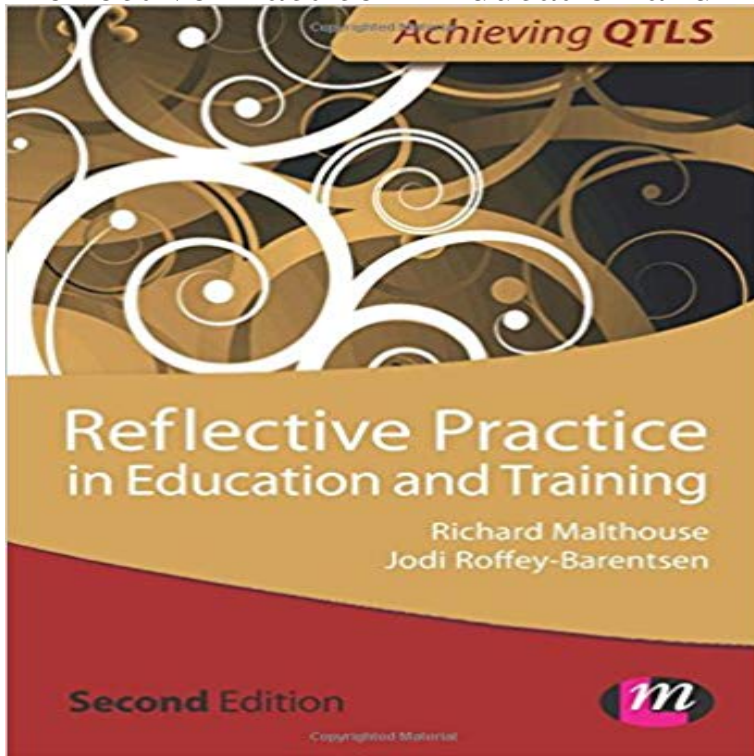


Reflective Practice in Education and Training (Achieving Qtls)



This is a practical guide to reflective practice for teachers and trainee teachers in the Fe and skills sector. Reflective practice is a key element of teaching and this comprehensive and accessible guide introduces and explains this area of practice for trainee and new teachers. It asks what is reflective practice? and includes an explanation of the processes of reflection and tips on reflective writing. Many trainees and new teachers need support in reflective practice. Written for all those working towards Qtls, this text gives practical guidance on how to become a reflective practitioner and examines how this relates directly to teaching in the Fe and skills sector, and how reflection can benefit teaching. This second edition includes new chapters on reflective teaching and learning and reflection-re-action, a new Theory Focus feature. Richard Malthouse has extensive knowledge of education and training in the Uk and abroad. He currently works in training design and performance needs analysis for a large law enforcement agency. Alongside this, Richard is the director of a successful company offering coaching to individuals. Richard is a Doctor of Education and a Fellow of the Institute of Learning. Jodi Roffey-Barentsen is Programme Manager of the Ba (Hons) in Education and the Foundation Degree in Learning Support at Farnborough College of Technology and is involved in a range of initial teacher training programmes. Jodi also works as a consultant for the Institute of Learning. Jodi is a Doctor of Education and a fellow of the Institute for Learning.

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