

# TEACHING AND GROWING IN THE MIDST OF CHANGE: LEARN, PRACTICE,

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## Reflections on Beginning My Teaching Journey

If you are new to the classroom, use this form as a way to document your current experience. Fill in as much information as you can. Plan to revisit what you have written at the end of your first year to make additions and to reflect on your year. If you are an experienced teacher, think back upon your first year of teaching to complete this form.

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I first knew I wanted to become a teacher when
During my first year of teaching, I felt
A memory that stands out from my first year of teaching is

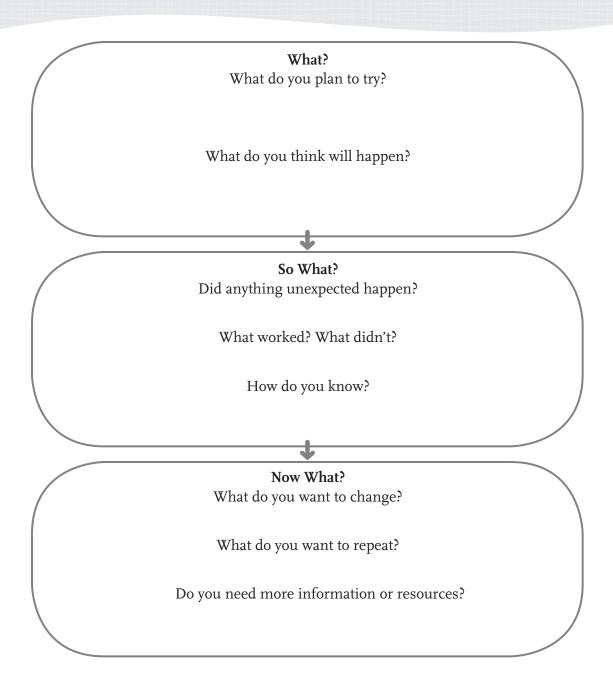




Three Phases of Teacher Learning								
Teachers Learn	Teachers Practice	Teachers Share and Model						
About themselves:	About themselves:	About themselves:						
Identify and adjust beliefs about teaching and learning	Deal with disequilibrium Raise more questions	Expand professional identity  Develop leadership and communication skills						
Identify strengths and areas for growth	Take ownership for own learning							
Gain knowledge about teaching and learning:	Deepen content knowledge:	Further deepen content knowledge:						
Learn new research, theory, and application Consider how this affects	Try techniques, observe children's responses, adapt	Hone knowledge by describing and demonstrating						
own practice (for example: assessment, parent	Link assessment data and observations to practice	Develop new strategies, specialize						
engagement)	Integrate knowledge into curriculum							
With others:	With others:	With others:						
Develop new roles and relationships	Attend to group and individual responses	Share informally and formally in many ways						
Try new ways	Attend to context	Become a teacher leader						
of interacting Use mentoring and supports from others	Partner with other adults Use mentoring and supports from others	Use mentoring and supports from and provide mentoring and supports to others						
Potential dilemmas:	Potential dilemmas:	Potential dilemmas:						
Facing conflicts with core beliefs	Struggling with application at a deeper level	Finding confidence to share with others						
Experiencing disruption	Struggling with integration	Determining how and what to share						
	Feeling disequilibrium							
Focus:	Focus:	Focus:						
Learning new material and strategies	Exploring what children know and can do, how	Forming a learning community or community of						
Coping with how that feels	they respond, and what it means for own teaching practice	practice to support continued learning and practice						

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### Trying a New Strategy\*



<sup>\*</sup> The "What? So What? Now What?" model is from Terry Borton. Reach, Touch, and Teach: Student Concerns and Process Education (New York: McGraw-Hill, 1970): 94–98. Used with permission of McGraw-Hill Education. From The Thinking Teacher: A Framework for Intentional Teaching in the Early Childhood Classroom by Sandra Heidemann, Beth Menninga, and Claire Chang, copyright © 2016. This page may be reproduced for individual, classroom, or small group work only. For other uses, contact Free Spirit Publishing Inc. at www.freespirit.com/permissions.

### **How Are You a Teacher Leader?**

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- resource provider
- instructional specialist
- classroom supporter
- data coach
- catalyst for change

Look over these roles and answer the following questions as you think about the kinds of roles you play at work. You may not even realize how influential you are as a leader.

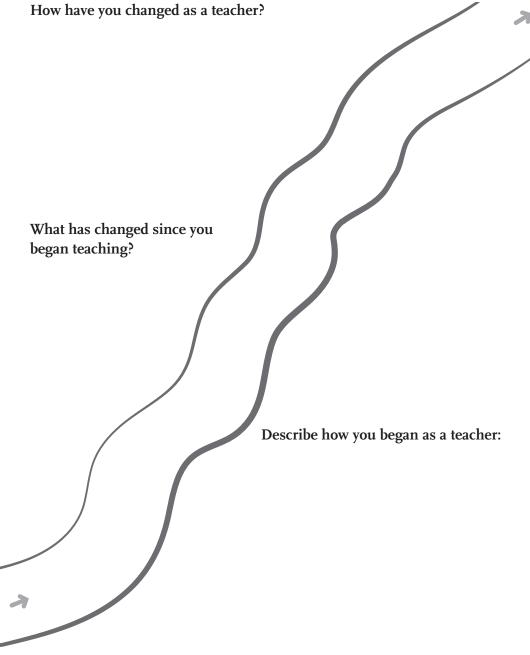
Which roles have you played in the past?

What did you enjoy about these roles?

What was difficult?

What would you like to do next?

# **My Journey**



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