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SELF-REFLECTION AS A CENTERING METHOD FOR STUDENT TEACHER PRIORITIES

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Title: Self- Reflection as a Centering Method for Student Teacher Priorities

Abstract:

As with many other professions, teaching is the type of work that can easily move from higher to lower quality with a few alterations here and there. When student teachers are increasingly consumed with keeping up with the significant paperwork that accompanies the profession, it is easy for that requirement to draw them away from other and, for the students, higher priorities. This study demonstrates that self-reflection is one of no doubt many excellent methods for insuring that the student teacher's focus remains the priority of teaching and shaping the critical thinking skills of his/her students. In self-reflection, the student teacher is made to examine priorities and time use in an effort to keep the main work of teaching front and center.

Topics/Areas: Teacher Education

Presentation format: Workshop

Synopsis: All layers of education are increasingly overwhelmed with programmatic and bureaucratic requirements. We have discovered that in order to keep our student teachers from getting bogged down in the considerable details of these matters, they need to be constantly drawn back to the big picture of teaching. Reflective journaling appears to be one method for helping them keep the high priority of actual classroom teaching front and center. This seminar will describe this process.

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