

**Self-reflection as a Tool to Improve Teaching Practice:
The Practice and the Timing of Self-reflection by Primary
Schools Teachers in the Mankweng Circuit, Capricorn District**

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ABSTRACT The aim of this study was to investigate the practice and timing self-reflection by primary schools teachers, with the aim of encouraging the use of self-reflection to improve teacher's practice. The researchers used qualitative research approach in this study with phenomenological research design. Sample size consisted of twenty teachers who were given open-ended questionnaires to fill in and out of twenty teachers, ten teachers volunteered to participate in one-on-one interview. Themes were identified and analysed in a qualitative approach. The results of this study revealed that self-reflection is important for teachers because it helps them to improve their teaching practice and it provides multiple opportunities for learners to learn. The study recommended a new reflective model for a rural primary school context. The model is titled Big Four Reflective Model: critical thinker, resource allocator, problem solver, practice developer.