

REFLECTIVE TEACHING

DEFINITION

Reflective teaching is a process where teachers reflect on their own teaching practices and learn from their own experiences.

This type of reflection allows teachers to see what works well in their classrooms and what needs improvement. Reflective teaching also helps teachers to understand the impact that their teaching has on students.

EXAMPLES

Examples of reflective teaching include:

- Observing other teachers and comparing their practice to your own.
- Taking notes on your own teaching practice and thinking about ways to improve.
- Asking for feedback from your students to achieve self-improvement.

Teachers And Teaching From Classroom To Reflection

Kenneth M. Zeichner, Daniel P. Liston



Teachers And Teaching From Classroom To Reflection:

Teachers And Teaching Hugh Munby, 2004-08-02 This work offers a new analysis of reflection and of the significance of framing in teachers thinking The book encapsulates recent developments in the field in the UK USA Canada and Australia Case studies and research results are cited in support of the reflective process *Teachers and Teaching* Tom Russell, Hugh Munby, 1993 *The Power of Reflection in Teacher Education and Professional Development* Fred Korthagen, Ellen Nuijten, 2022-05-11 Based on years of extensive research on teacher development this book offers a practical introduction to the concept of teacher reflection demonstrating how student teachers can engage with reflective learning from their teaching and classroom experiences in a systematic and inspiring way Providing practical models and guidelines for use in the classroom renowned teacher educators Fred Korthagen and Ellen Nuijten outline various strategies for promoting reflection and illustrate how a deeper form of reflection core reflection enhances awareness of professional identity and supports the dismantling of inner obstacles therefore enhancing social justice and empowering diverse student populations The authors demonstrate how a trajectory for learning can be designed to develop key competencies as well as the role played by university and school based teacher educators in supporting teachers self directed reflection Featuring a variety of tools that support professional growth this unique text demystifies the area of teacher reflection helping to provide concrete and inspiring examples for how to strengthen professional identity based on everyday challenges faced by practitioners The Power of Reflection in Teacher Education and Professional Development is therefore an essential guide for students in service teachers and teacher educators alike as well as for anyone in the helping professions **Reflective Teaching** Kenneth M. Zeichner, Daniel P. Liston, 2013-05-13 This volume outlines the assumptions and beliefs that distinguish the concept of the reflective teacher from the view of the teacher as passive and a mere technician a view that teacher education programs and schools have historically promoted The authors demonstrate how various conceptions of reflective teaching differ from one another They believe that it is only through teachers reflections on their own teaching that they become more skilled more capable and in general better teachers This is the first volume in the Reflective Teaching and the Social Conditions of Schooling series The major goal of both this book and of all of the volumes to follow in this series is to help teachers explore and define their own positions with regard to the topics and issues at hand within the context of the aims of education in a democratic society **Teachers Who Teach Teachers** Tom Russell, Fred Korthagen, 2013-09-13 This is a reflection on the education of teachers written by teacher educators who discuss features of their work and the challenges facing teacher education in the 1990s The book invites the reader to attempt similar analyses of personal practice and development in their own teaching The book deals with the personal development of both new and experienced teacher educators illustrating how strongly teacher educators are influenced by their visions and by the challenge to prove themselves in the university setting In addition the book examines the ways in which teacher educators have acted to

promote their own professional development and study their own practices including writing as a tool for reflection a life history approach to self study as well as a study of educative relationships with others and the analysis of a personal return to the classroom Finally it takes a broader look at the professional development of teacher educators and offers a challenge to all teacher educators to consider the tension between rigour and relevance Critical Reflection for Transformative Learning Katrina Liu,2020-11-15

This book provides a research based guide to using ePortfolios to develop critically reflective teachers capable of transformative learning for educational equity It begins with a conceptualization of critical reflection in teacher education then analyzes the social discourse of prospective teachers teaching practice through their ePortfolio reflections triangulated by classroom teaching observations and interviews The results of the research show that prospective teachers reflections are performative and do not typically trigger transformative learning in large part because of discrepancies in the structures of the ePortfolio the goals of the teacher education program and the mentoring and supervisory practices With this analysis in hand the book turns to practical questions providing a transformative framework along with examples and tips for teacher educators to use the author s methods to understand and analyze prospective teachers reflection and support their transformative learning Reflective Practice in Action Thomas S. C.

Farrell,2003-11-20 No matter how busy your schedule you can renew and refresh your professional growth by using these reflection breaks Strongly believing that educators should always reflect on their day s work teacher and writer Thomas S C Farrell designed this new book with busy teachers in mind The 80 reflection breaks featured can be used as individual discussion starters or as part of a comprehensive professional growth plan that is perfect for teachers at all levels Farrell makes focusing on reflective practice easy by allowing readers to browse through the complete selection of reflective breaks in the table of contents to find their areas of interest and concern Each reflection break is set within a context of theory practice and strategies in the following areas Spicing up routine teaching and reflection after each class Conducting action research and creating a portfolio Reflecting individually or in groups and setting up guidelines for group reflection Communicating and reflecting effectively and devoting enough time to reflection Reflective Practice in Action has a versatile format inviting educators to reflect on their past actions in the classroom and offering practical suggestions to improve and energize their professional growth teaching methods and classroom strategies **Recipe for Teaching** Anita Moultrie

Turner,2008-12-30 Ideal as a standalone or as a companion to the book Recipe for Great Teaching this journal offers savory morsels of educational wisdom and opportunities to reflect on your practice An Educator's Guide to Teacher Reflection

Barbara Larrivee,James M. Cooper,2006 This guide explains the importance of developing the habit and skills of reflective practice in order to meet student needs and grow continuously as a professional teacher *Conceptualising Reflection In*

Teacher Development James Calderhead,Peter Gates,2003-09-02 Reflection has become widely recognised as a crucial element in the professional growth of teachers Terms such as reflective teaching enquiry orientated teacher education

teachers as researchers and reflective practitioner have become quite prolific in discussions of classroom practice and professional development. It is frequently presumed that reflection is an intrinsically good and desirable aspect of teaching and teacher education and that teachers in becoming more reflective will in some sense be better teachers though such claims have been rarely subject to detailed scrutiny. Each of the chapters in this book is concerned with exploring the concept of reflection and considering its contributions to teacher education. The papers range across different stages of professional development some focusing in particular on pre service education others on in service or professional development generally. Some of the papers are concerned with particular strategies for promoting reflection and how they might operate in a teacher education context others dwell more upon a theoretical appreciation of how reflection facilitates in the processes of professional development and how it relates to issues of quality in teacher education.

Teach, Reflect, Learn Pete Hall, Alisa Simeral, 2015-04-15 It is not the doing that matters it is the thinking about the doing said John Dewey. As a teacher you work hard to make a positive difference in the lives of your students. But this kind of progress doesn't happen overnight and it doesn't happen accidentally. It is the result of intentionality, planning, effort and thought. The difference between learning a skill and being able to implement it effectively resides in your capacity to engage in deep, continuous thought about that skill. In other words, recognizing why you do something is often more important than knowing how to do it. To help you deepen your thinking and reflect on your capacity as an educator, Pete Hall and Alisa Simeral return to the Continuum of Self Reflection which they introduced to coaches and administrators in their best selling *Building Teachers Capacity for Success and Redesign*. Its implementation so you can take charge of your own professional growth. In these pages you will find tools specifically made to enhance self reflection on professional practice including the Continuum of Self Reflection and the Reflective Cycle. You will be able to assess your current self reflective tendencies, identify opportunities to reflect on your instruction and begin to forge a path toward continuous growth and educational excellence.

Action and Reflection in Teacher Education Gareth Rees, Harvard, Phil Hodgkinson, 1994 Throughout the world teacher education is once more in the spotlight. This book focuses on recent trends and experiences in England and Wales where external pressures have caused tension between the technician model of teacher education in which teachers learn primarily on the job alongside colleagues and traditional forms of teacher education based in higher education institutions. This tension superficially replicates an old dichotomy between practice and theory. The contributors to this volume reflect on ideas and attempts to integrate theory and practice. Key questions and themes recur: the balance and relationship between work done in school on the job and work away from the workplace such as in universities; teacher education as a partnership activity and the need to critically examine the institutional, cultural and historical context in which they work.

Teacher Reflections on Transitioning From K-12 to Higher Education Classrooms Broemmel, Amy D., Vines, Nora, 2022-04-15 Education is a field in which reflective practice is imperative for teacher and student success and for maintaining the desire to remain in the profession. During times of

uncertainty particularly as teachers faced the dual pandemics of social injustice and the COVID 19 pandemic over the past year they have felt demoralized and powerless As a result burnout among educators is becoming increasingly prevalent It is crucial for teachers to hear reflections of others experiences to remind them that they are not alone in their work provide opportunities for them to find connections with fellow educators and encourage them to engage in reflective practices of their own Teacher Reflections on Transitioning From K 12 to Higher Education Classrooms provides a collection of reflections from educators on their varied experiences within education and how and why they have pursued a place in academia This book speaks to the humanistic side of academia by acknowledging the multiple passions professions and pathways that led each of the authors to academia It is unique in that it is laced with the lived realities of the human side of academia from a shared stories perspective Covering topics such as lifelong learners and identity shifts this major reference work is ideal for academicians researchers scholars practitioners principals administrators educators and students

Reflective Teaching in Second Language Classrooms Jack C. Richards, Charles Lockhart, 1994-03-25 This text introduces teachers to techniques for exploring their own classroom experiences The paperback edition introduces teachers to techniques for exploring their own classroom experiences Numerous books deal with classroom observation and research but this is the first to offer a carefully structured approach to self observation and self evaluation Richards and Lockhart aim to develop a reflective approach to teaching one in which teachers collect data about their own teaching examine their attitudes beliefs and assumptions and use the information they obtain as a basis for critical reflection on teaching practices The approach is not linked to a particular method but rather can be applied to a variety of methodologies and teaching situations Each chapter includes questions and activities appropriate for group discussion or self study **The Purposes, Practices, and Professionalism of Teacher Reflectivity** Edward G. Pultorak, 2010-03-16 Very little information about the impact of reflection on teacher performance teacher retention and student learning is available in teacher preparation programs This book provides practical and research based chapters that offer greater clarity about the particular kinds of reflection that matter and avoids talking about teacher reflection generically which implies that all kinds of reflection are of equal value This book addresses five very pertinent concepts 1 teacher reflectivity in theory and research 2 teacher reflectivity in teacher education programs 3 teacher reflectivity with teacher candidates 4 teacher reflectivity in schools and classrooms and 5 teacher reflectivity and international perspectives *Micro-Reflection on Classroom Communication* Hansun Zhang Waring, Sarah Chepkirui Creider, 2020 Traditional concerns with classroom communication have centered on questions such as who talks more whether the interaction is teacher centered or student centered whether participation is restricted to a few or available to all what kinds of questions teachers ask and what kinds of feedback they give These indicators provide a simple and useful way of capturing classroom communication in distributional and categorical terms Less attention has been devoted to observing and understanding the quality of this communication whether it facilitates learning regardless of for

example who talks more Based on over a decade of fine grained analysis of video recorded ESL classroom interaction this book offers one way of seeing and gauging the quality of classroom communication beyond distributions and categories In particular by parsing detailed transcripts of actual classroom interaction it invites reflective conversations on how three principles of skillful classroom communication may be practiced in the micro moments of classroom interaction fostering an inviting environment attending to student voices and balancing competing demands FAB The goal is to cultivate a mentality of micro reflection one that sensitizes teachers to the consequentiality of every move they make as they make them in the simultaneity and sequentiality of second by second classroom interaction

Reflective Practice for Teachers Maura Sellars, 2017-05-15 *Reflective Practice for Teachers* explores a range of key issues that you will need to engage with during your teacher preparation and early career in the classroom in order to deepen your understanding of teaching practice Case studies and What does this mean for you boxes in every chapter take ideas from research and show how they can apply to the real world of teaching This second edition has been updated with a new chapter on assessment extended discussion of metacognition in the classroom critical perspective on what we really know about brain based learning further coverage models of reflective practice

Teacher Professional Knowledge and Development for Reflective and Inclusive Practices Ismail Amzat, Nena Padilla-Valdez, 2017-06-14 This book brings together the practice of reflective teaching and the knowledge of inclusive practices in the context of teacher education and continuing professional development It is a call to leverage reflective teaching for inclusive practices The first part of the book provides an overview of what constitutes reflective practice in the 21st century and how teachers can become reflective practitioners It also discusses how teacher professional development can be enhanced for reflective teaching practice The second part of the book deals with teachers knowledge development in order to create inclusive teaching and learning environments It highlights the need for a responsive teaching climate intercultural competency pedagogical change and professional literacy A reflective inclusive teacher is likely to anticipate the multiple needs of diverse learners in pluralistic settings thus ensuring student success This book will enhance the efforts of teacher educators and teaching professionals in building a culture of reflective and inclusive teaching practice in the classroom

Reflective Teaching in Schools Andrew Pollard, Kristine Black-Hawkins, Gabrielle Cliff Hodges, Pete Dudley, Mary James, Holly Linklater, Sue Swaffield, Mandy Swann, Fay Turner, Paul Warwick, Mark Winterbottom, Mary Anne Wolpert, 2014-02-27 Building on best selling texts over three decades this thoroughly revised new edition is essential reading for both primary and secondary school teachers in training and in practice supporting both initial school based training and extended career long professionalism Considering a wide range of professionally relevant topics *Reflective Teaching in Schools* presents key issues and research insights suggests activities for classroom enquiry and offers guidance on key readings Uniquely two levels of support are offered practical evidence based guidance on key classroom issues including relationships behaviour curriculum planning teaching strategies and assessment processes routes to deeper

forms of expertise including evidence informed principles and concepts to support in depth understanding of teacher expertise Andrew Pollard former Director of the UK's Teaching and Learning Research Programme led development of the book with support from primary and secondary specialists from the University of Cambridge UK Reflective Teaching in Schools is part of a fully integrated set of resources for primary and secondary education Readings for Reflective Teaching in Schools directly complements and extends the chapters in this book Providing a compact and portable library it is particularly helpful in school based teacher education The website reflectiveteaching.co.uk offers supplementary resources including reflective activities research briefings advice on further reading and additional chapters It also features a glossary links to useful websites and a conceptual framework for deepening expertise This book is one of the Reflective Teaching Series inspiring education through innovation in early years schools further higher and adult education

The Art of Reflective Teaching Carol R. Rodgers, 2020 The Art of Reflective Teaching examines what it means to be present in one's teaching The book begins with an in depth definition of presence from several different angles The text goes on to delineate what a teacher may be present to providing a map for useful discussions among teachers and between teachers and students The book then outlines the structure of reflection its intentional practice and its importance to presence Finally it provides a detailed outline for teaching presence to new and preservice teachers Rodgers's curriculum integrates mindfulness practice with reflection using presence as a bridge between the two Drawing on her own experiences and those of her students the author demonstrates how reflective teaching is grounded in a living and evolving philosophy of practice Book Features Shows educators how to mentally and emotionally connect themselves to their students their classroom and their teaching Provides a tested structure for reflective practice based on the work of both John Dewey and the author's own practice Includes a course outline for teaching presence that can be used by teacher educators professional developers and teacher inquiry groups

Ignite the flame of optimism with is motivational masterpiece, Fuel Your Spirit with **Teachers And Teaching From Classroom To Reflection** . In a downloadable PDF format (Download in PDF: *), this ebook is a beacon of encouragement. Download now and let the words propel you towards a brighter, more motivated tomorrow.

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