

My personal statement of education is building a curriculum that creates a positive and open environment where children self-discover and find their own voice. This leads to the celebration of their uniqueness and similarities that aid in creating an inclusive environment and positive social identities. Where children are able to achieve their full potential and are supported in a diverse and inclusive environment. Under an anti-bias lens, children are able to grow, develop and be successful as well-rounded individuals due to their needs being met and understanding the importance of self-acceptance among themselves and others.

Children are encouraged to be independent, recognize the unfairness, and demonstrate the skills to act out against prejudice and discriminatory words or actions. In this environment, they thrive, as they are seen as capable and their wellbeing is placed first. It is with this vision and my passion to support students that will allow me to transform their learning. I hold the belief that students need to be supported by the opportunities to tackle, grapple with and digest real-life issues.

My grade 4 teacher's encouragement and mentorship was significant to my success - my vision is to fill the gaps and embed equity into a new core mission for education. The cumulation of my experiences changed my perspective on the types of opportunities available in the community in leadership as a teacher.

My current placement was a chance to pop my head out of my studies and see all the opportunities that exist in the real world to transform education one child at a time. Working in different communities opened my eyes to the value of my life experiences and I gained direction that has led me to a crystal clear understanding of my path. These experiences have helped prepare me to serve the learning and well-being of my future students because of seeing myself in them and the intuitiveness to recognize the struggles they face with learning and assumptions that are made by other students in the class. Income disparity among the school population is evident and it is essential to take into account so we have to take in that factor by creating equitable learning environments and providing them with supports to help their families.

It has led me to create lesson plans based on their needs and the struggle they face in class due to the limited accessible resources at home. It has led me to feel more comfortable connecting with the students and co-planning lessons with them. As well as, creating an open dialogue with the students and their families to understand what they need and what I can do for them to be supported in the classroom. These experiences have led me to seek out my own biases and self-reflect on what I need to do to create an inclusive curriculum for all.

Further, utilizing my personal and professional experiences as a stepping stone to cultivating how the children view themselves and use their current knowledge to create a liberating teaching environment. This has led me to actively transform my practice into a more culturally sensitive and relevant approach as many children have begun to notice their individual differences and by observing and noticing others whether that be the colour of their skin or how they dress or the different needs and capabilities in the classroom. This has led me to implement activities that require me to critically think about the effect on each child and how to target the specific age group I am working with and my future students. It has helped me promote justice in a way that has led to a classroom community and for the children who are actively sharing what they have heard such as the words colourblindness,

stereotype, and bias. It sparked a conversation of these words and led to myself being a crucial leader in creating more experiential learning based on social justice and depicting it in a clear way through books and providing authentic assessments.