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and in investigating the teaching/learning process—one who views learning as construction and teaching as a facilitating process to enhance and enrich development.  
—Fosnot (1989, p. xi) Chapter Objectives  
The facilitator will

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BECOMING A CRITICALLY REFLECTIVE  
TEACHER Stephen Brookfield University  
of St. Thomas, Minneapolis-St. Paul

## **BECOMING A CRITICALLY REFLECTIVE TEACHER**

The only goal here is to reflect-maybe  
create a list of sample prompts or stems  
to support the reflection. Then go back

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and read previous entries every now and then to see what you were thinking, when, and why. 7. Be honest with-but not critical of-yourself So many potentially great teachers are blind to their shortcomings.

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become an excellent teacher. The autobiographical lens, or self-reflection, is the foundation of critical reflection. Teachers may focus on their previous

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experiences as a learner, or on their experiences as a teacher in order to "become aware of the paradigmatic assumptions and instinctive reasonings that frame how we work" (30). By

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of becoming critically reflective about teaching, confronting the contradictions involved in creating democratic classrooms, and using critical reflection as a tool for ongoing personal and professional ...

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Teacher: Brookfield ...**

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A reflective teacher is an effective teacher. And educators do tend to reflect on their teaching methods. In an article titled "Teacher Reflection In a Hall of Mirrors: Historical Influences and Political Reverberations," researcher Lynn Fendler states that teachers are reflective by nature as they continuously make adjustments in instruction.

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practice by viewing them through the lens of your students' eyes, ...

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(2000). Transforming Teaching Practice:  
Becoming the critically reflective



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teacher. Reflective Practice: Vol. 1, No. 3, pp. 293-307.

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reflective teacher activates her classroom by providing a model of passionate skepticism. As Osterman (1990) comments, "critically reflective teachers - teachers who make their own thinking public, and therefore subject to discussion - are more likely to have classes that are challenging, interesting,

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and stimulating for students" (p. 139). We know that students observe us closely and that they ...

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Becoming a critically reflective teacher  
by Stephen Brookfield, 1995, Jossey-  
Bass edition, in English - 1st ed.

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