

# **Teaching Frame of Reference – Felipe Sequeira**

## **Personal Definition of Teaching**

Teaching is the imparting and acquiring of knowledge, skills, and ideals between two or more people. Teachers are both givers and takers in that they are given the task of assisting students in their goals for a deeper understanding of a topic, but also learning more about their practice as they work with their learners. This is the essence of becoming an adaptive practitioner.

## **Goals as a Teacher**

A classroom should be a welcoming, inclusive, and understanding place where learners from diverse backgrounds and abilities can come together to form a healthy learning community. My goal is to help students identify their interests, their strengths and weaknesses, and develop goals for the future both long and short term. A student may do very well or very poorly if assessed in relation to broad, pre-defined standards but flourish if their individual needs and interests are met. It is important to provide descriptive feedback that is relevant to the student's learning (Cooper, Adams, 2007). This will require time with each student to get to know them and create a teacher-student bond so that they may feel comfortable in sharing their thoughts and feelings.

Learning is done in many different ways and it is highly unlikely for a teacher to have an entire class of students whom all learn in the same manner with similar abilities. When approaching learning, it is important to understand each student's strengths and use them to assist in the overcoming of their challenges. A student may not be a great speaker, but may excel in writing. That student may need to write their presentation as a script and

read it at first in order to gain the confidence to speak in front of others. Scaffolding learning and moving students along toward a personal goal is a great way to encourage student success. The new BC curriculum provides great flexibility in tailoring lessons to specific classroom needs, as the outcomes are not as prescriptive as in the past.

Communication, Thinking, and Personal & Social Responsibility Core Competencies can all be addressed by understanding the whole learner. However, while curriculum is important, it cannot be taught if previous concepts are not developed.

Additionally, being a teacher in BC, and a Canadian, it is important to recognize the role and importance of the First Nations community in which we live. Understanding the history of the aboriginal community is essential in both reaching aboriginal students as well as bringing important cultural history into the lives of the non-aboriginal community. The First Nations Principles of Learning (FNESC) provides a wonderful way of incorporating aboriginal teachings into the classroom to the benefit of all.

It is very important to have a sense of community and understanding in the classroom. Without this, students are apprehensive about participating and only engage when they are confident about being “right”. A good sense of community in the classroom allows for students to express themselves more freely and take risks when necessary (Ogilvie, 2014). Students will also be able to learn from each other without the fear of being looked down upon by other students. Therefore, I hope to achieve this by developing a community of learners. Through co-created values or rules, criteria and descriptive feedback, we can achieve our goal in creating a strong community in the classroom. A community of learners combined with current class management techniques such as proximity, scaffolding, and routines can make for a harmonious and engaging classroom

(Jones, 2002). It is also essential that this community extend to the parents and school staff. By including the parents and out of class community, the student's learning and skills can be fostered in all areas of their life and prevent a regression once they leave the class.

### **Why be a Teacher?**

I grew up in a family of teachers, have been teaching for many years, and am a parent. Wherever I go, it seems that I am trying to help people find something, solve a problem, understand something, or just give them a hand. I find it very rewarding to see someone achieve success. This feeling is amplified when I know that I was able to help them achieve this. As such, I find that it is no coincidence that I am in the teaching profession. I believe that even if I were not a classroom teacher, I would still be a teacher in one form or another.

There are people in our lives that are instrumental in deciding our life path. In many cases it might be that teacher who helped us see something from a different perspective; or the teacher who believed in us when nobody else did; maybe the teacher who was so bad it made us vow never to be like that in life. Out of any group of people in our lives, people who are teachers seem to have the biggest impact on the lives of youth. This is not limited to schoolteachers.

Children are tasked with learning a world of information and maneuvering through that world. Each generation has more and more to learn and understand. A teacher is an instrumental guide in navigating this sea of knowledge and wonder so students can become lifelong learners.

## Citations

Jones, F. (2002). *Positive Classroom Discipline*. New York: McGraw-Hill.

Ogilvie, B. (2014). *ConnectZone.org – Building connectedness in schools*. Victoria: InsideOut Media

Cooper, D., & Adams, K. (2007). *Talk About Assessment: Strategies and Tools to Improve Learning*. Toronto: Thomson/Nelson.

First People's Principles of Learning.

<http://www.fnesc.ca/wordpress/wp-content/uploads/2015/05/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>