Professional Reflection a Cradle of Student Teacher’s Professional Development

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Abstract

The emergence of connotation of reflective practices within the field of teacher education has resulted in a greater need for student teachers to consider the effectiveness of their teaching practices to meet the increased levels of accountability that is associated with their professional development. This paper provided an examination of the potential contribution of reflection for the development of effective teaching skills among student teachers during practicum course by utilizing both quantitative and qualitative research methods. This paper aimed to study the potential links between reflective practices and professional development of student teachers. Paper also examines the reflective practices of student teachers. The results revealed that reflections on professional practices supported student teachers to improve their relations with students and colleagues. Student teachers reported that they got self-awareness, they were able to understand the knowledge-in-action which enhanced student teachers skills for delivery of lesson during practicum.

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Index of professional development need of teachers related to teacher and school characteristics. 101 Table 4.8. Impact of different types of professional development undertaken by teachers upon their development as a teacher (2007-08). develop them continuously. The education and professional development of every teacher needs to be seen as a lifelong task, and be structured and resourced accordingly. To equip the teaching body with the skills and competences needed for its new roles, it is necessary to have both quality initial teacher education and a coherent process of con-tinuous professional development to keep teachers up to date with the skills required in a knowledge-based society. best and brightest students into the teaching profession. The students are then provided with extensive formal and informal professional, collaborative learning opportunities to ensure continued growth and commitment. 1 Their professional learning is in the context of a culture. of inquiry in which education professionals dedicate time within every school day to. Promote. Reflection. Teachers assess the impact of the changes on their students, and think about ways to improve, by reflecting on others’ practice and adapting ideas for their own use. • Study groups • Case discussions • Action research • Examining student work. Professional development is increasingly facilitated through technologies – old and new.