

TEACHING ACT (3, 4, 5, 6)

To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

FEATURES

- Bases the selection and content of teaching sequences on data drawn from recent didactical and pedagogical research.
- Selects and interprets subject-specific knowledge in terms of the aims, competencies and subject content specified in the program of study.
- Plans teaching and evaluation sequences taking into account the logic of the content to be taught and the development of learning.
- Takes into account the prerequisites, conceptions, social differences (i.e. gender, ethnic origin, socioeconomic and cultural differences), needs and special interests of the students when developing teaching/learning situations.
- Selects diverse instructional approaches that are suited to the development of the competencies targeted in the programs of study.
- Anticipates obstacles to learning posed by the content to be taught.
- Plans learning situations that provide opportunities to apply competencies in different contexts.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to:

- develop appropriate and varied teaching/learning situations involving a reasonable level of complexity that enable students to progress in the development of their competencies;
- Build these activities into a long-term plan.

How have I developed this competency during this course or professional seminar/field experience?

I developed Competency three by planning three high school math classes for at least two months each, according to the requirements of the math program and the needs of my students.

I did not start from nothing, but rather based my lessons on the planning materials of my cooperating teacher. At this stage in my teacher training this helped me develop my foundational understanding of the planning of mathematics teaching/learning situations, and it will be very useful in future teaching situations where I have less material support.

I also differentiated my planning based on the needs of each class. I taught two Grade 10 Science-option math classes: one large class with mostly native Quebec students, and one small class with students from China. Though we followed the same curriculum, I planned lessons differently to respond to the students' differences in language ability, previous mathematical knowledge and interests.

WHAT IS MY CURRENT LEVEL OF MASTERY? (CHOOSE ONE)*

ADVANCED THOROUGH ACCEPTABLE PARTIAL MINIMAL

**Use the features of the competency (listed above) and the professional competency rubric.*

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KEEP THESE FORMS IN YOUR PROFESSIONAL PORTFOLIO. YOU WILL ADD TO THEM EACH YEAR.