TEACHER REFLECTION ON TEACHING PRACTICES

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Reflection, as an active process, enables teachers to think back about their previous experiences and learn meaningfully from it, thus the development and shaping of one’s concept emerges and leads to application of it. Is teacher-reflection a good way to enhance teaching practices?

The following are ways to elevate the teaching practices through teacher-reflection.

Reflection as an Evaluative Process. Thinking back on the previous experiences with the notion that teachers should assess their teaching practices whether these are effective or not, is one of the best ways to promote teacher-reflection. Also, being reflective may pave way to the discoveries of essential thoughts that may help widen the teacher’s perspective and solve problems aligned with education or in teaching and learning process.

Reflection to improve Methodologies. Teachers may always think of new ways to improve their methodologies based on the level, kinds, and interests of the learners. When, for instance, th teacher revisits learners’ profile and found out some of their interests, she may consider combining it in her methodologies and later reflect and decide whether it’s effective or not.

Reflection to improve Assessment in the Classroom. As teachers evaluate the mastery of the learners in the learning competency they need to understand, reflection takes in the process for it unveils if the assessment tools used are effective or not. The teacher, through reflection, could finally determine what kind of assessment tool to be used if one is found out to be not-so-effective for his/her learners.
Recursive Reflection. When a teacher tries to reflect all the time and tries to list down the effective ones as well as the not-so-effective teaching strategies, and the reasons he/she discovered why these are not so effective in his/her classroom, he/she may be successful in his/her field because reflection is an intuitive process that allows one to experience learning and innovation at the same time.

When reflection becomes a practice of every teacher, there may be lower chance of dropping or failure rate because at the very moment the problem arises, the teacher could abruptly think of a solution to it and be able to avoid the recurrence of the same problem in the classroom. Also, reflection gives everybody a chance that the mistakes or flaws done will be given attention and will not be done again.

With all these, it is absolutely true that reflection paves way for teachers to think back and learn from previous experiences, thus leading to a more favorable outcome in the teaching practices.

References: