

# How Routines to Promote Self-Confidence Affect My Teaching Practices

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## Research Question

How do my routines to promote self-confidence affect my teaching practice?

## Abstract

The purpose of this study was to see how my self-confidence affected my teaching practices. It also looks at what routines and applications that could be implemented throughout my practicum experience in order to improve my self-confidence in the classroom which would overall improve my practice as an educator.

I chose to focus this study on self-confidence because during my journey to become an educator at SU, my self-confidence has been my greatest shortcoming. This has allowed me to put to test what I've learned these past four years and apply it in the field while student teaching.

## Methods and Data Analysis

- The main method of qualitative data collection for this study was through the use of daily researcher journals – in which the researcher reflected upon all aspects of the day during student teaching as well as made more concise reflections in relation to their opinion of their own self-confidence in the classroom as well as components and methods the promote it.
- Data based on the description of the researcher and their self-confidence was also collected through interviews with their supervisor and co-operating teacher in order to get a thorough profile on their practices and self-confidence.

## Findings

### Example Journal Reflections

#### Experience:

March 9, 2021 - I feel like experience and practice are two or largest components to building self-confidence. I know that these can't be had without just throwing yourself into a new experience and/or environment, but I think I'm realizing that that's just how you have to do it.

March 29, 2021 - I'm realizing that out of all the routines and exercises I can do to promote self-confidence, the best one (for me at least) is just jumping in and getting the practice that will create the foundation for that confidence. I can tell myself all I want that I am doing well and that I am making decisions based on everything I've learned, but just going in and doing it (using that information) is what has really gotten me this far.

#### Relationships with Team Teachers/Faculty:

March 10, 2021 - I am really surprised by the strong-knit community that the first-grade team and the other faculty has developed and maintained in this school. At first it can be a little daunting to walk into, but even in just these few days I've felt very welcomed, and I feel like they will be a great support for me during my student teaching experience.

March 30, 2021 - I think an important practice for building self-confidence that I'm going to record and continue practicing is developing relationships with co-workers. I feel like it has been so important in being comfortable in the classroom but also for having an outlet during lunch to talk and feel comfortable discussing how my lessons either went really well or maybe something didn't go exactly how I wanted.

#### Relationships with Students:

April 4, 2021 - As my relationships with students as well as faculty continue to grow, I'm more confident teaching and having my students look to me as the person in charge.

## Interviews with Supervisor and Cooperating Teacher

### Supervisor:

*"[at first was] nervous and wanting everything to go right... not confident remote placement would work well."*

*"Jenn has grown tremendously in her confidence... you could tell by her tone and management of the lessons that she was able to gain confidence in working with her students as well as working with staff."*

*"...she has developed a greater self confidence which is evidenced in how she carries herself in a room, is able to direct students throughout the day, and... interact as a fellow professional with her co-op as a student teacher."*

### Co-op:

*"When I first met Jenn, she was a quiet and reserved person."*

*"I have observed a significant amount of growth in [her] self-confidence within the classroom and around the building. She is more confident in the way she delivers instruction and has made teaching her own. She chimes in during our grade level team meetings and isn't afraid to just 'jump in' to something new."*

## Conclusions/Discussions

- From my personal experience, the best method to improve self-confidence in student teachers who identify as having low self-confidence is getting as much experience as possible and immersing themselves within that experience as much as possible.
- Additionally, a very important component of developing and improving self-confidence within a school is developing and promoting relationships with students as well as faculty and staff.
- *How can we help future educators who identify as having low self-confidence to fully immerse themselves in those practicum experiences in order to build that self-confidence early on?*

## Videos Examples of Teaching

Week 2:



Week 6:



## References That Support the Study

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