



## **An Approach of Change through Systematic Reflective Enquiry within Teacher Training Programmes**

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### **Abstract**

Adapting to ongoing change in a fast developing society has become an impetuous for many fields. Teachers as major stakeholders in education are not making any exception. The process of adapting to change requires not only adaptating to new situations, but also understanding, accepting and implementing into practice new ideas, concepts or approaches to teaching. Therefore developing such abilities in people in general and in teachers in particular, becomes highly relevant on long term for teacher education.

This paper discusses the importance of teaching pre-service teachers the capacity to be reflective at earlier points of their teacher development, so that they can be more receptive to change throughout their career.

It presents the case study of 14 teacher trainees and their awareness level of reflective processes in relation to their understanding of professional identity and growth. It is argued that in order to embrace the pedagogical practices that they need to learn in order to become competent teachers, they have to bring their beliefs about teaching to a conscious level and accommodate them with new knowledge acquired during the training. By means of answering questions on particular issues, they can articulate and examine their beliefs which may contribute to a better understanding of the phenomena involved and the solutions they seek for.

This approach of change in a systematic manner represents a method of helping adults to identify needs and adapt to change by means of certain sequences of questions. The study argues that a systematic approach to enquiry can facilitate in-depth reflection and lead to an autonomous learner that can make sense of the way old beliefs interfere with new theories and that is able to make the right decisions for changing teaching practice.