Fostering Teaching Through Reflective Practices: A Case Of A Community Secondary School Of Karachi, Pakistan

Shameer Khokhar[1]*, Dr. Rahat Rizvi[2], Aseem Majid Rizvi[3], Zill-E-Huma[4]

[1]*PhD Scholar, Department of Education, Iqra University, Karachi. shameerkhokhar@gmail.com
[2]Assistant Professor, Department of Essential Studies, NEDUET, Karachi. rahat.bhatti@neduet.edu.pk
[3]Assistant Professor, Department of Education, Iqra University, Karachi. aseem.rizvi@iqra.edu.pk
[4]Academic Development Lead, IU School System Karachi. zill.e.huma.174@gmail.com

Abstract

Reflective practice is a key element of effective teaching. The ability of reflection to assist students in viewing problems from multiple perspectives is what gives it value in the classroom. Teaching coupled with reflection stands as a primary means for teachers to enact positive enhancements in their practices. Among various tools aiding professional development, reflective practice stands out, aligning teachers with contemporary teaching methods. It expands teachers' perspectives by fostering awareness of their actions before and during teaching sessions. This study specifically examines the practice of reflecting on actions post-teaching a class and explores how this reflection can enhance teaching abilities, fostering personal growth and improvement. For this particular case study, we deliberately selected teachers from a community school in Karachi using purposive sampling. This sample specifically included teachers who had engaged in both practicing and reflecting on their teaching for a minimum of twelve months. With the school's approval, we conducted individual interviews with all 14 participants, considering their availability, using a self-designed interview guide. These audio-recorded interviews were transcribed verbatim for subsequent coding and thematic analysis. According to the study findings, teachers who consistently reflect on their teaching demonstrate enhanced performance in various aspects. They excel in planning regular lessons, providing constructive student feedback, effectively managing classroom dynamics, and adeptly resolving issues that may arise. Furthermore, this regular reflective practice equips them with the ability to make informed professional decisions. While some teachers perceive reflection as time-consuming, most regard it as a productive and efficacious tool that positively influences their teaching capabilities, fostering beneficial changes.

Keywords: Reflective Practices, Pedagogical Skills, Professional growth, Reflection on Action, Reflection in Action

Introduction:

Teachers are a fundamental part of every nation's education system, responsible for executing educational programs and serving as conduits for imparting information, skills, and values to students. The preparation of teachers for their professional roles greatly influences the quality of education delivered to the populace (Hafeez, 2021). While this might apply to several other occupations, teaching consistently emerges as one of the foremost contributors to elevated stress levels. The mounting stress within the teaching sphere frequently becomes a primary factor leading to job departures. Nevertheless, engaging in reflective practice has the potential to assist teachers in diminishing stress levels, intercepting its development before it becomes overwhelming (Busbay, 2019). It's not unusual for professionals to reflect on their work as teachers. It has its roots in the teachings of Dewey, who placed a strong emphasis on self-reflection. Its roots can be seen in Dewey's work, which focused on teaching as a process of thinking and reflection (Dewey, 1916). Reflective practice's earliest examples can be found in the Platonic Spiritual theory, which is predicated on introspection and self-reflection. "Know thyself: the unexamined life is not worth living," was reportedly said by the renowned Greek philosopher Socrates (Iqbal, 2015).

Professional teachers are committed to enhancing classrooms for better student learning. They seek new approaches, reflect on methods, and stay updated with trends. This dedication includes seeking feedback, attending workshops, and using technology to create engaging environments, demonstrating a commitment to excellence in teaching and learning (Mermelstein, 2018). To make better decisions, reflective practice has evolved into a means of assessing one's own classroom experiences (Malatji & Wadeango, 2014). It is methodical thinking that provides a profound understanding of routines and experiences. It is essential for evaluating one's own teaching effectiveness, as well as for planning, student outcomes, and the capacity to assist students' learning, social interaction, and self-actualization. It helps an educator relate theory to practice, which increases effectiveness. It improves professional and experiential knowledge and aids in the modification of one's views and behaviors. (Thornsen & DeVore, 2013). To close the knowledge and understanding gaps in their own teaching, educators and teachers can benefit from self-reflection (Geng, et.al. 2019).

Schön claims that educators make choices regarding their next teaching experiences depending on their perceptions of their previous ones. These two ideas have long served as the cornerstone of reflective practice research; nonetheless, they are overly limited and inadequate to offer a comprehensive knowledge of the lives of teachers. In order to "fix" the

mistakes they have made, teachers examine their experiences while teaching (a process known as "reflection-as-repair," (Freeman, 2016).Educators and teachers use reflective practices for three main reasons: a) to modify their methods of instruction, questions they ask, and the level of content they teach to suit the learning needs of their students; b) to increase their efficacy and impact learning outcomes for students after instruction; and c) to consider the systems and politics in their area of influence in order to effect change and advance social justice, educational opportunity, and equity (Thorsen & DeVore, 2013, p.88).

The Purpose of the Study:

The most important statement in the research is the purpose statement, which outlines the general objective of the inquiry (Creswell & Creswell, 2018). The aim of this case study was to explore the views of teachers on reflective practices and how they may improve their skills and output in a community high school in Karachi. As a consequence, we explored the importance of reflective actions better. This study sets intended to determine the performance differences between reflective and non-reflective practitioners.

Research Questions:

The research serves as directional signage similar to those found on a road. The following are the research questions for this case study:

RQ1. How does reflection affect the teaching and learning that instructors perform on a daily basis?

RQ2. What role does regular reflection play in creating a learning-friendly atmosphere in the classroom?

RQ3. What makes reflective educators superior to non-reflective ones in terms of effectiveness?

Literature Review:

Reflective practice is a well-known paradigm in teacher development and educational research. It is widely recognized to include an individual's experiential awareness of the teaching and learning process as well as their professional development as an educator (Astuti&Drajati, 2022). In the field of teacher education, reflective practice has grown in popularity and strength. Teachers must reflect on their methods for professional growth in order to enhance and raise student performance because teaching is a complex process (Suphasri&Chinokul, 2021). It is possible to engage in a process of continual learning by reflecting on an action through reflective practice. Experience doesn't always translate into learning; thoughtful reflection on experiences is necessary (Kingkaew, 2023).

In practice-based professional learning environments, where individuals gain knowledge and skills via firsthand professional experience rather than through formal education, reflective practice is a crucial instrument. Actually, reflective practice is seen as a way for practitioners to become more self-aware of the nature and consequences of their work, which opens doors for advancement in the field of practice (Loan, 2019). "It is a process where teachers think over their teaching practices, analyze how something wastaught and how the practice might be improved or changed for their students' better learning outcomes" (Kostiainen et al., 2018, p. 561).

Over the last three decades, especially since the resurgence of reflective practice in the realm of general education, various methods have been proposed for teachers to engage in reflection (Farrell, 2018a). What many of these methodologies share is their inclination towards a retrospective approach, advocating for teachers to reflect either during their teaching (reflection-in-action) or after their lessons (reflection-on-action) (Dewey, 1933; Schön, 1983). While these strategies can be valuable in initiating reflection, they also pose limitations. The emphasis on 'post-mortem reflection' (Freeman, 2016, p. 217) tends to detach the teacher from the actual act of teaching, concentrating instead on rectifying perceived deficiencies in practice.

In his groundbreaking work on reflective practice, Schön (1983) proposed a contradiction between reflection-in-action and reflection-on-action. Since then, other academics have challenged and reinterpreted this idea. Notably, this inflexible difference has been dismantled by Beck and Kosnik (2001) and Kovacs and Corrie (2017). According to their ideas, these reflective modes could not be as clearly distinguished in real-world settings, with aspects of spontaneous modifications (reflection-in-action) perhaps influencing and being influenced by more planned post-action analysis (reflection-on-action). This highlights how dynamic and interconnected the reflecting process may truly be and calls into question the idea that reflection happens in a linear fashion.

Reflection-in-Action

Reflection-in-action refers to responding immediately and refining instruction as necessary (Kovacs & Corrie, 2017). Everyone agreed that the technique of reflecting while teaching and intentionally thinking about what might be increased or improved for the near future is known as reflection-in-action. Considering that reflection-in-action has been defined as essentially a design process where knowledge-in-action is developed, tested, and applied to find satisfying solutions to situations that are more or less problematic(Schön,1992). There are five advantages of employing reflection-in-action in teaching and learning:

1. less danger of forgetting what actually happened;
2. we can be more realistic about the circumstances;
3. we can get just the right shading in our solutions through immediate feedback;
4. we can improve our teaching in this lesson rather than waiting until a future one; and
5. the students can see us making on-the-spot adjustments and learn through modeling how to do the same in their practical endeavors. (Beck & Kosnik, 2001, p. 222)

Reflection-on-Action

The process of thinking back on past events is known as reflection-on-action (Kovacs & Corrie, 2017). Teachers can thoughtfully analyze their lesson and find strategies to improve or correct such acts by engaging in this kind of reflection (Beck & Kosnik, 2001; Kovacs & Corrie, 2017; Moore & Whitfield, 2008; Weaver, Lavery, & Heineken, 2019). Teachers modify their teaching strategies and practices to better meet the needs of their students through reflection-in-action and reflection-on-action.

In teacher education, there is a gap between theory and practice, and reflection is one technique that helps close that gap. It is an effective professional development tool for educators (Turhan&Kirkgoz, 2018). Professional educators and teachers are known to be constantly eager to investigate novel approaches and techniques that have the potential to enhance their teaching practices (Mermeistein, 2018). According to Farrell (2011), instructors can systematically reflect on their instruction and learning activities through the formal process of reflection. In this situation, the instructor is more accountable for the conduct and actions in the classroom.

In the field of teacher professional development, reflective practice has become a hot topic and significant movement (Mathew, Mathew &Peechattu, 2017). The 20th century work of John Dewey and Donald Shon is credited with inspiring the term "reflective practice" (Bubnys & Zavadskiene, 2017). Dewey originally introduced this idea in his 2010 book How We Think.It directs one to make precise plans in order to accomplish future goals and objectives. Additionally, he said that instructors might actively participate in educational reforms by using reflective techniques (Dewey, 1933). For teaching to be effective, reflection is essential. It is careful consideration of one's own instruction. It is the goal to discover, examine, test, and assess any given thing's results before making adjustments to improve both one's own teaching and students' learning (Murray, 2015).

Teachers engage in reflective practice when they make the decision to do so, question their own assumptions about teaching and learning, conduct critical analysis, and accept full accountability for their activities in the classroom. They will consequently enhance their instructional strategies (Farrell, 2018). Though many educators do not reflect critically on their methods, professional educators and teachers take the time to consider what might not have worked so they can adjust their approach. These educators can benefit from reflective techniques, which can aid in their professional development as educators (Mermeistein, 2018).Three crucial attitudes toward reflection are covered by Dewey (1910): i. open-mindedness, which allows one to examine various viewpoints and confront by recognizing the advantages and disadvantages of one's own; ii. responsibility, which is the ability to be prepared for the results of one's actions and decisions; and iii. wholeheartedness, which is the capacity to be receptive to new experiences and to examine one's values and beliefs (Chacon, 2018).

Types of reflective practices:

Ghaye (2011) has further divided the two into four types: reflection in action, reflection on action, reflection for action, and reflection with action. Dewey (1933) and Shön (1983) have mostly discussed two types of reflective practices for professional development: reflection in action and reflection on action.

In action, reflection occurs while one is doing something. It is employed when a person thinks that their knowledge or actions are not yielding the intended results, and they need to make a quick decision to alter their course of action (Shön, 1983). After an activity or event is completed, reflection on it occurs. This kind of reflection's primary goal is to highlight the advantages and disadvantages of a teaching strategy (Shön, 1983). Reflection on Action is the process of looking back at what educators have done to identify shortcomings in different teaching strategies (Schön, 1987).Another kind of reflection is called "reflection for action," wherein data or information gathered from the classroom is used to create efficient ways to improve the activity or instruction, which are then implemented in subsequent courses (Mermeistein, 2018).

Reflection Practices and Teaching

Since the post-method era, there has been a significant increase in the body of research on reflection in teacher education, and reflective practice has taken center stage in the field of professional development (Turhan&Kirkgoz, 2018). It is an experience that mirrors what they have done. It is an essential tool for learning new things and acquiring the know-how and proficiency needed to succeed professionally. It forces educators to explore and consider their experiences from a fresh perspective (Mphahlele & Rampa, 2015).

Reflective practitioners bring life to the classroom by giving students engaging, demanding, and inspiring experiences (Atherson, 2005). In advanced teaching, reflective teaching practice is a useful strategy where instructors assess their own teaching development based on their experiences and perceptions. They take note of their own behavior, evaluate their methods of instruction, and graciously accept criticism from others. It empowers educators to assess their own methods of instruction (Zahid, & Khanam, 2019). Reflective practice encourages critical reflection on activities in a real-world setting, which helps teacher candidates build new knowledge, skills, and dispositions. According to Branch & Paranjape (2002), reflective activities have the following particular advantages:

- Teachers are aware of their advantages and disadvantages.
- Educators state their personal principles and opinions.
- Instructors become more conscious of potential difficulties.
- Teachers generate hypotheses and professional fears that serve as the foundation for their ideas, emotions, and behaviors.
- Educators construct plans and approaches to address the issues (Branch &Panjape, as cited in Iqbal, 2015).

Reflective practice empowers educators to make informed decisions and take responsibility for their actions. This self-reflection fosters a deeper understanding of students' learning needs. Building on John Dewey's work, Rogers (2002) identified four key criteria for effective reflection:

- Meaning-Making:
  Reflection facilitates a learner's progression by connecting new experiences to existing knowledge and fostering deeper understanding. This continuous process underpins lifelong learning and individual as well as societal advancement. It serves a primarily moral purpose by emphasizing the learner's journey.
- Systematic Inquiry:
  Reflection is a disciplined and rigorous mode of thinking, akin to scientific inquiry.
- Social Interaction:
  Reconstruction of knowledge occurs most effectively through social interaction within a learning community.
- Growth Mindset:
  Effective reflection requires valuing both personal and communal intellectual and personal development.
  These criteria, rooted in Dewey's philosophy, remain relevant today, guiding educators and teacher candidates in implementing effective reflective practices. (Rogers, 2002, p. 845).

Models of Reflection
There are many models for reflective practices but in this study, we are discussing only those models which are related to teaching and learning processes.

Kolb's model
This is usually referred to as the experiential learning model. Concrete experience, reflective observation, abstract conception, and planning active exploration are its four steps (Kolb, 1994). This paradigm encourages teachers to be self-reliant and self-directed, which makes it particularly useful in classroom settings. According to Tammy, Catalana, and Waters (2019), it empowers educators to actively engage in lifelong learning and apply the gap theory and practice.

Keogh and Walker's model
Keogh and Walker (1985) present a model of reflection in the learning process that includes the cycle of appropriation, validation, integration, and association. The "totality of experiences of learners" (p. 20) is where it starts, encompassing their thoughts, feelings, and actions. This model is more insightful than Kolb's learning cycle, but it lacks a crucial component of the process the learner's environment.

Dervent's model
When teachers begin reflecting, they advance from a technical level to a deeper contextual and known level after consistently practicing it. This is because reflection is not always a clear-cut and transparent process; at times, it can be complicated (Dervent, 2015). He goes on to say that teachers concentrate on classroom procedures when they begin a critical level of reflection (Tammy, Catalana, & Waters, 2019). A summary of the majority of reflective practice models was completed by Bubnys&Zavadskiene (2017). Their post is quite interesting and helpful for our part on reflective practice models. From their effort, the following table was extracted.

Table 1 **Concepts related to reflective practice in teacher education**

Proponent	Focus	Themes
Grimmett, MacKinnon, Erickson, & Riechen (1990)	Levels of reflective teaching	Technical: instrumental mediation of actions Deliberative: deliberation among competing views Dialectical: reconstruction of experience
Valli (1990)	Images of teaching	Technical rationality: non-reflective Practical decision-making: technical within a reflective context Inculcation, indoctrination: moral, ethical & social in a non-reflective mode Moral reflection: deliberative, relational, critical
Killion & Todnem (1991)	Types of reflection	Reflection-on-action (thinking about action) Reflection-in-action (reflecting during action) Reflection-for-action (thought then action follows)
Ross (1990)	Categories of teaching reflection	Recognizing an educational dilemma; responding to a dilemma; framing and reframing the dilemma; experimenting with the dilemma; considering intended and unintended consequences
Sparks-Langer & Colton (1991)	Orientations to reflective thinking	Cognitive, narrative, critical
Mezirow (1991)	Levels of reflection	Non-reflective action: habitual action; thoughtful action; introspection; reflective action: content, process, and premise
Colton & Sparks-Langer (1993)	A framework for developing teacher reflection	Building a professional knowledge base; developing an action to plan, implementing it and evaluating instruction; providing opportunities for constructing new meaning; developing attributes of reflective decision-making
Lalloskey (1994)	Types of reflective thinkers	Common sense thinkers - Alert novices – Pedagogical thinkers
King & Kitchener (1994)	Model of reflective judgement	Pre-reflective reasoning (stages 1-3) Quasi-reflective reasoning (stages 4 & 5) Reflective reasoning (stages 6 & 7)
Hatton and Smith (1995)	Types of reflection	Descriptive information, descriptive reflection, dialogic, critical reflection
Zeichner and Liston (1996)	Categories of reflection	Academic, social efficiency, developmentalist, social reconstructive, generic
Barnett (1997)	Critical reflection: political-social dimensions	Action, self-reflection and understanding

Source: Bubnys & Zavadskiene (2017: 95)

Valli (1997)	A hierarchy of types of reflection	Technical, reflection in/on action, deliberative, personalistic, critical
Ghaye & Ghaye (1998)	Reflective conversations	Descriptive, perceptive, receptive, interpretive, critical
Moon (1999)	Critical thinking	Reflexivity, metacognition
Baxter Magolda (1999)	Epistemological cognition	Dualist position – Relativist position
Lee (2000)	Depth of reflective thinking	Recall, rationalization, reflectivity
Jay & Johnson (2002)	Dimensions of reflection	Descriptive, comparative, critical
Grushka, Hinde-McLeod, & Reynolds (2005)	Types of reflection	Reflection for action, reflection in action, reflection on action
Korthagen & Vasalos (2005)	Phase model of core reflection	Experience/problematic situation; awareness of ideal situation/awareness of limitations; awareness of core qualities; actualization of core qualities; experimenting with new behaviour
Larrivee (2008)	Levels of reflection	Pre-reflection, surface reflection, pedagogical reflection, critical reflection
Thorsen & DeVore (2012)	Developmental Continuum of Reflection-on/for-Action Rubric (DCRo/fA Rubric)	Analyzing teacher candidates' indicators of reflective thinking, reflective communication, and cognitive processes; reflective practices as continuum
Liu (2015)	Model of transformative learning	Assumption analysis, contextual awareness, imaginative speculation, reflective skepticism, reflection-based actions, reflect on the effect-based actions

Source: Bubnys & Zavadskiene (2017: 96)

Methodology

This study used a qualitative paradigm (Leavy, 2017), utilizing a case study approach to comprehensively investigate a contemporary phenomenon ("the case") within its real-world context (Yin, 2018). Given the research questions and the qualitative interpretive stance, the case study method was deemed appropriate for this investigation. Consequently, it provided a systematic means to collect and analyze data, as well as to disseminate the findings.

Participants

Purpose sampling, a nonprobability method commonly utilized in qualitative research, was used in this study (Patten & Newhart, 2018). Teachers of secondary education at a Karachi community school participated in the study. The Whole School Development Program (WSDP) was initiated by the school. The WSDP required instructors to write reflections, therefore for the purposes of this case study, the participating teachers had been engaging in reflective practice for the previous two years. The participants came from several academic departments within the school. For this particular case study, we deliberately selected teachers from a community school in Karachi using purposive sampling. This sample specifically included teachers who had engaged in both practicing and reflecting on their teaching for a minimum of twelve months. With the school's approval, we conducted individual interviews with all 14 participants, considering their availability, using a self-designed interview guide. These audio-recorded interviews were transcribed verbatim for subsequent coding and thematic analysis.

Data collection

In-depth interviews are the best technique for gathering data for qualitative research (Braun and Clarke, 2013). For conducting in-depth interviews, a methodology known as an interview guide was created (Tracy, 2020; Creswell & Creswell, 2018). The interview guide was reviewed by the experts which significantly improved the interview guide's relevance and comprehensiveness, enabling the interviewing researcher to discuss questions' wording and arrangement. The interview guide was pilot tested to ensure content relevance, question revisions, and execution quality, enabling informed modifications to improve data collection and question quality (Chenail 2011). The in-depth interviews were conducted which were audio recorded for transcription.

Data analysis

One of the most popular methods for analyzing qualitative data was thematic analysis (Bryman, 2012). A critical stage in the study of qualitative data is transcription of the interview audio recordings (Kowal & O'Connell, 2014). After carefully reading the transcriptions, coding—a method of allocating words or brief sentences to a section of language—was carried out (Saldana, 2013). Prior to selected coding, axial coding, and open coding were all completed (Babbie, 2014). The coding procedure produced themes, which were then grouped to produce emergent themes. In the last stage, central concepts and categories were created and are presented in the findings.

Findings and discussion
To address the research issues posed by the study, we go over the findings in this part. We've included teacher perspectives on how reflective activities have aided in the development of their pedagogical expertise in the classroom.

RQ1. How does reflection impact teachers' day-to-day teaching and learning?
Reflection is a central element of teaching and learning
The teachers have conveyed that they believe reflective practice in teaching is a pivotal aspect of their professional growth.Like Respondent_H5 shared;
"Reflection is actually really a central element where the teacher is constantly reflecting in and thinking about the feedback given and feedback is always given how to improve the teaching practice or may be can be something to do with teaching method or may content it can be anything".
Another participant emphasized the vital role of reflective practices in every school, suggesting that schools should encourage teachers to reflect using methods similar to Respondent_SJ3,
"It should be made compulsory by an institute that you need to reflect whether you reflect digitally whether you reflect through paper or whether you reflect basically by thinking but a person needs to reflect".

Reflection improves pedagogical practices
They perceived it as a catalyst that propels their actions towards positive change, akin to Respondent_H5,
"Reflection helps the teachers in better planning (Lesson Planning)".
Another educator shared her experiences of how engaging in reflective practices drove her to alter her teaching approach to support overlooked students, similar to Respondent_SJ3,
"I instruct students in literature. He finds it challenging enough to comprehend that we are studying extremely challenging literature, and he, the student, is not understanding it. How can I then help him to learn? I came to the realization that he was still having trouble whether I was reading to him or when we were reading aloud in group. As a result, at the beginning of each chapter that I chose to illustrate, I would start by having him look at the code. Yes, he didn't speak English well enough to understand it, but he would still look at the boat and wait in anticipation to see what the teacher would draw for that chapter."

Nearly all teachers expressed that reflection aided them in recognizing gaps within their planning. Through reflective practices, they successfully pinpointed these discrepancies within their lesson planning and other methodologies.

Reflection improves teachers' feedback quality for their students
A participant noted that reflection has aided her in comprehending her students better, citing Respondent_S3 as an example.
"I realized that students don't want to hear me. They want to hear themselves what they want to use some other kid in the classroom. So that's what I realized that you know after my reflection that wasn't about to two years ago that I realized that my major part where I am teaching aware. I am helping them on assisting them. They want their own their own work. They want to do it on their own. So that's exactly where exactly it has actually helped me out".

RQ2. How does reflection on regular basis help make school environment conducive for learning?
Reflection creates conducive school environment
Respondent_S3 expressed the belief that fostering a reflective environment within a school can facilitate progress,
"when an entire school is basically reflecting of it the start their entire school will progress there's a lot there's a lot of missions for Progress at the school".
Respondent_S2
"Well! they will have a healthy environment and they will truly be helping students. That means its focused teaching is not just random teaching. So if it's a whole environment can actually do this then it's a body of teachers and even the students will be aware of the system the system that they're actually concerned about the upbringing of the kids. The holistic development so as a school".
A participant conveyed that engaging in reflection enhances their teaching efficacy, leading to highly productive outcomes that benefit not only the school but also the broader society and country, as highlighted by Respondent_H6,
"When I self-reflect, I implement the good, the good reflection to the classroom, the productive, the outcome from the students is quite productive. Students perform well the later as the group they go for the betterment of the society or the country".

RQ3. Why are reflective teachers more effective than non-reflective teachers?
The majority of teachers emphasized a clear stance: they firmly believe that teachers who engage in reflective practice cannot only perform their job effectively but also efficiently. This emerged as a prominent theme across all the codes related to this question.

Reflective increases teacher effectiveness
A few teachers noted that reflection has heightened their thoughtfulness regarding their students, attributing this to their transformation into more productive educators,
"Reflection helps me to prepare better for my classes. They have made my classes better you see and I think if I didn't reflect our still be doing my old ways that I've been doing. Okay, ignoring the difficulties".

Respondent_S1 share his views
I don't want to make a judgment about it, but I guess I would suspect that a teacher who does not really take about what they're doing".

He further shares that

"*the teacher without being able to reflect, stays in the same place and the environment around them changes*".

Another participant Respondent_S2 share that he also think that reflective teachers are effective;

"*The one that reflects is more organized and is more effective*".

Certain participants highlighted that reflection aids in decision-making, facilitating more effective future planning. Additionally, some teachers asserted that those who do not engage in reflection tend to repeat mistakes and resist change in the teaching and learning process. Respondent_H6 mentioned that being more flexible indicates an adaptability to new changes,

"*If they (teachers) are having a lack in any of the particular area and if they don't reflect upon like it don't self-reflect, they will continue on that part on and on, on and on for years. Apart from the teachers who reflect upon the teaching or themselves, they are ready to change. They are somehow having the flexibility of ready to learn the, they will listen to others. They will listen to the opinions of the others done*".

According to Yavuz (2005), teachers achieve autonomy in decision-making through reflective analyses of their experiences, fostering bottom-up perspectives. Yavuz also argues that top-down perspectives might limit teachers within their settings, potentially being inefficient. Respondent_H1, as a coordinator, mentioned using reflection as a tool for providing feedback.

"*I say that reflective practice here I'd guide my teachers how that plan was executed what was good in it I do take some observations and then give a proper feedback to the teachers*".

Reflective teaching can enhance educators' awareness of their methods, assumptions, and perspectives. Through reflecting on their teaching experiences, educators can identify areas for improvement and develop a deeper understanding of their strengths and weaknesses. This practice also allows educators to assess their own and their students' learning. By evaluating their teaching methods, educators can discover effective strategies to enhance student learning (Asrobi, et al. 2023). The student learning process, the learning plan, the social environment, and the setting of the learning environment in the classroom all have a significant impact on the learning outcomes, which in turn affects how well the students learn. Consequently, a favorable learning environment is required in order to learn effectively. In this context, a favorable learning environment is one that can facilitate an effective learning process. The most efficient and productive learning process is impacted by the comfort of the learning environment. Learning outcomes are strongly impacted by one's learning environment, and an effective learning process may both influence and foster these results (Astuti & Drajati, 2022).

Reflective teaching is a valuable tool for improving teacher effectiveness, especially for those who may initially struggle. This method includes observing students to understand their learning requirements, identifying the most suitable delivery methods, and exploring new strategies to gain new perspectives on teaching (Disu, 2017). Reflection is a disciplined practice that enhances teachers' self-awareness, helping them unlearn ineffective teaching methods that could hinder students' learning experiences. Through reflection, teachers can refine their instructional techniques, ensuring they are more responsive to students' needs and promoting a more effective learning environment (Ciampa & Gallagher, 2015).

Reflection may assist people in growing from their experiences, which can lead to the acquisition of new information that can be organized into professional activities down the road (Widodo and Ferdiansyah, 2020). Critical discourse analysis is undoubtedly necessary for this. Furthermore, regardless of the type of reflection practice required, it must develop further and draw lessons from people's self-awareness since, as many researchers have widely believed, self-awareness is the foundation for both growth and learning during the reflection process (Hendriwanto, 2021).

The recent research has increasingly utilized guided reflection strategies to aid aspiring teachers in deliberating over their decisions before and during literacy instruction (Williams et al., 2018). Preservice teachers utilized guided questions and written comments to reflect on pedagogical choices made during small-group literacy instruction, specifically guided reading, in fieldwork experiences. Similarly, in a reading techniques course, preservice teachers were prompted to contemplate their lesson preparation and in-the-moment decision-making processes based on their students' needs and abilities (Davis et al., 2019). This body of work highlights the value of guided reflection in assisting teachers in critically analyzing and refining their instructional practices to better meet the needs of their students. Reflective teaching entails educators engaging in critical analysis of their methods and experiences. It involves a process of self-examination and evaluation of strategies, methods, and choices with the aim of improving teaching practice (Farrell, 2020).

The findings show thatteachers have improved their pedagogical abilities, including lesson preparation, giving feedback, and using reflective techniques to successfully solve challenges in the classroom.. By evaluating many scenarios in their work life, they have enhanced their performance and been able to make wiser decisions. Though some teachers employed contemplation in action, most teachers used reflection for action. While a few educators noted that it took a lot of time, the majority felt that it was highly beneficial for their professional development as teachers.

Conclusion

Reflective practice serves as a vital shield against burnout and stagnant teaching methods, embodying a mindset that fosters continual growth. The diverse array of reflective methods presents educators with choices, each carrying its own merits and limitations, allowing for personalized or collaborative selection based on their intentions. Skillfully applied, reflection becomes a powerful tool, empowering educators to refine their teaching abilities. Integrating reflective practices into teaching nurtures resilience, anchoring educators amidst challenges while deepening their comprehension of student needs. It transcends routine, injecting vitality into traditional teaching, encouraging innovation, and inviting exploration.

This introspective lens reshapes the landscape of teaching, turning it into a realm ripe for enhancement. As reflective practice becomes intrinsic to education, it acts as a guiding force, steering educators toward ongoing improvement, and ensuring a continuously enriching learning journey for both teachers and students.

Recommendations

It is advised that regular teaching must incorporate reflective techniques. To raise awareness and educate educators about the value of reflective practices for their own and their careers, training and workshops should be given to them.The following are some recommendations for using reflective practices as tools for teaching and learning:

- Implement comprehensive training programs that seamlessly integrate reflective practices into the regular teaching curriculum. Offer workshops and continuous training sessions to educators, focusing on the significance of reflection in both personal and professional growth.
- Journaling and Documentation Support: Encourage and facilitate the habit of journaling among teachers, providing them with tools and resources to document their observations, experiences, and insights. Offer guidelines or templates for effective journaling that can aid in situational analysis and evaluation.
- Establish a feedback system that incorporates insights gleaned from reflective practices. Encourage teachers to use their reflections as a foundation for providing more comprehensive and effective feedback to students, thus fostering a more dynamic and responsive teaching environment.
- Develop a structured framework or guideline for teachers to analyze their reflections systematically. This framework can assist in extracting valuable insights, aiding in better planning, decision-making, and identifying areas for improvement in current and future teaching methods.
- Recognize and integrate reflective practices as a foundational element of teaching methodologies within the institutional culture. Promote the use of reflection not just as an optional activity but as an integral part of professional development, thereby emphasizing its importance in shaping effective teaching and learning experiences.

To foster situational awareness for appropriate analysis and evaluation, educators should record their observations, experiences, and opinions in a journal or diary. Better planning, insightful criticism, and precise decision-making for both present and future teaching and learning activities can all be achieved with the help of this method.

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