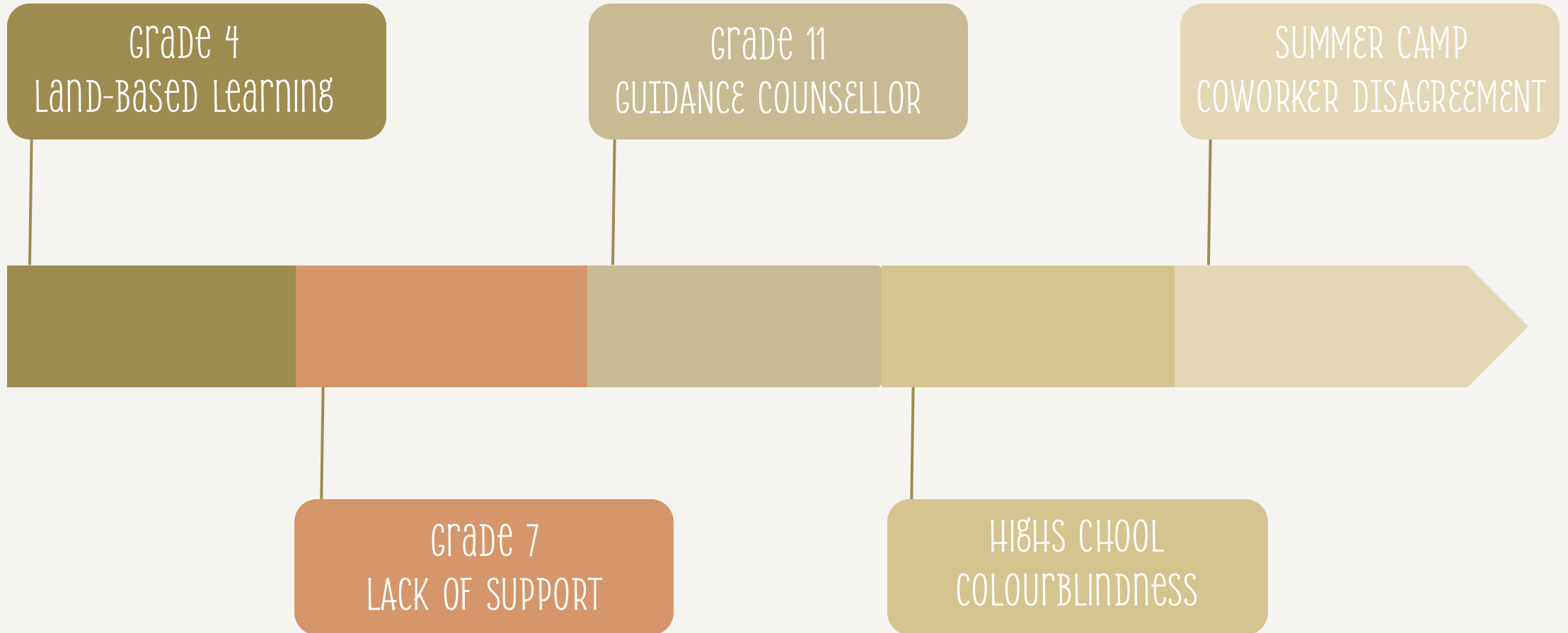


ETHAN'S EDUCATION HISTORY

CRITICAL REFLECTIONS



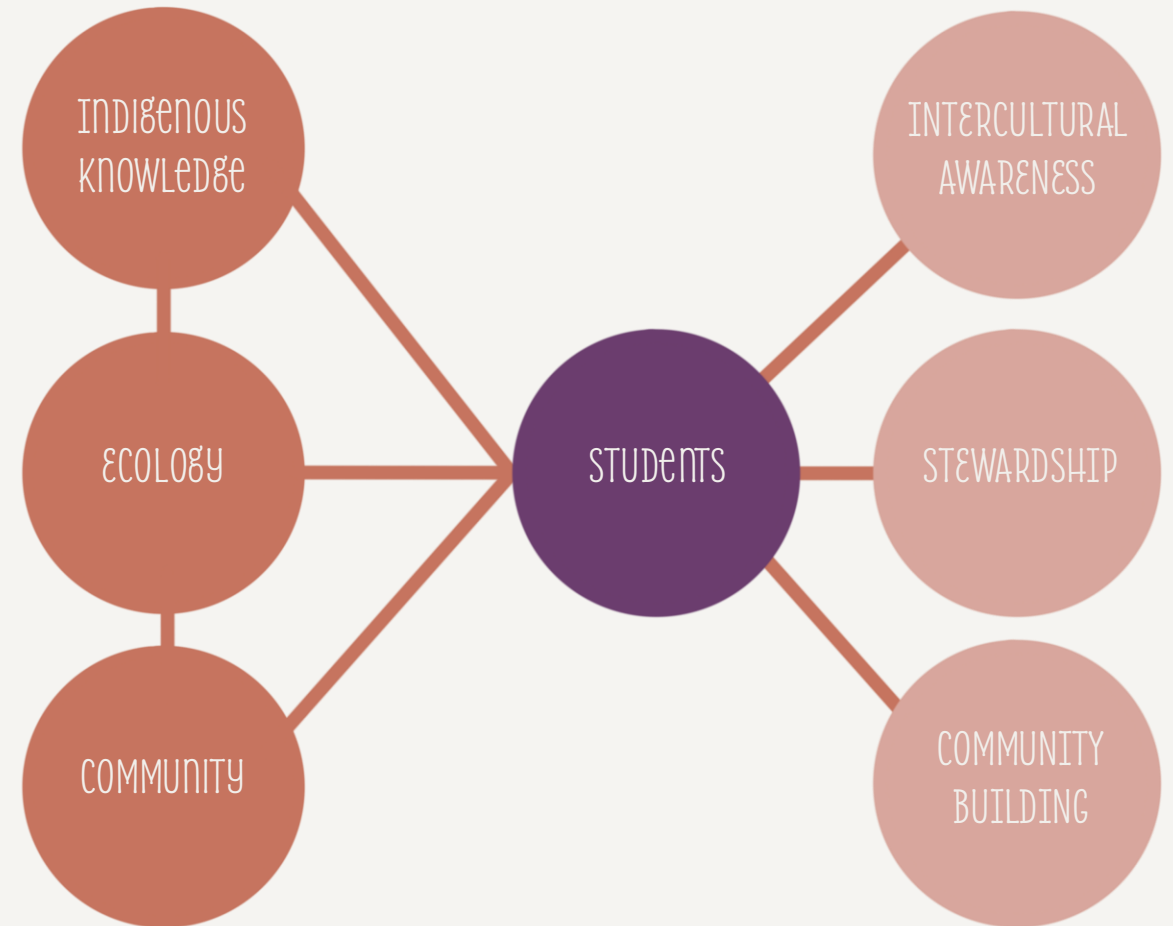


GRADE 4 — LAND-BASED LEARNING

In grade 4 I had a teacher who prioritized land-based learning. We took part in the salmon run, raised salmon from eggs and eventually released them in the river. We also got to build a wetland on our school property while learning about the importance of the biodiversity that exists in them.

At the time, I didn't know what land-based learning was or why it was impactful. Reflecting on that experience now, I see how hands-on experiences really helped to deepen my appreciation of my local environment, and build a connection with the land and stewardship.

In my educational practice, I want to include hands-on, land-based learning. I think it's not only important pedagogically to have experiential learning, but it connects to Indigenized knowledge and deepens appreciation for the land and the stewards who have cared for this land since time immemorial.



GRADE 7 — LACK OF SUPPORT

In grade 7 I had a teacher who was incredibly hard on me. I had undiagnosed ADHD, which led to difficulties with organization, time management and deadlines. My teacher would frequently tell me “not to make excuses” and that I needed to be accountable for myself. What I really needed was resources, support and understanding.

Reflecting on this now, I can see that the lack of support really exacerbated my struggles which led to a lot of resentment.

This solidified my stance on advocating for educational support and accommodations in the classroom. My hope is that I can transform that experience into strategies that I can implement in my classroom so that my students have the support they need. I have learned some strategies already, but I’m always open to fitting more into my repertoire.

ACCOMMODATIONS

MORE TIME

PEER MENTORS

BUILD RELATIONSHIPS



GRADE 11 — COUNSELLOR AND COUNSELLING

In high school, my personal and familial issues had reached a critical point which affected my academics and future outlook. My guidance counsellor noticed my struggles and referred me to a counsellor who helped me work through these challenges and encouraged me to pursue a hobby. I chose guitar lessons, which proved to be a therapeutic outlet and provided me a sense of accomplishment and pride.

I think this experience really evolved my appreciation of holistic education in schools, where educators address academic *and* personal needs. This counsellor's empathetic approach was a pivotal experience in my life which allowed me to be here today.

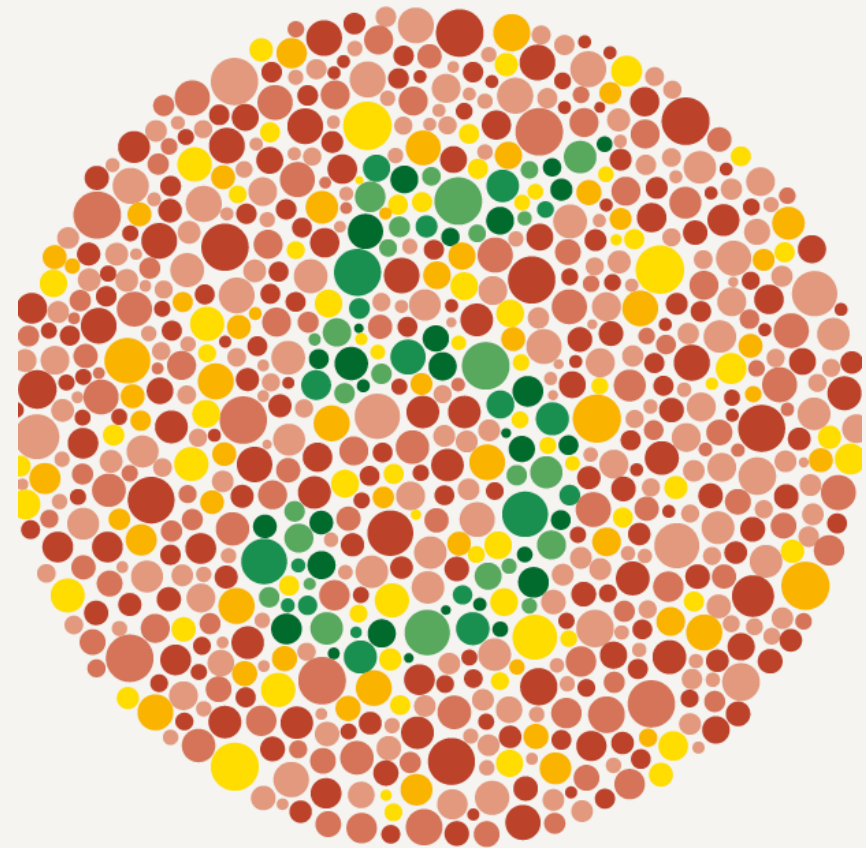
In my personal practice, I want to integrate emotional support in the classroom and engage in extracurriculars that can bolster emotional well-being and allow students to feel successful. If I could help even one student overcome their problems, I'll feel like I've given back what I was given.

HIGH SCHOOL — COLOURBLINDNESS

In high school I took to visual arts, but my colourblindness held me back from media other than drawing. My teacher noticed this and made a few accommodations for me: they labeled the acrylic paints for me and brought me a book on how to systematically decipher colours/mix paints.

As far as impairments go, colourblindness is pretty minor but having a teacher who took time to accommodate me so that I could succeed was impactful and has served me up until now (I now have $\frac{3}{4}$ of a BFA).

This experience demonstrated how educators play a pivotal role in redefining limitations, regardless of skill or ability. My story isn't one of *incredible* perseverance, but I hope it reflects how alternative methods to overcome challenges can lead to big discovery.

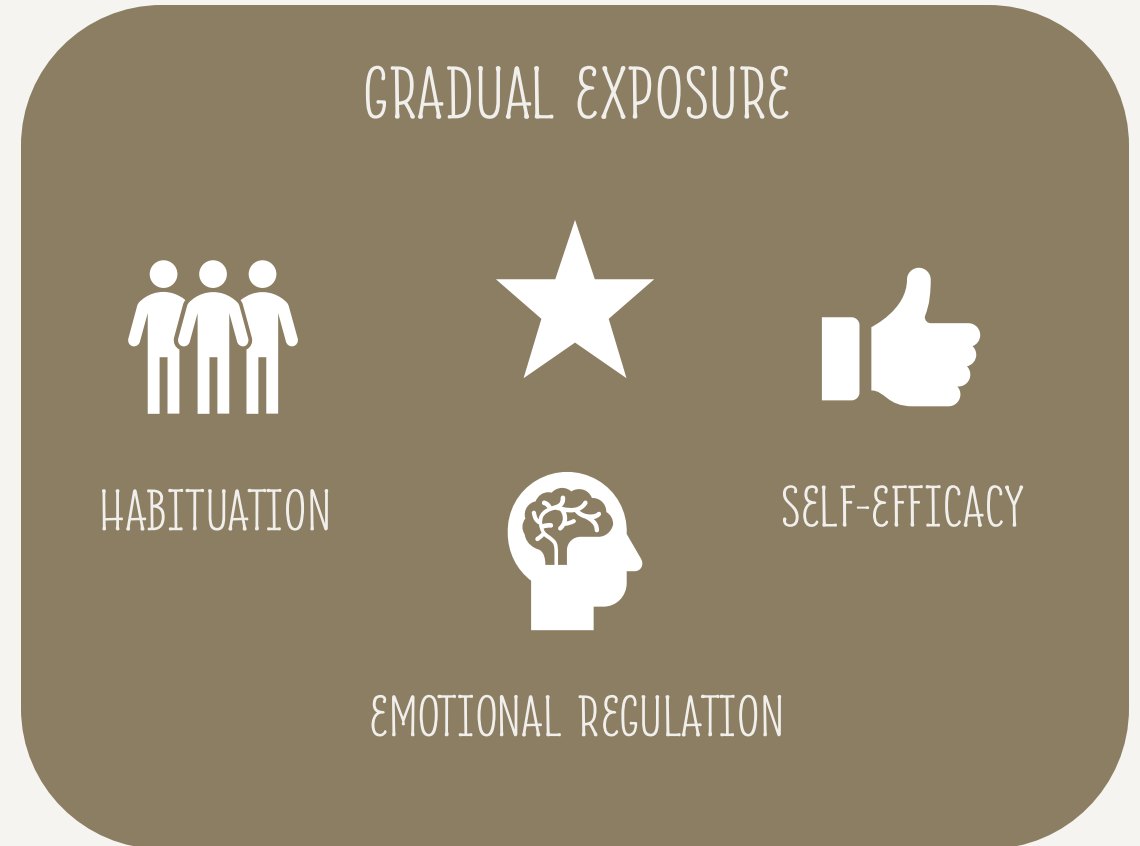


SUMMER CAMP — COWORKER DISAGREEMENT

I worked at a summer camp teaching science to kids. One coworker and I had a disagreement on whether or not we should force the kids to form groups for some activities. This eventually led to one camper becoming distressed, and I expressed my concern to my coworker, who eventually saw my point of view.

This was impactful for two reasons. One, I have not always been good at conflict resolution, but I felt like my coworker and I dealt with the disagreement well and found a solution that works best for us both. It also provided me an opportunity to work with the camper and discover what works best for them.

Going forward, I want to challenge students to step outside of their comfort zone, but I won't push them directly into uncomfortable situations. I want to encourage them incrementally – perhaps that looks like working with a close friend first, and then a larger group and so on.



THANK YOU

