

# Teaching Across Borders: Reflective Practice and Professional Learning in Transnational Educational Contexts



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## Abstract

*This article examines professional learning through reflective practice in transnational teaching contexts. Drawing on qualitative practitioner inquiry informed by teaching experience in Tajikistan, Russia, the United Kingdom, and online instruction for learners in Afghanistan, the study explores how teachers develop adaptive expertise through cross-contextual pedagogical work. Using reflective journals, teaching artefacts, and comparative analysis, the article identifies key dimensions of professional development emerging from transnational practice, including pedagogical adaptation, ethical judgment, and evolving teacher identity. The findings suggest that reflective engagement with culturally and politically diverse contexts functions as a powerful form of professional learning, often exceeding the impact of formal professional development programmes. The article contributes to international scholarship on teacher professional development by conceptualising transnational teaching as a site of situated, reflective expertise with implications for teacher education and global education initiatives.*

**Keywords:** Teacher professional development; Reflective practice; Transnational education; Adaptive expertise; Teacher identity; Global teaching.

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## 1. Introduction

Contemporary education is increasingly characterised by transnational mobility, digital instruction, and culturally diverse learning environments. Teachers now routinely work across national borders, institutional systems, and sociopolitical contexts, often without adequate preparation for the professional complexity such work entails. While internationalisation is frequently discussed in relation to curriculum and policy, less attention has been paid to how teachers themselves learn professionally through transnational practice.

Professional development is commonly conceptualised as participation in structured training programmes, workshops, or formal certification. However, research on teacher learning increasingly recognises the importance of situated, reflective, and practice-embedded forms of professional growth (Schön, 1983; Cochran-Smith & Lytle, 2009). Transnational teaching contexts, particularly those shaped by political constraint or conflict, demand continuous pedagogical adaptation, ethical judgment, and reflexivity—processes central to professional learning yet rarely acknowledged as such.

This article examines professional development as it unfolds through reflective practice in transnational teaching contexts. Drawing on teaching experience across Tajikistan, Russia, the United Kingdom, and online instruction for learners in Afghanistan, the study explores how teachers construct professional knowledge through adaptation, reflection, and ethical negotiation across diverse educational environments.

The study addresses the following research questions:

1. How does reflective practice support professional learning in transnational teaching contexts?
2. What forms of pedagogical adaptation emerge as indicators of professional growth across culturally and politically distinct systems?
3. How does transnational practice shape teacher identity and professional judgment?

## 2. Literature Review

Teacher professional development has shifted from transmission-oriented training models toward approaches emphasising inquiry, reflection, and teacher agency (Avalos, 2011). Reflective practice, articulated by Schön (1983), conceptualises professional learning as emerging through cycles of action and reflection in uncertain, complex situations. Rather than applying predetermined techniques, reflective practitioners interpret context, learner response, and ethical implications to guide decision-making.

Scholarship has further developed this view by positioning practitioner inquiry as legitimate knowledge production within the profession (Cochran-Smith & Lytle, 2009). From this stance, teacher learning is not only a matter of acquiring methods but also of generating professional knowledge through systematic reflection on teaching and learning. This practice-embedded conception of professional learning aligns with scholarship emphasising that teachers develop professional expertise most effectively through sustained engagement with the social, relational, and instructional contexts of their work, rather than through decontextualised training models alone (Zeichner, 2010; Darling-Hammond et al., 2017).

Adaptive expertise describes professional competence as flexible and principled rather than routinised. Adaptive experts respond to novel situations by drawing on underlying principles rather than relying on fixed

procedures (Hatano & Inagaki, 1986). In education, adaptive expertise involves adjusting pedagogy to learner needs and contextual conditions while maintaining coherence with ethical and professional values.

Professional development scholarship increasingly recognises that such judgment develops through practice in varied contexts and through sustained reflection, not solely through formal training (Timperley, 2011). However, empirical work examining how adaptive expertise forms specifically through transnational teaching remains limited.

Teaching across borders introduces complexity related to cultural norms, language, authority expectations, assessment systems, and institutional power relations (Silova, 2010). In restricted or conflict-affected contexts, teachers also negotiate access, safety, and emotional well-being. These conditions amplify the moral and relational dimensions of pedagogy, making the teacher's professional learning inseparable from ethical judgment and care.

International education scholarship often notes these challenges but less often examines how teachers transform them into explicit professional learning. This study addresses this gap by analysing transnational teaching as a site of reflective professional development, foregrounding how learners and learning shape and are shaped by teacher reflection. Teacher identity in transnational contexts is therefore not fixed but continuously reshaped through interaction with institutional expectations, cultural norms, and changing professional conditions, particularly in periods of transition and uncertainty (Flores, 2016).

## 3. Theoretical framework

This study is informed by three interconnected perspectives: reflective practice, adaptive expertise, and relational teacher identity.

Reflective practice conceptualises professional learning as an ongoing process of inquiry within and after action, enabling practitioners to respond thoughtfully to uncertainty (Schön, 1983; Moon, 2013). Adaptive expertise foregrounds flexibility and principled decision-making in novel contexts (Hatano & Inagaki, 1986). Teacher identity is understood as relational and context-dependent, shaped through interaction with learners, institutions, and sociopolitical environments, where

professional knowledge is constructed through critical examination of practice in relation to learners' experiences (Loughran, 2002).

Together, these frameworks support analysis of professional learning as situated, relational, and ethically grounded. Importantly, they position teacher learning not as individual growth alone but as something produced through interaction with learners and learning processes across contexts.

#### 4. Methodology

The study adopts a qualitative reflective practitioner inquiry design. Practitioner inquiry is appropriate for examining professional learning in real teaching contexts because it captures how teachers interpret complexity and develop judgment through iterative cycles of enactment and reflection (Cochran-Smith & Lytle, 2009). The aim is not statistical generalisation but analytic insight into how reflective practice operates as professional development across transnational environments.

Data were drawn from teaching practice in four contexts: (1) secondary education in Tajikistan, (2) secondary education in Russia, (3) teacher education and practice in the United Kingdom, and (4) online instruction for learners in Afghanistan. Data sources comprised:

- Reflective journals documenting planning decisions, classroom interaction patterns, ethical dilemmas, and post-lesson reflection;
- Teaching artefacts (lesson plans, tasks, prompts, adapted materials, assessment approaches);
- Observational notes capturing learner engagement, participation norms, and relational dynamics across instructional cycles.

Data were analysed thematically using an inductive approach (Braun & Clarke, 2006). Initial coding attended to moments of pedagogical adaptation, learner response, ethical judgment, and identity negotiation. Codes were then refined into cross-context themes through constant comparison. Trustworthiness was supported through prolonged engagement across contexts, reflexive documentation of positionality, and triangulation across journals, artefacts, and observations.

All learner information was anonymised, and identifying contextual details were treated with sensitivity, particularly regarding learners in restricted environments. The study focuses on pedagogical

processes rather than identifiable individuals and adheres to professional ethical standards for practitioner inquiry.

#### 5. Findings

Thematic analysis identified five interrelated dimensions of professional learning through reflective transnational practice: (1) pedagogical adaptation as professional learning, (2) reflection-in-action and reflection-on-action, (3) reflection under constraint as ethical professional judgment, (4) evolving teacher identity and relational competence, and (5) learners as catalysts for professional reflection (Braun & Clarke, 2006). Across themes, professional learning emerged not as accumulation of strategies but as refinement of judgment and relational responsiveness in relation to learners and learning.

Across contexts, pedagogical adaptation functioned as a primary mechanism of professional growth. Instructional moves effective in one setting often required recalibration in another because participation norms, expectations of teacher authority, and learner interaction patterns varied significantly. Reflective journals repeatedly documented a shift from “strategy selection” toward “principled design”: decisions were increasingly justified by learning aims, learner response, and ethical considerations rather than habitual method.

For example, reflective entries frequently noted that the same discussion prompt produced different kinds of learning depending on learners' familiarity with open dialogue, the perceived risk of speaking publicly, and norms surrounding disagreement. Over time, adaptation became less about changing activities and more about adjusting conditions for learning: how questions were framed, how talk was structured, how psychological safety was signalled, and how tasks were sequenced to support participation.

Professional learning occurred both during teaching episodes and through structured post-lesson reflection. Reflection-in-action became visible when planned strategies did not align with learner response. For instance, learner hesitation, minimal responses, or off-task talk triggered immediate shifts in pacing, scaffolding, or the openness of questioning. These in-the-moment decisions were later revisited through reflection-on-action, enabling clearer articulation of underlying assumptions about authority, participation, and “what counts” as learning in different contexts (Schön, 1983).

Across teaching cycles, this recursive process supported movement from reactive adjustment to anticipatory pedagogical judgment. The teacher increasingly designed with contextual contingencies in mind (e.g., building entry points for participation; designing structured dialogue before open discussion), indicating development of adaptive expertise rather than reliance on routine practice (Hatano & Inagaki, 1986).

In contexts shaped by political sensitivity, institutional rigidity, or learner vulnerability, reflective practice became closely tied to ethical judgment. Decisions about text selection, examples, classroom dialogue, and visibility of student perspectives required careful consideration of learner well-being and contextual risk. Rather than “neutralising” pedagogy, reflective notes indicate a pattern of ethical calibration: preserving intellectual integrity while protecting learners emotionally and socially.

This theme suggests that transnational professional learning is not only pedagogical but moral and relational. In such contexts, reflection functions as a professional competence for navigating ambiguity, aligning with professional development scholarship emphasising teacher judgment as central to meaningful learning-focused practice (Timperley, 2011).

Transnational practice contributed to shifts in teacher identity, especially regarding authority, care, and responsibility. Reflective accounts suggest ongoing renegotiation of what it means to be “a good teacher” across contexts: at times, competence was interpreted through clarity and structured guidance; in other contexts, through facilitation and learner voice; and in restricted environments, through trust-building and emotional safety.

This identity work was not abstract. It appeared in practical decisions: how feedback was given, how learners were invited to participate, how mistakes were responded to, and how classroom norms were negotiated. These patterns align with research positioning teacher identity as relational and shaped through practice (Beauchamp & Thomas, 2009).

Reflective records suggest that professional growth emerging from transnational practice was often experienced as deeper and more transformative than learning associated with conventional professional development. Rather than receiving externally prescribed techniques, professional learning emerged

through lived experience, iterative redesign, and sustained reflection with learners.

This does not suggest formal professional development is irrelevant; rather, it indicates that transnational contexts generate high-density learning opportunities that require reflective tools to convert experience into professional knowledge. This finding reinforces arguments that teacher development is most meaningful when embedded in practice and connected to learner outcomes (Avalos, 2011; Timperley, 2011).

Learner responses functioned as primary catalysts for reflection across contexts. Differences in participation norms, interpretive expectations, and emotional expression consistently prompted examination of pedagogical assumptions. Moments of learner resistance, hesitation, or reinterpretation signalled misalignment between instructional intention and learner experience, initiating reflective cycles.

Rather than positioning learners as passive recipients of adapted pedagogy, the findings suggest that learners actively shaped professional learning by making visible the cultural, relational, and ethical dimensions of teaching decisions. In this sense, teacher learning was co-constructed through interaction with learners and learning processes, consistent with relational perspectives on teacher identity and development (Beauchamp & Thomas, 2009).

## 6. Discussion

This study examined reflective practice as a form of professional development in transnational teaching contexts. The discussion connects findings to scholarship on reflective practitioner inquiry, adaptive expertise, and teacher identity, and argues that transnational teaching can function as a powerful site of professional learning when experience is transformed into knowledge through reflection.

Consistent with reflective practice scholarship, findings suggest that professional learning emerges through cycles of action and reflection in the face of uncertainty (Schön, 1983; Moon, 2013). Transnational contexts intensify uncertainty through cultural difference, shifting institutional norms, and variable learner expectations. As a result, reflective practice becomes not an optional “add-on” but an essential professional capacity for aligning pedagogy with learners and learning across contexts.

Findings support the view that professional competence in complex environments is characterised by principled judgment and flexibility (Hatano & Inagaki, 1986). Importantly, adaptation was not primarily about changing activities; it was about adjusting the conditions of learning—scaffolding participation, designing safe entry points, and calibrating discourse structures. This reframes adaptation as evidence of professional growth: the teacher increasingly reasons from learning purposes and learner response rather than simply transferring methods across contexts.

A contribution particularly aligned with the journal's scope is the explicit role of learners as catalysts for teacher learning. The study shows how learner response becomes a professional development mechanism: it signals when pedagogy aligns with learning and when it does not. This underscores a learning-centred conception of professional development—teacher growth is meaningful when it is tethered to learners' participation, understanding, and well-being (Avalos, 2011).

By framing reflective records and artefact analysis as practitioner inquiry, the study contributes to scholarship that recognises teachers as knowledge producers rather than implementers of external expertise (Cochran-Smith & Lytle, 2009). Transnational teaching becomes a site where professional knowledge is generated through systematic noticing, analysis, and redesign across contexts.

The findings invite reconceptualisation of professional development beyond formal training models. Rather than locating professional learning primarily in external programmes, this study positions professional development as emerging through sustained reflective engagement with pedagogical uncertainty, ethical complexity, and relational responsibility. This conception of professional development resonates with research arguing that teacher learning is fundamentally social, situated, and enacted through participation in complex instructional contexts, rather than delivered through episodic or externally prescribed training events (Zeichner, 2010; Darling-Hammond et al., 2017). Transnational contexts intensify these conditions, accelerating reflective judgment and adaptive expertise.

This reframing contributes to professional development discourse by foregrounding where and how teachers learn, rather than only what training they receive. It also has implications for how international teaching experience is valued within professional standards and

teacher education pathways, suggesting that reflective documentation of transnational practice can constitute robust evidence of professional growth.

As a qualitative practitioner-inquiry study, the findings are contextually grounded and do not claim statistical generalisation. Future research could examine transnational teacher learning through multi-participant studies, comparative cohorts, or longitudinal analysis of how reflective practice shapes instructional design and learner outcomes over time. Additional work might explore how institutional structures (e.g., performance metrics, policy pressures) influence reflective capacity and adaptive expertise in transnational settings.

## 7. Conclusion

This article contributes to scholarship on professional development and learners and learning by examining reflective practice as it unfolds within transnational teaching contexts. Findings indicate that pedagogical adaptation, ethical calibration, identity negotiation, and learner-driven reflection constitute core dimensions of professional learning across borders.

The study positions transnational teaching not merely as a cultural challenge but as a high-density professional learning environment—one that can produce adaptive expertise when teachers use reflective tools to convert experience into professional knowledge. Recognising transnational reflective practice as professional development has implications for teacher education, professional standards, and how global teaching experience is evaluated within the profession.

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