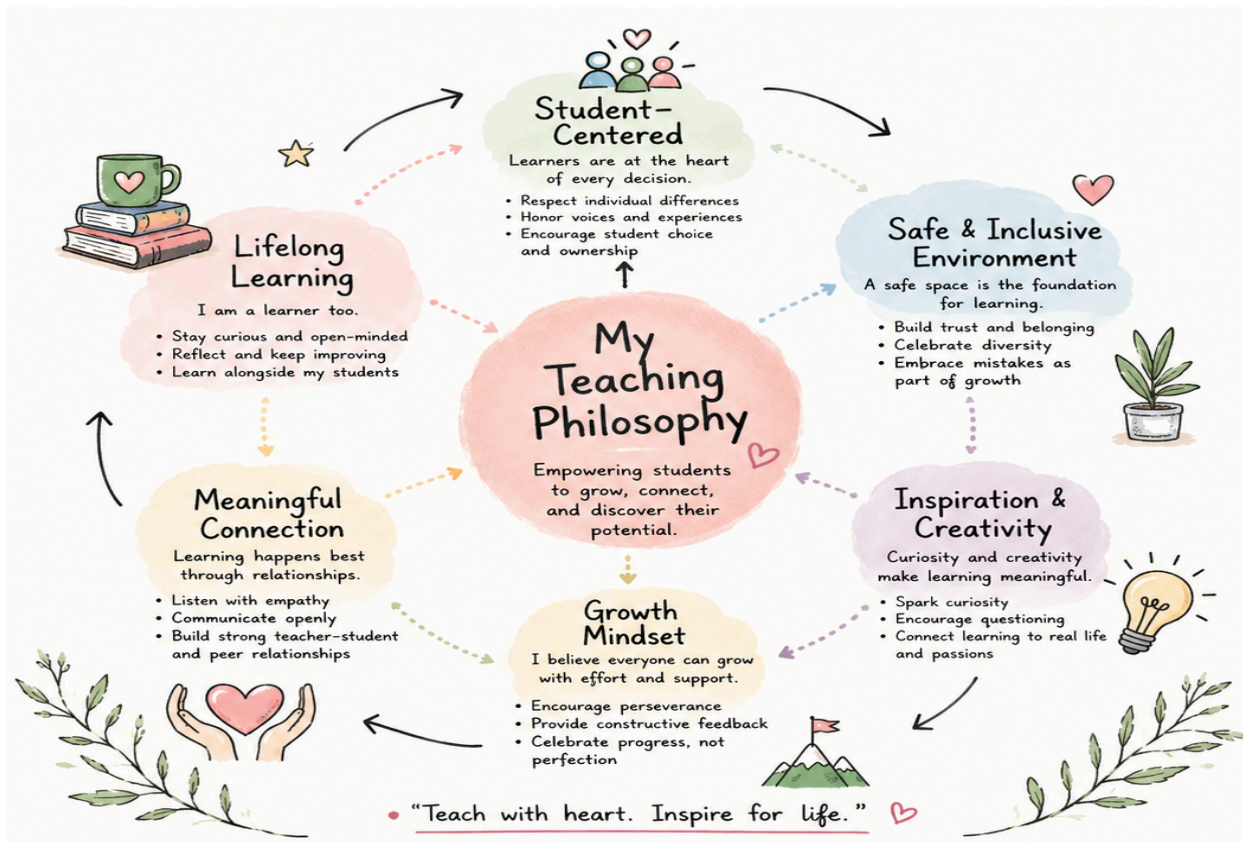


Reflections and Activity:



This diagram represents my teaching philosophy, which is based on the belief that every student has the potential to grow when they feel supported.

It describes my core values: creating a student-centered classroom where everyone feels safe, respected, and included.

I believe that meaningful learning happens through strong connections. I use creativity and real-world relevance to help this process.

As a teacher, I see myself as a guide who learns alongside students based on their needs.

I value effort over perfection. I value a growth mindset.

My goal is to empower students to become confident and compassionate individuals who are ready to make a positive impact in the world.

Reflections and Activity:

The focus of this reflection is specifically about how you are meeting Standard 9 of the Professional Standards for BC Educators. Although you may organize your writing in any way you choose, a great approach for this reflection might be a past-present-future format as a way of showcasing your learning journey:

Past - What did you know about Indigenous worldviews and ways of knowing a being coming into the program? What have you learned over the duration of the program and in your practicum placements?

Present - How do you value Indigenous worldviews and ways of knowing and being currently in your teaching practice? What specific examples can you detail to show what that looks like in your teaching and/or in the learning experiences you create for students?

Future - What plans do you have to continue your journey toward meeting standard 9? What kinds of activities could you engage in to learn more?

Standard 9 Educators respect and value the history of First Nations, Inuit, and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth and reconciliation. They also create a deeper understanding of ways of knowing and being in the and cultures of First Nations. They examine their own biases, support positive attitudes, grow fresh beliefs, extend indigenous values, and assist in understanding of practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of being of First Nations, Inuit and Métis. They are responsible for sharing the understanding and power of focusing on interconnectedness and relationships to oneself, family, community and the natural world. It is vital that educators integrate First Nations worldviews and perspectives into learning environments.

Standard 9 focuses on respecting and valuing Indigenous histories, cultures, worldviews, and ways of knowing and being. During this learning process, my understanding of Indigenous education has changed a lot. I now understand that learning about Indigenous perspectives is not something we finish once, but an ongoing process as educators.

Before entering the program, I did not know very much about Indigenous education in Canada. As an international student and someone from China, most of my previous education focused on world history and academic knowledge. I knew Indigenous peoples existed in Canada, but I did not fully understand the history of colonization, residential schools, or how these experiences still affect communities today.

At the same time, being Chinese also shaped how I connect with this learning. China has its own history of war, invasion, and cultural trauma. Although these experiences are different from Indigenous experiences in Canada, learning about intergenerational trauma and cultural loss helped me better understand how history can continue to affect people, families, and communities for a long time. This helped me approach Indigenous education with more empathy and humility.

Throughout the program and my practicum placements, I learned more about the importance of including Indigenous perspectives in respectful ways. I realized Indigenous content should be present as part of everyday learning, and not only appear during special events or holidays.

During my classes, I saw teachers use storytelling, talking circles, and reflection activities to help students share ideas and build relationships. In one class, a teacher read a story by an Indigenous author and discussed the importance of community and connection to the land. I noticed students were very engaged because they could connect the story to their own experiences and families. I also tried to include different perspectives in my own lessons and encouraged students to think about whose voices are missing in history and literature.

Another important thing I learned was the importance of creating a classroom environment where students feel connected. Indigenous ways of knowing often focus on relationships and community, and I try to bring these values into my teaching practice through collaboration, and reflection activities.

At the same time, I know I still have a lot to learn. In the future, I want to continue learning from Indigenous educators, as well as visit more local communities. I also aim to attend professional development opportunities related to Indigenous education and cultural teaching. As an educator in British Columbia, I understand and believe it is my responsibility to continue reflecting on my practice and support reconciliation through meaningful actions in the classroom. I hope to continue growing in my understanding, becoming a teacher who creates inclusive learning environments for all students.

Reflections and Activity:

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

Passion (energetic and approachable)

Patient

Encouraging

I naturally attempt to create a positive learning environment where students feel comfortable participating and making mistakes.

What questions do you have about resumes?

What skills do principals or hiring committees value most in new teachers?

What experiences are most important to highlight for teaching positions?

What are common mistakes that employers notice on resumes?

Teach in 2 mins

Step 1:

Take the number and divide it by 2.

Step 2:

If the number is even, simply add a zero.

For example:

8×5

Half of 8 is 4

Add a zero $\rightarrow 40$

Step 3:

If the number is odd, divide by 2 and add .5 before adding the zero.

For example:

7×5

Half of 7 is 3.5

Add a zero $\rightarrow 35$

Let's try one together:

What is 9×5 ?

Exactly — 45!

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

My teaching philosophy is that learning should be student-centered. I believe students learn best when they feel safe and respected, feeling involved in the learning process.

For example, in my lessons, I often use real-life situations and interactive tasks instead of only lecturing. In an English class, I designed a role-play activity where students practiced ordering food in a restaurant. This helped them connect language to real life and increased their confidence in speaking.

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

Passion (energetic and approachable)

Patient

Encouraging

I naturally attempt to create a positive learning environment where students feel comfortable participating and making mistakes.

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?

One Indigenous-inspired activity I used was a Talking Circle (circle discussion using a speaking stick).

In this activity, students sat in a circle, and a speaking stick was passed around. Only the student holding the stick was allowed to speak. This created a respectful space where every student had equal opportunity to share their thoughts without interruption.

This approach aligns with Indigenous ways of learning, which emphasize community and respect.

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?

One of the most challenging moments in my teaching practice was when a student directly told me, “I don’t want to be mean, but I really do not like your teaching.” At that moment, I stayed calm and said: “Thank you, I understand.” However, after the lesson, when I got home, I suddenly felt like crying, and was depressed.

If I had the opportunity again, I would first respond calmly and say, “Okay, thank you for your honesty.” Then I would try to understand the student’s perspective by asking follow-up questions, such as:

- What specific part of the lesson did you not enjoy?
- Was it the teaching pace, the activities, or the content?
- How could I better support your learning style?

If the student is able to provide specific feedback, I would reflect and make adjustments, such as improving clarity of instruction, or providing more differentiated activities.

However, if the student simply says they “don’t like the class” without specific reasons, I would seek appropriate support within the school system, like consulting with student support staff, to better understand how to support the student. My goal is to work collaboratively with students’ learning styles, not give up on the student.

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

One time I received challenging feedback during my practicum from my mentor teacher. She told me that my students were not very engaged at the beginning of my lessons, and I needed to focus more on capturing their attention first, instead of moving quickly to my teaching content.

At that time, I realized that I was very focused on my lesson plan and trying to cover everything I prepared. However, I learned that if students are not engaged at the start, the learning will not be effective.

After receiving this feedback, I made several changes. I started using writing activities at the beginning of classes to settle students and help them focus. In addition, I researched classroom

management strategies online and learned simple attention-grabbing techniques such as, “If you can hear my voice, please raise your left hand.” This was very effective in quickly gaining students’ attention.

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

I manage behaviour by building clear expectations and positive relationships. I prefer using positive reinforcement and redirection, as punishment is not useful in the learning process. If issues occur, I address them calmly and privately when possible, ensuring students maintain dignity.

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

I attempt to incorporate respect for land, storytelling, and multiple ways of knowing into my teaching. I also continue to learn about local Indigenous communities and integrate authentic perspectives into lessons. Through lenses like these, I try to improve the indigenous conversation in the classroom. As an international student, my learning of the indigenous history of Canada is relatively recent, so I wish to expand my knowledge with voices from the community.

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

I build relationships by learning students’ interests, encouraging participation, and gauging involvement in activities. Through this, I can structure future exercises to be more geared towards specific types of students, and form better connections in this way. I also create classroom routines where students collaborate and support each other. This helps build trust and a strong classroom community.

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

I differentiate instruction by using multiple levels of support, such as visuals, sentence frames, and group work. I also adjust tasks based on students' abilities to ensure everyone can succeed. This is something I deeply explored during my practicum in a math class. I had students who were excelling in the topic, and others who were not able to grasp the concept as deeply. Because of this, I created a different form of question that used visualization instead of simple calculation to allow these students to also reach the same conclusions and not felt left behind by their peers.

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

Motivation in the classroom is a tough balance, and one that I struggled with at first. I originally would just get through my topics in the lesson plan, moving too quickly to keep student retention. However, now I keep students engaged by using interactive activities and real-life connections. I also put in fun games, active student discussion, and hands-on learning with physical objects, for students to have a break in their learning and allow their mind to relax.

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

The exploration of my own professional development is something I have lacked for a while, but I attempt to continue my growth through reflection and collaboration with colleagues. I aim to attend seminars and view lessons in professional activities and develop my business sense as well. I want to further improve classroom management and differentiated instruction, since those are points that I would like to excel in.

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

Collaboration means sharing ideas, but for me it is not just that. I want to use collaboration as a stepping stone towards learning from others. My collaborative efforts, especially with fellow educators, aim to work toward student success together and benefit all parties involved. I actively seek feedback and participate in team planning.

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

In my classroom, I focus on using formative assessments. These can be as simple as questions during the class, or exit tickets that students fill at the end of the lesson. Observation is another way that I examine student behaviour and performance during teaching.

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

I would be interested in any clubs that focus on culinary arts, such as a cooking or baking club. As a native Chinese speaker, I would also like to help with Chinese lessons or extra tutoring. Additionally, I am passionate about swimming, so I would consider that as an activity.

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

In a safety situation, I would have to act immediately to ensure safety of the students. This would focus on following school protocols and seeking support from the right staff or administration team. Finally, I would document the situation appropriately after the situation has been resolved.

Reflection:

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
- 2 - Two things you need to work on during the mock interviewing
- 1 - One question you still have about interviewing

3 Things you did well:

- Using related examples during the interview to show experience
- Patiently answering, without panicking
- Making eye contact and reducing stress

2 Things to work on:

- Working on my language, especially trying to improve pronunciation
- Trying to reduce my amount of talking about unrelated subjects

1 Question:

- I lack experience in other positions, what would be a way to respond to questions about this?

Activity :

10 steps to make sure to include in the process of creating a new resume:

1. Critical evaluation of the job posting
2. Tailoring the resume to a certain employment opportunity.
3. Using keywords and terminology to stand out from the electronic examination.
4. Knowing myself: Expressing my skills and achievements
5. Using a combined layout of skills and experience
6. Keeping information short and sweet
7. Excelling in the formatting of the resume
8. Perfecting a cover letter for a prospective job opportunity
9. Linking skills to possible job postings, and reading between the lines
10. Searching for avenues to fill resume gaps

Reflection:

7 | Educators engage in professional learning.

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

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:

- What "individual professional needs" have you identified?
- What teaching areas of interest or areas of professional growth would you like to work in the coming year?
- What kinds of professional learning opportunities are you interested in?
- 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?

Professional Standard #7 emphasizes the importance of ongoing professional learning and growth. Through my practicum experiences, I have learned that teaching is a profession that requires continuous adaptation and learning.

During my practicum, I learned that effective classroom management is about building relationships and creating a positive learning environment. I would like to continue developing strategies that balance structure with student participation. Another area of professional growth that interests me is inclusive teaching. As an international student who has experienced both Chinese and Canadian educational systems, I am interested in understanding how educators can create learning environments where students from diverse backgrounds feel supported. I hope to continue learning about inclusion and ways to build meaningful connections with students from different cultural backgrounds.

In the coming year, I would like to develop my skills in student engagement and differentiated instruction (DI). One of my core values is that learning should be meaningful and enjoyable. I am interested in exploring teaching approaches that increase student motivation, while still maintaining high academic expectations.

I am interested in professional learning opportunities such as workshops, conferences, and mentorship programs. I also value learning through reflection with colleagues, as some of my most important growth has come from discussing challenges and sharing ideas with others.

In addition to my BEd program, I have gained professional learning through my experiences teaching English to students from different age groups and language backgrounds. Designing lessons, adapting instruction to meet individual needs, and reflecting on student responses have helped me become more flexible as an educator. These experiences have reinforced my belief that learning is an ongoing journey for both teachers and students.

Reflection:

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

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

Reflection:

Today, Laurel Macpherson from the Kamloops Thompson Teachers' Association (KTTA) visited our class and shared many important ideas about the teaching profession.

As future teachers, we need to be careful about what we do online. Everything we post can affect our professional image. Teachers work with children and young people, so it is important to follow the law and act responsibly.

This session reminded me that even small mistakes can have serious consequences. A negative digital record can damage a teacher's career and reputation. Therefore, we should always think carefully before posting or sharing anything online.

In addition, do not touch the kids! A high five is okay, but hugs, even side hugs, should be avoided. It is important to keep professional boundaries.

Activity:

150 -200 word biography; personal and education

My name is Zihan Pan. I am originally from China and am currently studying in the Bachelor of Education program in Canada. Before entering the education field, I studied Mathematics and Chemistry, which helped me develop strong problem-solving and analytical skills.

I have always enjoyed working with students and helping others learn. My interest in education grew through tutoring and teaching experiences. These opportunities showed me how meaningful it is to support students' academic growth and confidence. As a future teacher, I hope to create a positive and welcoming classroom where students feel safe, respected, and motivated to learn.

Outside of school, I enjoy cooking, photography, and spending time with friends and family. I also enjoy learning about different cultures and meeting people from diverse backgrounds. These experiences help me better understand others and build strong relationships.

My goal is to become a secondary school teacher and continue developing my teaching skills so that I can make a positive impact on students' lives.

Reflection:

Jordan Smith. Four directions program

During this session with Jordan Smith, we explored the usage, benefits, and experiences of the Four Directions program. One part that stood out to me was the use of the LEAD commitments - explaining the four parts (terms) that make it relevant to teachers and students alike. I liked learning about how to implement these into my future classroom, especially the use of capstones in the learning process.

Reflection:

Jamie Drozda: Assisting with WordPress Blog

Jamie Drozda's help for our blogs cannot be understated. There were some parts of my e-portfolio that I didn't understand fully, either through technological issues, or needing someone to ask for help. Jamie helped me a lot with understanding what I needed in my documents, and what tools to use to improve the look of the e-portfolio.

Reflection:

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?

Ever since I was young, I've felt an attachment towards education. I feel joy when I am able to impart knowledge onto the next generation, and when a student feels comfortable to grow and learn in the classroom. One of my biggest hopes as a teacher is to foster an environment where students are able to come forward and talk about both positive and negative experiences with no fear of judgement or negativity.

Pooja Reflection:

During our meeting with Pooja's Make a Future presentation, I felt a bit nervous at first, since I had never made a resume before, and I felt overwhelmed by the amount of information. However, this amount of resources also was a blessing. We already saw a similar presentation at the start of the program, but it was very helpful to reassess and gather all the details before I start applying.

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 a group project in the education program, I worked with classmates to design and present a learning initiative. My role was organizing meetings, and making sure that everyone gave their ideas together. While at first I felt overwhelmed, I quickly understood how to delegate responsibilities, and our team really rose together.

REFLECTION: 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.

When working in my English tutoring, I once had a situation where a parent talked to me about their child, my student, feeling overwhelmed by too much new vocabulary and word use. I patiently listened to the parent's opinion, and instead of fully changing the idea of my lessons, I added more activities and games within the lesson - allowing the student to learn in a more relaxed environment. I also added more opportunities for the student to do exercises, so they could use the new vocabulary. If I encountered a similar situation in the future, I would seek feedback earlier. This can lead to a better learning environment for everyone involved.

Group Activity (Carousel Discussion)

1. What are the trends, challenges, and issues with your topic?

Students tend to use tech to use AI to complete assignments instead of doing their own work, which is both a trend and a challenge. It's taking away students critical thinking skills, so I think using tech as little as possible to avoid these issues is best, although they can find ways to use it if its for a take home assignment.

2. How will these trends, challenges, and issues impact you as a new teacher

Determining the validity of their work will be hard, and determining if students actually understand the material or not. Things like blooket and kahoot are hard to determine if students actually understand the material or not because a lot of students just click an answer and hope for the best, which doesn't help their learning.

3. How will you manage these trends, challenges, and issues?

Mainly use for accommodations, but also could use for review if there's extra time because at least the students are getting some exposure to it even if they're not paying that much attention. I would try to avoid tech as much as possible, especially in math, unless it's being used to research things for the topic.

4. Do you have any questions in regards to the topic?

NO.