



Standard 3 : Educators understand and apply knowledge of student growth and development

1. The chosen evidence is a short presentation of a comprehensive project that I put together in December 2014 in the context of the VIU course EDPB 503 - Child and Youth Development. Although I have a document that explains all aspects of the project, I am unable to share it on this website because it contains detailed information on a specific student who might be recognized even though I changed his name. This would be a potential breach of confidentiality. The goal of this project was to teach one concept in 6 different manners, considering the individual needs and developmental stage of one specific student as well as the needs and developmental stage of the rest of his class. We were also asked to justify our choices of activities according to developmental theorists. In this unit, I was teaching the concept of - and place-value within - 1 million. Because my case-study student was passionate about hockey and was usually disengaged in math, I chose the topic of hockey to approach the concept of million in order to engage him emotionally and imaginatively. The main theorist that informed this project was Kieran Egan (Imaginative Education). I also pulled from Vygotsky, Piaget and Kamii.

2. I chose this evidence in relation to Standard 3 because this project demonstrates how I use my understanding of my students' individual interests, special needs and various levels of development to carefully plan differentiated instruction that meets the needs of all learners in the class. In this project, I used a theme that engaged a lot of my students and I crafted activities that were specifically designed to match the various learning styles of my learners: kinesthetic, visual and auditory. I used a variety of cooperative activities that allowed for children to construct meaning. I also used the students' strong need for movement to teach a math concept using physical activity, which was very much appreciated by the students. The final assessment provided differentiation in the levels of difficulty because the learners had reached various stages in this grade 4/5 class.

3. This learning standard is important to me as a new teacher because I care about making sure that my teaching responds to the needs of all my students. More importantly, I really care about teaching to the whole person and not just to the brain. Kieran Egan's theory Imaginative Education informs my approach because it focuses on engaging students' bodies and imaginations while looking at the stages of development in a way that allows the teachers to find proper ways to do so. However, there is a lot more that I want to explore about the differentiation of instruction and assessment. Moving forward, I

ask myself how I can incorporate more self-directed learning and inquiry in my classroom to increase engagement and to allow for even more success in meeting the needs of individual students.