

Teaching Quality Standard – Evidence from e-Portfolio
Reflection Strengths – Areas for Growth – Action Plan

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The Teaching Quality Standard:

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in **optimum learning for all students**.

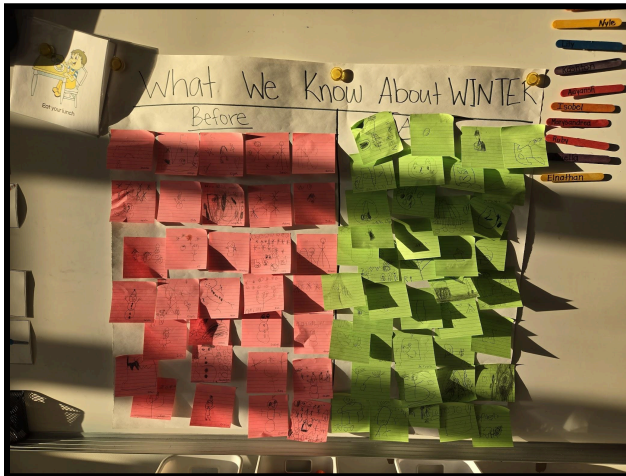
TQS – Competencies	Indicators	Align with Evidence from e-Portfolio
Competency 1. Fostering Effective Relationships A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.	(a) Acting consistently with fairness, respect, and integrity;	She consistently demonstrated flexibility in adapting to students' needs, ensuring that every individual received the necessary support. This comment comes from my partner teacher. It shows my ability to predict what the students need and how I addressed this with the whole class. I would look at the whole class and then address the individual needs to ensure that all students were being heard.
	(b) Demonstrating empathy and a genuine caring for others;	She exhibited a calm and patient demeanor while teaching in the classroom, and was always warm and empathetic with her students. This excerpt comes from my community partner in my final narrative assessment in field 3. This shows the ability to maintain composure during lessons and demonstrate to the students what the expectations are during lesson time. Being calm and collected modelled to the class what they are expected to look and sound like when it is time for learning.
	(c) Providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;	
	(d) Inviting First Nations, Métis and Inuit parents/ guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;	
	(e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and	
	(f) Honouring cultural diversity and promoting intercultural understanding.	

Part A: Reflection (Why and How) (~150 words):

This competency explains that a **teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning**. Throughout my Education experience, my Educational Assistant job, and my pre-service teaching it has been emphasized in the importance of making connections and developing relationships with staff and students. When making connections with the students I would start with being fun and light-hearted, games and play-based activities are the best way to get to know the students as well as show them that they can have fun and learn. This can then branch off into getting to know them on a more personal level, to include this in the learning it can be done through journaling thus **acting consistently with fairness, respect and integrity**. When connecting to staff this can be done by sharing your hobbies or outside activities. This can help make connections and develop friendships. When connecting with parents it is always a great practice to share

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with them the positive contribution that their child brings to the classroom environment and show the caretakers that you demonstrate empathy and genuine caring for others and that you can recognize this in others.		
Reflection on Areas of Strength: I have worked on creating safe spaces where students feel welcomed and are eager to come to school to learn. I have always wanted to create this type of classroom environment, not just for students but for any staff or parent that comes in as well. Sharing with parents the positives of the day will create this space as well because the students will be hearing what they bring to the class instead of the behaviour they bring.		
Part B: Connect & Identify Potential Areas for Growth: I need to work on bringing the community into the classroom, whether that would be doing more community-based projects like exploring the local museum and tying it into a social studies lesson. Inviting Elders into the school to talk about their culture and traditions, again ties into the lesson that we have been working on. Also, find ways to include the parents in what we are doing in the classroom, whether that would be a letter home or connecting 1:1 with parents about how well their child is doing in the class. I also would like to work on incorporating community influences in the class, like bringing in Elders and knowledge keepers in the class to teach indigenous traditions and practices. I would also like to work on finding places in the community to bring the students to enforce the learning and connect it to real-life experiences.		
Competency 2. Engaging in Career-Long Learning A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning and completes professional learning on the code of professional conduct for teachers and teacher leaders.	(a) collaborating with other teachers to build personal and collective professional capacities and expertise;	In terms of engaging in professional and ongoing learning, [redacted] collaborated well with her cooperating teacher and with other teachers to build and enhance her personal and collective professional capacities and expertise. She consistently sought feedback to improve her teaching practice. [redacted] participated in staff events, such as staff meetings or school spirit days whenever possible. This is from my community partner. [redacted] She collaborated seamlessly with both myself and the classroom assistants, fostering a positive and cooperative atmosphere. [redacted] This is from my partner teacher. One thing that I worked on during this field was working within the school system more and incorporating myself when I could. This included spirit days and school celebrations, along with class celebrations. I would work closely with the Classroom Assistants to see how I could support them and the students they were working with, and how I could allow them to learn within the lesson.
	(b) actively seeking out feedback to enhance teaching practice;	She consistently sought feedback to improve her teaching practice. This excerpt came from my community partner's final assessment. I would try to connect with everyone involved in the lesson to see if they noticed anything that I missed when it came to implementing the lesson.
	(c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;	[redacted] Her lessons exhibited a multimodal approach to learning that allowed students to access what was being taught from a variety of entry points. During field 3, exposing the students to many different learning methods was a professional goal of mine. To allow the students to find a way to connect the material to their learning. This allowed the students to make a connection to the learning and feel a level of respect from the teacher.
	(d) seeking, critically reviewing and applying educational research to improve practice;	
	(e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and	

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	(f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.	
Part A: Reflection (Why and How) (~150 words): A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning. During field 3, I took the opportunity to speak to many teachers about their teaching practices and what they feel works in their space. Every idea that was shared with me I wrote down to remember for a time when I may be able to implement these ideas into my future classroom collaborating with other teachers to build personal and collective professional capacities and expertise. This way I can keep growing in my practices and keep an open mind for any student and needs that come into my classroom. While we as teachers are always looking into different materials and growing, this is a practice we need to share with the students as well. Building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments. Creating lessons where students can explore the materials or find ways to interpret them for themselves will assist them in being lifelong learners. Teachers learn with their students, they take the opportunity to listen to their ideas and stories and learn from them as much as they learn from you.		
Reflection on Areas of Strength: As a pre-service teacher, I consider myself a lifelong learner, this should be the mentality of all teachers in this field. I take the opportunity to learn from my fellow teachers as well as take information during Professional Development sessions. These professionals that are all around us are full of knowledge that we should be inquiring about as much as we can.		
Part B: Connect & Identify Potential Areas for Growth: I would like to find new technologies that can benefit student learning and engagement. Finding new methods to engage students is what teachers always try to find, however finding an education resource that best benefits students, hopefully finding a resource that can be used outside of school and be inclusive to all. In the new world that we are living in, technology is all around us and I feel like I would benefit from having professional development training on different technologies, especially ones that can be used for younger elementary. I would like to know more about literacy technologies and also how to enforce literacy in the classroom to encourage students to find enjoyment in reading and writing, as well as explore math technologies to make math fun for the students.		
Competency 3. Demonstrating a Professional Body of Knowledge A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.	(a) Planning and designing learning activities that: ● address the learning outcomes outlined in programs of study; ● reflect short, medium and long-range planning; ● incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students; ● ensure that all students continuously develop skills in literacy and numeracy; ● communicate high expectations for all students; ● foster student understanding of the link between the activity and the intended learning outcomes; ● consider relevant local, provincial, national and international contexts and issues; ● are varied, engaging and relevant to students; ● build student capacity for collaboration;	planned engaging and developmentally appropriate lessons that appealed to a variety of different learning styles and interests. Her planning was well thought out and reflected a solid appreciation and understanding of the current kindergarten curriculum for the Northwest Territories. This comment was made during my final assessment in field 3 from my community partner. I was familiar with the NWT Junior Kindergarten and Kindergarten curriculum so when it came to planning lessons I already had an idea of what I needed to cover and I also had the idea of how I could go about this. For the past few years, I have had the opportunity to teach in the JK/K classrooms and implement subplans.

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	● incorporate digital technology and resources, as appropriate, to build student capacity for: ○ acquiring, applying and creating new knowledge; ○ communicating and collaborating with others, ○ critical-thinking; and ○ accessing, interpreting, and evaluating information from diverse sources; ● Consider student variables, including: ○ demographics, e.g. age, gender, ethnicity, religion; ○ social and economic factors; ○ maturity; ○ relationships amongst students; ○ prior knowledge and learning; ○ cultural and linguistic background; ○ second language learning; ○ health and well-being; ○ emotional and mental health; and ○ physical, social and cognitive ability; (b) Using instructional strategies to engage students in meaningful learning activities, based on the following: ● specialized knowledge of the subject areas they teach; ● an understanding of students' backgrounds, prior knowledge and experiences; ● a knowledge of how students develop as learners;	 During this activity, students were asked what they knew about Winter before and then after a week of lessons I asked them what they knew After. Before they drew what they knew on the sticky notes together as a class I wrote and drew pictures on the whiteboard. This collaboration was replicated after the week of learning different aspects of Winter. This process showed that the students were able to connect and learn and demonstrate this learning together.

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	(c) Applying student assessment and evaluation practices that: • Accurately reflect the learner outcomes within the programs of study; • generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; • provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; • provide accurate, constructive and timely feedback on student learning; and • support the use of reasoned judgment about the evidence used to determine and report the level of student learning.	atmosphere. Her keen observation skills allowed her to quickly identify students' strengths and areas for growth, adjusting her approach accordingly. At times she even pointed out specific needs of students that the teacher may have not otherwise noticed. This excerpt comes from my partner teacher during field 3. She was able to recognize my ability to assess student needs and adjust my lesson accordingly, as well as create extra support for students who needed more support or more of a challenge.
Part A: Reflection (Why and How) (~150 words): As a teacher, they should apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. Knowing your class helps you to figure out how to teach the students and what works best for them. During my field 3, I was able to recognize the amount of movement that the Kindergarten class needed and was able to use different technologies to get them moving. I was then able to plan and design learning activities that incorporated a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students. I would design my lessons to incorporate books, videos, hands-on activities, and sensory learning, that would fit in with the fine motor and gross motor movement that the students need to experience. I would use many different modalities in my lessons to ensure that all the students were engaged in the learning.		
Reflection on Areas of Strength: I found that a strength of mine in this area was my ability to stretch my lesson plan to include many sources of learning for the students. I would include something for them to listen to and watch, something to touch, and something for them to explain. I would use the students' ideas as well in the learning to show that they can learn from each other too.		
Part B: Connect & Identify Potential Areas for Growth: I feel that I need to work on bringing wellness to other aspects of the class and lessons. I want to have a time dedicated each day to SSocialEmotional Learning, and teaching students how to think about their mind-body connection. Also to find enjoyment in taking time to figure out your wellness needs. Thinking about using breathing techniques to calm down and keep our bodies focused during class time. Teaching about body language and space. I need to be aware of how I can bring these aspects to better support my future class. I would want to explore more tips on how to support the younger elementary in their wellness journey so it can be easier for them when they get older if they have that foundation.		
Competency 4. Establishing Inclusive Learning Environments A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is	(a) fostering in the school community equality and respect for rights as provided for in the <i>Alberta Human Rights Act</i> and the <i>Canadian Charter of Rights and Freedoms</i>;	opportunities for growth and professional development when they presented themselves. She accepted responsibility for her professional obligations as a teacher and treated her students and coworkers with respect and dignity. Key competencies include: communication, critical thinking, and problem-solving. My community partner made this observation about my teaching technique. My goal is to make sure that everyone is treated with respect and that everyone has the same opportunity to learn. For any form of mistreatment within the class, I would turn it into a lesson, where I would get down to the student's level and explain to them how it would make them feel if the roles were reversed.

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welcomed, cared for, respected and safe.	(b) using appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth; (c) communicating a philosophy of education affirming that every student can learn and be successful; (d) being aware of and facilitating responses to the emotional and mental health needs of students; (e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;	I observed Taylor using different strategies to help her students successfully navigate various periods of transition in the classroom. This excerpt comes from my community partner, throughout this time in field 3, I learned different styles of attention grabbers and connection-making activities to help students focus their attention and allow for everyone to learn together.
	(f) employing classroom management strategies that promote positive, engaging learning environments; (g) incorporating students’ personal and cultural strengths into teaching and learning; and (h) providing opportunities for student leadership.	Lessons were always well-planned, thoughtfully structured, and strategically designed to cover a broad range of outcomes. She effectively integrated hands-on, multi-sensory activities that catered to diverse learning styles, ensuring all students were engaged and supported. Her creative use of classroom resources, such as picture books, UFLI literacy teacher resources, and arts and crafts materials, enhanced the learning environment and offered students various ways to connect with the material. This comment came from my partner teacher. Field 3 was a learning opportunity for me to work in the grade level that I am hoping to work in one day. I was able to implement lessons that I felt addressed everyone's needs and pushed the learning while supporting it at the same time.
Part A: Reflection (Why and How) (~150 words): A teacher establishes, promotes and sustains inclusive learning environments, this competency goes well with the first one, in that not only do you need to make connections and make the students feel welcome but the environment itself also needs to be welcoming. The learning environment needs to fit everyone’s needs and all the students should be able to find their fit in the classroom. Using appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth can assist the students to push themselves with trying new things, this could be feeling safe to share their thoughts with the class or be willing to assist another classmate with their work. Promoting self-esteem, confidence and awareness in the class helps to ensure that all students are being built up. An inclusive environment does not just mean that academically fits everyone, it means that the room works for everyone, this can mean the layout of the tables, and the teacher's desk. This is important because what would work in a kindergarten class would not work for a grade 5 class or vice versa.		
Reflection on Areas of Strength: Creating a welcoming and caring environment is a goal that I will continue to work on throughout my entire career. This is something that needs to be at the forefront of your classmanage. How you feel when you enter your room, how your students feel and how the parents feel when they see the classroom. Creating an environment that is inclusive and welcoming, means that the space works for the students against them. As a teacher, you can also show this by displaying students' works on the walls of the class so they can be proud of their work.		

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Part B: Connect & Identify Potential Areas for Growth: As a future educator, I want everyone who comes through my classroom to feel that they are capable learners and that there is a way for them to be successful, even if that looks different for others. I want to find ways to allow each student to find their confidence and be proud of themselves. Everyone has their strengths and it is important to find ways to let them be used. I feel that I need to work on that and allow everyone to find something they like to do within the class. As an educational assistant, I am used to working 1:1 with students to become independent, so now I need to work on bringing those skills to a whole class level.		
Competency 5. Applying Foundational Knowledge about First Nations, Métis and Inuit A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.	(a) Understanding the historical, social, economic, and political implications of: • treaties and agreements with First Nations; • legislation and agreements negotiated with Métis; and • residential schools and their legacy; (b) supporting student achievement by engaging in collaborative, whole-school approaches to capacity building in First Nations, Métis and Inuit education; (c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and (d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.	https://www.ece.gov.nt.ca/sites/ece/files/resources/dene_kede_k_-_6_curriculum.pdf https://www.ece.gov.nt.ca/sites/ece/files/resources/kindergarten_curriculum_-_english_170206.pdf These documents were the ones that I used to help me develop my knowledge of the local indigenous culture and history. The first document is called the Dene Kede, this document was created by Elders to educate students in the Dene way of life, and the second document is the NWT Junior Kindergarten and Kindergarten curriculum.  Lessons connected deeply with our northern environment, providing students with meaningful explorations of Indigenous traditional ways of living and learning. She incorporated our local landscape, seasons, and animals, making the learning experience both relevant and engaging. This comment was made by my partner teacher during my Field 3 experience in her class. Finding new ways to include indigenous culture and histories was a goal during this experience. Talking about traditions like clothing, animals, and shelters kept the students invested. The photo below came from a lesson about shelters, including different types and how you can use different materials to make a shelter. In the classroom, we gave them the chance to use anything in their surroundings to build a shelter together.

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Part A: Reflection (Why and How) (~150 words):

The changes that have been made in the education system across Canada are to incorporate Indigenous teachings, views and cultures into the class. This doesn't just mean to use it as a history lesson but to bring in their practices of patience, kindness and accountability as well. **A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.** Indigenous views and perspectives can help students feel connected to the world around them, they can bring in the practices of on-the-land learning, and they can learn how the world works around them even before the integration of industrialization and technologies. **Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.** While the tradition of the FNMI people has been of oral history there are many resources out there that can be brought into the classroom and shared with the students, including inviting Elders into the classroom to share their stories and their histories.

Reflection on Areas of Strength:

I have been fortunate to live and work in the North where we have done excellent work in incorporating Indigenous pedagogies into the school system. I feel that I am working on including these perspectives more in my teaching, like using sharing circles several times a week as a check-in. Also, I participate with the students when they are being instructed by Elders or knowledge keepers to model for the students the expectations.

Part B: Connect & Identify Potential Areas for Growth:

For myself, I need it to be a personal goal to work on including more language and phrasing of the indigenous language in the classroom, just simple phrases to start like hello, how are you, good, bad, yes, no. Using indigenous language to practice numbers, color and months is an easy integration in the classroom as well. I need to make conscious decisions in the words that I use to be inclusive to my students in incorporating the indigenous language, and by creating visuals with these words so they can reference them.

Competency 6. Adhering to Legal Frameworks and Policies A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the	(a) maintaining an awareness of, and responding to, requirements authorized under the <i>School Act</i> and other relevant legislation; (b) engaging in practices consistent with policies and procedures established by the school authority; and (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and	https://nwtta.nt.ca/ https://nwtta.nt.ca/sites/default/files/2024-08/nwtta-gnw_t_collective_agreement_2023-2026_-_english.pdf https://www.ykl.nt.ca/page/377/board-policies These documents are the ones that are Northwest Territories Teacher Association refer to when it comes to conduct in the workplace and reporting any wrongdoing seen happening. The Collective agreement explains to us what our rights are as members and what our benefits are
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Alberta education system. - Adheres to the Alberta Programs of Studies - Ethical actions and professional responsibilities	reasonable adult entrusted with the custody, care or education of students.	as well. This district also has Policies that write out what is expected in the workplace.

Part A: Reflection (Why and How) (~150 words):

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system. This competency should be applied to any province you live in. I live in the Northwest Territories, so I made myself aware of where to find the competencies and policies that apply to us in our district, **maintaining an awareness of, and responding to, requirements authorized under the School Act and other relevant legislation.** Above is the document that demonstrates our Collective Agreement, which outlines the benefits and expectations of the staff. Also included above are the Board Policies which discuss what are the roles and responsibilities of everyone in the district as well as how we are expected to uphold ourselves. By **recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.**

Reflection on Areas of Strength:

I am aware of these policies and where to find them, that for me is the first step in acknowledging the legal role of the teacher. Knowing what the regulations are for your district, as well as being aware of your collective agreement to know what you have in your rights.

Part B: Connect & Identify Potential Areas for Growth:

I can work on following up and re-reading the policies every year to keep up with the expectations for my role as a teacher and how to work in the school community to keep it a safe and positive one. I know where they are and how to access these documents but I do not always look to them. I need to work on sitting down with the documents several times a year to refresh my memory and see any updates. I would also like to take part in the meetings that involve the union and the collective agreement so I can be more aware of what is going on.

Part B: Connections to academic readings and life experiences to demonstrate an integrated understanding of your emerging practice. (~500 words):

I have been fortunate to have had the opportunity to work as an Educational Assistant, as I feel that this has given me a foundation of what it means to work in the school environment and how each classroom works in its own way. For the last 5 years I have worked in an elementary school, ranging from Junior Kindergarten to grade 8, I have worked mainly in the grade range of Junior Kindergarten to Grade 4. During this time I was able to work on a LOP for 3 months and teach in a Junior Kindergarten and Kindergarten split class, this opportunity is what encouraged me to work toward getting my BEd. Now taking part in the program has shown me what I need to work on and what my strengths are already. I can see that the ideas and activities I have already are done with the purpose and meaning. I also see that my strengths lie beyond academics, I have a strong social-emotional background, and I have integrated my prior knowledge and use what I know to enforce what I am learning and will continue to learn. Being a teacher means always being open to learning and allowing for new ideas to be brought into your teaching practice.

I have also learned that I need to accept peer feedback to better improve my practices. That is one thing that I have enjoyed from my field experiences. The partner teachers that I have been placed with have been very kind and understanding of the ideas I bring forward while guiding me to make sure that I am teaching in the correct direction. The professional relationships that I have cultivated throughout my time in the field will help me when it comes to creating new working relationships where you can bounce ideas off of one another. It was always great to get feedback on my lesson plans as well and take on the knowledge that they have developed throughout their careers. This also goes hand in hand with the community partner evaluations. It is great to have an outside perspective come into the class and watch me teach while being able to give me feedback from an objective view. This is reflected in the artifacts above, in how their evaluations of my teaching will impact my future teaching practices and guide me to fill in the gaps that I am missing and can now work on. As a future educator, I feel that I know some good information, and have learned more but I still feel like I have not even scratched the surface of what it means to be a teacher until I have my classroom without any training wheels. Once I have my classroom full of students it will no longer be hypothetical situations this will now be my responsibility. I will be relying on my previous experience and my new academic knowledge to help me create a classroom environment that will be one I create.

The one area of growth I want to address and inquire into during this course and a rationale for your choice. (~500 words):

This focus that I have chosen falls under the Teaching Quality Standard #1 Fostering Effective Relationships. I am using this standard as my guide because I feel that this is the starting point for creating a conducive classroom environment that fits everyone, including staff, students and parents. Once the foundation is set in the classroom then anything else that gets used or included in the class will only just build it up more. By narrowing this standard down to one goal it becomes easier to achieve by putting all my energy into understanding and perfecting this goal of mine.

An area of growth that I have recognized through my work and field experience, is how I need to include and rely on the community I am living in to give my students the real-life experiences that they need to connect to and get inspired from. My experiences have made me think more about meeting all the needs of every student and trying to attain this for everyone, so allowing the students to explore the community can help them make connections to their in-school learning. It is great for students to know that they can find knowledge from within their community if they just ask, so bringing in people from the community allows students to network for themselves and explore the idea of what people offer.

To make this idea a reality, I feel like I would have to look into my district to see what the policies are when it comes to bringing a community member. I would want to make sure that they are a safe person to bring into a classroom and that they are cleared to come into the school. I would also want to make sure that they are an expert in their field and it will make sense to bring in a community member to fit in with that lesson. Through the process of this course, I am hoping that I can find a way to be more open and willing to put myself out there when it comes to reaching out to community members to bring into my classroom.

I also feel this is important when it comes to bringing in Elders and Indigenous Knowledge keepers into the classroom to talk about Indigenous culture and traditions. I find that schools are doing a lot when it comes to bringing Indigenous culture into schools and classrooms, but as teachers, we could be going one step further and solidifying the learning with our students. It can also be beneficial to bring in knowledge keepers from other cultures as well. The demographic in your classroom must have a chance to experience other cultures as well as their own, so they can feel seen and heard while having the opportunity to share their own experiences in their culture.

The reason why I chose this concept to focus on is that it is important to show students that knowledge can come from anywhere you look and that everyone is an expert in something. This goes great with building a class community of acknowledging each other's strengths. I think focusing on bringing in the community or going out and exploring the community adds a new layer and deeper understanding. It is critical that anything that gets planned has a purpose and brings a meaningful connection for the student.

Learning Task #1 – Part C: Teacher Professional Growth / Action Plan

How might you design and act on your professional learning to positively impact student learning?

A Teacher Professional Growth Plan is a legal requirement for every Alberta teacher. The Alberta Education Teaching Quality Standard is a legal requirement for all Alberta teachers and guides the development of a Teacher Growth and Action Plan. You identified areas for growth in Part B for LT1. Part C is an Action Plan. Choose one growth area you want to focus on during your 4th Field Experience. Create an Action Plan to accompany your identified area of growth.

Teaching Quality Standard
Competency 1: Fostering Effective Relationships
Competency 2: Engaging in Career-Long Learning
Competency 3: Demonstrating a Professional Body of Knowledge
Competency 4: Establishing an Inclusive Learning Environment
Competency 5: Applying Foundational Knowledge about First Nations, Métis and Inuit
Competency 6: Adhering to Legal Frameworks and Policies

In preparing my Action Plan to address working on including more community involvement in the classroom as reflected in Competency 1: Fostering Effective Relationships, I have critically reflected upon various readings, viewings, learning tasks, and experiences in this class from Brookfield's (2017) four matrix lenses: Personal, Colleague, Theoretical, and Student. (Note: I have added examples to assist you in each of the areas. Please delete mine and add your own.)

Personal Lens I can design my Action Plan for <u>Competency 1: Involving the community more</u> to positively impact student learning by considering my strengths, tempering my challenges, creating a Growth Plan, surrounding myself with positive, growth-minded people and taking responsibility for my health.	Colleague Lens I can design my Action Plan for <u>Competency 1: Involving the community more</u> PL to positively impact student learning by focusing on the strengths my colleagues bring to me through:
- Make my area of growth a priority and try to put it into action, whether that will be bringing someone in or trying to visit a location in the community - Work on collecting feedback regarding activities and practices done in the classroom from both my colleagues and the students. - Rely on my experiences and trust what I have learned. - Recognizing in myself how I struggled in school and being aware that my students can also be feeling this way so finding different ways and options to express their perspectives in an effective way (Brookfield, 2017, p. 70).	- Find a trusted colleague that I can discuss matters with both in and out of the classroom to allow a feeling of connection to the school. - It is important to be conscious of timing in the class, to not take up too much time but to make sure that students are engaged in the learning and enjoying it. - Finding someone that you can bounce ideas off of and reflect on lessons. - Adding to the community culture by making sure I am contributing appropriately and showing enthusiasm. - Making connections outside of the school that can be used in the class and benefit the students. - Finding resources that students can engage with and that I can share with my colleagues.
Theoretical Lens I can design my Action Plan for <u>Competency 1: Involving the community more</u> to positively impact student learning by focusing on the theoretical and research-informed contributions through:	Student Lens I can design my Action Plan for <u>Competency 1: Involving the community more</u> to positively impact student learning by focusing on the experiences of the student through:
- I need to be aware of new information and recognize if it can apply to my teaching practices or how it can apply. - always adjusting my teaching pedagogy to fit with my class - Taking the opportunity to do professional development to continue my learning	- Inquiry-based projects to get student feedback on what direction of learning they wish to go - Keep track of student feedback whether it would be oral or written - Make the learning meaningful and connect to real-life - Have open and honest conversations, student-led, with guidance from the teacher

Bringing in the learning strategies that I have been studying during my degree journey	- When assessing learning it is important to use many forms of formative and summative assessment - Be open to feedback from your students and colleagues
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My Action Plan

My Professional Learning Area of Focus/Goal for my Action Plan*
My goal is to start working on more community involvement in the classroom, this can range from inviting in a community member, who is an expert in their field, or visiting locations in the community to reinforce the lesson topic. I would like to aim at having a community experience between 4 to 6 times within the school year.

Goal/Focus Statement:

My goal is to start working on more community involvement in the classroom, this can range from inviting in a community member, who is an expert in their field, or visiting locations in the community to reinforce the lesson topic. I would like to aim at having a community experience between 4 to 6 times within the school year.

Resources I Could Draw Upon to Assist Me and Support Me in Taking Action to Address My Goal	Strategies/Teaching Practices/Instructional Methods I Will Enact	Success Criteria I Establish for Myself/Outcomes	The Evidence I Could Collect Inform Me in Determining Whether I Have Been Successful in Addressing My Goal.
How Community Involvement in Schools Will Help Students Prosper	<u>Collaborative Learning:</u> I would like to connect with businesses, museums, and other local establishments to either bring into the classroom or to bring the students too. It would also be great to see what they offer for me to implement in the classroom	Planning a trip for the class to visit.	Oral feedback from students and colleagues.
7 Inspiring Community-Based Instruction Examples to Engage Your Students	<u>Communication:</u> Find ways to communicate with the community, through email, phone or going to visit and staying in communication regarding making plans or sharing resources.	Inviting someone into the classroom who can talk on the topic we are working on.	Seeing student engagement within the activity.
5 Ways to Involve the Community in Your Classroom		Using a shared resource that is brought or given to me to use in the class.	Continuing that relationship to use in future classes.
Top Benefits of Family and Community Engagement			

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