

COP WEBINAR 6

FOLLOW-UP DISCUSSION – SUMMARY OF COUNTRY DISCUSSIONS

Reflection in PRESETT and Professional Development

Reflection is not an optional add-on to teacher education but **a foundational process** through which future teachers develop professional judgement, self-awareness, and a commitment to continuous improvement.



Helping Year 1 Students Begin Reflecting: Key Approaches



KAZAKHSTAN: Teacher modelling, oral reflection, exit tickets, visual prompts, pair discussions, video reflection.



KYRGYZSTAN: Drawing, symbols, memory rocks, thumbs-up/down checks, exit tickets, simple sentence starters.



TAJIKISTAN: Short oral reflections, symbols, written notes, learning checks, teacher demonstration.



TURKMENISTAN: Visual responses, guided questions, formative reflection, short and focused activities.



UZBEKISTAN: Simple habit-forming activities, sharing initial thoughts, expectation checks, culturally sensitive approaches.

Why Reflection Matters for Professional Development:

- Identifying strengths and areas for improvement.
- Improving teaching decisions through analysis of experience.
- Supporting continuing professional development (CPD).
- Developing autonomy, confidence, and adaptability.

Participants recommended introducing reflection tasks progressively according to students' development. Every country advocated matching the complexity of tasks to students' professional readiness rather than introducing advanced reflection too early.

Reflection Tasks Most Valued by Participants

Year 1: Exit tickets, simple reflection questions, learning logs, letters to self, emotional prompts.

Year 2-3: Observation reflections, peer feedback, 3–2–1 reflection tasks, practicum reflections.

Year 3-4: Gibbs' Reflective Cycle, peer feedback, reflective letters, reflection-in-action tasks.

Reflection must be taught and modelled.

Students rarely arrive with established reflective habits.



Reflection develops best through gradual progression.

All countries advocated moving from simple, routine reflection towards more analytical and professional forms.

A culture of reflection requires institutional support. Communities of practice, peer dialogue, and dedicated time for reflection were recognised as essential for sustaining reflective teaching cultures.

Teacher reflection and student reflection are inseparable. Educators who reflect are better equipped to develop reflective practitioners.

Using Reflection Tasks for Teachers' Own Development:

- Post-lesson reflection.
- Reflection journals and notes.
- Student feedback analysis.
- Peer discussion and collaborative reflection.
- Structured frameworks such as "What? – So What? – Now What?" and 3–2–1 reflection.

Reflection underpins CPD and professional identity. It strengthens autonomy, confidence, decision-making, adaptability, and lifelong learning.

