

TEACHING ACT (3, 4, 5, 6)

To plan, organize and supervise a class in such a way as to promote students' learning and social development.

FEATURES

- Develops and implements an efficient system for running regular classroom activities.
- Communicates clear requirements regarding appropriate school and social behaviour and makes sure that students meet those requirements.
- Involves students on an individual or a group basis in setting standards for the smooth running of the class.
- Develops strategies for preventing inappropriate behaviour and dealing effectively with it when it occurs.
- Maintains a classroom climate that is conducive to learning.

LEVEL OF MASTERY

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

- introduce and maintain routines that ensure the smooth running of regular classroom activities;
- identify and correct organizational problems that hinder the smooth running of the class;
- anticipate some of the organizational problems that hinder the smooth running of the class and plan measures to prevent them;
- Establish and apply methods that can be used to solve problems with students who exhibit inappropriate behaviours.

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

The third field experience further confirmed my belief that the best classroom management is to engage the students in their learning. I tried to do this as much as possible by keeping the material as interesting as I could, by tossing in some humour and memorable sayings, by keeping my classes driving forward towards a clearly defined goal, by only spending class time on activities I found valuable, and by finding efficient ways to transition between different learning activities. These methods and my natural rapport with students succeeded for the large part in my classes.

In some senses, however, I was lucky in the students I was selected to teach. I substituted several times for my cooperating teacher's CST math class and found this class much less engaged and interested, and as a result much more difficult to manage. As a result, I probably learned more from that class about backup discipline systems and efficiency in running a class than I did in two months in my own classes. Through reflecting on those experiences (individually and in my classroom practices course), I have come to the conclusion that a combination of teacher-student rapport, quality teaching and a fair discipline system are necessary for classroom management.

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.