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?

I believe that throughout the third field experience, I have demonstrated excellent professional behaviour in my interactions with students, parents and other teachers. I have always respected student confidentiality, have been aware and followed the legal framework and the higher ethical framework expected of teachers, and tried my best to support students without being inappropriately attentive. While I believe I was competent in these areas from the beginning of the field experience, I have developed my capacity through repeated practice.

I also have developed my understanding of the values underlying teacher behaviour through this field experience, though this has sometimes left me with more questions than answers. A large area of inquiry that I had during the three months teaching surrounded the value and method of learning mathematics itself: why do we teach/learn math? Are the current teaching practices working for the most part, or do they need a radical rehaul? In considering these questions, I have actually moderated my views on them. For example, whereas before this field experience I wanted to completely break away from old teaching methods, I have now seen their value in practice and will try to instead improve my teaching methods experimentally and incrementally on top of the best practices of today.

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.

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Date: ___Dec 12, 2012_____   Course Name & Number ____EDEC 351 Professional Seminar_____   PS/FE level (circle one) 1   2 ③ 4

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