REFLECTIVE PRACTICE ON INSTRUCTIONAL PLANNING: RELEVANCE AND CONTRIBUTION TO PRE-SERVICE TEACHERS’ PROFESSIONAL DEVELOPMENT

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Abstract

Over the years, a significant number of researches have investigated reflective practice. The areas of reflective practice researched include investigating teacher belief and intention, knowledge formation and teacher actions. A distinction between in-service and pre-service teachers has also been made in recognition of the different dynamics that these two groups of teachers possess. This paper explores the impact that reflective practice can have in developing pre-service teachers’ professional development, particularly on instructional planning, by focusing on what entails reflective practice and instructional planning, the dimensions that underpin reflection, and how the convergence between reflection and instructional planning may contribute to pre-service teachers’ professional development.

Keywords: reflective practice, pre-service teachers, teacher education, teacher training