Preservice Teachers' Narratives of Practicum

Peter Clements
Shizuoka University

Reference Data:
Clements, P. (2019). Preservice teachers' narratives of practicum. In P. Clements, A. Krause, & P. Bennett (Eds.), *Diversity and inclusion*. Tokyo: JALT.

The teaching practicum in Japan can be powerful in its impact despite its brief length, so it is important to investigate the ways that preservice teachers (PSTs) understand and represent their practicum experience. I analyzed 23 published practicum narratives written by Japanese PSTs in their 3rd year of university using Clandinin and Connelly's (2000) three-dimensional narrative space (place, time, and participants). This analysis highlights an understanding of practicum that resonates with studies of PSTs in various contexts. Specifically, the practicum is seen as an embodied experience that happens in a particular setting, giving PSTs the chance to physically inhabit the role of teacher. Moreover, PSTs' growing confidence in their abilities is achieved through iterative cycles of practice and marked by particular emotions.

日本で行う教育実習は短い期間であるのに大きな影響を与えることがある。従って、実習生がその体験をどう捉えて表現するかを調べることは大切である。Clandinin & Connelly (2000)の３次元のナラティヴ・スペース（場所・時点・関係者）を枠組みとして使い、大学3年次の23人の教育実習の感想文を分析した。この分析で明記された実習生の教育実習の捉え方は、様々な現場で行われた実習生を対象にした先行研究と共感することが分かった。特に、教育実習は特定の場所で起こる具体的な体験としてみられ、実習生に実際に教諭の役割を果たす機会を与える。その上、実習生の自分の能力についての自信は、実習の反復練習や特定の感情で達成される。

In Japan the teaching practicum (*kyouiku jisshuu*) constitutes a somewhat problematic step in the process of training preservice teachers (PSTs) for public school careers. Despite its short length (1-3 weeks), the practicum can, for better or worse, have an enormous impact (Lassila & Uitto, 2016; Yonesaka, 1999). Research on practicum sessions in various contexts has indicated that they generate intense emotions (Bloomfield, 2010; Yuan & Lee, 2016) and are an important locus for the development of professional identity (Kanno & Stuart, 2011; Seban, 2015; Trent, 2013). However, participating in a practicum can also confront PSTs with realities that are at odds with their teaching ideals, and this can hinder development and even lead to withdrawal from the profession (Alsup, 2006; Fujieda, 2010).

Given this impact, it is important to investigate the ways that PSTs understand and represent their practicum experience. The use of a narrative approach is of particular relevance in this regard as it is a universally employed means of construing experience. As Barkhuizen (2011) has observed,

> In the process of constructing narratives, narrators make sense of their lived experience; they understand it, give it coherence, make connections, and unravel its complexity. The converse, of course, may also be true; the act of narration can sometimes confront disconnections, dead-ends, and uncertainties. (p. 393)

Furthermore, in keeping with recent conceptualizations of identity as constructed through discourse (Varghese, Morgan, Johnston, & Johnson, 2005), a focus on narrative provides insight into how teachers perform and negotiate their professional identities (Søreide, 2006; Watson, 2006). For example, Bloomfield (2010) has drawn on the work of Deborah Britzman in analyzing a PST's account of her practicum experience as a "struggle for voice" (p. 222), mixing elements of personal biography, emotions, and institutional constraints. Bloomfield argued that teacher educators need to be aware of how PSTs take up the pragmatic stance of merely *getting by* as they navigate these often conflicting elements (p. 232).

In this study, I explore some of these concerns through an analysis of a small corpus of published practicum narratives. Although previous research (such as Timoštšuk & Ugaste, 2010) has suggested that interviewing PSTs anonymously may make them more likely to share the less positive aspects of the practicum, this analysis focuses on PSTs' publicly expressed perceptions of the practicum. Specifically, my aim is to examine the

institutionally sanctioned ways that PSTs represent the practicum and its significance for their positioning at the entry point to the profession. The research question guiding the analysis is: How do PSTs narrate their experience in a public forum?

Method

The 23 narratives analyzed here were published by a national university located in Central Japan as part of its annual report on practicum activities (Shizuoka University Faculty of Education, 2016, pp. 17-39). The narratives concern Practicum II, a 3-week session usually completed by education majors during their 3rd year. Prior to the practicum, individual PSTs were solicited by the faculty's practicum committee to write *kansoubun* (reflective impressions) once it ended, resulting in a sampling of practicum sites by location and type (19 elementary schools, three middle schools, one kindergarten). PSTs' *kansoubun* were edited slightly by the committee for length and typographical errors. Although there are variations in word count and individual style, all of the narratives are reflective in tone and consist of a page of single-spaced Japanese text (roughly equivalent to about two to three pages or around 500 to 700 words in English).

My analysis of the corpus is iterative and draws on the general principles of thematic analysis as they have been applied to narrative inquiry (Barkhuizen, Benson, & Chik, 2014; Murray, 2009). I began by noting key words that seemed significant within each narrative, looking for terms commonly used across the texts, and I then developed and assigned codes to each sentence. I then reread the narratives in randomized order and rechecked all codes, revising wording and occasionally changing a previously assigned code as well as assigning multiple codes to single sentences. At each stage, I recursively compared codes (and later themes), revising, deleting, and adding so as to avoid codes that were assigned only once or only within one narrative.

The final stage (presented below) involved grouping codes and examining them according to Clandinin and Connelly's (2000) three-dimensional narrative space (place, time, participants). This framework is particularly useful in highlighting the ways that PSTs describe their experience as part of an overall professional trajectory. Following Clandinin and Connelly, I pay particular attention to the perspectival shifts within each dimension: place to place, past to present to future, and self to others. A number of codes are relevant to more than one part of the framework. For example, narratives frequently refer to the narrator's *lack of ability or experience*. This code involves the past perspective of the time dimension because it relates to the personal histories that PSTs bring to the practicum. However, it also involves the self perspective of the participants dimension because it relates to PSTs' feelings about observing and conducting classes. In the analysis that follows, I examine and exemplify each dimension in turn, starting with the "outer" dimensions of place and time, which tend to frame the "inner" dimension of participants. I have translated the extracts used here into English, though the analysis was conducted on the original Japanese texts. The numbering system indicates page and sentence number(s). All narratives are one page long, so extracts with the same page number are from the same narrative. School names have been redacted. (See Appendix for Japanese originals of all extracts used below.)

Results

Place

The place dimension is reflected in references to the name, location, and type of school where the practicum was completed, the PST's assigned class and mentoring teacher, as well as statements about the value of an on-site practicum in contrast to university coursework. References to place tend to occur at the beginnings and ends of narratives and before and after specific episodes within them, thus framing more specific narrative content. While many of these references are simple factual statements made in passing, a number of them describe particular features of the context that influenced the way PSTs approached teaching: "I did this practicum at an elementary school. I felt that elementary school classes are 'one chance in a lifetime.' Each hour of class is a contest, and you can't go back and change it" (18.17-19). Another PST wrote, "I did my practicum with a fifth-grade class. I felt that the characteristics of the fifth graders were that they were friendly and a lot of them were able to communicate well with others" (32.3-4). Observations like these are taken a step further in statements about the overall value of the practicum: "The points of reflection that arise through actually implementing lessons are difficult to realize in university classes and were a valuable source of information that I was able to acquire through the unique environment of the practicum" (19.17). Thus, the significance of the practicum as a learning experience is closely connected to the specific locale of the school and class.

Time

References to time organize the narratives around the 3 weeks of the practicum. The central portions dealing with what happened during practicum are framed by statements that refer back in time to before it as well as forward to the future. The narratives frequently described the practicum as being different from or exceeding the expectations PSTs had of it beforehand, often referring to their personal histories and lack of teaching

experience: "As I hadn't had much experience with children, I went into practicum with absolutely no image, and during the lessons many of the children responded in ways that went beyond what I expected" (31.2). This sense of background also comes up in occasional references to Practicum I, which PSTs had completed during the previous year: "Practicum I was a brief 1 week in length, so I mainly concentrated on getting to know the children. As a result, we finished the practicum with a relationship not of students and teacher, but of students and PST" (24.7-8).

In describing the practicum itself, almost all of the narratives make some reference to the 3-week length, which is described as either long or short, sometimes both at the same time: "The 3-week period of the practicum seemed both long and very short, but it had a great influence on my understanding of education and students" (37.2). Specifically, the practicum is characterized as short in inverse proportion to its positive influence (as suggested in the previous extract) but long in terms of the anxiety that it generates: "I was filled with anxiety thinking . . . 'Will I be able to get through these 3 weeks?'" (31.1). The activities of the practicum are categorized through references to the 1st week, which is typically devoted to class observations, and the 2nd and 3rd weeks, during which the PST plans and implements lessons. Many of these are passing references, though occasionally the two parts are contrasted more specifically: "During the 2nd and 3rd week, in addition to class observations, practice teaching started, so there was a feeling of tension that was different from the 1st week" (32.12).

References to the future, which typically occur at the ends of narratives, extend the practicum experience forward by describing it as something to be built on and made use of, most immediately at university (including the ensuing Practicum III): "By properly reflecting on what I did during class and otherwise, I hope to take in lots of things at university and connect them to Practicum III next year" (21.28). Narratives also connect the practicum to the more distant context of a future career: "I want to become a teacher after further developing my knowledge and skills of teaching children. This 3-week practicum was a very important experience for my future" (22.20-21). These references thus reflect an acknowledgment of the need for further experience and development, implying that the PST still has much to learn, but that the practicum has been an important step along that path.

Participants

The participants dimension encompassed a much larger and richer group of themes, so I have subdivided it into experiences and accomplishments, which I explain below in turn.

Experiences

Experiences include overall characterizations of the practicum and the things that PSTs describe as happening to them during it, such as emotions, realizations about teaching, and the actions of others (especially of children and mentoring teachers). Overall, characterizations are closely related to time and place and present the practicum as full (*juujitsu shita*) or dense (*koi*), often in contrast to the short length: "I felt that the 3-week length of practicum was very short, but looking back now it seems like a very full time" (32.16). Related to this are frequent references to the practicum as providing experiences that are not just understood mentally, but felt in a physical sense: "I was able to feel with my skin and burn into my eyes the things about children, school, and classroom management that make up the life of a school teacher—things that can't be experienced by attending university lectures" (33.2).

Eighteen of the narratives describe specific emotions, most of them positive, such as happiness and pleasure, hopefulness, nostalgia, and most commonly thankfulness: "I'm thankful to the teachers and children at S Elementary School for providing me with this precious experience" (29.20). While a much smaller range of negative emotions is mentioned, the emotion most commonly referred to overall is anxiety (*fuan*), which is usually presented as something that is overcome during the course of the practicum: "After I introduced myself, the children immediately gathered round me and talked to me about lots of things. At that moment, the anxiety I felt about practicum changed to enjoyment" (23.9-10). Thus, while negative emotions are acknowledged, they are also harmonized as part of the learning process of the practicum.

Realizations and observations about the nature of teaching as a profession comprise a significant part of the narratives. These include statements about the importance of understanding children and child-centered teaching: "The teacher has to be aware of the characteristics of each child, think about what kinds of abilities they want to develop, and guide them [in that direction]" (35.3). Closely related to this are statements that characterize the teacher's job as a difficult one, usually due to a tension between the need for careful planning on the one hand and flexibility during class on the other:

> I realized that class rarely proceeds in the way the teacher has imagined it will. It's not good to make a lesson plan thinking that this is how you want it to go. You have to think about it from the children's perspective, such as what they're thinking about and the spots where they might trip up. By considering all sorts of circumstances, you become able to respond flexibly to situations that come up during class. (35.10-13)

Central to the ability to plan and maintain flexibility is the trust that has been built up between teacher and students: "No matter how wonderful the materials that you prepare are, a class doesn't happen without a relationship of trust with the students" (28.6). Statements about the challenges of teaching contrast with those about its value (*yarigai*) and charm (*miryoku*). These are occasionally connected to observations of teachers working behind the scenes (*ura de*) in support of children's development, especially in planning and carrying out school events. Being a teacher is also described as the chance to observe children's day-to-day growth:

> The practicum put me in touch with the unaffectedness that children have, and even in a short period of 3 weeks, I was able to notice growth in the changes occurring within them. I realized that being able to watch over children's development is what makes teaching an attractive profession. (18.28-29)

One final aspect of experiences concerns the support and encouragement that PSTs reported receiving during practicum. This includes general framing statements about the whole practicum as well as specific stories of incidents occurring within it. Support is most often described as coming from the mentoring teacher and occasionally from other teachers and the school principal, who usually provides general words of advice that the PST uses to reflect on the practicum experience. Support from mentoring teachers is often described, along with the emotion of thankfulness, and includes the modeling of specific skills and behaviors as well as advice about lesson plans and instruction, for example: "Although the teacher had her own classes to prepare for, she helped me with my lesson plans without showing any displeasure [*iya na kao wo sezu ni*—literally 'without making a disagreeable face'], and I'm very thankful for that" (24.23). Encouragement is also mentioned in conjunction with particular emotions (anxiety, nervousness, thankfulness, and happiness) and is mostly presented as arising from the attitudes and responses of the children. Specifically, the PST's anxiety or nervousness is described as being reduced or dissipated by the reactions of the class: "I was nervous the first time I faced the class, but on seeing the calm atmosphere and smiling faces of the children, I felt relieved" (32.5).

Accomplishments

Accomplishments are closely related to experiences, but emphasize the PST as the doer rather than the experiencer. As might be expected, the most common accomplishments involve class observations, lesson planning and implementation, and the skills acquired through these activities. Class observations are often mentioned early in the narratives (reflecting the temporal structure of the practicum) and can be analyzed as experiences when they are presented as an occasion for realizations about teaching and the PST's lack of experience. However, they amount to accomplishments when PSTs note specific points that are made use of later, such as classroom management skills modeled by the mentoring teacher and specific insights into the class and the individual students:

> As a result of carefully thinking about the children's feelings and deepening my understanding of them during the first week, during my actual lesson I was able to think about, for example, supporting this child in this way, and helping everyone to understand by stating things this way. (29.12)

References to lesson planning and implementation run throughout the narratives, including framing statements about the number of lessons the PST taught, as well as those that accompany experiential topics, such as observations about the nature of teaching and the PST's lack of experience, and descriptions of the support and encouragement of the mentoring teacher and the class. More common, however, are specific stories of things that PSTs attempted or focused on while teaching, difficulties involved in lesson planning and implementation, and praise received from mentors. Underlying these references is a sense of teaching as an iterative cycle of planning, implementation, and reflection that incrementally adds to the PST's experience and skills: "As the lessons piled up, I was able to note things that went well and new things to work on. I only taught eight lessons, including my demonstration class,[1] but felt I made progress in that time" (19.15-16).

Also running throughout the narratives is a sense of skills acquired. Nineteen of the narratives make some mention of this, often by describing specific skills, such as posing questions and giving directions, intervening in conflicts, learning how to praise (*homeru*) or scold (*shikaru*) as needed, preparing interesting lesson materials, responding to and understanding each student individually, and maintaining a student-centered atmosphere, as in the following:

> It's important for the teacher to avoid stepping in more than necessary and to let the children think for themselves. This process of giving hints when they make a mistake and getting the whole class to think holds for every school I think. (38.9-10)

In contrast to specific skills, the narratives also describe the PST as having acquired an overall teacherly perspective: "By talking to the teachers, I not only learned about the realities and issues of current educational practice, but also the teachers' outlook on education, and I was able to deepen my own thinking as a result" (18.5). As with references to lesson planning and implementation, skills are often described as being

built up incrementally over time through constant trial and reflection, with the acknowledgment that the PST still has much to learn.

A final set of accomplishments involves understanding children. As with class observations, understanding children can be seen as an experience, particularly when it is related to realizations about the nature of teaching. On the other hand, it amounts to an accomplishment when it is described as being put to use in lesson planning and implementation (see 29.12 above) or as something that the PST achieved during the practicum: "On the final day, the students said to me, 'We won't forget you, teacher.' I felt then that the efforts I had made over the previous 15 days to communicate with and understand the children were rewarded" (25.12-13). Understanding children is also closely related to building trust, which also can be seen as an accomplishment: "During the 10 opportunities that I was given to teach class, by repeatedly thinking about the students and watching their reactions, I think I was able to build a relationship of trust with them" (37.20). Underlying these references is, once again, a sense of time, in that trust and understanding are deepened through repeated encounters, as well as a sense that lessons and education in general are co-constructed by teacher and students.

Discussion

An important limitation of this analysis is the fact that it uses narratives that were solicited and published by the university, meaning that the PSTs' accounts are filtered by what they perceive as "appropriate and strategically wise to share" in a public forum (Bloomfield, 2010, p. 221). While it is impossible to say how much these accounts might differ if they had been generated under different circumstances (such as through anonymous interviews), evidence of filtering is suggested by the generally positive tone of the narratives and the harmonization of negative emotions and experiences. This contrasts with studies that have highlighted the "messier" aspects of practicum, including problems with mentors (Yuan, 2016; Yuan & Lee, 2016) and PSTs' doubts about their identities as teachers (Trent, 2013). The results presented above also contrast with Timoštšuk and Ugaste's (2010) findings in that these narratives tend to focus not so much on PSTs' successes and failures during practicum, but on the things that they learned.

Nevertheless, this analysis highlights issues that resonate with other practicum studies. First and foremost, the narratives frequently describe the practicum as an embodied experience (Alsup, 2006) that happens at a particular time and place removed from the university, giving PSTs the chance to physically feel what it means to be a teacher. Moreover, despite the short length of the practicum, the narratives display a sense of identity development through practice (Kanno & Stuart, 2011). As the number of lessons observed and taught increases, PSTs begin to have more confidence and to feel that they are on their way to becoming teachers. Also, while there is little sense of tension, many of the narratives refer to the challenge of planning lessons while remaining flexible and able to respond to unexpected situations—a skill that Alsup (2006) has examined and theorized in detail.

In short, while it would no doubt be useful to compare published narratives like these with other, less public accounts (such as interviews and journals), the foregoing analysis provides insight into the ways that PSTs' personal understandings of their experiences interact with institutional constraints.

Notes

1. "Demonstration class" (*kenkyuu jugyou*) refers to a class that the PST teaches during the final week of practicum and which is observed by the PST's mentoring teacher and supervising professor from the university.

Bio Data

Peter Clements is an associate professor at Shizuoka University. His research interests include second language writing, study abroad, and language teacher training.

References

Alsup, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. Mahwah, NJ: Erlbaum.

Barkhuizen, G. (2011). Narrative knowledging in TESOL. *TESOL Quarterly, 45,* 391-414.

Barkhuizen, G. P., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. London, England: Routledge, Taylor & Francis Group.

Bloomfield, D. (2010). Emotions and "getting by": A pre-service teacher navigating professional experience. *Asia-Pacific Journal of Teacher Education, 38,* 221-234. https://doi.org/10.1080/1359866X.2010.494005

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.

Fujieda, Y. (2010). Exploration of teaching and construction of teacher identity through teaching practicum: A case study of a pre-service Japanese EFL teacher. *Kyouai Gakuen Maebashi Kokusai Daigaku Ronshuu, 10,* 111-123.

Kanno, Y., & Stuart, C. (2011). Learning to become a second language teacher: Identities-in-practice. *The Modern Language Journal, 95,* 236-252. https://doi.org/10.1111/j.1540-4781.2011.01178.x

Lassila, E., & Uitto, M. (2016). The tensions between the ideal and experienced: Teacher-student relationships in stories told by beginning Japanese teachers. *Pedagogy, Culture & Society, 24,* 205-219. https://doi.org/10.1080/14681366.2016.1149505

Murray, G. (2009). Narrative inquiry. In J. Heigham & R. A. Croker (Eds.), *Qualitative research in applied linguistics: A practical introduction* (pp. 45-65). New York, NY: Palgrave Macmillan.

Seban, D. (2015). Development of preservice identities: Learning from a multigrade classroom practicum context. *Journal of Education for Teaching, 41,* 19-36. https://doi.org/10.1080/02607476.2014.992632

Shizuoka University Faculty of Education. (2016). 平成28年度教育報告書 [*Practicum report for the 2016 academic year*]. Shizuoka, Japan: Shizuoka University Faculty of Education.

Søreide, G. E. (2006). Narrative construction of teacher identity: Positioning and negotiation. *Teachers and Teaching, 12,* 527-547. https://doi.org/10.1080/13540600600832247

Timoštšuk, I., & Ugaste, A. (2010). Student teachers' professional identity. *Teaching and Teacher Education, 26,* 1563-1570. https://doi.org/10.1016/j.tate.2010.06.008

Trent, J. (2013). From learner to teacher: Practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education, 41,* 426-440. https://doi.org/10.1080/1359866x.2013.838621

Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity & Education, 4,* 21-44. https://doi.org/10.1207/s15327701jlie0401_2

Watson, C. (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching, 12,* 509-526. https://doi.org/10.1080/13540600600832213

Yonesaka, S. (1999). The pre-service training of Japanese teachers of English. *The Language Teacher, 23*(11), 9-15. Retrieved from https://jalt-publications.org/articles/24555-pre-service-training-japanese-teachers-english

Yuan, E. R. (2016). The dark side of mentoring on pre-service language teachers' identity formation. *Teaching and Teacher Education, 55,* 188-197. https://doi.org/10.1016/j.tate.2016.01.012

Yuan, R., & Lee, I. (2016). "I need to be strong and competent": A narrative inquiry of a student-teacher's emotions and identities in teaching practicum. *Teachers and Teaching, 22,* 819-841. https://doi.org/10.1080/13540602.2016.1185819

Appendix

Japanese Originals of Extracts Used in the Text

All extracts are presented in full (regardless of elisions in the main text above).

18.5

先生方と話をさせていただいたことで、今の教育現場の現状や課題などを知ることができただけでなく、先生方の教育観を知ることができ、私自身の考え方を深めることができた。

18.17-19

今回の実習は小学校で行わせていただいた。小学校の授業は「一期一会」であると感じた。授業の１時間１時間が勝負であり、修正がきかない。

18.28-29

実習を通して、子どもの持つ素直さに触れることができ、3週間という短い期間の中でも子どもに起こる変化は成長を感じることができた。子どもの成長を見守ることができる教師は魅力ある仕事であると感じた。

19.15-16

授業回数を重ねるごとに良くできた点、新しい反省点を見つけることができた。研究授業を含め、たった8回しか授業を行えなかったが、進歩を感じる8回になったのではないかと思う。

19.17

実際に授業を行うことで見えてくる反省点というのは、大学内の授業の中では得難いものであり、教育実習という特殊な環境で得ることができた貴重な情報である。

21.28

授業での反省、授業以外での反省をきちんと振り返り、大学で少しでも多くのことを吸収し、来年の実習Ⅲにつなげていきたいです。

22.20-21

子どもたちに教えるための知識と技術をもっと身につけてから教師になりたいです。今回の実習は、私の将来にとってとても重要な経験ができた三週間でした。

Clements: *Preservice Teachers' Narratives of Practicum*

23.9-10

しかし、初めて配属学級の3年1組の子どもたちに会って、自己紹介をした後、子どもたちはすぐに私のところへ集まってきてくれて、たくさん話しかけてくれました。その瞬間に、不安に感じていた教育実習が、楽しみに変わりました。

24.7-8

教育実習Ⅰでは1週間という短い期間だったため、とにかく子どもたちと仲良くなることに集中して接していました。そのため生徒と教師という関係ではなく、生徒と実習生という関係で実習を終えてしまいました。

24.23

また先生自身にも授業の準備があるのに嫌な顔をせずに自分の授業案作成に力を注いでいただき、本当に感謝しています。

25.12-13

私自身は、最終日に子どもたちから「先生のこと忘れないよ」という言葉をかけてもらった。そのとき、15日間続けてきたコミュニケーションや、子どもたちへの理解を深めようと努力したことが報われたような気がした。

28.6

どんなに素晴らしい教材を用意したところで、子どもとの信頼関係が無ければ授業は成立しません。

29.12

実際の授業時には、一周目でじっくりと子どもの気持ちを考え、理解を深めようとした成果もあり、この子にはこうやって支援しよう、皆に理解してもらうためにこういった発問をしようと考えることができ、児童を理解することは授業を行う上での基本であると実感しました。

29.20

この貴重な体験をさせていただいたS小学校の先生方や児童に感謝するとともに、今回の実習で得たものを胸に、今後の大学生活でさらに多くのことを学び、頑張っていきたいです。

31.1

実習初日、「この三週間乗り越えられるか」「子ども達とうまく関わることができるか」と不安で胸がいっぱいであったが、毎日見せてくれる子ども達の笑顔と居心地の良い職場の関係・雰囲気に、少しずつ慣れていった。

31.2

普段子どもと関わることはなく、全くイメージが持てないままの実習であったが、授業をしていく中で自分の想像を超えたレベルの答えを返してくる子が多く、学習塾へ通う子どもが増えていることを実感した。

32.3-4

私は五年生のクラスで実習を行うこととなった。五年生の特徴として、明るく他者とコミュニケーションを取ることが得意な子が多いように感じられた。

32.5

初めての対面で緊張していた私は、子ども達の和やかな雰囲気と明るい笑顔を見て、とても安心した。

32.12

二週間目、三週間目は観察授業だけでなく、実習授業が始まったため、一週間目とは異なる緊張感を感じた。

32.16

三週間という実習期間はとても短いもののように感じられたが、今思い返してみるととても濃い時間のようにも感じる。

33.2

大学の講義を受けているだけでは決して見えてこない子どもの様子や学校経営・学級経営といった『教師』として過ごす学校の生活を、肌で感じ目に焼き付けることができた。

35.3

そのために教師は子ども1人1人の特性を理解し、子どもにどんな力を付けてほしいのかを考え、指導していくことが必要である。

35.10-13

また、授業は教師が思い描いたように進まないことが多いと実感した。こう進んでほしいという思いで指導案を書いたとしても良いものにはならない。つまずきの箇所やどんな考えを持つのか、子どもの気持ちになって考えていく必要がある。あらゆる状況を想定することで授業の中で臨機応変な対応ができると考える。

37.2

3週間という実習期間は長いようでとても短く、自分の教育観・生徒観に大きな影響を与え続けました。

37.20

私は与えてもらった10回の授業の中で、生徒と考えること、生徒の反応を見ることを繰り返すことで信頼関係を築いていくことが出来たのではないかと思っています。

38.9-10

3週間という短い期間で考え学んだことは、教師が必要以上に介入することなく、子どもたち自身に考えさせることの大切さです。間違った時にはヒントを与え、学級のみんなで考えさせるという過程はS中学校だけでなくどこでも一緒だと思います。