

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?

This stage in Northern Quebec offered me an exceptional experience to improve my teaching in a cross-cultural environment. In particular, teaching history caused me to become more familiar Cree history and incorporate that in to the classroom. This new knowledge I learned only further nuanced my pre-existing knowledge of the historical events and processes in Canada. Being able to look at history from a new lense and within a specific group further developed my understanding of the past.

Level: advanced

Attach additional sheets if necessary.

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.*

Name _____ ID _____

Date: _____ Course Name & Number (e.g. EDEC 253) _____ PS/FE level (circle one) 1 2 3 4
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KEEP THESE FORMS IN YOUR PROFESSIONAL PORTFOLIO. YOU WILL ADD TO THEM EACH YEAR.