



Professional Practice Portfolio

FACUNDO PIGNANELLI

*To my mom, my source of inspiration and the reason I am here.
To my grandmother, who told me to always follow my dreams.*

This is all for you.

Professional Practice Portfolio

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Foreword

Why?

**It is a small word.
But it a quick, shock, abrupt word.**

**It's the word chosen by the non-conformist,
the defiant, the visionary.**

**It is a confrontational word,
it challenges what it is thought to be possible.**

**If you are not afraid to ask why,
You can change whatever it is that you want.**

Enron Corporation
Ode to Why commercial.

2018

Professional Practice I
Candela Piñeyrua



Autobiografía Escolar

Mi educación, al igual a la de casi todo el mundo, comenzó desde mi hogar cuando era pequeño. Ese fue el lugar donde di mis primeros pasos como persona, en el sentido amplio de la palabra. Luego vino el jardín de infantes, lo que marcó el inicio de mi educación en el ámbito más formal.

La realidad es que no guardo recuerdos particulares de esta instancia, solo esos vagos recuerdos que todos tenemos de jugar y disfrutar en ese espacio, al que durante 4 años llamamos nuestro segundo hogar.

Si recuerdo con más detalle, mi incursión en la escuela primaria: los nervios del primer día, la primera evaluación, aprender a leer y escribir, a continuar mi formación como persona. Cabe destacar que primero y segundo los realicé en un colegio privado, y que, por motivos de la vida, a partir de tercero mi historia se mueve al ámbito de la escuela pública. Recuerdo sobre todo de esa transición la, desafortunada, diferencia en infraestructura con respecto a la escuela que asistía. No es sorpresa encontrar una escuela pública, que, por el desinterés político, ha sido relegada a la precariedad y el famoso lo atamos con alambre, tan característico del argentino como ciudadano. Si bien la infraestructura tenía, y de sobra, puntos para mejorar, lo cierto es que también había de sobra ingenio por parte del personal de la escuela: maestros, directivos, auxiliares. Debo decir que fueron ellos, en conjunto con mi mamá (que también formaba parte de la escuela en calidad de docente), los responsables en plantar la semilla de la docencia en mí y que hoy se ha convertido en una planta con aspiraciones a un profesorado de inglés. Nunca vi a un grupo de personas tan motivado con el objetivo de cambiar la vida de los chicos, para mejor, a pesar del ambiente, que se podría caracterizar como desalentador. Fueron ellos los que me enseñaron, a pesar de las adversidades, y con ellos aprendí no solo los elementos curriculares, si no a desarrollar la capacidad de querer que las cosas sean mejores, y luchar por ello.

Y entonces llegó la secundaria. Y entonces, después de muchos años, volví a retomar el camino de la educación privada. Pero esta vez me sorprendió, en algunas cosas para bien, y en otras para mal.

No era el colegio con la mayor infraestructura, ni las materias más avanzadas, ni con los profesores más reconocidos. Pero fue un lugar que me contuvo, un lugar en donde reí, lloré, me divertí y, sobre todo, aprendí. Quizás haya aprendido más de algunas asignaturas que de otras, pero creo que puedo decir que de cada profesor me llevo algo. Y por eso no hablo de individuales, porque siento que no fue uno solo el maestro o profesor que me marcó, sino que en algún punto todos y cada uno de ellos dejaron un poco de influencia sobre mí. Algunos de ellos me enseñaron valores fundamentales de la vocación docente, otros me enseñaron técnicas para poder llegar, o por lo menos intentar, a que cada alumno aprenda algo. Y otros me enseñaron todo lo que no se debe hacer si es que uno de verdad tiene esas intenciones. Aunque no los culpo ni juzgo, cada uno hace lo que puede dentro de sus posibilidades, y cada uno toma de los demás lo que cree que le sirve para convertirse en una mejor persona.

Professional Practice I - Autobiografía Escolar

Y es eso, justamente, lo que me llevo de mí, francamente corto, tránsito por el mundo de la educación formal: No me llevo solo conocimientos como la teoría de la relatividad, o de que se compone una célula. Me llevo muchas cosas más, cosas que quizás no se puedan poner en un curriculum vitae, pues no son conocimientos ni experiencias que pertenezcan a la currícula impartida: son cosas que trascienden lo formal, cosas que me formaron y convirtieron en el ser humano que hoy soy, y aquel que pretendo ser.

2020

Professional Practice II

Elizabeth White



Task 1

- I. **Re-visit the recipe on how to make a good teacher you wrote at the beginning of the year. Would you change/add/remove any ingredient or step? Write down a final draft of such recipe and include it as the first task of this portfolio.**

Recipe: A Good Teacher

Time: All of your life.

Difficulty: Quite High.

Ingredients (for a serving about the size of one person):

- Sympathy
- Humility
- Kindness
- Respect
- Knowledge,
- Patience
- Motivation
- Curiosity

Procedure:

Once the person is born, add one tbsp of Curiosity and mix it. Let it sit until the beginning of primary school. Mix together the sympathy, humility, kindness, respect, motivation, and curiosity. You will get a soft dough, knead during primary and secondary school. Sprinkle the knowledge as you are mixing it. Once your dough is in Teacher Training College, add patience (use a lot of it!) and add more knowledge. Mix it for about 4 years or until you get a teacher. Once you get the teacher, add equal parts of motivation, knowledge and curiosity until the teacher is ready to retire. You will also need to add motivation, add as much as you need it.

- II. **Choose two activities you liked during the first part of the year that impacted you in some way. Describe each of these activities and explain how they have contributed to your professional development. You also have to explain why you chose each of the activities.**

The first activity I choose is the recipe for being a good teacher. I think that it gave me a space to think and reflect upon what I thought what a good teacher is, and what I need to do to get there. Also, it led me to ask some personal questions that made rediscover the motivations that led me to want to be a teacher on the first place. The other activity that I choose was the Colour Monster activity we did in one of our virtual lessons, because it taught me that sometimes I needed to take a step back and take a moment to think about my feelings and emotions. Everything has not to be pure knowledge, and sometimes I think teachers can forget that: Emotions and feelings are a particularly important part of the job as well, and we should take time to acknowledge them.

III. If you had the opportunity to teach today, what would you do differently from the idea you had in mind about teaching before you started this course?

My fundamentals about teaching haven't changed a lot since I began the *Profesorado*, although today I am, by far, more knowledgeable on what to do as a teacher I think that the core of what is teaching to me is still the same as it was before.

IV. Let us focus on the context in which this course has taken place so far. Think of at least two benefits and two challenges virtual learning has faced you with. Are there any aspects of virtual learning you would like to keep in an ordinary context? Why? If so, which ones?

Virtual learning seemed very daunting at first, but with time I realized that as like with everything in life, it has its pros and cons. One of the first pro's that first comes to mind to me is that it allows me to work on my own schedule: I am a night owl and as such I prefer to work during the night as I'm alone and without distractions. Since I do not have a set schedule, if we except the virtual lessons, I can make my work when I want to. Other positive aspect is that very positive is the fact that I do not require to keep a paper trail anymore: I am a big believer in a paperless world, not only because of the ecological impact, but also because I think that technology provides an amazing opportunity for collaboration and interactivity that simply cannot be achieved with a sheet of paper. I think that going forward, even when we return to normal (if we will ever do so) I would like to keep being a paperless person.

And when thinking of the cons the first one that comes to mind is related to the freedom I listed as a positive: Since I am the one who sets my schedule, it is hard for me to stick to it (I am a very procrastinating person). When you have the physicality of waking up every day and going to the *Profesorado* I am more conscious on what I have to do and what work is pending, and also during the first few months I felt somewhat 'lost' as I was not used to see my teacher at least once a week and talk about the subject. Other of the aspects I do not fancy of virtual lessons, is that we, as a society, were not ready for a virtual world. The infrastructure was not there on the first place, and even though every day that keeps getting better and better we still have a lot of work to do. As such, I also was not ready on a personal level, I did not have a webcam or a microphone that could connect to my computer, for example.

V. What can't I understand well of this course so far?

Most of the things that are difficult about the subject arise from the fact that we cannot have classes in person. Sometimes when I am reading the theory a lot of questions arise and when the time of the virtual lesson happens, I might forget some of them or I don't want to interrupt the teacher because I know we only have

Professional Practice II - Task 1

40 minutes of class, and the teacher might need to explain something that is more important.

VI. What areas related to teaching would you like to learn more about?

I would like to learn more about the emotional side of teaching. Because I can read a book about how to teach the verb to be, but I cannot learn in a book how to identify the emotions of my students and how those come to play during a lesson and in the classroom.

Magazine

At the following link is my magazine, titled 'Teaching Today'. I tried to put some humour touches here and there through the whole magazine, including fake ads so it feels more like a real publication. For the articles written by my classmates, I've decided to leave them as they submitted it, including the design and content as I tried to avoid making those articles *my own*, but to keep hard work my classmates put into them.

I tried to fit the magazine in the document, but it was too large, and I couldn't send it to you so I decided this was best. You can access it directly by pressing 'CTRL' and then clicking on the link, or by coping and pasting it on a browser window.

<https://facundopignanelli.com/special/external/cfpp2magazine.pdf>

Plan that I'm Proud Of

While I'm very proud of all the plans I've submitted this year, I've decided to choose the 'Content Oriented Activity' plan because, at the beginning, this plan was very frustrating to me, as I didn't get the hang of it until we had a meeting with you, where you explained it to us. I was so happy that I finally understood what the problem was! And I remember that we started working with Florencia right after the meeting ended and we were so excited and happy while making the plan, and when we finished it we were very proud of getting it right after all.

Content Oriented Activity

- **Course:** 5th form
- **Theme:** Famous characters
- **Final activity:** "Guess who" Famous Edition
- **Teaching sequence 1:** What does he or she look like?
- **Learning outcomes:** By the end of the unit, learners will be better able to identify physical attributes of a person.
- **Linguistic content:**
 - Recycled: shot, tall, fat, thin, brown eyes, green eyes, brown hair, blonde, ears, nose, mouth, teeth, fingers.
 - New: **Heavy, bearded, slim, overweight, curly hair, wavy hair, straight hair, medium-length hair, cheeks, knees, wrist, hips, lips, neck, shoulders, muscled, forehead.**
- **Teaching aids:** Projector, PowerPoint™ presentation.

1. Presentation Stage

T: Well kids, do you remember the video we saw? Do you remember what was it about?

Sts: Famous!

T: Yes! It was about celebrities! We talked about what they look like, do you remember the celebrities we mentioned?

St4: Camila Cabello and Shawn Mendes!

St1: Ariana Grande!

St2: Luis Fonsi!

St5: Y Rosalia and BTS!

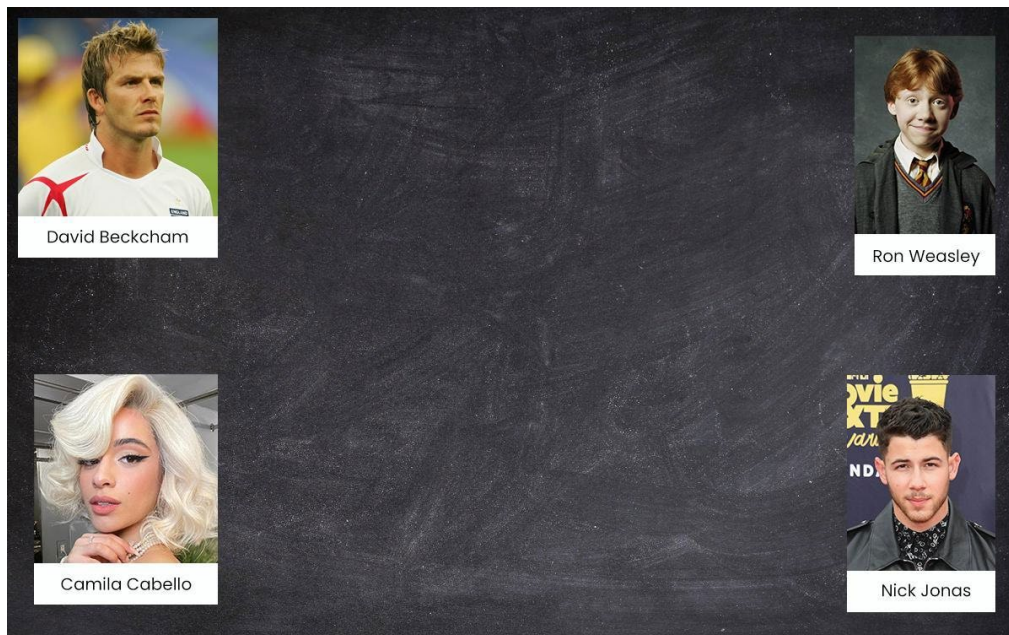
Professional Practice II - Plan that I'm Proud Of

T: Perfect! And for today's class, I brought you some pictures from the video from last class. Here they are!

Teacher sticks on the board the pictures of the celebrities

T: Now, I would like to talk about how they look like... Like for example David Beckham, what can you tell me about let's say... his hair?

Sts: He has got blonde hair, miss!



T: Excellent! David Beckham has got blonde hair! And is he tall or short?

St3: Is tall, miss!

T: Very good he has got blonde hair and he is tall!

Teacher writes on the board "he has got blonde hair" and "he is tall" next to Beckham's picture.

T: And now.. Camila Cabello

Sts (*Interrupting the teacher*): *Tiene pelo rubio también, miss!*

T: Great! She has got blonde hair, too! What else?

Sts: *Y es bajita creo..*

T: Very good! She is short! So... Camila Cabello has got blonde hair and she is short!

Professional Practice II - Plan that I'm Proud Of

Teacher writes on the board "she has got blonde hair" and "she is short" next to Camila's picture

T: Let's talk about Ron Weasley! What can we say about him?

Sts: *Tiene* red hair and... green eyes!

T: Excellent! He is red-haired, let's say that has got red hair and he has got green eyes!

Teacher writes on the board "he has got green eyes" and "he is ginger" next to Ron's picture

T: And the last one! What about Nick Jonas? Tell me about him...

Sts: *Tiene...* *eeem...* brown hair and *es musculoso*, no?

T: Perfect! Yes, he is muscled and he has got brown hair

Teacher writes on the board "he has got brown hair" and "he is muscled" next to Nick's picture

He has got blonde hair
He is tall

He is ginger
He has got green eyes

She has got blonde hair
She is short

He has got brown hair
He is muscled

David Beckham

Ron Weasley

Camila Cabello

Nick Jonas

2. Activity Stage

Instructions





T: Well kids! Now we are going to do some work! I'm going to give you a sheet of paper with the celebrities we've been working with.

T (*while giving the handouts*): Well, your job is to write three sentences under each of the pictures about that celebrity, using the words we talked about before! For example, under Camila Cabello, you can write "she has got brown hair", among other options. Do you understand kids?

Sts: Yesss!!

Sample

Brown Hair - Beard - Long Hair - Straight Hair - Thin Lips - Big Lips - Muscled - Curly Hair

T: Okay kids, I will give you 10 minutes to complete the spaces. When you are ready, raise your hand. Okay? Let's start working!

3. Feedback Stage

T: Ok kids, have you finished?

Sts: Yes!

T: Fantastic! Let's start. Would someone like to go first?

Professional Practice II - Plan that I'm Proud Of

A student raises his hand.

T: Excellent! Thank you, what did you write in the picture of Nick Jonas?

St1: *Puse "He has thin lips"*

T: Amazing! Fantastic work! Thank you very much, now, who would like to go next?

St3: Meeee meee!

T: Great! What did you write under the picture of Ron Weasley?

St3: *"He is red haired"*

T: Excellent! Now, who's next? St4, would you like?

St4: Yes miss! *Yo puse en Camila Cabello "She has got brown hair"*

T: Perfect! And the last one.. David Beckham...

St5: *Yo Miss!! Puse que "He has got a beard"*

T: Wonderful! Thank you so much! Great work everyone! I'm so proud of all of you.

Final Reflection

I. What were your expectations before starting this course? How do you think they have been met?

I think that CFFP is one of the most important subjects of the whole curriculum, because it applies everything, we learn in the other subjects to use it in the classroom. I was particularly looking forward to visit schools, but that couldn't be possible due to the quarantine. Reflecting now, that I'm almost at the end, I still think that my initial assessment of the subject is correct: Along the year, I've applied several concepts that I've learned on other subjects into the plans I've made for CFFP2 and vice versa: I've also applied concepts that I've learned in this subject in other subjects, like in *Fundamentos de la Enseñanza y del Aprendizaje* or *Perspectivas Acerca de los Sujetos de la Educación*.

II. What windows has this subject opened? What doors has this subject closed?

Windows? I don't even know where to begin... I learnt and realized so much this year, in terms of what could be done in a classroom or in a plan. If I had to pick one was to always try to think out of the box, and don't just go to the easiest solution. That was also one of the doors that was closed, as I realized that a job done well, was far, far more rewarding than a job made easy, even if it still had mistakes and things to improve.

III. How did you overcome difficulties throughout the year?

The most difficult element for me was to keep up with all the work that was required in the subject, and while it is true that I turned some assignments late, I think that I did my best considering all. The key was to always have a clear roadmap, in my head and/or on paper. It helped me visualize what my progress was, and what needed to be done. It also helped with prioritizing the tasks, something I always have struggled with, as I tend to start many tasks at the same time, but I always end up completing none of them.

IV. How useful do you think it was to have reflective activities throughout the year?

I think that the reflective activities were useful to me as it helped me realize things I wasn't seeing before, and it was also helpful to reflect on my progress, or even the lack of it in some aspects. It was also interesting to read / listen my classmates' reflections as can touch on aspects that I couldn't have never thought of and to always expand my horizons and not to stay put.

Professional Practice II - Final Reflection

- V. Consider the moments in which you worked with others. Assess yourself by shading the field you consider best suits your performance as regards group work in each case.

Criterion	Very Good	Good	Developing	I need to work harder
Doing research and collecting information	I collected lots of information from various sources.	I collected some information from some sources.	I only collected little information	I collected no information at all
Sharing	I always shared information or ideas with the other group members.	I sometimes shared information or ideas with other group members.	I shared little information or ideas with other group members.	I never shared information or ideas with other group members.
Complying with work	I met all deadlines and I was present at most meetings.	I met most deadlines and I was present at many meetings	I missed many deadlines and I was present at some meetings	I missed most deadlines and I was present at a few or no meetings
Contribution	I always helped other team members to gather information or edit work.	I sometimes helped other team members to gather information or edit work.	I offered little help to other team members when gathering information or editing work.	I didn't help other team members to gather information or edit work.
Listening to other group members	I always listened to the ideas and suggestions from my team.	I sometimes listened to the ideas and suggestions from my team.	Hardly ever did I listen to the ideas or suggestions from my team.	I didn't listen to other team members. I often did it my own way

- VI. All in all, how do you think attending this subject contributed to your professional development?

It was very helpful to me because I don't have any experience in the classroom, or preparing a lesson, and this year I did exactly that. It was very reassuring to finally make a lesson plan, as I always thought that I wasn't ready to be in a classroom until, at the very least, I could successfully develop a lesson plan. While sometimes it was very frustrating or stressing, now I feel a lot more confident than I felt at the beginning of the year.

- VII. Would you like to add another comment?

Just one, I don't know if this is by design or if it was just a product of the quarantine and the virtual classes and the adjusting I needed, but I feel like the second part of the year was very demanding and crammed compared to the first. I feel like achieving a better balance by perhaps moving some things around would be very useful, as I've felt like there wasn't any room to breathe between the plans. We

Professional Practice II - Final Reflection

moved from the first, to the second, to the third and so on so quickly that I didn't have any time to pause a moment and think: *Okay, what good ideas were on this plan? What could I improve?* It always felt like a race to submit the best work I could on the given time, but never having the time to reflect on what I've just submitted. I think that this would be useful to the teacher too, as you could use it as an opportunity to make the students reflect on their work and what what's good and what needed improvement leading (hopefully) to better work as we progress in the plans.

2021

Professional Practice III
Elizabeth White



First Part

- I. **Imagine you put on sale some of the teaching habits and beliefs you have had so far in your work life experience. Which articles do you think you would sell? Why do you think you don't need them any longer? Create an ad to sell them.**

Well, I don't have any work experience as a teacher so it is hard for me to think of anything I would let go at the moment. Overall, the views I have on teaching remain the same, and now I'm diving further on theory and technical competences that I didn't have before. For me teaching, fundamentally, is still what it was on the first day I entered the TTC: To change student's lives, hopefully for the better and so far, the different subjects I've taken re-enforce that idea with actual theory and technical skills to reach that ultimate goal.

- II. **Re-visit your CFPP II integration task. In what ways do you think the MIP experience has helped you improve your teaching skills?**

I think the most important benefit I got out of the MIP was to develop better class plans and, on a schedule, because it taught me to be both realistic but to also try to do new and (hopefully) exciting things for my students. Before the MIP, I had doubts on how to think a cohesive UoW that was both exciting but also realistically doable considering the realities of our school system and the on-going pandemic, now I feel much better equipped to successfully design a UoW but also deliver it.

- III. **Choose two activities/topics you liked from the first part of the year, which impacted you in some way. Mention them briefly and explain how they have contributed to your professional development. You also have to explain why you chose each of the activities/topics.**

First, I would say that the speaking and writing plans were really important to me, as since I don't have any actual teaching experience, I was on a loss on how to deliver those kinds of lessons, so they were really helpful in first, letting the fear let go and also to know how to successfully plan those kinds of activities.

The other topic I really liked was the two books we read, *Helping Students to Learn* and *Children Learning English*. Not only reading the books were helpful, but also the group activity we did I think was really helpful as well as it was really useful to see the different perspectives and opinions my classmates had on the different topics the books deal with, because sometimes I have an opinion of my own but listening to others enriches that opinion I have and also makes me notice things perhaps I missed while reading on my own.

IV. Let's focus on the context in which this course has taken place so far. Think of at least two benefits and two challenges virtual learning has faced you with. Are there any aspects of virtual learning you would like to keep in an ordinary context? If so, which ones? Why? If not, why?

I think that virtual learning has a set of advantages that are only true for certain subjects, like those that are more focused on dealing with theory or reading (Think *Fundamentos* or Intercultural Studies) since it allows me to do that required reading at my own pace instead of reading during class or to meet a certain deadline and the discussions, we can have in a virtual setting are more or less the same the ones we could have during class. It is also beneficial because it cut downs time that I would have to spend preparing and going to the *Profesorado* itself, time better spent on the class itself or even other subjects.

But it is also true, that some subjects really require a classroom environment, like those that deal with more practical matters (think Oral Discourse, Written Expression) since those require a more hands-on approach. Also, of course, is the case of CFPP: While I'm trying to make the most out of my internship, I would have liked to do them in person.

V. File the mind map you have been building throughout the classes and explain in what ways the integration of the topics has contributed to building teaching skills.

I don't know how to attach the mind map in the document so I'm attaching the link instead: <https://www.goconqr.com/en-US/mindmap/220718639/CFPP-III>

Integrating the topics onto the mind map has been really useful to make mental connections between each topic and to take a look at the 'big picture' when I'm having a hard time establishing relations from one topic to another. It allows me to see why we are seeing the different topics in a particular order and also to feel like I'm making progress in the subject (by adding new nodes to the mind map).

VI. How ready do you think you are for the next stage? Elaborate on this.

I think one cannot ever be finished with learning as there is always something new to learn, but I'm pretty positive and confident on my abilities to have a successful internship. I have a great team, teacher, tutor, and partner, and that gives me a safety net that I'm not alone on this effort and thus I know I have people to ask questions or to clear doubts if that's needed.

VII. In what ways has this course challenged you so far?

I would say that the biggest challenge for me this year has been time management, which is a critical skill for teachers so is a very welcome challenge. Thanks to the

Professional Practice III - First Part

MIP, I know that I'm capable of designing, writing, and submitting plans on a tight schedule and I will test that again on the internship (and hopefully come out victorious!).

Another challenge for me was to, as I like to say in Spanish, *bajar la teoría*: In CFPP I and II we did some work, especially on the latter, but there was also a lot of theory that is now being applied this year, which I find rewarding as a student because sometimes we work with material that later doesn't get much use on actual work.




Second Part

I. Choose three or four questions from your integration task and paste them here. Why have you chosen these passages?

- Evaluate the way you provided feedback. Was it clear and constructive? Did it have a positive/neutral impact on students' learning? How can you tell? If you didn't get the chance to give feedback to students, what effect did this have on the teaching experience?
- Were students well prepared for the FA? How did it work? What would you have changed about the unit?
- What was your experience like with assessment? How did you manage to integrate formative assessment in your teaching? If there was no opportunity for assessment, how would you have gone about it?

I chose the first two because they were questions, I couldn't really answer in the integration because I wasn't able to deliver the classes myself, nor did I get any feedback from the teacher. I chose the third one because the assessment was the most difficult of the lessons to plan for me and it is the lesson and I'm the proudest of.

II. Think of the experience of your internship and complete the thinking routine below

Colour <i>What colour best represents this?</i>	Symbol <i>What symbol represents this?</i>	Image <i>What image best represents this?</i>
		
<p>Why did you choose this colour? I chose this colour because it represents dawn, which I think it is the moment I'm in both personally and professionally.</p>	<p>Why did you choose this symbol? I chose this symbol because I think it is time to move forward to the future to see what comes next.</p>	<p>Why did you choose this image? I chose this image because it reflects the place I'm in. Personally, because we are at the dawn of going back to "normal". And professionally because I'm at the middle-point of the TTC.</p>

III. Go back to question f in the first part of the portfolio and read your answer to that question. What can you say about that reflection? How does it compare to the real experience you had?

In a way, I feel like I'm at the same place emotionally, because I'm now pretty positive and looking forward to the residence next year. The last line was true

Professional Practice III - Second Part

because I had an amazing support group of people that helped me a lot across the internship.

IV. Time for the last thinking routine! Consider your next step in Professional Practice, the internship at secondary school, and complete the compass points!



N: How to plan and deliver classes for secondary students.

E: Having an in-person internship.

S: Feedback has value if it is bidirectional. I would love to know what my teacher thinks about what I'm writing about.

W: Not being up for the next task ahead.

V. One last reflection...

I would like to elaborate more on the dawn comparison I made on task B. I say that I feel like I am at a Dawn because I'm finally starting to see the end of the tunnel on this whole COVID-19 situation. Hopefully classes next year will be in person, and I will be able to deliver my internship in person as well. Professionally speaking, I feel like I am at the middle point of the TTC where I'm starting to get the hang of the profession, but at the same time there is much, much more to learn.

2022

Professional Practice IV
Elizabeth White



Task I – Reflection on 21st Century Skills

One of the things that stuck with me the most is that I used to give these skills for granted, meaning, I thought they were part of the curriculum just like the simple present or the articles are. It is 2022 after all, one would think these is just a given... But then, as we progressed into the topic I started reflecting on my learning experiences at school and I realized that these skills are not a given and, in actuality, they weren't part of my learning experiences at all. So, I am really grateful that I've had the chance to see them and work on how to incorporate them to my lesson plans. We are well into the 21st century now and these aren't hypothetical skills that might be relevant, they are requirements for today's world, and I would consider a professional failure if my students if they managed to go through my class without at least applying a few of them on the class work (and hopefully, in their lives). Our school system - specially in primary and high school - is frankly outdated and obsolete in many ways. I hope that at least I can start incorporating this to my classes, so students are better prepared to face today's world, that actually expects these skills to be mastered. It is also, personally speaking, an interesting topic as most of these skills intersect with technology at various points and I'm pretty passionate about technology, so that gives me an opportunity to incorporate it to my classes and that's a fun challenge that I'm looking forward to tackle.

As for how the topic was approached, I must admit that I was feeling a little bit lost at the beginning – my group's performance on the skills chart I think gives it away – but now I think I've got the hang of it and I'm happy that we were able to incorporate a little bit of it to the MIP and I'm looking forward to apply more of it on the internship.

Task II - Internship

Reflecting On the Internship

- I. Extract the chart of the 21st century skills of your unit of work. For each skill you planned to develop, provide an example of an activity / lesson moment in which you expected to deal with the skill. Then analyze how it worked, and if there is anything that could have been done differently.

Thinking skills	Study and investigation skills	Literary skills	Learning to learn skills
<ul style="list-style-type: none"> • Critical Thinking • Problem Solving • Reasoning • Interpretation 	<ul style="list-style-type: none"> • Research skills • Planning • Data analysis 	<ul style="list-style-type: none"> • Information literacy • Media literacy • ICT literacy • Communication 	<ul style="list-style-type: none"> • Creativity • Collaboration • Listening • Organization • Self-Regulation • Independent Work

- **Thinking Skills:** I expected to develop when working with the listening and reading activities. During all of them, I encouraged students to not just read for the sake of reading or to do an activity – in fact, I always made them read first, discuss, and debate the contents together and then work on specific vocabulary or structures – but to read critically and to not take information for granted. I remember that during one of the reading activities – that involved a scientific experiment – the students debated if the results were accurate or if it was just ‘made up’ for the text. I would have loved to see the actual study to discuss this together with the students, but it wasn’t possible.
- **Study and Investigation Skills:** I expected to develop these skills when the students were writing the script for the podcast episode of the final activity. They researched about their families and friends to some extent, but not to the extent I would have hoped. I think that the topic itself doesn’t really lend itself to develop this set of skills very profoundly, so perhaps there are better fitted for another Unit of Work.
- **Literary Skills:** These were among the most important skills to develop for me, as I believe these are key and are lacking in most of the school’s curriculums. I think the key moment for these skills was during the Focus on Genre, as they demonstrated their knowledge of literacy in technology, media and information by explaining the features and components of a podcast, giving examples about them and also judging the information of each podcast episode that they produced.
- **Learning to Learn Skills:** These were developed during the final activity. The students worked on their own during the writing part of the activity, but they were sitting in a circle, where they exchanged ideas and helped each other. Plus, during the recording section of the activity, the students organized themselves on how about it and they showed respect of others when they were recording, by not making loud noises, for example.

II. Provide a global analysis of what you have learnt during your internship. Use these questions as a guide and add any other ideas you'd like to reflect on.

I think that my biggest challenge during the internship was my outright lack of experience in a classroom environment. All of my teaching experience has been on one-on-one lessons, so I had some nervousness about overall classroom management. At work, the students get my full attention as they are one-on-one classes. In the internship I learned how to pay attention all students at the same time, and also while doing something else. I received great insights from Paula, the teacher of the course, and these helped me a lot. She gave me lots of feedback during my first microteaching about this topic, and later I used it for the rest of the internship. I think that the fact that it was a small number of students, less than 20 at all times, helped as well.

Another aspect was the use of technology inside the classroom. I am a very technological savvy person, so I expected – and planned – to include lots of technological elements to each lesson, mostly through the use of a projector. Really quickly I realized that while each classroom in the school has a projector, there were other factors – the need for a special key to access the controls, a change of classrooms halfway through the internship to a classroom that did not have a computer, among others – that made me realize quickly that what I had planned wouldn't be possible, so I adapted. Overall, I still included lots of technological elements through other means but not as the extent that I had hoped.

Overall, I believe that the experience was tremendously positive, and I am very happy with myself for being able to do it. I had some reservations that, as I stated earlier, came from my lack of experience but the internship has taught me that I have the set of skills that I need in order to be a good teacher. Plus, on a more personal note, it showed me that this is exactly what I want to do for the rest of my life. During each lesson I felt a combination of both nervousness – that disappeared as the internship carried on – and an excitement that I only feel when I am performing on stage. By being able to realize that I could work my way through my reservations and by feeling what I felt, I think that I became stronger both as a person and in the professional field.

- III. Choose an image (or create a collage!) that represents how you feel today about the process of the internship. Write a caption that captures the essence of this picture.

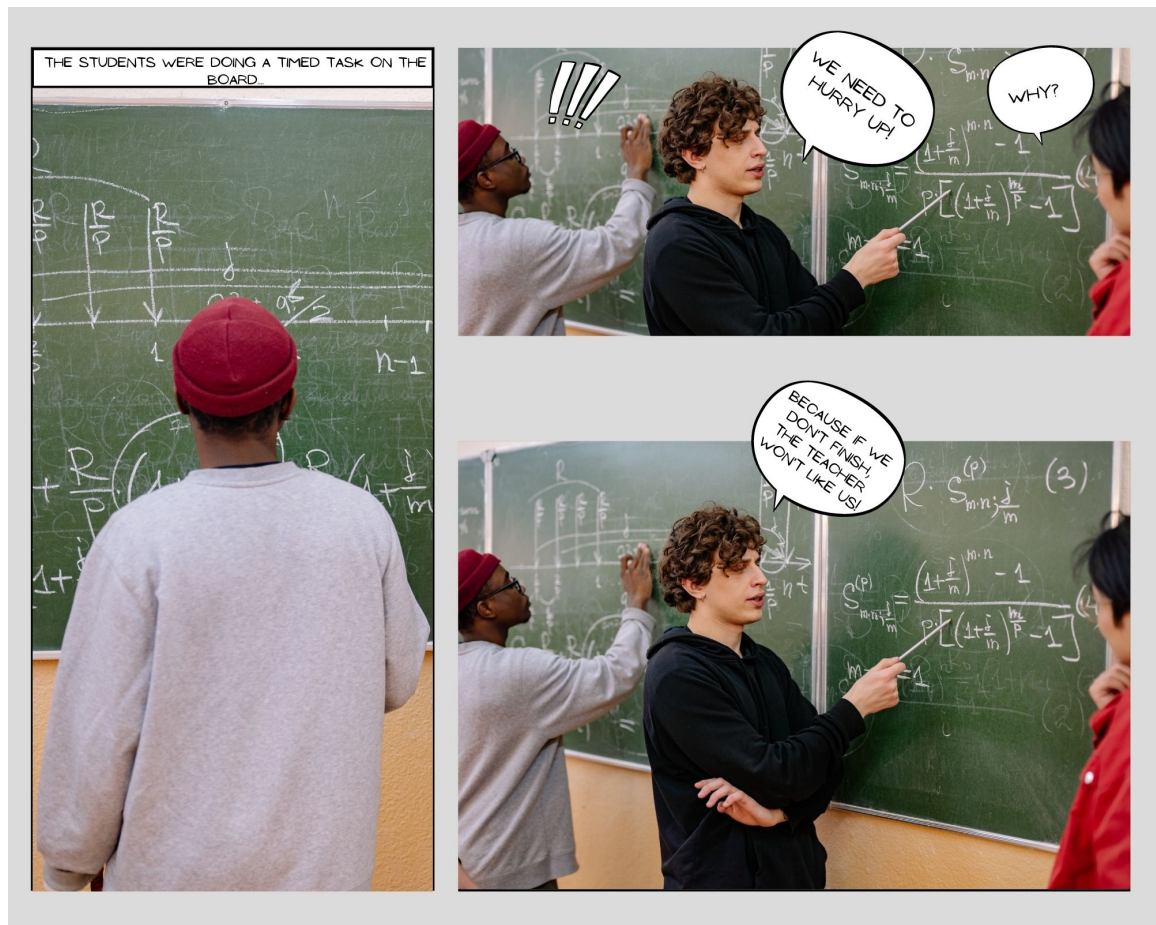


Photo by Pietro Rampazzo on Unsplash

The internship is the finish line in my professional and personal development. It is the culmination of more than 4 years of studies, and everything I did before it was in preparation for this moment, and I was able to apply everything that I've seen since day one at the Teaching Training College to deliver what I think it is my best work so far.

Professional Practice IV - Task II - Internship

- IV. Write a joke or a draw a comic strip which captures a funny moment. You can create a tik tok or a short video if you wish!



I chose that moment because I found it funny that the students were worried about me not liking them if they didn't finish a task. At that moment I found it funny and they and me laughed. Later, I took some time at the end of the lesson to address that and I explained to them that my fondness of them wasn't measured by how well or quickly they did the tasks.

- V. Write a brief note to your own self in ten years' time. What would you like your future self to remember about this period in your life?

Dear Facundo, remember what your students told you at the end of the internship: Never give up and never lose your spark.

Round Up Task

Choose to work on at least one of the following, considering that it/they has/have had a strong impact on your practice.

- Extracts from your lesson plans (one or several)
- Extracts from your journal (one or several)
- **An anecdote during the internship period.**

After you copy the selected option/s, write a reflection on the impact the selected experience/s has/have had on your professional development.

The anecdote – or better said, situation – that I chose was during the very first lesson, where after working the vocabulary about relationships and doing a reading, I asked students to write a very short paragraph about a relationship of their choosing, describing how it started, etc. At first, the students looked at me puzzled because they were not used to write, and specially about a personal topic like that. It took a little bit of effort and encouragement from my part, but they finally started writing. When they gave their paragraphs for me to correct, I realized that the student had chosen from a variety of sources, some used family relationships and others choose fictional relationships from movies, books or TV shows. I was specially moved because the students who seem the most resistant to write at first, ended up writing some beautiful paragraphs describing very personal relationships, so much so, that one of the students told me his story about being adopted by a family. I wasn't expecting that level of personal reflection, specially for a first lesson, and I was intrigued by it. I let it go for that day and continued on with the activity and the rest of the internship.

During the final activity where they had to write the podcast, we finished a bit early than we expected so I used that time to talk with the students, specially since I wanted to gauge what they thought of our work so far and I remember this situation of the first class, so I asked some of them why did they feel like sharing that with me on the first class, since I was a complete stranger for them, and they answered that they valued the opportunity to write because it's not something that they do often and that they saw 'something' in me – they were not able to put it in other words – that made them trust me, and I was pretty moved by that. I know that I put my best work at the internship and that it was by no means perfect – as I don't truly believe that there is a thing such as a 'perfect work' – but the fact that I was able to, somehow – not sure myself how yet – make them trust me from the very beginning gave me such an encouragement that I was definitely doing something right and it's one of the things I valued out the most from the whole experience.

Task III - My Own Career Path

At the beginning of the year we shared the abilities you are expected to develop during your initial training, which are expected to help you become a professional in education. Below you will find them. Read each group of abilities, and write a brief reflection on how far you think you have developed these abilities, and what you think you need to do next in your career path.

I. Dominar los saberes a enseñar

I am very confident on my knowledge of the English language and the associated culture that comes with it, but language and culture don't remain the static for very long, so I will be updating my knowledge as I further my career.

II. Actuar de acuerdo con las características y diversos modos de aprender de los estudiantes.

I think that my initial training has helped me become aware of the differences of teaching each different age group and how to act accordingly. I think that next, I should learn and work on some of the age groups that the TTC doesn't cover very thoroughly (mainly kindergarten and adults).

III. Dirigir la enseñanza y gestionar la clase.

I was given a lot of theoretical knowledge and mock practice about these topics during the first three years of the TTC, but the internship this year has been where I learned the most about this. Moving forward, since I didn't have the chance to do a in-person internship at primary school, I will focus on develop these skills at that particular level.

IV. Intervenir en la dinámica grupal y organizar el trabajo escolar.

Similar to what I wrote in point III, I was given a lot of theoretical knowledge that I was able to apply – and adjust as I went along – on the internship and that provided me with a lot of development in this specific areas. As I also stated before, in the future I would like to fine-tune these skills for a primary school setting.

V. Intervenir en el escenario institucional y comunitario.

I don't believe that the TTC has given me a lot of resources on this set of skills. As such, I'm not sure how far I am on the development of them, it is something I will work on during my career at large.

VI. Comprometerse con el propio proceso formativo.

I have always believed in the power of feedback, and I think that is one of the most key skills that any good teacher should develop, and I think that the TTC has given me the tools to further this skill a lot. As for the future, I will continue to fine-tune it as – obviously – I receive feedback from both my future students and peers.

Final Reflection

After reading the whole portfolio, I feel like there was some stubbornness on my part – I think best shown in the fact that I said that I didn't have anything to say on the teaching philosophy task – that was born out of the fact that I had yet to have actual experience teaching in a classroom, and thus, I felt like everything I was doing until that point was purely theoretical. Having ended the internship, I think I would change many answers but overall, the experience helped me confirm some of the things I felt regarding what I believe and what I think this profession is about.

As I read every entry, I feel like most of my reflections carried a certain theme, that can be summed up by a question: **Why?** It can be a small word, but it can bring years of assumptions, beliefs, teachings, and procedures to a jarring halt. The TTC has taught me – and I think it was its most valuable lesson – to always ask why. And it is now my profound belief that this is the most valuable thing I can pass on to my students, because if they are not afraid to ask why, they will be able to change whatever it is that they want to change. That is why I chose to begin this portfolio with the quote from that commercial. I truly believe on those words, and they have shaped all of my work at the Teaching Training College.

Teaching Philosophy

I would like to begin by saying that I took your words literally and the following is just me writing my own thoughts to the question you asked. Some of it may not make much sense, some might not be that appropriate for a formal context. I tried to not edit myself so you could really see what it is that I truly believe, but I hope that you appreciate the honesty in my words.

I think it would be outright silly – if not utterly wrong – to say that I am the same person I was in 2018 when I started the Teaching Training College. So much happened both from a personal level and a professional level and I can honestly say that I have learned a lot. Some of it I will take and use for my professional career, some, for one reason or another, I will take as an example of what I would not like to do. But it is also the truth, universally acknowledged, that while I have, indeed, learned a lot and now I am able to sit down and talk for hours about theoretical definitions of what *language*, *teaching* and *learning* are (I even tried this on a date and it went as well as you can expect it), at the most simple level, I still quite believe what I did back in 2018, and I could sum up the three items with just one word: **sharing**.

At its core, language, teaching, and learning, I honestly believe, are all about sharing. If not then, what's the purpose of language? Language is the means to an end: communication. And it takes two – or more – to tango so communication inevitably leads to sharing: Who has successfully learned a language by just talking to a wall or to themselves? It requires of at least a basic degree of sharing with another human being.

Teaching and learning, then, for me, are even more literal on its sharing intention. I love the English language. It has opened so many new worlds for me to explore, so many people I met because of it and thanks to it (see, this is even connected to what I was saying before! Talk about relating...) and that is what drives me; I want to share that passion and love I have with my students, and while I do not expect that all of them will share that passion and love I do have, I genuinely wish that they are able to at least discover what a powerful tool learning a second language is. And learning is so intertwined in teaching, I honestly can't talk about one without mentioning the other, as I see it as the other end of this *sharing* idea. One side there's me, the teacher who wants to teach and by sharing with my students – assuming they are interested in what I have to share – learning will happen. Learning cannot happen in a vacuum and that inevitably we need someone else to learn from (which again, connects to communication). This, I think it's the key job of a teacher. The best teacher is not necessarily the one with the flashiest class material or the one who relates the most to the students. The best teacher is the one, who at the most basic level, has a need – or rather a desire – to share with their students. And likewise, the best student is not the one who has the nicest class notes, or the one who answers all the questions in class, but rather the students who wants to participate in that exchange, in that sharing. Learning and teaching are two-way processes. They require communication from both teacher and student, and that inevitable requires sharing. I think that's my teaching philosophy, **be a teacher who wants to share with their students and also encourages students to share back.**

Professional Practice IV - Teaching Philosophy

I wonder, although, if that will actually be the case once I start my internship. Since I never delivered a lesson in a school, all my experience comes from the learning part. I could notice when teachers wanted to truly share, and those who didn't really care and for me it made all the difference. If anything, I just hope I am able to do that in the internship. I would like to be the teacher who shares with the students. I guess we are a few months away, but only time will tell.

