

Reflective Practices of Secondary School Teachers for Effective Teaching and Learning: Using Gibb's Reflective Model

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Abstract

Reflection is essential to continuous improvement, learning and professional proficiencies. Although it is not evident in Pakistani public schools, the teachers are implicitly involved in reflection. Gibb's reflective cycle offers them a systematic and organized structure to write their reflection about the different events they experienced and tackled. This study explores the reflective practices of secondary teachers in Punjab, using the 6-stage cyclic model of Gibb. This is a qualitative study; structured interviews were conducted based on Gibb's model. For this purpose 14 secondary school teachers were the study participants. Deductive coding and thematic analysis were used to analyze the data. The study explored the events the secondary school teachers reflected upon and how their reflections added to their professional practices. The participants could also devise future action plans if they faced a similar situation next time. The study contributed to the existing body of knowledge and implications of Gibb's reflective model in exploring systematic reflections of secondary school teachers.

Keywords: Reflective Practices, Gibb's Reflective Cycle, Secondary School Teachers

Introduction

Teachers are considered the natural change agents of a nation. For better quality teaching, reflective practice is an essential process that supports teaching, learning, and comprehension. When educators engage in systematic self-reflection, they better understand themselves, their methods, and their students. By considering their actions and experiences, they grow professionally over time. According to Dewey, teachers frequently encounter unforeseen circumstances in the classroom and cannot resolve them through routine actions before taking a thoughtful, proactive approach to finding a solution. Reflection is an essential aspect of improving the quality of teaching. Reflective practice is becoming increasingly well-known in teacher education as a potent movement. Because teaching is an intricate process, educators must critically evaluate their approaches to further their professional growth and improve student outcomes. The ability to reflect after deciding to keep learning is known as reflective practice. Reflective practice is essential because experience alone does not always translate into learning. Experience must be carefully considered and reflected upon. According to Schon, 1983, "Reflective practice involves unfolding, describing, analyzing and evaluating one's thoughts, beliefs, assumptions, theories, actions and practices."

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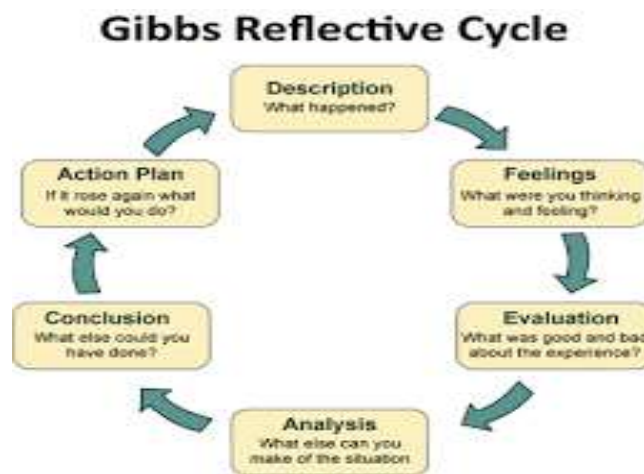
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Reflection is examining feelings, experiences, behaviors, and reactions with awareness to expand on one's present knowledge and enhance one's comprehension. It goes beyond simply looking back at past deeds and occasions. John Dewey describes reflective practices as conscious, efficient, and grounded in experience exploration, whereas routine practices are standard and disorganized (Larrivee & Cooper, 2006). Teachers who engage in reflective practices have a critical, inquiring mindset and an unwavering dedication to finding and evaluating data related to the caliber of professional actions (Bright, 1996). In reflection, educators must consider how they can advance their student's capacity for learning in both domestic and global settings.

Under the title "Learning by Doing," Graham Gibbs published a "Reflective Cycle Model" in 1988. This model shares many of the same principles as the Kolb reflective model. To understand their actions, people are encouraged by this model to reflect on their experiences during a situation or activity. This model is cyclical and consists of the six stages shown in figure 1.

Figure 1: Gibbs Reflective Cycle



Which types of practices the teachers reflect upon, how was their emotional state at the time of the reflected event, in what ways did they evaluate and analyze the situation, how did they conclude it, and what action plans did they recommend in the light of the experience are highlighted in the study using Gibbs' reflective cycle as a guide. This model will help them to write their reflections in a mannerly and organized way.

Research Objectives

1. To investigate the practices, secondary school teachers reflect upon them in their teaching-learning process.
2. To know how Gibbs' reflective model helps write the reflections of the secondary school teachers.
3. To find out the recommendations of SSTs, they devise for the future in light of their reflection.

Literature Review

The role of teachers is crucial to the advancement of a country. Every country has a unique destiny; educators are essential in shaping those fates. Every person has innate ability and potential, which

teachers harness to create valuable assets. According to Aristotle, teachers should be treated with tremendous respect because they teach children the art of living, while parents only give birth to them. School teachers play a big part in solving significant issues and problems when a country faces difficulties (Rayford, 2010). A teacher's job is to assist others in learning and to discipline their students using novel and creative approaches (Cooper, 2011).

Reflective teaching is the most significant process for the growth of teachers and students. This cutting-edge instruction method is employed in most developed nations but needs to be present in Pakistan. Researchers and educators work hard to create innovative approaches to teacher preparation. Various reforms have been acknowledged. One of these reforms is the trend of reflective practices gaining traction in education. (Schön, 1983; Zeichner & Liston, 1987; Dewey, 1933). Reflection entails more than just a straightforward flow of ideas; it also involves a sequence or a sequential ordering such that each defines the next as its proper conclusion.

Reflection entails spreading out, providing justification, analyzing, and assessing the teacher's ideas, presumptions, theories, activities, and practices (Schon, 1983). Through introspection, educators constantly draw lessons from the past and pledge to avoid making the same mistakes twice. Teachers can benefit from reflective practices in their professional development (Osterman, 1990).

Students' learning potential is enhanced, and their competence in domestic and global contexts is increased through reflection. For this reason, reflection is crucial in the teaching process. Reflection is reviewing the results of past actions to identify what was gained, lost, or accomplished and then drawing conclusions for current and future actions.

Although there are differences between theory and practice, reflective teaching bridges these gaps. The current divide between theory and practice can be closed through reflective teaching (Jasper, 2003). Teachers must use reflective thinking to take charge of their instruction and gain decision-making authority (Osterman & Kottkamp, 2004). A qualitative investigation on reflection in teacher education was carried out by Pedro (2005). This study aimed to comprehend reflective practice in teacher preparation. Pedro claims that reflective practices have an impact on teachers' knowledge. Their investigation showed that educators comprehend the process of reflection and have engaged in it in various settings.

Teachers who engage in systematic reflection in their instruction are empowered to make decisions and can, therefore, act as change agents (Larrivee, 2006). Rayford (2010) asserts that critical reflection leads to change in teachers and can help them advance professionally. According to Rayford, teachers' professional development and ability to teach can be enhanced by reflection (Rayford, 2010).

Reflection in Teaching

The value of reflection is widely acknowledged, and many developed nations have included it in their teacher preparation curricula. Reflective teaching entails the following concepts: • Reflection is the active, deliberate, and careful examination of any belief or hypothetical form of knowledge in light of the premises underpinning it and subsequent conclusions it tends toward (Dewey, 1933). According to York-Barr et al. (2001), it is an investigative approach that includes teachers' commitment to lifelong learning and development.

One tool for enhancing a person's learning as a student and in connection to their efforts and practices is reflective practice. Removing the surface layers of one's teaching is known as reflective teaching. It is a deliberate attempt to view our instruction from the perspective of a student or classroom observer, McGee and colleagues (2003).

According to Osterman and Kottkamp (2004), reflective teaching is a methodical and thorough data collection process consisting of discussions and cooperative efforts.

Finlay (2008) defines *reflective practice* as an active process that involves examining one's classroom experiences to create opportunities for professional learning. Larrivee (2010) defines *reflective practices* as a learning process in which an individual learns through and from experiences to gain new instincts of self and practice.

Wieczorek-Ghisso (2015) defines *reflective teaching* as an inquiry-based process in which educators examine their environment and consider what aspects of their instruction they can modify.

The Gibbs Reflective Cycle

American psychologist and sociologist Graham Gibbs published a "Reflective Cycle Model" under the title "Learning by Doing," " in 1988. This model is cyclical and consists of the subsequent stages:

Description

It should be grounded in fact in order to enhance comprehension of the pertinent classroom scenario. For instance, what transpired in the classroom, why it occurred, what the teacher did in that circumstance, and what are the repercussions of these actions?

Feelings

During the second phase, the professional must explain their emotions regarding the circumstance, occurrence, or undertaking.

Evaluation

During the third phase, the practitioner assesses the experiences by considering the circumstance, event, or activity. This will make it easier for the practitioner to assess the situation's positives and negatives.

Analysis

Based on the third stage's evaluation, the practitioner begins a more thorough analysis of the situation, event, or activity in the fourth stage of the Gibbs model. The practitioner separately writes and analyzes each positive and negative thing or problem from earlier stages.

Conclusion

The Gibbs model's fifth stage is where the practitioner draws conclusions based on analysis and experiences from previous stages. The practitioner takes into account both the situation-specific and general applicability when concluding. The data gathered in earlier phases is beneficial for making conclusions.

Action plan

In the sixth stage of the Gibbs model, the practitioner creates plans of action for potential events, situations, or undertakings, streamlines all the earlier components, creates a plan for fresh learning opportunities, and uniquely identifies the plan to enhance the practices.

There has yet to be any significant government action to advance reflective teaching in Pakistani teacher education. In some education regions in Pakistan, a few studies have identified reflective

practices. The evolution of a teacher's role and the development of their knowledge, abilities, and attitude are referred to as their professional development. Critical thinking regarding one's teaching methods is the foundation of reflective teaching. It forces the teacher to consider whether or not their teaching has been effective. Through reflective teaching, an educator examines their methods to modify or enhance their instruction.

Research Methodology

The philosophical approach of the study is Interpretivism, and the design is qualitative and descriptive as it explores the reflective practices of secondary school teachers. Structured interviews based on Gibbs' model were presented to participants, who were asked to describe any event they reflected upon. This study's population comprises secondary school teachers appointed in government schools in Punjab. 14 SSTs, five males and nine females, were selected from 4 different Okara high schools as a study sample.

Analysis and Interpretations of the Data

The participants were asked to answer the questions under the Description, Emotion/Feelings, Evaluation, Analysis, Conclusion and Action Plan headings. Data has been analyzed using NVivo 12. Deductive Coding (collected after Coding) was applied to the study.

Data Analysis Using NVivo

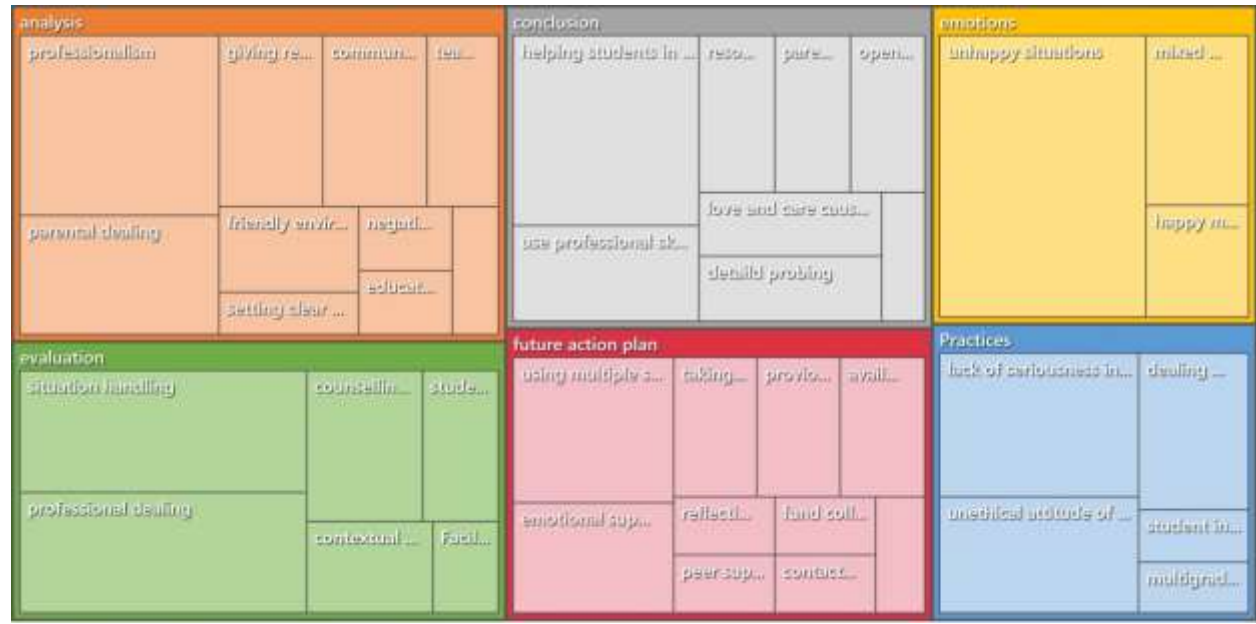
Table:1 Data summary

Name	Location	Codes	References	Modified By	Modified On
afzal	Files\	17	19	A	6/4/2024 3:36 PM
aisha	Files\	18	21	A	6/4/2024 3:36 PM
arooj	Files\	16	17	A	6/4/2024 3:36 PM
farhad	Files\	21	27	A	6/4/2024 3:36 PM
fatima	Files\	17	19	A	6/4/2024 3:36 PM
hina	Files\	19	23	A	6/4/2024 3:36 PM
M.khan	Files\	15	15	A	6/4/2024 3:36 PM
saiif	Files\	17	19	A	6/4/2024 3:36 PM
saira	Files\	16	17	A	6/4/2024 3:37 PM
samina	Files\	16	17	A	6/4/2024 3:37 PM
shanza	Files\	18	21	A	6/4/2024 3:37 PM
shazia	Files\	16	17	A	6/4/2024 3:37 PM
usman	Files\	16	17	A	6/4/2024 3:37 PM
uzma	Files\	15	15	A	6/4/2024 3:37 PM

Hierarchy Charts

The following hierarchy chart is about the coding percentage and then further about the theme's percentage. It shows that most of the themes are emerged from the 4th code 'Analysis' followed by Evaluation, Conclusion, Future Action Plan, Emotions and then the Practices. The bigger the box of a code the higher the percentage of the themes emerged from that code and vice versa. The hierarchy chart is shown in figure 2.

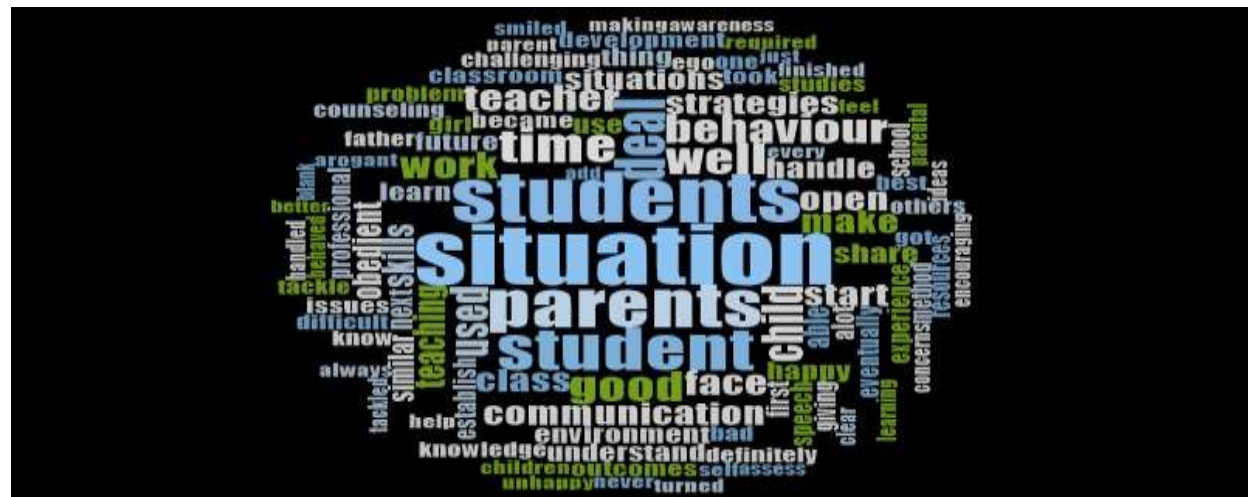
Figure 2: Hierarchy Chart



Word Frequency of the Data

The above diagram tells us about the 100 most frequent words given in the data, most used word is the boldest word shown in the diagram and less used is the slimmest word in the given figure. This frequency is not about the whole words but the most 100 frequent words of the data. Most frequent used words, their weighted. The word frequency of the data is shown in figure 3.

Figure 3: Word Frequency of the Data



Tree Map

Tree map shows that the big box of the word means the higher frequency of that word and the smaller box shows the least frequency. Word frequency tells us about that most of the teachers talked about the situation related to parents and teachers and behavioral related problems of the students. The tree map is shown in figure 4.

Figure 4: Tree Map



Conclusion

The study concluded that participants were not aware of the Gibbs reflective model, but after making them aware of the reflective cycle, they could reflect upon events systematically. Under the structured question based upon Gibbs' model, they explained the events they experienced, shared their thoughts about that event, evaluated and analyzed the situation very effectively, and devised future action plans if they faced a similar situation the next time. Reflection makes the teachers professionally competent and distinct from other teachers who do not reflect upon their experiences. The study aimed to explore the practices upon which the SSTs reflected; the result showed that most of the teachers reflected upon the behavioural-related issues of the students and their parents. Some were bothered about the students' low level of learning and explored the reasons for their slow learning. Reflection allows the teachers to grow professionally and mould their teaching strategies according to the students' needs and mental abilities. It also helps teachers to communicate effectively with parents and other stakeholders. Reflective practices lead towards the implicit knowledge of the teachers who engage in reflection. The teachers who critically evaluate the day-to-day activities, whether positive or negative, are more competent professionals and more confident at their workplace and solve problems effectively. Gibbs' model provided them with a base for the teachers to structure their thoughts and experiences. Through reflective practice, educators can learn new things about themselves and their professional practices by drawing on their experiences. Teachers must engage in reflective practices as part of their ongoing professional development. It is also evident from the data that teachers who carefully examine the abilities of their students and guide them according to their needs are more satisfied and contented because their students are effectively contributing to society. So, teachers must be reflective practitioners to perform effectively and competently at their workplace.

Recommendations

This study contributed to the existing body of knowledge. It also contributed to the implications of Gibbs' reflective model and how in-service secondary school teachers can use it to enhance their professional competencies and students' learning. This study also contributed to enhancing the teachers' reflective ability, making them able to reflect upon an event systematically by critically evaluating the events. In light of this study, some recommendations are given here:

- Need for awareness among school teachers,
- Policymakers must give importance to the need for reflection.
- Reflection is the best source of implicit knowledge, so there must be some practical steps for incorporating reflective practices at a basic level.
- Reflective workshops must be organized.
- The school's head teacher must organize a meeting once a week or month where all the staff assist each other, which may also help in PEER reflection.
- Teachers' training should be conducted on how to become an excellent reflective practitioner.

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