

# WHAT'S REFLECTION HAVE TO DO WITH IT? AN EXPLORATION OF TEACHER TRANSFORMATION

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## A POSTER PRESENTATION

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## ABSTRACT

Reflection plays a significant role in teacher development yet teacher education often lacks explicit training on professional reflection (Darling-Hammond, 2006; Moran & Dallat, 1995). Reflective practices have been shown to be effective tools which can usher educational transformations such as democratizing classrooms (Lam, 2015), clarifying learning differences (Hagevik, Aydeniz & Rowell, 2012) and exposing professional philosophies and identities (Weldon & Bolf-Beliveau, 2015). A week long summer institute conducted for primary and secondary teachers focused, in part, on professional reflection. Based on the data collected from the institute this study explores how participant artifacts reveal professional transformation. The poster presents initial analysis of teacher metaphors and guided journals for peer feedback and consideration of the value of these techniques to make teacher identify visible through a reflective process is encouraged. With teacher preparation programs in mind, attention to the impact of routine and specific reflective practices verses organic and alternative modes of professional reflection are also included (Galea, 2012). Study limitations and future research suggestions are addressed.

## SELECT REFERENCES

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