

Pre-service Teacher's Reflections of Lessons Taught during Practice Teaching

P. J. H. Heeralal

*University of South Africa, College of Education, Department of Science and Technology
Education, P.O. Box 392, Unisa 0003, South Africa
Cell: 083 797 1029, E-mail: heerapj@unisa.ac.za*

KEYWORDS Critical Reflection. Practice Teaching. Lesson Preparation. Effective Teacher

ABSTRACT Practice teaching is an opportunity for pre-service teachers to put theory into practice and involves teaching lessons. During the course of their studies, pre-service teachers learn how to prepare and present lessons; manage a class and how to engage in teaching and learning activities. To become effective teachers, the novice teachers should evaluate whether the lessons that they have taught are achieving the desired outcomes. One of the ways of evaluating effectiveness of a lesson is for the practitioners to engage in critical reflection of the lessons. This paper examines how Bachelor of Education and Postgraduate Certificate in Education (PGCE) students reflect on lessons that they have taught during practice teaching and the importance of critical reflection in developing an effective teacher. Data was gathered from pre-service teachers using a questionnaire and was analysed and discussed using a thematic approach. Students were required to reflect on their lessons using the following themes: preparation and presentation of lessons. Analysis of the data, indicated that students were confident regarding preparation and presentation of lessons and possess the necessary skills in dealing with learners.