

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?

In the third field experience, I developed Competency 1 largely by interacting with the QEP curriculum in Secondary Mathematics. Although my knowledge of mathematics is broad and deep, I did not attend high school in Quebec and so this field experience was my first in-depth exposure to the curriculum.

I found the curriculum very approachable and well within my mathematical knowledge base, so I tried to develop a deeper understanding of how it was organized and how to best expose students to the material: how to best explain it through expository teaching, what supporting questions or problems would help them understand how to use the concepts, and how to support students who did not understand a concept. By basing my lessons and unit plans on my cooperating teacher's planning material, I developed an understanding of how the content is traditionally taught in Quebec, and started finding my own math teaching style as well. Both my cooperating teacher and my supervisor gave me favourable reviews regarding my knowledge of the subject material.

While I tried to relate to the students' culture and participate in the secondary culture of the school—for example, by coaching the girls volleyball team—I found it was difficult to do this through the mathematics curriculum due to its more abstract nature. I did provide my students with several mathematics problems (both Situational Problems and smaller word problems) in which I related mathematical constructs to real-life situations; however, I used hypothetical situations rather than situations from the students' lives.

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