

## Issues around Incorporating Reflection in Teacher Education in Turkey

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### ABSTRACT

Recently, the concept of reflection has been at the core of the discussions on effective teaching and teachers' professional development and reflective practice is becoming a dominant paradigm in teacher education programs worldwide. Through reviewing literature on the emergence of reflection as a conceptual thrust in teacher education, this paper aims to analyse current teacher education system in Turkey in terms of developing and sustaining reflection. Issues to be considered in the process of applying reflective principles to the pre-service teacher education programs are discussed and suggestions for improvement of reflectivity of student teachers are presented at the end of the paper.

**Keywords:** Reflection; Reflective process; Teacher education; Effective teaching; Student teachers.

### INTRODUCTION

Effective teaching is linked to inquiry, reflection and continuous professional development (Harris, 1998). Of these three concepts, recently, reflection has generated the most interest amongst teacher educators, reformers, theorists and researchers as an important and even crucial element in the professional development and growth of teachers (Zeichner & Liston, 1987; 1996; Russel & Munby, 1992; Day, 1993, 1999a; Hatton & Smith, 1995; Loughran, 1996; Newel, 1998; Ghaye & Ghaye, 1999; Chalk & Hardbattle, 2007; Hanson, 2011).

Many researchers define 'effective teachers' with the term 'reflective'; those who question their thinking and practice with an eye toward making improvements (Valli, 1993; Zeichner, 1994; Appleton, 1996; Borko, Michalec, Timmons & Siddle, 1997; Day, 1999a). It is argued that by gaining a better understanding of their own individual teaching styles through reflection, teachers can improve their effectiveness in the classroom.



Thus, reflective teaching is considered as being one avenue for improving teaching quality and the educational success of students in schools. The aim of this paper is to look at the new education policy in Turkey, in terms of the place of reflection in it and to discuss factors to be considered when incorporating reflection into the teacher education programmes.

Later in the first part of the paper, by reviewing the literature, the role of reflection in teaching is discussed. Afterwards, the content of the reform in education in Turkey is analysed and the rationale for developing reflective practice in teacher education is presented. Last part of the paper is on the factors that affect the process of applying reflective principles to the pre-service teacher education programmes.

## A) WHAT IS REFLECTION?

One day a young girl was watching her mother cooking a roast of beef. Just before the mother put the roast in the pot, she cut a slice off the end. The ever-observant daughter asked her mother why she had done that, and the mother responded that her grandmother had always done it. Later that same afternoon, the mother was curious, so she called her mother and asked her the same question. Her mother, the child's grandmother, said that in her day she had to trim the roasts because they were usually too big for a regular pot (Farrell, 1998: 10).

Theoretical and empirical work on reflective practice is voluminous. According to Cole (1997) '*reflection in its many and varied articulations might very well be one of the most frequently used (and misused) words in the teacher education vernacular*' (p: 12). However, regardless of how the concept is defined and interpreted, reflection is generally considered to be a desirable attitude and practice to foster amongst teachers.

Farrell's little story above presents the importance of reflection. Teaching without any reflection would be like cooking the roast always after "cutting a slice off the end" without considering how big your pot is. It is obvious that questioning our actions by considering the contexts that we are in, and the values and beliefs we have takes us further. This is the difference between routine and reflective action as Dewey (1933) states. According to Dewey, routine action is guided by such factors as tradition, habit and authority and by institutional definitions and expectations. It is, therefore, relatively static and thus, unresponsive to changing priorities and circumstances. Reflective action, on the other hand, involves "*active, persistent and careful consideration*" (Zichner & Liston, 1996:9). It requires a willingness to engage in constant self-appraisal and development, which implies flexibility, thorough analysis and social awareness and attitudes such as "open-mindedness", "responsibility" and "commitment" (Dewey, 1933).

Dewey's distinction between action based on reflection and action which is impulsive, and his emphasis on the need to have certain attitudes and skills of thinking and reasoning in order to reflect, have shaped the thinking of many researchers and teacher educators about reflective practice. Like Dewey, LaBoskey (1993) holds a view that cognitive ability and values, attitudes, emotions and beliefs conducive to reflective teaching are necessary. The individual, according to LaBoskey, needs to be willing and able to suspend judgement while actively searching for supporting and conflicting evidence and, when reaching a conclusion, to do so with self-control and a consideration of the potential short and long-term consequences. The individual must also be able to describe and analyse the structural features of an educational situation, issue or problem; must be able to gather and evaluate information as to the possible sources of the dilemma under consideration in order to generate multiple alternative solutions; and must be able to integrate all of the information into a considered conclusion about or solution for the problem identified. Reflective teachers, therefore, reflect in order to learn to

improve their understanding of, feelings about, and responses to the world of teaching. The primary outcome is a new comprehension and a new perspective.

Donald Schön (1983; 1987) expanded Dewey's ideas stressing the importance of context and direction in reflection. He draws a fundamental distinction between two reflective processes; reflection-on-action, and reflection-in-action with the primary difference between the two being when they occur. Afterwards, the concepts of *reflection-for-action* (Killion & Todnem, 1991) and *reflection-within* (York-Barr, Sommers, Ghore & Montie, 2006), were added to the terminology of reflection. Hence, one can reflect in the present (in), reflect back (on), reflect forward (for action) or reflect within as described below.

Reflection-on-action takes place outside the action mainly serves to develop further teaching and learning (Schön, 1987; Day, 1999b). Reflection-in-action, on the other hand, is a conscious and immediate evaluation of a teaching situation whilst actually doing the action in order to make decisions (Schön, 1983; 1987). It is also possible to reflect on action while reflecting-in-action. When trying to find a solution to a problem which has occurred during teaching, teachers can call on their previous experiences; this is like re-playing an event in one's mind.

Experience is an important element of Schön's conception of reflection. The practitioner uses knowledge gained from previous encounters with similar situations to help with a present problem (Richardson, 1990). Schön termed this situation or problem a surprise or puzzlement. He described the first step in the reflective process as framing the surprise or puzzlement that has occurred by simply defining it. Then, the practitioner, here the teacher, uses knowledge gained from previous experiences of a similar nature to solve the puzzlement. Thus, teachers gain critical knowledge about teaching through their experience of teaching.

Reflection for action is analysing behaviour in order to take some action to change (Killion & Todnem, 1991; Farrell, 2004). In other words it connotes a deliberate intent to change. It is proactive in nature. Teachers use this type of reflection when they are dissatisfied with the current situation and they need to change something. Reflection within is similar to self-reflection. It can be defined as inquiring about self or own feelings, purposes and goals (Larrivee & Cooper, 2006; York-Barr et al., 2006).

From this perspective the role of reflection in the continuous professional development is obvious. Through reflection this knowledge becomes conscious, refined and available for decision making and allowing teachers to improve their teaching and themselves. In this process of reflection, teachers examine their teaching critically, thereby gaining knowledge of themselves and their teaching.

Hence, by engaging in reflection, teachers are actually interrogating themselves about their own practices. By asking questions of themselves about the effectiveness of their teaching, classroom methods, procedures and content, teachers are seeking new or different ways to meet the needs of their students and they are studying their own performance with an intention of improving that performance.

## **B) THE REFLECTIVE PROCESS**

In the literature, it seems that certain mental processes comprise reflection. Understanding these processes of reflection can offer guidance to teachers. Thus, description, analysis (comparison), evaluation and decision making are the processes involved in the reflective process (Schön, 1983; 1987; Jay 1999; LaBoskey, 1993; 2010). In order to understand their own actions and the reactions they prompt in themselves and in learners, practitioners engage in this continuous process of reflection (Brookfields, 1995). From this perspective the nature of reflection is continuous and non-linear. Following is a definition of

a sequence of thought processes that were identified above. By defining these processes, it is not my intention to define reflection as if it is merely a series of steps. But it is only an attempt based on my belief that it would be helpful when introducing the concept and the kind of the thought process involved to student teachers.

Description of a matter, a classroom concern, an assumption, feelings or theory can all be the first process of reflection (LaBosky, 1993). Rather than reporting only what happened or happening at this stage, it is important to describe, trying to understand salient features, causes and results of the matter considering the context to understand and probably create a change (Jay, 1999).

After description, come analysing the situation and its underlying basis and considering alternative means for achieving the ends (Liou, 2001) like thinking of alternative ways of doing a lesson or approaching to a problem from different perspectives. We can do this both by ourselves and with others; how could we reframe this differently? Collaborative thought, others' opinions to inform, confirm or disprove our opinions would be helpful at this stage (Jay, 1999, Harford & Macruairc, 2008). Day (1993), while placing reflection at the centre of teacher learning, values the role of reflective conversation in it. As he argues, in order for reflection to serve professional development, it involves dialogue with *skilled helpers*, as he describes, who are critical friends or trusted others.

Teachers make judgement based on the analysis and comparison and draw conclusions considering the matter in the light of different perspectives, with an eye toward changing it. Goals, values, morals and ethics are all involved in these processes. This process sequence can be viewed as a way of scaffolding thinking to help students learn to reflect; however, it is important to not to overemphasise the process.

These three processes of reflective thought combine to present a deep thinking which may result in a change in routine practice. Through reflection, we distance ourselves from our actions and can look at them from outside. Osterman and Kottkamp (1993) explain this by defining reflective practitioner as both "*an actor in a drama and the critic who sits in the audience watching and analysing the entire performance*" (p: 19). Through distancing our actions, we become aware of our behaviours and our theories-in-use which direct our behaviours and are generally tacit. As a result of critical reflection, tacit becomes explicit and may trigger positive change if there is a discrepancy between theories in use and espoused theories (Osterman & Kottkamp, 1993). Thus, reflection leads and actually facilitates positive change to occur.

## **C) REFLECTION IN TEACHER EDUCATION**

### ***i) The Rationale and Context for Teacher Education Reform in Turkey***

Reform within the education system has been a focus of concern in Turkey in recent years. The main reasons for the need for an education reform, as indicated by The Higher Education Council (YOK) which is the body at the top of universities, were that the teaching quality in our schools was low and the teacher education programmes were ineffective in preparing teachers for the profession (YOK, 1998). Therefore, through the reconstruction of teacher education programmes, the government aimed to improve the quality of teachers, which in turn would improve the quality of student learning in schools (Karagözoğlu, 1997).

In their project report, YOK (1998) explained the reasons for the low quality of teaching and teachers in Turkey. According to YOK, education faculties had misdirected their main aim of educating teachers through placing great emphasis on research in specific subject areas

ignoring general pedagogic and pedagogic content knowledge. In addition to the content, deficiencies in the organisation of the programmes and incorrect policies followed by The Ministry of National Education (MEB) when employing teachers were other reasons for this result. A traditional response of the MEB, for example, when facing an increasing demand for teachers had been to lower its standards and appoint any 4-year faculty graduates after giving them a short training. Thus, shortages of teachers would not be the shortages in quantity; they tried to appoint someone to stand in front of each class but the shortages had then been of quality (YOK, 1998). The kind of teacher for them was someone who does what is required without thinking and someone who can manage a classroom.

Therefore, to restructure teacher education programmes and raise standards in education in schools, YOK and MEB have collaboratively prepared the National Education Development Project (NEDP). The project which was put into effect in 1998, introduced new concepts and important changes to the teacher education system in Turkey. These changes included the revision and restructuring of the partnership between schools and universities, developing an accreditation programme for the teacher education courses and defining standards expected from intending teachers. In addition, at the school level, for the first time, the quality of classroom teaching has started to be questioned and a need for a shift from traditional teacher-centred classrooms to more pupil-centred ones has been emphasised. Classroom learning has been intended to be 'active, purposeful and goal oriented' and teachers would be educated accordingly (Küçükahmet, 1998).

For a certain extend the new system can be seen as a success in teacher education when compared to the previous one which emphasised only subject knowledge rather than pedagogical knowledge and employed, when necessary, persons who had followed just a short training on education. However, the new system did not change the position of the teacher who is still "doer" and "manager of the classroom" rather than "thinker" and "scholar" (Çimer, 2010). In our very centralised system, with its emphasis on the defined standards which measure if the teachers have certain competencies and with the imposed curriculum on which teachers have no right to make any decisions, I can define the teachers of the new system as technicians, a bit better trained than those of previous system, however.

While this is the case, with the intention towards more pupil-centred approaches and a shift towards "active, purposeful and goal oriented learning" in the classroom, the new system requires new capacities, knowledge and ways of looking at practice on the part of teachers. There is a contradiction between the way the authorities want teachers are prepared and they teach in schools. As indicated above, the new system defined the standards required of prospective teachers against which they will be assessed. Will these technical capabilities alone, which can be observed and measured, be enough to teach, as they defined, "active, purposeful and student centred " classrooms where students learn how to think and produce solutions to problems and, in short, learn how to learn?

In order to implement the goals of the school reform, teacher education programmes need to be designed to equip student teachers with the necessary knowledge and skills to deal with these new challenges and demands. It is true that 'no way has been found to record and crystallise teaching for the benefit of beginners' (Lortie, 1975) nor is there a codified body of knowledge and skills we as teacher educators can provide student teachers to prepare them for their future role. Despite the importance of good planning, teaching is a profession which always has unexpected, uncertain situations in which teachers are called upon to respond pedagogically or they need to adapt their knowledge and experiences to the changing situations (Carson, 1995). In addition to the subject and content knowledge, teacher education programmes need to help student teachers to deal with the difficulties of their own practice and to seek solutions. As Bennett (1995) maintains, the work of teachers cannot be reduced to

mere technical concerns, but teachers must engage with important moral issues and therefore they need to reflect on their activities.

Teaching as a profession requires teachers to go beyond the exercise of craft skills. Researchers identified distinguishing traits of professionals as; a specialised knowledge base, offering a service to a particular (group of) client(s), "strong collective identity" and "professional autonomy" (Larsson, 1977; Talbert & McLaughlin, 1994; Helsby, 1995; Day 1999b). However, when applying these into teaching, professional autonomy was found one area teachers do not (fully) have (Helsby, 1995; Day 1999b).

So, are teachers professionals? We can say "yes", if they (can) behave professionally (Helsby, 1995). A person can well be a professional without being a member of a profession, or visa versa because professionalism is related to the quality of practice (Sockett, 1993). While explaining the difference between professionalism and professionalization, Sockett gives examples of people's, who are members of professions, acting in unprofessional manners. In addition, the examples of those who do not have any professional status or are not members of a profession but their performance can well be called as professional. As Sockett indicates; "*any general search for excellence in teaching is not direct concern with professionalization, that is, with teacher status, but with professionalism, the quality of the practice*" (1993: 9).

Therefore, the idea of stressing the importance of "behaving as a professional" rather than "being a professional" should be promoted (Helsby, 1995; Day, 1999b). Behaving as a professional involves commitment, dedication, devoting extra time and effort "to do best you possibly can" and continuous enthusiasm towards professional development in addition to other skills to interact and deal with others involved and environment (Helsby, 1995). It also involves passion toward the job and is more related to moral aspects of teaching (Hargreaves, 1995).

Hence, teacher educators need to emphasise these aspects in the education of teachers and educate them to be lifelong learners. However, as many researchers reported, this cannot be achieved through only defining standards or preparing accreditation systems or preparing new tests. Since good teaching is related to moral and personal aspects of teaching, teachers need to be valued, their professional autonomy should be recognised and more flexibility in their work should be allowed (Hargreaves, 1995). Thus, it is important to listen what teachers have to say and certainly not see them as uncritical implementers of what is imposed.

Here, autonomy is the key word. It has important effect on teachers' motivation to behave professionally (Helsby, 1995; Day, 1999b). Teacher autonomy or control over what they do and ability to make decisions over professional standards rather than being told or imposed is important for teachers' professional confidence. It affects teachers' enthusiasm towards the work.

### ***ii) The Rationale for Reflection***

Basically, the reflective teaching philosophy is different from, if not contrary to, the competency-based teacher education which treats teaching as an occupation rather than a profession (Fish, 1995). It is believed that reflective practice supports growth in professional knowledge as reflective practitioners become more aware of their actions; become more skilled in the use of evidence; more knowledgeable both in teaching and about teaching; and more able to identify and analyse consequences of their actions. Reflective practice, therefore, incorporates the development of problem solving and reflecting on events to improve decision-making and judgements (Calderhead & Gates, 1993).

Clearly the notion of reflective teaching is now prominent in global teacher education and is the hallmark of teacher education. Thus, it should be promoted in the teacher education

programmes in Turkey too. However, this can be very difficult to achieve and there are some researchers who do not think reflective practice is appropriate for student teachers in initial training. According to Booth (1993), for example, student teachers want ' "recipe" knowledge, which would help them at early stages of their careers to operate effectively in the classroom', therefore, reflective practice, as he argues, ' is inappropriate for the beginning student trying to get grips with classroom practice' (p: 193). This can be true for a certain extent; during initial training student teachers might not benefit from reflective practice as much as they should. However, this does not mean that there is no need to introduce reflection to student teachers in training.

Melyntre (1993) argues that, if reflection is a 'systematic inquiry into one's own practice to improve practice and to deepen one's understanding of it' (p: 43) then, it is a much more central means of learning for experienced practitioners than it can or need be for student teachers, because experienced teachers are able to learn much more through reflection on their experiences, as they have extensive repertoires of past experiences on which they can draw to illuminate problems. Thus, for these researchers, reflection can only have a limited importance as a means to learning for the student teacher; but learning to reflect should be an important goal for student teachers, since ' it is through reflection on their own teaching that they will increasingly with experience be able to continue learning' (McIntyre, 1993:44).

However, other research shows that student teachers can learn complex skills, such as reflection towards the end of the teacher education programs (Darling, 2001; Zou, 2002; Şanal Erginel, 2006; Odabaşı Çimer, 2011). In her study, with 35 biology student teachers at their fourth year of pre-service education program, Odabaşı Çimer (2011) aimed to teach reflection through implementing portfolio process during a school term. At the end of the study she reports that portfolio writing facilitated student teachers' reflection and the student teachers all found the process useful as self- reflection enhanced their learning and motivation. However, she warns that students need a certain period of time, continuous supervision and guidance before they start to critically evaluate their learning.

In addition, in his study with student teachers who are at the end of their training, Çimer and Odabaşı Çimer (2002) found, that most of the participants expressed a view that mentors' help with developing student teachers' reflective practice was one of the most important factors an initial training programme should have. Here then, important work rests on the teacher educators who will educate student teachers to be reflective practitioners.

### ***iii) The Role of Teacher Educators***

Although reflection has been one of the main topics discussed in the education literature in the last two decade or so, it is relatively a new concept in Turkey. There is a need to educate university tutors and also mentors in the partner schools about how to be reflective practitioners and how to implement reflection in the teacher education courses.

Teacher educators have the key role when incorporating reflection into teacher education programmes. They are responsible for providing environments in which student teachers can look at their experiences. To do this, they also need to look at their own practices. In order to help student teachers to be reflective, both teacher educators and mentors need to be reflective practitioners themselves (Grant, 1984; Loughran, 1996; Hanson, 2011).

What student teachers expect from educators is not only a list of clear and consistent expectations, positive feedback and careful evaluation, but also a professional relationship based on trust, support, understanding and consideration (Borko & Mayfield, 1995; Çimer & Odabaşı Çimer, 2002; Stanulis & Russel, 2000; Zanting, Verlop & Vermunt, 2001). Student teachers also desire educators who offer constructive criticism who share ideas with them and provide such opportunities and support that they can experiment and develop teaching

strategies on their own initiative (Zanting et al, 2001; Çimer & Odabaşı Çimer, 2002). Programmes should be designed in such a way that student teachers can find opportunities to practise and develop reflective skills. Many research investigating beginning teachers' perceptions of their training programmes report that most of the participants complain about their tutors' and/or mentors' being unapproachable and not providing them with constructive feedback (Odabaşı, 2000), which could be a very useful means of promoting student teachers' reflectivity.

To summarise, a good teacher educator can provide for student teachers an atmosphere which is conducive for reflective practice, and should have the ability to assist student teachers' development of reflective practice and also demonstrate a willingness to support the student teachers (Watkins, 1992). The training of such educators is an important issue for policy makers in order to implement reflective teacher education programmes.

While it is necessary to educate student teachers to be reflective practitioners, incorporating it into teacher education system is not an easy work. The difficulty of it is two-fold for the current system in Turkey. When education faculties were established in 1987, most of the staff were transferred from Science and Literature Faculties to the Faculties of Education (Küçükahmet, 1998). Originating from these faculties, these faculty members continued their tradition by concentrating their studies mostly on their field of expertise and in their teacher education programmes emphasised mainly subject knowledge for teaching (YOK, 1998). With the restructuring process, these originally Science and Literature faculty graduated teacher educators were asked either to go back to these faculties or if they want to stay, shift their work to education from subject expertise. The majority of them declined to do either and wanted to continue their tradition as it had been. Thus, it seems to take long time, if not impossible, to both implement new structural changes in education faculties in Turkey and educate teacher educators to inculcate reflective skills to student teachers.

Following on from here is an exploration of other issues which are important when incorporating reflective dimension into teacher education system.

#### **D) ISSUES TO BE CONSIDERED WHEN PROMOTING REFLECTIVE TEACHING IN TEACHER EDUCATION**

Gallagher (1991) defines change as a long lasting painstaking process if it involves deep-rooted beliefs that have been a significant part of the teacher's personality. Reflection is such an issue.

When talking about change researchers always talk about people's resistance too (Fullan, 1993; Osterman & Kottkamp, 1993). This is because change comes with uncertainty and unpredictability and probably more importantly requires extra effort on the part of the implementers. So, incorporating reflection into teacher education programmes will not be easy. Following is a discussion of some issues to be considered.

##### **i) Student Teachers' Traditional Conceptions of Teaching**

Traditional classrooms in Turkey are generally run in a "knowledge teller" rather than a knowledge-transformer mode (Akdeniz, 1993; Ayas, 1993, Çimer, 2004). The teacher knows the facts and students learn or copy what s/he says. Little opportunity is given for digesting and reconstructing this knowledge (Karagözoğlu, 1997). Therefore, it is highly likely, that student teachers entering the teacher education programmes hold a view that new and improved knowledge is gained from external sources and experts, rather than from their own experiences and by listening rather than by acting.

It is well accepted fact that teachers' teaching styles are very much affected by their previous experiences. Therefore, the implication for the new teacher education programmes is that it is hard work to fight the reflexes acquired through decades of primary and secondary education and student teachers have to be taught in the way that they are expected to teach. They have to be awakened to the importance of evaluating and learning from their experience. This requires conceptual change or a change in pedagogical understanding which will not be easy.

### **ii) When and How to Introduce Reflective Practice?**

Researchers indicate that when introducing reflective practice in initial training of teachers it is important to consider student teachers' stages of concerns (Hatton & Smith, 1995). Fuller (1969) indicates that at the very beginning of their training student teachers are concerned with their survival. Only later do they start to pay attention to the pupils and the extent to which they learn. It takes time and experience to look at their teaching and evaluate their performance in an unbiased manner. By then, trainees have had enough time to become comfortable in their new surroundings, build trust with their mentors and students, and be able to devote time and energy to problematising both the teaching-learning process and what happens in the classroom. This concern is shared by many researchers who agree that student teachers can learn complex skills, such as reflection towards the end of the teacher education programs (Zeichner & Teitelbaum, 1982; Darling, 2001; Zou, 2002; Şanal Erginel, 2006; Ovens & Tinning, 2009; Odabaşı Çimer, 2011). Zeichner and Teitelbaum (1982) remark that an emphasis on reflective practice might not be appropriate at all points of professional training and therefore, teacher educators should consider this aspect when trying to inculcate reflective skills to their students.

### **iii) Context that Teachers Work in**

The aim of reflective teaching is to develop classroom teaching. It requires extra energy to constantly monitor and adapt teaching methods and change the practices in the long run. If the benefits teachers think they will gain through reflective teaching are not in proportion to the efforts invested, they may not give sufficient attention or importance to reflect.

In Turkey, teachers are generally underpaid and overworked as in many other countries in the world. This, for me is an important obstacle for serious reflection and investigation on the part of teachers or student teachers. I believe that, reforming teacher education is not enough alone to improve teaching quality. It is also necessary to reform schools, and to provide better payment and working conditions for teachers.

Hence, it is impossible to ignore the influence of the social context in which teachers have to work. In an environment where professionalism and extra effort are not appreciated, it is perhaps idealistic to expect teachers to invest considerable time and effort just for their professional enjoyment and satisfaction. Thus, there is a need to find ways to improve the social status of teaching profession because a sense of low social prestige within the profession may be demotivating.

### **iv) Personality Factors**

Based on the discussion above, it is obvious that an individual's willingness to reflect is another important factor, which affects his/her implementation of reflection. Copeland, Birmingham, Cruz & Lewin (1993) claim that failure to reflect and problematise the teaching situation '*may be caused either by inability or unwillingness on the part of the teacher to consider the matter at a certain time*' (p: 351). Inability may be owing to a lack of effective or

professional experience or a lack of ability to think reflectively. Unwillingness, on the other hand, is defined by Dewey (1933) as a lack of open-mindedness, wholeheartedness and responsibility. Then, professional knowledge is only one component of reflection. As long as training programmes are only concerned with imparting technical knowledge and are not concerned with developing personal characteristics and attitudes, it is impossible to help students grow as committed and responsible teachers who see personal and professional development as an important part of success.

## **CONCLUSION**

This paper attempted to discuss why reflection should be a part of initial teacher education programmes and some issues to be considered whilst incorporating reflection into teacher education.

Recently, perceptions in the education community of what makes a person an effective teacher have changed dramatically with the notion of reflection. This stance is a shift from a position that the purpose of teacher education is to provide advice to new teachers in mastering technical skills or collecting "bags of tricks". In addition to knowledge and skills, teachers, therefore, need to be prepared for the unpredictability of the classroom, which effective teachers somehow find ways to manage. Studies of reflection emphasise the importance of this talent.

Certainly, reflection is a concept that is at the heart of effective teaching. The capacity for reflection promotes the capacity to research teaching and increases the awareness that beliefs affect teaching and learning objectives, and approaches chosen. Based on these assumptions, it is important to inculcate reflective skills to student teachers during pre-service teacher education programmes if the quality of teaching in schools is to be increased. However, this is not the only condition to achieve this aim but, surely, a necessary one.

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