# Responding to the readings

This proforma is one way of actively engaging with your reading. If you have other ways of getting the most from your reading let your colleagues know in the readings discussion folder where you can also attach your reading responses.

Choose *one* idea from your readings:

* 1. articulate the idea, clearly and simply;
  2. analyse its relationship to your practice as a teacher; and
  3. describe an implication for your future practice as a teacher.

It helps your learning to be creative: draw a concept map (<http://cmap.ihmc.us/> ), draw a picture, insert a video

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| Idea | ‘Doing science in an exploratory yet focused way allows the teacher to engage with children in ways not possible in other curriculum areas’ (Tytler et al. 2009:25).  ‘Primary teachers need to maintain this intrinsic interest by teaching in ways that encourage active exploration’ (Skamp and Preston 2017:2).  The two quotes overlap for me to form one general idea regarding science teaching and the effectiveness it has on primary students.  In primary teaching in general, most subjects generally cannot be conducted in a way that encourages active exploration, as they often have set criteria in alignment with the Victorian Curriculum that is relatively difficult to adapt into an inquiry-structured learning experience. Therefore, teaching science lessons provides the opportunity to structure inquiry and explorative learning experiences to develop students’ understandings of science subjects, providing engaging lessons that students respond well to. |
| Relationship | In relation to my teaching, I have long held the constructivist approach to teaching in general, and these readings have reinforced the benefit of this approach to my practice. The texts provide insight into the benefit of exploration in learning for students, and the enjoyment they have in comparison to a lesson where they are unable to explore and develop their own understanding of a science topic.  Throughout my experience in teaching, I have tried to provide as many opportunities as possible for students to discuss their own understanding, and guide that understanding throughout its development over the course of the lessons. I do this in ways that allow open discussion of ideas and concepts, guidance to align their own understanding with the subject, and to give opportunities to lead their own learning and develop their ideas. These readings therefore cement this approach to teaching for my own practice, as it highlights the benefits the constructivist approach has on student engagement and motivation to learn in science. |
| Implications | The main implication this has on my teaching practice is that it encourages inquiry based learning opportunities whenever possible to provide students with a structure that is more engaging for them, and allow them to lead their own understanding of a topic and investigate to shape their own understanding. Providing a chance for students to have the impression that they are controlling the exploration of a topic within the confines of a focused lesson will allow me to release the control of the lesson to the students, however will remain on the general topic we would explore. This will promote discussion between students in social setting, but still allow me to guide their discussion when need be back to the general topic. |

**References:**

Skamp K, and Preston C (2017) *Teaching Primary Science Constructively*, Cengage Learning Australia, Melbourne.

Tytler R, Cripps Clark J and Darby L (2009) [Educating the whole child through science: A portrait of an exemplary primary science teacher](http://web.b.ebscohost.com.ezproxy-f.deakin.edu.au/ehost/pdfviewer/pdfviewer?vid=1&sid=31c635fe-c141-4ac4-98c5-5a3963e71400%40pdc-v-sessmgr03), *Teaching Science*, 55(3):23-27.