Design your **four reflections** (each of them) on the following lines:

**1. WHAT ?**

What is the idea or issue that stands out to you from your selected reflection (past journal of teaching and learning journey so far)?

1. What idea or issue is most relevant or raises questions for me as a pre-service teacher?

2. What (if anything) is contested about this idea? (refer to your readings and articles read).

3. Does this idea or issue need definition, explanation or clarification?

**2.** **SO WHAT?**

Why is this idea significant for development /teaching / learning/assessment?

1. How can this idea or issue inform my understanding of learners and their development, teaching or learning?

2. What theories can support or challenge this idea or issue? (refer to your readings and articles read)

3. What might this idea look like in practice or what might be an application or example of this idea?

**3.** **NOW WHAT?**

What has changed for me as a result of this new understanding?

1. How has this idea changed my previous understanding and views about teaching?

2. How might I incorporate this idea into my teaching practice?

3. What other questions does this idea or issue raise for further consideration?

Reflection Ideas

1. Initial confrontation of ideals and experiences. My own high school experience vs the focus of what is being taught
2. Experience with the Patch. Initial interaction with Sanderson Middle School students and relationship development
3. Physical perceptions of students, of myself. How to reduce bias toward physical performance and simultaneously avoiding theoretical studies.

Teacher perceptions of disconnect with Tertiary education

At time of writing I am completing my first placement and Darwin High School, therefore much of the reflection is considered prior to any practical experience within the formal secondary school setting. When beginning my learning journey, I had fairly well developed and defined ideas on what good teaching looks like. I was still very open to discussion and constructive criticism on how my teaching practice compared to the principles and ideals purported by tertiary educators. Through this internal reflection and comparison on my own teaching practice and the gold standard, I was confronted and challenged in my position when I realised my experience was not significantly diverse, as I completed all of my high school education at a well-known private school with limited racial and learning ability diversity.

My own experience within secondary education consisted of a very structured and well-defined curriculum. In Year 12 or SACE Level 2, I studied Specialist Mathematics, Mathematics Studies, Physics, Chemistry and English Studied. The program involved regular testing and examinations and the outline of the subject curriculum was very teacher lead, with little or no input and influence by students. I found this style of learning secure and familiar, is it was a continuation of previous years of schooling.

A number of critical points have occurred in my learning journey that have caused me to reflect on and review my own education in comparison with others’ experiences. Firstly, during a lecture in EPR100, I described my high school experience to the lecturer and how that was likely to influence my teaching practice. I also followed this up with that I would need to make significant effort to reflect on this position, as it was unlikely to meet the needs of a broad range of student learning abilities, skills and attitudes.

Reference to assessment methods During my first practical placement, I have been able to see the variety of students in two main areas, with some exposure to others, firsthand. Primarily, I have been observing students in Integrated Learning Physical Education at SACE Level 1, which is a project-based semester long unit. Some students required additional assistance with continuing assignments including explaining in detail the requirements of specific responses within the assessment. Also, my mentor teacher has been breaking down the tasks for students in these classes to achievable amounts per lesson, due to their low academic abilities and motivation.

Prior to this experience, I was of an opinion that if students want to learn, I am willing to teach them, but without that self-motivation, I was unwilling to provide them the time and effort to enable their learning. I realised very early in my learning journey that this was not a suitable position within any school setting. Even in higher academic learning environments, there are students that require extra motivation and attention to encourage their participation and learning.

Sports skills vs academic

My experience with The Patch has given me a great breadth of perspective. The Patch is a non-profit organisation that bases its programs around building and maintaining gardens that follow principles of permaculture and sustainable gardening. It supports groups of people that have learning special needs or are living with disabilities. Specifically, the three to four boys from Sanderson Middle School, that are also part of their CLONTARF Program, participate in activities that provide engaging experiences that provide them with some skills to further their development.

Initially, my exposure to the boys was very informal. I was conducting work separate to their activities and therefore had little interaction with them. It was during this period that I observed their lack of respect for the people committing time to assist them. This was quite confronting for me, as I saw their programs as amazing opportunities to develop skills and knowledge that I never had during school. Their behaviour was poor and language was rude. When I began working with them formally, there was a lack of structure to the activities they were conducting, and many tasks were ad hoc. I believe this created additional friction between the students and carers, due to the lack of interest shown by the boys’ behaviour.

As I continued to work with them, deeper structure was also developed and I continued to demand that project-based work was employed that also had small and visible goals, in order to further encourage them. An example of this is when they were directed toward building possum boxes. This gave me the opportunity to teach skills in woodwork and design that could be used in future life. I also used the exercise as an opportunity to test the mathematic skills when measuring and marking the wood for the possum boxes.

As we made the boxes, the boys’ enthusiasm, interest and focus fluctuated. Whilst this was frustrating at times, I was determined to maintain my efforts to ensuring they gained the best experience possible by remaining calm and professional.