



REFLECTIVE STRATEGIES FOR TEACHER TRAINEES WITH SPECIAL REFERENCE TO INDIA

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Abstract - Reflective Thinking (RT) and Reflective Practices (RP) are indispensable for the professional growth of teachers. The word 'Reflection' stands synonymous with many actions such as 'Inquiry, Introspection, creating awareness, questioning, observation, research, learning, collaboration, discussion'. Previous studies focused on reflection in teacher education from different points of view, yet there is a need for practical approach in connection to classroom teaching. The present research identifies various issues involved in and related to Reflection and pays special attention towards experimental interventions which were conducted to promote reflection in Continuing Professional Development (CPD) programmes in the field of school-level education across the world. Along with that, there is a special mention of how reflection is approached in CPD programmes in India. The study tries to analyse research articles and selective Curriculum Development Frameworks to explore how the concepts of RT and RP are dealt with and also suggest some strategies related to reflection to be incorporated in the CPD programmes.

Keywords: Reflective Thinking, Reflective Practices, Curriculum Development Framework, Continuing Professional Development (CPD)

I. INTRODUCTION:

Reflection is an act of questioning and finding possible solutions and each solution is context-specific which may or may not work in another situation. Finding out solutions for classroom challenges or professional challenges need in-depth discussions and developing a multi-layered perspective to study the situation or problem. Reflection does not happen in isolation, it requires collaboration. It even works out well if less experienced and experienced teachers come together to reflect on a particular teaching challenge. This process will definitely start with observation and recording classroom sessions leading to analysing the observations in a critical manner. This further leads to learning a new skill or learning a new technique or unlearning something. The entire process should culminate from the awareness of the teacher. RP and RT usually lessen

the burden of teachers and make the profession appear so meaningful and interesting. In this way, reflective practices add dynamism to the teaching profession. But reflection or critical thinking is a much complex process which should be approached in a concrete manner.

Drawing connections between pre-service and in-service teacher training:

Borg et al., (2014) conducted research to gauge the impact of pre-service teacher education on trainees. They lay emphasis on allowing pre-service teacher trainees to reflect on the prior beliefs or opinions they hold on teaching, which is an important phase in encouraging trainees to reconstruct personal theories they hold. Their research paves a path for an important notion that is to study or survey teachers' beliefs on classroom teaching or learners' learning processes at every point of time in their profession at least when they are beginners in their profession. This is an important phase which involves reflection. So, it is essential that teacher educators provide chances for in-service teachers to reflect on beliefs which they have developed as part of their pre-service teacher training. This step is crucial for teacher educators to know, why teachers do perform in a particular way in classrooms- at least to some extent. Thus, teacher educators and in-service teachers collaboratively work on these impressions to tackle the impediments for new learning to happen.

The National document on Education, NCFTE (National Curriculum for Teacher Education) 2009, highlights the importance of reflection and reflective inquiry for pre-service teachers. Indeed, this initiative should continue to in-service teacher training programmes. The training on using RP and RT will help teachers to meet their day to day classroom problems confidently and also equips them with reflection skills along with the knowledge which they have acquired as student teachers as part of their pre-service teacher training

II. EXPANDING THE CONCEPT OF REFLECTION:

Some processes related to reflective thinking and reflective practice in connection with continuing professional development are given below:

1. Inquiry and Introspection:



Every time teacher trainees are provided information in training sessions, it is mandatory to experiment or put into practice without checking its suitability or applicability value to a particular context where an individual teacher is delivering or providing inputs to students. Here the teacher need to pause and take into consideration one's own beliefs coupled with learners' beliefs and needs. Though it seems a lengthy process, it will not undervalue the opinions of the deliverer and receiver. So, the teacher trainees will become reflectors and facilitators in a true sense. It requires the teacher trainee to be an explorer.

2. Questioning:

Questioning is a basic and important process to reflect on a particular activity, idea, belief or opinion.

3. Observation:

Observing one's own teaching, teaching of a peer and evaluating it based on prepared criteria or a modified criteria based on a cascaded model/well-known model is needed for teachers. How to observe a given context from different perspectives helps teachers to start their life-long learning.

4. Collaboration and discussions:

In collaboration with other teachers, each teacher will attain some motivation needed to complete complex psychological tasks. These discussions should always focus on common classroom challenges.

5. Mentoring:

This process can be connected with other stages also, wherever teachers need guidance or support

6. Classroom research:

It involves all above processes, done in an organised, scientific way not only to raise solutions but also a chance to reframe theories and refine one's belief system. Indeed a teacher's reflections derive its meaning when the transmitted/observed notions are challenged, or put to experiment in real classroom contexts.

Sanchez & Borg (2015) mentioned the ways (general to specific) which are used to encourage teacher research. They are:

1. Develop a collaborative environment
2. Encourage reflection
3. Assist teachers to sharpen their reading habit
4. Help teachers to understand their own practices
5. Encourage teachers to develop a positive attitude for research
6. Offer continuous support to teachers in studying their working contexts in a systematic way.

The above processes related to the concept of reflection, can be introduced step wise or in combination in CPD programmes. The last two processes such as 5 and 6 are of advanced level and can be used with teachers who are confident with the remaining processes. Some of the above processes are elaborated below:

The art of Questioning:

As a reflective thinker one needs to question. This process of questioning is extremely important and has to be done

from different perspectives linked to teaching and learning processes. So, a teacher has to prepare questions which are related to-

1. His/her beliefs, opinions, approaches related to teaching in general and particular
2. His/her learners' background (academic and social) needs and motivation

Answering both these aspects of a given context makes a teachers' journey of self-awareness meaningful. If a teacher is reflecting on his/her lesson then the following questions can be prepared at different stages i.e. before, while and after teaching a lesson. The following questions can be answered by teacher or can be taken as feedback from students. These questions also give a chance to reflect on one's own beliefs or why they do perform a particular activity in a certain way.

Am I giving time for students to ask questions?

Am I giving clear instructions?

Am I teaching sentences in context?

The above questions offer analysis on the way a teacher is dealing with his/her class. And this is only a part of reflection that is reflective thinking which should lead to reflective practices. With this, the questioning changes as-

How to introduce sentences in context?

How to give clear instructions?

How to encourage students to question?

This kind of questions allows teachers to think and suggest some possible solutions. An individual teacher can modify the solutions to his/her own context. This again leads to further questioning/ observation such as-

Did the technique work out well?

Did I give enough time for the class to ask questions?

Were the instructions clear for students?

This process of reflection is a cyclical process. It offers teachers new insights on their teaching and also on students' learning processes. Also, it could allow teacher to know the recurring problems regarding their teaching or students' learning which demand attention.

For example: A particular learner or group of learners have problem with pronunciation. What are the reasons for that and how it can be addressed?

Questions related to learner's learning perspective can be –

1. What are the needs of specially-abled children in my class?
2. What factors will improve motivational levels of my students?
3. To what extent learners pay attention in class?
4. What motivates my learners to learn a concept?
5. What are the needs or expectations of my learners?
6. Which assessment procedures will foster the learning process of my learners?

These questions add more meaning to a teachers' inquiry process and make him probe further and find solutions and frame personal theories. These aspects should be taken into



consideration while designing courses or chalking out frameworks in teacher education field.

Why do teachers need to question?

Often, there is an assumption especially in Indian educational context, teachers do not find time to spend on reflective thinking due to various reasons among which one reason is more valid i.e. large classroom sizes and more workload. At this juncture, teachers really need a helping hand. Teachers should be made self-sufficient with the help of continuous research towards that issue in teacher education. How can teachers be motivated to question? How can teachers be made part of questioning process? Research in Teacher Education should take up this challenge.

Though questioning is an important process, it is highly important to direct oneself which questions will be relevant and which are not important from the point of teaching/learning contexts or from the context of professional development. If the questions are on one's own beliefs, attitudes, motivation and identity it may further lead the teacher to opt for some professional development courses or become part of professional developmental groups/ special Interest Groups (SIG) in finding out answers. This stage is more important for beginners and teachers with less experience. This makes teachers to prepare questions, to allow themselves to question their practices, which is not an easy task which again needs motivation. Van Eekelen et al., (2006) elucidate three kinds of teachers: 1. Teachers who are unaware of their needs or feel content with whatever inputs they received are enough 2. Teachers know their needs but do not show interest in searching ways to address those 3. Teachers take charge of their learning processes.

Teachers who are beginners will be reluctant towards being questioned, so teachers should be encouraged towards bettering their professional practices through questioning. Teachers should be allotted mentors (who are experienced teachers) and a framework can be designed exclusively for questioning or to improve reflective thinking. These frameworks can be improvised as per individual/institutional needs.

Record/promote Reflective thinking:

As questioning is the primary step in developing interest for reflection, the institutions should take responsibility to form teacher groups and allow for thought provoking discussions. It will be helpful if some online tools are used for this purpose. This should lead to recording of such questions raised by teachers and the data can be greatly used for further research at institutional level.

The initial two years of in-service teachers should be exclusively dedicated to this kind of practice i.e. raising reflective questions, participating in discussions on online or any suitable platform.

There are some indispensable factors which should be made part of CPD programmes to promote Reflection in a more meaningful way.

1. When in-service teachers are facing the classroom challenges in initial years of profession, it is quite natural that their confidence and self-efficacy levels tend to be low. So, they may not mentally ready to accept feedback from observations and they may not show interest in questioning their practices. This acts as a crucial impediment for further learning processes or awareness-arising initiatives of teachers. So, CPD programmes should check the self-efficacy levels of teachers and eventually prepare them to face the challenges and gain a positive attitude towards change/improvement in their perceptions towards the profession.
2. Teaching as a profession needs an active thinking process which is linked up with setting goals. These goals make teachers ready to learn. So, goal formation strategies should be made part of CPD programmes. This initiative may appear very insignificant, but it leads to significant changes.
3. Improving interaction/discussions among teachers across schools through online platforms. This process will help teachers to find their mentors and see the profession from different perspectives and accept the challenges that are involved in the profession.

III. TEACHER AS A CRITICAL REFLECTOR:

Reflection does not mean just knowing a problem but going beyond that, that is using critical reflection and to find out possible solutions and it further leads to reflective practice means trying out the solutions in real classroom contexts. A 5 step framework was designed by Griffiths & Tann (1992), which highlights the process involved in training/supporting teachers to develop their reflective thinking and reflective practices. The five stages are: 1. Rapid reflection 2.Repair 3.Review 4.Research 5.Re-theorizing. This process is indispensable for complete professional development of teachers. A teacher has to play many roles to achieve holistic professional development. They are: Questioner, discussant, observer, explorer, mentor, researcher, problem-solver, and theorizer. These roles are connected and seen in the cyclical process meant to develop reflective thinking and reflective practices.

Kumaravivelu (2012) makes it clear that a teachers' role is much more than what is projected in the transmission model. In the pos-transmission model, a teacher takes the role of reflective practitioner. Farren (2019) mentions that teachers who look at their own experiences in a critical reflective way may find it possible to frame a professional identity. There is even more in depth definition of what forms a teacher's identity. In words of Miller, 2009 the teachers need to reflect on social and cultural factors which shape their identity and strengthen their pedagogy. This



indeed, offers a broad definition of reflective thinking, that teachers should look at different factors, such as social, political and cultural which shape or impact their teaching and pupil's learning processes. Here, the teacher constructs new knowledge on his or her own, through reflective thinking. Every training institute or programme should aim at supporting such method of critical reflection without trying to impose a successful model or well accepted model. Instead they can allow new models to emerge based on local needs.

Reflective thinking in ICT-integrated courses/modules:

It is not new that in Teacher education programmes often teacher educators explore though on a limited scale, some ICT tools to encourage reflection. This kind of exploration has yet to start in India in a more innovative way. This requires support from all stakeholders. Some findings from experiments conducted in this perspective are given below:

Topp et al.,(1996) talk about importance of risk-taking which allows for successful innovations in educational technology. Their model which includes six objectives to make teachers confident users of education technology does state the importance of personal reflection by teachers to learn, relearn and unlearn in other words retain, modify or redefine.

McNair & Galanouli (2002) argue that Teacher Education (TE) programmes should focus on how ICT impacts classroom teaching and learning rather than mere focus on imparting ICT skills in teachers. They experimented by encouraging student teachers to use reflective portfolios to record the impact of ICT on pupil's learning.

Wright (2010) tries to answer for the question, will micro-blogging or twittering help in developing reflective thinking among teachers through a case study.

Lenkaitis (2020)explains how teachers collaboratively met on video conferencing tool (zoom) and exchanged reflections on learners' practices. But the sample taken for the experiment is 15 participants.

These experiments indicate that two issues have to be addressed while designing CPD programmes to develop reflective thinking with the help of ICT. They are:

1. Choosing an appropriate ICT tool to encourage and record reflective thinking
2. Analysing those reflections for further action

Need for Reflection in CPD programmes (Interventional studies):

Some experiments were conducted across the world to suggest the importance of activities which promote reflection (Inquiry, Introspection, Questioning, observation, collaboration, discussion, mentoring, and classroom research) in CPD programmes.

McNeill et al., (2016) found out in their experiment that primary Mathematics teachers, who worked with peers and with expert outside the school, felt the process and learning more useful. The experiment stresses the importance of such

CPD models which encourage collaborative work without ending up with transmission of information.

Mansour et al., (2014) found out in their experiment that teachers need CPD programmes to be conducted in their work places by which teachers get real opportunities to discuss with peers and also find out how their training impacts their learners' learning.

Kennedy (2011)puts forward that often the learning which happens through collaboration is assumed to be formal, structured and meant to be assessed. Whereas in the experimental study conducted by him he find out that learning through collaboration can happen in an informal way too.

Murphy et al., (2015) designed a two-year CPD programme to help 17 primary science teachers of Dublin to use Inquiry-based methods to teach and create interest in learners to learn science. For this reason, the teachers were encouraged to reflect on their teaching methods, inquire on their attitudes, collaborate and use reflective journals. The experiment was conducted based on the concern to raise interest of learners in learning science which will happen only if there is a change in how teachers approach their teaching. The researchers thought inquiry and reflection are the parameters which define the CPD of teachers.

Vaughn & Coleman (2004) experimented with 11 school teachers and found out that teachers who underwent some training in some aspect of teaching successfully acted as mentors for their peers by teaching what they have learned, modelling and giving feedback on the teaching practice.

Reflective models/frameworks for teacher development:

Cosh (1999) redefines peer observation which he considers as a tool for reflection. He says observers should not judge the teaching based on a set criteria but reassess the criteria based on the teachers' performance. His research points towards action research which is the well-heard trend in Second Language Teacher Education in the present times. Farrell, (2014) proposes a comprehensive framework- five stages (Philosophy, Principles, Theory, Practice, and Beyond Practice) to promote Teacher Reflection in Second Language Education. He provides number of strategies and activities for teachers to practice reflection. He mentions numerous aspects of reflective practice which was an outcome of his continuous research.

It is quite interesting to notice the importance given to 'Reflection' in the Curriculum Developmental frameworks of Cambridge and British Council. The necessity of practicing Reflection by teachers is mentioned in NCF (2009), whereas some suggestions were made in the CPD frameworks prepared by British Council and Cambridge English. The frameworks prepared by British Council and Cambridge were popular in terms of their practicality and for finding the areas of teaching and learning where reflection is needed. For this reason, the current study considers those CPD frameworks.



Continuing Professional Development (CPD) framework of British Council mentions 12 professional practices. The progress in each of these practices is divided into 4 levels i.e. Awareness, Understanding, engagement and integration. A set of objectives were provided under professional practice in which 'Reflecting on the practice' is included. The framework even includes a free self-assessment tool.

CPD framework of Cambridge English mentions five categories of teaching knowledge and skills and progress in each of these categories is labelled as 4 stages. They are- Foundation, Developing, Proficient and Expert. Reflection is the main component in the category named 'Professional Development and Values'. It speaks about the importance of reflection, feedback, self-assessment of needs in professional development.

Strategies to improve RT and RP in CPD programmes:

CPD programmes will be more beneficial for in-service teachers if they focus on imbibing reflection skills such as reflective thinking and reflective practices in teachers. There are some well recognised ways which the Reflective frameworks and Reflective models propose for teachers to learn these reflective skills in a better way. The paper mentions few such strategies with slight modifications.

The following strategies can be included in CPDs:

1. Self-assessment tools/checklists:

Encouraging teacher to self-assess their teaching makes them more reflective in nature. This process should be taken into CPD programmes whether local or at national level. self-assessment tools or checklists can be prepared to make teachers aware of their strengths and areas to improve, their beliefs, their pedagogical practices with reference to their classroom contexts. Teachers should be informed that this is not to de motivate but improvise their reflection skills for professional growth. Teachers can be guided to assess their previous, current practices to culminate in improved practices. Online surveys/quizzes should become part of CPD programmes, so that teachers do not feel this process as burdensome and their progress can be made easily available to them. The self-assessment tools can be prepared by teacher educators and teachers together.

2. Problem-solving exercises/ case studies:

In recent times, teacher portfolios and reflective diaries have gained prominence in training teachers to record their reflections especially in pre-service teacher training sessions. It may help pre-service student teachers to reflect on their beliefs, attitudes and theories about teaching and learning. But their experiences will be on a limited scale with regard to classroom teaching. And this makes the training incomplete. So, teacher educators can give some case studies or problem solving exercises to involve student teachers in contextual reflective thinking. This may help student teachers to connect their reflective thinking

knowledge to the actual classroom situations once they become teachers.

Real classroom problems can be placed before teachers to find out reasons or causes for a specific problem. Then they can be given the task of studying the problem and suggesting solutions. This actually helps teachers in dealing with their own classroom problems. Generally, when teachers encounter a classroom challenge or problem they feel stressed about it, instead they can reflect on where and what went wrong and how that can be corrected or faced. Teachers can identify some real classroom challenges or they can take up some case studies related to their teaching contexts. As part of CPD programmes, teachers should be motivated to critically analyse the problem and offer some suggestions which they can use in their classrooms with their students. For this purpose numerous online resources can be made use of. But relevance of such resources should be cross checked by mentors/teacher educators. This process yield best results when teachers work collaboratively. Problem-solving activities often pave the way for teachers to be involved in AR (Action Research) projects.

3. Mind maps:

Mind maps make it easier for teachers to put across their thoughts and make them feel at ease with reflection. Many online tools on mind mapping such as Mindmeister, iMindMap, Spiderscribe are accessible and easy to use.

4. Teaching goal statements:

Preparing Teaching goal statements will help teachers to reflect well and also to stay on track with their profession. This practice will inform teachers regarding their previous, current teaching practices and help them to improve their teaching practices in future. Individualized online goal trackers can be created for teachers as part of CPD programmes.

5. Feedback:

Runhaar et al., (2010) tries to explain how teachers with strong 'learning goal orientations' will be ready to take feedback to improve themselves than those with 'weak learning goal orientations'. It is important that teachers are encouraged to realise their professional goals.

Apart from his/her self-reflective analysis, peer feedback from fellow teachers, student feedback on various aspects of teaching and feedback from mentors will provide a lot of support for teachers to reflect on their progress. Teachers need to reflect on their own strengths and weaknesses and find ways to improve. All the above feedbacks at regular intervals make teachers not only to reflect but also to take necessary steps for improvement i.e. teachers should be able to involve in reflective practices. NCERT (2016) proposes that, online forums can be used to provide feedback for teachers. Personalised constructive feedback should be provided to in-service teachers as part of CPD programmes.



Teaching profession needs upliftment in India through effective CPD programmes. CPD programmes should be developed on bottom-up approach rather than on top-down approach. Teachers should be able to self-assess themselves before they are assessed and evaluated by the respective management of school or college. They should be able to collect, accept and respond to different types of feedback which makes them prepare for many challenges which they need to face as part of their profession.

Before teachers are assessed at the end of the course or based on student's achievements, there should be more organised way of involving teachers in assessing or reflecting on their practices and then be able to find out solutions for various classroom challenges in a constructive way which becomes their reflective practices. Teaching is not a product rather it is a process which makes classrooms as laboratories rather than mere constructions.

Outcomes of Reflective thinking:

Questioning and observation are important steps in any process whether it is reflective thinking or reflective practice. The knowledge/insights/perspectives obtained by teachers through observations, questioning their beliefs, attitudes, performance and learners'-learning issues, needs, and challenges should lead to discussions, taking proper action towards solving the problem or bettering a perspective or reworking on one's own beliefs. It is a continuous process which is always helpful to improve the quality of teaching and learning. It is a rather complex process, which demands, collaboration and mentoring. Teachers need collaboration with colleagues, teachers from other institutions and with research institutes. Indeed they can collaboratively involve in research. The importance of classroom research should be recognized by teacher educators, framework designers and other stakeholders. It is rather an advanced stage which should include teachers who feel confident with the processes of observation and questioning. So, the job of teacher educators is giving the right support or direction for teachers to be engaged in such higher level practices. Awareness regarding classroom research is needed for every teacher. Thus, right from the stage of pre-service teacher education, awareness on classroom research can be surveyed, raised and tested.

Concept of Reflection in Indian context:

The concept of Reflective practice is slowly gaining momentum in India. Indian education system is very old, reputed and much revered throughout the world. It is known for its complexity and variety. As learners are from different backgrounds and different needs it requires a lot of preparation by teachers to tackle various challenges. Even the training provided to teachers before entry into teaching is undergoing many changes now and then. Recently one can witness an increase in the duration of the course, inclusion of ICT, inclusion of critical reflection into B.ED

programme. Beyond introducing those concepts as theory, student teachers need more awareness and practice.

Bolitho & Padwad (2013) state that teachers have to handle numerous responsibilities on their own from the time they begin their teaching career, which indicates that lot of burden falls on to the shoulders of teachers who eventually compromise on quality. The training provided for in-service teachers needs updating as it is mostly based on cascade model and for a very limited period of time. The concepts of life-long learning and classroom research are very new for the teaching profession. In recent times, improvement in the quality of education has become the main concern of our nation. Indeed it is the most required change to take place. For this purpose many projects are taken up to create awareness among school teachers. These are taken up in addition to the pre-service and in-service training sessions conducted for teachers.

a. Language Teacher Education

For the past three years that is since 2017 a project by name ARMS (Action Research Mentoring Scheme) is in progress. The main objective of the scheme is to encourage teachers to conduct classroom research by giving them the support in the form of trained mentors.

Another project TESS-India was launched in India in the year 2012 to train teachers and teacher educators by using OER (Open educational resources).

The one very important difference between NCFTE 2005 and 2009 is how they approached the concept of reflection. In NCFTE 2005 it is mentioned that teachers should take responsibility to develop reflective mindset among students, while NCFTE 2009 stresses the importance of developing reflective thinking among student teachers. These developments need to be carried out further with in-service teachers' CPD programmes that is the focus should be equally on student-teachers, students and teachers.

Impediments to promote Reflection in CPD programmes (India):

1. Dearth of Research/ practical knowledge related to ICT :

There are umpteen ways in which ICT can be used to promote teacher development. But there is no enough research done in India to explore it. ICT is introduced as a course for pre-service teachers, but there should be more practical sessions and hands-on experience on how ICT can be used for professional growth. While designing CPD programmes, it should be made mandatory that teachers become part of online professional communities for sharing their experiences, participate in discussions, get feedback and related activities which can show some impact on their RP and RT.

2. Lack of contextual relevance:

Dyer (2005) specifies the need for a decentralized model to improve quality in Teacher Education. The question is whether enough efforts are made to design CPD programmes to suit the local needs of teacher trainees. This



step will ensure that the goals of teacher quality are made clear and effectively understood by teachers. It motivates teachers to participate and reflect well.

3. Lack of updating of teacher training methodologies in India:

Narayanan (2020) clearly states that whatever teachers learn and receive through training sessions is never implemented in real classroom contexts, which will impact effectiveness of teaching. She opines that learner-centered teacher training methods should be used to train teachers and she suggests methods which may help teachers to question and reflect on their own beliefs.

If the main objective of teacher training methodologies in India is transmitting information, then it will not help in any way to improve the quality of teaching and learning. Teacher training methodologies should include interaction, reflection and practice in real classroom contexts. There should be a shift towards a constructivist approach. For this to happen there should be enough scope provided for innovation and experimentation in Teacher Education in India.

IV. MENTORING AS A SOLUTION:

Thinking from an Indian perspective, there is every chance for Indian teachers to adopt different ways to develop professionally. Many teachers want to tackle reoccurring classroom challenges as much as possible. Some may look to senior teachers for support, some may depend on knowledge transmitted from training programmes, and some may want some authority to solve the problem for them. But it is not always suggestible that some external factors may play an effective role in bringing the needed change with the quality in teaching in Indian classrooms which are known for diversity. The transmitted models will be homogenous in nature which may help the teacher to know the problem but not to solve the problem. The training programmes may suggest different ways to handle the issue at hand but again it leaves half of the problem to be solved by teachers. This necessitates the need of mentors (both internal and external) for teachers. It is advisable first to study the nature of the problem the individual or group of teachers are facing, then to find the right mentor who is specialized in knowing and handling similar kind of problems. This will make teachers more confident. Mentoring can be planned both online and offline. These mentoring frameworks may work well in India before any formal framework of reflective CPD is planned for teachers.

V. CONCLUSION:

Without guided, refined, practical, meaningful thinking, there is no meaningful activity and without a meaningful activity there is no progress. And without progress there is no sustenance. The ultimate goal of any profession is to

keep in progression. This applies to the teaching profession also. Teachers, teacher educators and other stake holders should actively participate in the process of progression which is achieved with Reflective Thinking and Reflective Practices. Moreover, Classroom and learners should act as the basis for such reflections, because without keeping those two factors while designing any CPD programme, it will not be valid, realistic and meaningful.

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