

Final Learning Log – Reflection

Throughout this course and the 50 required fieldwork hours, my understanding of teaching has evolved far beyond what I expected when I first entered the classroom. Observing both general education and special education environments gave me a clearer and more realistic picture of what effective teaching looks like—not just in theory, but in the daily interactions, routines, and decisions that shape the learning environment.

One of the most important things I learned is how essential **classroom management** is—not in the sense of strict control, but in the sense of creating a predictable, structured, and safe environment where children can actually learn. Watching experienced teachers greet students, guide transitions, and use routines to calm anxieties showed me how much the *tone* of the classroom is established before any academic content is even introduced. Wong’s emphasis on procedures, consistency, and positive expectations became evident in every classroom I visited. The teachers with the strongest environments were the ones who communicated clear expectations and approached students with warmth and confidence.

Another major insight came from observing **special education classrooms**, where teaching becomes even more intentional and individualized. I saw firsthand how behaviour is a form of communication, and how patient, flexible, and responsive teachers must be. The use of visuals, sensory supports, positive reinforcement, and individualized strategies taught me that effective teaching is not about a one-size-fits-all model—it is about meeting each child where they are. These environments demonstrated a different layer of professionalism: the ability to adapt constantly while still maintaining structure and progress toward goals. It challenged me to think about learners beyond academics, focusing on emotional regulation, communication, confidence, and independence.

Across both settings, I also learned the importance of **relationships**. The best teachers I observed were those who made students feel seen, valued, and capable. They encouraged curiosity, offered meaningful feedback, and built trust that allowed children to take risks and express themselves. This aligns with my own memories of the best teachers I’ve had, and it reinforced how critical the human side of teaching is.

These experiences also made me more aware of the complexity of the teaching profession. Behind every smoothly run classroom is extensive preparation—planning lessons, preparing materials, anticipating student needs, and communicating with support staff and families. It reinforced Wong’s idea that effective teaching is intentional and built on strong foundational habits, not improvisation or personality alone.

Overall, this learning log experience has helped me grow not just in my understanding of teaching, but in my confidence about entering the field. I now see the classroom as a dynamic space where structure and flexibility work together, where relationships shape learning, and where every small decision contributes to a child’s overall experience. Completing these hours strengthened my belief that teaching is both an art and a science—and that effective teachers never stop learning, reflecting, and adapting. This course has given me a clearer vision of the educator I want to become: one who is prepared, compassionate, organized, and committed to creating meaningful learning experiences for every student.