

# Reviews

## Reflective Theory and Practice in Teacher Education

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Brandenburg, R., Glasswell, K., Jones, M., Ryan, J. (Eds.). *Reflective Theory and Practice in Teacher Education*. Self-Study of Teaching and Teacher Education Practices, vol 17. Singapore: Springer Verlag, 2017. ISBN 978-981-10-3429-9.

This book is one of the series of self-study relevant books, which articulate comprehensive aspects in teaching and practice in teacher education, based on the *International Handbook of Self-Study in Teaching and Teacher Education* (Loughran et al, 2004). Editors and authors of this book are prominent teachers, educators and researchers from different universities or institutes around the world. The volume consists of 14 chapters and represents a significant breakthrough in deepening our understanding of this taken-for-granted practice in teaching and teacher education. Contributors to this volume offer the power of nurturing reflective practice to frame and reframe teacher assumptions about the foundational beliefs and value systems in the education environment of the 21<sup>st</sup> century, in a variety of inextricable perspectives, such as gender and race. The departure of point of this volume is to represent the supportive evidence-based research to examine in detail reflective practice in a range of teaching contexts and outline a full and dynamic understanding of the nature of reflective practice toward the trend that it has been enshrined in teacher professional standards among countries. What emerges importantly as well from this volume is the evaluation and analysis of reflective practice, which highlights the promising expectancy and educational outcomes. The structure of this book contains three sections to help access to the content of complexity issues surrounding reflective practice, including the following discussion about *Big Picture Perspective on Reflective Practice*, which seeks for enlarging the complex lens of reflec-

tive practice interpretation. *Enacting Reflective Practice with Teacher Learners* broadens a new horizon of pedagogical practice for reflection by the ways of application, and *Teacher Educators Engaging in Reflective Practice* shows the role-play of reflective practice in self-study and professional teaching for educators themselves.

In the section I, Authors Glasswell and Ryan analyzed six developed English-speaking countries documents of teacher professional standards. Chapter 2 begins with arguments of epistemological challenge embedded in reflective practice, Russel and Martin proposed the importance of modeling new epistemology in teacher reflective practice by analyzing a great body of literature. Concepts including mindfulness, teaching artistry, tacit knowledge and others are regarded as the knowledge incorporation to achieve the goals related to the implementation of authentic practice in teaching. In chapter 3 Coia and Taylor address the issues of social justice involved in the teacher reflection, and call for the return to the nature of generative and effective reflective practice described by Schön. Chapter 4 discusses the influence of indigenous knowledge and experience on the prospective teacher education through the story sharing by Blair and Collins-Gearing. Authors demonstrate the different point of view in reflective practice as other prominent scholars proposed the consideration of the holistic cultural contexts. In the final chapter, Kitchen uncover the masculinity in relation to the teacher education by a new means of critical reflective practice, narrative self-study. The author goes further, beyond the traditional contemplation of the issues of reflective practice, and shows the potentials of contributors' diversity under the educational circumstance of the 21<sup>st</sup> century.

In the section II, four chapters illustrate the power of reflective practice in shaping better educational outcomes in detail, from varied levels and disciplines of teacher educational curricula. In chapter 6 Senese argues that the reflective practice in teacher education is supposed to be internalized to facilitate its real potential in teaching, rather than the cursory nature with superficial inquiries from the perspective of master's program. In chapter 7 Mclean explores the future literacy teachers' preparation by emphasis on the effectiveness of reflective practice in teacher education. In chapter 8 Bowers and her colleagues encourage teachers to have more thoughtful self-reflection through video technology. In chapter 9 Kavanagh focuses on a practice-based internal reflection of social justice and equity in teachers' training and stresses the role of educators in pre-service teacher attempts at social justice and promotion of educational equity in teaching.

In section III, the chapters represent improvement of teaching profession through the deployment of reflective practice for meeting the needs of educators' personal growth. In chapter 10 Jones considers her role as the practitioner in the research of science education by the means of self-study of reflective practice. Her analysis records enhancement of her personal education experience and capacity of critical thinking in terms of the school-based approach. In chapter 11 Jones and Ryan engage in the investigation of optimum online discussion forums to foster pre-service teacher critical

understanding of reflective practice in teaching. Their findings focus on the needs of critical reflection of educators. In chapter 12 Brandenburg and McDonough examine the sophisticated complexity of teaching environment through the analysis of critical incidents during educators' work. Their results highlight the powerful influence of reflective practice in teaching which combines critical inquiries and experience-based reflection. In the final Chapter, 13, of this section, Guðjónsdóttir and colleagues uncover the hidden benefits of collaborative supervision in relation to reflective practice. They recommend the use of self-study and core reflection in supervision for expanding their teaching competencies and advancing efficacy of the supervisor. The subjects selected by authors in the chapters of this section with different years of teaching experience show strong evidence of significant impact of reflective practice on teaching throughout the whole teaching career.

The last 14th chapter concludes the topic of further examining the nature and property of reflective practice and calls for an authentic and transformative approach of reflective practice in teaching and teacher education, even though its pervasiveness is intertwined with consideration of distinct contextual factors. What is reflective practice in teacher education and when and how to use reflective practice appropriately to promote educators ongoing renewal of learning experience to form new concepts and theories of reflective practice.

In general, *Reflective Theory and Practice in Teacher Education* offers a worthwhile pedagogical journey derived from evidence-based reflective practice. This volume provides enough space to examine the nature and better use of reflective practice in teacher education, and gives us promising opportunities and possibilities concerning profound significance of reflective practice throughout teaching profession, in other words, throughout teacher's lifelong learning. It is impossible to represent the whole complexity of reflective practice in teacher education in this volume, however, it enriches and deepens our understanding of reflective practice.

## References

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