

Reflection Journal

Consider using this frame for your detailed, weekly reflections. You do not have to speak to every (sub)competency every week; address those that have been a focus for your professional growth during the week. Make sure to date your entries or use a different colour for every week. Do not just describe what you did; this is a place for honest, productive reflection on your professional learning.

Competency #1: A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Student teacher practices	Influence on student learning experience
<p><i>This would be an important one to reflect on in week one as you settle into the classroom, and throughout as you continue to build relationships.</i></p> <p>(03/26) <i>Sharing stories with the student Listening to stories from different students Educating myself on low-German Mennonite culture Encouraging students in their work Positive feedback about their work Encouraging self-confidence. Discussing perspectives with other teachers Observing other teachers and listening to a variety of comments based on observation. Listening to parent teacher interviews</i></p>	<p>(03/26) <i>If I am able to create and maintain health and positive relationships with the students then they will feel comfortable asking me for help or coming to me with a problem. There is definitely a culture barrier between myself and the students and at first I was nervous about the effects on my instruction practices. I feel that the cultural barrier is slowly disappearing but there are definitely times where the language barrier of the student has prevented a complete understanding of some topics. Unfortunately, I will not get to meet many parents but I have tried my best to immerse myself in conversations with other teachers about the family culture of our school. Overall, healthy relationships are the foundation of an effective teacher-student relationship.</i></p>

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Competency #2: A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Student teacher practices	Influence on student learning experience
<p><i>This might be one you address after engaging in division- or school-wide professional learning opportunities.</i></p> <p>(03/26) <i>Sitting in and listening to staff meetings Collectively working with other staff members Listening to parent-teacher interviews PD days Teaching other grades/classes</i></p>	<p>(03/26) <i>This is something that I always forget, I always think that I need to contribute my own ideas. All of my previous practicums and my current practicum have taught me the value of colleagues. I think that discussion and brainstorming with other teachers provides another perspective for learning. Having another person to consider the process for curricular learning goals helps expand the opportunities for learning. Teaching other grades has also changed some of the perspectives about my lessons, I have changed and adapted lessons in less than 30 minutes. Seeing the difference in students also changes how I plan my lessons when I am considering the different students abilities. PD days are great opportunities to learn more strategies for successful student learning.</i></p>

Competency #3a: A teacher applies a current and comprehensive repertoire of effective planning practices to meet the learning needs of every student.

Student teacher practices	Influence on student learning experience
<p><i>This would be an important one to address throughout the practicum.</i></p> <p>(03/30)</p> <p>Try to always present in a context that the students will understand. Make the information meaningful Provide opportunities for students to make connections Try new planning strategies Planning with the end in mind</p>	<p>(03/30)</p> <p><i>Establishing connections with the material is one of the best ways to ensure that the students are understanding the new information. The ability to make a connection aids the student in their overall understanding. Comparing new ideas to prior knowledge or experiences can help students decompose the new material. Students are also more likely to engage with the material if they can understand it and it is meaningful to them. It is important to incorporate a variety of planning strategies because new ways of learning and doing, can become tools for students to use in the future. Also, some students might find some instructional strategies better for their understanding because of their learning style. Finally, planning with the end in mind is essential to most lessons because if I plan my lessons with the goal in mind of what I want the students to know or do, it will ensure that everything leading up to it, including instruction, activities and assessment are all accurately helping the students understand the information. It eliminates extra and unnecessary .</i></p>

Competency #3b: A teacher applies a current and comprehensive repertoire of effective instructional practices to meet the learning needs of every student.

Student teacher practices	Influence on student learning experience
<p><i>This will also be a focus throughout the practicum.</i></p> <p>(03/30)</p> <p>Use different instructional strategies</p>	<p>(03/30)</p> <p>The use of different instructional practices will encourage student participation. The students' often get bored of the same activities or style of</p>

<p>Use instructional activities that encourage student participation</p> <p>Provide opportunities for scaffolding instruction</p> <p>Implement instructional strategies that are effective for a variety of learning needs.</p> <p>Reflect on effectiveness of instructions for students learning.</p>	<p>teaching. It is important to incorporate different instructional practices so that students are familiar with different styles for their future education. It is also very important that our instructional practices scaffold the learning process in order to accurately deliver assessments. Considering the variety of learning needs that can be found in a classroom can help students with these needs feel welcomed, included and thought of. It is important to reflect on the effectiveness of my instructional strategies. If a certain strategy works for one class, it may not work for the other. All of these reasons are extremely essential to the student learning experience. Ensuring that effective instructional practices are used will further the students' understanding and comprehension of the information. A better comprehension of the information will provide more opportunities for further learning.</p>
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Competency #3c: A teacher applies a current and comprehensive repertoire of effective assessment practices to meet the learning needs of every student.

Student teacher practices	Influence on student learning experience
<p><i>This is also a focus for this practicum.</i></p> <p>(03/30)</p> <p>Implement a variety of assessment practices</p> <p>Try and include formative assessments at the end of the lesson.</p> <p>Make sure the formative assessments are accurately assessing what the students have learned.</p> <p>Provide summative assessments that students can complete based on what they have learned?</p>	<p>(03/30)</p> <p>The same assessments can become boring and predictable, most students start to feel so confident that they reduce the amount of effort they are putting into their assessment piece. Formative assessments help students because it reviews what they just learned, and most times it requires that the students critically analyze their new knowledge and usually apply it to a review format. It is crucial that the assessments I intend to use are accurately assessing the knowledge that I have taught the students. If my assessments do not match what I have taught then students will struggle with the assessment, this can lead to a lack of confidence in their abilities. Summative assessments should be used when needed, it is a good way to gather proof about the students'</p>

	abilities. It is important that students also have an idea of where they are at in terms of learning, summative assessments are good as benchmarks, and provide tons of information about the student and the delivery of instruction.
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Competency #4: A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Student teacher practices	Influence on student learning experience
<p><i>Consider addressing what you are observing about the school and classroom context as well as your own practice related to this competency.</i></p> <p>(03/30)</p> <p>Promote cultural awareness Introduce a variety of cultures Introduce perspectives and how perspectives are shaped. Encourage participating and sharing ideas</p>	<p>(03/30)</p> <p>Creating an inclusive learning environment to me is the most essential part of creating an environment where students can be successful. An important part of inclusivity is culture. I think that it is extremely important to introduce a variety of cultures and their perspectives. Having another perspective can teach students the value of others and their perspectives. It is also important to teach students to respect different perspectives. All of these practices will lead to a more inclusive classroom, students are more likely to engage and share ideas or stories if they feel comfortable with their classmates. The introduction of perspectives helps reduce the fears that some students have. Modelling and ensuring an inclusive classroom can manifest success for more students.</p>

Competency #5: A teacher develops and applies foundational knowledge about First Nations, Métis, Inuit for the benefit of all students.

Student teacher practices	Influence on student learning experience
<p><i>Address this when you have teaching opportunities to do so.</i></p>	<p>(03/30)</p>

<p>(03/30)</p> <p>implement practices of Indigenous education Share Indigenous culture and history with students Invite students to consider the Indigenous perspectives.</p>	<p>This standard is extremely important to me, I truly believe that the implementation of Indigenous educational practices can benefit the classroom in a positive way. The different perspectives across Indigenous groups can inform students about the different cultural barriers across Canada. Not only can the class benefit from the different instructional practices, such as land-based learning, but they can also learn from the differences in lifestyles of various groups. Including Indigenous perspectives provides another perspective for the students to consider aside from the colonialist view of Canada.</p>
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Competency #6: A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Student teacher practices	Influence on student learning experience
<p><i>Address this if your practicum experience provides the opportunity to see legal frameworks and policies in practice in your school context (eg. Requirements for religious accommodation)</i></p> <p>(03/30)</p> <p>Consider the context of the school in a legal framework Reflect on the legal framework surrounding religion in school Practice consistent student privacy. COVID restrictions Student work</p>	<p>(03/30)</p> <p>Maintaining professional knowledge about the legal frameworks in the education field will inevitably create a better learning situation for students. It is important to practice legal frameworks because as a teacher we have a lot of responsibility trusted with us by parents. Students deserve to feel safe and comfortable in their learning environment. In order to ensure this, practicing the legal frameworks will show students my dedication to this profession and also my loyalty and respect of the students.</p>

After the first week, you should be ready to craft two or three inquiry questions to guide your professional learning through the PS2 practicum. The next section of this organizer is where you will record these.

Inquiry question, goal #1

Inquiry question:	Related TQS:	Strategies:	Resources, support required:	Evidence of success:	Time line:
<p>Learning goal:</p> <p>Implement a variety of instructional strategies that increase student engagement.</p>	<p>2,3,4,5</p>	<p>(2)Collaborating with others, consistent evaluation and feedback of instructional strategies, professional development.</p> <p>(3)Use a variety of instructional techniques, incorporate opportunities for student engagement, consider different backgrounds for effective instruction, and provide opportunities for meaningful connections, use accurate evaluation and assessment practices.</p> <p>(4)Foster a classroom community built on equality, use universal and targeted strategies.</p> <p>(5)Provide opportunities for students to develop knowledge and respect for Indigenous history, culture, perspectives, etc., Use resources that are built from Indigenous education practices</p>	<p>SWATCA https://education.alberta.ca/media/482311/is.pdf Professional Learning Tool PD Days (Mar. 19) https://education.alberta.ca/media/482311/is.pdf https://www.prodigygame.com/main-en/blog/student-engagement-strategies https://www.qualityclassrooms.ca/classroom-teacher-resources-1/ https://rossier.usc.edu/seven-effective-ways-to-promote-equity-</p>	<p>Using feedback from multiple teachers to gauge and plan future lessons.</p> <p>Adapting different strategies to increase student engagement</p> <p>Having students doing most of the talking during the lesson, instead of more lecture based.</p> <p>Adapting learning strategies for those who need it</p> <p>Providing learning opportunities that students find new and interesting</p>	

			in-the-classroom/ https://www.buildingbetterclassrooms.ca/room ?locale=en	Using multiple opportunities to educate myself on the different learning strategies and the different ways to implement them.	
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Reflecting on learning

Inquiry question/learning goal: Implement a variety of instructional strategies that increase student engagement.		
Reflection at midway point: March 30/2021		
Achievements	In progress	Future considerations
Implementing more hands on activities Lots of group work	Simplifying instructional strategies Choosing a variety of activities for the students to engage with.	I am still struggling to have the students do most of the talking. I feel like I have so much information to share with them and I continue to think that the language and cultural barrier will make it difficult for the students to engage with.
Reflection at the end of practicum:		
Understandably, this is always going to be a weakness of mine. However, I am determined to do my best to consider the opportunities that the lesson and its content presents. I also plan to investigate more possible engagement strategies and activities that will promote student engagement and overall understanding. Sometimes I panic with the little amount of time we have and I share all the information with the students instead of letting them work with the materials on their own.		

Inquiry question, goal #2

Inquiry question:	Related TQS:	Strategies:	Resources, support required:	Evidence of success:	Time line:
<p>Learning goal: Reducing the language barrier through vocabulary to better help students.</p>	<p>1 and 3</p>	<p>(1) Providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning; Honouring cultural diversity and promoting intercultural understanding.</p> <p>(3) incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;</p> <p>Foster student understanding of the link between the activity and the intended learning outcomes;</p>	<p>SWATCA https://open.alberta.ca/dataset/2ef0f149-cdb4-4821-b077-d63d1e59ae5b/resource/b86a8b26-69b8-467d-88c2-7722ae4845d3/download/2008-school-administrators-guide-implementing-language-programming.pdf https://www.ucalgary.ca/news/parent-teacher-relationships-critical-success-students-immigrant-and-refugee-families https://www.teachingchannel.com/blog/top-five-vocabulary-strategies-for-english-language-learners https://www.learnal</p>	<p>Providing material in an accessible way to all students. Reducing the amount of tangents I go on (to ensure students are receiving the information they need) Using simpler vocabulary in my explanations of topics Including pictures that relate to the material for visual learners. Eliminating the amount of reading in activities.</p>	

			berta.ca/content/eslapb/documents/language_proficiency_assessment.pdf		
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Reflecting on learning

Inquiry question/learning goal: Reducing the language barrier through vocabulary to better help students.		
Reflection at midway point:		
Achievements	In progress	Future considerations
<p>Simplifying the vocabulary I use during explanations.</p> <p>Incorporating more pictures</p>	<p>keeping my explanations simple</p> <p>Avoiding tangents</p> <p>Preparing questions and anticipating responses</p>	<p>be clear</p> <p>Put everything into my lesson plans to be more prepared for discussion and explanations.</p>
Reflection at the end of practicum:		
<p>Overall, this is something that at the beginning I was very worried about because of a cultural barrier. At first, it was definitely a struggle to make moments that included vocabulary that the students could understand. At the end, I definitely feel like I was able to explain and give analogies that made the content relevant and therefore in their prior knowledge and vocabulary. I found that at the beginning I was struggling to wrap my words around what I was trying to share with students. By the last half of practicum I knew what I was going to say beforehand thanks to detailed lesson planning. When I was introducing or explaining something, I found that my information was relevant and the students were able to take that knowledge and summarize it. I also used a review at the beginning of each class of the main words, especially for social studies.</p>		