

NPTEL
NPTEL ONLINE CERTIFICATION COURSE

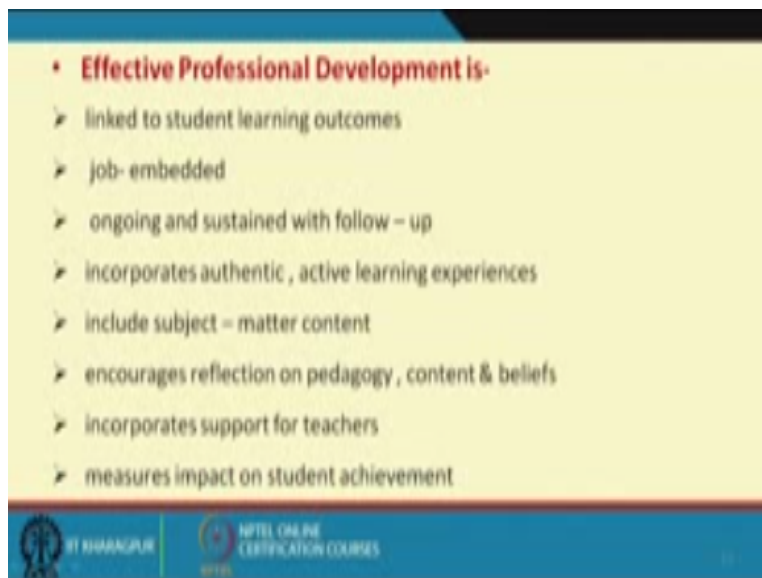
Course
on
Educational Leadership

by
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Lecture 09: Professional Development and
The Reflective Practitioner
(Contd.)

Welcome viewers once again to this NPTEL course and educational leadership so in the last class we have discussed about the professional development 21st century pedagogy what it should be how the educators should facilitate the teaching learning process how the learners to be more independents self learner etc... So to recapitulate the whole things now we can summaries that effective professional development program is.

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Linked to student learning outcomes so here in every profession and exclusively in teaching while so we have to focus on students learning outcomes like in other professions like in this

industry and organization they are also focusing on the customers and the stakeholders similarly in our profession teaching profession time learners students are aware you know stakeholders primary stakeholders.

So and they are learning outcomes they performances and our focused so every professional should try to be effective not only efficient capable but also effective so in ensuring that learning in students learning outcomes so it is directly they are linked to students learning outcome it is a job and the death like a we are trying to achieve that capacities and efficiency and ensure effectiveness in the context of job it is like on the job in the teaching learning situation in the work place.

In the educational institutions itself hence it is job embedded 3rd is the ongoing and sustain with fall of so the professional development programs is carrier oriented programs is a continues learning program it is ongoing it is lifelong it is a continues cycle and it is in order to make it as sustained sustainable is we have to follow it up regularly again and again so we have to make it ongoing continues sustainable with a regular fall up and practice then in cooperates authentic active learning experiences.

So effective professional development is very much realistic oriented in the sense that it takes in account the ground reality and how to solve the problems how to over the you know impendence etc so hence it incorporates the authentic realistic relevant reality oriented problems realistic problems active learning experiences that is among the students are engaged in the learning situations they must think activity they must try to solve the problems actively they must be very realistic.

They must be deeply rooted in the reality so active learning experiences is another component of professional development include the subject matter content definitely in which ever domain which ever subject knowledge discipline we are walking we have to have the mastery acquired the mastery in that subject matter content encourage the reflection on pedagogy content and belief that we have to encourage the not only have mastery over the content etc.

But we have to be very reflective and innovative in our pedagogy in our practices they whatever in whichever way we teach we whatever new things we introduce in our class room situation etc we have to very reflected every movement in we should be reflective of our own actions that is

in teaching behavior actions students performances interactions in the class room outside the class room so encourages the reflection and pedagogy whichever pedagogy we adopt for our students in different situations.

And again we have to reflective the content and how the content should be though in which context it should be through how the students are learning what is the degree of their understanding what is the degree level of that you know absorption of the content as again we have to reflect on our own believes because we have to be no judgmental we cannot have we cannot judge the situations so the content the students every one.


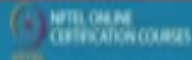
So we have to no judgmental so we have to reflect with think about our own beliefs as incorporates the supports where the teachers so our professional development it is incorporates the development of the teachers that means all the teachers all the staff our collogues our fresher's our junior teachers so all of them they should be equally given training and to update the knowledge scales competencies.

And capabilities and it is also measures the impact on students achievement so through professional development not only we try to be effective but it must have significant impact on the students achievement their performance their behavior etc so ultimately the effective professional development leads to performance in fact impact on him impact on all the stakeholders and who are the majors stakeholders and who are the majors stakeholders students achievement, achievement their behavior their performance then learning game their ability their attitude so it must have significant, significant impact so now we will move on to the next step there is a reflective and practice the educational leader as that reflective practice.

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Educational Leader as the Reflective Practitioner

- ✓ **Reflective Practice** – Thinking about teaching & always improving it in innovative way
- ✓ Exploring more critically the underlying assumptions in teaching practices & add to professional knowledge
- ✓ Dewey's (1910) "How We Think", a five stage model of "Reflective Thinking".
- ✓ 'Reflective Action' stems from the need to solve a problem & involves the active, persistent & careful consideration of any form of knowledge

As we have already discuss that for the professional development reflective thinking reflective practice and then you know necessary and necessary of the mandatory components, so reflective practice is that thinking about teaching and always improving it an so we cannot be very complaints that yes I am I have thought the lesson in very you know marvelous way and the students are had looking at me where looking at me and they are very highly motivated and they have totally understood.

The subject and definitely they are going to excel in example so we cannot be very much come place and with this that whatever we have delivered is in outstanding so every movement even though we have taught even though we have delivered when, so but again there is same movement and next month do we have to how to make it better, how to make improve it by day so reflective practice that encourages the teachers to think about the all possible innovative ways.

To improve qualitative improve the this teaching and practices and day by day in with the increasing day with every the more and more it is curious to come we cannot say that he is experience we can deliver it well even though we are experience even though but even then we have to prepare we have to go to the new learn in method etc... Because our intention is to how to again make it better next exploring more critically the underline assumptions into which in practices.

And the professional learners is to get not only where preparing for the content not only we are having the mastery over the content but in this at the same time you are also critically evaluating

in that context, whether the content I am using whatever the content have collected the from this source or that source is actually relevant is contextual it is useful it is actually you know ethical valuable, so we have to critically evaluate and what after the basic assumptions of that topic of that course of the curriculum.

Of that you know of that lesson so we have to again critically evaluate the assumptions basic assumptions of those lessons and the topic because only we are setting the instructional objectives we have to very thought about, so we have to very throw about the underlying assumptions, and again underlying assumptions are teaching that subject to the to this why as we have to ask many questions to answer why and teaching what how can be thought what is this what it is relevant.

How it is going to hide them in their life then what are it implication so what how it can be a linked though the other disciplines, how it can have introduced impact so all this questions all this questions we have to ask ourselves they underline assumptions in teaching practices and again also to add the professional knowledge, so when we are delivering the lecture when we are practicing our teaching where we are and enabling the learners to unit to learn to have not over the content to apply.

It to think in a higher level like to critically evaluated creatively design something new etc... so all the time we explore we explore the new dimensions of that content new dimensions of that content new dimensions of that pedagogy, would new dimensions of that domain so by critically asking many, many questions to ourselves so it also strengths the professional knowledge so in this context gives is that how we think and five stages given a five stage model of reflective how we think.

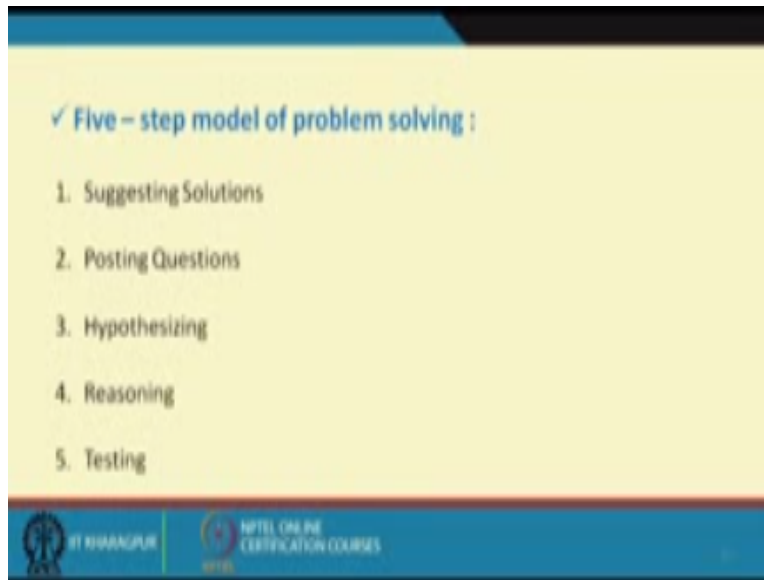
So it has a different stages and he has given a five stages model so primarily the reflection can be come in two way one is the reflection in action the reflection on action so reflective actions is stems from the need to solve the problems and involves the active persistent and careful consideration of any form it, so when we start we did not reflect the when we face any problem actually, actually it begins come that stage on, ensure let ensure you know use to ensure adoptable to the in a prescript or prescribed.

Kind of pattern like was has been given for the subject content course curriculum everything has been desire has been describe by our teachers and now we are suppose to less learn it, in that you know spoon feeding kind of learning to or we do not ask critical questions are but the movement we face any kind of problems then we start reflected thinking, so the reflective action actually the begins with the particular problem when w fail to solve that problem then the critical thinking or reflecting thinking starts and it involves active.

So the moment we are reflected active become very active will become very persistence it will become deeply engaged, deeply motivated, deeply in our to sustain our motivation and attention we keep on carry on where you know activity to solve that problem and careful consideration of any form of knowledge.

So here we try to collect the different resources of learning that means from what that means our effect is from we can get some clues, some ideas, some you know strategies to solve this problem. So automatically the reflective action it makes the individual more active.

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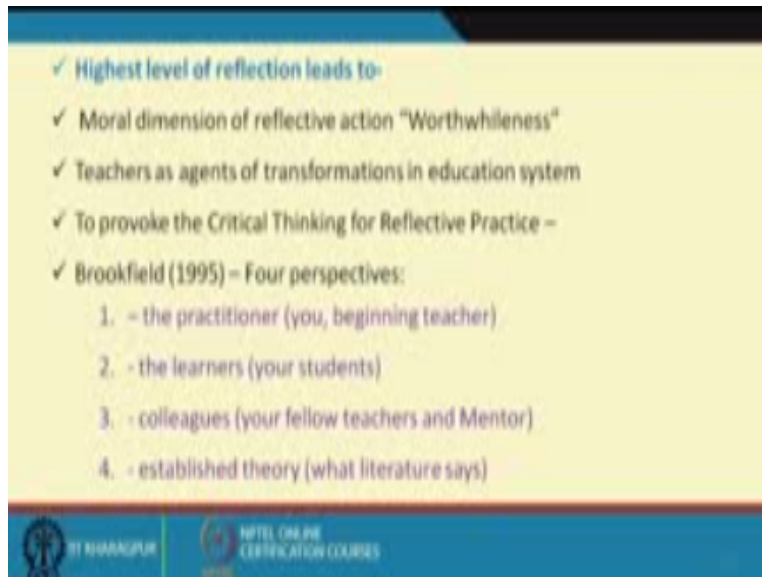
So the five step let us discuss about the five step model of the way, so first is that suggesting solutions the moment we face the problem then we start you will start you know seeking the solutions what could be the possible solution, possible strategies for the solving the problem then so of the basis of those suggestions, those solutions, those strategy then we post different questions how different questions to solve the problem.

So if we do in this way what will be the outcome, what will be the result, how we can get it, how the less time will be taken, how the more profit can be gain, how this cost effectiveness can be obtained etc. So we post the questions then again but then we try to experiment on each and every hypothesis then if suppose we fail in the first warn then we will try second one in then suppose we have passed, we have result in successful in first one again you are trying to for the second one then third one because again at the end we can evaluate which is the most effective one.

So reasoning then again testing the experimenting for refine so when this is the usual process of problem solving not only in teaching learning situation, but any kind of real life problem also, any kind of social problem, any kind of you know for initial problem, any kind of economic in emotional problem so if it is a problem if we think it is a problem then we start thinking actively. So when we start thinking actively then we reflect up on then we start reflect thinking then we try to explore the different sources of the information, knowledge etc, etc.

And from that from there onwards then we form a different strategy, hypothesis try to experimented etc, etc.

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The highest level of reflection leads to, now the individual is suppose the individual is highly engaged in defluctive thinking you given any kind of task, you given any kind of task be it academic, non-academic or work related whatever so his habits automatically it becomes a habits, he is highly engaged in active thinking, he is highly engaged in active thinking these highly engaged in reflective thinking.

So highest level of refection leads to what the moral dimension of reflective action that is worthwhileness that means whatever task you assign to them they evaluated ultimately being reflected ultimately they evaluate its value, they evaluate its projection, they evaluates its learning so the more or one moral dimension automatically attached to the learning experience of the topic like what is the utility, what is the worthwhileness of this subject, this content, this lesson, this topic, this work.

So a moral dimension automatically comes in, so then teachers as agents of transformations in the education system, so we believe that the teachers has the major responsibility of bring change, transformation not only in among our students, not only in our educational institutions but the society at large. So that is why it is our moral responsibility we can say like to evaluate

the particular lesson, topic, content whatever who are delivering like in terms of its values, in terms of its quality, in terms of its moral implications, in terms of its worthwhileness utility.

So ultimately it is the teachers job and responsibility to evaluate the content and to pay its social implications, moral implications for the benefits of the society. When to provoke the critical thinking for reflective practice, so we being the teacher we are not just require to know reflective up on our own practice and thinking but we have to encourage the same among our students among our learners.

So we have to provoke so by posing different course, by giving them and different kinds of assignments by encouraging them to engaged to be engaged in the dialogues in the conversation to engage in that mean different kinds of experience in learning, in the discourse etc, so to promote to you know instigate to stimulate them for critical thinking. So and critical thinking and reflective practices.

So it is not just enough for us to practice it for our profession development but simultaneously you have nurture in call kind this kind of practices among our student as well. Now Brookfield has given the four perspectives of this, so when we are practicing reflective thinking, reflective you know reflective thinking and pedagogy in our course content and curriculum etc, we have usually we encounter four kinds of a situations because you know teaching and learning are very much contextual.

First thing is that the first perspective is beating the practitioner, so you suppose I you are you as the beginning teacher you are a fresh teacher now got the first apartment in a college in a city, so you are you as an practitioner so you have to again, you have to be reflective and you have to be critical about the context critical about the situation context, methodology everything so you as a practitioner so we start reflective practices as a practice in our for us, that is we as the beginning teacher.

Second has that we also reflect up on our own practices for whom for our image stakeholders that is the students, so the learners who are our students whether the class five children they are under graduate students, they are engineering students, they are science students or psychology students who are the students, who are our stakeholders and the audience and what is the level of

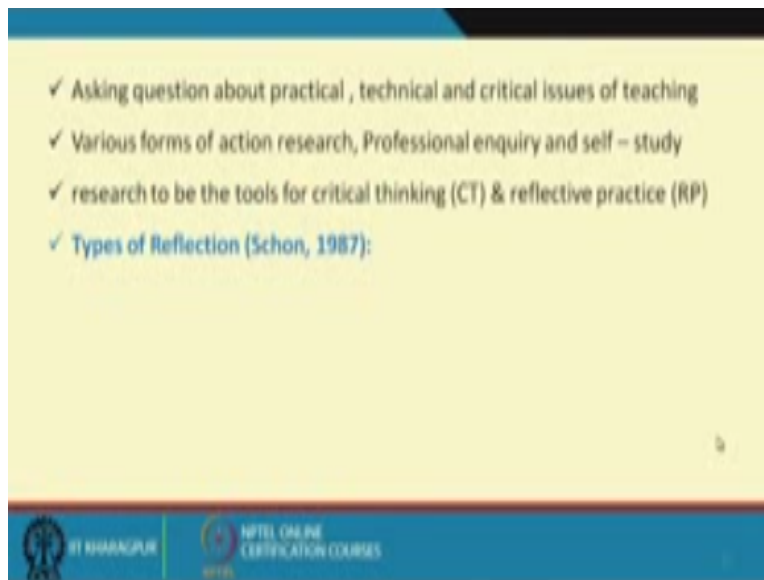
understanding, what are their expectation, what are their needs, what are their you know future perspectives everything.

So the learners and these another perspective then the colleagues again in which context so when we are joining as a colleagues so definitely we have the colleagues from other subjects or such as the so they are colleagues, your colleagues, you know office staff, other staffs so they are your other fellow teachers as well as your maintain your senior, your maintain so there also it is also another dimension is another perspective of you know reflected practices in the work place then again the source.

The source of information is that want to establish theory says about the reflective characters if I am a sociologist teacher, if I was science teacher biology teacher or physics teacher what the theory says that what is the best method of teaching this subject or that subjects content in that content. So what the theory says, what the theory because theory was been theory has been developed on the basis some empirical studies finite, so it must have some kind of you know truthfulness, some kinds of validly etc socialist, psychologist perspective so we have to take into accounts so for reflective practice again we have to take into account this four practices I as the beginning teacher beginner practitioner.

So I can who are my stakeholder the learners are the major stakeholders, third we are my colleague like what my colleagues are suggesting me, how they are doing it, how they are teaching, how they practicing it I not seek their suggestion their feedback in this context so you know you are review, you reviewing is a poses what is the previewing that is the colleagues also they also evaluate your performance, they also give the feedbacks. So there also again a significant component and what the establish theory a domain theory says about this so on this 4 perceptive again.

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Asking the questions about the practical technical, critical issues of teaching so here as we have already discussed from all this 4 perceptive we can ask many questions practical questions related to the subjects practical questions related to the transaction of co curriculum technical questions that we how to conduct it conduct the experiments in the lab or how to use also ICT 2 etc.

And what are the other critical issues in the teaching in the context in the class for management in the administration in the resources in the lab so we have ask many questions like you know what is the object in terms of what how why when all kinds of questions so what if suppose we have got the all the answers right now then what next then we have to all the time ask what next then what will be the further what would be the further plane.

What would be the next topic what would be the next proposal etc because you know reflective again various forms of action resources professional enquire and self study various forms action helps us greatly in this regarding the sense that suppose while teaching a particular new subject suppose forgone language as teaching chine Chinese language Japanese language in the class room.

So when teaching the subject this language subject with the to the audience to the learners who are not familiar with this kind of knowledge and they are the first generation learners in this learning this forgone language what kind of particular problems I am phasing okay so how can help it so this some of the in instance like a in some cases some peculiar problems which we may

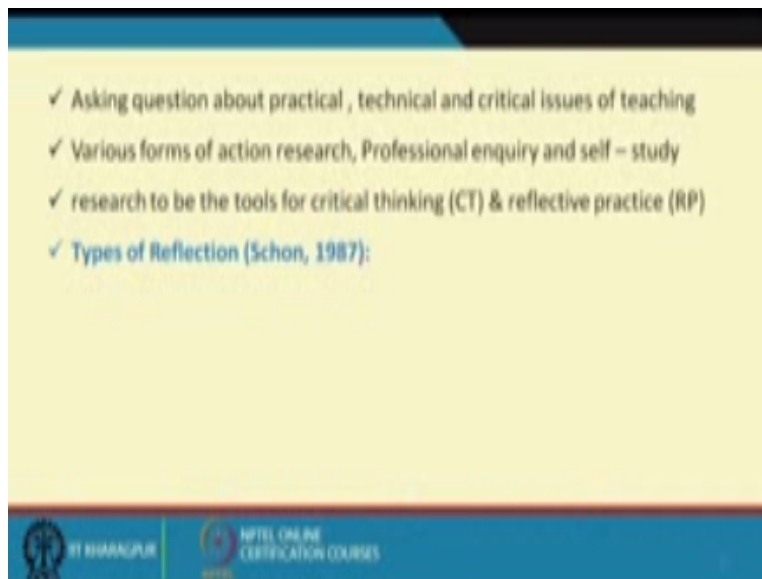
not have thought of it prior that teaching so some of the peculiar critical questions that emerge that emerge from the situation actually we have never thought of it questions to be asked published but now it was emerge out of the situation.

So solving those kinds of problems, getting answers for those kinds of questions, so we can immediately take up action research. Action helps us getting the solution, for the instance solution for a problem. So if you face this kind of critical questions or emerging questions, unpredictable questions etc, then we can quickly engage ourselves or design an action plan of the action research.

To conduct it to carry on it, so that we can instantly get some kind of solution which again we can practice and we can try it out in the classroom situation to solve that problem. So various form of actions, action itself is very popular in education field, so various forms of cation research because it gives us an instant feedback, instant solution to solve our problem which we can immediately introduced and apply, instead of waiting for others to you know to give us the green signal.

So various form of actions research, professional enquiry, we can ask questions to different professional organization to get the answer etc, we can ourselves try to explore that for civil solution by going through the literature, going through the various open source.

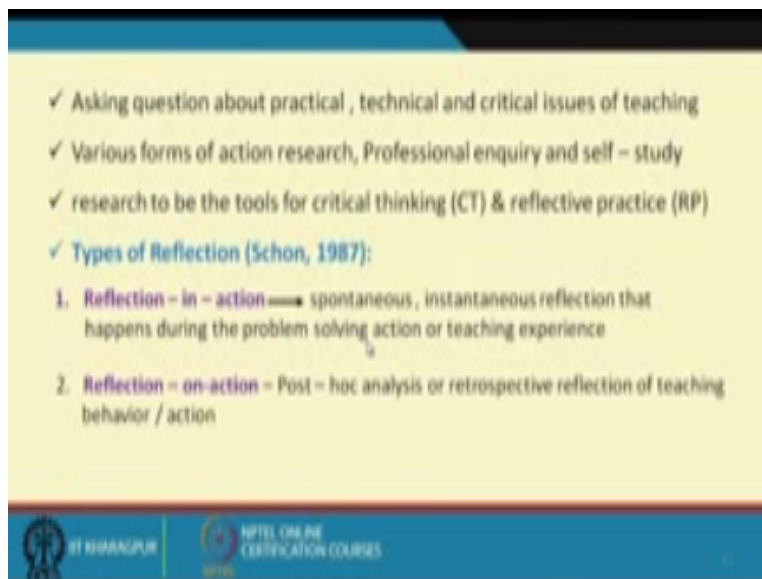
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The research to be tool for the critical thing enhance, ultimately it comes to the research. So research is the very potential tool as a critical thinking. Action research we do to get the immediate solution for the temporary problem. But from there onwards we can also carry forward our cross section are search. It begins the critical thinking, we consider it has such a weapon, you know potential tool to help us in critical thinking.

So this is inseparable it is significant rather dominant, prominent component of the teaching practice and the education field. These reflective practices not only help us in strengthen our research input to again think of different problem, also to you know to exposé ourselves, to get the opportunity to export the new innovative practices better learning techniques, tools for assessment and immense resources tools and techniques for you know reflective practices in the new learning experiences. But there are different types of reflections as we have already discussed like reflection in.

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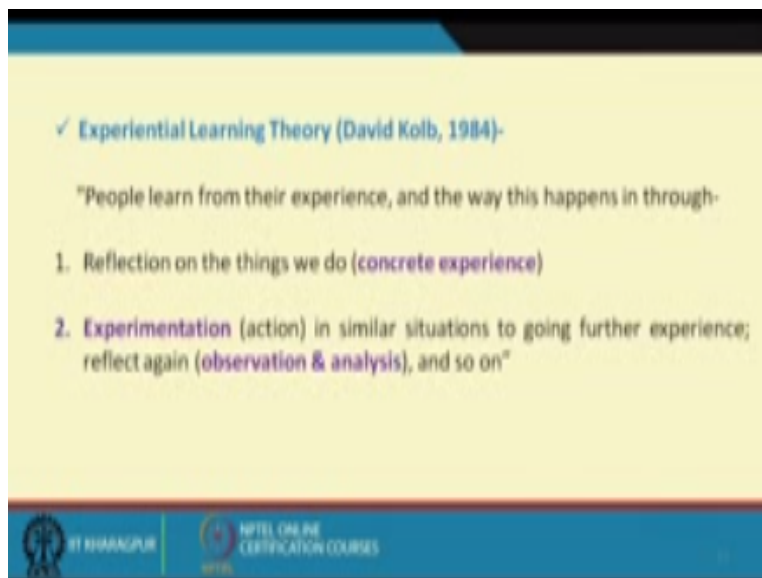
Action or reflection on action, reflection in action it is continuous, we are engaging teaching practices, and spontaneously it comes to mind it tells you that I should do in that way, spontaneously and instances say for reflection from you are actually performing engaged in that

kind of act, so here spontaneously taking the decision to reflect upon and that happens during the problem solving action, while teaching experience while you are engaged in the active teaching.

So instantly what comes to the mind you spontaneously practice, you deliver it, you react in that way that is instant reflection that is reflection in caution when you are engaged in action. Then other is the reflection on action that is post analysis, post of analysis. Now when I go back and reflect upon the whole situation again, once again or suppose may be that is sometime I through the video recording once again. Just think about the whole class.

What is the question asked by the students and the answers they have given to my presence, I reflect upon all these things, that is post analysis that is called reflection on action.

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So in this context the reflective practice that is there is also significant components are there, like for example if you want to enhance our reflective practice and learning experience teaching experience, we have to engage ourselves in different kinds of learning, modes of learning. He has formulated his own theory that is known as experience learning theory, on the basis of that he had developed module of learning styles also.

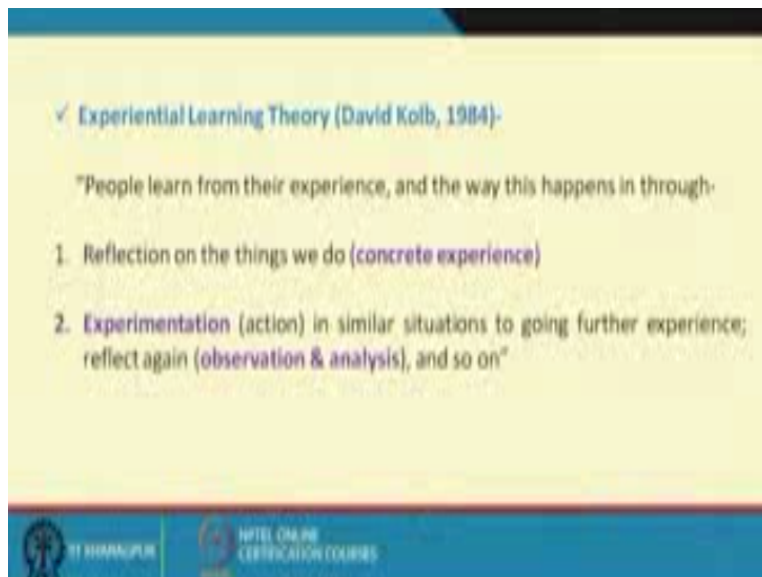
So he says that people learn from their experience and the way it happens in through. Like all of us we interact the same learning situation, even though we have been taught by the same teacher

and we have learn the same content, we are same age group of, even then we interrupt in our own is it. So every learning experience is peculiar to every individual learner. So people learn from their experience and the way it happens. As we impetrate our own learning experience in different way in individualistic way.

Similarly we also learn from our own experiences, when we describe a particular situation impetrate a particular situation, perceive the particular situation, here not only learning passively we are actively about it were also you know recollecting recapitulating our past learning experiences whether it is reacted to this topic content or the situation or not we have to recapitalize or blamed it so we go back to our past learning experiences.

Then again we try to recollect again we listen to something and we exactly think about something critically evaluate in all basis is kind of total combination mixture of combination of whole experiences that we have collect that different sources within the class room outside the classroom real life experiences then the you know from the peer group experiences so people learn from the experience we also learn it helps us in modifying our knowledge constructing and reconstructing our knowledge.

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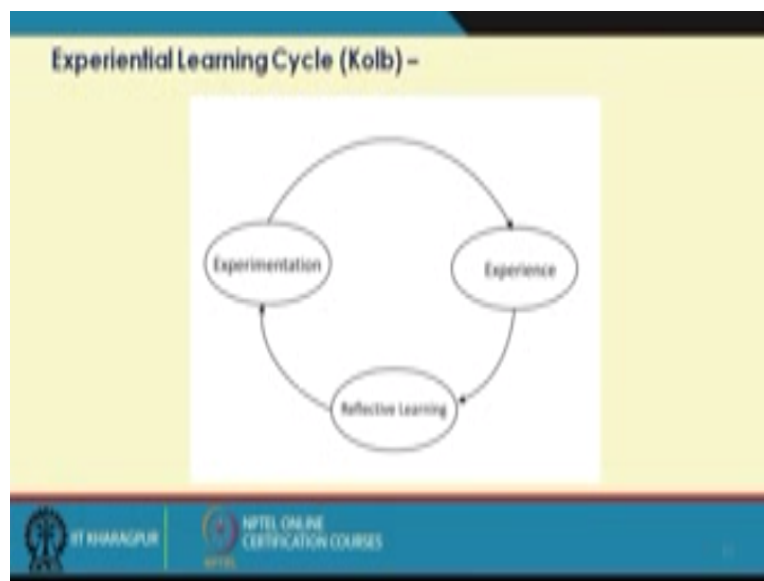
And reflection on things we do again so how this experience learning finally collect the you know the collect the information from conclude experience in encounter from the reality so the

reflection starts from begins with concrete experience whatever work perceive from the environment.

So it begins with concrete experience second come with the experiments so when you are experience something some conflict experiences have we try to experiment it we try to analyze it in terms of action so we try to apply it in this similar situation for the experiment we try to apply you know its effectiveness whether it is useful or not whether is going to help me or not in similar situation.

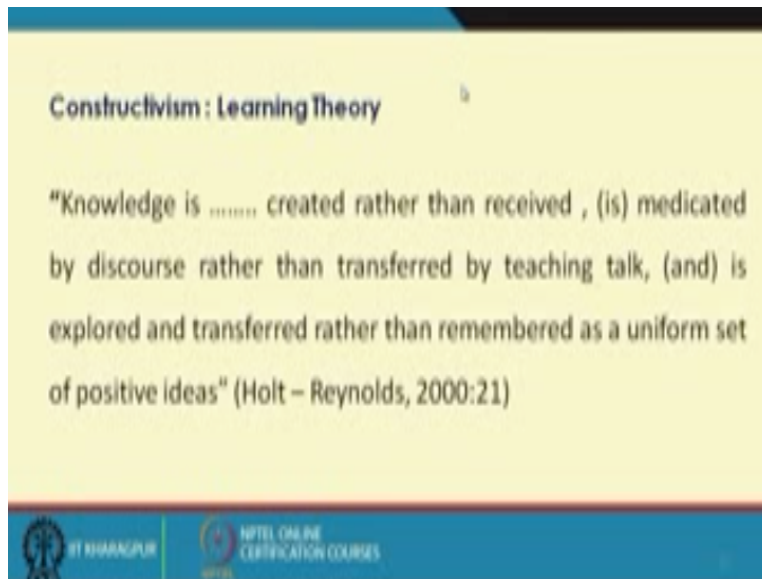
So again while try it out in different situations again we reflect upon it so we observe it and analyze it how we experiment on it so on and so on so reflection begins with the experience whatever we receive from the environment again we start experimenting it on it by actively doing something your engaging actions.

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Then again we have observe it, observe it we analyze it then after analyze it again we hypothesis etc then again it formulates the ideas or hypothesis then again characteristics so it is on- going process so this is like for example this is learning cycle experience and learning cycle by Kolb first we begin with the confident experience by the environment then we move on to the reflective learning like start thinking about it is applications it is usefulness then we experiment on need to observe it to reflect it etc and experiment on it then again after experimentation we find out find it out to be years useful etc.

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Then we reuse it and in this process suppose we did more experience and gets more feedback then again we modified so it is a continuous learning cycle that is from experience to reflective learning again experimentation again make it practice then again from the new experiences to go on this way so another is the constructive learning theory, a constructivism has again says that the learners are not the perceive recipients of whatever we are delivering.

But he has their active thinkers their active constructors of learning like even though we listen to the continue go through the context even though we read the books as read about the learners and interpret it that own way the constructs and reconstructs for own learning experiences in different way.

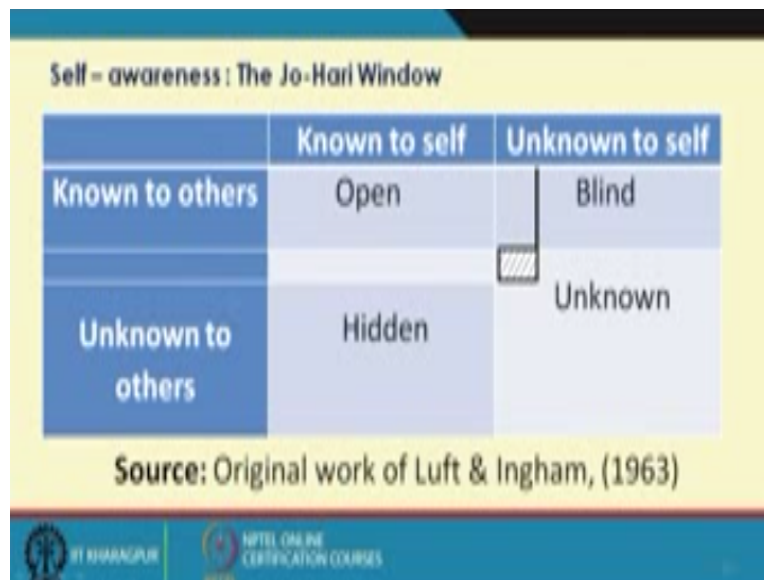
So knowledge is created rather than received in today's in 21st century knowledge is created it is not just receive possibly but again even the active is engaging in the knowledge acquisition process he also critically analyze it evaluate it and the sometimes on learn something drop something in ideas and critically after critical evaluation he aloes modified the whole thing.

And redesign it again so he add it so he reconstructs his own knowledge so it is mediated by the discourse rather than transferred by teaching talk so it is not the learning here them knowledge has been constructed note by in listening to the talks or delivering the lecture so the mediator

mediated you know this course dialogue projections interactions, interactions in the social context interaction sin the different kind of learning situations.

So it is explore and transfer rather than remembered as a uniform set of positive ideas so it is whatever knowledge we acquire this learners acquires they explore it discover it innovating in different dimensions so uncover its other components so the construct reconstruct modified and creative further knowledge new knowledge which is the constructor within learning theory.

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So again so these are some of the you know techniques you can say strategies of reflected practices another similar thing is self awareness self awareness is the Jo-Hari window model now we will discuss it with next class now thank you very much.