

Bloom's revised taxonomy (Anderson & Krathwohl 2001)	Moon's 5 steps of reflection (1999)	Alignment to reflective practice for CPD contextually adapted and undertaken individually or collaboratively	Curation in a Mahara e-portfolio	Inclusive teaching and learning strategy
<b>Recall</b>	noticing	Write an annual list of CPD events ( individual)	Log events using the CPD plug-in	Complete initial assessment and RAG rate Explore digital experiences Introduce 1st level of reflective practice "WHAT?" Share clear rationales, make assessment transparent explore survival stage
<b>Summarise</b>	Making sense	Writing notes during or after the CPD event (individual) Match to Professional Standards (PS)	The above plus: Journal entries Text plus a photo scanned files, tweet, pdfs. Collectively known as <b>artefacts</b>	Begin aligning artefacts to PSF Introduce 2 <sup>nd</sup> level of reflective practice "SO WHAT?" Collaboration focus Consolidation stage
<b>Demonstrate</b>	Making meaning	Use the 'take-away' activity (individual)	The above realised into a teaching & learning event Record visual, audio, text - feedback	Begin blogs/journals Extend "SO WHAT?" Use experiences aligned to PDP Use diagnostic assessment Introduce ambassadors and buddies for support
<b>Differentiate</b>	Working with meaning	Adapt the 'take-away' by creating/modifying an activity – measure impact to PS (collaborative)	The above but as part of a team <b>sharing artefacts via a group area</b> , e.g. using the activity between levels of learners and comparing results	Begin to create portfolio pages And share with critical friends Use creative commons licences Further extend "SO WHAT? To WAT NEXT?" Enter renewal stage
<b>Interpret and evaluate</b>	Transform - ative learning	Active reflective practice with change (Collaborative) 'Develop critically informed knowledge' PS	Turn the above into a supported experiment and curate evidence in journals, CPD, multimedia artefacts Share with others for embedded feedback/forum/links to web 2.0 & secret urls	Enter maturity stage Reflecting at the "WHAT NEXT?" stage with confidence
<b>Revise</b>	Transform- ative disruptive learning	Fully enter into a <b>reflective cycle</b> collaborative/share accept challenge and disruptive nature	Creation of a professional portfolio which is current, and exploits a full range of 21 <sup>st</sup> Century skills	Able to innovate and explain to others Pushing boundaries with "WHAT NEXT?" Ready to produce publishable professional portfolios

Table 1: The alignment of taxonomies, reflective practice and Professional Standards (2014) as curated through Mahara e-portfolios, 2018 addition for a teaching strategy

Individuals will constantly shift on the hierarchy depending on their progress through individual ZPD depending on skills, experience and confidence. These will need to be judged regularly with differentiated formative assessment strategies.