**The Park: comments on the quality of reflection**

**The Park (1)**
This piece tells the story. Sometimes it mentions past experiences, sometimes anticipates the future but all in the context of the account of the story.

There might be references to emotional state, but the role of the emotions on action is not explored.

Ideas of others are mentioned but not elaborated or used to investigate the meaning of the events.

The account is written only from one point of view – that of Annie.

Generally ideas are presented in a sequence and are only linked by the story. They are not all relevant or focused.

In fact – you could hardly deem this to be reflective at all. It is very descriptive. It could be a reasonably written account of an event that could serve as a basis on which reflection might start, though it hardly signals any material for reflection – other than the last few words.

**The Park (2)**
In this account there is a description of the same events. There is very little addition of ideas from outside the event – reference to attitudes of others, comments.

The account is more than a story though. It is focused on the event as if there is a big question to be asked and answered.

In the questioning there is recognition of the worth of exploring the motives for behaviour – but it does not go very far. In other words, asking the questions makes it more than a descriptive account, but the lack of attempt to respond to the questions means that there is little actual analysis of the events.

Annie is critical of her actions and in her questions, signals this. The questioning of action does mean that Annie is standing back from the event to a small extent. There is a sense that she recognises that this is a significant incident, with learning to be gained – but the reflection does not go sufficiently deep to enable the learning to begin to occur.

**The Park (3)**
The description is succinct – just sufficient to raise the issues. Extraneous information is not added. It is not a story.

The focus is on the attempt to reflect on the event and to learn from it. There is more of a sense of Annie standing back from the event in order to reflect better on her actions and in order to be more effectively critical.

There is more analysis of the situation and an evident understanding that it was not a simple situation – that there might be alternative explanations or actions that could be justified equally effectively.

The description could be said to be slightly narrow (see The Park (4)) as Annie is not acknowledging that there might be other ways of perceiving the situation – other points of view. She does not seem to be recognising that her reflection is affected by her frame of reference at the time or now. It is possible, for example, that her experience with Charlie (last paragraph) – or her question about knowing the boy have influenced the manner in which she reacted. It might not just be a matter of linking up other events, but of going beyond and checking out the possibility that her frame of reference might have been affected by the prior experiences.

**The Park (4) (you may not have been given the fourth part of The Park)**
The account is succinct and to the point. There is some deep reflection here that is self-critical and questions the basis of the beliefs and values on which the behaviour was based.

There is evidence of standing back from the event, of Annie treating herself as an object acting within the context.
There is also an internal dialogue – a conversation with herself in which she proposes and further reflects on alternative explanations.

She shows evidence of looking at the views of others (Tom) and of considering the alternative point of view, and learning from it.

She recognises the significance of the effect of passage of time on her reflection – eg that her personal frame of reference at the time may have influenced her actions and that a different frame of reference might have lead to different results.

She notices that the proximity of other, possibly unrelated events (the dinner-time conversation) have an effect either possibly on her actual behaviour and her subsequent reflection – or possibly on her reflective processes only. She notices that she can be said to be reconstructing the event in retrospect – creating a story around it that may not be ‘true’.

She recognises that there may be no conclusion to this situation – but that there are still things to be learnt from it.

She has also been able to reflect on her own process of reflecting (acted metacognitively), recognising that her process influenced the outcome.