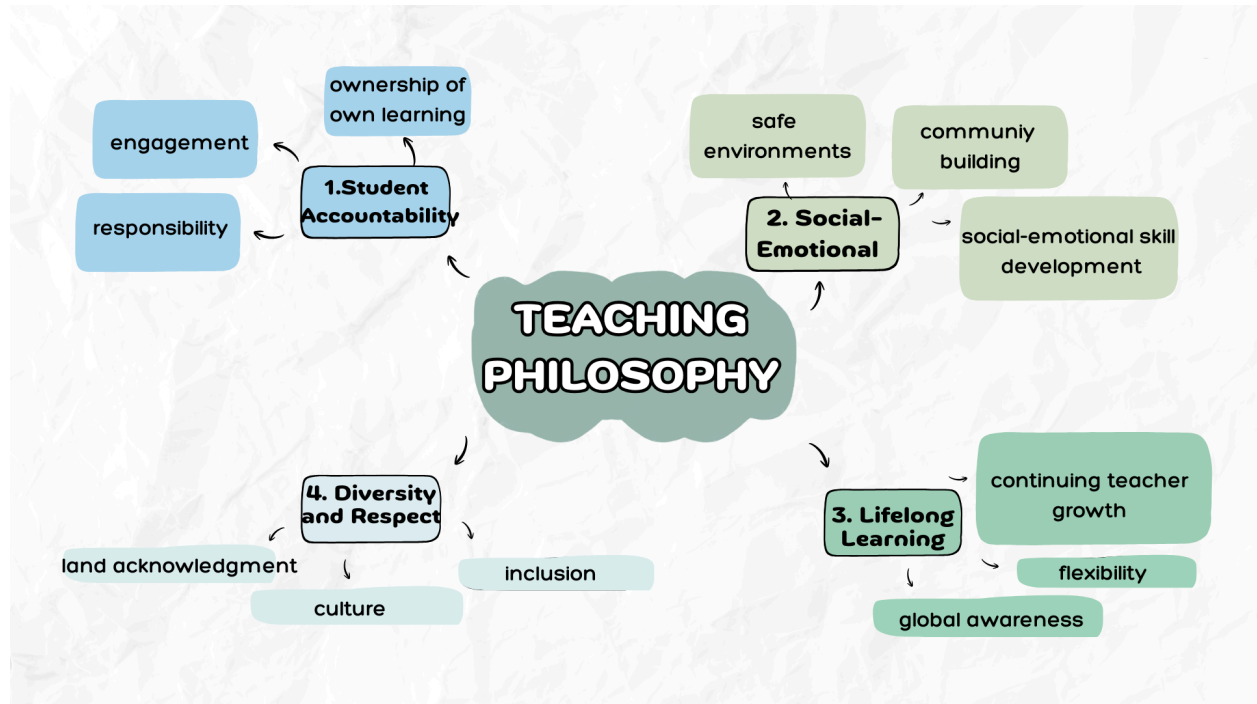


Activity

1



2 is reflection 2

Standard 9

- Past - I knew that many Indigenous peoples pass on knowledge through storytelling, and that oral traditions and mythologies are a huge part of the Indigenous worldview. Through the program, I learned that Indigenous cultures and practices are distinct and unique to local bands, meaning there is no single generalization for Indigenous ways of doing things. During my practicum in Surrey, we held an Indigenous Awareness Week, which highlighted how local ways of being differ from those in the Kamloops area.
- Present - I understand that learning can take place outside of the classroom. When we as educators are truly invested in a student's life and see them as a whole human being, they are more likely to engage because they know we care. Experiential learning is also key: by stepping back and letting students try out questions and explore new things, they learn much better from actually doing and from reflecting on their mistakes. Furthermore, I emphasize community accountability; students must understand that there are

consequences to their actions. For instance, they must sign in and out when leaving the room. Because only one hall pass is available, students start to become more responsible and considerate when they realize their peers are waiting on them.

- Future - I will actively look for opportunities to invite Indigenous guest speakers into my classroom. During my training, I signed up my students for a storytelling through drumming session, which was a wonderful experience. In the future, I plan to regularly incorporate a talking circle and a talking stick into my classroom routine to foster respectful communication.

3

Mock interview:

What adjectives would others use to describe your presence in the classroom? Why?

Calm, firm: I am confident in my subject area.

Adaptable:

Respectful and encouraging: respect cultural differences but I do want to encourage students to participate in the safe environment of a classroom.

3 Questions about resume & format of resume?

What types of activities/experiences should and should not be included in a teacher's resume?

What are HRs looking specifically for when they scan resumes?

Should we include a reference section in the resume?

Teach 2:00 min

How to equalize the ears.

Why: We live in Kamloops, and sometimes when we go down the highway, you will notice ear discomfort. Or when we are on the plane, our ears don't "pop" all the way.

I learned the equalize technique while training for scuba diving.

Steps:

1. Be sure you have 1 hand free.
2. Take a breath in, hold it with your mouth closed.
3. Pinch your nose with 1 hand, and blow against your nose.
4. Extra: if blowing against the nose is not working, try pinching your nose and swallowing.

Remember:

Equalize early and often.

MOCK INTERVIEW ACTIVITY QUESTIONS

1. What is your teaching philosophy? Give an example of how you enact it in your teaching.

My philosophy is student-centred but grounded firmly in accountability, lifelong learning, and social responsibility. I believe students learn best when they are active participants who take ownership of their education, and when they feel safe and valued as whole human beings.

For example: In my math classes, I enact this by stepping back from the traditional lecture style and using vertical non-permanent surfaces (whiteboards). Instead of passively copying notes, students work in visible, collaborative groups where they must actively negotiate solutions, learn from their mistakes, and take responsibility for their collective progress.

2. What adjectives would others use to describe your presence in the classroom? Why?

My mentor teachers and colleagues would describe my presence as adaptable, accountable, and empathetic.

Adaptable: Because I am committed to lifelong learning and am always ready to pivot my instructional strategies mid-lesson if I notice a setback or an unmet student need.

Accountable: Because I maintain high standards for classroom community routines, teaching students that their actions have real-world consequences.

Empathetic: Because I genuinely invest time into seeing my students as whole people, honoring their diverse cultural backgrounds so they feel safe and supported.

3. Tell me about a time when students responded positively to one of your Indigenously inspired activities. What was the activity? What did students take away in their learning?

During my practicum, I took my Workplace Mathematics 11 class outside of the traditional classroom to do a talking circle. I borrowed a talking stick from the school's Indigenous support worker and explicitly went over the protocol, etiquette, and values of the circle before we began.

We used the circle to share our reflections on our recent learning. The students responded incredibly well; the physical transition outside and the structured equality of the circle broke down social barriers. Students took away a deep sense of connection to their peers, learning firsthand how oral traditions and intentional listening build mutual respect and shared responsibility.

4. Tell me about a time when you overcame a difficult challenge in your teaching practice. What was the challenge? How did you overcome it?

A significant challenge I faced was teaching abstract mathematical concepts to a class with highly diverse learning speeds and low initial engagement. Some students would tune out during traditional direct instruction, while others felt rushed.

I overcame this by restructuring the environment using Peter Liljedahl's Thinking Classroom framework. By shifting to random visible groupings of three and moving students to standing whiteboards with only one marker per group, the passive dynamic completely changed. Students who previously gave up were supported by their peers, and the challenge shifted from a source of frustration to a collaborative puzzle.

5. Tell me about a time when someone gave you constructive but challenging feedback about your teaching practice, and how you handled that.

My mentor teacher noted that my lesson notes and explanations were occasionally too detailed, and that I was struggling with "letting go", meaning I would sometimes solve complex math questions completely on the board rather than letting students struggle through them first.

I took this feedback seriously as a crucial growth opportunity. I actively adjusted my practice by implementing a "scaffolded release" strategy. I cut down my direct lecture time, provided minimal initial details, and instead gave students the space to try the problems first. I learned to embrace the quiet "productive struggle" in the room, circulating to give hints rather than giving away the answers.

6. How do you manage students with challenging behaviour in the classroom?

My immediate step is to pause, regulate, and assess without reacting emotionally. I remind myself that a student's behavior is often a form of communication or a reaction to stress, rather than a personal challenge to my authority.

Once the classroom is settled, I have a private, low-overhead conversation with the student to address the root cause and reaffirm our classroom expectations. If the behavior is persistent, I collaborate with school counselors, the Indigenous support team, or learning assistance teachers to connect that student with the appropriate holistic support.

7. How do you acknowledge Indigenous worldviews in your teaching?

I acknowledge Indigenous worldviews by moving away from tokenism and focusing on authentic integration. I actively seek out opportunities to participate in school-wide events, such as Indigenous Awareness Week, and sign my classes up for local guest speakers, such as storytelling through drumming sessions. Furthermore, as an immigrant background educator and an uninvited guest on traditional lands, I intentionally weave the First Peoples Principles of Learning into my daily math practice—specifically emphasizing that learning is holistic, reflexive, and experiential.

8. How do you cultivate positive relationships with your students and create a sense of class community?

I cultivate positive relationships by being clear, consistent, and predictable with my classroom structures. For example, I implement straightforward accountability routines, like a structured sign-in/sign-out system and a single-hall-pass policy, which teaches students to respect their peers' time. When students enter a room with clear boundaries and known routines, they feel safe, secure, and respected, which forms the baseline for a strong community.

9. Give evidence through an example which shows how you design learning environments which address diversity and support all learners in a class.

To support a diverse range of learners, I heavily utilize the Building Thinking Classrooms routine. In my math blocks, I generate random groups of three using an online tool displayed directly on the projector so the process is completely transparent.

I present the math task visually on the projector and provide a physical handout for students who need to track text closely. They work on vertical side whiteboards, but I only give one marker per group, requiring them to rotate the marker for every question. This layout naturally differentiates the learning: text-heavy learners have physical copies, visual learners use the board, and the single-marker constraint ensures that students must talk, cooperate, and support one another regardless of their individual math levels.

10. How do you keep your students engaged and motivated in your lessons?

I keep students motivated by balancing structured instruction with high-engagement collaborative time. While I utilize a focused "I do, you do" modeling sequence for core mathematical skills, I actively elicit student input throughout the process rather than just lecturing. I then transition quickly into collaborative task time, circulating the room continuously to provide immediate feedback, celebrate small wins, and ask guiding questions that keep their momentum going.

11. What do you do to maintain your own professional development? What areas would you select for your personal growth?

I am committed to continuous professional growth by reading contemporary pedagogical frameworks and collaborating with specialist staff. For my future personal growth, I want to focus deeply on expanding my repertoire for authentically incorporating Indigenous worldviews and place-based learning specifically within secondary mathematics curricula, moving beyond standard word problems into true experiential learning.

12. What does collaboration mean to you? How do you engage in collaboration to improve your teaching practice and relatedly, student learning?

To me, collaboration means recognizing that we are stronger as a collective than as isolated educators. I engage in collaboration by regularly consulting with mentor teachers, district specialists, and Indigenous support workers to share lesson resources and discuss behavioral interventions. This directly improves student learning by ensuring that my classroom strategies are consistent with the support systems students receive elsewhere in the school.

13. What are some assessment methods you use to check for understanding as you are teaching?

I use a mix of formative assessment tools to check for understanding in real-time. On a day-to-day basis, I use targeted warm-up questions at the very beginning of class to evaluate retention from the previous day. During instruction, I use quick, non-threatening check-ins like a strategic show of hands or monitoring student work directly on vertical whiteboards, allowing me to immediately identify gaps before moving forward.

14. Which extra-curricular activities, clubs, or sports are you willing to be involved in if you are offered a position?

I would love to sponsor or assist with a creative, community-focused extracurricular program such as a knitting, sewing, and embroidery club. This provides an excellent alternative space for students who may not be drawn to sports. We could connect the club to global citizenship and social responsibility by organizing fundraisers, selling handmade keychains, or donating student-made items to local animal rescues.

15. What would you do if there was a situation unfolding in your classroom that compromised student safety?

My absolute priority is the immediate physical and emotional safety of the minors in my care. I would instantly pause instruction and assess the severity of the threat. If the danger is localized inside the room, I will calmly but decisively evacuate the students from the classroom to a designated safe zone, secure the immediate area, and immediately contact the main office and school administration for emergency assistance.

4 is reflection 4

10 things should be included or 10 things might need to change.

1. Objective
2. Education history
3. Teaching Certificates
4. Work experience

5. Relevant skills/certificates
6. Full legal name
7. Contact information
8. Reference
9. Special Training
10. Hobbies?

5

"Tell me about yourself". A 1-min audio or video clip

Bullet point of what I said:

- I am Selina
- I am from BC Surrey, grew up in Surrey, and graduated from secondary school in Surrey.
- I graduated from UBC doing math, and went to Australia for my master doing statistics.
- Currently, I am a teacher candidate at TRU. Before the teacher education program, I worked as a teacher in a small independent school in Vancouver.

Topic: Technology in Schools

Questions:

1. What are the trends, challenges, and issues related to the topic?
 - Social media bans for youth under 16 (UK, Canada, Australia, etc.)
 - Increased use of AI by teachers and students
 - No training on social media safety for youth
 - Increased presence and use of cell phones in the classroom
2. How might these trends, challenges, and issues impact you as a new teacher?
 - Good that they are banning social media for youth
 - Technology can make some learning more accessible (e.g., homework help apps, classroom activities)
 - Challenging to regulate AI and cell phone use
 - Challenging to regulate technology safety
3. How will you navigate these trends, challenges, and issues?
 - Clear and reinforced classroom expectations
 - Facilitating discussions on safe use of technology
4. What other ideas or questions related to the topic do you have?
 - How does increased technological use impact student mental health and cognitive functioning?
 - How do you reconcile parental, peer, and community expectations around technology with classroom expectations?

