

PD Activity 1: Addressing Ableism

<https://www.bctf.ca/topics/services-information/training-and-education/book-professional-and-social-issues-workshops> (Workshop in BCTF, you can find it in this page)

Activity Description: I plan to attend a 90-minute workshop called *Addressing Ableism*. In this session, we will learn how ableism affects people with physical, intellectual, or psychiatric disabilities. The workshop will help us understand how society often assumes that people with disabilities need to be “fixed,” and how this belief leads to discrimination. Through discussion and reflection, we will explore how to recognize ableism in education and daily interactions. The workshop will also guide us to promote disability pride and respect diversity in ability. I look forward to learning ways to create a more inclusive and respectful environment for all students.

Reflection: I hope to be more aware of ableism and its impact on my teaching after the workshop. I will reflect on my words, actions, and classroom materials to make sure they are respectful and inclusive of all abilities. I want to build a learning space where students with disabilities feel valued and supported. In the future, I aim to educate students about disability justice and promote acceptance of different ways of being and learning.

PD Activity 2: Classroom Seating Arrangement

Activity Description: I plan to read a research article Teachers’ goals and strategies for classroom seating arrangements: A qualitative study by Hoekstra et al. This qualitative study examined teachers’ goals and strategies when arranging classroom seating and found that teachers flexibly adjusted seating arrangements based on the academic, social, and emotional needs of the class as a whole and individual students, such as by spreading out disruptive students, grouping to promote cooperation, or assigning supportive peers to bullied students. By learning this, I want to know how to change the seating based on my teaching goals and students’ needs to help them participate better in class.

Reflection: I hope to learn how different seating arrangements can support student learning. I want to understand how seat placement can help students stay focused, feel comfortable, and interact more with each other. I believe that changing the seating based on different goals can make my lessons more effective. After this research, I want to be more thoughtful and flexible when planning my classroom layout.

PD Activity 3: Supporting 2SLGBTQIA+ Students and Staff

<https://www.bctf.ca/topics/services-information/training-and-education/book-professional-and-social-issues-workshops> (Workshop in BCTF, you can find it in this page)

Activity Description: I plan to attend a 90-minute workshop focused on supporting 2SLGBTQIA+ students and staff in schools. In this session, we will learn about the real experiences and unique challenges faced by queer students and educators, especially under the pressure of political movements that oppose SOGI (Sexual Orientation and Gender Identity) education. The workshop will help us understand how school environments can be made safer and more inclusive. It will also provide specific strategies, such as using inclusive language, creating safe spaces, and responding to discriminatory behavior. I will also reflect on my current practices and consider how to improve my support for queer individuals.

Reflection: I hope to be more confident and prepared to support 2SLGBTQIA+ students and colleagues in my school after the workshop. I plan to review my classroom materials and teaching practices to make them more inclusive. I will also work on creating a safe and respectful classroom environment where all students feel they belong. In the future, I want to advocate for policies and practices that support equity and inclusion for all identities.

PD Activity 4: BC Blanket Exercise: Exploring Historical Relationships between Indigenous and non-Indigenous Peoples

<https://www.bctf.ca/topics/services-information/training-and-education/book-professional-and-social-issues-workshops> (Workshop in BCTF, you can find it in this page)

Activity Description: I plan to attend the BC Blanket Exercise, a 2–3 hour in-person workshop that offers a powerful experiential learning opportunity. During the activity, participants physically move on blankets that represent Indigenous lands, while narrator's guide us through the history of Indigenous peoples in Canada—covering treaties, colonization, residential schools, and loss of land and culture. I will take part in role-playing, group reflections, and discussions that help build empathy and a deeper understanding of historical injustice. This workshop will help me learn about the roots of the current challenges faced by Indigenous communities, and the importance of reconciliation in education.

Reflection: I hope this workshop will help me better integrate Indigenous perspectives into my teaching. I will look for ways to include Indigenous voices, histories, and contributions in my lesson plans, especially in Social Studies and Science. I also hope to become more sensitive and respectful when discussing topics related to land, identity, and colonization. This experience will help me support reconciliation efforts within the classroom and school community.

PD Activity 5: Using Canvas in the Classroom

<https://www.canva.com/>

Activity Description: I will take an online training course on Canvas to learn how to post assignments, manage grades, and communicate with students. I will use Canvas in my actual teaching to organize course materials.

Reflection: Mastering digital platforms is an essential skill for modern teachers. Canvas increases teaching efficiency and supports student self-management and online learning. This skill is important for my long-term professional growth.

PD Activity 6: Visiting a Farm for Harvesting Experience

Activity Description: I plan to visit a local farm on a professional development day to take part in fruit or vegetable harvesting, such as picking apples, tomatoes, or strawberries. I will observe how to tell when crops are ready, and learn how farmers plant harvest times. This activity will help me understand the journey of food from farm to table and consider how to bring this experience into my teaching.

Reflection: I hope this experience helps me bring the concept of “harvesting” into the classroom so students can better understand where their food comes from. In science or health classes, I could design a “Where My Food Comes From” project and encourage students to explore food origins. This harvesting experience also inspires me to include more outdoor learning in my teaching to make learning more lively and real.

PD Activity 7: Learning About Plant Growing

Activity Description: This professional development activity focuses on learning how to grow plants in a school setting. I plan to attend a gardening workshop covering

vegetable planting, plant care, understanding plant needs like sunlight, water, and soil, and how to build a small plant corner in the classroom. I will also learn which plants are classroom, friendly and how students can record their growth.

Reflection: Plant growing helps students develop responsibility, patience, and observation skills. I want to include this in science or cross-subject projects, like having students keep a “plant growth journal” to participate directly in the planting process. This can help them better understand and appreciate nature. For me as a new teacher, this is also a professional growth opportunity, it will support me in designing more hands-on learning activities.

PD Activity 8: Classroom Management

<https://www.bctf.ca/topics/services-information/training-and-education/book-professional-and-social-issues-workshops#:~:text=This%20workshop%20provides%20a%20framework,been%20adapted%20for%20online%20facilitation.> **(Workshop in BCTF, you can find it in this page)**

Activity Description: I plan to attend a 3–5 hour classroom management workshop designed to help teachers build a positive and flexible classroom management plan. In this training, I will learn how to prevent problems before they happen, how to take action when problems arise, and how to support individual students when needed. The workshop focuses on positive behaviour support but includes many different strategies, so I can choose what fits my teaching style. It also gives teachers a chance to reflect on their own beliefs and practices, and to explore respectful discipline methods. This workshop will be delivered online, and I will use what I learn to improve the way I manage my classroom and support all students fairly and effectively.

Reflection: I hope to learn how to prevent problems before they happen and how to stay calm and effective when problems do occur. I’m especially interested in learning how to manage behavior in a respectful and positive way, rather than just using punishment. After the training, I hope to have more useful strategies to manage my classroom well and to build a safe, organized, and supportive learning space.

PD Activity 9: Coaching Training

Activity Description: I plan to join a coaching training workshop to improve my skills in helping students during sports and physical education. In the training, I will learn how to give better instructions, how to support students in teamwork, and how to keep them

safe during practice. The trainer will also teach us how to encourage students when they feel nervous or shy. We will practice with real examples and learn from each other.

Reflection: I believe this workshop will help me become a better PE teacher. Sometimes I find it hard to give clear instructions or to help shy students join in. I hope the training will give me useful ideas. I look forward to learning how to support nervous students and to practicing real examples. I also want to learn from other teachers. After the workshop, I hope to feel more confident and ready to lead safe and fun activities. I want all students to feel included and enjoy being active.

PD Activity 10: Read a Book

Activity Description: I plan to read a book on educational psychology, such as "Using Educational Psychology in Teaching" by Eggen and Kauchak. This book explains how psychological theories help teachers understand how students learn and behave. It gives practical strategies based on research to improve teaching, motivation, and classroom management.

Reflection: I am interested in learning more about how students think and learn. I hope this book will help me understand how to use psychology in the classroom, especially when it comes to student motivation and classroom management. I believe the theories and strategies in this book can help me become a more thoughtful and effective teacher. I look forward to reading real classroom examples and learning how to apply these ideas in my own teaching.