ETL410 Assignment one

Task 1: Teaching Philosophy

Create your Teaching Philosophy prior to commencing placement. Your philosophy can be in dot point form, organised into sections or using a graphic organiser.  It should be no longer than one page.  Ensure you have a working draft to inform related dialogues with the mentor teacher.  (1 page)

Task 2: Lesson Plans

Submit one lesson plan to be assessed.  Ensure that it includes specified, relevant curriculum outcomes and specific learning goals or objectives, a clear sequence of activities and attempt to concisely detail the “who. what, how and when” of managing individualised assessment and reporting in a classroom situation.  (2 pages max)

Task 3: Reflections

Submit two quality reflections about your learning to date.  Your reflections can be associated with your professional experience and/or you can reflect on the ways in which your philosophy aligns to the ethical practices and requisite graduate standards of the teaching profession.  (500 words max)

***Source:*** *Word and image*

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## Task 1: Teaching Philosophy (1 page)

I believe that we have a responsibility to pass on our knowledge and skills to others, in particular the young. I find great joy in seeing the sponge-like minds of the young grasp and grow ideas given to them for consideration. I want to make a positive difference for as many young people and children as I can. And, being around young people is fun.

Teaching and learning are all part of a big loop. One who teaches, if they are doing it the right way will also be learning. Those who are learning are also then teaching. This is a precious connection between a teacher and a student that if handled correctly can be one of the most important and forming relationships for a young person.

Good teachers are those who teach selflessly and with great dedication and commitment. There must be a sense of joy and happiness in the learning environment. If this is put in place by the teacher is will be contagious and the whole class can embrace it. Teachers must look at each individual student and each class as holistically as possible. Each student and each group of students is unique and must be nurtured encouraged to grow.

The main pedagogy I am drawing from is the Waldorf method of education. This is based on the teachings and writings of Rudolf Steiner and outlines three main stages in childhood development that unfold in seven-year cycles. In each of the stages one of the three principals of thinking, feeling and willing plays a dominant role. The first stage from birth to age seven is characterised by the development of the will. From seven to 14 years the feeling element of the child or young person is most influential. During the third stage from 14 to 21 years the capacity for intellectual thought matures

Big Picture Education Australia is a relatively new program in Australia, although it has been successfully implemented in many other countries. I have begun to be involved in this program and one of the things I find refreshing and really positive is that is another education stream now available to young Australians that doesn’t go down the path of mainstream education. It too recognises that arguable most children and young people in Australia are not given the opportunity to grow and learn to their full potential in State, Catholic or other mainstream independent schools.

I am interested in finding out more about the [*Learning Choices*](http://www.learningchoices.org.au/)program, which offer learning experiences to enable young people whatever their abilities, backgrounds or personal circumstances. Not all children / young people learn the same way and many of their needs can best be met in alternative schools.

I love the idea of ‘looping’, where a teacher stays with a class for several years, usually from their first year at school until they enter high school. I would like my classroom to be a welcoming place with lots of art, craft and nature in it. It would have wooden desks and chairs, big windows and trees outside. A blackboard with chalk and dusters. A Steiner school would be the perfect vehicle for all of this and I look forward to the opportunity to take up a role in one of these schools. I have loved doing my practical placements there.

I want children/young people to remember me as someone who helped and nurtured, allowing them to find their true path in life.

Task 2: Lesson Plan (2 pages max)

### Making written meanings

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| Learning Area: The different states of matter | Year Level : 7 | Class Size: 11 students (4 prac groups) |
| Topic: Water | | |
| Curriculum Connections: NSW Curriculum | | |

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| Intended learning outcomes | The focus of the lesson will be:   1. observing changes seen during the experiment 2. taking accurate temperature measurements 3. recording observations and measurements 4. working collaboratively within their prac group |
| Assessment | I will know these outcomes have been achieved by seeing the results and observations recorded in their prac books. I will also be able to encourage observations by asking questions and having discussions with students by moving around and speaking to each prac group during the session.  I will collect responses to questions and samples of discussions as evidence of their learning. |
| Prep (negotiation) | A recap of the previous lesson and then an open discussion on the prac we are going to do I can get a good idea of what the students already know. I can build on their knowledge and experiences through encouraging them to tie today’s observations in with the previous learnings of the Fire and Air topics. |
| Procedure | **Engagement:** To start the lesson, we will recap the previous lesson where we began the write up of the prac. We will talk about where we see ice, water and water vapour and talk about what happens when particles gain energy. I will go over the method they wrote to confirm what they will be doing.  **Learning experiences:** I will need to talk about safety, and will do this by asking them what aspects of the prac are likely to have potential danger and what things we should and shouldn’t do with equipment.  **Classroom organization:** The prac groups will be formed by the students at each bench and each group will set up at one of the gas outlets along the bench.  **Dialogue:** During the prac I will move amongst the students and ask them what they are seeing, encourage them to write down their observations, and if necessary ‘lead’ them to observations by questions such as ‘what is happening to the surface of the water?’ Students will be able to ask questions as I am moving among them.  **Closure:** Once the prac is complete, students will return to their desks and work together so that all students have the results and observations in their books. We will then together prepare the results table and again moving among the students make sure that everyone is able to complete a graph. The end of the lesson will be a discussion on writing a conclusion, and I will ask them to have a go at doing this for homework. We can then us that as the starting point for tomorrow’s class. I will ensure all prac equipment has been put away, the board cleaned and chairs pushed in so the room is ready for another class. |
| Resources | Resources and equipment: Bunsen burners, matches, tripods, gauze mats, beakers, ice, stirring rods, thermometers. I will ensure all of this is available during the break before the class. |
| Questions | ‘What temperature did all of the ice disappear?’  ‘What happened to the surface of the water as it started to boil?’  ‘What else did you see?’  ‘What happened to the temperature readings when you stirred the solution? Why do you think this happened?’  I can encourage students to ask questions whilst moving among the prac groups. |
| Reflection | I can ask students to talk about how we see water in these three states of matter in everyday life and in nature. |
| Evaluation | Moving among the students worked really well. Getting the students to allocate one member of each group to take temperature measurements, one to time the intervals and one to record the results/observations worked really well. They then had to collaborate back at their desks to share the information for the write up. |

Task 3: Reflections (500 words max)

### Reflection one: My first teaching experience, Year 10 Algebra

Today Pete asked me if I would take the morning’s class. I was of course more than happy to do this but did feel very unprepared. Pete then gave me an outline of what I would need to go through. I knew this was a great opportunity in my first week of practical placement in any school. I was nervous but knew that my confidence will grow. The major purpose of the class was to explain *why* we can expand brackets out, rather than just learning the process as I had learnt in a mainstream school. I was great to see the students grasp this, and it gave them motivation to keep learning.

The feedback from Pete was really positive. He said when working a problem on the board with a student’s direction, if they tell me something incorrect, to write it on the board. While writing it, I need to go through how they came to reach that answer. I can ask the class if they are happy or if anybody got a different answer. I can then go back to the original student and understanding his or her thought process, guide them through the method to end up with the correct answer. This is a wonderful way to teach, to understand the way the student is thinking and I know I can apply this to all of my teaching.

### Reflection two: More teaching, Year 7 Science

Today I taught the class for the beginning of their work on water. The major objective of the class was to explain the Water Cycle and to conduct an experiment to observe the changing states of water. Before the class I went in to the class to draw up a diagram for the Water Cycle. I asked Troy for his feedback and although he said it was a great drawing, that Steiner had written that drawings should be beautiful and realistic. I happily took this on board and altered the drawing to include a beautiful sun that radiated heat, a lovely Mulberry tree blowing in the wind and an ocean with lots of white caps and blue waves. It was really helpful to be able to have a discussion with Troy about how to incorporate the Waldorf teaching method with the ‘nuts and bolts’ of science as it had been taught to me in mainstream schools and universities. I found it really helpful and can see how I can incorporate this into other topics and lessons.

It was wonderful to see each of the students put their own artistic spin on the diagram. One girl drew ducks and other birds on the lake, another made the whole diagram fit into a circle to enhance the message of the water going through a cycle. They all really enjoyed the drawing process and asked great questions about the Water Cycle. The experiment also went really well and the students were able to relate the properties we observed back to the topics we had done earlier in the block on fire and air.