

This paper will cover a number of the experiences, observations and discussions that I had with the two supervising teachers in the multiage classroom during the practicum. The paper will look at the structures in place, the practices used and the beliefs and implementation in the classroom. Also my own personal experience of being a student teacher in the classroom will be discussed [. . .] Miss J explained how each morning there will be a different type of reading such as buddy reading, group reading at once or everyone reads a page. One of the books was titled “Clouds” which had cross curricula links to the science unit on the weather. The worksheets I created for the students to complete covered spelling, comprehension and word recognition. (Adam)

Research can be looked at as the detailed study of a subject, interest or area of interest, in order to discover or derive meaning from that research. The art of being a good lawyer is not necessarily to know everything about the law, but rather to find out the answer. The benefit of this subject is that, detailed information of the law was not needed in every aspect, but rather a common sense, or realistic approach to dealing with the problem (i.e. setting vs. litigation). However, with knowledge comes power and responsibility. Throughout the semester we were challenged with ‘spanners in the works’ to the initial case brief. It was not necessary to know the law in-depth, but know that what research we had done was sufficient to advise appropriately. (Will)

A consideration of Tuckman’s Five Stages of Team Development _ forming, storming, norming, performing and adjourning (Philips, 1997, p. 142) _ offers insight into some of the Edge Communications team’s specific experiences. During the first few weeks while the team was ‘forming’, members focused on getting to know each other so meetings were characterised by polite and non-challenging behaviour, and a degree of uncertainty and apprehension (Petrock, 1990, p. 142). Spending the first few weeks in the forming stage also explains why productivity was fairly low during this time (Bubshait & Farooq, 1999, p. 34) [. . .] A team reaches its peak during the performing stage (Philips, 1997, p. 143). Heightened motivation and effectiveness enjoyed during this stage allows a large volume of work to be completed (Petrock, 1990, p. 10). The Edge Communications team first entered this stage, at the very latest, in the week leading up to the pitch presentation. By then team members had been assigned specific tasks according to their strengths and weaknesses, and were working towards completion to a high standard by set deadlines. (Jason)

Everybody responds to stress differently where it can be experienced due to different reasons, and stress can impact on one's performance at work (Career Development Program, 2009). It is critical that nurses practice competently and adhere to professional boundary guidelines to acquire optimum quality in their nursing care (Meehan, McIntosh, & Bergen, 2006, pp. 10_11). It was found in Belcher and Jones' study (2009, pp. 142_152) that graduate nurses find it difficult to develop trusting nurse-patient relationships, which as a result, doesn't give them job satisfaction and the confidence to perform good quality nursing care. I can see why developing trusting nurse-patient relationships are important because patients are in a vulnerable position where they expect that nurses have their best interest at heart. (Roberta)

In week 1 I had a very simple grasp on legal research. I had a good knowledge on using the library catalogue as well as Internet search engines but definitely needed to expand my capabilities. At times I did find a lot of the research tedious and sometimes a bit of a waste of time however I continued to learn more and more skills every time I sat down to research. I believe that these skills have helped me to develop and produce better work in assignments and more thoroughly researched results. I feel confident in using a variety of legal search engines and electronic sources and will continue to use all the skills I have learnt in the subject. (Lisa)

When I started I was really surprised to be told Annie's role was predominately one of organisational psychology and she considered herself to be an organisational psychologist. Furthermore, Annie's role was 20% counselling and 80% organisational psychology; my expectation was the complete opposite. I was very open to learning more about this new area within my discipline, as an undergraduate I haven't had a great deal of exposure to organizational psychology therefore I was eager to know more. I have become intrigued and feel my previous experience as a project manager and organizational psychology may just mesh together nicely. (Helene)

By completing this reflection, I have re-established communication with behavioural management techniques and strategies through theoretical frameworks. I have discovered that I already implement many classroom and behaviour management strategies recognised by several theorists [. . .] I have realised that I treat my students as social equals however I maintain an authoritative approach to learning [. . .] I do have much to learn in the classroom in the future however I maintain that being proactive about classroom and behaviour management is far more beneficial to my teaching and students (sic) learning instead of being reactive to individuals and groups. (Ben)