



Cultivating reflective teachers: Challenging power and promoting pedagogy of self-assessment in Australian, Bhutanese, and Canadian teacher education programs

Article Summary

In this article, we look at three teacher education programs across three countries—Australia, Bhutan, and Canada—to examine how reflection is cultivated in pre-service teachers (also referred to as teacher candidates) through a pedagogy of self-assessment. We begin from the premise that a cornerstone of effective teaching is the capacity of an educator to reflect on their practice and to use their reflections for professional growth and development. Qualitative data were collected from teacher candidates from one teacher education program in each country to obtain the views and reflections of teacher candidates about the power and pedagogy of self-assessment to inform their learning and development. Analysis of results led to three overarching themes: (a) consistent learning priorities of pre-service teachers as they engage with reflection; (b) pedagogical features that leverage self-assessment strategies to enhance reflective practice; and (c) the possibilities for reflection to facilitate a professional stance towards learning. Each theme is discussed with consideration for teacher education practices and theory.

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DeLuca, C., Willis, J., Dorji, K., & Sherman, A. (2022). Cultivating reflective teachers: Challenging power and promoting pedagogy of self-assessment in Australian, Bhutanese, and Canadian teacher education programs. *Power and Education*, 15(1), 5-22.



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