



Standard 1 : Educators value and care for all students and act in their best interests

1. The chosen evidence is a picture of a Kindergarten student putting his shoes on. One of my the students in my Kindergarten practicum class was a unique boy who could focus with intensity on small details that captured his attention. This gentle and kind boy, in turn, had a hard time carrying out daily transitions and tasks, such as putting his shoes on, because his attention was focused on what was happening around him. He also had a pair of shoes that had been handed down to him from his older brother and the shoes were worn out and hard to put on. It only added to the struggle and frustration that this boy experienced many times a day. He often was asked by the teacher to get out of the classroom and come back when his shoes were on and he ended up missing out on instruction a lot. I contacted the mother and told her about her son's struggle, asking her if she could send a new pair of inside shoes that his son could easily put on. The next morning, he came to school with wide velcro shoes. This student still got distracted while putting on his shoes, but he now managed to perform this task much faster and missed less instruction.

After school, this boy and his friend, who were both on the bus, always got distracted and neglected to put their boots and jackets on and line up for the bus. Everyday during practicum, I ensured that these two were kept on track and lined-up for the bus in due time.

In another situation, the safety of this child and 2 of his friends was compromised because they didn't pay attention to the whistle while playing outside and purposely hid from us outside of the established boundaries when it was time to go inside. I informed the parents quickly and we had meetings involving the principal, child and parent to ensure that the students understood the seriousness of the issue. After the meeting, the students always respected the boundaries and came back when they heard the whistle.

2. I chose this evidence in relation to Standard 1 because it shows that I act my students' best interests. In the case of the boy and his shoes, I understood that he had different needs and that he was getting very frustrated with the added struggle that his shoes were causing. Although I could not change the fact that he was getting distracted, I could do something about the shoes and at least diminish the frustration he was experiencing. The student was able to be part of the group and did not have to miss circle time because he was struggling with this shoes. I also tended to the students interest by giving them extra support at the end of the day, ensuring that they were in time for the bus. I showed that I cared for their

safety by quickly dealing with the situation that was putting them in danger. After the meetings, the students played safely.

In order to keep my patience towards the boy who needed to be constantly reminded to put his shoes on, I had to notice his strengths and talents as well as his unique needs. The child was dreamy and distracted, but he was also a kind and caring soul who could focus intensely once he was on task. He worked with much attention to details on his assignments and I am certain that, whatever his passion in life is, he will put all his energy and incredible focus into. This child might have “special needs”, but he definitely also has “special strengths” that will allow him to be successful in life.

3. This learning standard is important to me as a new teacher because it speaks of the importance of knowing the unique individuals that I work with. Each one of them has gifts to bring the class, and they also have unique needs and challenges. In order for all students to flourish in the classroom, I have to be aware of both. I learned during my Kindergarten practicum that it is crucial to act on safety issues right away. It is also helpful to talk to the parents about the students interests and talents in order to find ways for all students to shine in the classroom.