



The effective use of reflective teaching strategy in school education

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Abstract

We all have a part in the learning process, and reflective teaching is a strategy that may alter our methods of instruction. By engaging in self-education via critical reflection, educators may shift their perspective and become more self-aware, which, in turn, will help them develop professionally and better assist their students. While other types of self-inquiry, such as keeping a diary, reporting on one's performance, or recording one's lessons, might be time-consuming, reflective teaching is not. However, reflective study of one's pedagogy is a powerful instrument for professional development and self-evaluation since teachers are so invested in it. Although reflection may be a potent motivator for teachers' development, reflective learning implies that experience alone is inadequate for professional progress.

Keywords: Reflective Teaching, School Education, Classroom Learning, Process, Skills, Quality, Teacher Development

Introduction

The term “reflective teaching” refers to the practice of being self-aware in order to improve one's craft. Nurses, educators, and managers are just a few examples of the numerous practice-based professions that employ this idea to hone their craft. Reflective teaching is a common term for reflective practice in the academic world. Although Donald did the first official work on this, the notion really originated with John Dewey (among others). Although there are several approaches to becoming a reflective practitioner, the end aim in every workplace is to improve. Improving education and student learning may be achieved by reflective thinking and learning from one's own actions, which can be tough but ultimately rewarding. Gaining and keeping up-to-date professional knowledge is made easier via the reflective teaching approach. We might imagine three levels of teaching expertise: that which student teachers can get at the beginning, middle, and end of their curriculum; that which new teachers can obtain after becoming full-time teachers; and that which experienced, expert instructors can accomplish. The essence of teaching necessitates an ongoing commitment to professional growth and education. A critical reflective teacher may take numerous forms, including but not limited to: watching oneself and others, instructing a team, and reflecting on one's own education via writing.

Concept and Meaning of Reflective Teaching

Understanding how to make better judgments to back up a teacher's decisions should be a top priority, given that teaching is a complicated and skill-intensive endeavor. Study quality is enhanced when one gives careful consideration to the evidence about one's own or other people's work, leading to a “evidence-informed” choice. Having access to such qualified individuals is crucial for elevating the quality of education and, by extension, the rate of learning progress. To further understand the concept of reflective teaching, consider the following definitions.

1. In the process of reflecting on teaching, educators take into account research findings about the ways in which

a particular topic is taught and practiced, as well as how students learn and grow via this process.

2. Regarding the class's instruction, what do you think about it? Do you believe it works? They think it does; their evaluations and observations are the key.
3. Summarizing classroom activities is not reflective learning. We can come to the conclusion that things need to happen quickly if we dwell on the lesson's happenings all the time.
4. Taking a calm and methodical look at what has transpired is what we mean when we talk about reflective learning. The key is to be patient and keep an eye on things as the class goes along.

5. Bailey (2012): Keeping a teaching diary, creating a blog about your education, videotaping or audiotaping your classes, storing your lesson plans and creating tutorials are all examples of reflective teaching practices.

6. Faraday (2016): As a teacher or educator, you have the power to enhance your own learning by actively reflecting on and making sense of your own professional development experiences.

7. Suherdi (2013): possess the capacity to reflect on and reflect about one's own educational development in order to reach one's full potential as an educator. He says that reflective abilities are the ability to assess one's own teaching methods and identify their strengths and areas for improvement.

Implications of Reflective Teaching in The Classroom

As educators, we are responsible for our own professional development as teachers, and our methods of reflection on our practice often influence our pedagogical decisions. By engaging in self-education via critical reflection, educators may shift their perspective and become more self-aware, which, in turn, they hope will help them develop professionally and better assist their students. While other types of self-inquiry, such as keeping a diary, reporting on

one's own performance, or recording one's own lessons, might be time-consuming, reflective teaching does not. Reflective study of one's own pedagogy, however, is a powerful instrument for professional development and self-evaluation since teachers are so invested in it. Although reflection may be a potent motivator for teachers' development, reflective learning implies that experience alone is inadequate for professional progress.

1. Important for teacher growth: The development of any educator must include reflective learning. She may have made some valid points, but the current literature on reflective learning covers a lot more ground. We want to remember these and many more important points as we go through this mini-course.

2. Recognizing the usefulness of teachers: A variety of reflections are available, each serving a unique function. Teaching and learning within a certain course or classes are the primary foci of practical reflection. Examining tried-and-true methods of instruction and determining how well they work in various classroom settings is an example of strategic reflection.

3. Teacher skills linked to quality and quantity: The amount and quality of student learning may be correlated with the teacher's instructional abilities in the classroom. There is a direct correlation between students' performance and the teacher's actions and techniques in the classroom. Despite decades of discussion in the academic community, little is known about the functional links between reflective approaches and pedagogical abilities.

4. It provides an opportunity for teachers and teacher: evaluate the instructors' training before, during, and after seeing objective instructions. As an added bonus, it gives educators a chance to reflect on how they feel about their work and how children react to their activities. To fail to reflect is to fail to improve.

5. It identifies professional strengths: Education offers a wide range of advantages, both personally and professionally. In order to pinpoint areas that might need development, students should be motivated to go further into their studies, determine their specific learning requirements, and get the necessary information and abilities to become effective educators. Discussion Board for Everyone

6. Teachers identify different aspects of the lesson: Educators like variety in their classrooms because it allows them to better observe and share knowledge with colleagues. These include leading the class, managing the teacher's time effectively, getting students to work on their assignments, taking breaks, responding to questions from both teachers and students, forming pairs for performances, interacting with one another in class, and incorporating new students into existing lessons. Initially, in group projects, either English or the second language.

7. Teachers Get Teaching Insights: Regular use of peer observation is highly recommended by teachers because of the wealth of information it provides on teachers' own learning. Insights on their teaching style may also emerge.

8. Development of educational progress: beginning, middle, high school, college, and beyond; Skill development has been ongoing. As time goes on, the novice is able to gain more and more experience in their area via reflective practice. Learning and professional growth should never end in the teaching profession because of its very nature.

9. It develops the personality of teachers and their education: While each teacher is responsible for their own reflective education, the quality of their students' lessons will rise with time. Whether one is pursuing an elementary, middle, high, or tertiary education, it aids in the improvement of results and helps satisfy the urge for responsibility. The future of education, its principles, and the societal effects of its goals are also highlighted.

Process/Steps of Reflective Teaching

Learn about our classroom activities by observing, listening, and analyzing data in a way that is consistent with our beliefs and the practices we have established. When it happens, your schooling may evolve and become better. The practice of reflective learning may help you grow as a teacher, and it all starts in your classroom.

1. Why it is important: Far too many educators are already considering their own professional development and the professional development of their colleagues. "My class went well," "My students didn't get it," or "They were acting out today" are all things you may think or say to someone.

Without going into detail about what has transpired, we may, nevertheless, make assumptions about why things are occurring. Out loud student responses are all that are seen. A more methodical approach to gathering, documenting, and evaluating your own and your students' ideas and observations, followed by ongoing process of change, is proposed by reflective learning.

- We may reflect on what worked and what didn't after a good lesson by writing it down.
- When our pupils still don't get a linguistic point, we need to figure out what went wrong and why it was ambiguous.
- If students are abusive - what were they doing, when and why?

2. Starting a reflection process: Whether it's in reaction to a particular issue that has arisen in class or just to learn more about teaching in general, reflection is a wonderful tool. To examine the finer points of your education or to zero down on a specific group of pupils are your choices. As a preliminary step, you should record classroom activities. You may achieve this in a few different ways.

(I) Teacher Diary: The simplest approach is to begin reflecting on one's own. Make sure to record your thoughts and observations in a notepad after every class. In addition to sharing the kids' joy, you may share your own responses and feelings. You are now in a position to inquire more about the things you have been seeing. Maintaining a regular writing schedule in a diary calls for self-control.

(II) Peer Observation: you are planning to bring in your class to get data on your Nominate a coworker for this. It may be as easy as taking notes or doing some basic

observational work. There it is, reflecting back to you the spot you mentioned. Asking a coworker to pay attention to things like student contributions, interaction patterns, or how you deal with mistakes is just one example.

(III) Recording Lessons: Very helpful data may be supplied to mirror audio or video recordings of classes. The classroom is a place where you may learn new things or encounter things that you would not normally encounter in your role as a teacher.

(IV) Student Feedback: If you want to know how your pupils feel about the current classroom climate, you can just ask them. Their thoughts and feelings might provide a fresh and insightful viewpoint. A simple questionnaire or journal entry might serve this purpose.

3. What to do next: Once you have some information about what is going on in your classroom, what do you do?

- **Think about it:** Your observations could have uncovered similar tendencies in the way you instruct. Some of your pupils' remarks may have revealed information about themselves that you were previously unaware of.
- **Talk about it:** toward a friend or coworker who is encouraging — You may obtain new ideas about how to accomplish things just by discussing what you have found.
- **Read about it:** At some point, you could feel the desire to educate yourself more in a certain field. If you are an English teacher looking for some additional informative articles or ideas for your lessons, there are a number of resources available online. Magazines aimed to educators also include articles covering a broad variety of subjects. Another option is to visit a library or bookstore, where you may find a wide selection of books written specifically for English language instructors.
- **Ask about it:** To gain ideas from other educators, you might ask a website or magazine. You might also ask for a training session in your preferred subject area if there are additional training options via a local teacher organization or agency.

Conclusion

Because the reflective and evaluative cycle starts anew as you begin to apply changes, reflective teaching is a cyclical process.

1. What are you doing?
2. Why are you doing it?
3. How effective is it?
4. How are the students responding?
5. How can you do it better?

Advantages/benefits of reflective teaching”

If they want to make a difference in the world, teachers should plan for the future, set objectives for their careers, and grow in their roles and responsibilities. The success of any program to foster an environment conducive to quality education ultimately rests on the shoulders of the educators entrusted with its implementation.

1. Raise awareness among educators on their real work.
2. Prompt other educators, especially those working in teams, to pool their professional data sets.
3. Reflection is a powerful tool for insight instructors to enhance their own learning.
4. Experienced educators may combat burnout by learning from others and putting their improving teaching skills into practice.
5. Verify the instructor's present method of instruction.
6. Facilitate the development of connections between theory and practice for educators. Furthermore, educators might benefit from hearing other viewpoints on their work if they share their reflection.
7. In an attempt to make first-year educators more self-aware, it will show them how to think about the factors that will affect their choices when it comes time to put them into action.
8. Every part of a teacher's pedagogical process may be identified via the practice of reflective habit.
9. The Performance of the Teacher Continually rewarding excellent performance Looking at things from the teacher's perspective, it's important to demonstrate interest in promotion, staff performance, and development, assist with contract renewal, and assess staff to enhance instruction and underline the need for continuing staff development.
10. While keeping tabs on and accumulating data from their classmates, teachers uncovered many facets of their course. The following are some of the goals of the lesson: the teacher's ability to manage their time effectively, the students' ability to complete assignments on time, the class's ability to interact with one another and with the instructor, the students' ability to work in pairs during the performance, and the incorporation of new teaching activities into the class performance. Initially, in group projects, either English or the second language.
11. Many educators find that frequent use of peer observation helps them reflect on and improve their own teaching practices. Insights on their teaching style may also emerge.
12. Educators should make an effort to gauge the activity's efficacy by looking at how actively students participate and what they learn.
13. The instructor has a hard time drawing attention to their ideas in the pages about physical changes or about other ways of accomplishing class goals.
14. Encourages self-reflection on one's learning and helps educators break out of mundane descriptive tasks.
15. We are able to prevent the syndrome by working with overseas partners and actively reflecting on our teaching practices.
16. The hallmark of well-educated tea cheers is reflective learning.

Disadvantages/Limitations of Reflective Teaching

1. This is time consuming- For instructors who are already overwhelmed, this task could not hold their attention as it often demands more time than they have available. For instance, educators should make an effort to be consistent throughout work time while writing a teacher's diary, and they should select the optimal moment to observe the chieftains. Taking the time to monitor the class and the instructor for others becomes

challenging after the teacher gets into the rhythm of teaching. Richards's notes that "time should be given to regular review of the program, to resolve the problem and to give serious thought."

2. Teachers may experience work-related frustrations when they engage in reflective teaching. It may be challenging for educators to adjust and modify their pedagogical approach when they see areas of weakness in their lessons and student learning.
3. Choosing which experiences to reflect on, the time commitment involved, the difficulty of self-assessing one's teaching, and the need for instructors to acquire skills for reflective practice are all obstacles to reflective teaching.
4. It is now abundantly obvious from this introspection that a "boasting statement" may be an indication of habits.
5. Some workers' actions mirror the characteristics of being at ease.

Essential Qualities/Skills for Reflective Teacher

The following qualities are very important for teachers to improve reflective teaching.

1. Understand the Reasons for Teaching: If you want to be an excellent teacher, one of the first things you need to do is figure out who inspired you to become one. Almost everyone can think of at least two or three educators whose influence was profound. They discover primary school instructors who see potential in them. When some people realize they have talent in a certain area, they gain self-assurance. As they delve into their studies, professionals start to trace the roots of their own knowledge by analyzing and debating the characteristics shared by great educators.

2. Cultivate Ethical Behaviour in Students and Teacher: I've seen that a lot of schools prioritize discipline and classroom peace, but I've also noticed that students' moral conduct is often overlooked when it comes to classroom management. Integrated discourse may help students respond more honestly to classroom interactions and understand the logical consequences of crimes. You won't find them in the guidebook, but you may plant them at seminars and work with other master instructors.

3. Courage and perseverance of both the pool: Long-distance survival skills and patience are essential in the ways of the strong. In the face of adversity, it is essential to learn to keep one's intellect healthy and capable. Teachers may increase their chances of developing a passion for teaching despite the numerous challenges they will inevitably face by reaching out to individuals who have discovered methods of physical and mental rejuvenation.

4. Design Curriculum That Works: The foundation of every effective educational program is a well-thought-out curriculum that lays out the essential concepts. As a means of continuously adapting their curricula, educators often use both online forums and traditional resources such as lesson plans and textbooks. Teachers may build a strong foundation for each class they teach by spending time apart with other experts.

5. Perfect Teaching - Methods and Assessment Skills:

Excellence in the classroom is dependent on teachers constantly improving their pedagogical practices and feedback abilities. A teacher can only help all of their pupils succeed by thoroughly analyzing and assessing actions. The short-term gains from "fun" activities may impede the master teacher's growth, therefore teachers require time away from the classroom to socialize with colleagues. They may improve their education by taking part in performances, crafts, and peer and teacher evaluations.

6. Positively add to the whole-school culture: The master teacher may gradually elevate the whole school culture via their exceptional instruction. The altruistic drive to assist other pupils and coworkers. Being able to affect others profoundly without harboring anger is a hallmark of a superb teacher. There is no rivalry between the master teacher and either the administration or colleagues since the master teacher is always looking out for the school's best interests.

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