

Item 1: First Aid Certificate Refresher

- **Website / Provider:** Local Provider (Surrey, BC)
- **Detailed Description:** I plan to complete a First Aid and CPR-C certification refresher course through a local provider in Surrey. This weekend course covers essential emergency response skills, including airway management, breathing and circulatory emergencies, wound care, and AED training. It will ensure my certification is fully up to date for my first year in the classroom.
- **Reflection & Meaning to Continued Development:** As a new teacher, my primary responsibility is the safety and well-being of my students. Holding an active first aid certificate is crucial for building a secure classroom environment where students feel safe to learn. It is also highly meaningful for my professional growth because it opens up opportunities to confidently lead extracurricular activities, supervise school clubs, or volunteer for field trips, which often require certified staff.

Item 2: BC Association of Mathematics Teachers (BCAMT) Annual Conference

- **Website / Provider:** <https://www.bcamt.ca/>
- **Detailed Description:** I will attend the BCAMT Fall Conference in Vancouver. This provincial specialist association event features workshops focused on secondary mathematics pedagogy, resources, and assessment strategies aligned with the BC curriculum.
- **Reflection & Meaning to Continued Development:** Attending this conference is vital for my first year teaching high school math. It connects me directly with provincial experts and current resources, helping me refine my lesson planning. Building a network with other BC math educators also provides a valuable community for sharing resources and solving classroom challenges.

Item 3: Grassroots Workshops: Building Thinking Classrooms

- **Website / Provider:** <https://grassrootsworkshops.com/workshops/building-thinking-classrooms>
- **Detailed Description:** I will complete the self-paced online workshop Building Thinking Classrooms by Dr. Peter Liljedahl. This course provides practical training on using vertical non-permanent surfaces (VNPS), visible random groups, and shifting to data-gathering assessment models.
- **Reflection & Meaning to Continued Development:** This workshop directly supports my teaching philosophy of moving away from passive math lectures. It gives me concrete tools to get students collaborating and problem-solving on their feet. Learning this framework helps me build a classroom culture where mistakes are part of learning, leading to deeper math understanding.

Item 4: BCTF New Teachers' Conference

- **Website / Provider:** British Columbia Teachers' Federation (BCTF)
- **Detailed Description:** I plan to attend the annual BCTF New Teachers' Conference. This

event features practical workshops for early-career BC educators, covering inclusive education, IEP strategies, classroom routines, and professional boundaries.

- **Reflection & Meaning to Continued Development:** This conference bridges the gap between teacher prep and the daily realities of running a classroom. It is meaningful because it gives me immediate, practical strategies for student inclusion and a better grasp of district logistics, boosting my confidence in my first year.

Item 5: Queen's University Level B Assessment Course (TQS Approved)

- **Website / Provider:** <https://coursesforteachers.ca/bc/certificates/BCLEVELB>
- **Detailed Description:** I will complete the specialized, online Level B Assessment course through Queen's University. This Teacher Qualification Service (TQS) approved course covers the ethical, administration, and scoring principles of educational and psychological tests used to evaluate student learning needs and exceptionalities.
- **Reflection & Meaning to Continued Development:** This certification directly enhances my ability to practice inclusive education in the secondary classroom. By mastering Level B assessment frameworks, I can better interpret psychological reports, collaborate productively with school specialized support teams, and design precise, accountable accommodations or modifications for students with Individual Education Plans (IEPs).

Item 6: SD43 Mandarin Bilingual Program Professional Exploration

- **Website / Provider:** <https://www.sd43.bc.ca/Programs/Mandarin/Pages/default.aspx>
- **Detailed Description:** I will research and connect with the program coordinators of the Coquitlam School District (SD43) Mandarin Bilingual Program to understand the secondary curriculum frameworks and teaching requirements. Building on my HSK 6 Mandarin proficiency, I plan to explore how secondary mathematics and science courses are structured within bilingual pathways, look into district-specific language proficiency assessments for educators, and attend information sessions or professional networking events related to heritage and modern language instruction in BC.
- **Reflection & Meaning to Continued Development:** Possessing advanced bilingual fluency is a unique asset in the BC public school system. Exploring secondary Mandarin bilingual pathways allows me to envision a specialized career trajectory where I can combine my mathematical background with my language skills. This item is highly meaningful because it opens doors to teaching specialized content in immersion settings, connects me with a distinct professional community, and expands my long-term career opportunities within progressive districts like SD43.

Item 7: BC Physics Teachers' Association (BCPTA) Professional Engagement

- **Website / Provider:** <https://bcapt.ca/>
- **Detailed Description:** I will engage with the professional development resources and annual workshop materials provided by the British Columbia Physics Teachers' Association (BCPTA). This provincial specialist association focuses on curriculum implementation for secondary physics courses, laboratory safety protocols, and inquiry-based physics demonstrations.

- **Reflection & Meaning to Continued Development:** To deliver high-quality instruction in Physics 11 and Science 10, I must stay connected to modern laboratory safety protocols and inquiry-based experimental designs. This association offers the precise, subject-specific tools I need to make abstract physical concepts accessible and engaging for my students.

Item 8: BC Graduation Numeracy Assessment (GNA 10) Training

- **Website / Provider:** <https://curriculum.gov.bc.ca/provincial/grade-10-numeracy-assessment>
- **Detailed Description:** I will complete the online training modules, review the sample tasks, and study the operational scoring rubrics provided by the BC Ministry of Education for the Graduation Numeracy Assessment (GNA 10). This involves thoroughly analyzing how mathematical competencies are evaluated on a provincial scale.
- **Reflection & Meaning to Continued Development:** Understanding the structural demands of provincial assessments is vital for preparing secondary students. This training helps me unpack the core competencies evaluated by the GNA 10, ensuring my daily math lessons explicitly build these critical-thinking and problem-solving skills rather than just rote procedures.

Item 9: MyEducation BC (MyEd BC) Information and Support Portal

- **Website / Provider:** <https://www.myeducationbc.info/>
- **Detailed Description:** I plan to utilize the official MyEducation BC (MyEd BC) info partners portal and district training guides to master advanced administrative tasks. This includes learning the system's frameworks for accurate attendance documentation, customized progress reporting, and managing individualized education plan (IEP) tracking.
- **Reflection & Meaning to Continued Development:** Managing student data responsibly is a crucial part of my commitment to student-centred accountability. Becoming highly proficient with MyEd BC ensures my grading and attendance records remain accurate, up to date, and compliant with district standards, which streamlines my communication with parents and school support staff.

Item 10: First Nations Education Steering Committee (FNESC) Resources

- **Website / Provider:** <http://www.fnesc.ca/>
- **Detailed Description:** I will utilize the professional learning resources and curriculum guides provided by the First Nations Education Steering Committee (FNESC) to authentically integrate the First Peoples Principles of Learning into secondary mathematics and science frameworks.
- **Reflection & Meaning to Continued Development:** Reconciliation requires intentional, respectful pedagogical choices. Using verified FNESC frameworks guides me in moving beyond superficial inclusions, allowing me to meaningfully weave Indigenous perspectives into mathematical data analysis and environmental physics frameworks.