

ORIGINAL PAPER

Teacher Self-Reflection Portfolios as a Mechanism for Curricular Adaptation: An Action Research Case Study in Frontier Schools

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Abstract

Examining daily reflective journaling protocols among novice teachers stationed in remote archipelago schools. Findings indicate structured reflection accelerates curriculum contextualization and classroom management confidence.

Keywords: Teacher Portfolios, Self-Reflection, Frontier Schools, Curricular Adaptation, Practitioner Inquiry

1. Introduction

Novice educators deployed to remote frontier schools often encounter severe cognitive dissonance when attempting to implement centralized national curriculum standards in resource-scarce, multi-grade rural environments.

2. Method

An action research inquiry tracked 16 novice teachers over an entire academic year using structured weekly video reflection logs, audio diary entries, and peer debriefing circles to document curricular adaptation strategies.

3. Results and Discussion

Thematic qualitative analysis demonstrated that structured self-reflection transformed teacher frustration into adaptive pedagogical creativity. Teachers successfully developed 48 localized science and numeracy instructional modules using indigenous materials.

4. Conclusion

Institutionalizing reflective portfolio routines provides crucial psychological resilience and professional autonomy for educators navigating complex remote educational realities.

Declarations

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Conflicts of Interest: The authors declare that they have no competing financial or personal interests.

Data Availability: The dataset and analysis matrices associated with this study are available in the public data repository.

Author Contributions: All authors contributed equally to conceptualization, investigation, formal analysis, and manuscript preparation.

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