

Reflective Practice for Teachers: A Comprehensive Guide to Susan Sallis's Approach

Reflective practice is a process of self-reflection on one's own teaching practices in order to improve them. It is an important part of professional development for teachers, as it allows them to identify areas for improvement and develop new strategies to meet the needs of their students.



Reflective Practice for Teachers by Susan Sallis

★★★★☆ 4.5 out of 5

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Susan Sallis is a leading expert in reflective practice for teachers. She has developed a model for reflective practice that is widely used in schools and universities around the world. Sallis's model is based on the belief that reflection is a cyclical process that involves four stages: planning, observing, reflecting, and acting.

Stage 1: Planning

The planning stage of reflective practice involves setting goals for the reflective process and identifying the areas of teaching that will be the focus of reflection.

When planning for reflection, it is important to consider the following questions:

- What are my goals for this reflective process?
- What areas of my teaching do I want to focus on?
- What data will I need to collect to support my reflection?

Stage 2: Observing

The observing stage of reflective practice involves collecting data on the teaching practices that are being reflected on.

There are a variety of ways to collect data, including:

- Using classroom observations
- Reviewing student work
- Analyzing lesson plans
- Reflecting on one's own teaching

Stage 3: Reflecting

The reflecting stage of reflective practice involves analyzing the data that has been collected and identifying the strengths and weaknesses of the teaching practices that are being reflected on.

When reflecting on teaching practices, it is important to consider the following questions:

- What went well in my lesson?
- What could I have done better?
- What are the implications of my findings for my future teaching?

Stage 4: Acting

The acting stage of reflective practice involves making changes to teaching practices based on the findings of the reflection.

When acting on the findings of reflection, it is important to consider the following questions:

- What changes can I make to my teaching to improve it?
- How will I implement these changes?
- How will I monitor my progress?

Reflective practice is an ongoing process that should be a regular part of a teacher's professional development. By engaging in reflective practice, teachers can improve their teaching practices and meet the needs of their students.

For more information on Susan Sallis's model of reflective practice, please visit her website: <https://www.susansallis.com/>.

Benefits of Reflective Practice

Reflective practice has a number of benefits for teachers, including:

- Improved teaching practices
- Increased student learning
- Greater job satisfaction
- Reduced stress
- Increased professional growth

If you are a teacher, I encourage you to start incorporating reflective practice into your professional development. It is a powerful tool that can help you improve your teaching and make a positive impact on the lives of your students.

Reflective practice is an essential part of professional development for teachers. It allows teachers to identify areas for improvement and develop new strategies to meet the needs of their students. Susan Sallis's model for reflective practice is a widely used and effective approach that can help teachers improve their teaching practices and make a positive impact on the lives of their students.



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