

## TEACHER AS A REFLECTIVE PRACTITIONER

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### ABSTRACT

Reflective teaching, which has gained the status of an integral element of teacher pedagogy, is still an elusive concept, probably because it is merely attainable when teachers are provided with opportunities for building professional knowledge and for showing reflective teaching practices. The present study aimed the effectiveness of reflective practices in the development of student teachers. The study examines how the teacher educator created opportunities for student teachers to develop their reflective practices during their practice teaching sessions developing book reading skills by key words, key concepts, comprehension activities, worksheets, online learning process, vigorous evaluation system enhancing further learning and value based, comprehension activities, encouraging individual and group presentations, attracting them to do some research work beyond the syllabus and inviting them to participate in drama, dance, games-sports and other extra-curricular activities.

**Keywords:** Reflective Practices, Reflective Teaching, Student Teachers, Teacher Development

### INTRODUCTION

Teaching is an act of thoughtfulness. That is teaching means being continuously thoughtful about how to support the learning of others, as well as our own. Thoughtful teachers engage in reflective practices a way to continually develop and implement curriculum that is personally meaningful and culturally relevant to students.

### NEED AND SIGNIFICANCE

The teacher is the person who guides the pupils to light the lamp of knowledge. A teacher can make a great impact on students through their words, actions and even through his looks. Therefore the teacher should always think about his values, actions...etc. this is possible

through reflective practices. Therefore every teacher should have knowledge on reflective practices and the benefits get through reflective practices and its limitations. Therefore I took the topic “Teacher as a reflective practitioner “for assignment.

### **OBJECTIVES**

1. To study about “teacher as a reflective practitioner”
2. To identify the benefits to reflective practice and its limitations.
3. To understand the various reflective strategies.

### **CONTENT ANALYSIS**

Reflective practice is the capacity to reflection on action so as to engage in a process of continuous learning. Reflective practice involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insights. A key rationale for reflective practice is that experience alone does not necessarily leads to learning; deliberate reflection on experience is essential. Reflective practice can be an important tool in practice based professional learning settings where people learn from their own professional experience, rather than from formal learning or knowledge transfer. It may be most important source of personal professional development and improvement. It is also an important way to bring together theory and practice; through reflection a person is able to see and label forms of thought and theory within the context of his or her work. A person who reflects throughout his or her practice not just looking back on past actions and events, but is taking a conscious look at emotions, experience, actions and response and using this information to add to his or her existing knowledge base and reach a higher level of understanding.

### **BENEFITS TO REFLECTIVE PRACTICE INCLUDE**

1. Increased learning from an experience or situation.
2. Promotion of deep learning.
3. Identification of personal and professional strengths and area for improvement.
4. Identification of educational needs.
5. Acquisition of new knowledge and skills.
6. Further understanding of own beliefs, attitudes and values.
7. Encouragement of self motivation and self learning.
8. Could act as a source of feedback.
9. Possible improvement of personal and clinical confidence.

### **LIMITATIONS TO REFLECTIVE PRACTICE**

1. Not all practitioners may understand the reflective process.
2. May feel uncomfortable challenging and evaluating own practices.
3. Could be time consuming.
4. May have confusion as to which situation/experience to reflect.
5. May not be adequate to resolve clinical problems.

## REFLECTIVE STRATEGIES

Since the purpose of reflective teaching is to focus on one's own teaching, the strategies for reflection best made by personal preference rather than mandated. Many schools of education incorporate reflective teaching strategies as means for student teacher to learn how and why they teach. Therefore this is valuable tool for student teachers, reflective teaching strategies can also be used by teachers in the classroom who wish to enhance their teaching skills. Educators who teach reflectively use one or several of the following strategies.

- Keep a teaching journal or diary.
- Collaborative journal writing.
- Create and utilize self assessment forms.
- Video tape their work in the classroom.
- Written report on project / experience in the classroom.
- Ask peer to review their work.
- Work with mentor.
- Read and utilize student assessment.

**Following are the main reflective strategies.**

- A. Concept maps
- B. Portfolio writing.
- C. Brainstorming
- D. Journaling
- E. Problem solving

### **A. Concept Maps**

A Concept Map or Conceptual Diagram is a diagram that depicts suggested relationship between concepts. It is a graphical tool that Designers, Engineers, technical Writers and others use to organize and structure knowledge.

A Concept Map typically represents ideas and information as boxes or circles, which connects with labeled arrows in downward branching hierarchical structure. The relationship between concepts can be articulated in linking phrases such as causes , requires, contributes to.

**Concepts Maps are widely used in education and business.**

- Note taking and summarizing, gleaning key concepts, their relationships and hierarchy from documents and source materials.
- New knowledge creation e.g.. transforming tacit knowledge into an organizational resource, mapping team knowledge.
- Examining the symmetry of complex ideas and arguments and associated terminology.
- Increasing meaningful learning, for example through writing activities where concept maps automatically generated from an essay are shown to the writer.
- Business uses concept maps as a part of analyzing business activities.

### **B. Portfolio Writing**

The process of writing portfolio is an instructional tool that manifests stages and efforts in the writing process. It also contains completed, unfinished abandoned or successful work. Process writing portfolio typically contain brainstorming activities, clustering, diagramming, outlining, free writing, drafting, redrafting in response to teacher/peer review, and so forth. The two essential pedagogical elements in the process writing portfolio are student reflection and teacher enquiry.

The purpose of portfolio writing is to demonstrate writer's improvement and achievements. Portfolio allows writers to collect a body of writing in one place and to organize the present in an effective attractive format, giving the instructor a view of a student's writing that focuses more on the complete body of work than on individual assignment

### **C. Brainstorming**

Brainstorming is another strategy for reflective practice. Brainstorming is basically an activity designed to promote creativity. It is a form of discussion which enables group to do collective and collaborative thinking. The emphasis in brainstorming is upon eliciting from the student as many different ideas as possible for more careful consideration at a later time.

Under brainstorming the mind is stimulated to think without any inhibition what so ever. The ideas are just accepted as they are. They are never rejected during the process of brainstorming how ever in appropriate or even irrelevant they might appear to be. Brainstorming in the class situation invariably leads to generation of new ideas and approaches to the study of the topic. This technique is very useful for enhancing the contribution and involvement of students in the teaching learning process.

### **D. Journaling**

Reflective Journaling is a strategy to exercise reflective practice. A preliminary review of past events of data can be considered as journaling. While a teacher is do this it become an academic writing. This academic writing or journaling makes the teacher to identify the strength as well as weakness and it give chance to modify him. Through this the teacher can deliberately make changes in his personality as well as his teaching.

Reflective journals reveals what the writers have learned, examine how writers have learned to express themselves in journals or find out how journals can help other people learn. Therefore journaling is a teaching/learning tool within academic writing.

### **E. Problem Solving**

Problem solving is the scientific process of solving problems. Problem solving is a method in which a person uses his ability to analyses a problem confronted in order to arrive at a solution. This method encourages right thinking and learning.

Teacher can exercise reflective practices through giving problem solving to student, when he or she give proper guidance to students from the beginning till the solution is reached, and supply only adequate information regarding the problem, optimum help to each student in case of difficulties are experienced and the teacher maintain the spirit of discovery among students.

## CONCLUSION

From the study we can understand that the reflective practices are the way to develop a teacher himself and through the exercise of reflective practices the teacher becomes more experienced and creative while teaching. Through exercising different reflective strategies a teacher can become a good reflective practitioner.

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