Influence of Teachers’ Reflective Practice on Classroom Teaching and Learning Process

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Reflecting
Sharing with Peers
What does Reflection mean?

Reflection is guided by the need to solve or investigate a problem. The quality of reflection depends on the skills and attitude of the individuals.

Dewey, 1933

Reflection is often prompted by the nature of knowledge that people want to adopt or generate.

Habermas, 1971

“We reflect on action, thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome.”

Schön, 1983
Rationale

The study was to explore…….

- Perception and practices of utilizing teachers’ previous experiences to improve their teaching and learning skills
- Awareness and understanding of reflective practices
- Reflection with peers both in school and with wider group
- Factors that influence and limit the scope for RP
English in Action (EIA)

EIA is a large-scale English language development programme funded by UKAid, targeting to reach 25 million learners.

**Aim:** Contribute to the economic development of Bangladesh by providing English language as a tool for better access to the world economy.
Reflection in EIA Teacher Training Model

- New learning
- Reflection with peers
- Self reflection
- Try in the classroom
- Sharing with peers
- Self study
Methodology

Research Question:
How does teachers’ reflective practice influence the teaching and learning processes in the classroom?

- Six exploratory case studies (4 primary and 2 secondary)
- Qualitative method
- Data collection techniques:
  - Classroom Observation
  - Cluster Meeting Observation
  - Student Focus Group Discussion
  - Teacher Interview (in-depth)
Conceptual Framework

Peer Reflection → Perception → Extended Peer Reflection

Classroom ↔ Practice ↔ Cluster Meeting

Self Reflection
Findings

Case-1:

- Teacher A perceives Reflective Practice (RP) as a technique to measure her own performance.
- While preparing her lesson, she considers students' learning needs based on her own experience.
- Her self-reflection and sharing with peers contributed to developing a clear understanding of the contents she teaches.

“I study any lesson prior to teaching it, which helps to have a clear understanding of what I am going to teach.”
Findings (cont.....)

Case 2

- Teacher B perceives RP as an opportunity to improve his teaching skills but reflects on practice less frequently.
- Instant change in classroom activities is not so acceptable to him and he shows rigidity towards reflective practice.
- He thinks reflection with peers might welcome danger where disagreement might occur. He played a passive role in the cluster meeting.
Findings (cont.....)

Case 6:

- Teacher F defines Reflective Practice as taking notes on any lesson and think about it to make it better.
- He is in favour of having flexibility in the prescribed lesson plans to apply his own creativity, where necessary.
- He is more interested to share bad experiences of classroom practices with his peers in order to improve his skills.
Cross-Case Analysis

Reflection: Perception and Practice:
- Self defined Perception of RP and less systematic practice
- Big gap between Perception and Practice (4/6)
- Comfortable at Self Reflection and passive in peer sharing (3/6)

Advantage and disadvantage of reflection with peers:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td>Great opportunity to learn from peer teachers</td>
<td>Jealous colleagues</td>
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<tr>
<td></td>
<td>Undermine</td>
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<tr>
<td>Suggestions from experienced colleagues</td>
<td>Misunderstanding among colleagues</td>
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Cross-Case Analysis

- **On-going assessment and teachers’ performance:**
  - Perceive as a way to improve performance (5/6)
    “If I don’t check my students’ understanding, how can I understand how far they have understood my lesson? It is also to assess my own performance and if anything goes wrong, I can find a solution.”
    - Teacher F

- **Reflection-in-action:**
  - Mixed response re bringing changes during any lesson (5/6)
    “I think most of the time bringing changes during my lesson gives better result.”
    – Teacher E

- **Reflecting students’ learning needs while planning:**
  - Perceive as important but cannot practice all the time (all)
Influencing Factors & EIA Initiatives

**Influencing Factors:**
- Training on systematic reflection
- Lack of time and workload
- Awareness and understanding of reflective practice
- Supportive attitude from colleagues

**EIA Initiatives:**
- Reflection embedded in EIA Teacher Training
- Working with peer teacher/s & self learning materials
- Special focus on Reflection in Initial Teacher Training
- Working with school partner & Head Teachers’ role
Way forward........

- Further study with a larger sample group
- Address various levels of understanding about reflective practice in cluster meetings
- How can we generate motivation for reflective practice?

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

Julie Tice
Thank You!

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