



REFLECTIVE PRACTICE FOR PRE-SERVICE TEACHERS RELATED TO INCLUSIVE PRACTICES

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Abstract

In reflective practice, practitioners engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners (Brookfield, 1995; Thiel, 1999).

Reflecting on teaching is frequently cited as a fundamental practice for personal and professional development (Biggs, 2003; Boud et al., 1985; Lyons, 2002) Teaching changes from one context to the next. The skills you develop in one tutorial session may be different from those required in another, or while demonstrating, or in a lecturing environment. Reflection is process in which lecturers become aware, or are supported to become aware, of the theory and motives behind their own teaching, to reflect on this, and to take some deliberate steps to develop (Gibbs, 1996).

*This study will be focusing on to reflective process whether B.Ed training develop attitude, skill in pre service teachers towards inclusive education through B.Ed. curriculum. For that we suggested **Johns' structured reflection model** which may help promote reflection for pre-service teachers related to inclusive practices*

Keywords: *Reflective practices, Need of reflective practices, John's model of reflective practice for pre service teachers related to inclusive practices.*

Introduction:

- **What is Reflective Practice?**

In reflective practice, practitioners engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners (Brookfield, 1995; Thiel, 1999). The goal is not necessarily to address a specific problem or question defined at the outset, as in practitioner research, but to observe and refine practice in general on an ongoing basis (Cunningham, 2001)

- **Main Features of this Process:**

- 1 It is a **cycle**
- 2 It is continuous **process of progress**
- 3 It includes **self- observation**
- 4 It includes **self- evaluation**
- 5 It includes understanding **their own action & reactions**
- 6 It includes **self feedback**
- 7 It includes **self motivation**
- 8 It includes some **deliberate steps to develop** teaching learning process
- 9 It includes observing and **refining practice** in general on an **ongoing basis**

- **Why Reflect on Teaching?**

Reflecting on teaching is frequently cited as a fundamental practice for personal and professional development (Biggs, 2003; Boud et al., 1985; Lyons, 2002) Teaching changes from one context to the next. The skills you develop in one tutorial session may be different from those required in another, or while demonstrating, or in a lecturing environment.

Reflection is process in which lecturers become aware, or are supported to become aware, of the theory and motives behind their own teaching, to reflect on this, and to take some deliberate steps to develop (Gibbs, 1996).

Most educational philosophers talk about education as, 'an overall development of the child' and accepting this view, the educational system and policies ensures that this objective is achieved. Various programs and curriculum are developed for the same. Development of the cognitive, affective and psychomotor domains is the major focus. It is said that better education will create good leaders for the world of tomorrow, which is the urge of today.

Value based education, education involving critical think, reasoning, learning by doing attitude form the core needs of education. We have been somewhat successful to achieve these needs in our present education system. But are we being just in providing this education to all? Are our teachers trained to ensure that the training they receive will help them to cater to the needs of Inclusive education?

The attitude of the teachers is equally important as they are the main source of Knowledge. If they are prejudiced against either the disabled or non disabled or one group or the other, there are going to be more problems. Teachers will need to reorient to the concept and practice of inclusion. Appropriate training programmes for the teachers will bring about an attitudinal change.

Teaching in an inclusive school demands greater conceptual, technical and human skills; hence it is an urgent need for a course inclusive education in teacher training programmes in colleges of education and university.

This reflective process is triggered by the acknowledgement that there is some aspect of their teaching that requires special attention. Eurat (2002) has likened this to pulling the practitioner out of 'auto-pilot' and causing them to focus on some part of their teaching. This realization may be caused by an unexpected experience or outcome or just a sense that something isn't quite right.

This status would help to understand the effectiveness of the current pre service teacher education programs on preparing teachers for inclusive education. This study will be focusing on to reflective process whether B.Ed training develop attitude, skill in pre service teachers towards inclusive education through B.Ed. curriculum. For that we suggested **Johns' structured reflection model** which may help promote reflection for pre-service teachers related to inclusive practices

- **Johns' (2000) Model for Structured Reflection for pre-service teachers related to inclusive practices**

Johns' model focuses on uncovering and making explicit the knowledge that is used in our teaching practice. It can be used as a guide for analysis of a critical incident or general reflection on experience or more complex decision making. He suggests that in addition to guided reflection students should use a reflective diary since noting, reflecting on, and sharing such experiences can lead to greater understanding than by reflection as a lone exercise.

The model requires 'looking in on the situation', which includes focusing on you and paying attention to your thoughts and emotions. It then advises 'looking out of the situation' and writing a description of the situation based on five sources of knowledge, each of which has a number of cues.

- **Johns' (2000) Model for Structured Reflection for pre-service teachers related to inclusive practices**

LOOK IN

- 1 Find a space to focus on self pay attention to your thoughts and emotions related to disabled disabled students & towards inclusive education.
- 2 Write down thoughts & emotions that significant in realising desirable work

LOOK OUT

- 1 write a description of the situation surrounding your thoughts & feelings related to inclusive practices
- 2 Write what issues seen significant? (Theory content, Core training programmes, Practice lessons, Intemship programme, Practicals related to core subjects and methods, Field trip, Social services, Health programme etc.)

PERSONAL

- 1 What did I feel the way I did with in Inclusive situation
- 2 Knowledge is not only related to bookish or textual content, but is also refers to knowledge in practical terms. Knowledge is not limited. A teacher needs to have knowledge about his subject, methods and techniques of teaching, about inclusive education philosophy, sociology, psychology and instructional system in inclusive education.

ETHICS

- **Did I act as a Inclusive Teacher**
- **What factors were influencing me ?**

EMPIRICS

- **What knowledge did I acquired related to Inclusive Practice (By core subjects & methods, practical related to core subjects & methods, core training, practice lessons, internship programme, Social services and Health programme)**

REFLEXIVITY

- **Does it connect with past Experiences? & makes attitude**
- (Attitude means mental ability, adaptability, attitude towards disabled children and professional interest.)
- **How could I handle this situation better?**

(Skills based on adjustment with academic and general environment for disabled children, socio-psycho physical adjustment, disabled child handling and professional satisfaction.

This MODEL involves engaging with a series of questions that help you to explore and reconsider your motivation or rationale for your actions. These can be designed by a third party or by the individual themselves and serve as a guide through the reflection process.

This status would help to understand the effectiveness of the current pre service teacher education programs on preparing teachers for inclusive education. This study would be focused on to reflective process whether B.Ed training develop attitude, skill in pre service teachers towards inclusive education through B.Ed. curriculum.

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