



University of the  
Highlands and Islands  
Oilthigh na Gàidhealtachd  
agus nan Eilean

Learning and  
Teaching Academy  
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# Reflective Writing for Personal and Professional Development LTA Webinar

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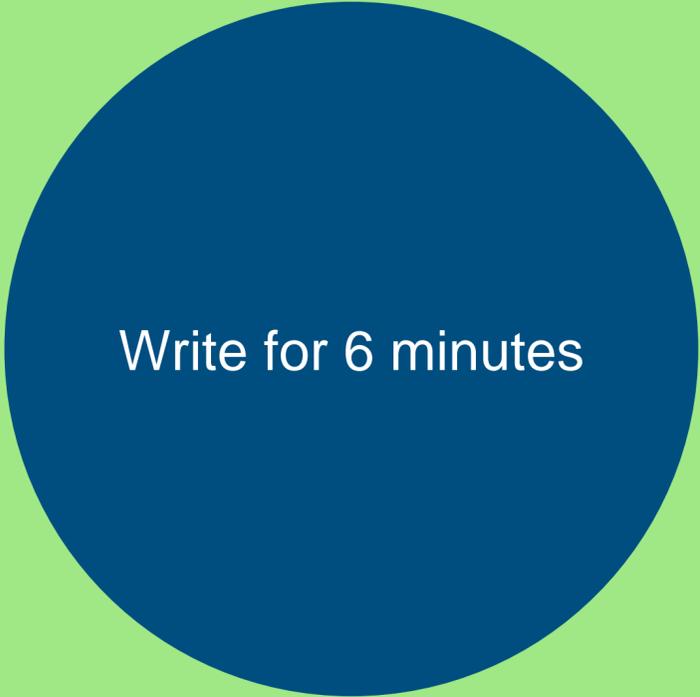
# Introduction

**This session will be hands-on and activity based**



**We shall start with a writing activity before introducing ourselves and giving some contextual information**

# Invitation to engage in a 6-minute write



Write for 6 minutes

Write whatever is in your head, uncensored

Write without stopping for at least 6 minutes

Don't stop to think or be critical even if it seems rubbish

Allow it to flow with no thought for spelling, grammar, proper form

Give yourself permission to write anything. You need not reread it

Whatever you write is right: it is yours, and no-one else need read it.

**Some context: Rob**

**The ‘Reflective Practice – awareness and use within UHI’  
research project**

**“Reflective Practice (RP) is the process by which individuals or groups consider their experiences and actions as part of their continuous learning in order to inform future action.”**

**There are many tools but writing is one of the most popular  
Drivers are organisational and individual (such as well-being  
and growth)**

**Reflective Practice – one of the UHI twelve *Learning and  
Teaching Enhancement Values***



# Journaling: a map and compass

- A prolific journaller
- The act of journaling to chronicle
- In each journal, there are nuances of the person I was then that chronicle my growth
- I do not differentiate areas in my writing.
- It's an investment towards personal growth, to understand myself and to reflect on what is past to look at what might be happening now.
- At all times, journaling is a map and compass to help me navigate my world. They are a comfort and a friend

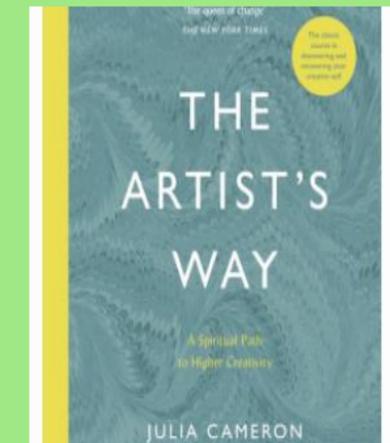
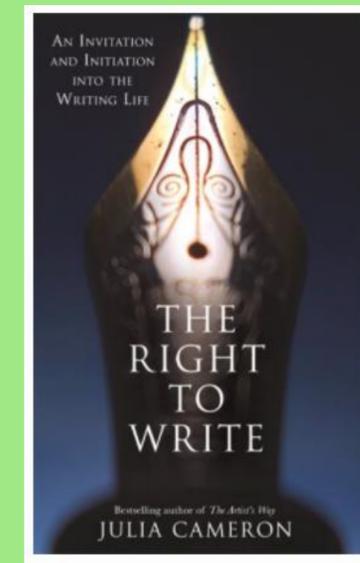
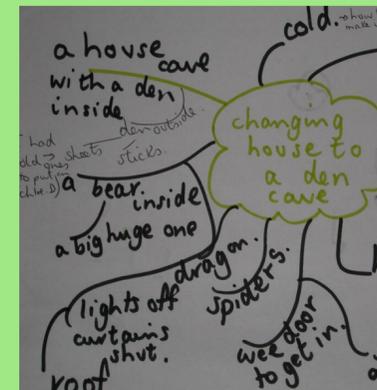


# Starting a journaling practice

## Changing identity

- Time of upheaval in my life
- Parenting roles and Professional responsibilities
- Value base in my workplace differing from the expectations and demands from the sector
- Paradoxes that can frequently occur in a person-centred practice
- Isolation,

## How it started: My Tools of resilience



**Reflection comes in different guises, degrees and depths- all is acceptable, all is encouraged.**

# Personal experiences of reflective writing and how they feed into other forms of reflection

Started with the Artist Way -  
writing 3 pages every  
morning - reviewing  
periodically to identify  
recurring themes

Adapted approach to  
evening writing - less  
regular but used when  
needed

Mentoring & Coaching

Small Group Conversations  
with Peers

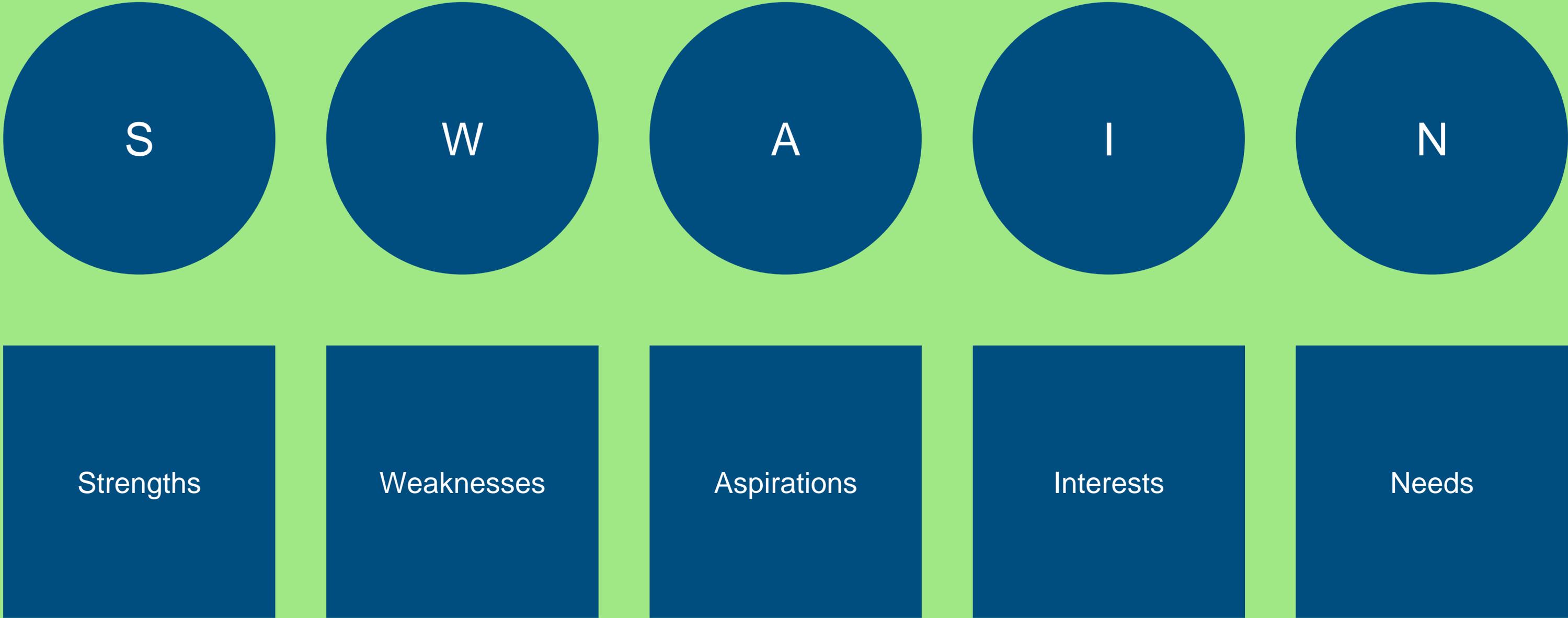
Creative Practice

Further writing exercises

Thinking Partnership

One to One's / Appraisals

# The SWAIN Model



Taken from: The SWAIN Model comes from: Bassot, B (2015) The Reflective Practice Guide. Routledge. Chapter 2: Becoming more self-aware. <https://doi-org.eor.uhi.ac.uk/10.4324/9781315768298>

**Ideas for further opportunities for those who want to develop their reflective writing, for instance**

- writing groups.
- workshops



## Writing for Reflective Practice Workshop Reading list

The SWAIN Model used in the workshop comes from:

Bassot, B (2015) *The Reflective Practice Guide*. Routledge. Chapter 2: Becoming more self-aware. <https://doi-org.eor.uhi.ac.uk/10.4324/9781315768298>

Bolton, G (2011) *Write Yourself Creative Writing and Personal development*, London: Jessica Kingsley Publishers

Bolton, G (2014) *The Writer's Key Introducing Creative solutions for Life*, London: Jessica Kingsley Publishers

Bolton, G. & Delderfield, R. (2018) *Reflective Practice – Writing and Professional Development*, Sage. London

Cameron, J (1994) *The Artists Way* Basingstoke and Oxford: Pan Boo (Macmillan Books)

Cameron, J (2017) *The Right to Write*, London: Hay house UK Ltd.

Kline, N (1999) *Time to Think*, Ward Lock / Octopus Publishing Group, London.

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Thank you