

Reflective Practice: A Tool for Teacher Development

Lydia Kgomotso Mphahlele* and Seake Harry Rampa**

*Tshwane University of Technology, Faculty of Humanities, Department of Educational Studies,
P. O Box X680 Pretoria, South Africa*

*E-mail: *<MphahleleLK@tut.ac.za>, **<rampash@tut.ac.za>*

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ABSTRACT One of the key imperatives in South African schools is that many professional development programmes for teachers are unsatisfactory and have not met intended goals. This study focused on the urgent need to transform teacher development using reflective practice in cluster systems as a tool. This interpretive research project based on grounded theory included qualitative element, namely in-depth interviews at selected schools in Gauteng province. The findings revealed that teachers did not critically reflect on their own practices for teacher development; there was a lack of capacity as well as a need for a strong district school-based component such as quality subject facilitators; leadership was uninspiring. It is recommended, based on empirical evidence that critical reflective practice could serve as a tool for effective teacher development when intensive content and practice-based knowledge in reflective practices at cluster meetings enhance the optimal adaptability towards becoming reflective adaptive participants.