
CONCEPTS OF REFLECTIVE PRACTICE IN TEACHER DEVELOPMENT

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ABSTRACT: Since it provides the opportunity for the reexamination of deeply ingrained and occasionally even challenging-to-express prior beliefs, the development of reflection as a component of complex metacognitive awareness has an indispensable position in teacher education (e.g. Richards and Lockhart, 1994; Spilková, 2007; Gough, 2007; Pollard and Collins, 2008). While there are a variety of opinions regarding the precise definition of reflective practice (Walsh and Mann, 2015) and how it should be applied, with variations likely to occur in how reflection is incorporated into teacher preparation programs, all of these approaches recognize the same thing.

The foundation for creating a teaching identity and fostering the ongoing desire for professional development is reflection (Marzano, et al., 2012).

KEYWORDS: Reflective practice, supervisor, feedback, teacher development.

INTRODUCTION

Conventional approaches to teacher development are referred to as teacher-centered, presuming that learning is a personal experience. The shortcomings of traditional approaches, which have yet to demonstrate efficacy in achieving the objectives of teacher development, have prompted the creation of new strategies aimed at providing educators with the professional abilities they require. The focus of the new methods to teacher development is on the continuous practice of exposing educators to real-world teaching and learning scenarios. Many ideas for programs to educate teachers as scholars (Stratemeyer, 1956), reflective teachers (Zeichner, 1981), inquirers (Bagenstos, 1975), and researchers (Corey, 1953) have been made (Goodman, 1984, p.9).

As a guide for teacher preparation, each of these recommendations encourages the examination of theoretical problems and its practical ramifications. According to the current dissertation, a reflective framework is an essential instrument for enhancing teachers' knowledge and reflectivity. Facilitating the transfer of theory into practice is one of the key objectives of teacher development. The lack of theory and practice combined and ignorance of ongoing progress are the main causes of low theory transfer into practice. Attempting something new, considering the effects, and then attempting it again in appropriate circumstances leads to long-term change in teaching techniques (Schön, 1983). If the information, theories, and beliefs regarding the act of teaching and the process of learning are taken into consideration, a comprehension of the teaching process and the development of expertise in teaching can be obtained (Gatbonton,

2008). On the other hand, superficial changes result from the failure to alter underlying knowledge and beliefs (Brown, 2007). It's not always the case that changes in conduct follow changes in knowledge and beliefs (Brown, 2007). A supervisor's observation of a teacher's practice is one of the key components of teacher development and reflection (Postholm, 2010). An observer is also crucial to these reflective processes because, as noted by Brookfield (1995), she can offer feedback and assist teachers in identifying the key components of their practice (Loughran, 2002). During the process of —supervision and —mentoring, the supervisor must be mindful of the possibility that she is merely pushing her opinions and way of thinking upon the teacher (Poetter, et al., 2000). This could be accomplished through mentorship that is more teacher-driven and less organized (Stephens & Walter, 2009, p.91). The learner assumes the risk of actively disputing assumptions and offering answers when using a mentoring technique (Walkington, 2005). The process by which teachers' learning is primarily focused on the critical reflection on their own teaching practices in order to promote students' learning holds the key to the potential of the mentoring approach. According to Zeichner (1981), programs ought to concentrate on providing opportunities for focused inquiry into the practices of inexperienced teachers as well as on knowledge scaffolding.

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