

A photograph of four potted plants arranged in a row against a plain white background. From left to right: a small cactus in a light blue metal bucket, a white ceramic pot (partially obscured), an aloe vera plant in a white ceramic pot, and a succulent in a light blue metal bucket. The plants are green and healthy, with the cactus having small orange spines.

Glow and Grow

Curriculum Processes Final Reflection

GLOW 1

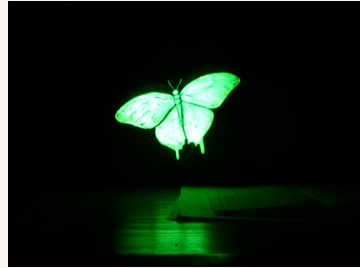
Successful in completing the course despite personal challenges.



- I was able to read all the supporting resources and unit plans submitted by cohort members despite having very limited time and took away some important learnings from what I read.
- This taught me that with some support from the outside (my instructor in this case) and a whole lot of will power, nothing is impossible.
- I would like to help teachers who have taught one particular curriculum for years and find the IB way of teaching daunting, by sharing with them that all that is required to be successful is love and passion for teaching and a good understanding of what the Transdisciplinary Themes, Learner Profiles, ATLs, and ATTs mean.

GLOW 2

Applied prior knowledge and skills to present learning by customising a unit from the Mastery Based Learning approach to the PYP approach and practice.



- I realized that the goal of any form of education is the same: Help students understand the world around them and apply what they learn in the classroom to the world outside.
- I would like to encourage teachers and work with them to help them take their current lesson plans, no matter what curriculum they are following, and make these plans more learner centered. Activities will be designed to develop and further enhance the IB learner profiles. Students are naturally curious and the IB way of teaching helps fuel this curiosity with its lines of inquiry.

GLOW 3

Read every preliminary unit plan submitted by cohort members and found strengths in all of them.



- Experience can sometimes make one complacent. I am proud of the fact that I am always a learner first and an educator/teacher later. I was open to new learnings and did not allow my prior knowledge and experience come in the way of looking at things differently.
- I would like to guide teachers and help them bring in one new learning into their teaching every day. Many teachers do not like to make lesson plans because they find it time consuming and difficult; I would like to work with such teachers to help them appreciate that they already have a pool of knowledge, it just needs to be applied to make learning more fun for students from all cultures and backgrounds.

GROW 1

Widen my experience in the PYP area

- While making my unit plan or thinking through topics, I feel really confident about developing plans for the 8 and 9 year old groups or Grades 3 and 4. As my certification and teaching specialization is in the Early Childhood area, I want to feel equally confident about lower grades such as Grade 1 and 2 and higher grades, i.e. Grades 5 and 6.
- Action Step : I will draw up lesson plans for Grades 1, 2, 5 and 6 and teach these groups as part of the new online teaching platform that I am foraying into.



GROW 2

Focus on aligning the 21st century skills with the IB Approaches to Learning and Teaching

- While working on my lesson plans during the school year and during my IB Unit Planning exercise, I found that I wasn't very specific about aligning the 21st century skills with the ATLs and ATTs.
- Action Step: When making lesson plans, I will have the Activity, ATL, Learner Profile and 21st Century Skill clearly mentioned. For example:

Transdisciplinary Theme	Activity	ATL	ATT	Learner Profile	21 st Century Skill
Who we are?	-Identifying our cultural and religious practices. -Comparing one's own practices with those of a classmate.	-Research Skills -Thinking Skills -Communication Skills	- Inquiry Based - Conceptual Understanding - Developed in local and global context.	-Inquirers -Thinkers -Open minded (accepting that people are different and follow different practices.)	-Critical Thinking -Collaboration -Communication

GROW 3

Be brave about designing and developing activities around the various Transdisciplinary Themes.

- Due to time constraints and the occasional lack of organization skills, I would pick up activities from the web.
- I will take one age group, the four transdisciplinary themes and design activities for each of them with cross curricular elements in the plan.

