

Reflective Writing – Assignment# 1 Week 2

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Objective:

This reflective writing is focused on the assignment suggested quote from Brookfield textbook, “Simply having experiences does not imply that they are reflected on, understood or analyzed critically. Individual experiences can be distorted, self-fulfilling, unexamined and constraining.” (p. 12) I found this quote is quite interesting due to the ongoing debate about whether teachers’ experience does it all in the classroom versus how good new teachers could be early in their career.

Reflective:

When I first read the above quote in the assignment document, I didn’t understand fully the context of which it was mentioned in, however, after reading the first chapter in the textbook I found how it makes sense and eventually it talks directly to my inner thoughts about me standing in front of the classroom and teach college students who have already been taught earlier by some experienced teachers. It is scary for me to think that I may fail or I might not perform well and students will reject me. However, Brookfield and other researchers such as Mellati and Khademi (2015) helped me to regain confidence in myself and my potential teaching successes. They argued that teachers’ education programs can equip teachers with skills and fulfilling presence in the classroom similar if not better than teachers’ experiences. However, some experiences are not utilized the way it should and students’ outcomes could have even been better with unexperienced but knowledgeable teachers (Brookfield, 2015). Teachers’ education programs prepare newly graduate teachers to a level they feel confident about their career and

also equip them with experiences that are collected from other teachers over few decades until they build their own (Pouriran & Mukundan, 2012).

Interpretive:

It is not surprising that new teachers feel overwhelmed and anxious when they stand in front of the classroom for the first time. Yet, new college and university programs have embedded many opportunities for the future teachers to practice lessons planning and the delivery of instructions to their classmates so they become prepared for their new career. The Provincial Instructor Diploma Program (PIDP) for example, is a comprehensive program that prepare well experienced professionals to become confident teachers from day one after graduation. Personally, I have experienced it myself during my earlier diploma and the degree work of which offered me with many opportunities to present large contents to my classmates and to plat the teacher's role for that period of time. In addition, the delivery of instruction course focused on this aspect of the teachers' education because of its importance to the college teacher. The professionals' experience in their field is an asset for these teachers, however, the classroom rules are different and the ambiguity of the situations that the teacher may experience there has nothing to do with the subject matter expertise that we bring to the students. Therefore, as a future teacher I feel that my experience in my field may help me to build a teaching experience that must go hand in hand with the subject matter experience of which PIDP prepares us to, however, the interactions with students and other teachers are valuable and cannot be taught fully without the hands-on experience.

Some experienced teachers may refer their experiences to their mastery of their subject matter, however, being fully aware of the nature of the classroom environments and its dynamics

may or may not be utilized and that's exactly what Brookfield was referring to in the earlier quote and eventually the whole first chapter of his book "The Skillful Teacher."

Decisional:

I must admit that standing in front of a classroom has always its fears in me, however, I will try to use my learnings in this program to equip myself with the necessary skills to understand the class dynamics and the diversities I expect to deal with. Anyways, the experience that Brookfield has mentioned cannot be ignored and I must work on building my own, but yet, I have to work with my students and my colleagues to ensure I am meeting my students' and the school's expectations. Students' outcome and their continuous feedback is important for my success as long as I accommodate these feedbacks in my learning style. It will be hard to find one style that works for all students, however, it is a life-long learning experiences and all what I can do now is to wish that I can show a charisma of one of the best teachers that I have always dreamt of being like in the future.

References:

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