

Teaching Quality Standard – Evidence from e-Portfolio - Reflection – Potential Areas for Growth

Name: **Tommy Hureau**

Link to ePortfolio: <https://tommyhureau1.wixsite.com/tommy>

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.**

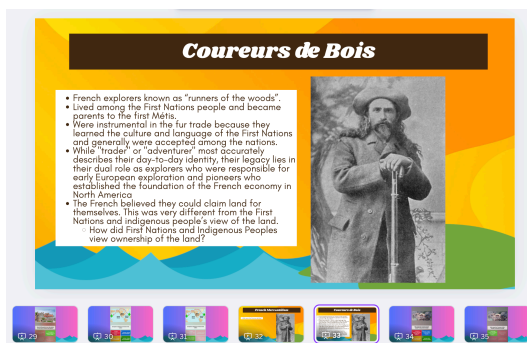
Competency 1. Fostering Effective Relationships

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Achievement of this competency is demonstrated by indicators such as:

- a. acting consistently with fairness, respect and integrity;
- b. demonstrating empathy and a genuine caring for others;
- 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.

1 | A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.



Demonstrates fairness, mutual respect, and genuine caring for others.	<input checked="" type="checkbox"/>
Demonstrates empathy for others and a respect for cultural diversity and intercultural understanding.	<input checked="" type="checkbox"/>
Builds strong professional relationships with students, staff, and colleagues.	<input checked="" type="checkbox"/>

Mr. Hureau had a great teacher presence. His sense of humor and friendliness made solid connections with the students. He used his voice and body position in the classroom, well supporting his partner teacher during her portion of the lessons. He planned and collaborated well with both his partner teacher and pre-service partner. Mr. Hureau took every opportunity to learn from them and demonstrated his ability to work in a team. His partner teacher commented on his professionalism with staff and students. He engages both with sincerity and authenticity. I noticed significant growth in confidence over the course of the four-week practicum. By the second observation, he was doing transitions and had ownership of the class.

Reflection

In my current school setting, I prioritize building foundational relationships by greeting students daily at the entrance. By shadowing my partner teacher, I have refined my ability to

connect names with faces, a practice that intentionally sets a welcoming tone for the learning day. This consistent presence at the door serves as a "**soft entry**" that fosters a sense of belonging and allows me to gauge student readiness before formal instruction begins.

During a unit on pre-confederation Canadian history, I leveraged my French Immersion background to deepen student understanding of societal designations. When introducing terms such as *Coueurs de Bois* and *Filles du Roi*, I moved beyond rote memorization by breaking down the linguistic roots of the words. This cross-curricular approach helped students visualize the roles of fur trade pioneers and the settlers of New France more vividly. By bridging the gap between language and history, I provided students with the cognitive tools to make meaningful connections to the past, ultimately enhancing their engagement with the curriculum.

Strengths

My primary strength lies in my ability to cultivate an inclusive, relationship-based learning environment while leveraging my specialized linguistic background. I believe in the power of relationships developed between students, the teacher, and the classroom overall to build a microcommunity where students feel safe to be themselves. **By consistently greeting students and engaging in intentional daily interactions**, I build the mutual trust necessary for a productive classroom climate.

Furthermore, my **French Immersion background** allows me to implement a unique cross-curricular approach to Social Studies and Literacy. I excel at deconstructing complex historical terminology — such as those found in New France and fur trade studies — to provide students with deeper conceptual clarity. This dual focus on emotional safety and academic depth ensures that I meet diverse learner needs. My commitment to professional growth is further evidenced by my proactive alignment with the Alberta curriculum, ensuring that my instructional design is both culturally responsive and standards-based.

Potential Area of Growth

For my professional development, I'd like to expand on my instructional repertoire regarding the authentic representation of Indigenous Peoples' histories, perspectives, and contributions. I would like to move beyond surface-level inclusion toward a more deeply integrated approach that honours the lived experiences of First Nations, Métis, and Inuit peoples. I know that there are small pedagogical improvements that make a great deal of difference to the interaction of students with their environment. Some of these are based in Indigenous ways. I'd like to learn their background so I can better **call attention to them and honour the Indigenous Peoples who've carried these pedagogical practices** forward.

To achieve this, I intend to engage in continuous professional learning and community consultation to ensure the resources I bring into the classroom are accurate and culturally sensitive. By building my confidence and pedagogical "**charisma**" in this area, I aim to facilitate meaningful classroom dialogues that challenge stereotypes and foster empathy. Developing this competency is essential not only for meeting professional standards but for preparing my students to be informed, respectful citizens within a pluralistic society.

Competency 2. Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a. collaborating with other teachers to build personal and collective professional capacities and expertise;
- b. actively seeking out feedback to enhance teaching practice;
- c. building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- 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
- f. maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

2

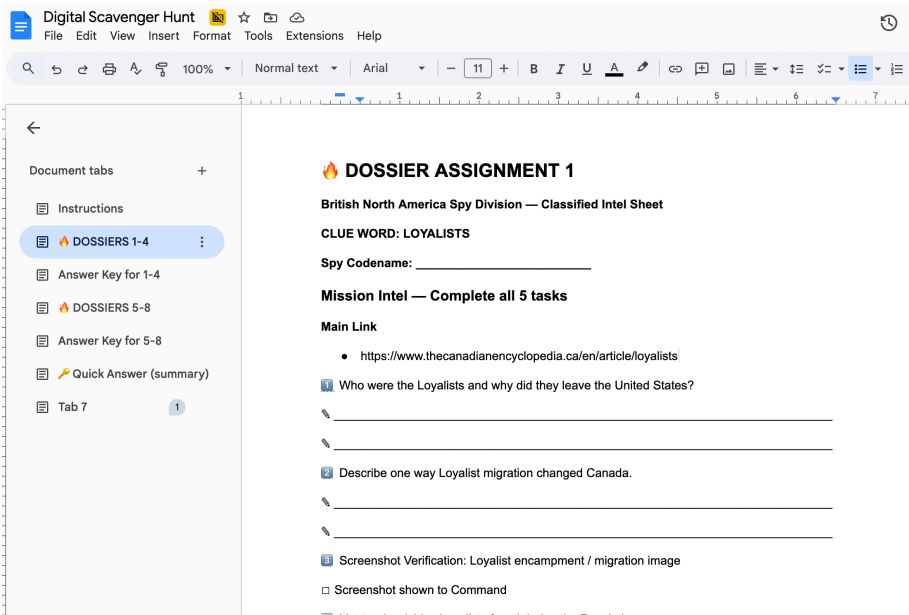
A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning, and completes professional learning on the code of professional conduct for teachers and teacher leaders.

I truly appreciate how hard you are working each day and the genuine effort you put into improving your practice. Your openness to constructive criticism is a real strength; you respond thoughtfully to feedback and use it to guide your growth. This willingness to learn and adapt will continue to serve you well as you develop as an educator.

You have a solid foundation to build on, and with continued reflection and effort in these areas, you will continue to grow into a confident and capable educator.

Partner Teacher Name: Linda Smith

Partner Teacher Signature:

Reflection

Early in my practice, I took my pedagogical cue from my partner teacher to engage students with open-ended questions with the goal of sparking critical thinking. However, I recognized the **limitations of a passive, slide-show-centric approach** to historical instruction, specifically during a lesson on the Revolutionary War. Critically reflecting on the low student engagement, I pivoted my strategy for the War of 1812. I designed an interactive digital scavenger hunt using *The Canadian Encyclopedia* as a primary research tool. This shift transformed the lesson from a lecture into a student-led inquiry where learners worked collaboratively to complete competitive tasks. This served as a dynamic form of formative assessment, allowing me to monitor progress in real-time. By moving away from static presentations and toward technology-enhanced, active learning, I successfully applied educational research regarding student agency. This experience reinforced the value of ongoing reflection: by identifying a pedagogical "mistake," I was able to innovate a more inclusive and effective learning environment.

Strengths

My primary strength in this competency is my proactive commitment to seeking and implementing constructive feedback to refine my practice. As noted by my partner teacher, I demonstrate a high degree of "**openness to constructive criticism**," treating every observation as an opportunity for professional evolution. I do not merely receive feedback; I respond thoughtfully and integrate suggestions into my daily instruction, which has resulted in evident professional growth. Additionally, I possess a strong aptitude for "maintaining an awareness of emerging technologies" (TQS 2f) to enhance student knowledge. My ability to curate safe, efficient digital resources—such as *The Canadian Encyclopedia*—demonstrates my capacity to blend technological literacy with rigorous historical inquiry. My willingness to learn, combined with a collaborative spirit, will enable me to build both personal and collective professional expertise within my school community.

Potential Area of Growth

While I have made significant strides in using digital tools for formative assessment, I seek to further develop my capacity to "seek, critically review, and apply educational research" (TQS 2d) specifically regarding differentiated instruction. Currently, my repertoire for active learning—like the scavenger hunt model—is effective for many, but I want to ensure I am consistently meeting the needs of learners with diverse cognitive or linguistic requirements. I plan to deepen my understanding of **UDL** so I can better support students who need more entry points into digital inquiry. I want my classroom to feel flexible and welcoming, where all learners can participate with confidence. Improving how I support those who struggle will also strengthen the learning experience for the entire classroom.

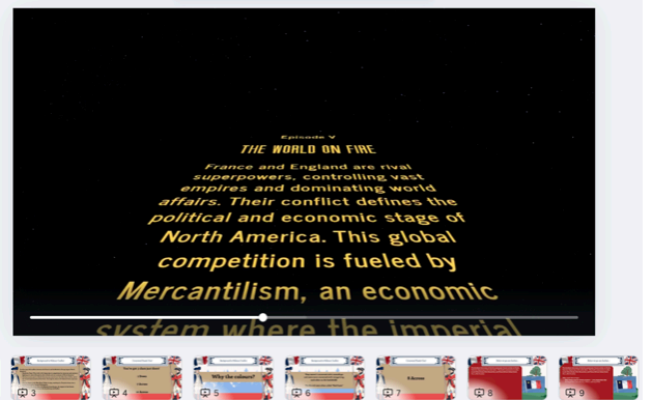
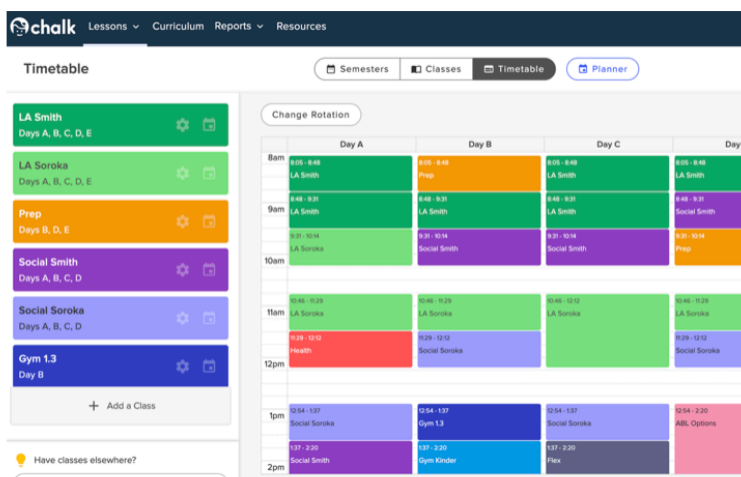
Competency 3. Demonstrating a Professional Body of Knowledge

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. Achievement of this competency is demonstrated by indicators such as:

- 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; 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: 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;
- 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.

3

A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.



Teacher will go through the slides which already have questions locked in for formative feedback.	Students should be making notes for themselves and at bare minimum want to make notes for the Kahoot for the right answers which will come back again.	30 min.
Teacher will set up a group Kahoot for a formative review.	Students should be partaking in the Kahoot and participating as the class.	5 min.

Assessment/Conclusion

How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning? What should the next lesson cover or review based on this lesson?

SOC.7.7.A1 - A1 Compare pre-confederation societal structures SOC.7.7.A2 - A2 Assess economic competition re: fur trade. SOC.7.7.A3 - A3 Assess political / land competition between France & Great Britain SOC.7.7.A5 - A5 Assess French and Aboriginal relationships SOC.7.7.A6 - A6 Assess events that shaped Canada	There are slides discussing the societal structures and political machinations of both France and Britain's colonies. There is an obvious discussion on the methods of trade between colonial powers and the Indigenous Peoples and the stark difference between New France and HBC. The slides discuss the interior approach of New France vs. the shoreline colonies of Great Britain. There is significant discussion on the role of Coureurs de Bois and their influence on Métis ancestry. Events such as the discovery of new land by Cabot and Cartier, founding areas by Champlain and HBC, the introduction of Filles du Roi, etc.
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PRE-SERVICE TEACHER REFLECTION, PARTNER TEACHER FEEDBACK/ADVICE, AND NEXT STEPS

Consider the following questions as you write your reflection:

- Which theoretical lens underpinned your lesson? (Play-based, experiential learning, inquiry-based, design-based, land-based)
- Why did you craft this lesson with that theory in mind?
- How did you employ formative assessment for/of/as learning?

The Battle of Empires

Down:

1. What conflict, spanning 1756-1763, began due to competition for resources and territory in Europe, India, and North America?
2. Who repeatedly refused to swear unconditional oath of loyalty to the British Crown?
3. Nova Scotia territory had already been ceded to Britain in 1713 by the signing of _____?
4. What document formally ended the Seven Years' War and ceded almost all French territory to the British?
6. Where did the decisive battle take place, which saw the British army defeat the French in a surprise attack?

Across:

5. Who was the Odawa leader who united Indigenous Peoples to resist British oppression?
7. What territory was the key tension point in North America because the English colonies felt blocked from expansion there?
8. What were the British soldiers often called, based on their uniform colors?
9. What strategic French naval base was captured by Britain in 1758, which opened the way to the St. Lawrence River?
10. Who led the British force that suffered a French victory in the Ohio River Valley in 1754?
11. Who was the British official who issued an ultimatum to "Le Grand Dérangement"?

Dear Friend,

I hope New France is treating you well. Things here in France have changed a bit since you left, and I wanted to write to tell you what has been happening. I miss hearing from you, and I hope you will write back soon so I can know what life is like on the other side of the ocean.

One of the biggest things happening right now is that France is drowning in beaver pelts again. Remember when my father gave the fur trade to the merchants and everyone panicked? Well, there are hats everywhere. I even saw a baby with a beaver-hat bonnet. With all this fur, you'd think France would finally be living the high life. Apparently mountaineers of beaver hats do not magically fix a kingdom!

I decided it's time for a new sheriff in town. I attended into a meeting and said, "Enough! Give it back!" And now I've taken control again. I made the Sovereign Council to run New France properly: the Governor for new stuff, the Intendant for boring paperwork stuff, and the Bishop for church stuff. If this colony is going to work, it needs actual leadership — not merchant chaos and fat-obsessed nobles.

Anyway, I should finish this letter before someone drags me off to another portrait session. Things are tough here, but I know I can turn this around. If New France keeps growing, France can reclaim the British success and leave them in the dust. One day, I'm going to be known as the greatest king in the world, and the British can all come polishing their old little hats while we rule the new continent. Please write back and tell me everything happening in New France — your letters make me feel like victory is already on the way.

Sincerely,
King Louis XIV

1534

- Scurvy → Houlton
- Stadacona
- Northern resources

1600

- New France → Trading post
- Is Port Royal a failure? → King Louis' pressure
- King Louis: Pressure
- Indigenous survival techniques
- Hunting for beaver pelts
- Conclusion: Worried about Louisbourg

- Soldier at the Citadel
- Topic: Fortress, who the land belonged to... French?
- Hudson Bay Company Explorer
- The conditions... is it warmer than British?
- What's my job?
- Are there polar bears?

Week 3

Wednesday - loved the introduction with the movement break. It was a great thing to do for transitions

The image shows a Kahoot! quiz interface. The main quiz is titled "Exploration (Toward Confederation)" and "The Battle of Empires". It features a grid of question cards. The first card asks "What are the 4 Gs?" and shows four options: "Geography, Greatness, Greece, & Spices", "Goffers, Griffins, Goblins, & Chouls", "Glory, God, Gold, & Gooseberries", and "Glory, God, Gold, & Geography". The second card asks "The English, Dutch, and French, a shorter, northern alternative to Asia: the Northwest Passage." and shows a map of the Northwest Passage. The third card asks "At Gaspé, Jacques Cartier was met by..." and the fourth card asks "European explorers arrived in this order:". Below the main quiz, there is a row of ten smaller quiz cards with titles like "IMPERIALISM", "COLONIALISM", "METHODS OF CONTROL", "ECONOMIC CONTROL", "POLITICAL ASSIMILATION", "REASONS FOR IMPERIALISM & COLONIALISM", and "CIVILIZATION".

Reflection

My approach to instruction is rooted in **comprehensive planning** and the strategic integration of digital pedagogy. I collaborated with my partner teacher to manage weekly programming using “Chalk,” ensuring that daily activities were aligned with long-range unit goals. When designing lesson delivery, I utilized Canva to create multimedia-rich slides that support diverse learning needs. These presentations were intentionally structured to be **substitute-ready**, with clear logical progressions to maintain continuity of learning even in my

absence. To support a healthy learning environment, I embedded movement breaks directly into my slide decks as a proactive strategy for managing student energy and improving focus.

In the process, I recognized a gap in how unit and lesson plans are shared and supported across the system. New teachers often build resources from scratch and learn through trial and error, even when stronger mentorship and shared planning could accelerate their growth. This insight has made me more aware of the importance of collaborative structures that help educators design with intention, reduce unnecessary workload, and better support student learning.

Strengths

A significant strength is my ability to **bridge curriculum requirements with engaging, technology-driven formative assessments**. I ensure all learning activities address outcomes outlined in the Alberta Programs of Study by explicitly breaking down mandated objectives within every lesson conclusion. This transparency helps me stay on task to maintain the link between student activities and the intended learning outcomes. I excel at using gamification and variety to gauge student understanding, utilizing tools like Kahoot for high-energy reviews alongside literacy-based exit slips such as crossword puzzles and cross-curricular letter-writing assignments. These assessment methods allow me to generate accurate evidence of student learning, communicate high expectations, and maintain engagement.

Potential Area of Growth

To further strengthen my professional body of knowledge, I aim to enhance my capacity for **differentiated assessment**. While my current exit slips and digital games provide excellent general data, I want to develop a wider variety of methods for students with diverse cognitive abilities to demonstrate their achievement. I plan to broaden my repertoire of summative evaluation practices to allow for more personalized evidence of learning for my students. By expanding my assessment toolkit to include more non-traditional and tiered options, I can ensure that my evaluation practices become personalized and a choice of expression for every student, regardless of their starting point or learning variable.

Competency 4. Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Achievement of this competency is demonstrated by indicators such as:

- a. fostering equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- 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;
- 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.

4

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Test: Indigenous Societies & European Exploration




Your email will be recorded when you submit this form

The Haudenosaunee Peoples were known as _____

- mercantilism
- Rupert's Land
- Beothuk
- Scurvy
- monopoly
- colonialism
- imperialism
- meat
- Three Sisters
- People of the longhouse

_____ is a type of imperialism where a country takes direct control

Test: Indigenous Societies...

  Dec 5, 2025 

Test: Indigenous Societies & European Exploration

Your email will be recorded when you submit this form

The Haudenosaunee Peoples were known as _____




- the people of the long house
- the Mikmaq
- the people

When an Imperialist country takes over land and sends its own people to live there, it's called _____

- Imperialism
- Colonialism
- Mercantilism

Many Europeans died during the winter at the settlement near Stadacona from the disease called _____

*Test: Indigenous Societies...

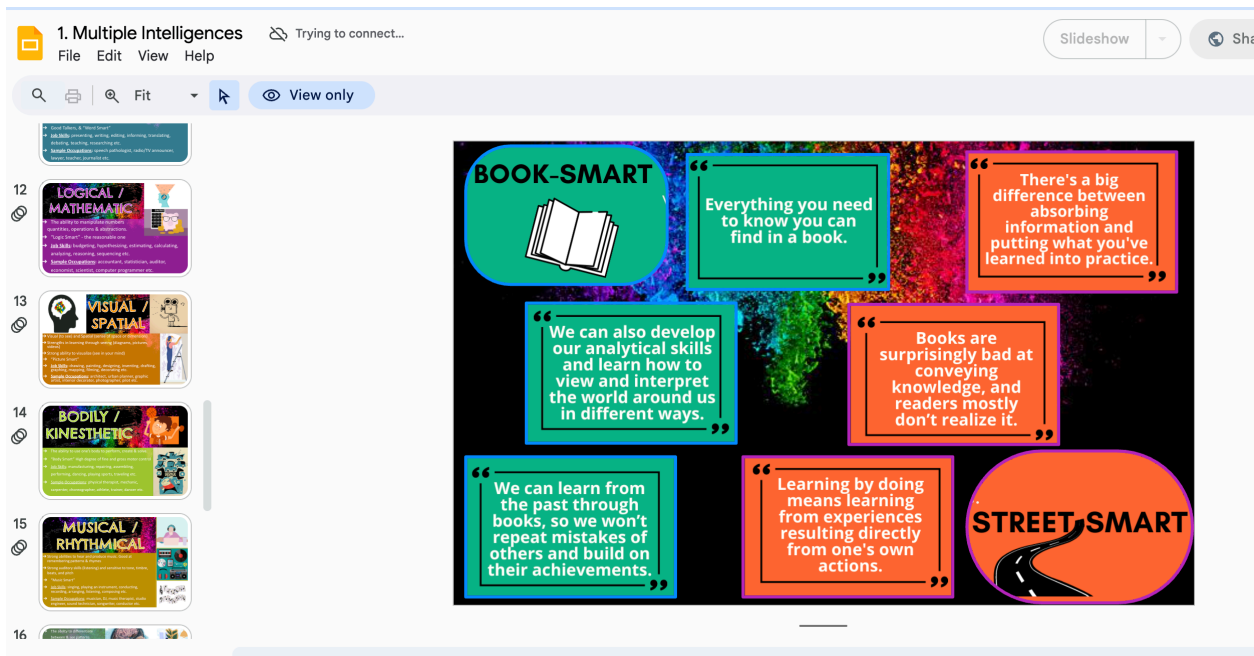
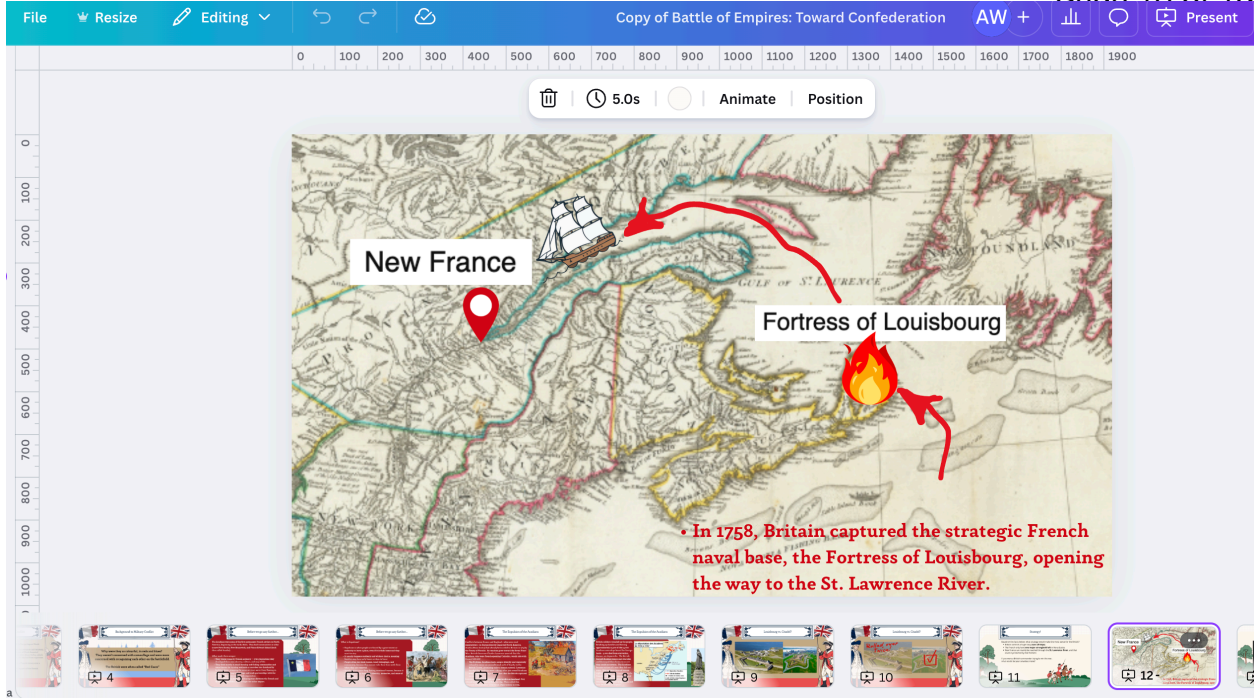
  Dec 3, 2025 

Thursday

Make sure that you are ready to go, we got Liam sorted, but if you have the document ready for him to go, it will help him out.

The images worked really well.

Good job, going over the sheet at the end to make sure that everyone had the correct answer.



Reflection

I am committed to a "Universal Design for Learning" philosophy, affirming that every student can be successful when provided with the right scaffolds. Early in my placement, I co-delivered a Health lesson focused on diverse learning modalities, using a self-assessment tool to help students identify their own strengths and preferred learning methods. This foundational activity empowered students to advocate for their needs throughout the term. To further engage diverse thinkers during a unit on the Plains of Abraham, I implemented a strategic simulation

where the class designed their own "plan of attack" before learning historical outcomes. This inquiry-based approach allowed students to apply their personal and cultural strengths to a complex problem, fostering a high-engagement environment where **critical thinking was prioritized over rote memorization**.

Strengths

A core strength of my practice is "recognizing and responding to specific learning needs" through **proactive differentiation**. For example, when assessing students on Indigenous societies and European exploration, I designed tiered assessments—discretely marked with an asterisk—to provide targeted supports for those who struggle with traditional testing formats. This ensured that the assessment accurately reflected their knowledge rather than their testing anxiety. Additionally, I promote a positive learning environment by using visual aids and comprehensive review techniques. As noted by my partner teacher, my use of imagery is highly effective, and I am diligent in providing timely, constructive feedback by reviewing materials at the end of lessons to ensure every student has the correct understanding.

Potential Area of Growth

To continue developing in this competency, I want to focus intentionally on building trust and inclusion as the foundation for classroom management. I believe that when students feel safe, respected, and understood, they are better able to regulate their emotions and engage academically. To strengthen this foundation, I plan to **pursue professional learning on adolescent development and trauma-informed practices**—particularly around predictability, student choice, and **de-escalation**. These approaches not only support students who experience emotional dysregulation but also create a calmer and more equitable learning environment for everyone. By expanding my skills in these areas, I can better anticipate student needs, respond with compassion, and create conditions where positive behaviour is encouraged through belonging rather than compliance.

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.

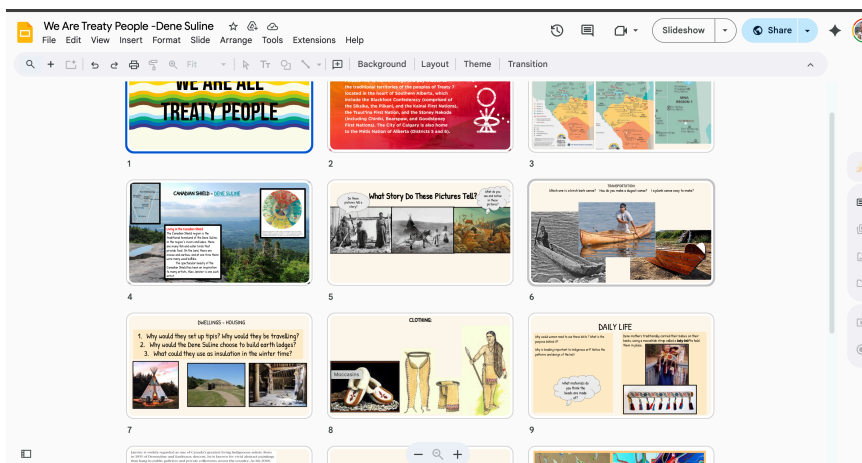
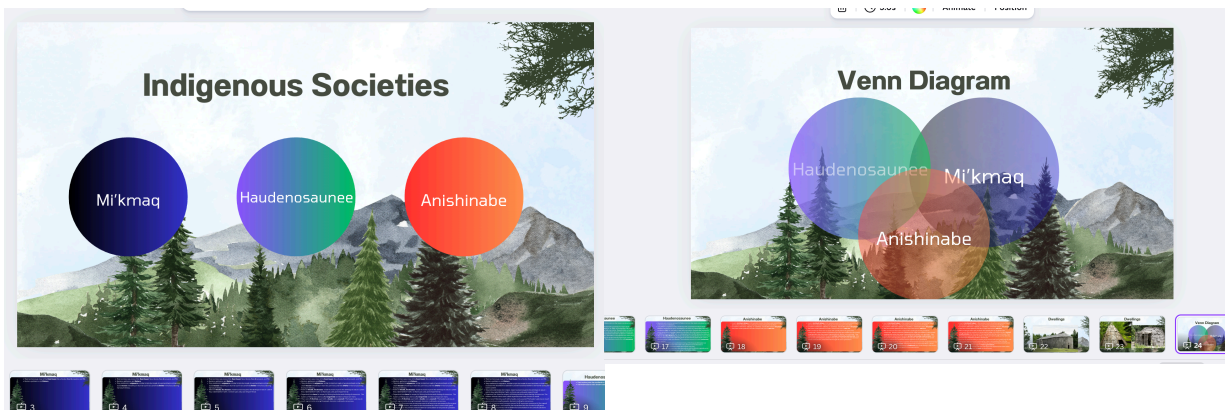
Achievement of this competency is demonstrated by indicators such as:

- 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.

5

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

APPLYING FOUNDATIONAL KNOWLEDGE ABOUT FIRST NATIONS, METIS, AND INUIT	Consistent	Progressing	Not Yet Evident
Develops and applies foundational knowledge about First Nations, Metis, and Inuit for the benefit of all students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



[Assignments](#) > [View Feedback](#)

Feedback for Learning Task 2- Indigenous Engagement

[Add to ePortfolio](#)

Dropbox Feedback

Overall Feedback

Hello Tommy,

It sounds like your visit to the Tsuu T'ina Museum was educational, impactful, and inspirational. The genuine desire for change that you possess really comes through in this exercise. I am filled with gratitude for the many, many, students you will influence in your future practice as a teacher.

You demonstrate a thoughtful and ethical positionality within an Indigenous context, showing genuine respect and awareness in your approach. Your work reflects strong reflexivity and a deep level of critical thinking as you engage with your process. You also show an excellent ability to integrate and articulate complex ideas with clarity and precision.

Your writing is clear, and consistently aligned with APA standards.

Your work overall demonstrates a very strong and impressive effort!

Your grade for this learning task is A+

FYI -I shared your writing with my colleagues in EDUC 530 and the overall sentiment was that I should use your submission as an exemplar for future students -I agree and hope you do too!

Sandra Manyfeathers

Feedback Date

Nov 9, 2025 8:48 AM

Folder

Learning Task 2- Indigenous Engagement

Submission ID	Submission(s)	Date Submitted ▼
7131623	 Indigenous Ed LT2 Tommy Hureau Oct 3rd 2025.pdf (86.63 KB)	Sep 30, 2025 11:28 PM

Reflection

In alignment with the goal of providing an authentic representation of First Nations, Métis, and Inuit peoples, I designed a unit on pre-confederation Indigenous societies that emphasized the distinct cultural identities of three specific groups. My instructional goal was to break down the unique social, political, and economic structures of each nation. To consolidate this learning, I utilized a Venn diagram as both an exit slip and a formal assignment. This required students to identify exclusivity within specific cultures while also recognizing the universal similarities between them. Throughout my instruction, I modelled linguistic respect by teaching students the importance of capitalizing "Indigenous Peoples," explaining that this is a matter of formal recognition and respect for their status as distinct nations.

Strengths

My primary strength in this area is my ability to integrate Indigenous perspectives into the Social Studies curriculum through structured, comparative analysis. My partner teacher has noted my consistency in developing and applying foundational knowledge for the benefit of all students, confirming that my lessons are culturally responsive and pedagogically sound. I excel at creating tools, such as the triple-circle Venn diagram, that help students **organize complex information** regarding Indigenous worldviews and histories. Furthermore, my commitment to "linguistic accuracy" serves as a form of **hidden curriculum**, teaching students that respect for Indigenous communities is reflected in our professional language and writing standards. This proactive approach ensures that I am not just teaching about Indigenous peoples, but teaching a mindset of respect and reconciliation.

Potential Area of Growth

While I have established a strong foundation in teaching pre-Confederation history, I want to grow in how I represent Indigenous perspectives in contemporary Canada. Rather than relying solely on my own interpretations, I aim to ensure that students hear directly from Indigenous Peoples themselves. This includes incorporating authentic voices from modern Indigenous leaders, artists, scientists, Elders, and Knowledge Keepers, so that students experience Indigenous cultures as living, evolving, and influential in the 21st century. I also plan to seek local partnerships and digital resources—such as Elder-led webinars, Indigenous literature, and community-based initiatives—to diversify the pedagogical voices students encounter. I recognize that I cannot fully or accurately represent Indigenous worldviews on my own, and that true inclusion requires making space for genuine representation, relational learning, and ongoing dialogue.

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 Alberta education system.

- Adheres to the Alberta Programs of Studies
- Ethical in actions and professional responsibilities

Achievement of this competency is demonstrated by indicators such as:

- a. maintaining an awareness of, and responding in accordance with, requirements authorized under the *Education Act* 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 reasonable adult entrusted with the custody, care or education of students.

6

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.



UNIVERSITY OF CALGARY

WERKLUND SCHOOL OF EDUCATION
UNDERGRADUATE PROGRAMS IN EDUCATION

ADHERING TO LEGAL FRAMEWORKS AND POLICIES	Consistent	Progressing	Not Yet Evident
Demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of the Professional Code of Conduct and implements it accordingly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of the standards of conduct expected of a caring, knowledgeable, and reasonable adult entrusted with the custody, care or education of children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



EDUC 525 L01 - (Fall 2025) - Ethics and Law in Education

Ends October 24, 2026 at 12:00 AM

48

Reflection

My practice is firmly grounded in a commitment to the legal and ethical responsibilities outlined in the Alberta School Act and the Teaching Quality Standard. I prioritize the privacy and safety of my students above all else, which is why I have **intentionally excluded student photographs and identifying names** from my professional portfolio. This decision is a direct application of FOIP (Freedom of Information and Protection of Privacy) guidelines and reflects my understanding of the digital footprint and the security of the children in my care. By adhering to these privacy standards, I ensure that my professional documentation remains ethical and respectful of the boundaries established by the school division and provincial regulations.

Strengths

My primary strength in this competency is my consistent adherence to the professional Code of Conduct and the standards expected of a “reasonable adult” in a position of trust. As validated by my partner teacher’s assessment, I demonstrate a reliable and professional presence within the school community. I take my role as a legal representative of the education system seriously, ensuring that all my interactions—whether with students, staff, or parents—are governed by honesty, integrity, and a respect for the law. My strength lies in my ability to remain stoic, providing a safe and predictable environment for student learning. I also take pride in knowing, wholeheartedly, that I am and will remain a good role model for students. Ultimately, I recognize that the ethical dimension of teaching is not merely procedural, but relational: students learn not only from what we teach, but from how we, as teachers, conduct ourselves. Maintaining that trust is central to my practice and personal philosophy as an educator.

Potential Area of Growth

As I transition into a lead teaching role, I look forward to deepening my understanding of the Teaching Quality Standards, specifically the responsibilities of a Certified Teacher. Performing an active role (and contributing to) the honourable role of leading the youth of tomorrow, I aim to move beyond simply “following the rules”. I plan to seek opportunities to join school committees—such as the Health and Safety or Social Committee—to better understand how provincial legal frameworks are translated into daily school-site policies. By engaging with administrative leadership and policy implementation, I hope to strengthen my ability to advocate for student rights, teacher rights, and professional ethics in all facets of my career.

Strengths: The Pedagogy of Presence and Adaptation

My primary strength as an emerging educator is rooted in my previous career as a personal trainer and strength coach: the ability to "stay on stage" with resilience, intentionality, and adaptability. I recall a conversation with a high-profile client who noted that, unlike his corporate role where he could retreat to an office, my role required me to be constantly "on," engaging clientele and maintaining a charismatic attitude for hours on end. This professional history has endowed me with a stamina and "stage presence" that translates seamlessly into the classroom. However, my strength is not merely the ability to perform; it is the ability to perform meaningfully by progressing and regressing concepts based on a deep understanding of my students.

Palmer (1997) argues that "good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher" (p. 16). My identity is forged in the discipline of coaching, where success depends on reading the room and adjusting the load. In the gym, if a client cannot perform a movement, I regress the exercise to meet their current capacity; if they excel, I progress the intensity to foster growth. I apply this same logic to the classroom. For example, during a unit on the Revolutionary War, I recognized that my initial "slide-show-centric approach" was not engaging students effectively. Rather than forcing the "curriculum-as-plan" (Aoki, 2024), I regressed the passive delivery and progressed the interactivity by designing a digital scavenger hunt for the War of 1812. This shift allowed me to maintain the "flow" of learning, balancing student skill with the appropriate level of challenge to reduce boredom (Zeybek & Saygı, 2023).

Furthermore, I have learned that "stage presence" is not about dominating the room as a "sage on the stage," but about creating a safe container for learning. Brookfield (n.d.) warns against the "hegemonic assumption" that a teacher must always be the center of attention (p. 49). To counter this, I use my presence to model enthusiasm and safety, specifically through "soft entries"—greeting students by name daily to gauge their readiness.

My ability to progress and regress concepts is further evidenced in my approach to differentiation. Just as I would customize a workout, I design tiered assessments (marked with an asterisk) for students who struggle with traditional testing, ensuring the assessment reflects their knowledge rather than their limitations. By blending the performative stamina of a coach with the "pedagogic attunement" (Aoki, 2024) of a teacher, I ensure that my presence on stage is not an act of ego, but a deliberate strategy to scaffold student success.

Area of Growth: Designing for Flow, Fun, and Inquiry

The specific area of growth I intend to prioritize is Competency 3: Applying a Comprehensive Repertoire of Effective Planning and Instruction, with a specific focus on mastering gamification and inquiry-based pedagogy. While I have successfully used tools like Kahoot and the digital scavenger hunt, I want to move beyond using these as isolated activities and instead embrace the role of Teacher as Designer. Brown et al. (2020) argue that new teachers must not view themselves merely as implementers of curriculum, but as designers who engage in "continuous cycles of design–enactment–reflection" (p. 1). My goal is to design learning environments where "fun" is not trivial, but a strategic pedagogical tool that makes the learning process smoother, memorable, and student-led.

My rationale for this focus is rooted in the concept of "flow." Zeybek and Saygı (2023) highlight that gamification works by balancing a learner's skills with the difficulty of the task, creating a state of flow that reduces anxiety and increases intrinsic motivation (p. 250). I believe that if students are having fun, they are more likely to take risks and engage in critical thinking. Though I perform well as the "sage on the stage"—where I am the sole source of knowledge—I want to become a better designer—where I design the "mechanics" (rules, points) and "dynamics" (emotions, fellowship) that allow students to navigate their own learning (Zeybek & Saygı, 2023, p. 238).

However, gamification must be rigorous. I want to ensure that my gamified lessons foster deep critical thinking rather than surface-level participation. To do this, I will integrate Gibson's (2018) framework for "scaffolding critical questions." Instead of students simply hunting for "googleable" answers to win a game, I want to design inquiries that demand analysis, interpretation, and evidence (Gibson, 2018, p. 200). I'd like to investigate what types of play and inquiry can position the students as researchers, like Burwell's photography lesson, intended to explore visual inquiry methods and get students to research own communities (Burwell, 2024, p. 401). Furthermore, what other forms of assessment can express lesson understanding and retention?

I recognize that prioritizing "play" in the classroom can sometimes be met with skepticism. To sustain this growth, I must be vigilant against "Walnut Trees"—colleagues who may view gamified noise as chaos or lack of discipline (Gonzalez, 2013). As Gonzalez (2013) notes, these cynical influences can be toxic to a new teacher's growth. Instead, I will actively seek out "Marigolds"—supportive mentors who understand that a loud, active classroom is often a sign of deep engagement. Additionally, I will utilize "Critical Friends" to help me scrutinize my gamified designs, ensuring they remain educationally sound and not just entertaining (Mat Noor & Shafee, 2021). After all, what better way to improve as a teacher and sustain lifelong learning than with the help of insightful friends?

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