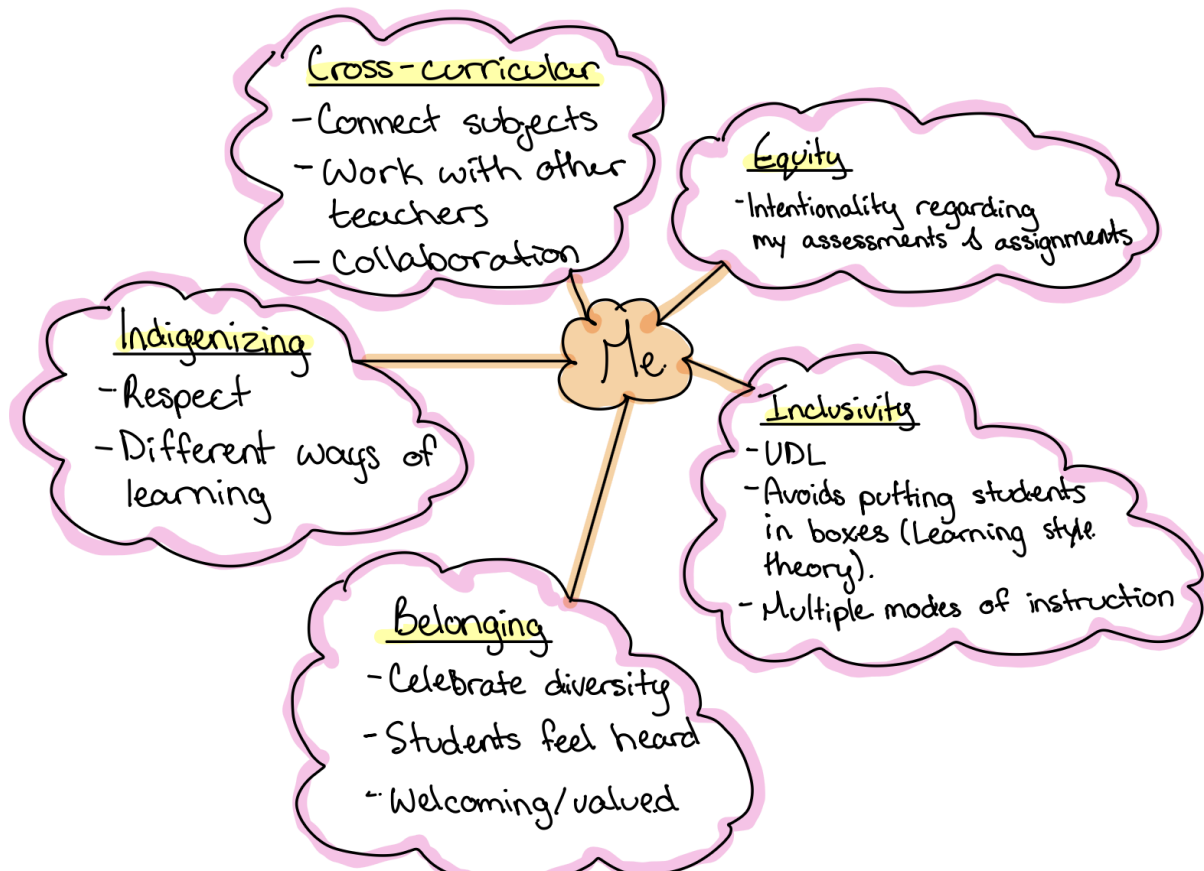


Reflection #1:



After reflecting on the beliefs that align with my teaching philosophy, I come to understand that the ideas of equity, inclusivity, and respect for differences are significant in my philosophy of teaching. I want to be intentional about making my classroom one that addresses inequities instead of replicating them.

I am a strong advocate of Universal Design for Learning (UDL) as an approach to inclusiveness. Students all learn in different ways, and UDL encourages instructors to design lessons that can potentially address several needs at once. I believe that diversity should not just be tolerated, but celebrated. Students don't need to "fit in" by limiting their identities. Instead, it is my goal to have a class where differences are seen as a strength, and every voice is heard. I also want to make it a priority to bring in Indigenous voices into my classroom, not as an "add-on," but as a core aspect of understanding their perspectives.

One of my main goals in my career is to collaborate with other colleagues in effective ways to connect multiple subjects together to help students understand the purpose and connections of the subject.

Reflection #2:

Practicum board questions:

1. Something I unexpectedly learnt is that in the junior science courses there is a way bigger discrepancy in knowledge and ability than there is in the senior science courses. Looking back this makes sense due to every student having to take science in 8-10, whereas in 11 and 12 the students in senior science have chosen to be there.

2. The best part of my practicum was the connections I made with my students and seeing them open up to me. Many students who did not participate in the class were participating frequently by the end of my practicum.
3. The worst part of my practicum was the endless prep that felt unnecessary. Endless documents that didn't help my teaching. These documents took time away from my actual lesson planning, this was frustrating because if I had more time I could have done even more with my classes.
4. A humorous part of my practicum was one grade 8 student who would bring me a daily dad joke. I could tell she was always very excited for me to hear it and it was continuously one of my favourite parts of my days.
5. The main situation on my practicum that required discipline was when building a model of earth to show the different layers out of playdough/clay one of my students decided to put a large piece of clay in his mouth and chew it like gum. I had him spit it out and wash his mouth out. His partner was then the only one allowed to build the model and he had to do the "boring" job of cutting out the labels and taping them to toothpicks.

Indigenous perspectives

- Past

I honestly didn't know much about Indigenous worldviews when I entered this program although I thought I knew lots. I thought my basic understanding of their connection to the land and their view on life was enough and that I didn't have much more to learn. Throughout this program I have learnt just how wrong I was. This program has taught me so much but something that stands out was how to write a land acknowledgment and how they should be personal. I always thought they were "copy and paste" and only there because they had to be. I now know how personal and meaningful these can be.

- Present

I am actively working on ways I can incorporate and Indigenous worldviews and ways of knowing and being in my teaching practice. One thing I did throughout my practicum was relate science through story telling. Not only did I teach some topics through story but I had my students write stories/comics and teach their peers about their topic using them. I also did research and asked the Indigenous workers at my school if they had an idea of ways I can incorporate Indigenous culture into my classroom. They provided me with some amazing ideas and resources that I can't wait to use when I have my own classroom. Another example of the incorporation of Indigenous worldviews in my classroom was having a Indigenous guest speaker come in and run a class during my grade 8s science unit. She taught them (and me) about medicinal plants that Indigenous people around Kamloops have used for over 100s of years and even brought samples in for the students.

- Future

I want to continue to learn and grow my teaching philosophy to be more inclusive and adapted for Indigenous students. I believe all students can benefit from a more land-based

learning and holistic perspectives. I will continue to do research, talk with peers and Indigenous workers about new ways I can improve my practice regarding Indigenous worldviews and ways of knowing and being.

Reflection #3:

This is a 3-2-1 reflection. Following the mock interview activity, reflect about the following:

Three things you did well during the mock interviewing

1. I had an answer for every question even if the answer wasn't polished.
2. I believe I was well spoken and seemed confident with my answers.
3. I did my best to hit all the marks of the question but also be as concise as possible.

Two things you need to work on during the mock interviewing

1. I would like to practice my answers so they sound more polished.
2. I am going to continue working on my eye contact during conversation so I come across more confident with my answers.

One question you still have about interviewing

1. My question is for when the interviewer asks questions regarding my teaching philosophy. How long should my answer be?

Reflection #4:

Changes to my resume:

1. I would like to add more teaching experience to my resume.
2. I would like to get my masters degree in education.
3. I would like to add being a sponsor for a school sports team or club.
4. I would like to become a mentor teacher for student teachers completing their practicum.
5. I would like to earn additional certifications in areas such as inclusive education, special education, or English Language Learning (ELL).
6. I would like to take on a leadership role, such as department head or grade-level coordinator.
7. I would like to develop and lead extracurricular programs, such as student leadership, drama, yearbook, or community service clubs.
8. I would like to present at educational conferences or professional development workshops.
9. I would like to design and implement innovative teaching practices that incorporate technology and inquiry-based learning.
10. I would like to contribute to curriculum development at the school or district level.

Reflection #5:

The Professional Standards for BC Educators #7 states that: Educators engage in professional learning.

The focus of this reflection is to consider how you are meeting BC Professional Standard 7. In particular for this reflection, you are considering your professional learning, profession growth, and professional needs. Some questions to consider in your reflection:

1. What "individual professional needs" have you identified?
2. What teaching areas of interest or areas of professional growth would you like to work in the coming year?
3. What kinds of professional learning opportunities are you interested in?
4. Have you already engaged in professional development over and above the BEd program? What was it? How did it inform your teaching? Did it have an impact on student learning?

One of my primary professional needs is gaining more experience with classroom management and creating learning environments that effectively support diverse learners. While my practicum experiences have provided some opportunity to develop these skills, I recognize that every classroom has unique challenges, and I would like to continue building confidence in managing student engagement, behavior, and classroom routines.

In the coming year, I would like to focus on developing my skills in assessment, inclusive education, and inquiry-based learning. I am particularly interested in learning strategies that encourage student participation, critical thinking, and meaningful engagement. Through my recent action research project on wait time after questioning, I became interested in how small instructional changes can positively influence student confidence and participation.

The professional learning opportunities that interest me include workshops and conferences focused on classroom management and student engagement. I am also interested in pursuing a Master of Education degree in the future to further develop my expertise and expand my understanding of educational research and possible leadership.

Beyond my Bachelor of Education program, I have engaged in professional learning through educational readings and professional discussions with mentor teachers I know from my high school experience. These opportunities have helped me better understand my own teaching philosophy and reflect more critically on my teaching decisions. In particular, my action research project examining the impact of increased wait time after questioning informed my teaching by highlighting how giving students additional processing time can increase participation, improve response quality, and encourage contributions from quieter students. As a result, I observed more thoughtful student responses and greater overall engagement during class discussions.

Reflection #6:

Laurel Macpherson from KTTA came and presented to our class today and touched on many different ideas. Something that really stood out to me was the strictness of a teacher's life outside the classroom. I understand you are working with children and doing anything illegal should be punished. What I don't understand is not being able to be a human especially in social settings. There are many things that I love and am excited about within this profession but having to live my life in fear of being caught doing something that is completely legal but frowned upon as a teacher. I just feel that I am still very young and to limit my social outings based on who may be watching really makes me feel stressed about

my career choice. I understand that it is better to be safe rather than sorry but some things feel like overkill. I want to be able to hug my students if they want a hug. I hope we can advance as a society and allow the professional student-teacher relationship to return to a more normalised thing.

Reflection #7:

I found Jordan Smith's presentation to be very interesting. I have always been curious about the different education systems and approaches used in schools like TREC. To hear about how she planned her curriculum for the year was fascinating. I don't know how I thought they planned their year but this surprised me. I wish that her way of teaching was feasible for every classroom but unfortunately without much more resources and staff this couldn't work in our current education system. I was shocked when she said that it cost her 30,000 \$ to take her class to Vancouver for a field trip. It makes me wonder if the learning outcomes on that trip are worth the money or if it could be better spent elsewhere. I am not trying to diminish what she plans, I am just generously curious. I would love to hear more about the Vancouver trip and what exactly they do there.

Reflection #8:

Jaimie reflection:

Jaimie's presentation really helped me understand how to use the site platform. She walked through every step slowly and clearly making things very easy to follow. I feel much more confident making my e-portfolio and am actually excited to see it come together throughout the next few weeks.

Why did you choose this profession?

I chose this profession because I've always loved children and always had a passion for working with kids. I also always loved school growing up and really appreciated my teachers who went above and beyond to build meaningful connections with me and always thought it would be nice to make the same difference in kids lives that the teachers made in mine. I'm really passionate about inclusive education and the Sogi environment for students and can't see a better way to make those changes in our education system, then by starting as a classroom teacher, and hopefully expand my education from there.

Reflection #9:

Asynch 1: Pooja reflection - What did you get from it?

Pooja's presentation was very well thought out and she was able to present the information in a way that was easy to follow. The problem was that we all already have applied to jobs, have our make a futures complete and know everything she told us. This presentation would have been much more helpful prior to our final practicum. At least for me, this presentation didn't give me any new information although I appreciate the effort.

Reflection #10:

Please provide an example of a time when you had to use problem-solving and judgement skills to navigate a conflict with a supervisor, co-worker, or parent. Please include your approach to managing the conflict, what steps you took, what the outcome was, and what you would consider doing differently in future situations.

While working as a nanny, I experienced a conflict with a parent regarding a child's daily routine. The child had been experiencing difficulties in transitioning and became irritated during bedtime; therefore, I decided to introduce a more structured evening routine for him. However, one of the parents found the routine too strict and wanted me to be more flexible. Instead of getting defensive, I listened to the concerns of the parents and tried to share my observations regarding the matter and why I believe my routine is best suited for this kid. Additionally, I asked the parent some clarifying questions to learn what the priorities and goals of the family are.

With the use of a problem-solving approach, we were able to come up with an idea on how to improve the situation. I would keep the structure of the routine but add more choices for the child and provide regular reports for the parent to be aware of what is going on. The result was very successful. Something I would do differently now is involve the parent in the routine change right away. Due to the changes I made not being too different from the previous routine I didn't see an issue with the slight adjustments but I now understand the parents perspective better.