

# **Reflection on unit of learning:**

## **2nd year clay unit of learning.**

I believe myself and the students enjoyed this project. This unit of learning was 12 lessons long and was essentially split in half. While it was beginning to get long and there was a 2 week disturbance due to waiting for the clay to dry to fire it, I was able to redirect the students into a small collage project based around the same theme. For this collage project, students created a collage of a certain food/dish that coincides with their chosen celebration theme. This allowed the students to add to their projects and try something new, while not losing interest or focus. As clay can be time consuming, I believe I handled this well and was always able to keep the students interested and focus on the unit of learning and this aided the transition between the two units to be pretty seamless.

I found it tricky to implement my usual way of using visual aids. I traditionally create visual aids on placard boards, this allows me to direct and show the students and I am able to perch these boards somewhere visible for students to refer back to throughout the lesson. However this unit is very task and demonstration oriented and my visual aids consisted of finished products, demonstrations and handouts, this forced me to adapt from my usual way of presenting visual aids. I found during recap demonstrations, I would have the students to guide me through what I was showing them, asking them what the next step would be or getting them to explain the reasoning behind a step. This allowed me to make sure the students fully understood the process.

I had built a good rapport with these students and I think with building my teacher presence in the classroom throughout placement, I was confident and comfortable teaching, even if clay is not my specialty. This confidence allowed me to teach the students to the best of my ability and I was able to keep the students engaged and pushed them to experiment and develop their creativity.