

# Teaching Portfolio

Media Wilkinson



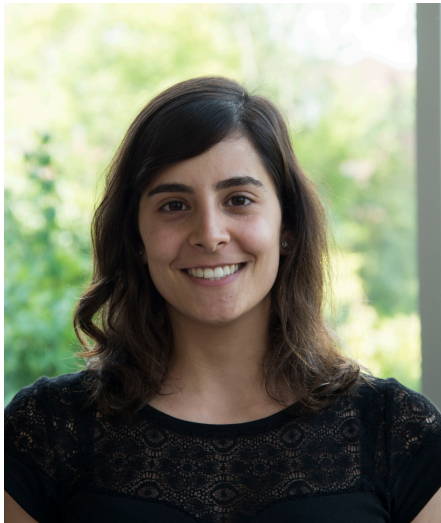
October, 2020.

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# 1 Introduction

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*“Education is for improving the lives  
of others and for leaving your community  
and world better than you found it.”  
- Marian Wright Edelman*

I have been interested in teaching since I was a little girl and having grown up with a mother who was a kindergarten teacher I was able to experience the teaching environment at a very young age. Seeing and living my mother’s passion for education and teaching, fostered a similar love and passion in myself, which has continued to drive me forward in both my career and my studies of teaching and education.

During my time at university, I was exposed to another side of education through Peace and Conflict Studies, which led me to realize that, as a teacher, I am not only explaining material and sharing knowledge with students, but also shaping their minds and helping them develop into respectful and contributing members of society. I believe that teaching students how to resolve conflicts and to respect the ideas, feelings, and life experiences of others is an essential part of education and plays a formative role in every classroom. My passion for helping students learn and helping them to grow into respectful and conscientious adults keeps me excited about education and about being a teacher.

This portfolio outlines my current experience as a teacher and the different ways that I have worked on myself to develop my teaching skills. It helps me to reflect on my teaching and teaching methods, as I am constantly revising and updating it as my experience in the field grows. This portfolio is the summation of my continuous and conscious effort to improve my teaching ability and skills, so that I can ensure that my students are always getting the best possible teacher out of me.

## 2 Teaching Philosophy Statement

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The responsibility of a teacher is not just to provide students with the information they need about a subject for them to simply regurgitate that information onto an exam. A teacher's true role is to help guide a deeper and stronger level of learning and understanding in the classroom, and to help equip students with the skills they need to operate and function as responsible and contributing citizens outside of the classroom.

My classrooms are based on respect, cooperation, and the integration of course material with the real world. In my classrooms I focus on integrating classroom material with subjects from the outside. As an example, mathematics is not necessarily everyone's favourite subject and many students are only in math class because it is a mandatory requirement. This makes it essential that the teacher tries to integrate the course material to how it would be useful in day to day life. This integration helps students see how they are and could be using math on a daily basis and can foster new interest in the subject once students see the utility in it. Focusing on real world examples and problems can help bring a more ostensibly academic subject, like mathematics, down to earth for the students.



My classroom activities, whether for an English class or a math class always encourage team work and cooperation. I always strive to ensure that students are not only gaining knowledge and understanding of the subject we are discussing, but that they are also gaining important social skills. I encourage students to work with and support one another; using each other's strengths to be successful. Having such an environment in the classroom stops students from making fun of one another for being weaker in certain areas and instead entices them to help one another so that everyone can excel and succeed. I believe in treating students with respect and ensuring that students treat me, as well as each other with respect. As such, I strongly believe that activities where students are throwing something at the teacher, pushing the teacher, or hitting the teacher - many ESL teachers use these types of activities - encourage students, especially younger students, to replicate this behaviour with other students and playmates. I believe such activities normalize violent tendencies both inside and outside the classroom, and that they do not add anything to the class pedagogically. Moreover, similar activities could be utilized to help students release energy without using the teacher or other students as targets.

In my classroom I strive to implement a deeper level of learning and understanding. I facilitate such a learning process by first finding out what background knowledge the students are coming in with and then guiding everyone in the classroom to the same knowledge level in order to move forward in a more cohesive way. This process involves me reviewing and revising my lesson plans for the class in order to ensure that all my students are able to succeed. Knowing my students and their abilities allows me to better prepare for my classes and helps me develop more creative ways to conduct my lessons to better suit everyone. Furthermore, I deepen students' learning by encouraging students to challenge the material we are discussing, to ask open-ended questions, and to explore the content in their own way. Once we have all developed a common basis, then we are able to explore the material from different perspectives and point of views, and have more explorative dialogues and discussions about the subject at hand.

I believe being a teacher is a huge responsibility. Not only do teachers need to ensure that their students are equipped with the knowledge they need about a subject, but they also need to ensure that their students will be able to contribute to society in healthy and constructive ways. I take the role that

a teacher plays in a student's life very seriously and as such, I always strive to improve my teaching skills and to ensure my students' success. I work hard to implement a learning environment that is based on respect, cooperation, and connection, and that integrates examples and situations from the real world. Moreover, I take the time to get to know my students and to encourage them to think more deeply about different topics. As a teacher, I am aware that my classrooms might impact my students very strongly and that it is my responsibility to ensure that the impact I make is a positive one. I believe that by positively impacting students and their lives, I am able, through them, to positively impact society as a whole.

### 3 Teaching Responsibilities

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#### Foreign ESL Teacher in China

📍 [Best Learning Qingdao](#)

📅 April 2020 - October 2020

- Taught English as a second language, both online and in class, to pre-kindergarten and kindergarten students, ages 2-6
  - Taught reading comprehension, mathematics, science, and social studies using McGraw Hill textbooks to a grade 3 level VIP student
  - Developed weekly lesson plans that aimed on making the course material more engaging and exciting to the students
  - Prepared, conducted, and marked oral mid-level and final-level tests
- 

#### Foreign ESL Teacher in China

📍 [Shane English Yangzhou](#)

📅 March 2019 - March 2020

- Taught English as a second language to kindergarten and early elementary students, ages 3-13
- Was chosen as one of two teachers to head up an experimental class with VIP students using kindergarten and grade one textbooks in spelling and writing, math, science, and critical thinking
- Reviewed and selected the appropriate level of textbooks used for the experimental class based on students' skills and knowledge
- Developed weekly lesson plans that aimed at making the course material more engaging and exciting to the students
- Prepared and developed midterm and final presentations for parents
- Conducted and marked written and oral tests at the end of every course, and filled out report cards

Pictures from my classroom can be found in Appendix A, a sample lesson plan can be found in Appendix B, and Reference Letters from Shane English can be found in Appendix C.

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#### Educational Outreach: Power of Ideas Tour Team Member

📍 [The Perimeter Institute for Theoretical Physics](#)

📅 Sept. 2018 - Nov. 2018

- Traveled with a science and physics exhibit to high schools in Southern Ontario
- Engaged with students one-on-one and in small groups in the exhibit to inform and teach them about how science works and the advances in modern physics
- Delivered physics demonstrations designed to encourage students to perform experiments and engage with the world around them

Pictures from the tour can be found in Appendix D.

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### University Exam Proctor

📍 [University of Waterloo](#)

📅 Sept. 2016 - April 2018

- Set-up room for examinations
- Provided exam instructions to students
- Monitored students during exams

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### Graduate Teaching Assistant

📍 [University of Waterloo](#)

📅 Sept. 2016 - Aug. 2017

- Provided feedback to students on their written assignments and final exams
- Marked students online discussions as well as managed and released grades on the LEARN student center
- Held meetings and e-mail conversations with students concerning grades and feedback

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### Student Leadership Program Facilitator

📍 [University of Waterloo](#)

📅 Sept. 2013 - Aug. 2014

- Delivered and facilitated leadership workshops to small groups of students
- Organized the room to accommodate the best set-up for the workshop

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### Volunteer Tutor

📍 [New Canadian Youth Connection Program - Community Justice Initiatives](#)

📅 Sept. 2016 - April 2018

- Worked with new Canadian youth aged 13 to 21 both one-on-one and in small groups of 2-3 to help improve their English language skills
- Supported new Canadian youth with their homework

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### Intern - Curriculum Developer

📍 [The Ripple Effect Education \(TREE\)](#)


📅 May 2017 - July 2017

- Created the foundation for TREEs Fall 2017 workshops
- Developed lesson plans for workshops to be delivered to grade 3-6 students
- Organized and created all of the worksheets and materials needed to deliver the workshops

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### Student Volunteer

 [Speak English Cafe](#)


 Sept. 2014 - April 2015

- Held conversations once a week with new Canadian immigrants aged 15 to 65 in groups of 3-5 to help them improve their English language skills
- Taught and defined new vocabulary

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### Student Mentor in Mathematics Department

 [Math Faculty - University of Waterloo](#)


 Sept. 2012 - Dec. 2012

- Communicated with 16 first year students through e-mail once a week to see how their first year of university was going
- Guided students on how to solve problems by directing them to appropriate resources offered on campus
- Organized and ran the end of term event for mentors and mentees, to celebrate the mentees completion of their first semester at university

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### Teacher's Assistant

 [Terry Fox Elementary School](#)

 May 2012 - June 2012

- Worked with grade 1 to 8 students to help enhance their mathematical abilities
- Guided students with their math class work and marked their tests
- Assisted with EQAO, standardized government testing, for grades 3 and 6



## 4 Evidence of Teaching Effectiveness

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### 4.1 Selections from Academic Manager's and TA's Reference Letters

Shane English Yangzhou

📍 Yangzhou, China

📅 Oct. 2019

Comments from Direct Academic Manager:

- “Media is responsible for preparing lessons and coordinating with Chinese teaching assistants to teach a wide range of learners with many different ages and abilities. In addition to this, Media has helped suggest possible crafts and activities for various theme classes. Media has done all of this at a high standard with both enthusiasm and professionalism.”
- “[Media] has been praised by her teaching assistants and I was very impressed when I observed her class. Even though we have many experienced teachers at our training center, we now have new teachers watch her classes to help with their training.”
- “Media’s lesson plans are always thorough and completed on time and the feedback from her senior teacher has been extremely positive.”
- “Media is very punctual and eager to learn. She is always receptive to feedback and one of the most reliable members of our staff.”
- “I highly recommend Media. I will regret to see her leave our company, but I know her hard work and professionalism will be a great benefit to your organization.”

Comments from Teaching Assistant:

- “[Media] is always professional and friendly, and always has well-prepared lesson plans for our classes, which made my job much easier and less stressful.”
- “During the first communication about our class activities, [Media] caught my attention with her confidence, excellent interpersonal skills, and team spirit. She is a hard-working and detail-oriented person who can work under pressure and can finish a project with limited resources and get it done in a very short period of time.”
- “Media always has a big smile on her face and she is always patient with her students.”
- “We have done several presentations to parents; they all liked Media’s teaching style and spoke highly of her work.”
- “Students love Media, whenever she comes into the classroom, there are screams of joy coming from the students, and they jump up from their chairs, just like a movie star is coming into class.”
- “[Media] is a reliable team player and helpful colleague.”

Please see Appendix C for full reference letters.

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### 4.2 Oxford Seminars Practicum Feedback

Selected Comments from Course Instructor

Oxford Seminars TESOL/TESL/TEFL 100 Hour Certification Course

📍 London, ON

📅 May 2018

- “Your voice is audible and friendly when teaching. You were very clear on the pronunciation you expected.”

- “You have good presence as a teacher. You are very pleasant but in control of the class.”
- “Great mannerisms to convey meaning.”
- “The students were engaged and participating well.”

Please see Appendix E for original feedback sheet.

## 5 Teaching Strategies and Innovations

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### 5.1 ESL Teaching Strategies

Point Systems:

- During my time teaching at Best Learning Qingdao and Shane English Yangzhou, I utilized point systems in the classroom as a method of motivation. When students achieved a classroom goal they received a point or a star, depending on the age of the students, and after a certain number of points or stars have been collected the younger students got the opportunity to pick a prize from a prize box, or were able to contribute to a drawn-out figure on the board. Older students on the other hand, after reaching a certain number of individual points, were able to contribute to team points. Friendly competition in the classroom always motivated students to push themselves and achieve more.
- Point systems were also used as a method to discipline students. If a student misbehaved or refused to follow instructions, then points would be taken away. If all the points were taken away due to constant misbehaviour, then the student would lose the privilege of taking part in the classroom activities. The student was still required to produce the academic material but was no longer provided with the opportunity to join in the games and the fun.

Another form of discipline used in my classroom was the red X's. If students received their points by achieving academic goals, then instead of taking the points away they received a red X for misbehaviour. After three red X's the student would lose their privilege to participate with the classroom games. As well, the student would be asked to stay after class for a minute or so to talk about their behaviour.

Students were also provided with the opportunity to get their points back or to have a red X erased if they started to behave and listen to instructions again. This allowed students to redeem themselves and get back into the classroom groove with everyone else.

TPR - Total Physical Response:

- When teaching a second language to students at the kindergarten and elementary level it is important to provide them with actions that help them learn the new vocabulary or language. I use TPR a lot in my classes, so much so that my students at Shane English Yangzhou started to come up with their own actions for some of the language and share it with the rest of the class.
- For example, teaching the phonetic sound for the letter 'c' is challenging because non-native speakers tend to resort to a 'cuh' sound, which is incorrect. In order to teach the proper sound that 'c' makes, I have taught my students to associate the sound of the letter 'c' with a karate chop. So whenever we do letter-sound-word combination for the letter 'c' we all karate chop the sound, this prevents the students from adding the 'uh' to the sound and indicates to students that the sound of the letter 'c' is short and it comes from the throat.
- Another example for TPR is its use when teaching new vocabulary. When teaching 'apple,' I used the motion of biting into an apple. When teaching 'knife,' I used the motion of cutting. When teaching 'rabbit,' I taught the motion of hopping like a rabbit. This helps students to associate the word they are learning to an action that is easy to remember.
- TPR can also be used when teaching question/answer language such as 'What do you like?' or 'Do you like ....?' The concept of like and dislike could be represented with an action. To display 'like' you can hug the flashcard with the object in question or to show 'dislike' you can throw the flashcard on the floor and make a disgusted face. These actions allow the students to express how they feel about certain things while also learning the appropriate response for such questions.

## 5.2 Student Feedback Strategies

If I was teaching older students that had a better grasp of the English language I would be using the following strategies as a way to collect feedback from students. The following strategies were attained through the professional development workshops I attended.

Stop, Start, Continue:

- *Stop, Start, Continue* is an anonymous way to get feedback from students around the midpoint of the course. It provides the students with the opportunity to inform the teacher of the changes that they would like to see in the class in order to enhance their educational experience. The ‘Stop’ and ‘Start’ sections are the most important as they tell you what needs to be changed in the class. The ‘Stop’ section tells the teacher what the students have not been benefitting from and the ‘Start’ section tells the teacher what the students would like to see more of in the class. The ‘Continue’ section is an affirmation that some of the teaching methods have been benefitting the students.
- This form of feedback not only provides the teacher with ways that they could make the class run more successfully, but it also allows the students to have a say in what they believe will help them achieve their full potential.

Muddiest Point:

- *Muddiest Point* is another anonymous form of feedback but it is targeted towards academic material. It provides students with the opportunity to tell the teacher which academic material is still unclear. Students might be shy or worried about voicing what is unclear to them during the class or even one-on-one with the teacher. This form of feedback allows students to be honest and not feel judged by anyone for not understanding a certain concept.
- Having this form of feedback before the end of a unit allows the teacher to understand what the students are struggling with and it provides the teacher with an opportunity to go through and address the unclear points. Taking the time at the beginning of next class to address the unclear material will help ensure that all the students are moving along in the course more confidently and more smoothly.

## 5.3 Teaching Strategies and Unique Innovations

The following are teaching strategies and innovations for non-ESL classrooms. Similar to the section above, the following strategies have been developed through the attendance of several teaching workshops.

Creative Writing Options:

- When it comes to written assignments students often get discouraged, anxious, or bored from the rigid format of writing. I believe written assignments could be made more engaging by providing the students with different writing options. For example, students could be given three options for a writing assignment: write a traditional paper on a class topic, write a script for a play about the topic, or write a transcription of an imagined interview between the student and experts in the field, relevant celebrities, and/or politicians about the topic.
- These options provide the students in the class with different and more creative ways to tackle a written assignment. Providing the students with options will help alleviate the anxiety that roams around written assignments.

Think-Pair-Share with Sticky-Notes:

- *Think-Pair-Share* is a great way for students to discuss class topics with each other. It allows students to think about the topic for themselves and then pair-up with a classmate and discuss what they thought, then the pair can share with the rest of the class what their thoughts were about the topic. Adding sticky-notes during the *Think* step encourages students to write their thoughts down so they don’t forget them.

- I believe *Think-Pair-Share with Sticky-Notes* is a great way to get a classroom discussion started. Students have the opportunity to formulate their thoughts first, write them down, then discuss them with at least one other person. This is a great way for shy students to get out of their comfort zone and share their ideas with at least one other person. The *Share* step of the activity would allow for a larger classroom discussion to take place where ideas from everyone will get bounced around. This activity combines individual, small group, and large classroom discussion into one activity.

### Read-Simplify-Solve:

- Students at an elementary school level get introduced to math word problems. Some students tend to feel overwhelmed when dealing with word problems because of the information overload that they are receiving when reading a word problem. In order to alleviate this issue I believe students would benefit more if they followed three simple steps. First, they read the question and then write all the information they got from the problem in point form. Then, the teacher asks student volunteers to either act out the problem or draw the problem out, this will help simplify the problem to everyone. Once everyone is able to see visually what the problem is about, ask the students as a group what tools are needed to solve the problem or what the visual representation of the problem helped to show, then finally, have the students solve the problem at their desks.
- This method allows students to not only think of the problem as a set of words and numbers, but also to see through acting or drawing what the problem is asking. Having students read and write the important information in point form allows students to start to differentiate between important information and unimportant information. Finally, discussing the problem as a group helps students further understand what the problem is asking for and the tools needed to solve the problem. With practice I believe students will be able to do all these steps on their own and their attitude about math word problems will start to change.

## 6 Professional Development in Teaching

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### 6.1 Professional Certifications and Programs

Oxford Seminars Teaching English to Children Specialization Module

📍 [Waterloo, ON](#)

📅 December 2018

- This was an extra 40 hour online course, which focused on how to teach English to children.
- This added an extra component to my basic TESOL/TEFL/TEFL Certification, which is now 140 hours.

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Oxford Seminars 100hr TESOL/TEFL/TEFL Certification Course

📍 [London, ON](#)

📅 June 2018 - July 2018

- This was a 60 hour in class and a 40 hour online course in teaching English as a second language.
- The class portion included a mandatory 45 minute practicum, in which an experienced ESL teacher evaluated my teaching style and persona.

Please find my Oxford Seminars Certification Certificate, which includes both the 100 hour standard certification and 40 hour specialization module listed above, in Appendix F.

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Fundamentals of University Teaching Certificate

📍 [Centre for Teaching Excellence: University of Waterloo](#)

📅 Sept. 2017 - April 2018

- This certificate program focuses on providing master students with the tools they need to teach at the university level.

Please find my certificate in Appendix G.

### 6.2 Professional Development Workshops

University of Waterloo - Centre for Teaching Excellence

📍 [Waterloo, ON](#)

- |   |  |
|---|--|
| • Effective Lesson Planning<br>📅 September 15th, 2017       | • Assessing and Improving Teaching<br>📅 January 25th, 2018 |
| • Statements of Teaching Philosophy<br>📅 October 26th, 2017 | • Shaping Classroom Dynamics<br>📅 February 7th, 2018       |
| • Teaching International Students<br>📅 November 15th, 2017  | • Microteaching Session<br>📅 February 15th, 2018           |
| • Teaching Methods<br>📅 November 20th, 2017                 | • Microteaching Session<br>📅 March 15th, 2018              |
| • Classroom Delivery Skills<br>📅 November 24th, 2017        | • Creating Memorable Lectures<br>📅 March 26th, 2018        |
| • Micro-teaching Session<br>📅 January 11th, 2018            |  |

## 7 Appendices

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### 7.1 Appendix A: ESL Teaching Pictures



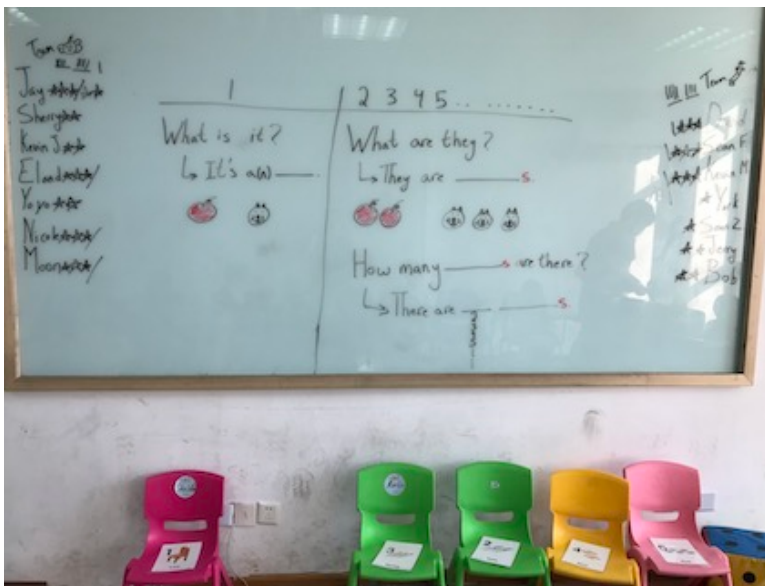


Dancing in the classroom to get students ready to participate.



Activity class photo after finishing the days arts and crafts activity.





## 7.2 Appendix B: Sample Lesson Plan

Teacher: ♡ Media ♡	Number of Sts: 11	Week: 5
TA: Caroline	Location: MP Fl.4 Rm.4	Date: Sunday, May 12, 2019
Class: CL03	Book & Unit: 3	Time: 1:50pm - 3:30pm

### Before class prep:

- Review lesson plan  Ask TA to bring flash cards

### Resources Needed:

- Markers • Playing cards • Die
- Flashcards • Blocks • Basically my box

### Objectives for Today's Lesson:

- Teach New Vocab: noodles, pizza, steak, spring rolls, hamburger, fish fillet, sandwich, omelette
- Teach New Phonics: heck, neck, sack, test, tack, spent, snack, capt, lips

### Target Language for Today's Lesson:

- Are you hungry? Yes, I am. OR No, I'm not. • Do you want (a(n)) \_\_\_\_\_(food)? Yes, please. OR No, thank you.

### Review Language:

- Glass, cup, bottle, juice, soda, water, milk, cola, coffee, tea Yes, I do. Here you are. OR No, I don't. Sorry.
- Do you have a \_\_\_\_\_(vessel) of \_\_\_\_\_(drink)? • What's your favorite sport? My favorite sport is \_\_\_\_\_.

Time	Stage	Method of achieving objectives	I.P.
1:50	Entrance	Names on Board: <ul style="list-style-type: none"> <li>• Have Sts stand-up</li> <li>• Ask every St, "What's your name?" "How are you?" "How old are you?" "What's your favorite sport?" Then have them ask you, "Do you have a _____(vessel) of _____(drink)?"</li> <li>• After all the names are on the board, ask for team names</li> </ul> Point System: <ul style="list-style-type: none"> <li>• If students collect 5 individual points then they get to roll the die for team points</li> </ul>	T-Sts,St
2:00	Warmer	Run and Write <ul style="list-style-type: none"> <li>• Have the two teams compete with a run and write game from last class's phonics (<b>sat, tap, pin, ant, apt, spat, snap, past, pins, naps, taps, saps</b>)</li> <li>• Bring one St up from each team, yell a phonetic word from the list above</li> <li>• The first St to get it right gets to throw the sticky ball at a bulls eye for team points</li> </ul>	T-Sts,St

2:10	Review	<p>Vocab</p> <ul style="list-style-type: none"> <li>Go through flash cards and ask “What is it?” It’s a (<b>glass, cup, bottle</b>). OR It’s (<b>juice, soda, water, milk, cola, coffee, tea</b>).</li> </ul> <p>Phrase</p> <ul style="list-style-type: none"> <li>“Do you have a _____(vessel) of _____(drink)?” Yes, I do. Here you are. OR No, I don’t. Sorry.</li> <li>Give each St a flash card then ask them “Do you have a _____(vessel) of _____(drink)?” and have them reply</li> </ul>	T-Sts
2:15	P.P.P	<p>Drilling New Vocab with flashcards</p> <ul style="list-style-type: none"> <li>Drill vocab words only. Then phrase</li> <li>“What is it?” It’s a(n)_____. AND “What are they?” They are noodles, spring rolls.</li> <li>Vocab - <b>noodles, pizza, steak, spring rolls, hamburger, fish fillet, sandwich, omelette</b></li> </ul> <p>Pick a card game:</p> <ul style="list-style-type: none"> <li>Fan out flash card face down in front of St</li> <li>Once they pick a card they have to say what it is. Drill individually and chorally</li> </ul> <p>Snatch Card:</p> <ul style="list-style-type: none"> <li>Place flashcards face up on the floor and have two students come up</li> <li>Do a choral count down from 3 then yell a vocab word</li> <li>The first St to grab it gets a point for their team</li> </ul> <p>Introduce Target Language</p> <ul style="list-style-type: none"> <li>“<b>Are you hungry?</b>” <b>Yes, I am. OR No, I’m not.</b></li> <li>Write the target language on the board and then ask every St if they are hungry</li> <li>Then introduce the second target language “<b>Do you want (a(n)) _____(food)?</b>” <b>Yes, please. OR No, thank you.</b></li> <li>Write the target language on the board then ask every St if they want a food item</li> <li>Write noddles and spring rolls in red under the blank (these do not take ‘a’ or ‘an’ in the question). Write other vocab in blue with ‘a’ or ‘an’ in front of them.</li> </ul> <p>Points Gamble</p> <ul style="list-style-type: none"> <li>Place flashcards face up on the floor</li> <li>Under each flashcard randomly place a playing card 1-10 some red and some black</li> <li>Select a student from each team to ask each other “Do you want _____(food)?” If the other student replies “Yes, please.” then remove the flashcard to reveal the playing card</li> <li>Sts get team points according to card number, black is positive, red is negative.</li> </ul>	T-Sts, St-Sts

2:50	Break	<p>Have Sts sit nicely</p> <ul style="list-style-type: none"> <li>• Ask them to take out their blue books</li> <li>• Write on the board the information they need</li> <li>• Sts must say “Here you are.” when giving you the blue book and then ask to go to the bathroom or drink water.</li> </ul>	T-Sts,St
3:00	Reading	<p>Reading</p> <ul style="list-style-type: none"> <li>• Read dialogue from workbook</li> <li>• Then read Crest Reader pg. 9-12 <ul style="list-style-type: none"> <li>– Read and have Sts repeat</li> <li>– Have a St read and everyone repeats</li> <li>– Have Sts take turns and read one line at a time</li> </ul> </li> </ul>	T-Sts,St
3:10	Phonics	<p>Introduce four letter blends with ck</p> <ul style="list-style-type: none"> <li>• <b>heck, neck, sack</b></li> <li>• Game: <ul style="list-style-type: none"> <li>– Write each word in a section of the bulls eye</li> <li>– Sts throw the sticky ball to a section</li> <li>– Produce the word</li> <li>– Then roll the die for team points</li> </ul> </li> </ul> <p>Introduce mixed four letter blends</p> <ul style="list-style-type: none"> <li>• <b>test, tack, spent, snack, capt, lips</b></li> <li>• Have a connect four game (7 columns and 6 rows) with both teams</li> <li>• Pick one word from the ck list above to make 7 columns</li> <li>• Teams pick a slot by saying the phonetic word of the column they would like to be in</li> <li>• The team that connects four circles wins 5 points</li> </ul>	T-Sts,St
3:20	Final Games	<p>Block Tower</p> <ul style="list-style-type: none"> <li>• Have Sts produce language while using flash cards</li> <li>• Once a St answers they get to balance a block on the die</li> </ul>	T-Sts,St
3:30	Exit Drill	<p>Have Sts sit nicely. The team with the most points gets to line-up first</p> <p>Ask question as students leave:</p> <ul style="list-style-type: none"> <li>• “Do you want (a(n)) _____(food)?” they should answer: Yes, please. OR No, thank you.</li> </ul>	T-Sts,St

Class notes:

### 7.3 Appendix C: Shane English Yangzhou Reference Letters

Shane English Yangzhou  
249 Weiyang Lu, Shuangzi Xing Guoji Guangchang  
Yangzhou, Jiangsu, China  
Postal code: 225100  
<https://www.shanecyz.com/>  
[shawnodland@outlook.com](mailto:shawnodland@outlook.com)

October 23, 2019

To Whom It May Concern:

Media Wilkinson has been an English teacher at our training center in China for over six months. In this time, she has proven to be an excellent teacher and employee.

Media is responsible for preparing lessons and coordinating with Chinese teaching assistants to teach a wide range of learners with many different ages and abilities. In addition to this, Media has helped suggest possible crafts and activities for various theme classes. Media has done all of this at a high standard with both enthusiasm and professionalism. She has been praised by her teaching assistants and I was very impressed when I observed her class. Even though we have many experienced teachers at our training center, we now have new teachers watch her classes to help with their training.

In addition to teaching classes, Media is also responsible for reporting to a senior teacher in a weekly meeting in which her lesson plans are checked and course content is discussed. Media's lesson plans are always thorough and completed on time and the feedback from her senior teacher has been extremely positive. Aside from her lessons and teaching quality, Media is very punctual and eager to learn. She is always receptive to feedback and one of the most reliable members of our staff.

I highly recommend Media. I will regret to see her leave our company, but I know her hard work and professionalism will be a great benefit to your organization. If you would like to discuss this letter further, please contact me at [shawnodland@outlook.com](mailto:shawnodland@outlook.com).

Regards,

Shawn Odland

Academic Manager

Queena Zhang  
Teaching Assistant  
Shane English Yangzhou  
Yangzhou, China  
757050840@qq.com  
October 23, 2019.

To whom it may concern,

My name is Queena Zhang and I am a teaching assistant from China. In 2019, I had the pleasure of working at Shane English Yangzhou with Media Wilkinson as a foreign ESL teacher. I am writing this letter to describe her as a teacher and colleague.

Media and I had a primary school level class together and it was a great pleasure to work with her. She is extremely passionate about teaching. During the first communication about our class activities, she caught my attention with her confidence, excellent interpersonal skills, and team spirit. She is a hard-working and detail-oriented person who can work under pressure and can finish a project with limited resources and get it done in a very short period of time. She is always professional and friendly, and always has well-prepared lesson plans for our classes, which made my job much easier and less stressful.

Media always has a big smile on her face and she is always patient with her students. For example, in our class we had a very shy student who would not want to participate in class activities. When this would happen, Media would encourage the student to participate and even join him in the class activity - walking up to the board with him or just standing beside him during a game to help give him a little extra support. This seemingly simple action, made a world of difference in the classroom, for myself, the other students, and of course the shy student. We have done several presentations to parents; they all liked Media's teaching style and spoke highly of her work. Students love Media, whenever she comes into classroom, there are screams of joy coming from the students, and they jump up from their chairs, just like a movie star is coming into class.

Media has maintained an active involvement in our extracurricular activities, such as our weekly/monthly activities, warming-up class activities, holiday activities and so on. Despite her very busy schedule, she always seems to be enjoying herself, retaining a great deal of enthusiasm for whatever she's engaged in. She is respectful to her co-workers and students, and creates a safe and fun working, teaching, and learning environment. She is a reliable team player and helpful colleague.

I highly recommend Media Wilkinson for any future teaching positions or ventures she chooses to pursue, I firmly believe she will achieve remarkable success in her future, as she is both professional and competent, and would make a great addition to any team and workplace. If you have any further questions about Media, please do not hesitate to contact me.

Sincerely,  
Queena Zhang

7.4 Appendix D: Pictures from Power of Ideas Tour

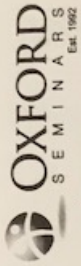


I am in the centre of the picture running a demonstration on optics.



My husband and I after setting up the exhibit.

7.5 Appendix E: Oxford Seminars Practicum Feedback Sheet



**Teacher Candidate Practicum – Evaluation**

Candidate: Media El Tayara Topic: Greetings / Numbers Age/Level: Adult / Beginner

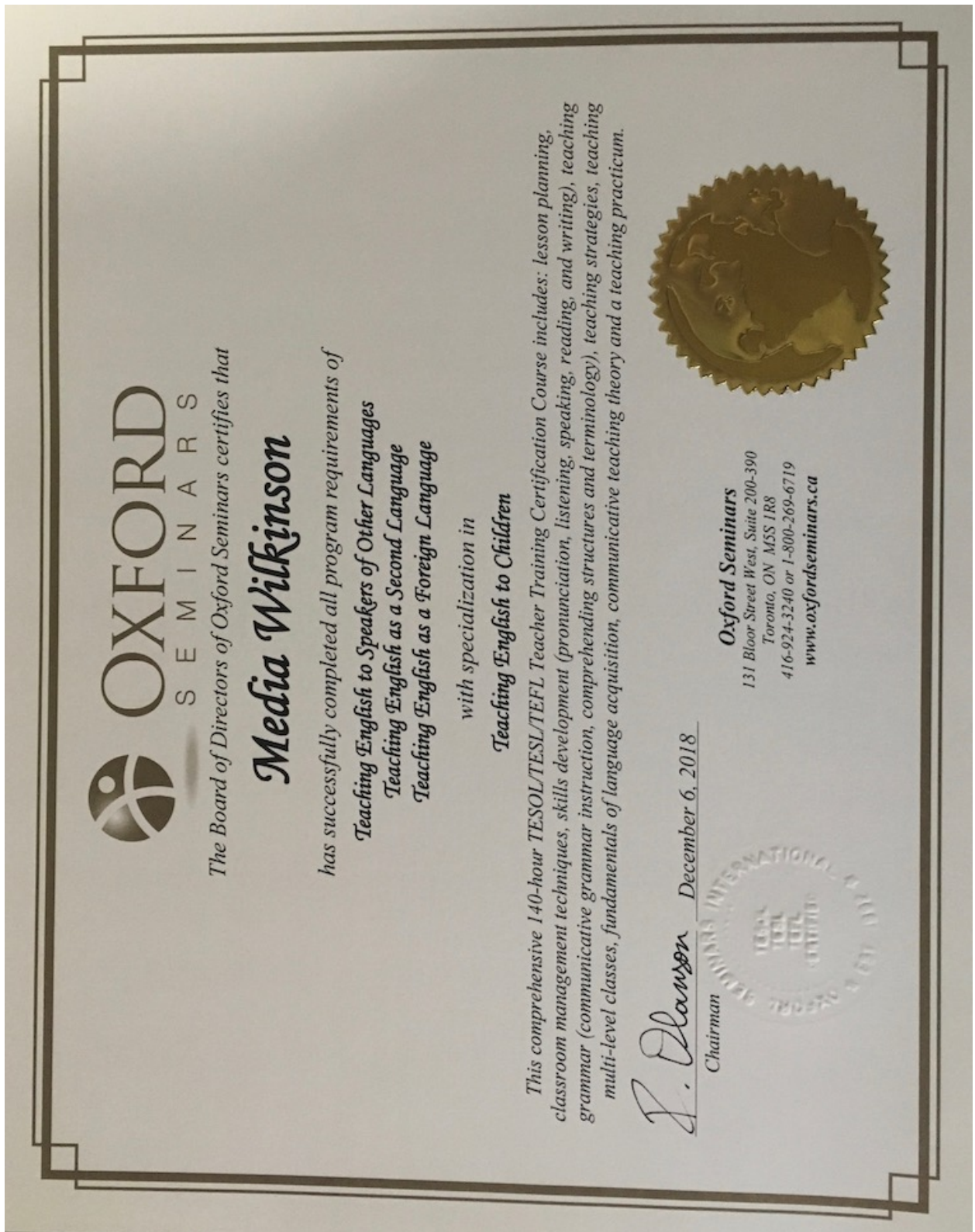
Course Instructor: John Taylor Date: 2018/5/26

PERFORMANCE DOMAINS	Excellent	Very Good	Average	Below Average	Poor	Comments/Areas for Improvement
<b>ORGANIZATION</b>						
Engaging Warm-up		✓				Good energy at the start of the lesson. The students were engaged and participating well. Your presentation was very age and level appropriate.
Logical Sequence	✓					
Transitions Between Activities	✓					
Within Time Limit	✓					
<b>VERBAL DELIVERY</b>						
Audibility of Voice	✓					Your voice is audible and friendly when teaching. You were very clear on the pronunciation you expected. Remember a positive attitude while setting up activities. It's important to be flexible with the plan. You have good presence as a teacher. You are very pleasant but in control of the class. Great manners to convey meaning. Don't give hints etc if you need with the audience.
Appropriate Pace for Level	✓					
Pronunciation, Articulation, Emphasis	✓					
Minimum Fillers (umm, er)	✓					
<b>NON - VERBAL DELIVERY</b>						
Eye Contact with Students	✓					Thanks for the good materials. Your activities were practical and well thought out. Don't keep the class sitting for too long.
Comfortable Mannerisms	✓					
Gestures, Facial Expressions	✓					
<b>MATERIALS</b>						
Integrated, Supports Content	✓					Don't go around the class in student sequence, mix it up to keep students engaged. The greeting activity could have followed into a pair conversation exercise. Your praise seemed sincere and well directed.
Appropriate Size, Color	✓					
Stimulates Learning	✓					
<b>INTERACTION WITH STUDENTS</b>						
Questioning Techniques	✓					
Error Correction	✓					
Instructions	✓					
Positive Reinforcement	✓					

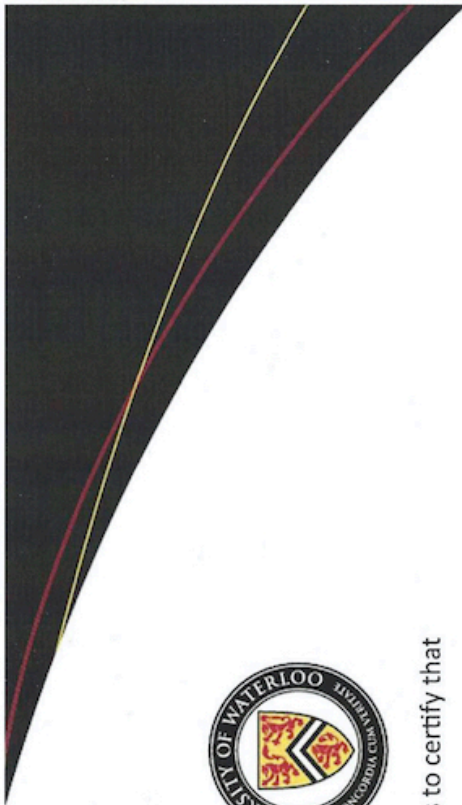
White (top) Copy - Student  
Yellow (bottom) Copy - Office



7.6 Appendix F: Oxford Seminars 140 Hours TESOL/TESL/TEFL Certificate



7.7 Appendix G: Certificate for Fundamentals of University Teaching Program



This is to certify that

*Media El Tayara*

has successfully completed

**FUNDAMENTALS OF UNIVERSITY TEACHING PROGRAM**

by attending six workshops on university teaching  
and participating in three microteaching sessions

**April 2018**

Donna Ellis, PhD  
Director



Svitlana Taraban-Gordon, PhD  
Senior Instructional Developer

This program has been accredited by the Educational Developers Caucus within the  
Society for Teaching and Learning in Higher Education

WATERLOO