole' (affiliation) may lead to the development of alienation.
Protective Factor A: Supervision is RP space	The 'formative RP element of supervision' (Hawkins, & Shohet2006) may support the development to agency.	The restorative RP element (Hawkins, & Shohet2006) of supervision may provide opportunities for the development of affiliation (McLean, 2009).		

Protective Factor B: Effective peer supervision	Research suggests that peer group support can support the development of skills (Yallom, 1985). Thus, peer supervision has the potential to support agency.	Furthermore, Yallom (1985) also identities that peer groups offer support and encouragement, qualities central to feelings of belonging within affiliation.		
Protective Factor C: RP: Supervision is reciprocal	RP within supervision is life-long and cyclical. Therefore, agency is also potentially reciprocal within the process.	Research suggests that sustaining the relationship is fundamental to supervision (Nolan, 1999). It is possible that the relationship is supportive for each party and in doing so affirms a sense of belonging central to affiliation.		
Protective Factor D: Initial EP training may support RP	The development of RP during training may promote a sense of agency that is integral to a learning process.	The development of RP during training may promote a sense of affiliation, through for example RPGs.		
Protective Factor E: Professional experiences can support RP.	Previous practice that has included the implementation of RP established as a life-long process may at the same time secure the value of agency.	Positive professional experiences that have supported the value of RP may also have promoted a sense of belonging and affiliation that is central to motivation.		

Appendix R: Additional references within the appendices

Australian Institute of Professional Counselors. (2007). *Reflective Practice, Supervision and Self Care*. Retrieved from http:// www.counsellingconnection.com/wp-content/uploads/2009/10/report-4. Accessed on 3rd April 2018.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review, 84,* 191–215.

Birks, M., & Mills, J. (2011). *Grounded Theory-A practical guide.* London & California: Sage.

Boeije, H. (2002). A purposeful approach to the constant comparative method in the analysis of qualitative interview. *Quality & Quantity, 36*, 391-409.

Braun, V., & Clarke, V. (2013). *Successful qualitative research.* London, California, New Delhi, Singapore: Sage.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design.* Cambridge & Massachusetts: Harvard University Press.

Carr, A. (2011). *Positive psychology: The science of happiness and human strengths.* London and New York: Routledge.

Corey, G., Corey, M.S., & Callanan, P. (2007). *Issues and Ethics in the Helping Professions*. (7th Ed.). Belmont: Thompson Brooks/Cole.

Counseling Connections. (2018). *What is burn-out?.* Retrieved from http://www. counsellingconnection.com/index. Accessed on 3rd April 2018.

Cox, A., & Williams, L. (2008). The roles of perceived teacher support, motivational climate, and psychological need satisfaction in students' physical education motivation. *Journal of sport & exercise psychology. 30.* 222-39.

Dunsmuir, S., & Leadbetter, J. (2010). *Professional supervision: Guidelines for practice for educational psychologists.* (Division of Educational and Child Psychology). Leicester: British Psychological Society. Retrieved from http//www.bps.org.uk.

Dweck, C. (2006*). Mindset*. New York: Random House.

Etelapelto, A., Vahasantanen, K., Hokka, P., & Paloniemi, S. (2013). What is agency? Conceptualising professional agency at work. *Educational Research Review 19, 45-65.*

Frie, R. (2008). *Psychological agency: theory, practice and culture*: London & Cambridge (MA): The MIT Press.

Ganly, T. (2017). Taking time to pause: Engaging with a gift of reflective practice. *Innovations in Education and Teaching International,* 1-11.

Geldard, D., Geldard, K. (2005) *Basic Personal Counselling; a training manual for counsellors*. Australia: Pearsons Education.

Guay, F., Chanal, J., Ratelle, C.F., Marsh, H.W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology, 80*, 711–735.

Hawkins, P., & Shohet, R. (2006). *Supervision in the helping professions* (4th ed.). Buckingham: Open University Press.

Higgins, E. T. (1998). Promotion and prevention: Regulatory focus as a motivational principle. In M.P. Zanna(Ed.). *Advances in experimental social psychology, 30,* 1-46.

Kuit, J., Reay, G., & Freeman, R. (2001). Experiences of reflective teaching. *Active Learning in Higher Education, 2,* 128-142.

McLean, A. (2009). *Motivating every learner.* London: Sage.

Moti, B., Roth, G., & Deci, E.L. (2014). When are mastery goals more adaptive? It depends on experiences of autonomy support and autonomy. *Journal of Educational Psychology 106*, 258-267.

Nolan, A. (1999). Supervision for Educational Psychologists. *Educational Psychology in Practice, 15, 2,* 98-107.

Prince-Embury, S. (2006). *Resiliency Scales for Children and Adolescents*. Oxford: Pearson.

Ramos-Sa´nchez, L., Esnil, E., Riggs, L., Wright, L. K., Goodwin, A., Osachy Touster, L., Ratanasiripong, P., & Rodolfa, E. (2002). *Professional Psychology: Research and Practice, 33, 2,* 197-202.

Reichertz, J. (2007). Abduction: The logic of discovery of grounded theory. In A. Bryant & K. Charmaz. *SA*, 214-228. London and California: SAGE.

Tuckman, B. W. (1965). *Forming, storming norming and performing in groups*. Retrieved from http://wwwinfed.org/mobi/bruce-w-tuckman-forming-storming-norming-and performing. Accessed on October 7th 2017.

University of Manchester. (2006). *The role and effectiveness of reflective practices in programmes for new academic staff: a grounded practitioner review of the research literature.* Retrieved from http://www.headacademy.ac.uk. Accessed on 4th April 2018.

Yalom, I. D. (1985). *The theory and practice of group psychotherapy (3rd ed.*). New York: Basic Books.

Zimmerman, B. J. (2000). Self-Efficacy: An essential motive to learn. *Contemporary Educational Psychology 25*, 82-91.

Table of database search terms and returns

Literature searches were conducted between December 2016 and December 2017.
Research was included based on its relevancy to the possible role of RP for EPs.

Database	Search terms	Number of results
PsycINFO 1806 to 2017	Reflective practice (subject heading) AND professional development (key word)	625
PsycINFO 1806 to 2017	Educational psychologist (subject heading) AND 'professional supervision' (key word)	82
PsycINFO 1806 to 2017	Educational psychologist (key word) AND supervision (key word) AND reflective practice (key word) AND professional development (subject heading)	6
PsycINFO 1806 to 2017	Reflective thinking (subject heading) AND educational psychologist (subject heading)	9
PsycINFO 1806 to 2017	Educational psychologist (subject heading) AND peer supervision (subject heading)	27
PsycINFO 1806 to 2017	Clinical psycholo*(subject heading) AND reflective practice (subject heading) AND professional development (key word)	97
PsycINFO 1806 to 2017	Clinical psycholo* (subject heading) AND supervision (subject heading) and professional development (key word)	113
PsycINFO 1806 to 2017	Educationalists (key word) AND teaching methods (subject heading) AND professional development (subject heading) AND learning (subject heading)	2130

PsycINFO 1806 to 2017	Collaborative learning (key word) AND professional development (key word)	97
PsycINFO 1806 to 2017	Self-determination theory of motivation (key word)	51