



Standard 5: Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting

Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.

1. The chosen evidence is a picture of the instructional tools that I use to effectively teach yoga in French immersion Kindergarten, as well as a sample Kindergarten lesson plan. The lesson plan shows that I combine French Immersion Language with Physical education learning outcomes. In addition to teaching physical literacy skills, the lesson helped reinforce the vocabulary that we were learning about body parts and also taught new vocabulary related to the ocean. Throughout the lesson, I used visual (modeling of poses, images on flip-chart) and auditory tools (birdsong stuffy, songs, singing bowl, animal noises) to enhance the understanding of students, to engage them and to help manage behaviour expectations. Before going to the gym, a review of yoga expectations was done with students. I used a predictable routine to begin and end the lesson, using morning and evening rituals that students were already familiar with. The rest of the lesson was an adventure at the seashore!

2. I chose this evidence in relation to Standard 6 because it shows that I take great care in planning my lessons and in using effective instruction practices. My sponsor teacher thought it was very courageous to attempt teaching a yoga unit in Kindergarten. I had already taught yoga to preschool-aged children, but the parents were present to help with classroom management and the groups were very small. Moreover, the classes were in English. Managing 22 Kindergarten students in the gym and effectively engaging them in a yoga class in French while they are just starting to learn the language was, in fact, a teaching challenge. I thought carefully of how to scaffold my instruction in order to engage the students and promote full understanding. While narrating a yoga-adventure story worked well in a first language, I needed to have more visual and auditive cues in a second language. The yoga unit worked well and the students were, overall, very engaged. The songs and images worked at getting their attention and the pace was accelerated to adapt to the needs of the young yogis.

3. This learning standard is important to me as a new teacher because I want to be the best teacher I can be. Implementing effective practices in areas of planning, instruction, assessment, evaluation and reporting is at the core of my job as a teacher, the other very important aspects being relationships with

students and classroom management. It is important to use a variety of instructional strategies because not every student learns the same way. In planning my lessons, I think of how I can engage the body and the imagination in addition to the brain. Being well prepared and having scaffolded lessons for language learners is a must in French Immersion, especially in Kindergarten. It enhances engagement and understanding, and therefore reduces the amount of behaviour problems.

Moving forward, I want to practice planning my instruction based on my students' interests, ensuring that my lessons are meaningful to them. I want to learn how to scaffold more self-directed and inquiry-based learning in French Immersion, even in the early years. I would like to explore the possibility of collaborating with a big-buddy class, where a Kindergarten student would be teamed with an older student of similar interests for the purpose of inquiry or project-based learning.