

**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



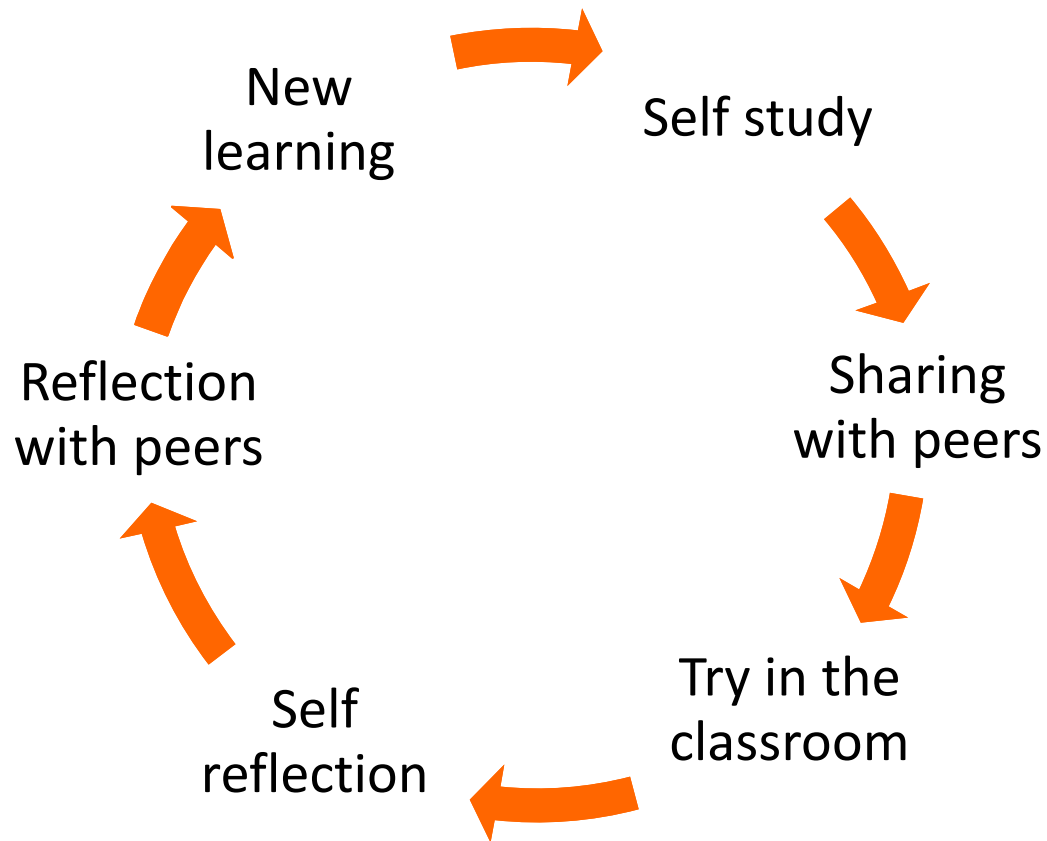
English in Action (EIA)

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



Methodology

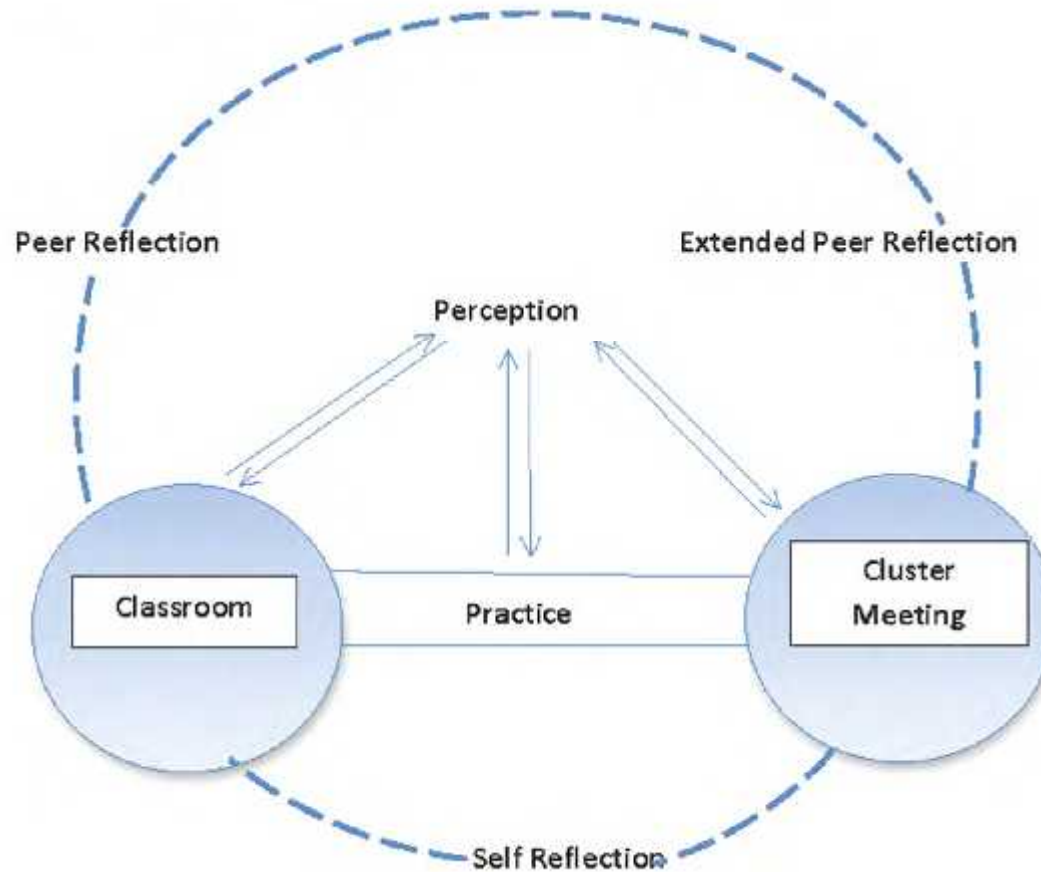
Research Question:

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



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:

Advantages	Disadvantages
Great opportunity to learn from peer teachers	Jealous colleagues Undermine
Suggestions from experienced colleagues	Misunderstanding among colleagues

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

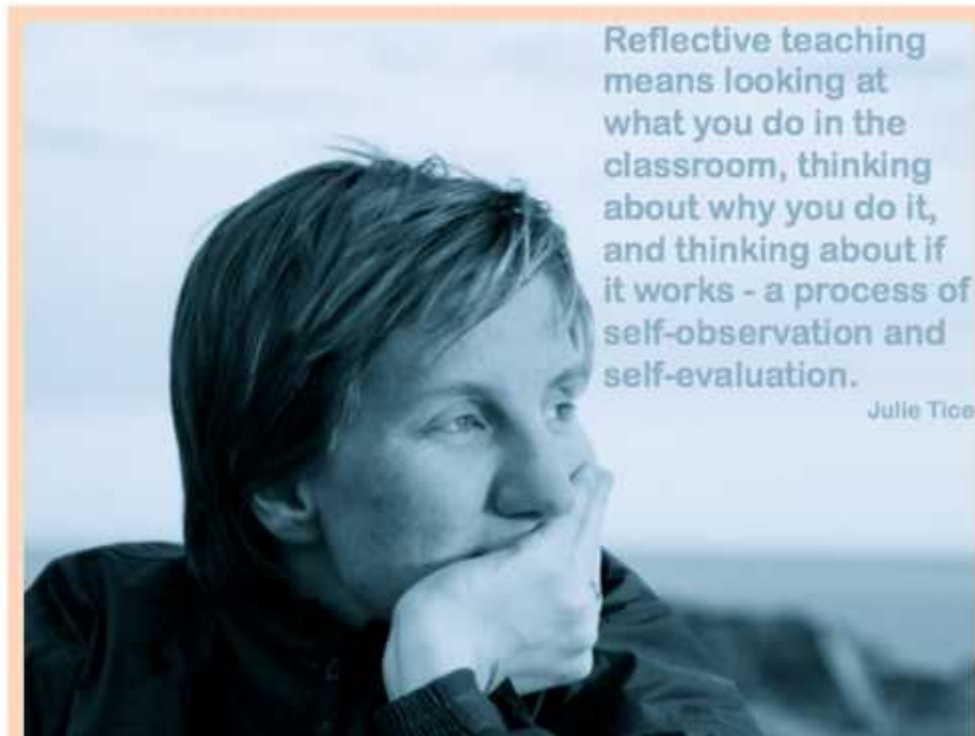
EIA Initiatives:

- 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?



Thank You!

for more information visit:

<http://www.eiabd.com/>

