## Logo  Description automatically generatedEDUC 391 - TC

**Self-Reflection**

**due March 15, 2022**

Teacher Candidate: Emily Barron

Coaching Teacher: Nelly Favela

School: Veritas Catholic School Grade/Subject: 3 Social Studies

**Ways I have grown as an educator:**

I have grown as an educator in many ways. My classroom management skills have improved immensely throughout this practicum, as well as my ability to time-manage appropriately, to complete all lesson planning and accompanying documents (Standard 5). As I continued to get to know the students in my class, my lessons became more attainable for all learners, and I was able to provide content that allowed all to find success (Standard 1). Throughout the course of this practicum, I was also able to get to know the staff and embed myself into the school community, within staff meetings, special events, and collaboration in the hallways (Standard 4). In doing so, my confidence has grown immensely, and I feel much more comfortable in the school setting. I was pushed to teach a unit in Social Studies about government, which was a topic that I was not overly familiar with. This motivated me to pursue personal growth as I gained fluency in the topic and was able to deliver with a relatively strong understanding of the content (Standard 6). My biggest challenge was creating lesson plans that fit an appropriate timeline. At first, I was unsure of the pacing of each lesson. As I continued to get to know the students and their classroom dynamic, my ability to pace lessons appropriately progressed extensively. I also worked hard to embed the First Peoples Principles of Learning into my lesson plans, especially while teaching Governance (Standard 9). Throughout this practicum, I have gained so much knowledge to carry forward with me as I progress as a teacher.

**Three things I am thinking about improving:**

1. I would like to continue to improve my time-management skills, as I progress into larger, more demanding practicums. Although I always did have my work completed promptly to allow for pre- and post-conferencing with my coaching teacher, it did still feel very time-consuming. I think as I continue to get more familiar with the BC Curriculum and the lesson planning template, as well as gaining more tools that I can adapt and re-use throughout my education, this will become an area where I grow to be more comfortable.
2. I can still improve greatly on my classroom management skills. They have improved throughout this practicum, but I am striving to gain even more skills and techniques to maintain the students’ focus and behaviour throughout my lessons. I have continued to learn that each student is unique and has unique needs, and therefore the classroom management style will likely need to be different in all settings to accommodate.
3. The final thing that I believe I can improve upon is my lesson planning structure. Often, I would take the time to plan a lesson and believe that it would be perfectly guided by timelines, and this was not the case when applying this lesson in person to my students. I would miss steps that would have smoothened out my lessons. Again, I believe that this is something that could improve as I become more comfortable at the front of the class and gain more knowledge about the most effective and relevant ways to conduct my lessons. It was an adjustment for me to consider revisiting lessons repeatedly to ensure that students were gaining and retaining all content that was taught. This also improved throughout my practicum, but it is something that I will continue to work on, as I do plan on continuing with primary education as my focus.

**One goal area which could be developed into an inquiry:**

One goal area that could be developed into an inquiry would be classroom management skills. I have already gained so much knowledge throughout our theory classes at UNBC and in my hands-on work within practicum, but this is a skill that I will likely always continue to improve upon. Many teachers that I have spoken with have told me that this is an area where professional development never subsides (Standard 7). I look forward to continuing my professional development journey throughout my studies and within the education system afterwards. Classroom management is a broad topic that will be different for each class and each school setting. It will be interesting to learn about what different classroom management techniques are used throughout various schools and how I can adopt those into my practice.