

Professional development plan

My specific Goals	Rationale	Actions and strategies for achievement	Target dates
<p>Short term goals (0-12 months) <i>My immediate goals are...</i></p> <ol style="list-style-type: none"> 1. Gain teaching experience and further develop my professional identity 2. Continue learning about mathematics education and understand what I can do to help my students excel 	<ol style="list-style-type: none"> 1. Throughout the B.Ed. program, we have been asked to develop and review both our teaching philosophy and professional identity. Much of this development takes place during our time teaching, however, and we have not yet spent a substantial amount of time in front of a class. We learn by doing, so teaching will help me to understand who I am as a teacher. 2. In speaking with various colleagues, it has become evident to me that the best way to learn is by being fully immersed in the subject in both a professional and an educational context. 	<ol style="list-style-type: none"> 1. I hope to have a teaching contract for the 2021-22 school year. So much of what I hope to do relies on gaining experience from this kind of setting. This will come from meeting with various schools to provide myself with the opportunity to gain this experience. Once I start teaching, I will maintain the reflective practice that I have developed over the past 4 years; I realized that it is through reflection that we learn what it is we need to improve on. 2. This requires a two-tiered approach. First, reflecting on my own practice and discussing with colleagues to gain insight on how they see math education will help me develop a better understanding of the real-world approach to the subject. The second is finding/creating opportunities to learn and improve. This includes not only attending conferences (as I have already done, e.g., QPAT Convention, virtual conferences (see CV), etc.), but also pursuing graduate studies. Fall 2021 will mark the beginning of my master's degree at the University of Ottawa researching mathematics education. I hope that my experiences as both a teacher and a student will be mutually beneficial. 	<p>Review Ongoing</p> <p>Completion Ongoing</p> <p><i>(Note that there is no date for either of these goals. They are ongoing as our professional identities continue to evolve and we continuously learn how to improve.)</i></p>

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<p>Middle term goals (1-3 years) <i>My intermediate goals are...</i> 1. Play to my strengths while continuing to improve on my weaknesses</p>	<p>1. While many strive to improve on areas of weakness in their practice, few consider the importance of maintaining their strengths. One of my best assets as a teacher (in my opinion, anyways) is my ability to develop relationships with my students and foster a mutual understanding of what they are capable of achieving. If I focus only on improving certain skills and not about preserving what I already do well, then I might lose my ability to develop those relationships with my students, for example.</p>	<p>1. It will not be easy to constantly add elements to my practice, but this is the only way I can be sure to improve in all aspects of my teaching. I am aware that, sometimes, improving in one area will lead to a deterioration in another. This being said, however, it is always worth considering how one might improve without sacrificing other abilities; we must continuously add layers to our practice so that we can achieve (and eventually, maintain) a certain level of excellence for our students. This will come from discussing with colleagues (students in my master's classes, other teachers) and constantly reflecting on what and how I am doing. The power of self-reflection is often overlooked, especially when it comes to maintaining your strengths.</p>	<p>Review Ongoing</p> <p>Completion Ongoing</p>
<p>Long term goals (4 years and more) <i>My lasting goals are...</i> 1. Finish my master's degree 2. Earn a permanent position teaching mathematics 3. Continue my studies (?)</p>	<p>1. Since I will be doing my master's degree part-time (my goal in pursuing a master's is to complement my teaching practice), it will take some time to complete. Hopefully by the time I graduate, I will have gained some teaching experience that will have helped guide my graduate research. 2. I have wanted to teach mathematics for a long time. Not only would a</p>	<p>1. I need to make sure that I stay on top of all of the work I need to do, both as a teacher and as a student. It is very easy to get lost in either one of these worlds, so I will need to find ways to keep track of my responsibilities (e.g., checklists, getting work done early, etc.). I will also make sure to spread out the work required for both my thesis and my duties as a teacher; I find that breaking big jobs down into</p>	<p>Review 1. Fall 2023 2. Spring 2025 3. Ongoing</p> <p>Completion 1. Winter 2024/ Winter 2025 2. Fall 2025 3. Ongoing (to be completed)</p>

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	<p>permanent position help secure a place for math education in my life, but it would also allow me to better support my students. It can be tough to give it your all when you are bouncing from school to school, year after year. A permanent position would ease my mind and allow me to give everything that I can to help my students succeed.</p> <p>3. When I finish my graduate research, I am not sure if I will want to continue on with additional schooling in a formal setting. It will come down to whether I am satisfied with what I know about math education and how to help my students reach their potential using math as a tool. If my current state of mind is any indication, I will continue my university education beyond my master's degree.</p>	<p>several small tasks helps keep me organized and in a good state of mind.</p> <p>2. In order to earn a permanent teaching position, I will need to prove myself in the first few years of my career. Despite the challenges that come with working at a different school every year, I will need to make use of the resources at my disposal (i.e., old course materials, colleagues, etc.) in order to ensure the success of my students.</p> <p>3. Much of what goes into making this decision will not be based on any one moment. As such, I will reflect on what I am/am not learning compared to what I hope to learn by pursuing graduate/post-graduate research. This level of professional development can be achieved, in part, by one's own desire to learn. If this is not enough, however, the next step would be to pursue a more formal learning experience (i.e., post-graduate research).</p>	<p>2030-2031 based on my current understanding of the requirements)</p>