



Transforming Teaching Practice: becoming the critically reflective teacher

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ABSTRACT *This article proposes a framework for conceptualizing developing as a critically reflective teacher. The author posits that critical reflection is the distinguishing attribute of reflective practitioners. The term critical reflection as developed here merges critical inquiry, the conscious consideration of the ethical implications and consequences of teaching practice, with self-reflection, deep examination of personal beliefs, and assumptions about human potential and learning. Essential practices for developing critical reflection are discussed. This article defines processes fundamental to reflective practice. Teacher beliefs are self-generating, and often unchallenged. Unless teachers develop the practice of critical reflection, they stay trapped in unexamined judgments, interpretations, assumptions, and expectations. Approaching teaching as a reflective practitioner involves infusing personal beliefs and values into a professional identity, resulting in developing a deliberate code of conduct.*

Introduction

Today's classroom is dynamic and complex. More students are coming to school neglected, abused, hungry, and ill-prepared to learn and work productively. To combat increasing student alienation, and meet the scope and intensity of the academic, social and emotional needs of today's students, those entering the teaching profession will need to find ways to create authentic learning communities by adjusting the power dynamics to turn power *over* into power *with* learners. These changing demands call for teaching styles that better align with emerging metaphors of teacher as social mediator, learning facilitator, and reflective practitioner. Being able to function in these roles begins with teacher self-awareness, self-inquiry, and self-reflection, not with the students.

Becoming an effective teacher involves considerably more than accumulating skills and strategies. Without tying teaching and management decisions to personal beliefs about teaching, learning, and development, a teacher will have only the bricks. The real 'stuff' of teaching is the mortar—what holds the bricks in place and provides a foundation. Being successful in today's classroom environment goes beyond taking on fragmented techniques for managing instruction, keeping students on-task, and handling student behavior. It requires that the teacher remain fluid and able to move

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Becoming a Critically Reflective Teacher Stephen D. Brookfield, 2017-01-18 A practical guide to the essential practice that builds better teachers Becoming a Critically Reflective Teacher is the landmark guide to critical reflection providing expert insight and practical tools to facilitate a journey of constructive self critique Stephen Brookfield shows how you can uncover and assess your assumptions about practice by viewing them through the lens of your students eyes your colleagues perceptions relevant theory and research and your own personal experience Practicing critical reflection will help you Align your teaching with desired student outcomes See your practice from new perspectives Engage learners via multiple teaching formats Understand and manage classroom power dynamics Model critical thinking for your students Manage the complex rhythms of diverse classrooms This fully revised second edition features a wealth of new material including new chapters on critical reflection in the context of social media teaching race and racism leadership in a critically reflective key and team teaching as critical reflection In addition all chapters have been thoroughly updated and expanded to align with today s classrooms whether online or face to face in large lecture formats or small groups In his own personal voice Stephen Brookfield draws from over 45 years of experience to illustrate the clear benefits of critical reflection Assumptions guide practice and only when we base our actions on accurate assumptions will we achieve the results we want Educators with the courage to challenge their own assumptions in an effort to improve learning are the invaluable role models our students need Becoming a Critically Reflective Teacher provides the foundational information and practical tools that help teachers reach their true potential

Becoming a Critically Reflective Teacher Stephen Brookfield, 1995-10-13 Building on the insights of his highly acclaimed earlier work *The Skillful Teacher* Stephen D Brookfield offers a very personal and accessible guide to how faculty at any level and across all disciplines can improve their teaching Applying the principles of adult learning Brookfield thoughtfully guides teachers through the processes of becoming critically reflective about teaching confronting the contradictions involved in creating democratic classrooms and using critical reflection as a tool for ongoing personal and professional development Using numerous examples Brookfield describes what critical reflection is and why it is so important He tells how teachers can reframe their teaching by viewing their practice through four distinctive lenses their autobiographies as teachers and learners their students eyes their colleagues perceptions and theoretical literature He includes specific advice on using practical approaches to critical reflection such as teaching diaries role model profiles participant learning portfolios structured critical conversation the Critical Incident Classroom Questionnaire the Good Practices Audit and more He explains how the literature of educational research and philosophy can be used as an aid to rather than an inhibitor of critical reflection And he discusses how to create a campus culture that supports critically reflective teaching

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Theory and Practice of Teaching Medicine Jack Ende, 2010 A part of the new Teaching Medicine Series this new title focuses on the theory and practice of teaching medicine

Critical Reflection in Practice Gary Rolfe, Dawn Freshwater, Melanie Jasper, 2025-10-02 Critical reflection and reflective practice are at the heart of modern healthcare But what do these terms really mean This textbook analyses and explores the significance of reflection in professional health and social care practice Taking an interdisciplinary approach this book

presents a structured method that empowers you to both challenge and develop your own practice New to this edition Updated to reflect global developments in contemporary understandings of reflective practice A brand new chapter on reflective and reflexive practice Engaging chapter exercises and key takeaway features to reinforce and support learning Containing real life case studies and reflective activities this book is an essential guide to critical reflection for all students academics and practitioners alike enhancing both personal and professional development Reflective Practice in Education and Social Work Robyn Ewing, Fran Waugh, David L. Smith, 2021-12-14 This book offers unique interdisciplinary insights into developing connections between reflective practice and employability particularly through the lenses of the education and social work professions It recognises the various meanings that can be applied to the notion of reflection and examines the challenges of using reflective practice in the workplace The chapters explore the tensions that arise from preparing professionals to be agents of change and concerned with social justice and equity Further the book provides much needed perspective on how diverse positions can be identified and leveraged and shared meanings negotiated in the creation of meaningful professional learning resources for early career teachers and social workers and across the career continuum Bringing together contributions from internationally renowned scholars *Reflective Practice in Education and Social Work* is essential reading for early career and experienced professionals in education and social work academics and practitioners seeking further professional development in reflective practice *Critical Reflection, Spirituality and Professional Practice* Cheryl Hunt, 2021-06-24 This book explores the concept and facilitation of critical reflection and its implications for professional practice It draws on the author's own extensive experience to demonstrate how reflective processes involving metaphor and imagery as well as critique can be used not only to understand and articulate key values underpinning professional practice and to generate new theoretical models but to explore one's own worldview including the ultimate question Who am I The author incorporates practical examples of reflection through writing and other reflective techniques which illustrate how ideas about critical reflection transformative learning authenticity and spirituality are intricately entwined within theories and practices of adult learning and professional development The book highlights the importance of understanding the relationship between personal worldviews values and professional practice It draws on the concepts of vocation and professional psychological wellbeing to consider what it means to act authentically as a professional within an audit culture The book will be invaluable for practitioners academics and students interested in critical reflection educational inquiry autoethnography and the use of the self in and as research the nature and use of metaphor and the development of worldviews

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