

## REFLECTION PAPER ABOUT MY INTERSHIP JOURNEY

I'm uncertain where to begin, but possibly with my introduction to teaching a Grade 8 class with garments focus. The experience was a mixture of delight, thrill, and apprehension, primarily because the COVID-19 pandemic necessitated a shift in our social norms, and I witnessed numerous individuals flouting the one-meter physical distancing protocol. I have a two-hour class scheduled from 9:45 to 11:45 in the morning with Grade 8 students, during which I will conduct a discussion and then move on to conducting laboratory work. The sum total of these numbers is 48 and they hold significant importance. Despite the early hour, I am immensely fatigued and could easily drift off to sleep following this interval. Back in the day, I came to understand how dissimilar these children were to us. I encountered a significant challenge when I discovered that the female students were not excelling, which was an uncommon occurrence during my era. Although I had the option of releasing it, I chose not to, as I am convinced that pupils require external incentives. Subsequently, I resolved to generate commendation vouchers that acknowledge individuals for their outstanding effort, regardless of the incomplete status of their assignment, as long as they are making progress towards achieving it. Within two hours of offering my reward tickets, I observe my students being driven to complete tasks with great enthusiasm.

B. However, from that point forward, I am forced to confront actuality. Teaching has presented me with a highly demanding task. Despite having 35 battles to conquer, their diversified personalities, cultures, beliefs and upbringings often leave me feeling disillusioned and unwilling to continue as a teacher. The following day, I strategized on handling the management of my classroom. My fellow student teachers inquire about the reason behind our boisterousness and merthful behavior during our afternoon gatherings, and on occasions when we are not laughing, we engage in singing. I am aware that they perceived me to be insane, and I derive pleasure from such a label. I started to understand my students, how they learn and what motivate them to learn. But my approach for them is not just based on my perspective as some experts claim that children who don't have enough play will less likely to learn. I enjoyed testing what I learned from books such as what John Dewey believe that learning is by doing. In my Grade 8 class where we have laboratory works, I strictly don't allow any students to teach their

# Reflection Paper For Teaching Internship

**C Cleary**



## Reflection Paper For Teaching Intership:

*Resources in Education* ,2001-04      **Developing Reflective TESOL Practitioners Through Teacher Education**  
Andrzej Cirocki,Mark Wyatt,Xuesong (Andy) Gao,2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages TESOL and English Language Teaching ELT teacher education programmes There is increasing recognition worldwide that given the centrality of reflective practice to teachers ongoing professional development supporting teachers to become reflective practitioners should be integral to teacher education programmes Consequently tertiary level courses in areas such as TESOL and ELT tend to promote reflective practice supported by theoretical input from the burgeoning literature on reflection much of which is produced in the West Relatively under represented in the literature are global perspectives on reflective practice there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world including Asia Hence this book addresses a gap Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts This textbook showcases how reflective teaching practices are developed supported by frameworks for critical reflection and in interaction with local educational policies These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes This textbook showcases innovative reflective activities and can be used as a principal text or as supplemental reading on a range of TESOL and ELT teacher education courses      *Reflective Practice in English Language Teaching* Steve Mann,Steve Walsh,2017-06-27 Offering a unique data led evidence based approach to reflective practice in English language teaching this book brings together theory research and practice in an accessible way to demonstrate what reflective practice looks like and how it is undertaken in a range of contexts Readers learn how to do and to research reflective practice in their own settings Through the use of data dialogue and appropriate tools the authors show how reflective practice can be used as an ongoing teaching tool that supports professional self development      **We, the Students and Teachers** Robert W. Maloy,Irene S. LaRoche,2015-01-03 We the Students and Teachers shows history and social studies educators how to make school classrooms into democratic spaces for teaching and learning The book offers practical strategies and lesson ideas for transforming democratic theory into instructional practice It stresses the importance of students and teachers working together to create community and change The book serves as an essential text for history and social studies teaching methods courses as well as professional development and inservice programs for history and social studies teachers at all grade levels      *The Australian Journal of Education* ,1996      *International Handbook of Mathematics Teacher Education: Volume 2* ,2019-12-16 This second edition of the International Handbook of Mathematics Teacher Education builds on and extends the topics ideas in the first edition while maintaining the themes for

each of the volumes Collectively the authors look back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and look forward regarding possible avenues for teachers teacher educators researchers and policy makers to consider to enhance and or further investigate mathematics teacher and teacher educator learning and practice in particular The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters Readers can also use these subthemes to make connections across the four volumes which although presented separately include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers Volume 2 Tools and Processes in Mathematics Teacher Education describes and analyze various promising tools and processes from different perspectives aimed at facilitating the mathematics teacher learning and development It provides insights of how mathematics teacher educators think about and approach their work with teachers Thus as the second volume in the series it broadens our understanding of the mathematics teacher and their learning and teaching

*Cases of Mathematics Professional Development in East Asian Countries* Swee Fong Ng, 2015-05-05 This book shows how video technology can be used to inform teachers personal practice and provides new data and real world case studies not covered by any previous book on the subject Initial chapters explore how practicing teachers can view their own recorded lessons and take steps to improve their methods while subsequent chapters examine how pre service and in service teachers can use recorded lessons to improve how they teach selected concepts or to better convey specific learning processes such as mathematical modeling and problem solving

Success in Professional Experience Michael Dyson, Margaret Plunkett, Kerry McCluskey, 2015-06-05 Success in Professional Experience develops fundamental knowledge skills and competencies which help to build meaningful relationships within educational communities

*Education and Pedagogical Experiences* Kennedy Thomas, Joseph Kureethara, 2025-03-04 This book analyses how the educational ecosystem undergoes a paradigm shift during human emergencies be it natural manmade environmental ethnic or a global pandemic like COVID 19 It discusses varied approaches experiences and the steadfast desire to share information demonstrating the value of teaching and learning in difficult conditions This volume aims to build resilience and inspire young minds to persevere through challenging times It explores the continuity of education during emergencies various teaching and learning approaches and the importance of maintaining a resilient attitude Each addresses the cultural and locational specifics of emergencies illustrating how education and pedagogy have made a global impact They also examine a specific aim enriched by cultural geographical and human variables and how education and pedagogy aim to resolve these concerns This book would be useful to students researchers and teachers working in Education Environmental Science and Disaster Management Political Science Public Administration International Relations Peace Education Psychology and Cognitive Science Neuroscience Sociology and Social work It would also be an invaluable companion to practicing pre

service and in service teachers and their trainers policy makers professionals from government and non government organizations working in education and social development *Resources in Education* ,1996 *Developing Trauma-Informed Teachers* Ofelia Schepers,Megan Brennan,Philip E. Bernhardt,2023-01-01 The vision and development of this edited text are driven by a deep desire to ensure that teacher candidates are thoughtfully prepared to more fully address students needs and create classroom environments that are safe for students and teachers Specifically this text will provide an understanding of how educator preparation programs are providing teacher candidates with the knowledge and skills to effectively utilize an asset based approach to foster resiliency skills that support P 12 students who have or are experiencing trauma This text considers how programs are developing equity focused content curriculum pedagogy to ensure teacher candidates can integrate trauma informed practices as well as develop their own resiliency skills This resource highlights important and relevant tools strategies and approaches for preparing future teachers to implement traumainformed practices within their classrooms In recent years much attention and resources focused on preparing teachers to more comprehensively address acknowledge and understand childhood trauma and the impact it has on students lives inside and outside of the classroom This text will be of interest to all those working in institutes of higher education alternative licensure programs and organizations public schools and districts involved with the preparation of teachers and or professional development of in service educators It has the potential to serve as a catalyst for teacher preparation programs to more intentionally integrate trauma informed practices in meaningful ways and contribute to a glaring gap within the literature focused on the systematic ways in which childhood trauma and resiliency development are being addressed in the preparation of teachers **Reflective Teacher Education** Linda Valli,1992-01-01 [A Reflective CLIL Teacher: A Way to Enrich the CLIL Teaching Professional Practice in the Polish Context](#) Katarzyna Lidia Papaja,2024-04-02 This book intends to look into CLIL teaching professional practice through the prism of reflection It offers a comprehensive coverage of a CLIL teacher s features their attitudes to the approach teaching methodology assessment materials development cooperation with other CLIL and non CLIL teachers professional development expectations and beliefs Furthermore it focuses on CLIL teachers positive and negative emotions experienced in relation to CLIL As a CLIL trainer I spend a lot of time with CLIL teachers trying to guide them in the process of teaching in CLIL but also to help them face many challenges and overcome obstacles which often discourage them from working in the CLIL environment Being greatly inspired by the ongoing research in the field but also by my CLIL trainee teachers I felt there was a need to conduct such research and make the reader reflect on his her own teaching experiences in CLIL **To Improve the Academy** Judith E. Miller,James E. Groccia,2011-10-18 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants Contents include Graduate

student internships as a pathway to the profession of educational development Preparing faculty to develop hybrid courses  
 Writing groups for work life balance A faculty learning community approach to tenure and promotion Helping faculty  
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 Faculty development career disruptions Emergent shifts in the faculty development portfolio *Chemistry Education in the  
 ICT Age* Minu Gupta Bhowon, Sabina Jhaumeer-Laulloo, Henri Li Kam Wah, Ponnadurai Ramasami, 2009-07-21 th th The 20  
 International Conference on Chemical Education 20 ICCE which had rd th Chemistry in the ICT Age as the theme was held  
 from 3 to 8 August 2008 at Le Meridien Hotel Pointe aux Piments in Mauritius With more than 200 participants from 40  
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 submitted the full papers and the reviewers for their timely help in assessing the papers for publication th We would also like  
 to pay a special tribute to all the sponsors of the 20 ICCE and in particular the Tertiary Education Commission <http://tec.intnet.mu>  
 and the Organisation for the Prohibition of Chemical Weapons <http://www.opcw.org> for kindly agreeing to fund the  
 publication of these proceedings **Transforming Education for Sustainable Development** Glenn Galloway, Karen  
 Brown, Pádraig Carmody, Lucia Rodriguez, Larry A. Swatuk, 2025-08-18 Transforming Education for Sustainable Development  
 documents and disseminates learning around education for sustainable development and associated pedagogical approaches  
 techniques and experiences that have been generated across the Master of Development Practice MDP Global Association  
 over the past 12 years It integrates the participation and perspectives of a diverse group of faculty alumni students and  
 partners The book applies a critical analytical lens to discuss experiences across 35 prestigious universities to provide an

invaluable synthesis of key findings with a summary of forward looking implications for global education for sustainable development Chapters are developed around key dimensions of the MDP program exploring how it has evolved since its inception in diverse regional and institutional contexts With its focus on preparing future development practitioners for important roles in a wide range of organizations involved in different facets of sustainability the MDP program offers a unique lens through which to learn best ESD practices and challenges faced The book features contributions from across five continents showcasing a broad range of educational strategies in different professional and cultural contexts to emphasize locally appropriate solutions This will be an insightful and important read for professionals in higher education for sustainability and sustainable development in addition to researchers policymakers and practitioners involved in non profits NGOs and international organizations

**Praxis-oriented Pedagogy for Novice L2 Teachers** Karen E. Johnson,Deryn P. Verity,Sharon S. Childs,2022-11-30 In this cutting edge book on L2 teacher education experts Johnson Verity and Childs demonstrate how praxis oriented pedagogy grounded in the principles of Vygotskian Sociocultural Theory VSCT can have a meaningful impact on L2 teachers development Starting with a clear definition of praxis oriented pedagogy the authors lay out a theoretical foundation and document how appropriately designed praxis oriented L2 teacher education pedagogy supports the development of novice teacher reasoning Drawing from a longitudinal study of L2 novice teachers chapters address the teachers understanding learning and cognitive development and how their capabilities grow in creating and implementing engaging language learning environments for their ESL students At the core of the book lies a unique set of pedagogical concepts linguistically compact conceptually rich chunks of language that function as psychological tools for learning and teaching By covering teachers changes in understanding reasoning and pedagogical activities the book reveals the role that pedagogical concepts play in praxis oriented pedagogy Essential reading for language teacher educators language teachers and researchers this book makes the VSCT principles that inform praxis oriented pedagogy both clear and accessible

*Student-Teacher Relationship Quality Research: Past, Present and Future* Matteo Angelo Fabris,Karine Verschueren,Debora Roorda,Claudio Longobardi,2022-11-24

[Handbook of Teaching and Learning in Sociology](#) Sergio A. Cabrera,Stephen Sweet,2023-01-20 Showcasing advanced research from over 30 expert sociologists this dynamic Handbook explores a wide range of cutting edge developments in scholarship on teaching and learning in sociology It presents instructors with a comprehensive companion on how to achieve excellence in teaching both in individual courses and across the undergraduate sociology curriculum

*Handbook of Research on Teacher Education* John P. Sikula,Association of Teacher Educators,1996 The first edition of this text sought to provide a basis for improving the education of teachers at every level Committed to the idea that the betterment of teacher education is essential to the improvement of schools it provided understanding of the research so that professionals could compare evaluate and create effective programmes

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