**Promoting reflective processes about teaching in student teachers: Relations with metacognitive skills and self-efficacy**

Contemporary bibliography indicates that metacognitive processes and processes of reflection related to teaching are associated with and can support teachers' professional development and teaching expertise. For example, teachers' metacognitive skills can be a predictor of high-level reflective responses to teaching, responses based on a deep understanding of phenomena, high-level rational thinking and documented interpretations of teaching with references to facts and scientific principles (e.g. Graham & Phelps, 2003). Moreover, reflective practices can lead teachers toward more effective planning, monitoring and evaluation skills both of self and of their teaching practice, becoming, thus, more aware of the effectiveness of selected teaching acts (e.g. Adams & Mabusela, 2014). Reflective processes are also related to teachers' self-efficacy beliefs regarding their teaching ability (see Black, 2015, Braun & Crumpler, 2004, Guleker, 2015). This relationship, however, seems to function positively only under specific conditions such as structured and positive feedback (see Black, 2015, Krogstie & Krogstie, 2016). In the present study, we are attempting to investigate whether preservice teachers, after their training in reflective practices, will improve the quality of their reflective responses regarding their teaching, whether they will improve aspects of teaching metacognitive processes such as planning, monitoring and evaluation skills, but also whether defined aspects of their teaching will improve. Finally, we will explore whether the proposed training will influence student teacher self-efficacy beliefs about their teaching, and whether these beliefs will be related to their actual teaching performance. The participants of the research-intervention will be 4th year student teachers from a pedagogical department, who are in the process of their teaching practice in schools. The methodological tools for data gathering will be self-reference questionnaires, structured self-observation as well as structured observation.