***Automaticity***

The word automaticity was my focus for practicum 491. I endeavored to automatize several aspects of teaching so that I would be freer to achieve flow within my planning/teaching/learning/reflecting process. I believe that this was a reasonable and appropriate goal to set, and I feel that I accomplished a great deal of automaticity in my practice.

Through thorough planning and understanding of lessons I was able to automatize many aspects of lesson presentation. I began by internalizing the lesson protocols. By knowing what was important to hit on, I was able to freely and organically evolve my interactions with students towards this end. I was no longer consumed with the created sequence and was freer to follow any and all teachable moments while presenting my points to children through engaged participation. The exodus from point to point instruction coupled with an inspired confidence allowed teaching in this manner to become second nature or automatic. Through this I learned that by automatizing the tedious processes of teaching I could be more effective, enjoy the work more and I fostered a level of confidence I had yet to reach.

I learned that students can be engaged thoroughly when I get in the flow and as such learn better. I would not choose a different word. I feel that my skill set in most areas was to a level where working on synthesizing them rather than strictly constructing them was the most relevant goal. This was evident during our celebration of 100 days at school.

During our 100-day celebration I was able to exhibit automaticity. I had previously planned a station oriented 100’s day celebration for my kids. I had discussed with the one/two teacher what I was going to do. I realized that she had not made full preparations for the day and in the morning asked if she and her class would care to join us. My CT was in charge of the costume parade and was not able to be there. The other teachers and I discussed what to do and as it was my CT’s plan, I decided to take lead. I acted with automaticity when I was thrown into the role of leading the parade. I did not need to think of the entire protocol that was the parade, rather I was able to react to any small marshaling issues as they arose. I realized that I had internalized interactions and goals as a teacher and was able to implement order and success by automatizing reflexive reactions to events that naturally occur. After the parade we congregated in the gym where I automatically organized the three classrooms into rows an impromptu formulate age and day appropriate math questions which I asked students as we had no instructions regarding what to do to maintain focus on 100’s day. The other teachers thanked me and gave me great compliments. Later on, the one/two split joined my class for stations and the day was complete.

By building a toolkit of experience, marshalling and extending learning, the afore mentioned situation had become automatic. If blank happens, I have a reflexive relevant solution.

Throughout the 491 Practicum experience, the focus I had placed on becoming more automatic in my teaching practice remained relevant. Framing my teaching experience in the context of my #oneword2020? reflection helped me to chart my progress and to review the experience from a growth perspective. Finding flow in the teaching, learning, reflecting process will remain a goal as I move into my professional teaching career.