

## Conference Abstract

**INTERNATIONAL CONFERENCE 23-26 June, 2005:  
Reflective Practice – The key to innovation in international education**

**Reflective Practice and Action Research as a source of pre-service and inservice professional development and classroom innovation:  
Burden or benefit? myth or reality?**

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The concept of the teacher as reflective practitioner and teacher as researcher of his/her own classroom practice now has a long 20th and 21st century tradition and is promoted widely in the teacher education literature of recent years. But does it have real benefits for teacher skill development and innovation in classroom practice?

This paper examines the outcomes of two research projects, describing and evaluating a pre-service and inservice reflective practice exercise and a collaborative action research project undertaken by a group of English teachers of adults in their own classrooms. Benefits in terms of classroom and research skills development and the promotion of innovative practice as well as constraints are outlined, and recommendations made for future practice to support both reflective practice and its formalisation as action research.