

About Myself

I started out my academic studies at Simon Fraser University with a History major and Kinesiology minor. With a teaching career in mind, I worked towards my goal by coaching a junior wrestling team, working as a Special Education Assistant and volunteering in my community. Once I gained enough practical experience working with children, I enrolled in Vancouver Island University's Post Bachelorette Education Program. Now as a graduate of VIU, I am enthusiastic to apply my knowledge and work as a certified teacher.

My vision for students' learning

I feel it is my job to create a safe learning environment, ensure that students have a strong foundation of literacy and numeracy and meet prescribed learning outcomes. In my class, students will be exposed to multiple disciplines, create a personal frame of reference and confidently pursue their goals. Ultimately, after graduation, students should feel that they have been provided all the educational tools to succeed in life.

How students learn best

Students learn through a variety of methods. Students have multiple intelligences, work at a variety of paces and may work best in groups or individually. Students are motivated to learn when they are given clear expectations, learning is scaffolded and are given choice regarding what they want to learn and how they want to demonstrate their learning.

How I work most effectively with students

I am kind, energetic, fun, open-minded and respectful. My method of instruction involves introducing a topic to students with a hook, promoting class discussion and developing tasks that provides authentic learning experiences. Essentially, I believe that exploration learning engages students.

Relationships with parents and colleagues

Collaboration with parents and colleagues is vital in a 'community of learners' classroom. To facilitate communication, I believe in sending newsletters home, having a class website and meeting parents on a regular basis. To encourage feedback from parents and colleagues, I will maintain an open classroom and participate in community projects.

Classroom management and discipline

I believe that the biggest classroom management strategy is to involve students in developing classroom rules. Once students take ownership for the way they want to learn, a teacher can address situations calmly, openly and in a safe environment. When students are confronted with conflict, I believe in self-directed problem solving that encourages teachers to ask students if they can solve the problem independently, know somebody that could help them solve their problem, if they want an adult to make suggestions or prescribe solution. If problems are not being solved effectively it is important to self reflect, ask colleagues for suggestions, notify the principle and speak to parents.

Assessment

I am very enthusiastic about assessment for learning. Steps to implement AFL include: informing children of daily learning objectives, encouraging students to develop assessment criteria, asking students questions to promote critical thinking, give descriptive feedback, and finally allow self and peer assessment. Effective assessment lets students know that they are responsible for their own learning, supports learning and influences instruction.

Support

BC Teacher governing bodies are important in my frame of reference. My personal and professional values are linked to the BCTF code of ethics. TRB Standards, will help me stay connected to learning resources and keeps track of employment status. BC IRP's will be a necessary resource to design lessons and determine if students meet outcomes.