

TEACHERS AS REFLECTIVE **PRACTITIONERS FOSTERING GENDER-** **SENSITIVE AND INCLUSIVE LEARNING** **SPACES**

On March 16, 2026 the Department of B.Ed, Loreto college organised a session focused on understanding the role of “Teachers as Reflective Practitioners Fostering Gender-Sensitive and Inclusive Learning Spaces”. The session was headed by Ms. Archana Verma, an alumni of the history department of Loreto college and presently a PhD scholar at Amity University.

The session began by situating the “reflective practitioner” within the daily realities of teaching. The speaker reiterated on the nature of teaching periodically straying beyond the mere delivery of content. Continuous self-evaluation compounded with sensitivity in addressing a student’s grievances are the needs of the hour. Drawing from her own journey as an educator, she illustrated how reflection enables teachers to identify their biases, improve pedagogical strategies, and create a more responsive classroom.

The speaker highlighted that Indian classrooms are hotbeds of stereotyping and deep-seated inequalities. This calls for the critical eye of the teacher while interrogating the textbooks, the languages and the interactions occurring in the classroom. Practical strategies were discussed, such as using inclusive language, ensuring equal participation, and being mindful of how tasks and responsibilities are distributed among students. She also stressed the importance of recognising and respecting diverse identities, thereby creating a safe and affirming space for all learners.

Relying on the trainees’ recent six month long internship, the speaker called for live reflections on the challenges the former faced in classroom settings. Acknowledging the exacting transition from theory to praxis in the former’ previous semester, the speaker emphasised on the need for spontaneity and emotional resilience. Insights were exchanged relating to classroom management, lesson planning and maintaining professional conducted in school environments. The speaker highlighted the importance of clarity in articulation, setting realistic expectations and cultivating mutual respect in the classroom. This helps usher in a sense of safety.

Emphasis was laid on the necessity for continual professional upskilling. This included pursuing further qualifications such as certifications that enhance the subject knowledge and pedagogical skills. The speaker encouraged trainees to view teaching as pivoting on dynamicity which naturally prizes adaptability. She reinforced that inclusivity and gender sensitivity are not optional add-ons but essential components of responsible teaching.

The interactive environment created by the speaker allowed the trainees to come forward with their concerns and seek clarification on numerous aspects. The session wrapped up with a Vote of thanks to the esteemed speaker, filled with the gratitude of the teacher trainees.

The session, given the fresh experiences of the trainees’ previous semester, proved to be highly insightful. It not only reinforced the significance of reflective practice but also equipped them with practical tools to foster inclusive and equitable classrooms. As the trainees prepare to step into professional roles, the guidance offered by the speaker serves as a valuable foundation for their journey as thoughtful, responsible, and empathetic educators.