

FOUNDATIONS (1, 2)

To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.

FEATURES

- Situates the discipline's basic benchmarks and points of understanding (concepts, postulates and methods) in order to facilitate significant, in-depth learning by students.
- Adopts a critical approach to the subject matter.
- Establishes links between the secondary culture set out in the program and the secondary culture of the students.
- Transforms the classroom into a cultural base open to a range of different viewpoints within a common space.
- Casts a critical look at his or her own origins, cultural practices and social role.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to:

- understand the subject-specific and program specific knowledge to be taught, so as to be able to promote the creation of meaningful links by the students;
- exhibit a critical understanding of his or her cultural development and be aware of its potential and limitations;
- exhibit a critical understanding of the knowledge to be taught, so as to promote the creation of meaningful links by the students;
- Establish links with the students' culture in the proposed learning activities.

How have I developed this competency during this course or professional seminar/field experience?

Perhaps the most significant learning I experienced during my field experience related to this competency. James Lyng had a very different socio-economic level than my own high school and the environments I have taught in, so I was forced to reflect on my own privileged educational opportunities and position in society in relation to the disadvantaged students. My observations on my own privileges—for example, I always had enough to eat and my home was a safe space conducive to academic success—will help me better to establish my own cultural identity in order to act as a professional inheritor of culture.

I also was placed in a situation which challenged my understanding of how to best conduct instruction in my specialization, secondary mathematics. One of my cooperating teachers greatly simplified the math lessons she taught into simple formulaic steps, which she argued was necessary for the low academic development of the students. I reflected on how to facilitate the in-depth learning of mathematics by students with low achievement or learning difficulties, and though I don't have a satisfactory answer yet, the field experience provided me with a good basis for further investigation and reflection.

WHAT IS MY CURRENT LEVEL OF MASTERY? (CHOOSE ONE)*

ADVANCED THOROUGH **ACCEPTABLE** PARTIAL MINIMAL

**Use the features of the competency (listed above) and the professional competency rubric.*

Name: Stephen McCarthy ID: 260469583

Date: December 10, 2011 Course Name & Number (e.g. EDEC 253) EDEC 201 PS/FE level (circle one) 1 2 3 4

KEEP THESE FORMS IN YOUR PROFESSIONAL PORTFOLIO. YOU WILL ADD TO THEM EACH YEAR.

FOUNDATIONS (1, 2)

To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

FEATURES

- Uses appropriate language when speaking to students, parents and peers.
- Observes rules of grammar and stylistics when writing texts intended for students, parents or peers.
- Is able to take up a position, support his or her ideas and argue his or her subject matter in a consistent, effective, constructive and respectful way during discussions.
- Communicates ideas concisely using precise vocabulary and correct syntax.
- Corrects the mistakes students make when speaking and writing.
- Constantly strives to improve his or her own oral and written language skills.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to:

- master the rules of oral and written expression so as to be understood by most of the linguistic community;
- Express himself or herself with the ease, precision, efficiency and accuracy expected by society of a teaching professional.

How have I developed this competency during this course or professional seminar/field experience?

I feel that my educational experience prior to this field experience has given me a thorough level of competency in written and spoken communication, as this is not solely related to the teaching profession. Throughout both the field experience and professional seminar, I practiced professional oral communication through class discussions with my student teacher peers, discussions on teaching practices with James Lyng staff members, and interactions with students. In particular, in interacting with students who would often use vernacular speech and a smaller vocabulary, I would often rephrase my thoughts using less complex words in order to communicate appropriately.

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SOCIAL AND EDUCATIONAL CONTEXT (7, 8, 9, 10)

To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school.

FEATURES

- Collaborates with other members of the school staff in defining orientations, and developing and implementing projects related to educational services in areas falling under the responsibility of the school.
- Informs parents and encourages them to become actively involved.
- Coordinates his or her actions with those of the school's various partners.
- Supports students involved in the administrative structures of the school or in school activities or projects.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- situate his or her role in relation to that played by other internal or external resource persons;
- adjust his or her actions to the educational objectives of the school and contribute to the attainment of these objectives by becoming personally involved in school projects;
- Start building a trusting relationship with parents.

How have I developed this competency during this course or professional seminar/field experience?

A large part of my development in this competency during the field experience came through learning about the community, resources and orientation of my particular school and reflecting on how I would cooperate with all of these in a teaching role. Through lunchtime talks from school staff members organized by our supervisor, I learned about the many human resources offered to students and teachers and about the community of the school. Working in the resource room was an opportunity to learn about the teacher support offered there.

I also had several chances to put this competency to practice in a limited way. When I was going to support a particular student in a teacher's class, I always informed the teacher of why I was there and asked for their direction on how to best support my student and minimize distraction in class. When I worked with one teacher for a full week, I collaborated with them to support students and even teach entire lessons. Though I did not interact with any parents, I did get involved in the community of the school by participating in extracurricular cooking, music, homework help, video game and hockey activities.

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PROFESSIONAL IDENTITY (11, 12)

To engage in professional development individually and with others.

FEATURES

- Takes stock of his or her competencies and takes steps to develop them using available resources.
- Discusses the relevance of his or her pedagogical choices with his or her colleagues.
- Reflects on his or her practice (reflective analysis) and makes the appropriate adjustments.
- Spearheads projects to solve teaching problems.
- Involves peers in research related to the mastery of the competencies targeted in the programs of study and to the educational objectives of the school.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- identify, understand and use available resources (research reports and professional literature, pedagogical networks, professional associations, data banks) related to teaching;
- identify his or her strengths and limitations, along with his or her personal objectives and the means of achieving them;
- engage in rigorous reflexive analysis on specific aspects of his or her teaching;
- Undertake research projects related to specific aspects of his or her teaching.

How have I developed this competency during this course or professional seminar/field experience?

The first field experience and seminar has been a very reflective experience for me. As with all my peers, I kept a professional reflection journal to coordinate my thoughts and habituate myself to reflecting as a teacher. I feel I have been able to develop my learning skills gleaned from various experiences as a student and non-professional teacher into the beginnings of this professional development competency.

Throughout the practicum I had the opportunity to reflect both alone and in groups on my exposure to various teachers, which will allow me to model or make adjustments to my own teaching style. I also have reflected on my interactions with students, and was able in some cases to improve my relationships with individual students throughout my time at James Lyng by adjusting my behaviour towards these students. It is not just the techniques that I used but the overall reflective strategy that I feel will be helpful in my teaching.

Through the Seminar assignments, I have also tied my McGill coursework into my development and conception of teaching as a profession.

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PROFESSIONAL IDENTITY (11, 12)

To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

FEATURES

- Understands the values underlying his or her teaching.
- Manages his or her class in a democratic way.
- Provides students with appropriate attention and support.
- Justifies his or her decisions concerning the learning and education of students to the parties concerned.
- Respects the confidential nature of certain aspects of his or her work.
- Avoids any form of discrimination toward students, parents or colleagues.
- Situates the moral conflicts arising in class with reference to the major schools of thought.
- Demonstrates sound judgment in using the legal and regulatory framework governing the teaching profession.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- demonstrate sufficient responsibility in dealings with students that one can recommend with no reservations that a class be entrusted to his or her care;
- Answer to others for his or her actions by providing well-founded reasons.

How have I developed this competency during this course or professional seminar/field experience?

The first field experience has helped me to examine the values underlying teaching in an experiential way, and to reflect on the philosophy of education and professional responsibilities outlined in my McGill courses. Specifically, it helped me develop this competency in two ways.

First, I was exposed to a range of classroom management practices, ranging from strategies I perceived as unfair and unproductive to those that were fair and constructive. I was also able to partially develop and practice my own classroom management strategy under the supervision of my coordinating teachers, for example by walking around to remind students to focus and to offer help to struggling students.

Second, I examined my own desire to share the experiences I had during the field experience, from my excitement at student success to my frustrations at working with certain teachers. I thought about how to engage in constructive sharing with peers or my own mentors in order to grow professionally while maintaining confidentiality and professionalism, and I think I achieved a good balance.

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