

# **The extent to which seasoned teachers in the Cayman Islands use elements of reflective teaching in their lesson planning, implementation and evaluation: Implication for Teacher Education and Training globally and locally.**

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*This research was motivated by my personal desire to learn more about reflective teaching, and by the fact that there was the need in the Cayman Islands to accumulate a body of knowledge addressing local issues in all disciplines, including aspects of teaching and learning. A qualitative instrumental case study was employed. Six broad research questions guided the study. Participants included four seasoned teachers. The field research made use of interviews and documentary analysis. Interviews focused on participants' experience and observations, regarding the research areas. Documents, in the form of lesson plans, were used to confirm or make findings, more or less plausible. By analysing similarities and differences in the respondents' views, I outlined: the extent to which they made use of elements of reflective teaching in their lesson planning, implementation and evaluation; and implications of the results for teacher education and training globally and locally.*

Key words: Teacher education, Reflection, Reflective Teaching, Cayman Islands,

## **INTRODUCTION**

### **Reflective teaching**

The advantages of teaching reflectively are many, for individual teachers, the teaching profession, and schools that are willing to employ and encourage its use. For example, reflective teaching demands that teachers employ and develop their cognitive skills as a means of improving their practice. They would recall, consider, and evaluate their teaching experiences as a means of improving future ones.<sup>1</sup> Reflective teachers develop and use self-directed critical thinking and ongoing critical inquiry in their practice, initiated by them and not administratively decreed. This results in the development of contextualised knowledge.<sup>2</sup> Reflective teachers would think critically, which involves the willingness to question, take risks in learning, try out new strategies and ideas, seek alternatives, take control of learning, use higher order thinking skills and reflect upon their own learning processes.<sup>3</sup> They would discuss and analyse with others, problems they encounter in their classroom, to aid their analysis of situations, which could eventuate into improved future classroom encounters.<sup>4</sup>

1. Farrell, Tailoring Reflection to Individual Needs: a TESOL case study', 1. Do Coyle, The Case for Reflective Model of Teacher Education. <http://webct6.is.nottingham.ac.uk/webct/entryPage.dowebct>
2. Hyrkas, Tarkka and Ilmonen-Paunonen, Teacher candidates' reflective teaching and learning in a hospital, 503-511. Calderhead (1992) in Valli Linda (ed), 'The Role of reflection in Learning to Teach', 141.
3. Elder and Paul, "Critical Thinking: Why we must transform our teaching. 34-35. Halpern, Thought and Knowledge. <http://www.kcmetro.cc.mo.us/longview/ctac/definitions.htm>
4. Cunningham, Reflective teaching Practice in Adult ESL. <http://www.cal.org/caela/esl%5Fresources/digests/reflect.html>

These teachers would be subject conscious as well as standard conscious, because the model promotes the individual as responsible for identifying subject content deficiencies and, through the act of reflection and being autonomous, address such deficiencies.<sup>5</sup>

Reflective teaching also demands that teachers use and develop their affective skills as a means of improving their practice. They would use their intuition, initiative, values, and experience during teaching, and exercise judgment about the use of various teaching and research skills. This model of teaching demands taking personal risks, for teachers would share their perceptions and beliefs with others.<sup>6</sup> They would also identify personal meaning and or significance of a classroom or school situation and this would include the disclosure and examination of personal feelings.<sup>7</sup> Additionally, they would engage in the disclosure of ideas, receiving and giving feedback as a part of a collaborative experience<sup>8</sup> and, would confront the uncertainty about their teaching philosophies and indeed their competence.<sup>9</sup>

If teachers hone their cognitive and affective skills via reflective teaching, this could improve their ability to react and respond (as they are teaching) to assess, revise, and implement approaches and activities on the spot. This could also develop further self-awareness and knowledge through personal experience.<sup>10</sup> Importantly, this could aid in encouraging teachers in their role as autonomous professionals, by encouraging them to take greater responsibilities for their own professional growth by deepening an awareness of their practice, set within their unique particular socio-political contexts.

As stated in the foregoing discussion, schools also stood to benefit from reflective teaching. For example, reflective teaching can lead to creative and innovative approaches to classroom and school situations and problems, and this could eventuate into improved learning opportunities for students. When this happens, the school could boast improved student learning. Reflective teaching includes self-examination by teachers that involves assessing personal beliefs and values.<sup>11</sup> It also involves engaging in discussions that lead to self-understanding and self-improvement and could eventuate into being a better teacher-learner, thus facilitating necessary changes both in self and others and teaching context.<sup>12</sup> Reflective teaching also involves critical thinking, which aids teachers in being deliberate and intentional in devising new teaching methods, rather than being a slave to tradition or to challenge accepted ways that schools have always carried out the tasks of teaching.<sup>13</sup>

5. Zeichner and Liston, (eds) *Reflective Teaching- An Introduction*. 10-11.
6. Markham, *Through the Looking Glass: Reflective Teaching through a Lacanian Lens*, 55-76.
7. Reiman, *Guided reflective Practice: An overview of writings about teaching* <http://www.ncsu.edu/mctp/reflection/overview.html>
8. Day, *Researching teaching through reflective practice* 215 –232.
9. Cunningham, *Reflective teaching Practice in Adult ESL* <http://www.cal.org/caela/esl%5Fresources/digests/reflect.html>
10. Cunningham, *Reflective teaching Practice*, <http://www.cal.org/caela/esl%5Fresources/digests/reflect.html> Bengtsson, 'Theory and Practice: two fundamental categories in the philosophy of teacher education'. 3.
11. Cole, *Impediments to Reflective practice towards a new agenda for research on teaching*, 7-27. Hyrkas, Tarkka & Ilmonen, 503-511. Calderhead, 'The Role of reflection in Learning to Teach' 140.
12. Coyle, *The Case for Reflective Model*, <http://webct6.is.nottingham.ac.uk/webct/entryPage.dowebct>, Posner, *Field Experience methods of Reflective Teaching*, 21-27. Eby and Kujawa, *Reflective Planning, Teaching*, 6-7. Hyrkas, Tarkka & Ilmonen, *Teacher candidates*, 503-511. Hatton & Smith, *Facilitating reflection: issues and research*. 49-65.
13. Posner, *Field Experience methods of Reflective Teaching*, 21-27.

Reflective teaching enables teachers to analyse and evaluate their own practice, school and classroom relationships, and make use of what they have learnt to inform decision-making, planning and future action, and this can result in school improvement.<sup>14</sup> The model places value on both the individual and the development and implementation of knowledge derived from critically thinking about the practice of teaching, which can result in improved competence and standards in teaching and learning.<sup>15</sup> Outlining these benefits of teaching reflectively points to its value and role in encouraging effective teaching and teachers.

### **Criticisms of Reflective teaching**

In spite of the obvious benefits, there are criticisms of reflective teaching. For example, there is confusion regarding the meaning of reflective teaching. Underlying the apparent similarities among those who embrace the model are vast differences in perspectives about teaching, learning, and schooling. Further, the term is vague and ambiguous, and there are many misunderstandings as to what is involved with teaching reflectively.<sup>16</sup> An examination of these criticisms shows that the difficulty with the model rests in its conceptualisation, the underlying and varied beliefs, values, and assumptions embraced by those employing it, and not in its usefulness as a model of teaching.

Do Coyle, responding to these and other criticisms, points in the right direction when she calls upon educators to make explicit their interpretation of reflective teaching, rooted in their particular political and social context. Despite these and other criticisms, a sample of the writings on reflective teaching and reflection, suggests its international appeal.<sup>17</sup>

### **THE AIMS OF THE INVESTIGATION**

Given these benefits of reflective teaching and its international appeal I launched an investigation to ascertain the extent to which seasoned teachers in the Cayman Islands use elements of reflective teaching in their lesson planning, implementation, and evaluation. By examining these aspects of teaching, I could identify actions and thoughts indicating teachers' use of the various elements of the practice.

The results of the study exemplify this occurrence. For example, all respondents used questions as they plan, implement, and evaluate lessons, and the questioning of various aspects of teaching is linked to reflective teaching.<sup>18</sup> Two respondents spoke of recall or 'flashbacks' during lesson evaluation as a means of improving future lessons. This act is connected to reflective teaching as discussed by Do Coyle.<sup>19</sup>

14. Calderhead in Valli Linda (ed.) 'The Role of reflection in Learning to Teach' pp.141.

15. This idea can be inferred from the writing of Hatton & Smith, Facilitating reflection; issues and research 49-65. Farrell, Tailoring Reflection to individual Needs: a TESOL case study', 1. Coyle, The Case for Reflective Model of Teacher Education, <http://webct6.is.nottingham.ac.uk/webct/entryPage.dowebct>

16. Zeichner and Liston, (eds.) Reflective Teaching- An Introduction, 7. Hatton & Smith, Facilitating reflection; issues and research 49-65.

17. For example, Cole, Canada, Hatton and Smith, Australia, Zeichner and Liston, United States, Ghaye and Ghaye, United Kingdom, Day, United Kingdom, Hyrkas, Tarkka and Ilmonen, Finland, Farrell, Singapore and Coyle, United Kingdom.

18. Zeichner and Liston (eds.) Reflective Teaching- An introduction 1.

19. Coyle, The Case for Reflective Model, <http://webct6.is.nottingham.ac.uk/webct/entryPage.dowebct>

Another respondent read research, and used the findings to improve lesson planning and implementation, and still another carried out research with a view to improve lesson planning, implementation, and her teaching overall.<sup>20</sup>

### **REASONS FOR THE INVESTIGATION**

The need for the investigation was brought into sharper focus when firstly, a search of the local archives, college libraries, and teacher resource centre at the Ministry of Education in the Cayman Islands, yielded no literature addressing the areas pertinent to this study. This suggested that locally the areas were understudied and the limited local literary resources seemed to support this fact. Secondly, while the literature on reflective teaching had grown substantially over the past several years including those that situated it in teacher education and, there was a large number that examined separately my areas of interest, additional research that combined the areas of concern were needed. Thirdly, I found that literature that examined separately the areas pertinent to this study tend to focus primarily on pre-service teachers. As a result of this initial exploration of the literature, I concluded that there was evidently the need for additional studies of the research areas, but more so, from the perspective of seasoned teachers.

### **METHODOLOGY, PARTICIPANTS, METHODS AND INSTRUMENT**

I used an Instrumental case study methodology, which involves using the respondents to provide insight into the concerns of the study. The participants were four female teachers--William, Maxwell, Shawn, and Louis, (fictitious names given to them).

I used the process of purposeful convenient or opportunity sampling in their selection and I considered them 'information-rich'.<sup>21</sup> Interviews and documentary analysis (that took the form of teachers' lesson plans) were the data collection methods employed. The main instrument used for the collection of data was a semi-structured interview. I piloted the interview schedule twice.<sup>22</sup> Interviews focused on participants' experience and observations, regarding the research areas, the lesson plans were used to confirm or make findings, more or less plausible.

### **DATA ANALYSIS PROCEDURES**

The data from the interviews (which were transcribed from tape-recording) were analyzed using 'within and cross-case' analyses. This meant that an analysis of each case/participants' views occurred as well as a cross-examination of emerging categories to discern findings that were common to all cases. Also used in the analysis process was direct interpretation of the data. This involved looking at each case and drawing meaning from them, as well as categorical aggregation where a collection of instances were sought with the hope that issue relevant meanings would emerge.<sup>23</sup>

20. Elder and Paul, "Critical Thinking: Why we must transform our teaching. 34-35. Halpern, Thought and Knowledge <http://www.kcmetro.cc.mo.us/longview/ctac/definitions.htm>.

21. Guba and Lincoln in Denzin and Lincoln (eds). 'Competing paradigms in qualitative research' 105-117

22. Wragg 2002 in Coleman and Briggs (ed). 'Interviewing' 143-146

23. Creswell, Qualitative inquiry and research, 153-154

I looked across all the responses to the interview questions in order to identify similarities and differences. By highlighting similarities and differences from what was said or how the respondents said it, I constructed an understanding of their use of elements of reflective teaching in their lesson planning, implementation and evaluation from their perspective and mine.

Three useful categories emerged from the within-case analysis. The categories are **Students (S)**, **Teaching context (TC)**, and **Mechanics (M)**. As I read and reread the interview transcripts and listened to the tapes, there were certain words and phrases repeated, events outlined, and thoughts expressed that I used to define each category.

**Students**, this refers to the use of students in peer evaluation or their engagement in other activities specifically geared to facilitate the acquisition of information, or references made to students' well being, welfare, their activities, roles and learning styles. The category of **teaching context**, includes policies, teaching and teaching material/supplies, facilities, school responsibilities, school physical layout, school philosophy and how each respondent interpreted, conformed, interacted with, and utilised these aspects in their practice. The category of **mechanics** emerged from the data because the responses were replete with descriptions of 'when', 'how' and 'what was done' during the respondents' practice, for example, respondents engaged in long term or short term planning and included activities that aided students in acquiring certain skills and attitudes about the subject being taught.

### **RESPONDENTS' USE OF ELEMENTS OF REFLECTIVE TEACHING IN THEIR LESSON PLANNING, IMPLEMENTATION AND EVALUATION** (Discussion of findings and conclusions)

Generally, I will conclude that only three respondents employed reflection or 'thinking about' and questioned aspects of their teaching that related to students and student activities. Therefore, I classified them as 'more reflective teachers'.<sup>24</sup> While they all reflected on their schools' context, they did so in relation to student activities and how best to utilise their classroom and various school facilities.

During lesson implementation, all respondents employed reflection-in-action as an element of reflective teaching. They usually 'frame'<sup>25</sup> students' activities as the main cause of making unplanned changes during a single lesson. Only three seemed to make use of other elements of reflective teaching consistently, for example, self-evaluation, reflecting on teaching context, personal beliefs about teaching, and values.

While all respondents evaluated their lesson, only two seemed to employ 'flashbacks', which indicated their engagement with elements of reflective teaching during lesson evaluation.

Decisions and adjustments to lesson planning, implementation, and evaluation resulting from and facilitated by reflection influenced the teaching context or situation. In the case of William, there was a disagreement between what she believed the students should know and what the curriculum suggested they should learn. Therefore, after reflecting on the issue, she adapted the content of the lesson to match her belief. No doubt, some degree of learning did occur and the decision and subsequent actions she took 'worked' in that context, that is, her classroom.

24. As postulated by Posner, Field Experience methods of Reflective Teaching, 21-27.

25. Framing, according to Schon (1987), means the teacher selects—in a qualified and circumscribed sense—what will be treated as the problem. The teacher sets the boundaries of his/her attention to the problem, imposes on it a coherence, which allows him/her to say what is wrong and in what direction the situation needs to be changed.

Again, in the case of William, after reflecting on certain happenings in her school, (for example, her dissatisfaction with a certain school policy or behaviour of her colleagues, and how these affected her mood), she then adjusted how she implemented the lesson she taught.

Maxwell's decision (after reflection) to share her lesson evaluation with only a select colleague because of less than appropriate interpersonal relationship skills others exhibit, was another instance of an issue in the context of the school influencing lesson planning, implementation and, especially, the process of lesson evaluation she employed.

Reflection also aided the respondents in developing self-awareness and knowledge through personal experience.<sup>26</sup> This argument can be extended to suggest that, more importantly, reflection could aid in encouraging teachers in their role as autonomous professionals, by encouraging them to take greater responsibility for their own professional growth and deepening an awareness of their practice, set within their unique particular socio-political contexts.<sup>27</sup>

I will also conclude that the respondents, by applying reflection, had developed both an understanding of their context as well as self-awareness. For example, and as outlined in the foregoing discussion, Maxwell's refusal to openly share with colleagues could be an indication of an understanding of her context or situation and might be an indicator of an awareness of 'self'. A similar observation could be made of William and her response to school policy and the behaviour of her colleagues. The fact that she was able to isolate her mood, which was affected by a school policy and behaviour of her colleagues, could be an indicator of an awareness of 'self' and an indication of an understanding of her context or situation.

The examples given in the foregoing discussion along with the results of the study also demonstrate that Louis, William and Maxwell, via reflection, were able to adjust how they worked or functioned when their beliefs, practical knowledge and mood were challenged by contextual situations and circumstances.

I will extend this conclusion to suggest that it was their professional disposition or attitude that is, being 'more reflective teachers' that determined their response to the challenges. For 'more reflective teachers', the contextual challenge to their beliefs, practical knowledge, and influences to their mood, is an opportunity for personal and professional growth in understanding context and improving practice.

This is so because (as seen in the results of my study) such occurrences provided opportunities to question and, by so doing, led to decisions and adjustments to lesson planning, implementation, and evaluation that were conducive to learning and sensitive to context or situation. Decisions and adjustments (being conducive to learning) were likely to strengthen beliefs and practical knowledge, affect mood positively and, ultimately improve the teaching context.

'Less reflective teachers', on the other hand, might not see any connection between contextual challenges, their beliefs, practical knowledge, and mood. They might view the challenges exclusively as 'problems' needing solutions and would not question self or the impinging factors, but find solutions in a programme or technique.<sup>28</sup>

26. Cunningham, Reflective teaching Practice in, <http://www.cal.org/caela/esl/%5Fresourcesdigests/reflect.html> Bengtsson 'Theory and Practice: two fundamental, 3.

27. Coyle, The Case for Reflective Model, <http://webct6.is.nottingham.ac.uk/webct/entryPage.dowebct>

28. Zeichner and Liston (eds.) Reflective Teaching- An introduction, 2

An overview of Shawn's responses to the interview questions reflected the idea of Zeichner and Liston positioned here. Her responses were not introspective, for no mention was made of considering self, feeling, mood, values, beliefs, or personal assumptions. In addition, she applied mainly 'what works', void of reflection, to address contextual challenges.

After a couple of years you know what works and what definitely does not work, and there are times when certain things won't work but this is when you have unforeseen circumstances, which you don't plan for, and experience comes in very handy...(Shawn)

Reflection also seemed to be a tool to safeguard feelings or emotions, preserve self, and job. Above all, it helped respondents to cope with perceived contextual challenges. Birrell, Bullough, Campbell, Clark, Earle, Egan, Erickson, Hansen, Young<sup>29</sup> make the point that when the teaching context presents a serious challenge to self, 'strategic defensive adaptations', or coping strategies, emerged. Coping strategies may be indirect, for example, changing the way one thought about or physically responded to the situation to reduce its impact and/or active, for example, taking some action to change one-self or the situation.

I will conclude (based on the study of Cooley and Yovanoff<sup>30</sup>) that reflection can facilitate these coping strategies. In Cooley and Yovanoff's study of how to cope with perceived contextual challenges, the writers proposed a modified version of the Peer Collaboration Program described by Johnson and Pugach. Its strength was the use of reflective problem-solving interactions between two teachers about student-related problems. An overview of the process closely resembled the activities commonly employed by a reflective teacher, for example, framing the problem as promoted by Donald Schon and asking questions, as suggested by Zeichner and Liston.<sup>31</sup>

The respondents in my study seemed to employ these kinds of coping strategies based on their use of reflection. For example, Maxwell decided not to share her lesson evaluation with all colleagues because of seemingly negative responses she had received and these seemed to have impacted her emotionally according to Cahill and Mcgaugh,<sup>32</sup> given the fact that she was able to vividly recount this in the interview. According to Birrell et.al,<sup>33</sup> Maxwell was employing an indirect coping strategy, by changing the way she thought about or physically responded to the situation, and she was being active in her coping, in that she took a particular action to reduce the impact of the situation.

William decided to teach the lesson even though the contextual situation affected her mood negatively, but the way she taught the lesson (after reflecting on the issue) had also to do with coping. At that time, she felt it necessary to write notes on the chalkboard for the students to copy, instead of employing activities that were interactive and demanded verbal communication between the students and herself. I will interpret the decision she took as one that protected the students from possible negative reaction that could result from her negative mood.

29. Birrell, Bullough, Campbell, Clark, Earle, Egan, Erickson, Hansen, Young, 'Paradise Unrealised: Teachers, 381

30. Cooley and Yovanoff, Supporting Professionals-at-Risk, 4

31. Zeichner and Liston (eds.) Reflective Teaching- An introduction .1

32. Cahill, 'Similar neural mechanisms' <http://www.pnas.org/cgi/content/extract/100/23/13123>, Mcgaugh, "Memory and emotion" <http://www.orionbooks.co.uk/HB-7976/Memory-and-Emotion.htm>

33. Birrell et.al 'Paradise Unrealised: Teachers, 381

In addition, I could also interpret her action as an act of safeguarding her job, hence herself. Here again, William was employing an indirect coping strategy by changing the way she physically carried out the lesson and she was being active in her coping, in that she took a particular action to reduce the impact of the situation.

What then are the implications of these findings for teacher education and training globally and locally?

### **IMPLICATIONS OF THE FINDINGS FOR TEACHER EDUCATION AND TRAINING GLOBALLY**

The results of the study emphatically point to the fact that schools' contexts exerted influence. Therefore, I am of the opinion that they should be monitored to reduce the negative effect they may have on teachers and, by extension, on lesson planning, implementation, and evaluation. I will also suggest that teachers should be thoroughly engaged in the monitoring process via reflection.<sup>34</sup> For as indicated in the foregoing discussion, reflection enables them to analyse and evaluate their own practice, school, classroom, context and this can result in school improvement.

Given this observation, I would suggest that a requirement of both pre and in-service teacher education programmes is to prepare and enable teachers to develop their ability to adjust lesson planning, implementation, and evaluation according to school contextual factors. This could be achieved via the application of reflective teaching/thinking. For Posner<sup>35</sup> suggests that reflective teaching would allow teachers to first interpret experiences from a fresh perspective and to act in deliberate and intentional ways to devise new ways of teaching.

In other words, one fundamental principle of a teacher education and training programme should be to enable teachers to address school contextual issues via reflection. Day<sup>36</sup> seems to support this idea when he states:

A necessary condition of effectiveness as a teacher is regular reflection upon the three elements that make up teaching practice; the emotional ... and the conditions that affect classrooms, schools and students' learning and achievements...

Another way to state this is that, among other things, a necessary condition of being an effective teacher is to be able to reflect on your context. There is the need for both student and seasoned teachers to be encouraged to reflect on the various contexts in which teaching occurs.

An understanding of the variety and nuances of teaching contexts and how they influence teaching generally, and including reflective teaching, would help to prepare teachers to adjust and function effectively. A number of writers such as Cole, Van Manen, and Day<sup>37</sup> discuss the impact of context on reflective teaching.

34. Cole, Impediments to Reflective practice, 7-27.

35. Posner, Field Experience methods of Reflective Teaching, 21-27.

36. Day "researching teaching through Reflective practice, 216

37. Cole Impediments to Reflective practice, 7-27. Van Manen "On the Epistemology of Reflective practice, .1 Day "researching teaching through, 215-232

Calderhead in Valli Linda, quoting Goodlad,<sup>38</sup> however, makes the point that frequently schools did not present an environment supportive of experimentation, innovation, and reflection. However, the consensus regarding reflecting on contexts is that doing so is necessary to being an effective teacher, a point already highlighted in the foregoing discussion, and one with which I am in total agreement. Van Manen,<sup>39</sup> addressing student teachers, aids us in understanding why this is so. He is of the opinion that student teachers typically encounter problems in the reality of the classroom, for while they are quite knowledgeable and versed in various components of teaching and learning, when they enter the classroom they sometimes become disillusioned, for what they have learnt has not prepared them well for the realities of the classroom.

I will add that given the ever-changing nature of today's classroom, it is likely that seasoned teachers also face new challenges that they might not have encountered previously. As a result, they might become disillusioned because what they have learnt from experience might not be able to get them through new encounters. Hence, teachers developing the art of reflecting both 'reactively' and 'proactively' should be seen (at least) as a partial solution to this dilemma. Learning the art of reactive reflection should aid in the deconstruction of what had happened in the class by asking questions, which would reveal what had caused them to feel unprepared and disillusioned and then carry out proactive reflection to learn from the past situation to make adjustments for future classes as suggested by Do Coyle.<sup>40</sup>

For what reasons should we include a study of the contexts in which teaching occurs in a programme of teacher education and training? Including this area should sensitise teachers to the functioning of schools. This includes the idea of teacher accountability, workload, understanding schools' culture, policymaking and implementation, authority and organisational relationships, bureaucratic educational systems existing outside the school, yet still influencing the school, the functioning of the school as an organisation, and how to balance these against the demands of being an effective and reflective teacher.

A study of the contexts of teaching could also encourage empathy on the part of student teachers for those who are involved with the task of administrating a school. For both seasoned and student teachers, studying this area could allow them to develop the ability to see the school's organisation as a whole, and to recognise how the various functions of the organisation depend on each other, and how changes in any part affect the others. This becomes even more relevant in the event they were required to act in an administrative role, given the nature of schooling.

38. Calderhead in Valli Linda (ed), quoting Goodlad, 'The Role of reflection in Learning to Teach' pp.143.

39. Van Manen, Van Manen "On the Epistemology of Reflective practice, .1

40. Coyle, The Case for Reflective Model, <http://webct6.is.nottingham.ac.uk/webct/entryPage.doweбct>

## **IMPLICATIONS OF THE FINDINGS FOR THE TEACHER EDUCATION AND TRAINING LOCALLY**

While there are in-service activities, and there is the Cayman Islands' draft education bill, part XIV letter H, which states that every teacher has the right to reasonable access to professional training and development, whether basic or otherwise, there is no formal written document per se that guides the in-service training programme locally. Even if there were, the recent hurricane destroyed all known ones. In addition, from comments made via informal conversation I had with officials from the Department of Education, there was a sense of an ad hoc approach to this aspect of teacher education and training.

Debate surrounding the draft education bill was being entertained, however, when it is passed into law, it would establish a place for in-service training in the education system in the Cayman Islands and concretise the fact that it must occur. However, it would not articulate the 'how' of professional training. This provides an opportunity for me to articulate a potentially useful conceptual framework as a starting point (catalyst) for further discussion in this area, based on the findings of this study.

From the study, I found the following to be pertinent elements of the teaching and learning process: students' cognitive and affective needs, administratively mandated policy, teachers' belief, practical knowledge (knowing what works), mood, and the use of questions. These were pertinent because the respondents frequently engaged with these elements. Based on these, a useful conceptual framework for the local teacher education and training programme should aim to develop teachers who are sensitive not only to the cognitive, but also to the affective needs of students, and be able to adapt administratively mandated policy to their unique context. It should also develop teachers who are able to critically examine their beliefs and practical knowledge, as a means of improving their practice. Teachers should be able to effectively address school contextual and other issues that trigger moods that are counter productive to the application of appropriate lesson implementation and able to use and focus questions as a means of improving practice.

What is required in the ever changing, demanding, and sometimes-difficult schools' contexts are teachers who employ a model of teaching which incorporates an understanding of their particular contexts, personal beliefs, practical knowledge and particular content knowledge. This model should enable them to survive the many contextual challenges and irritations and allow them to draw on knowledge to solve problems that are unique to their particular teaching situation. This model should also enable creative and innovative approaches to classroom and school situations and problems, which should eventuate into improved learning opportunities for students. Reflective teaching provides an excellent opportunity to achieve these.

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