

**Reflective Log**

**For**

**Professional Learning**

**2022**

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**Introduction**

This document is intended to support the on MVP professional learning programme. It details the range of activities and reflections that are part of this learning.

The MVP professional learning structure supports a facilitated discussion approach and aims to promote understanding of the keys concepts underlying MVP.

The structure for learning will be as follows: Time

Pre course This takes place via an online slide presentation at a 1 hour

(Individual) time suited to the participant and will include a welcome

 from the MVP team, an exploration of values and the

 context for MVP.

Professional Introductions 1 or 2 days

Learning Developing Leadership

(in person) Using a Bystander Approach

 Recognising the scope of violent behavior

 Challenging victim blaming

 Party Scenario

 Scenario practice

 Implementation planning

**Evaluation**

Professional learning evaluations are extremely important to the programme. It allows the MVP national team to monitor the standard of experience for participants and ensure the programme is achieving its’ professional learning aims.

**Pre course: Welcome and introduction**

Please now click on the [initial slides](https://blogs.glowscotland.org.uk/glowblogs/public/mvpscotland/uploads/sites/9030/2021/04/30074214/Online-PL-intro-and-part-one-my-values.pptx). Each slide will have a voiceover. You will be prompted when to return to the log.

**Pre-course evaluation**

The first activity involves filling in a brief pre course evaluation. The link to the evaluation is [here](https://bit.ly/MVPPLsurvey).

You will also be asked to complete a post evaluation at the end of the sessions.

**My values**

Please return to the initial slides.

**Values exercise**

We all have a set of values that are based on lived experiences and surrounding influences. In the diagram below jot down some of your key values in the inner circle and in the outer circle consider key people/influences that have helped form these values.

Key influences

Key values

Consider:

* To what extent do you feel your values are shared with the people around you? How comfortable are you when your values are challenged by others.
* What current opportunities are there to explore the values that young people have about Gender based Violence?

**Professional Values**

Consider your professional values.

* To what extent do you feel these values are represented within your school community?

Now consider one of the following sets of reflective questions. The first set is for teachers and the second for CL&D practitioners.

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| **Teaching staff- Professional Values and Personal Commitment** Social Justice, Trust and Respect, Professional Commitment, Integrity |
| **How are the professional values reflected in my professional actions?**  |
|  |
| **How have my professional values been developed and informed by knowledge and experience?**  |
|  |
| **How do I critically reflect on my own assumptions, beliefs and values?**  |
|  |
| **Who am I as a teacher?**  |
|  |
| **What has influenced me?**  |
|  |
| **What sustains me?** |
|  |
| **CL&D staff- Professional Values** Self-determination, Inclusion, Empowerment, Working collaboratively, Promotion of learning as a lifelong activity |
| **How are the professional values reflected in my professional actions?**  |
|  |
| **How have my professional values been developed and informed by knowledge and experience?**  |
|  |
| **How do I critically reflect on my own assumptions, beliefs and values?**  |
|  |
| **Who am I as a community, learning and development worker?**  |
|  |
| **What has influenced me?**  |
|  |
| **What sustains me?** |
|  |

**Context to MVP**

Please move onto the [next slides.](https://blogs.glowscotland.org.uk/glowblogs/public/mvpscotland/uploads/sites/9030/2022/06/15171608/Online-PL-part-2-mvp-in-context.pptx)

**Links to relevant materials**

**Key Policies**

[UNESCO Global Guidance on addressing school related gender based violence](https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/global-guidance-on-addressing-school-related-gender-based-violence-en.pdf?la=en&vs=4311)

[Equally safe (2018)Scotland’s strategy for preventing and eradicating violence against women and girls](https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/)

**[Films](https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/)**

[All young people need a champion](https://www.youtube.com/watch?v=SFnMTHhKdkw&t=118s) (Ted talk by Rita Pierson 7m 48s)

[Jackson Katz talking about how it began](https://www.youtube.com/watch?v=mbQaXw7FHLc) (Film 3m 7s)

[Introduction to MVP in Scotland](https://www.youtube.com/watch?v=3Q1Qz3Tj7ik&t=39s)(animation 2m 46s)

**Wakelet**

We also have a [**wakelet**](https://wke.lt/w/s/Au-fC_)produced with further materials. Click [here](https://wakelet.com/wake/4ec4acd0-4573-4bca-8a66-74546fb1cd3f).

This includes the latest progress/evidence report and a link to a range of support agencies.

**Pilot Evaluation**

[Qualitative evaluation of the Mentors in Violence Prevention pilot in Scottish high schools](https://risweb.st-andrews.ac.uk/portal/en/researchoutput/qualitative-evaluation-of-the-mentors-in-violence-prevention-pilot-in-scottish-high-schools%28cfab0852-2d4c-406c-9b30-1671f7279439%29.html)