

## TC MINI CONFERENCE WORKSHOP, DECEMBER 5, 2017

**TOPIC:** Steps to getting an excellent final practicum report (EDUC 421).

### WHOLISTIC GOALS

- Take to heart and promote the IB Mission Statement (“These programmes [the four programmes within IB] **encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.**”) (This applies regardless of whether you are in the IB cohort or not.)

- Reflect on this: “The first thing is the difference between getting people to remember information and getting folks to get insights....” From: **Loneragan Web Site** Interviews: “The Ken Melchin Interview” (<http://loneragan.concordia.ca/interviews/melchin.htm>) September 17, 2017

- For a philosopher, one well-traveled route to renown is to stake out a position and defend it tirelessly against all comers. That was not Hilary Putnam’s style. When Putnam died last year at 89, the tributes to the Harvard philosopher, mathematician, and computer scientist almost invariably noted his willingness to change his mind. Martha Nussbaum, who declared Putnam “one of the greatest philosophers this nation has ever produced,” argued that his generosity and curiosity prevented him from slipping into intransigence, and that “being led to change was to him not distressing but profoundly delightful.”

[http://www.chronicle.com/article/A-Marriage-of-Minds/241103?cid=wcontentgrid\\_hp\\_6](http://www.chronicle.com/article/A-Marriage-of-Minds/241103?cid=wcontentgrid_hp_6), September 17, 2017

- Experience is not what happens to you; it's what you do with what happens to you. **Aldous Huxley**

- Because things are the way they are, things will not stay the way they are. **Bertolt Brecht**

- Bryullóv (a painter) one day corrected a pupil’s study. The pupil, having glanced at the altered drawing, exclaimed: “Why, you only touched it a tiny bit, but it is quite another thing.” Bryullóv replied: “Art begins where the tiny bit begins.”

That saying is strikingly true not only of art but of all life. One may say that **true life begins where the tiny bit begins – where what seem to us minute and infinitely small alterations take place.** True life is not lived where great external changes take place – where people move about, clash, fight, and slay one another – it is lived only where these tiny, tiny, infinitesimally small changes occur.

by **Leo Tolstoy** (September 9, 1828 – November 20, 1910) from “Why Do Men Stupefy Themselves?” <http://quotesnack.com/leo-tolstoy/true-life-begins-where-the-tiny-bit-begins-where-what-seem-to-us-minute-and-infinitely-small-alterations-take-place/>, August 30, 17

### WHAT YOU, TO A LARGE EXTENT, CAN CONTROL

#### • Communication with SAs and FA

- Punctuality
- Perfect attendance
- Being in the classroom in the morning at least a full half hour before class starts
- Staying around after school for half an hour, making yourself available to students
- Initiating discussions with your SAs and your FA
- Having meaningful pedagogical discussions with your SAs and FA
- Participating in school’s extracurricular activities
- Organizing yourself and thinking ahead

- Listing your areas of strength and also your areas of weakness
- Showing commitment to high professional and ethical standards
- Planning lessons and units in a timely fashion/Planning in advance (well in advance)
- Engaging in constructive/exploratory conversations with advisors (including ethical concerns)
- Marking and returning assessed assignments in a timely manner
- Understanding the full responsibilities of the teacher
- **Designing and administering valid and thoughtful assessment tools**
- Writing a statement of beliefs (have a statement of educational philosophy available)

#### **WHAT YOU, TO SOME EXTENT, CAN CONTROL**

- Having and showing enthusiasm for teaching and for learning
- Ensuring written and oral communication is grammatically correct
- Focusing on asking open-ended questions
- Showing and practicing initiative
- **Reflecting on your teaching practice**
- Being open to constructive criticism, and willing to act on it
- Having a ‘robust’ and straightforward attitude to planning
- Using language accessible to students (without dumbing it down)
- Showing and modeling curiosity
- Choosing student engagement over student management
- Being proactive
- Being self-critical (connected to reflection)
- Questioning your practice (self-questioning)
- Developing rapport with students
- Being rigorous and promoting rigor (related to clarity of language in the classroom)
- Communicating curriculum clearly (related to subject depth of knowledge)
- Promoting a participatory environment (this can be accomplished in many ways)

#### **WHAT YOU, TO A MINIMAL EXTENT, CAN CONTROL**

- Having deep and broad understanding and knowledge of subject matter
- Putting students at the centre of ‘the teaching’
- Understanding multicultural issues
- Handling conflict and stress with resilience
- Focusing on curiosity and wonder
- Taking teaching seriously
- Addressing the needs of learners
- Modeling inquiry learning
- Developing classroom voice: speaking voice and teaching voice
- Saying, “I need to change...” instead of “Students don’t get it”
- Having clear-sighted **attitude** to teaching and learning
- Using assessment to promote student learning and thinking
- Asking questions about your teaching practice (connects to self-reflective practice)
- **Showing growth as a teacher, regardless of where you start**
- **Demonstrating awareness of each student’s level of involvement and engagement**  
(This is where the “looking” comes in.)