

Student: Martine Newill Practicum Dates : Feb.11-22, April 15- May 17,2013

School: Cilaire Elementary District: 68 Grade(s): Kindergarten

Analysis By: Lynn Haley Supervising Teacher(s): Elisa Orton

### Context (school, class/teaching):

Martine's Newill's practicum assignment was in a kindergarten classroom at Cilaire Elementary School in Nanaimo. The class was comprised of 18 students, 9 male and 9 female and contained a few non-designated high needs students. There was no Education Assistant time attached to the class.

Prior to practicum, Martine took the initiative to visit the class several times to observe class routine, get to know students and understand her sponsor teacher's expectations.

During practicum Martine taught an environment and recycling unit; a worm unit; a three dimensional unit and a parachute unit in Physical Education.

Self-regulation is an important aspect of kindergarten instruction and Martine emphasized self-regulation by practicing a variety of Mindup techniques to allow students to focus on individual work. Kindergarten students have not been assessed for academic support but Martine got to know her students well and was aware that there were several students that required additional support. She welcomed specialists into the classroom to help with assessment and considered individual needs when developing lesson plans. During the environment and recycling unit, Martine encouraged students to compost, brought in recyclable objects to sort and the class was rewarded a pizza party for producing the least amount of garbage in the school. During the worm unit Martine brought in worms that she dug up from her own garden, she had students dig for worms, had students make observations and predictions; she made two worm farms and built a worm box to conduct an experiment. During the 3-D unit Martine created several math games, taught a 3-D themed PE class and modified an activity booklet to meet all students' needs. Also, over the course of the practicum, Martine introduced students to Andy Warhol.

Martine Newill made a substantial effort to develop relationships with colleagues. She worked with Ms. Grubb, a kindergarten teacher during shared gym classes, assigned tasks to Education Assistants, collaborated with the Roots of Empathy instructor to carry out lesson plans and taught with the Aboriginal EA to complete Art projects. She also attended staff meetings and a professional development day.

This practicum has provided Martine with many excellent teaching opportunities. Martine learned how to locate a variety of teaching resources, created effective lesson plans to meet student' needs and adapted pre-existing lesson plans for the class. She used a variety of technology to instruct the class (elmo, ipad, iphone, laptop computer) and research material thoroughly before instruction. She is currently reading about Response to Intervention and has read and practiced Mindup curriculum.

### Summary:

#### **Specific Areas of Strength:**

- demonstrates the capacity to have a coordinated or integrated plan within or across disciplines as well as the capacity to connect curricular outcomes to life-long learning
- planned lessons utilizing a wide variety of teaching strategies
- designed creative learning projects that incorporated real life experiences
- displayed the spirit and skills of one who is flexible and can address change at a moment's notice
- understands the importance of accessing various school personnel: interactions with staff outside of sponsor teacher for collaboration
- understands principles that can be used to guide applications of those theoretical explanations to create environments conducive to learning at different stages of development in a variety of contexts
- responds to kindergarten cognitive and physical developmental stages using a variety of effective teaching strategies including visuals, oral language, hands on manipulatives, concrete concepts and movement.
- recognizes the importance of accurately, authentically, and efficiently pre-assessing students' abilities, interests and social contexts (including cultural heritage, community, family, school, classroom) as a basis for planning for effective teaching and learning
- has learned to manage a classroom environment that supports and encourages a holistic approach to learning and child development
- recognizes the importance of consistency in classroom management while establishing a teacher role with the students