

LT3 - EDUC 556.03

“What is your action plan design for your professional growth to positively impact student learning in Field IV?”

In preparing my Action Plan I address Competency 5: Applying Foundational Knowledge about First Nations, Métis, and Inuit, I have reflected upon various readings, viewings, learning tasks, and experiences through Brookfield’s (2017) four matrix lens: personal, colleague, theoretical, and student.

Personal Lens

I can design my PL to positively impact student learning in field IV by considering; my strengths, tempering my challenges, creating a Growth Plan, surrounding myself with positive, growth minded people and taking responsibility for my health.

- Make a conscious effort to draw on my past as: “Specific experiences always have universal elements embedded within them.” (Brookfield, 2017)
- Continuously review the TQS and check that elements are being applied every day in my practice
- Update and review my TPGP for EDUC 556 LT1
- Establish connections with First Nations, Métis, and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors, and local community members to invite into my classroom and seek their insight and guidance
- Incorporate Indigenous perspectives and ways of being into lesson/unit planning by dedicating a section in my plans to Indigenous connections
- Try new things. Pay close attention to results through student engagement, grades, and feedback and make judgments as to whether or not they are working.

Colleague Lens

I can design my PL to positively impact student learning in field IV by reflecting on and implementing areas of improvement from my field evaluations, developing a supportive peer network and eliciting feedback from my Field IV advisor and partner teacher/s.

- In order to collaborate over similar issues, I will make a conscious effort to seek out opportunities to collaborate with other staff members who have experience in my subject areas to work in PLCs and have them share and reflect on my teaching practice through feedback. (Brookfield, 2017)
- Find Critical friends (Brookfield, 2017) who I can use for guidance and support. Hopefully this will grow my connections within the community so I can have help identifying the best practices and resources for incorporating Indigenous perspectives and ways of being into lesson/unit design.
- Attend workshops, conferences, or other professional development opportunities with a focus on Indigenous education and cultural competency, and share what I learn with my colleagues to try and encourage this even outside of my classroom
- Work with my department or school administration to identify opportunities to promote and support Indigenous education across the school community.
- Reflect on/take feedback from Partner Teacher, Field Advisor, Principal, or any other established authority on my effectiveness with applying this competency
- Follow through on previous plan made with PT to focus on this aspect for my final practicum

Student Lens

I can design my professional growth to benefit student learning through developing trust in the classroom, gathering evidence of student learning using several strategies such as entrance/ exit slips to assess students' learning, and using anonymous surveys to gather student comments on the unit. The most important form of knowledge we need to know as educators is how our students are experiencing learning, as this can help us to bridge the gap between where they are and where they need to be (Brookfield, 2017).

- Actively seek out, listen to thoughtfully, and apply feedback through the forms of exit slips, in class discussions, and/or questionnaires, for it is: "crucial that you show you take it seriously even when you fundamentally disagree with it." (Brookfield, 2017)
- Create opportunities for student engagement with Indigenous communities, knowledge keepers, and cultural advisors, including through field trips, guest speakers, and community-based projects.
- Ensure lessons and units are designed so that they actively incorporate Indigenous perspectives, knowledge, and practices, including through the use of culturally responsive materials, activities, and assessments. I will do this by putting a box labelled "Indigenous Practices" within my lesson plan template.
- Continuously evaluate the impact of the integration of Indigenous practices on student learning and engagement, making revisions and modifications as needed to enhance the effectiveness of the teaching and learning process.
- Include a preliminary evaluation of students as: "Teaching can become more responsive to students' needs when the teacher understands what students already know and can do, and what misconceptions they hold." (Timperley, 2011, p. 62)

Theoretical Lens

I can design my PL in Field IV to positively impact student learning by intentionally seeking out research to inform my teaching, collecting data in my classroom, and collating research-based resources for use in the classroom

- Continue to explore various sources within my subject areas, for I could: "stumble on a piece of work that puts into cogent words something you've felt but been unable to articulate."- 73 (Brookfield, 2017)
- Proceed with this quote in mind: "Inquiry without new knowledge can result in process without substance." (Timperley, 2011, p. 59)
- Reflection on the article: "Indigenous Performances and Pedagogical Practice: Transforming the Classroom" by Devon Haiku Garriott (2015) and any other additional articles with similar context.
- Analyze and critique my current teaching practices and materials through a lens of Indigenous cultural humility and anti-colonialism.
- Evaluate the impact of my efforts to incorporate Indigenous practices on my teaching and my students' learning, making revisions and modifications as needed.
- Consistently review and add to my list of Indigenous resources that was developed during my EDUC 530 course.

My Professional Learning Area of Focus/Goal*

To ensure I design every lesson/unit with a stronger focus on Indigenous practices.

My Action Plan

Identify Evidence-based Resources	Strategies/Teaching Practices/Instructional Methods I Will Enact	Success Criteria I Establish for the Chosen Strategies/Teaching Practices/Instructional Methods	Evidence that I Could Collect to Support My Claims of Impact on Student Learning
<p>“Our world our way” https://education.alberta.ca/media/3615876/our-words-our-ways.pdf - Appendix “activities” and resources</p>	<p>Included resources such as: Treaty Area Map of Alberta, Guidelines for Talking Circles, Evaluating Resources About Aboriginal Peoples, Aboriginal Organizations and Agencies, various charts and diagrams (will be used as an overarching resource for how to apply other resources)</p> <p>Keeping myself educated, refreshed, and held accountable in order to provide the best and most respectful instruction I can</p>	<p>Growing confidence in my abilities to seamlessly incorporate FNMI ways of being/practices</p> <p>I can have students themselves or the Indigenous School Liason give suggestions as to what works/doesn't work</p>	<p>Positive feedback from students, partner teacher, and other admin</p> <p>Will connect a section of this resource booklet to my chosen Indigenous practice to implement in my lesson plan (to be written down on physical plan)</p>
<p>My Partner Teacher</p>	<p>Building lesson plans with my PT</p> <p>Observing how my PT interacts with Indigenous students day to day</p> <p>Ask questions</p>	<p>Debrief with PT after observing wither interaction with Indigenous students or how she implemented their practices into her classroom</p> <p>PT can connect me to other additional resources within the community, including the Indigenous School Liason</p>	<p>Journal entries/reflections based on what I observed or the feedback I received</p> <p>Gathered online/physical resources that my PT applied to her own teaching</p>
<p>Indigenous Artists/Guest speakers</p>	<p>Bring more FNMI voices in directly from the community to make it relevant to student lives</p> <p>Explore/reach out to my connections within the theatre community</p>	<p>Can follow up with the speakers afterwards to see how I can scaffold on their presentation or if they would return</p> <p>If students are engaged, asking questions and listening with curiosity</p>	<p>Students can write a journal entry expressing their reactions to the guest speaker</p>
<p>List of FNMI books, plays, and theatre companies I created in EDUC 530 https://www.canva.com/design/DAFQBEPmuQI-BEPmuQI/moDb82K0fqD_AzdNoZZolw/view?utm_content=DAFQBEPmuQI&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p>	<p>Include more representation within the classroom</p> <p>De-Westernizing the space</p> <p>Alternative methods for teachers/students to educate themselves of FNMI history</p>	<p>Strong response to readings such as follow up questions, additional research, focus in class</p>	<p>Students will have many assessments based on the utilization of the resources such as book reports, vocal/physical/visual responses (e.g. through performance or art), class discussions etc.</p>

Resources:

Brookfield, S. (2017) *Becoming a critically reflective teacher*. (2nd ed.). Jossey Boss. Chapter 4
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4790372>

Our words, our ways - education | Alberta.ca. (n.d.). Retrieved February 10, 2023, from
<https://education.alberta.ca/media/3615876/our-words-our-ways.pdf>

Stoll, L. (2011). *Leading professional learning communities*. In Robertson J., Timperley, H. (Eds.), *Leadership and learning* (pp.114-129). Los Angeles: SAGE.

Timperley, H.S. (2011). *Realizing the power of professional learning*. Open University Press.
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=744156>

Timperley, H. (2015). *Continuing professional development*. In J.D. Wright (Ed.) *International Encyclopedia of the Social & Behavioral Sciences* (2nd ed.). pp. 796-802.doi: 10.1016/B978-0-08-097086-8.92134-2
<https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/B978008097068921342>