



REFLECTIVE PRACTICE AS A META-COMPETENCY

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CALT Conference, June 3-5th, 2026
University of Western Ontario, London

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Outline



What are meta-competencies?



RP and professional competence



The competencies supported by RP



RP throughout the whole curriculum

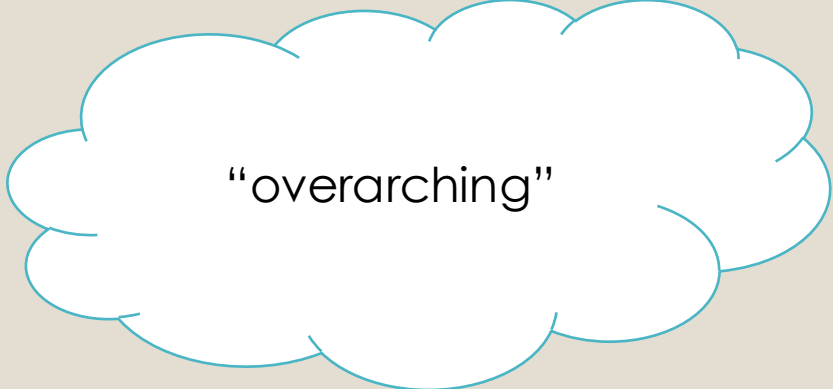
What are meta-competencies?

“A number of researchers have identified certain generic, high-level competencies which appear to transcend other competencies, in some cases enabling introspection or self-examination... These may either enhance other (more prosaic) competencies or may be important to their acquisition.” (Cheetham & Chivers, 1998)

“A number of writers have identified competencies which they believe are generic and overarching (i.e. common to all occupations and spanning all other competencies). Some of these may be necessary prerequisites to the development of more role-specific competencies.” (Cheetham & Chivers, 1996)

What are meta-competencies?

“Meta- competencies are core competencies that cut across all practice areas and types of practice or are necessary for the acquisition or demonstration of other competencies.” (LSO Revised IPC framework)



“overarching”

Examples of meta-competencies

Communication

Problem-solving

Creativity

Analysis (legal
analysis)

Self-
development,
self-awareness,
self-direction

Professional
identity



RP AND PROFESSIONAL COMPETENCE

competence

“... professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and **reflection** in daily practice for the benefit of the individual and community being served.”

Epstein & Hundert, 2002 at 226.

competence

- Competence “... is the (individual) ability to make deliberate choices from a repertoire of behaviours for handling situations and tasks in specific **contexts** of professional **practice**, by using and **integrating knowledge, skills, judgement, attitudes and personal values**, in accordance with professional **role and responsibilities**.”

Traditional approach

Holistic approach

Not context-dependent

Context-dependent

Checklist of competencies arranged in categories (or not) (competency profile)

Competency framework

- Core & meta competencies
- Coherent whole

Emphasis on individual competencies (sum of its parts)

Emphasis on integration (learning)
(whole is greater than the sum of its parts)

COMPARING APPROACHES TO COMPETENCE

Integration of competencies (the learning part)

The move away from a list of tasks or specific knowledge, skills and attributes towards integration “...requires an **educational design** that balances and **continuously shifts** between the acquisition of knowledge, skills and other aspects of competence as well as **opportunities to integrate** these aspects, through engagement in **authentic tasks, professional practice** and by encouragement of **critical reflection** on practice and discussion of performance.”

Govaerts (2008) at 236

Reflective practice and professional competence

- Necessary for the acquisition, integration and mastery of competencies
- Necessary for professional competency
- In a changing professional context, it is necessary for self-assessment for continuing competence (acquired competencies competencies yet to acquire, strengths and weaknesses, etc..)
- Necessary for professional development





COMPETENCIES SUPPORTED BY RP

Some competencies supported by RP



Learning and lifelong learning



Communication



Collaboration



Intercultural competency (or
competencies for intercultural exchange)



Critical thinking



Creativity



Professional integrity and professionalism



Professional identity formation



Emotional intelligence and empathy



Resilience and adaptability

Teaching RP – Moon's two-stage approach

Stage 1: presenting reflection

- What is reflection, why reflection, why reflective writing differs from familiar forms of writing, examples, practice and feedback



Stage 2: deepening reflective activities

- Role of emotions in reflective writing, reflecting from different perspectives/viewpoints, looking at oneself as an observer

Teaching RP in the law school curriculum

- In 1L:
 - Discuss reflection and reflective practice
 - Explain its relationship to learning
 - Discuss reflective writing with good and bad examples
 - Give students methods to reflect (eg. Gibbs, DIEP, critical moment)
 - Opportunities to practice with feedback
 - Ask students to reflect on their learning (what did they learn? What did they know before and how did it change?)
 - Ask them to reflect on their processes (would they do it differently, how and why)
- In 2L-3L
 - Explain relationship to practice, continuing competence and professional development (CPD)
 - More opportunities to practice with feedback
 - Clinical/experiential learning and reflections (discussions, coaching, reflective writing)

Assessing RP in law school - examples

- Reflective assignments: journals, portfolios
 - Structured => free-flowing and open-ended
 - Identifying new knowledge/skills => articulating transformation
- Debrief discussions for experiential learning
- Rubrics
 - Grading criteria: depth, authenticity,

RP in practice



- ✓ Workshops and/or courses on reflective practice – make the implicit explicit
- ✓ CPD: Self-assessment and learning plan instead of hours (eg. LSA); reflections after CPD activities
- ✓ Communities of practice
- ✓ Mentoring, coaching

The background features three lightbulbs. The leftmost bulb is a simple black outline with a large black question mark inside. The middle and right bulbs are filled with a yellow-to-orange gradient and have a faint, larger question mark in the background. The text is centered over the middle bulb.

THANK YOU!
QUESTIONS AND
IDEAS LATER!

references

- Cheetham G & G Chivers, "Towards a holistic model of professional competence" (1996) 20:5 *Journal of European Industrial Training* 20, doi: <https://doi-org.proxy.bib.uottawa.ca/10.1108/03090599610119692>.
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