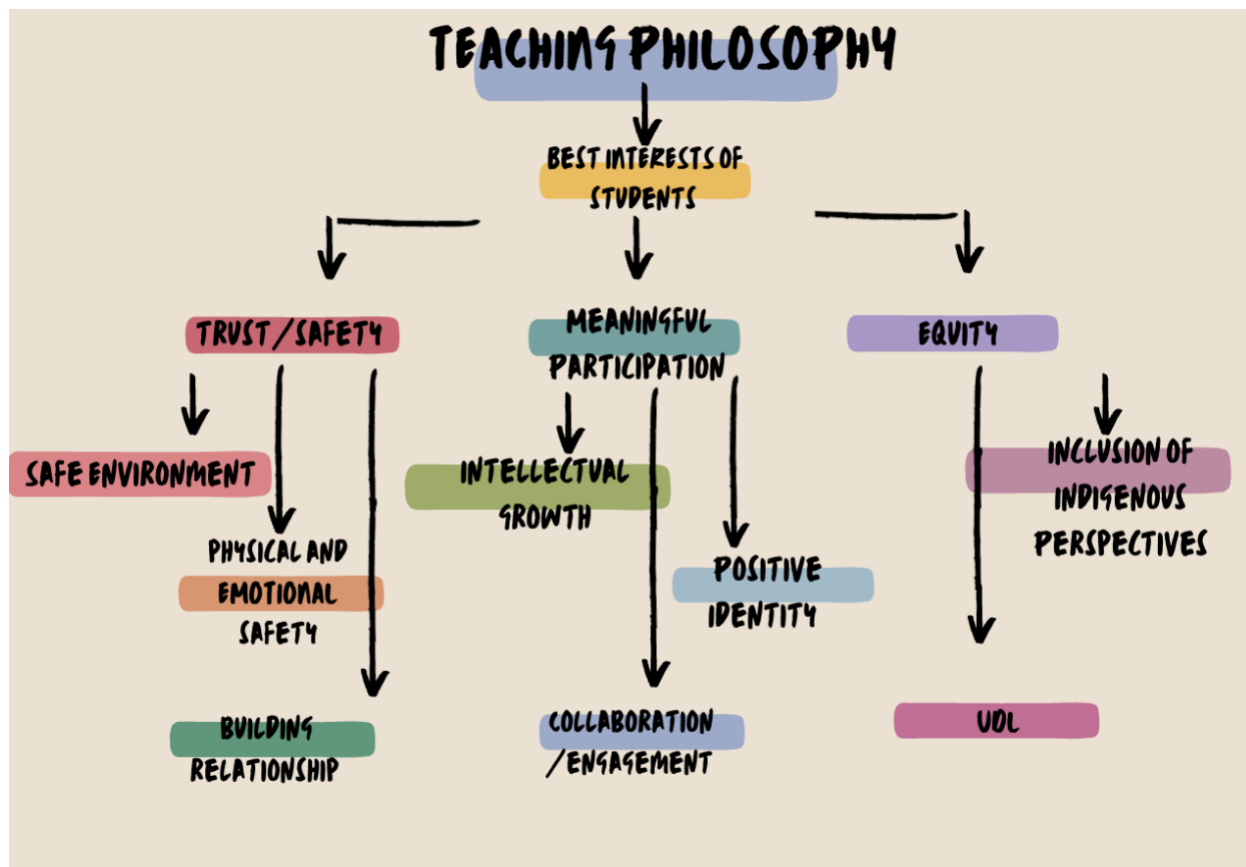


Activity #1



Reflection #1

This diagram visually illustrates my teaching philosophy, which is deeply grounded in Principle 1 of the BC Professional Standards: putting the best interests of students first. This core principle extends into three interconnected pillars that guide my daily STEM teaching practices.

The left branch focuses on “Trust and Safety.” I believe it is crucial to create an environment that balances both physical and emotional safety. In my classroom, this means fostering a culture that “allows for failure” and building authentic relationships, while strictly respecting students’ privacy and dignity.

The central pillar, “Meaningful Engagement,” drives intellectual growth and a positive sense of self. I do not want students to be merely passive learners; instead, I want them to actively design hands-on learning experiences through collaboration and participation. This is particularly important in the junior years, as fostering students’ interest in science is key to encouraging more of them to choose science courses in their senior years.

The right branch represents “equity.” I implement the principle of equity through “Universal

Design for Learning” (UDL), offering diverse learning pathways to remove barriers faced by different learners. Additionally, equity involves incorporating Indigenous perspectives and enriching our curriculum with First Nations knowledge systems.

In the end, this visual framework guides my identity as an educator, ensuring that I combine safety, active engagement, and equitable support to foster success for all students.

Reflection 2

1. What you learned that you did not expect to?

Students are allowed to walk around the classroom, and I understand that an 80-minute class is quite long. However, some students take advantage of this opportunity and disrupt the classroom environment and teaching progress.

2. Best part

During the final exam, students have the option to challenge themselves to raise their proficiency levels—for instance, moving from a 'Proficient' (P) to an 'Extending' (E). By attempting advanced questions, they can earn an E if successful, while still maintaining their P if they are not. I believe this safe-failure approach effectively encourages students to push their boundaries and fosters strong intrinsic motivation for autonomous learning.

3. Worst part

Classroom composition presents a significant challenge in this mathematics course. Out of 29 students, four have designated IEPs, alongside several individuals with severe behavioral challenges. Consequently, classroom management has been an ongoing struggle that directly impacts our instructional pacing. Although my TM and I proactively advocated for a schedule adjustment with the administration, the current student distribution is locked for the term. Moving forward, the most viable proactive strategy is to collaborate with administration for next semester to strategically disperse these high-needs students across different blocks.

4. A humor part

I can not use My edu because of the

5. A discipline part what to do?

Due to the severe classroom management challenges in this specific block, we adapted our strategy by utilizing up to six adults in the room, including myself. We implemented small-group instruction to differentiate learning, which successfully ensured that motivated students could focus and receive adequate time for guided practice without being disrupted.

Activity and Reflection 2

Past

Before entering this program, my understanding of Canadian Indigenous peoples was very limited. As an international student, my first encounter with this topic was in a high school Social Studies class, where I first heard the term "The First Nations." At that time, I knew they played a big role in Canadian history and society, especially with their contributions to natural resources and culture. However, I didn't have any connection or interaction with Indigenous people in my real life, so my knowledge was mostly just from the classroom.

Things changed last semester during one of my courses. My instructor is Métis, and she brought many Indigenous guest speakers to our class. Listening to them gave me a much deeper understanding. It helped me see past what I just read in school and learn more about their actual cultures and histories. This experience really built a good foundation for me to understand First Nations, Inuit, and Métis peoples.

Present

After my final practicum, I gained a much deeper understanding of Indigenous cultures and became more aware of the real challenges they face today. In my Science class, I taught a lesson on how plants can be used as medicine, which was a great way to integrate Indigenous knowledge into the curriculum. I found that students were really interested in this topic. I think it's because they already have some understanding of the local ecosystem in Kamloops, and the content felt connected to their real lives.

However, I also noticed some ongoing challenges regarding Indigenous students. The most obvious issue was attendance; even though parents were willing to cooperate, many students still missed a lot of classes. Also, many students wanted to go to the school's Indigenous support room, but from what I observed, it didn't seem to have a very positive or effective impact on their learning. As a teacher, I felt quite frustrated because I didn't know how to solve these systemic problems, but it made me realize how complex this work really is.

Future

As I mentioned in the present section, I do not have a perfect solution right now. However, from what I observed during my practicum, the best approach is collaboration. Teachers need support from the school—not to pull students out of the classroom into the support room, but to help them successfully stay in the regular classroom. I believe students need more than just academic help; they also need positive role models from the Indigenous community to guide them.

For example, I had a student who wanted to switch to online learning just because her friend was doing it, which she thought was "cool." As a teacher, I felt she would benefit much more from learning within a school community, but changing that mindset requires strong communication between the school and the family. This cooperation is incredibly difficult because every family's situation is different. During my practicum, an Indigenous mother broke down in tears in front of me because she felt powerless to change her family's difficult situation, which directly affected her child's schooling.

Seeing these struggles helps me understand the deeper challenges many Indigenous families face. In my future career, I am committed to being a lifelong learner and working closely with families and communities. My goal is to bring true equity into my classroom and support every student based on their unique needs.

Activity 3

Interview question of the day: What adjectives would others use to describe your presence in the classroom? Why?

- Naturally
- Both of my TM and FM give me the samiler feedback, what I did in the classroom not in rush and lose control of the students.

Resume questions

1. Should I include the preacticum as working experience or classroom expereicne because I do not have vaild ccertificate?
2. How many pages should be the maxiumu number?
3. "How can I better highlight my experience with inquiry-based learning and the BC Curriculum Framework in my bullet points?
4. Does my resume effectively showcase my integration of the First Peoples Principles of Learning (FPPL)? How can I make it stand out more?

Teach 2 mins

1. Introduction (20 seconds)
 - Start and direct go into the topic.
 - I am going to teach the a 2 minutes lesson for grade 8 Math righth angle triangle.
 - Termninalgy introduction review, what is tringle.
2. Core conent teaching (1:20minutes)
 - Based on what we have review introduce the new terms
 - Right angle in a triangle means the degree of this angle is 90 degree.

- The two sides meet at the 90 degree, they are called as legs.
 - The side opposite of the 90 degree is called hypotenuse.
3. Assessment and connection (20 seconds)
- Summary how to identify the right angle triangle need to follow 2 rules
 1. 3 sides then you have a triangle
 2. Two sides

MOCK INTERVIEW ACTIVITY QUESTIONS

1. *What is your teaching philosophy? Give an example of how you enact it in your teaching.*

My teaching philosophy is rooted in providing an inclusive, student centered and inquiry-based learning environment. As an educator I believe I should explore with students in dynamic ways.

For example, during my Grade 8 Science unit on Plate Tectonics, instead of lecturing from a textbook, I had students physically model a 'Divergent Boundary' using everyday classroom materials like books and paper. By pulling them apart to visualize how magma rises to form a new ocean floor, abstract concepts became instantly tangible. This hands-on, scaffolded approach allowed everyone—including my English Language Learners—to actively construct meaning rather than just memorizing vocabulary.

2. *What adjectives would others use to describe your presence in the classroom? Why?*

I believe my mentors and students would describe my classroom presence as empathetic, and structured.

First empathetic, coming from a multicultural background, I naturally lead with cultural humility and patience, which helps me deeply connect with ELLs and students with diverse learning designations. And structured: I establish explicit routines and clear boundaries.

Grade 8 students thrive when they know exactly what to expect, which creates a safe environment where they feel confident taking intellectual risks.

3. *Tell me about a time when students responded positively to one of your Indigenously inspired activities. What was the activity? What did students take away in their learning?*

I integrate the First Peoples Principles of Learning by emphasizing that learning is holistic, reflexive, and deeply connected to Place and land. Drawing from my forestry background, I designed an outdoor ecosystem activity where my Grade 8 students analyzed tree cross-sections right in our local community. We explored how tree rings act as a living historical record, and ancient forest fires. I guided students to see that science is not confined to a lab; rather, it is a way to understand how the land, history, and our community are profoundly interconnected and woven together. We also explore the soil layer related in Kamloops area as yellow soil which is the key element as mine in Kamloops and how it related with First Nation. The students loved it because it made local ecology deeply personal and relevant.

4. *Tell me about a time when you overcame a difficult challenge in your teaching practice. What was the challenge? How did you overcome it?*

During my practicum, my biggest challenge was managing a massive gap in academic readiness during a Grade 8 math unit on percents. Some students were ready for complex algebraic financial literacy problems, while others were still struggling with basic fractions. To overcome this, I implemented 'Small Teaching' and Universal Design for Learning strategies. I began every class with a shortcheck in to bridge the baseline knowledge gap. Then, I tiered the daily assignments: advanced students tackled real-world problem-solving puzzles, while I used my tablet to project live, color-coded visual notes for a small focus group that needed direct, scaffolded support. This targeted approach allowed every student to progress confidently without feeling overwhelmed or left behind.

5. *Tell me about a time when someone gave you constructive but challenging feedback about your teaching practice, and how you handled that.*

Early in my teaching practicum, my School Associate gave me the constructive feedback that while my science density lab lesson plan is not reasonable to be complete in real classroom. My lesson plan was ideally designed step by step, but in the real classroom students get really excited with all the new equipment. Second, students required pre knowledge for the calculation part.

To address it, I changed my lesson plan into two classes. The first one only focus on the instruction and density calculation. At this moment students would not use any equipment. So they can still focus on me. The second class they can start to work on the stations to practice density calculation.

6. *How do you manage students with challenging behaviour in the classroom?*

I focus on proactive connection and understanding the "why" behind the behaviour. I establish clear, collaborative classroom agreements right from day one so boundaries are predictable. When a disruption occurs, I use low-profile intervention—like physical proximity, a quiet non-verbal cue, or a quick, private check-in at their desk—to de-escalate without public shaming. If a student is consistently struggling, I collaborate with the school's support team and resource teachers to implement individualized supports, ensuring the classroom remains a safe, predictable space for everyone.

7. *How do you acknowledge Indigenous worldviews in your teaching?*

It starts with intentional preparation before even stepping into the classroom—I research the local community's background, history, and specific protocols. Rather than treating it as an isolated checklist, I meaningfully weave the First Peoples Principles of Learning (FPPL) into my core STEM units.

8. *How do you cultivate positive relationships with your students and create a sense of class Community?*

I build community by showing up with authenticity and showing genuine interest in who they are outside of my subject. I greet students at the door every day, use low-stakes icebreakers, and routinely use formative "check-ins" to gauge their emotional and academic readiness.

9. *Give evidence through an example which shows how you design learning environments which address diversity and support all learners in a class.*

During a recent Grade 8 Mathematics unit, I noticed a wide spectrum of math anxiety and varying readiness levels. To support everyone, I utilized a differentiated framework paired with digital tablet instruction for dynamic, visual note-taking. I broke the lessons down into multi-tiered tasks (mild, medium, spicy) so students could self-select their challenge level.

10. *How do you keep your students engaged and motivated in your lessons?*

I lean heavily on inquiry-based learning and connecting the curriculum to real-world context. Instead of traditional lecturing, I start lessons with an anomaly, a hands-on puzzle, or a real-world problem they need to solve.

11. *What do you do to maintain your own professional development? What areas would you select for your personal growth?*

I stay active in professional learning communities and regularly use digital e-portfolios to document and critically reflect on my pedagogical growth.

12. *What does collaboration mean to you? How do you engage in collaboration to improve your teaching practice and relatedly, student learning?*

To me, collaboration means breaking down classroom silos to build a collective support system. In my practice, I routinely collaborate with youth care workers, resource teachers, and subject-area peers to co-plan interdisciplinary units and modify materials for diverse learners.

13. *What are some assessment methods you use to check for understanding as you are teaching?*

I use a mix of quick, formative, and low-stakes strategies to check understanding on the fly. This includes digital or paper exit tickets, strategic questioning, thumbs-up/thumbs-down signals, and routine retrieval practice check-ins at the start of class.

14. *Which extra-curricular activities, clubs, or sports are you willing to be involved in if you are offered a position?*

I would love to sponsor a STEM / Science Club or an environment-focused student group, where we can explore hands-on projects, sustainability initiatives, or local ecological studies outside the formal classroom setup.

15. *What would you do if there was a situation unfolding in your classroom that compromised student safety?*

My immediate, uncompromising priority is to secure the physical safety of all students. I would instantly pause instruction, issue clear and calm directives to the class to move to a safe zone or follow school lockdown/evacuation protocols depending on the threat, and immediately isolate the hazard if possible.

Reflection #3: Mock Interview Activity (also posted in the Reflections area)

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

3 - Three things you did well during the mock interviewing

- **Maintained Professional Ethics and Student Confidentiality:** When drawing upon real-world scenarios from my practicum to explain my classroom management strategies, I intentionally omitted students' real names to respect and uphold student privacy and professional confidentiality.
- **Demonstrated Intentional Pacing and Poise:** I successfully regulated my speech delivery by taking a deliberate five-second pause before responding to each question. This allowed me to gather my thoughts and maintain a calm, professional, and well-paced cadence without rushing.
- **Delivered Focused and Targeted Responses:** I listened actively to the interview prompts and ensured that all my answers remained directly on-topic, addressing the specific intent of each question with relevant evidence rather than drifting into unrelated details.

2 - Two things you need to work on during the mock interviewing

- **Integrating BC Curriculum Terminology More Fluently:** While my examples were strong, I want to work on seamlessly embedding more specific BC Ministry of Education keywords (such as the specific Core Competencies or First Peoples Principles of Learning) directly into my spontaneous answers.
- **Refining the Pacing of the 5-Minute Mini-Lesson:** I need to practice tightening the transitions within the short 5-minute teaching demonstration to ensure that the "hook," direct instruction, and checking for understanding fit perfectly within the rigid time constraint.

1 - One question you still have about interviewing

- **My Question:** How should I best navigate a situation during a district interview if the panel asks a hypothetical question about a complex school scenario that I have not yet personally experienced during my practicum?

Activity #3 and reflection 4 : (Also posted in the Reflections area)

If you already have a resume, list 10 changes/additions you would like to make to your resume based on the resume workshop. If you don't have a resume, make a list of 10 things you learned about in the workshop that you want to make sure you address in your new resume.

Note. TCs must be present for all parts of the resume workshop to be eligible to complete this reflection.

1. **Optimize Name Representation:** I will standardize my name format at the very top of my resume as SHIYU (Rita) MA to ensure seamless alignment with my official teaching certificates and district application profiles.

2. Detail Assessment Content for Valleyview Secondary: I will revise my 10-week practicum experience to explicitly mention implementing the BC Proficiency Scale for formative assessments in Math 8 and Science 8.
3. Add Specific STEM Pedagogical Content: I will add content detailing how I applied cognitive science-driven strategies, such as retrieval practice and pre-tests, to build student confidence in Grade 8 mathematics.
4. Enrich Differentiation Content for McNair Secondary: I will add descriptions detailing the exact visual scaffolding and vocabulary strategies I used to support multi-language learners (ELL) in Science for Citizens 11.
5. Incorporate Lab Safety and Experiment Content: I will update the Science 8 and Science 9 curriculum blocks to specify my management of hands-on laboratory activities and safety instruction during the Chemistry unit.
6. Add Indigenous Perspective Integration Content: I will add a new bullet point describing how I organically embedded the *First Peoples Principles of Learning (FPPL)* into my environmental science lesson designs.
7. Incorporate Educational Support Collaboration Content: I will add specific content demonstrating how I collaborated with Learning Assistance Teachers (LATs) and Education Assistants (EAs) to support students with IEPs.
8. Add Extracurricular Contribution Content: I will add a line highlighting my readiness to volunteer as a school badminton coach, drawing on my background as a former varsity badminton player.
9. Align Degree Content with Senior Sciences: I will modify the descriptions under my Education section to emphasize how my specialized degrees in Forestry and Natural Resources Science directly qualify me to teach senior Environmental Science 11/12.
10. Restructure Bilingual Communication Content: I will rewrite the skills section to place my fluent English and Mandarin bilingual proficiency at the top, emphasizing my capability for multicultural parent and community communication.

Reflection #5: "Tell Me About Yourself"

Y'yFor this reflection, you are doing some of the foundational work for answering one of the mostcommon interview questions: "Tell me about yourself". A 1-min audio or video clip on this topic isalso a required inclusion in your E-Portfolio!

Using your learning from the Interview Workshop with Katelin from TRU's Career and ExperientialLearning, write a ~300 word paragraph about yourself. What would you say to answer the "Tellme about yourself" question in an interview?

"Good morning, and thank you for inviting me today. My name is Shiyu Ma, and I go by Rita. I am a passionate Secondary STEM Teacher Candidate completing my Bachelor of Education

program at Thompson Rivers University. Most recently, I completed an enriching 10-week long practicum at Valleyview Secondary School, where I had the privilege of teaching Math 8 and Science 8. In the classroom, I prioritize student-centered learning and rely heavily on cognitive science-driven pedagogy. I love implementing 'Small Teaching' strategies, such as intentional retrieval practice and formative pre-tests, to build student confidence, spark scientific curiosity, and make mathematics accessible to all learners.

Before entering teacher education, I developed a deep appreciation for sustainability and the natural world, earning a Bachelor of Natural Resources Science from Thompson Rivers University followed by a Bachelor of Science in Forestry from the University of British Columbia. My extensive science background directly fuels my inquiry-based teaching style, allowing me to bring authentic, real-world connections into junior science labs and senior specialized science courses. Additionally, I bring a diverse global perspective to education, having spent years as an English language instructor abroad. This experience helped me hone my ability to scaffold dense scientific vocabulary for multi-language learners and build strong, culturally responsive connections with diverse families.

Beyond academics, I am an active individual and a former varsity badminton player. I am incredibly eager to contribute to your vibrant school community by volunteering to coach badminton or sponsor extracurricular environmental clubs. I am very excited about the opportunity to join this school district because your commitment to inclusive, community-oriented education perfectly matches my own teaching philosophy of fostering a safe, collaborative, and empowering environment for every student.

What is said in the video

- My name is Shiyu or rita
- My current position in TRU as student will graduate
- My previous work experience
- The reason why I want to continue pursue the teaching certificate

Resume

Professional summary,

- at the top of the resume 4-7 points highlights
- connect the job with resume
- include volunteer summary, skills, technical, academic summary

Education

- name of program and degree

- include gpa if have a good score
- a few points of the education in details
- what I learned in my program and apply in the job
- overall summary in the program

Work Experience

- job title, organization, location , dates,
- list in reverious order
- focus on the skill realte with the education and job apply

Other resume sections

Resume formatting

- max 2 pages
- easy read fonts, size 10-12
- grammar spelling
- points are detailed and concise

Interview

- do your research. Review the job description, resaech the company,
- introductory
 - yourself
 - why you want this job
 - this position
 - why you want to work here
 - realte with the
- situationnal questions
 - test your judgement and decision making ability
 - presented with a hypothetical sitiutaiton and asked how you would react

STAR

- Situation: when and where
- Task: what was it theat happened
- Action: hwo didi you do it what steps?
- Result: how did it turn out?

Post interview reflection

- Prepare a few questions at the end of the interview.
- What they can provide to support as a new teacher in this district
- Professional growth

Activity 5 and Reflection #6

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?
Through my practical classroom experiences, I have identified a need to expand my repertoire of differentiated assessment tools, particularly to better address and mitigate math anxiety in intermediate students. Additionally, as I transition into full-time teaching, I see a professional need to refine my long-range curriculum mapping to more fluidly balance foundational skills with open-ended, inquiry-based STEM projects.
2. What teaching areas of interest or areas of professional growth would you like to work in the coming year?
In the coming year, I want to focus heavily on deepening the authentic integration of the First Peoples Principles of Learning (FPPL) within secondary mathematics and science curricula. Specifically, I am interested in designing place-based learning units that connect local ecology and regional geological knowledge with standard curriculum outcomes. Furthermore, I want to explore how educational technology like classroom tablets and digital e-portfolios can be leveraged to enhance student metacognition and documentation of learning.
3. What kinds of professional learning opportunities are you interested in?
I am highly interested in pursuing structured, graduate-level coursework focused on advanced curriculum design and educational leadership to ground my daily practice in contemporary research. On a district level, I look forward to participating in collaborative assessment networks and Professional Development (Pro-D) workshops that focus on inclusive education, intermediate STEM pedagogy, and laboratory safety protocols.
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?

Beyond the standard BEd requirements, I have independently engaged in professional learning by conducting extensive research into local Indigenous resource management and regional forestry data to build customized, cross-curricular STEM units.

This development deeply informed my teaching by allowing me to bring authentic, real-world science into the classroom rather than relying solely on textbook examples. The impact on student learning was substantial: it noticeably increased cognitive engagement, as students were able to connect abstract scientific concepts directly to the local environment and community around them.

Reflection 7

The recent presentation by Laurel offered invaluable, practical insights into entering the teaching profession, specifically highlighting what makes School District 73 (Kamloops-Thompson) a distinct and supportive environment for new educators. Unlike many other school districts, SD73 stands out due to its unique geographical and community-based layout, which fosters deeply collaborative relationships between schools, mentorship networks, and the local community. Hearing Laurel speak about the current educational landscape was highly encouraging; she made it clear that there is a significant demand for educators right now, with abundant contract and TTOC (Teacher Teaching On Call) opportunities available for early-career teachers. This reassurance has greatly reinforced my enthusiasm and confidence in starting my professional career within this district.

Beyond the exciting employment prospects, Laurel's presentation provided a vital reality check on the systemic challenges teachers face in today's classrooms. She emphasized that while teaching is incredibly rewarding, navigating complex classroom dynamics, evolving curriculum demands, and administrative expectations can sometimes put educators in vulnerable positions.

A key takeaway from her talk was the paramount importance of teacher self-protection and knowing the proper protocols when difficulties arise. Laurel explicitly reminded us that as professionals, we must protect our well-being and legal standings by being proactive rather than reactive. Most importantly, she highlighted that in the event of any professional dispute, workplace conflict, or serious issue with students or parents, our very first point of contact should always be the teachers' union (BCTF / KTTA). Understanding that the union is our primary shield and support network provides immense peace of mind as I transition from a Teacher Candidate into a full-time professional educator.

Reflection # IDK

1. Epistemological Insights: What I Have Learned

Through my engagement with the research by Phillips & Carr (2006) alongside the comprehensive presentation on the Four Directions Secondary School (4D) within SD73, I have come to conceptualize a more profound definition of educational inquiry and inclusive practice.

First, the distinction between routine *reflection* and true *self-reflexivity* has reshaped how I view my development as a teacher candidate. As the literature suggests, self-reflexivity is not merely looking back at what worked in a lesson; it is an "accounting of the changing position of the researcher within the research process" (Hesse-Biber et al., 2004). It requires a transparent interrogation of one's own biases, academic background, and social positionality.

This theoretical framework came to life when examining the 4D program. 4D operates as a powerful alternative educational ecosystem that shifts the focus from rigid, Eurocentric curricular compliance to a holistic, student-centered paradigm. By organizing learning around the Indigenous Medicine Wheel—balancing the *Mental, Physical, Emotional, and Spiritual* dimensions of student well-being—4D proves that academic achievement and emotional safety are inherently co-dependent.

Furthermore, their Thematic Inquiry model (specifically the 2025-2026 LEAD framework: *Listen, Explore, Amplify, Dream*) illustrates how BC Curriculum "Big Ideas" can be taught dynamically. It honors student voice and integrates place-based learning, rather than relying on traditional, siloed subject delivery.

2. Pedagogical Translation: Future Application in my STEM Practice

As a future Secondary STEM (Science and Math) educator, the integration of self-reflexivity and the holistic principles of the 4D program will guide my classroom practice in several critical ways:

- Deconstructing the "Academic Success" Bias in STEM Like Cassie in the study, I must engage in self-reflexive critique regarding my own educational background. Having been a historically strong student who navigated traditional, examination-heavy systems successfully, I carry an implicit academic bias. When future students struggle with a traditional science exam, I cannot simply label it as a lack of effort. I must ask myself: "*Did they fail to understand the material, or am I failing to assess them through an authentic lens?*" I will actively unpack my assumptions about grades and success, ensuring my assessment methods do not foster a fear of failure or passivity.
- Braiding Indigenous Science and Western Science The 4D presentation highlights *Traditional Ecological Knowledge (TEK)* as a core pillar of environmental citizenship. In my future biology or environmental science classes, I will move away from teaching science purely as an abstract collection of Western facts. I will practice *Two-Eyed Seeing* by designing cross-curricular inquiry units where students learn from the land, connect

with local Knowledge-Keepers, and study ecosystems through both modern scientific modeling and traditional Indigenous stewardship practices.

- Implementing the LEAD Framework as a STEM Inquiry Model I intend to adopt 4D's four-term commitments as a blueprint for long-term science and math projects:
 1. Listen: Students will begin by listening to the community and the environment to identify local, authentic socio-scientific issues.
 2. Explore: They will conduct hands-on, self-paced laboratory investigations and mathematical modeling to explore variables and collect data.
 3. Amplify: I will provide platforms for students to present their findings, ensuring their unique learning profiles and "Student Voices" are elevated.
 4. Dream: Students will be pushed to imagine sustainable solutions, bridging scientific literacy with real-world, transformative agency.

Plan a Pro D day

- Here is what I prepare for myself next year as a teacher how should I develop myself.
- Create and put it in the capstone
- Can be a few bullet point, one page
- Can get guest lecture in my pro d like indigenous elder in order to give a lecture
- One plan: find a ProD plan and explain why this is a good for me; plan two: create my own ProD for this district. Combined together is this whole assignment.

Reflection A

There are many reasons why people go on to become teachers. Can you please tell us why you chose this professional path, and what one of your biggest goals/hopes is for yourself, on your professional journey? (From SD 10 Interview Questions)

I chose this professional path because I wanted to bridge the gap between real-world scientific discovery and the classroom. My background in natural resource science and forestry taught me that science isn't just a collection of facts in a textbook; it is a living, breathing way of understanding our connection to the world. I became an educator to help students see that connection, shifting their experience from passively memorizing formulas to actively inquiring about the world around them.

On this professional journey, one of my biggest goals is to cultivate classrooms where learning is deeply place-based and inclusive. I hope to empower every student—especially those who might face STEM anxiety—to recognize their own potential as critical thinkers. Ultimately, my aspiration is not just to teach science and math, but to inspire a generation of learners who feel personally fulfilled by their growth and are capable of making thoughtful, sustainable impacts on their communities.

Refelction B

Collaboration and teamwork are central to a healthy school culture. Can you describe a time when you worked closely with colleagues to support student learning or create/improve a school initiative? What was your role, and what was the outcome?

During my extended practicum, I noticed significant gaps in readiness and persistent math anxiety in a Grade 8 Mathematics class, which manifested as disengagement and challenging behaviors during whole-class instruction. Recognizing the need for a targeted intervention, I proactively collaborated with my Teacher Mentor (TM) and the classroom Certified Education Assistant (CEA) to restructure our instructional approach.

My role was to analyze our formative assessment data and design a tiered, small-group learning framework. I developed differentiated tasks categorized by complexity (mild, medium, and spicy) and co-planned with the CEA to ensure seamless support. During class, we divided the students into flexible, targeted groups: the CEA and my TM facilitated focused interventions with groups needing heavy scaffolding and foundational concepts, while I guided the mid-tier groups and provided open-ended extensions for fast finishers.

The outcome was profoundly positive. By shifting from traditional lectures to collaborative, tiered grouping, classroom behaviors improved dramatically as students felt safe and supported at their own readiness levels. Not only did our formative check-ins show a noticeable increase in academic conceptual understanding, but it also built a cohesive, collaborative micro-community within our classroom.

Reflection C

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.

Situation & Challenge

During my extended practicum, a parent expressed strong concerns regarding their child's academic standing in my Grade 8 STEM class and directly questioned whether my assessment rubrics as a student teacher were fair and appropriate. Navigating this required balancing professional confidence in my assessment design with empathy for the parent's concern for their child's success.

My Approach & Action Taken

Instead of becoming defensive, I adopted an evidence-based, collaborative approach to de-escalate the conflict and redirect the focus toward supporting the student's learning journey. I took the following systemic steps:

1. **Evidence-Based Investigation:** Before responding, I sat down with the student to help them organize their learning folder. Together, we reviewed their portfolio and identified multiple incomplete assignments and unsubmitted formative tasks that explained the gap in understanding.
2. **Transparent Communication:** I emailed the parent, outlining the student's daily learning process with objective data. I explicitly attached the detailed criteria-based assessment rubric I used for the class to demonstrate how my grading directly aligned with the standard BC Curriculum proficiency expectations, removing any perception of subjectivity.
3. **Proactive Intervention:** In the same correspondence, I offered a concrete, low-stakes supportive strategy. I invited the student to visit my office during lunch hours for one-on-one targeted tutoring to clarify foundational misconceptions.
4. **Growth-Mindset Opportunity:** Once the student completed the missing foundational work and felt fully prepared, I granted them a re-assessment opportunity to demonstrate their updated understanding on a parallel version of the test.

The Outcome

The conflict was resolved with a highly positive outcome. By sharing the rubric, the parent gained a clear understanding of the academic expectations and appreciated the transparency. The student regularly attended the lunch-hour support sessions, took greater ownership of their organization, and successfully raised their performance on the re-assessment. This experience transformed a potential conflict into a strong, collaborative partnership between home and school.

Future Reflection (What I would do differently)

In the future, I would implement proactive, transparent documentation much earlier in the term. Rather than waiting for a major assessment conflict to reveal organizational issues, I would have students routinely track their learning progress and missing tasks digitally (e.g., via digital e-portfolios or the school's LMS). Ensuring parents have real-time visibility into rubrics and unsubmitted work from day one prevents communication gaps and ensures we are always aligned on the student's growth.

Activity 8: Carousel Discussion Activity

Topic: Technology in Schools

Questions:

1. What are the trends, challenges, and issues related to the topic?
 - Social media bans for youth under 16 (UK, Canada, Australia, etc.)
 - Increased use of AI by teachers and students
 - No training on social media safety for youth
 - Increased presence and use of cell phones in the classroom
2. How might these trends, challenges, and issues impact you as a new teacher?
 - Good that they are banning social media for youth
 - Technology can make some learning more accessible (e.g., homework help apps, classroom activities)
 - Challenging to regulate AI and cell phone use
 - Challenging to regulate technology safety
3. How will you navigate these trends, challenges, and issues?
 - Clear and reinforced classroom expectations
 - Facilitating discussions on safe use of technology
4. What other ideas or questions related to the topic do you have?
 - How does increased technological use impact student mental health and cognitive functioning?
 - How do you reconcile parental, peer, and community expectations around technology with classroom expectations?