

Proposing a New Model for Reflective Practice: The 5Es Reflective Framework

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How to cite this paper: Agomo, C. (2025). Proposing a New Model for Reflective Practice: The 5Es Reflective Framework. *Open Journal of Social Sciences*, 13, 481-496. <https://doi.org/10.4236/jss.2025.133033>

Received: February 13, 2025

Accepted: March 18, 2025

Published: March 21, 2025

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Abstract

Professional development hinges on reflective practice, which allows practitioners to glean insights from their experiences and improve their performance. Whilst current models offer useful frameworks for reflection, they often overlook the role of expectations. This paper introduces a new approach, the 5Es Reflective Framework, which explicitly integrates expectations into the reflective process. The framework consists of five phases: Expectation, Experience, Evaluation, Explore, and Execute. This model encourages practitioners to recognise their initial expectations, recount their experiences, assess outcomes considering expectations, delve into emotions and beliefs, and finally, craft action plans based on the insights gained. The 5Es framework draws on influential theories of reflection and learning, including Dewey's emphasis on reflection in learning, Schön's concept of "reflection-in-action", and Mezirow's transformative learning theory. The 5Es framework offers numerous advantages for professional practice, such as heightened self-awareness, enhanced critical thinking, greater accountability, and ongoing professional development. It is versatile and can be employed in various settings, including individual reflection, group discussions, mentoring, and professional development programmes. By explicitly incorporating expectations, the 5Es framework addresses a significant shortcoming in existing models. It fosters self-awareness, encourages deeper analysis, and provides a clear, structured, and adaptable approach to reflective practice. The 5Es Reflective Framework presents a valuable new method for reflective practice, promoting a more comprehensive and multifaceted examination of experiences. By explicitly integrating expectations, it offers a robust tool for professionals across diverse fields to learn, grow, and enhance their practice.

Keywords

Reflective Practice, 5Es Framework, Expectation, Professional Development,

Experiential Learning

1. Introduction

Reflective practice serves as a cornerstone of professional advancement, enabling practitioners to critically evaluate their experiences and enhance their performance (Mann, Gordon, & MacLeod, 2009). The Nursing and Midwifery Council (NMC) (2018) highlights the vital role of reflection in ongoing professional development, asserting its capacity to “maintain and improve your professional standards”. The emphasis on reflective practice extends across various professional domains. As defined by the Health and Care Professions Council (HCPC) (2024), reflection constitutes “a process which helps you gain insight into your professional practice by thinking analytically about any element of it”. This methodological approach facilitates a comprehensive understanding of one’s actions, fosters personal growth, and ultimately elevates the standard of care provided to clients and patients (Royal College of Nursing, 2021). Through engagement in reflective practice, professionals can progress from reactive responses to a more considered and intentional approach to their work.

Literature extensively documents the significance of reflection in professional practice. Schön (1983) introduced the concept of “reflection-in-action”, wherein professionals continuously analyze their experiences to inform decision-making and adapt their strategies in real-time. This dynamic process promotes flexibility and responsiveness in complex professional environments. Boud, Keogh and Walker (2013) highlighted the role of reflection in transforming experiences into learning, arguing its crucial importance in developing critical thinking skills and professional competence. Reflection functions as a bridge between theoretical knowledge and practical applications, allowing individuals to derive valuable insights from both their successes and failures.

The field of reflective practice encompasses various established frameworks, such as Gibbs’s reflective cycle (Gibbs, 1988), Kolb’s Experiential Learning Cycle (Kolb, 1984), and Boud’s Reflective Model (Boud, 1995). However, this article proposes a novel approach—the 5Es Reflective Framework—which addresses a critical element frequently neglected in traditional models: expectation. By explicitly integrating expectations, the 5Es framework offers a more sophisticated and comprehensive methodology for reflective practice.

2. Analysing Existing Reflective Paradigms

Prior to delving into the 5Es model, it is crucial to recognise the significant impact of current reflective frameworks. The Gibbs’ Reflective Cycle (Gibbs, 1988) is a widely used model that guides individuals through six phases: describing the event, exploring emotions, evaluating the experience, analysing the situation, drawing conclusions, and formulating an action plan. This cyclical methodology

enables a thorough examination of an experience, spanning from initial recollection to the development of strategies for future occurrences. It provides a methodical approach for scrutinising events and contemplating their ramifications. Kolb's Experiential Learning Cycle (Kolb, 1984) delineates a four-phase process: concrete experience, reflective observation, abstract conceptualisation, and active experimentation. This framework elucidates the cyclical nature of learning, wherein experiences are transformed into knowledge, and subsequently applied to novel scenarios. It emphasises the significance of progressing through a cycle of experiencing, reflecting, conceptualising, and experimenting. Boud's Reflective Model (Boud, 1995) and Driscoll's Model (Driscoll, 2000) present more concise structures, focusing on key questions. These frameworks prompt practitioners to describe their experience, consider its significance, and determine future actions. They offer a simplified approach to reflection by concentrating on fundamental enquiries. Although these models provide valuable frameworks for reflection, they often neglect a crucial aspect of human experience: the role of expectations (Illeris, 2014). This omission can potentially limit the depth and efficacy of the reflective process. The 5Es framework aims to address this gap by incorporating expectations into its structure.

3. The 5Es Reflective Framework: Incorporating Expectation

The 5Es Reflective Framework augments existing models by introducing the critical element of expectation. This methodology encompasses five distinct stages:

Expectation: This preliminary phase encourages practitioners to consciously acknowledge their preconceived notions and anticipations preceding an event or experience. These expectations, which may be positive, negative, or neutral, can profoundly shape an individual's interpretation of and reaction to a given situation (Bandura, 1997). Expectation encompasses the act of anticipating, the object of anticipation, and the basis for such anticipation (Cambridge Dictionary, 2025). It is imperative to recognise that expectations are not always conscious; they may be implicit and deeply embedded. There are numerous methods for recognising and expressing expectations. Some professionals may choose to utilise journaling techniques, engage in free-writing exercises, or converse with mentors and peers. Additionally, practising mindfulness and introspection can play a crucial role in uncovering hidden expectations. It is important to recognise that expectations are often multifaceted and may evolve throughout the process of self-reflection. As individuals delve deeper into their introspective journey, they may find that their expectations shift and transform.

Experience: This stage entails a comprehensive account of the event. Practitioners are urged to provide an impartial narrative of the occurrence, encompassing key details, contextual information, and the perspectives of involved parties (Eraut, 1994). This necessitates scrupulous attention to particulars and concerted efforts to maintain objectivity. Enhancing objectivity involves emphasising information, employing neutral terminology, and considering diverse perspectives.

Identifying and minimising biases can be facilitated using video documentation, structured observation techniques, or by seeking input from colleagues. While achieving complete impartiality may not always be feasible, it remains essential to strive towards this goal. It is crucial to recognise that absolute objectivity might be unattainable, yet the pursuit of it is paramount in maintaining credibility.

Evaluation: In this phase, practitioners engage in a critical analysis of the experience in relation to their initial expectations. They scrutinise the outcomes, identify discrepancies between anticipated and actual results, and examine the factors contributing to these disparities (Mezirow, 1991). This comparative assessment is fundamental for recognising learning opportunities and areas that require improvement. Evaluation criteria may include the achievement of objectives, compliance with core principles, and the effect on pertinent parties. Structured assessment methods like SWOT analysis or introspective diaries could offer a framework for the appraisal procedure. Discrepancies might be recognised by comparing realised outcomes with expected results, and their examination could involve investigating causative elements, underlying presumptions, and different interpretations of the data.

Explore: This phase entails a comprehensive examination of the experience, investigating the emotions and sentiments associated with the event. This exploration facilitates the identification of underlying beliefs, principles, and assumptions that may have influenced the experience and subsequent responses (Brookfield, 2017). Emotional reactions serve as valuable sources of information and can provide significant insights into one's values and beliefs.

Execute: The concluding phase involves formulating an action plan derived from the insights gained through reflection. Practitioners establish concrete objectives, methodologies, and potential modifications to their approach to enhance future outcomes. This stage also promotes the reassessment and possible amendment of initial expectations considering the reflective process (Kolb, 1986). This cyclical contemplation and implementation process is essential for continuous professional development (Figure 1).



Figure 1. The 5Es reflective model.

4. Flexibility in the 5Es Framework

The 5Es framework allows flexibility in the sequence of Evaluation and Explore stages, based on personal preference and reflection context.

Some may benefit from starting with Evaluation, assessing the experience against their expectations before addressing their emotions. This helps maintain objectivity and highlights key learning points. Others might find it easier to begin with Explore, processing their emotions first for a more authentic understanding. The choice depends on self-awareness, emotional intensity, and the reflection's goal. The adaptable 5Es framework allows individuals to tailor the process to their needs, promoting deeper learning and professional growth.

5. Justification for Incorporating Expectation into the 5Es Framework

The incorporation of “expectation” as a distinct phase within the 5Es model is predicated on the recognition that anticipatory cognitions significantly mould experiences and interpretations. Expectation, a concept extensively investigated in psychological and educational research, has been demonstrated to exert considerable influence on perception, motivation, and behaviour (Olson & Zanna, 1993). The Pygmalion effect, alternatively known as the Rosenthal effect, elucidates how heightened expectations can augment performance (Rosenthal & Jacobson, 1968), underscoring the potency of beliefs in shaping outcomes. In the context of reflective practice, scrutinising one's expectations can facilitate the identification of potential biases, challenge presuppositions, and foster a more profound comprehension of experiences (Jussim & Harber, 2005). By directing attention towards expectations, individuals can cultivate heightened awareness of how their preconceptions may be influencing their perceptions and actions.

The performance of a sports team serves as an example of how the intricate interplay between expectations from spectators, athletes, and management can substantially impact outcomes. Elevated expectations may engender pressure, whereas diminished expectations could result in reduced motivation. Although positive outcomes are generally desired in medical contexts, healthcare professionals may encounter situations involving negative expectations or results. Understanding the dynamics of both positive and negative expectations is crucial for comprehensive reflection and ethical practice (General Medical Council, 2025). For instance, a medical practitioner's assumptions regarding a patient's treatment adherence might inform their communication approach, subsequently influencing the patient's behaviour. Furthermore, the integration of the “expectation” phase can prove particularly valuable in circumstances where outcomes are not directly controllable, such as in job interviews or competitive applications (Dweck, 2013). Examining initial expectations can reveal whether they were realistic or if modifications to preparation or self-evaluation are necessary, thereby enabling a more objective and constructive assessment of the experience.

6. Theoretical Foundations of the 5Es Framework

The 5Es framework is rooted in the influential theories of reflection and learning. [John Dewey's \(1910\)](#) seminal work is crucial for understanding reflection as a fundamental component of the learning process. Dewey contended that reflective thinking facilitates the integration of experiences with knowledge, enabling individuals to scrutinise their actions and extract meaningful insights. This conceptualisation of reflection as a vital bridge between experience and learning resonates with the 5Es framework, which prompts practitioners to evaluate their experiences in relation to their initial expectations. The notion of “reflection-in-action”, proposed by [Donald Schön \(1987\)](#), underscores the dynamic and continuous nature of reflection in professional practice. Schön argues that professionals engage in constant reflection during their work, modifying their approaches in response to emerging information and challenges. The 5Es framework aligns with this perspective by advocating for ongoing reflection and recalibration of expectations throughout the process. [Jack Mezirow's \(1990\)](#) transformative learning theory further emphasises the significance of critical reflection in challenging assumptions and altering perspectives. Mezirow posits that learning entails a critical examination of one's beliefs and assumptions, potentially culminating in a shift in viewpoint. The 5Es framework incorporates this principle by encouraging individuals to thoroughly analyse their experiences and interrogate their preconceived notions and expectations.

7. Implications for Professional Practice

The 5Es Reflective Framework presents several potential advantages for professional practice:

- **Enhanced Self-Awareness:** Through systematic examination of their expectations, practitioners can acquire a more profound comprehension of their inherent biases, presuppositions, and values ([Goleman, Boyatzis, & McKee, 2013](#)). This heightened self-awareness may facilitate more impartial and well-informed decision-making. Comprehending the cognitive framework through which one interprets the world is fundamental for formulating judicious assessments.
- **Bolstered Critical Thinking:** This framework prompts professionals to analytically evaluate their experiences, discern underlying factors, and contemplate alternative viewpoints ([Paul & Elder, 2021](#)). Such practices can engender more effective problem-solving and refined professional discernment. By scrutinising assumptions and investigating diverse perspectives, practitioners can cultivate a more sophisticated and multifaceted understanding.
- **Augmented Accountability:** By recognising their expectations and contemplating the ramifications of their actions, professionals are impelled to assume responsibility for their decisions and be answerable for the consequent outcomes ([Pellegrino & Thomasma, 1988](#)). This sense of accountability is pivotal to maintaining professional integrity.

- **Amplified Professional Development:** The 5Es framework provides a methodical approach for continuous learning and enhancement. Through consistent engagement with this reflective process, professionals can pinpoint areas that require improvement, cultivate novel competencies, and refine their practices (Knowles et al., 2025). Thus, reflection becomes an indispensable element of professional growth, nurturing a cyclical pattern of learning and development.

8. Applying the 5Es Reflective Framework

The 5Es Reflective Framework exhibits significant adaptability in its application, facilitating its implementation across diverse professional domains and contexts to enhance reflection and career development (Jasper, 2013). Its versatile characteristics enable its use in multiple disciplines. Potential applications include the following.

- **Personal Introspection:** This framework can be employed by individuals to guide their reflective practices on experiences, whether through journaling, self-assessment, or contemplative analysis (Boud & Walker, 1998). It provides a structured approach for self-examination and personal development.
- **Group Discussions:** The 5Es model can be utilised to structure collective dialogues and promote shared reflection among colleagues or team members (Maughan & Webb, 2001). This method can foster collaborative learning and cultivate an environment of continuous improvement within an organisation or group.
- **Mentoring and Supervision:** In guidance or supervisory roles, the framework can be employed to direct reflective conversations and offer a systematic approach to feedback and enhancement (Schön, 2005). This can facilitate productive discussions on performance and professional growth.
- **Professional Development Programmes:** The 5Es framework can be integrated into formal career advancement initiatives, workshops, or training courses to provide participants with a practical tool for reflection and learning (Illeris, 2003). It can serve as a valuable component in training and development.

To implement the evaluation and explore phases effectively, organisations might allocate specific time for contemplation, foster an environment conducive to sharing experiences, and incorporate reflective practices into professional growth initiatives. Approaches could encompass the use of reflective diaries, participation in reciprocal feedback sessions, and the pursuit of guidance through mentorship or supervisory relationships.

9. Practical Implementations of the 5Es Model

To demonstrate the adaptability of the 5Es framework, its application across various domains is examined:

- **Education:** Consider an instance in which an instructor introduces an inno-

vative collaborative learning activity aimed at enhancing pupil engagement and comprehension (Johnson & Johnson, 1999). However, they also encounter obstacles related to group dynamics and inconsistent participation. Through a thorough evaluation of the outcomes, an investigation into the root causes of these challenges (such as unclear directives, imbalanced group compositions, or diverse student abilities), and the implementation of adjustments to the exercise (for example, providing more detailed instructions, creating heterogeneous teams, or offering individualised assistance), educators can cultivate a more favourable learning environment (Slavin, 1990). This exemplar highlights the significance of adapting instructional methodologies based on learners' requirements and classroom dynamics in accordance with research on efficacious pedagogical approaches and personalised instruction (Tomlinson, 2001). This exemplifies the cyclical nature of reflection and the merit of refining practices through experiential learning.

- **Healthcare:** Imagine a situation where a medical team implements a new strategy for patient communication, expecting to improve patient satisfaction and adherence to treatment (Stewart et al., 2024). However, they discovered that certain patients were hesitant to embrace the new approach, potentially because of privacy concerns or lack of trust. By conducting a thorough assessment of the implementation, exploring the reasons behind patient reluctance (such as insufficient explanation of the protocol's advantages or inadequate staff training on sensitive implementation), and modifying the protocol (for instance, developing easily comprehensible informational materials or providing staff with advanced communication skills training), the team can improve patient engagement and outcomes (Epstein & Street, 2007). This case underscores the importance of patient-centred care and effective communication in healthcare, reflecting contemporary trends in healthcare delivery and patient engagement research (Hibbard & Greene, 2013). This emphasises the necessity of considering the patient's perspective and tailoring communication strategies accordingly.
- **Politics:** An innovative online strategy aimed at increasing youth voter participation was devised through a political campaign (Bennett & Segerberg, 2012). Nevertheless, they face unforeseen obstacles in the form of online negativity and misinformation, potentially deterring prospective voters. Through an assessment of the strategy's efficacy, an investigation into the root causes of these challenges (such as imprecise messaging, deficient fact-verification processes, or a limited grasp of the digital landscape), and the implementation of modifications to their communication and outreach methods (e.g. crafting more captivating content, establishing partnerships with fact-checkers, or harnessing social media analytics), a campaign can enhance its digital outreach and establish a connection with its intended audience (Margetts, John, Hale, & Yasseri, 2016). This scenario exemplifies the mutable nature of political communication and the requirement for adaptable strategies in the digital era,

drawing upon research from media studies and political science (Chadwick, 2017). This underscores the significance of adjusting to the shifting media landscape and addressing the complexities of online communication.

- **Business:** A company introduces a new product with high expectations of market success (Ries, 2011). However, the initial sales figures prove disappointing, possibly attributable to insufficient consumer awareness or unfavourable reviews. Through a thorough analysis of the product launch, scrutiny of customer feedback and market trends (employing techniques such as market research, review analysis, and assessment of competitors' offerings), and the implementation of alterations to the marketing strategy or product features (e.g. orchestrating a more focused advertising campaign or refining the product design based on customer input), the company can bolster its performance and attain its sales objectives (Ries, 2011). This case exemplifies the crucial role of market research, customer analysis, and adaptable product development in achieving business success, mirroring current trends in innovation and business strategies (Brown, 2019). This accentuates the necessity for flexibility and responsiveness when confronted with market feedback.

10. Advantages of the 5Es Framework

The 5Es Reflective Framework presents numerous benefits that render it an efficacious instrument for reflective practice:

- **Bridging a crucial gap:** The framework's explicit inclusion of "expectation" as a distinct phase acknowledges the pivotal role of preconceived notions and anticipations in moulding our experiences and interpretations (Olson & Zanna, 1993). This approach aligns with findings from cognitive psychology research that underscores the impact of expectations on perception, attention, and memory processes (Smith, Mackie, & Claypool, 2015). By explicitly addressing expectations, the 5Es framework offers a more refined and more comprehensive reflection method.
- **Fostering introspection:** The act of reflecting upon expectations enables individuals to unearth latent biases, presuppositions, and values that may influence their perceptions and behaviours (Kahneman, 2012). This heightened self-awareness is fundamental to both personal and professional advancement, empowering individuals to recognise areas requiring improvement and make more judicious decisions (Goleman, 2004). A thorough understanding of one's biases is essential for objective and informed decision-making.
- **Facilitating thorough examination:** Through its exploration of the interplay between expectations, experiences, and outcomes, the framework encourages a more profound analysis of experiences and their underlying factors (Kolb, 2014). This approach resonates with the tenets of critical reflection, which emphasises the necessity of questioning assumptions, considering diverse perspectives, and identifying the underlying power dynamics (Mezirow, 1991). Such an in-depth analysis can yield more substantive insights and enhance

learning efficacy.

- **Versatility and multidimensionality:** The 5Es framework exhibits remarkable adaptability, finding relevance across diverse domains, including healthcare, education, commerce, and governance, thus proving invaluable to professionals in various fields (Illeris, 2005). This broad applicability is rooted in the foundation of universal principles of introspection and learning, which transcend specific contextual and disciplinary boundaries (Jarvis, 2006). The adaptability of this framework renders it a potent tool for a wide array of professionals.
- **Systematic and accessible:** The five-stage structure provides a clear and logical approach to guide the reflective process, ensuring accessibility and user-friendliness (Moon, 1999). This methodical approach proves particularly beneficial for those new to reflection, or individuals who prefer a more structured process (Boud & Walker, 1998). The clarity of the framework facilitates its straightforward implementation and comprehension.

11. Potential for Transformation

The 5Es Reflective Framework possesses the capacity to profoundly impact both individuals and organisations by:

- **Refining decision-making:** This framework can foster more informed and effective choices by encouraging individuals to critically examine their expectations and the implications of their actions (Klein, 2017). This aligns with research on decision-making processes, which emphasises the importance of considering multiple perspectives, evaluating potential outcomes, and learning from past experiences (Kahneman, 2012). Enhanced reflection can ultimately lead to improved decision-making.
- **Enhancing career growth:** The 5Es framework provides a methodical approach to continuous learning and enhancement, allowing professionals to identify areas for improvement and refine their skills (Eraut, 2004). This corresponds to the notion of lifelong learning, which emphasises the ongoing acquisition of knowledge and competencies throughout one's professional journey (Field, 2006). Reflective practice has emerged as a vital element of career advancement.
- **Bolstering responsibility:** This framework prompts individuals to assume ownership of their choices and be accountable for the outcomes by considering their expectations and contemplating the implications of their actions (Resnick, 1988). This can cultivate an environment of accountability and ethical conduct within organisations (Bakan, 2005). The act of reflection nurtures a sense of duty and ethical behaviour.

12. Opportunities for Improvement

While the 5Es framework offers a thorough and valuable approach to reflective practice, there are areas in which it can be enhanced and expanded:

- **Empirical Validation:** The 5Es framework, being a newly proposed model, currently lacks specific empirical support. However, the paper builds upon existing empirical evidence that demonstrates the benefits of reflective practice in general, as well as the theoretical foundations that underpin the 5Es framework (e.g., Dewey, Schön, Mezirow). Moving forward, research efforts should concentrate on empirically assessing the effectiveness of the 5Es framework in relation to other established models. To strengthen its credibility and demonstrate its impact on professional practice, it is necessary to conduct research that empirically validates the effectiveness of the framework (Cook & Beckman, 2006). This could involve collecting data on how the framework influences self-awareness, critical thinking, decision-making, and professional growth using both quantitative and qualitative research methods (Creswell & Creswell, 2018). Such empirical evidence provides additional support for the efficacy of the framework.
- **Developing Field-Specific Guidelines:** The framework's relevance and applicability could be improved by tailoring it to specific professional domains, such as healthcare, education, or business (Bleakley, 2010). This may involve creating specialised prompts, questions, and examples that are relevant to practitioners in various fields, considering the unique challenges and opportunities they face (Kinsella, 2009). Such customised guidance would make the framework even more valuable to professionals across different sectors.
- **Creating Practical Tools:** The development of practical resources and tools, such as worksheets, online platforms, and interactive guides, could help individuals effectively implement the 5Es framework (Boud, Cohen, & Sampson, 2014). These resources can provide step-by-step instructions, reflective prompts, and examples of how to record and analyse experiences, drawing on best practices in instructional design and adult learning principles (Merriam & Baumgartner, 2020). Such a practical aid would facilitate the implementation of the framework.

13. Comprehensive Evaluation

The 5Es Reflective Framework represents a significant advancement in the domain of reflective practice (Bolton & Delderfield, 2018). This model introduces a more thorough and nuanced approach to examining experiences and enhancing professional conduct by explicitly acknowledging the critical role of expectations (Loughran, 2002). Building on the strengths of existing models, the 5Es framework encourages practitioners to engage in a more profound exploration of their assumptions, critically evaluate their actions, and subsequently elevate the quality of their work (York-Barr & Duke, 2004). This offers a holistic and insightful reflection method. The framework's well-defined structure, action-oriented emphasis, and adaptability across various contexts make it an effective tool for professionals in numerous fields (Day, 2001). With further refinement and validation, it has the potential to develop into a widely recognised and valuable resource for

fostering reflective practice and promoting continuous learning and improvement (Fullan, 2025). The capacity of the framework for broad implementation and impact is substantial. The 5Es framework, being a newly proposed model, currently lacks specific empirical support. However, the paper builds upon existing empirical evidence that highlights the advantages of reflective practice in general, as well as the theoretical foundations that underpin the 5Es framework (e.g., Dewey, Schön, Mezirow). Moving forward, researchers should prioritise empirically assessing the effectiveness of the 5Es framework in relation to other established models.

14. Conclusion

The 5Es Reflective Framework, comprising Expectation, Experience, Evaluation, Explore, and Execute, introduces an innovative approach to reflective practice. This model addresses a crucial gap in existing frameworks by explicitly acknowledging the often-overlooked element of “expectation”, thereby offering a more comprehensive and nuanced methodology for scrutinising experiences and enhancing professional practice (Greenwood, 1993). By directly recognising the influence of expectations, it tackles a significant limitation in current models. Expanding upon the merits of existing frameworks, the 5Es model encourages practitioners to conduct a more thorough examination of their assumptions, critically assess their actions, and ultimately elevate the quality of their work (Finlay, 2001). The framework’s lucid structure, action-oriented approach, and adaptability across diverse settings render it an invaluable tool for professionals in various fields (Hargreaves, 2001). Its pragmatic nature and versatility establish it as a significant resource for practitioners across all disciplines. As the 5Es Reflective Framework undergoes further refinement and validation, it holds the potential to emerge as a widely acknowledged and efficacious instrument for cultivating reflective practice and promoting continuous learning and improvement (Senge, 2006). By facilitating more profound reflection among individuals and organisations, the 5Es framework can contribute to enhanced self-awareness, improved decision-making processes, and increased professional effectiveness (Barnett, 1994). Consequently, it possesses the capacity to exert a substantial influence on both personal and organisational development.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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