



## **THE EFFECTIVE USE OF REFLECTIVE TEACHING STRATEGY IN SCHOOL EDUCATION**

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### **ABSTRACT**

The approach of reflective teaching in education usually changes the way we teach, and we have a role to play in the teaching process. Teachers who seek their own education through critical reflection change their attitude and awareness, which they believe can benefit their professional growth as a teacher as well as improve student support. Like other forms of self-inquiry, reflective teaching does not pose a risk, as writing a journal; self-reporting or recording lessons can be time consuming. However, teachers are so involved in reflective analysis of their own pedagogy that it is a valuable tool for self-assessment and professional growth. Reflective learning suggests that experience alone is insufficient for professional growth, but this experience with reflection can be a powerful stimulus for teacher development.

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

### **INTRODUCTION**

Reflective Teaching is the process of watching your actions to gain professional skills. Professionals in many practice-based fields, including nursing, teaching, and management use this concept to develop professional skills. Reflective practice in academia is often called reflective teaching. This is not a new concept; instead, the origin of this idea comes from John Dewey (among others) and was first formally done by Donald. While there are many different models to being a reflective practitioner, the ultimate goal in any work environment is improvement. While reflecting and learning from your own actions can be challenging, there are many benefits to improving instruction and student learning. The reflective teaching process facilitates the development and maintenance of professional expertise. We can envision consecutive expertise in teaching - which student teachers can achieve at the beginning, middle, and end of their curriculum; new teachers after joining them for full-time school life; And experienced, expert teachers. Given the nature of teaching, professional development and learning should never stop. If you want to become a critically reflective teacher, including observing yourself and others, teaching the team, and looking at one's education through writing, many different approaches can be used.



## **CONCEPT AND MEANING OF REFLECTIVE TEACHING**

Teaching is a complex and highly skilled activity and learning how to make decisions about how to work more effectively to support the teacher's decision made should be. Thinking deeply about the evidence about one's own work or that of others enriches the quality of such a decision so that the study becomes 'evidence-informed.' High-quality education, and thus learning advancement, depends on the existence of such professional experts. Concept of Reflective Teaching can explain through below definitions.

1. Reflecting the teaching is a process where teachers in their practice teaching device are considered and results of studies of how some of it is taught and how it is practiced, how can we be changed or improved analysis work.
2. What do you see to it that reflect the teaching of the class means, do you think that does not work, and they think that - their own observations and their own evaluation process.
3. Reflective learning is more than just summarizing what happened in the classroom. If we spend all our time discussing the events of the lesson, we can suddenly conclude that things have to happen suddenly.
4. Reflective learning is a quiet and systematic way of looking at what has happened. This requires patience and careful observation throughout the lesson.
5. Bailey (2012) - Reflective teaching methods include saving your lesson plans and making tutorials, tapping videos or audio taping our lessons, keeping a teaching journal, writing a blog about your education.
6. Faraday (2016) - the teacher or education to reflect consciously and systematically use experiences of teachers in professional development reflect the practice is based on the faith can improve their own learning.
7. Suherdi (2013) - have the ability to reflect some of the ways to develop the educational potential to become a professional teacher. He defines reflective skills as a teacher's skill to diagnose the strengths and weaknesses of the teaching process he conducts.

## **IMPLICATIONS OF REFLECTIVE TEACHING IN THE CLASSROOM**

The approach to reflection on teaching usually changes the way we teach, and we have a role to play in the teaching process. Teachers who seek their own education through critical reflection change their attitude and awareness, which they believe can benefit their professional growth as a teacher as well as improve student support. Like other forms of self-inquiry, reflective teaching does not pose a risk, as writing a journal; self-reporting or recording lessons can be time consuming. However, teachers are so involved in reflective analysis of their own pedagogy that it is a valuable tool for self-assessment and professional growth. Reflective learning suggests that experience alone is insufficient for professional growth, but this experience with reflection can be a powerful stimulus for teacher development.

**1. Important for teacher growth** - Reflective learning is important for any teacher's growth. Putting her expressions aside, there are many other ideas that have been discussed in the

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existing literature about reflective learning. These are just a few of the key ideas we want to keep in mind as we move through this mini course.

**2. Recognizing the usefulness of teachers** - There are different types of reflections that are for different purposes. Practical reflection focuses on teaching and learning in a particular course or class. Strategic reflection involves looking at common sense or teaching strategies and identifying their competencies in different learning contexts.

**3. Teacher skills linked to quality and quantity** - The teacher's educational skills in the classroom can be linked to the quantity and quality of student learning. The relationships between classroom strategies and behaviors and student performance are very simple. The functional relationships between reflective methods and pedagogical skills are not generally known, although the interactions between these elements have been discussed for decades in research.

**4. It provides an opportunity for teachers and teacher** - reflect teaching **the teachers** during their first, during and after the opportunity to see nonbiased instructions. It also allows teachers to consider their feelings, experiences and / or responses to their actions to improve their professional practice. Failure to reflect may fail to improve.

**5. It identifies professional strengths** - reflect the benefits of education are much more including personal and professional power and to identify areas for improvement, students should be encouraged deeper learning, identify the student's learning needs and to acquire new knowledge and skills required to master teachers. General Chat Lounge

**6. Teachers identify different aspects of the lesson** - Teachers recognize the diversity of different aspects of their lessons in order to observe and store information with their peers. These conduct the lesson, the teacher time management, to work on the tasks of the students, to work from time to time, to respond to questions of teachers and students, students work in pairs during the performance, classroom interaction, including the use of performance classes and new students during teaching activities. First language or English during group work.

**7. Teachers Get Teaching Insights** - Teachers gain many insights about their own learning from their peers' observations and they like to use peer observation regularly. They may also gain new insights into their teaching aspect.

**8. Development of educational progress** - early, school, forward, professional or higher education; Skills have been developed at a continuous level. Reflective practice enables the beginner to move forward with an increasing amount of time for expert leadership in their field. Given the nature of teaching, professional development and learning should never stop.

**9. It develops the personality of teachers and their education** - Reflective education must be completed for the teachers individually, but the quality of education provided by the students will increase steadily. It supports the improvement of outcomes and helps meet the need for responsibility, whether it be early, school, next, professional or higher education. It also pays

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special attention to the aims, values and social consequences of education and its contribution to the future.

### **PROCESS/STEPS OF REFLECTIVE TEACHING**

Collect information about what is going on in our classroom by and information analysis and evaluation by we know and believe in our own practices and explore the contents. Then your education can change and improve. Reflective learning is a means of professional development, which begins in your classroom.

**1. Why it is important** - too many teachers who already think about their education and work colleague's colleagues say also. You might think or say to someone that "my lesson went well" or "my students didn't understand" or "my students were behaving so badly today."

However, we can jump to conclusions about why things are happening without spending too much time discussing or discussing what has happened. We can only see the loud student reactions. Reflective learning suggests a more systematic process of collecting, recording and analyzing your thoughts and observations, as well as your students, and then continuing to make changes.

- If a lesson goes well, we can describe it and think about why it was successful.
- If students do not understand a language issue we recognize, we need to think about what we did and why it should be unclear.
- If students are abusive - what were they doing, when and why?

**2. Starting a reflection process** - Reflection process in response to a specific problem caused by classes or simply as a way to find out more about teaching. You can decide to focus on a particular class of students or to look at the specifics of your education. The first step is to gather information about what happens in the classroom. Here are some different ways to do this.

**(I) Teacher Diary** - The easiest way is to start the reflection process completely individually. After each lesson, you write in a notebook about what happened. You can also describe your own reactions and emotions, and that you celebrated on behalf of students. You can start to ask questions about what you have been observing. Diary writing requires a certain amount of discipline to take regular time.

**(II) Peer Observation** - your class coming to collect information about your class Invite a colleague to this. This might be with simple observation work or note taking. This corresponds to the area you identified to reflect. For example, you can ask your colleague to focus on what students are most contributing to the lesson, what patterns of interaction are found, or how you handle errors.

**(III) Recording Lessons** - very useful information can provide to reflect video or audio recordings of lessons. You can do things you do not know about in the classroom, or there may be something in the classroom that you do not usually see as a teacher.



**(IV) Student Feedback** - You can ask your students how they feel about what is going on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done through a simple questionnaire or to learn a diary.

**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 may have found such patterns in your teaching. You may have noticed things that you did not know about some of your students' comments before.
- **Talk about it** - to a supportive colleague or a friend - By just talking about what you have discovered - you can get some ideas on how to do things differently.
- **Read about it** - You may decide that you need to find out more about a particular area. There are several websites for English teachers where you can find useful teaching ideas or articles that are more educational. There are also magazines for teachers where you can find articles on a wide range of topics. Alternatively, there are plenty of books for English language teachers if you have access to a library or bookshop.
- **Ask about it** - Ask a website or magazine to get ideas from other teachers. Alternatively, if you have other opportunities for training in a local teacher association or service, request a session on your area of interest.

**4. Conclusion** - Reflective teaching is a cyclical process, because once you start to implement changes, then the reflective and evaluative cycle begins again.

i) What are you doing? ii) Why are you doing it? iii) How effective is it? iv) How are the students responding? v) How can you do it better?

#### **ADVANTAGES/BENEFITS OF REFLECTIVE TEACHING**

Teachers need to develop long-term career goals and develop their role and responsibilities over time if teaching is to be beneficial. There are many things that can be done to create a context for a good education, but it is the teachers who determine the success of the program.

1. Make teachers more aware of what they actually do.
  2. Encourage other teachers, such as team-teachers, to share data collected in a professional context together.
  3. Insight teachers can actually improve their learning by reflection.
  4. Gaining insight and practicing improvement teachers can help overcome the burnout of experienced teachers.
  5. Confirm the teacher's current practice (or part of it).
  6. Help teachers build relationships between theory and practice. In addition, if teachers share their reflection, they may gain a different perspective on their work.
  7. In an effort to help novice teachers become more aware of the decision-making process, it will help them determine what impacts their decisions in the context of implementation.
  8. In a reflective habit, the teacher will recognize all the organs of his / her teaching.
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9. Teacher 's Performance Regularly good performance rewards From another point of view of the teacher , help identify needs for further training , review staff to improve teaching to help reinforce the need for continuous staff development , provide support for contract renewal and show interest in promotion and teacher performance and development.

10. Teachers identified various aspects of their lesson in monitoring and compiling information from their peers. This conduct the lesson, the teacher time management, to work on the tasks of the students, to work from time to time, to respond to questions of teachers and students, students work in pairs during the performance, classroom interaction, and new teaching activities in class performance during involves the use of students. First language or English during group work.

11. Teachers gain many insights from their peers ' observations about their own education, and they like to use peer observation on a regular basis. They may also gain new insights into their teaching aspect.

12. Professional teachers need to try to evaluate how successful the activity is in terms of student engagement and learning outcomes.

13. Pages in what happen to the body or in the alternative means of achieving the aims of lessons; the teacher is a teacher is difficult to highlight their thoughts.

14. Reflective learning motivation and helps to free teachers from routine description body.

15. Because of reflected consciously teaching teacher, to work with international and "I do not know what this will" allow us to avoid the syndrome.

16. Reflective learning distinguishes tea cheers as educated human beings.

#### **DISADVANTAGES/LIMITATIONS OF REFLECTIVE TEACHING**

1. This is time consuming - for teachers who are overworked, this activity may not be interesting because it usually takes longer than what teachers spend. For example, when creating a teacher's journal, teachers should spend more time in their work time to be regular; and while watching the chieftains, teachers should find the right time for them. Once the teacher gets into the routine of teaching, it can be very difficult to take time to observe the class and see the teacher for others. Richards's notes that "time should be given to regular review of the program, to resolve the problem and to give serious thought."

2. As teachers practice reflective teaching, teachers may find themselves inconvenienced about their own work. Sometimes, when teachers find weaknesses in their teaching and learning activities, it can be difficult for them to adapt and change their teaching style.

3. Some of the challenges of reflective teaching include; discomfort for self-assessing your teaching, it can be time-consuming; instructors need to learn strategies to become reflective practitioners, and deciding what experiences to reflect.

4. This reflection made clear pointers "boastingstatement" may be habits indicator.

5. Some employee's process reflecting the qualities to be comfortable.



## **ESSENTIAL QUALITIES/SKILLS FOR REFLECTIVE TEACHER**

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

**1. Understand the Reasons for Teaching** - Identifying those who have influenced you to become a teacher is a fundamental exercise for continued excellence. Almost everyone can name two or three teachers who have changed the course of his or her life. Some find elementary school teachers who have found their skills and promise. Others find their confidence by recognizing their potential in a particular subject. When students are students, professionals begin to define the origin of their own learning by discussing and interpreting the qualities of exemplary teachers.

**2. Cultivate Ethical Behaviour in Students and Teacher** - many schools exist discipline, can achieve harmony in the classroom, though, but the moral behavior of student construction management focusing on real lie. Honest responses to classroom interactions as well as logical implications for crimes can be improved through integrated dialogue. These cannot be found in the manual; but instead, it can be planted at seminars and in conjunction with other master teachers.

**3. Courage and perseverance of both the pool** - the teachings of the strong need patience and the ability to survive long distance. This means finding ways to live a healthy and competent mind during stressful days. By contacting those who have found physical and mental renewal practices, teachers are more likely to develop a love of teaching, despite many inevitable problems during the school year.

**4. Design Curriculum That Works** - All good teaching requires excellent design and restructuring, beginning with a strong curriculum outlining the much-needed ideas. In addition to forums, teachers often work through textbooks or flight lesson plans to continually re-tailor their curriculum. Spending time away with other professionals gives teachers a chance to lay a solid foundation for each course they teach.

**5. Perfect Teaching - Methods and Assessment Skills** - The ongoing development of teaching methods and feedback skills is critical for teaching excellence. Only by carefully examining and evaluating activities can a teacher guide all students to success. Teachers need time outside the classroom with their peers; the temporary success of the "fun" activities may hinder the development of the master teacher. By performing performance, crafts and evaluating their peers and mentoring teachers can refine their education.

**6. Positively add to the whole-school culture** - Over time, the master teacher has the ability to improve the whole school culture through excellence in teaching. The generous motivation to help students and colleagues. As a foundation of master teaching, the teacher is able to fundamentally influence others without resentment. The master teacher is constantly working for the benefit of the school, so he or she has no competition with the colleague or the administration.

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