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Nota di contenuto	Frontmatter -- Contents -- Acknowledgements -- 1. Introduction and Preface: Embarking on the Journey of Reflective Practice -- 2. Designing a Better Way to Learn about Teachers and Professional Development -- 3. Situating My Study: Reflective Practice in the Japanese Context -- 4. The Reflective Continuum -- 5. Reflective Practice and the Consolidation of Professional Identity: Cases of the Novice Teachers -- 6. Reflective Practice and the Consolidation of Professional Identity: Cases of the Experienced Teachers -- 7. Teachers' Awareness and Understanding: Exploring Teacher Cognition -- 8. The Reflective Interventions: Creating a Space for Expression -- 9. Implications for Professional Development Opportunities for Japanese Teachers -- References -- Index
Sommario/riassunto	This book presents a researcher's work on reflective practice with a group of high school teachers of English in Japan. Beginning with a series of uncomfortable teacher training sessions delivered to unwilling

participants, the book charts the author's development of new methods of engaging her participants and making use of their own experiences and knowledge. Both an in-depth examination of reflective practice in the context of Japanese cultural conventions and a narrative account of the researcher's reflexivity in her engagement with the study, the book introduces the concept of 'the reflective continuum' – a non-linear journey that mirrors the way reflection develops in unpredictable and individual ways.

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