



Spiral of Inquiry

Emily Anderson
UNBC Teacher Candidate
Education 490: Formative
Practicum



Haaw'aa for watching

Scan

- Circle formation
- Calm space
- Relationship based, safe environment for learners
- CT focus on decentralizing the educator - classroom design structured accordingly
- Embedding these elements in lessons

Focus & Hunch

The visuals we choose to include in our classrooms and how we use them have a great potential impact on students and their ability to grasp information.

- "steering wheel" color space and view
- this explored and learned throughout the duration of the practicum

Land Acknowledgement

Land Acknowledgement is a way to recognize the traditional and contemporary land of the First Nations, Métis, and Inuit peoples who have lived on this land for thousands of years.

Place-Based Learning

Place-based learning is an approach to education that emphasizes the role of local communities, environments, and cultures in the learning process.

Art Around the World Unit

Chart paper with class brainstorm on an alpha- placement in the room had an impact on the learner's understanding

Scan

Art Around the World Unit

- Chart paper with class brainstorm on an alpha- placement in the room had an impact on the learner's understanding

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Learn

Take Action

Check

Tentative Plan of Attack

- Continuing incorporating learning gathered from Experiential Practicum
- Ensuring visuals are in context and creating a co-thing space
- Understanding the connections between visuals and lesson content and using this to help the learner gain an understanding
- Continue to explore ways to be successful in the educator-student transition, student learning

Land Acknowledgement

I would like to acknowledge that this learning came from my time spent at Chief Matthews School which is situated on the traditional territory of the Haida Nation.



Displaying demonstrations of learning when appropriate...

- Positive reactions from learners
- Encouraged schoolwide sharing and collaboration
- Reflective of community dynamics



Creating space for students to interact with their environment and connect to the classroom...

- Putting the needs of the learner first
- 10 students in the class
- Main interactive aspect was relationship based



Creating more space for self-sufficiency to in turn dedicate more time to learning...

- Supply stations available
- Older grade = higher level of self-sufficiency

Plan of Attack from Experiential Practicum

- Displaying demonstrations of learning when appropriate
- Creating space for students to interact with their environment and to connect with their classroom
- Creating more space for self-sufficiency in turn having more time for learning to take place.



Displaying demonstrations of learning when appropriate...

- Positive reactions from learners
- Encouraged schoolwide sharing and collaboration
- Reflective of community dynamics



Creating space for students to interact with their environment and connect to the classroom...

- Putting the needs of the learner first
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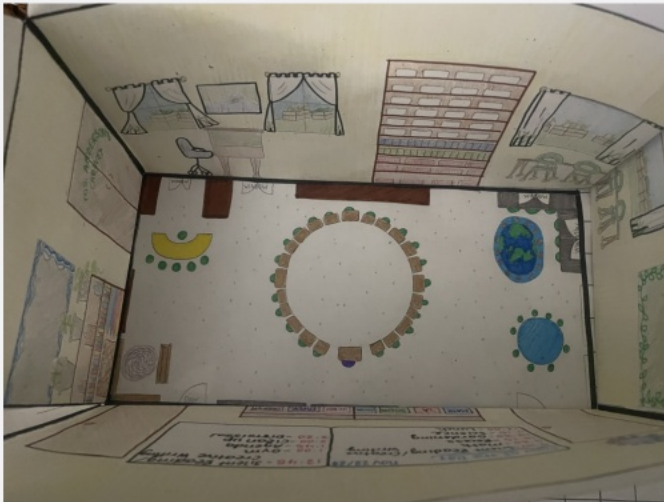


Creating more space for self-sufficiency
to in turn dedicate more time to learning...

- Supply stations available
- Older grade = higher level of self-sufficiency



- Circle formation
- Calm space
- Relationship based, safe environment for learners
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- Embedding these elements in lessons





The visuals we choose to include in our classrooms and how we use them have a great level of impact on students and their ability to grasp information

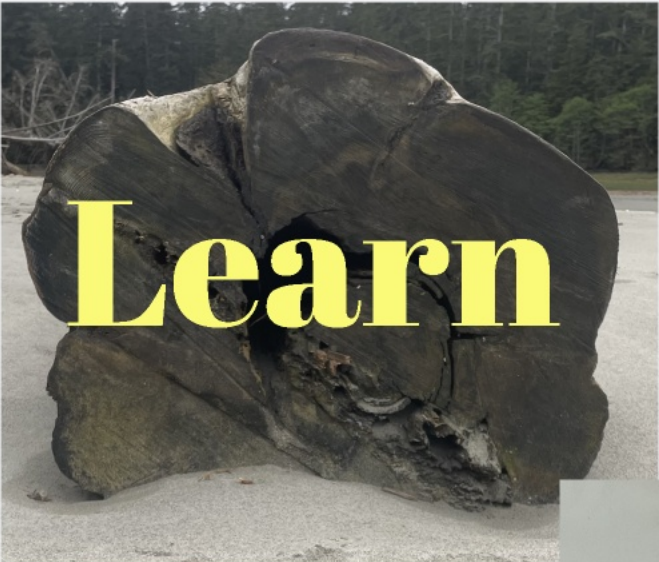
- reasoning behind "calm" space and style
- idea explored and learned throughout the duration of this practicum



Art Around the World Unit:

- Chart paper with class brainstorms an art styles - placement in the room had an impact on the learner's understanding





Learn




Take Action

What do you notice?
(Shapes, colours, textures...)
the colour Red is good by Ming

What does this art remind you of?
(places, other types of art...)
a Mase
underground
a fog
Atamate
14/5

How does this art make you feel?
Altogether Wierd
Happy

Notes: the moon in the center, it's Nothing, - a zero, - gravity, - the moon, - airplane taking off, - zero, - Hiss, - may make, - India, - ing




What do you notice?
(Shapes, colours, textures...)
It is Colourtull
It has green? KOK
LOOK dum b dumb
it looks like it's stained Glass
it's colour
A lot of shape

What does this art remind you of?
(places, other types of art...)
a Hibe
my sister
Human
Humah
mudusa
it looks like it is FROM MEXICO

How does this art make you feel?
Really weird
Wierd
Nothing Really cool


Notes: New York, Hibe Red, ing




Check



Tentative Plan of Attack

- Continuing implementing learning gathered from Experiential Practicum
 - Ensuring visuals are relevant and creating a calming space
 - Understanding the connections between visuals and lesson content and using this to help the learners gain an understanding
 - Continuing to explore ways to decentralize the educator (desk formation, routines, outdoor learning)
- 



**Haaw'aa for
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Focus & Hunch

The visuals we choose to include in our classrooms and how we use them have a great central impact on students and their ability to grasp information.

- "steering wheel" color space and view
- this explored and learned throughout the duration of the practicum

Land Acknowledgement

Land Acknowledgement is a way to recognize the traditional and contemporary landowners of the area.

Place Based Learning

Place based learning is a teaching approach that connects students to their local community and environment.

Art Around the World Unit

Chart paper with class brainstorm on an alpha placement in the room had an impact on the learner's understanding.

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