

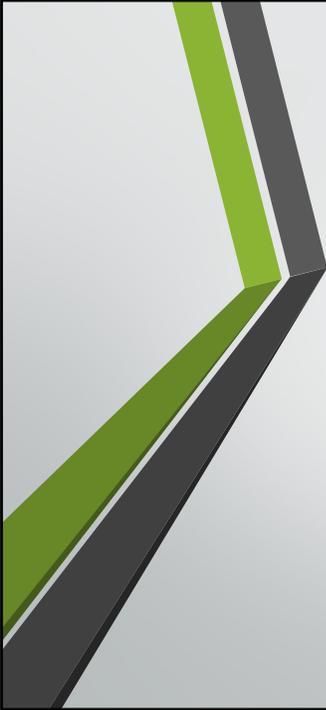


## How Did I Get Here?

- Curiosity around environmental management
- Learning through context and interest
- Understanding and balancing conflicting interests



- Reason for getting into environmental science – process and effects of coal mine expansion on my family farm – curiosity led me on that path – this interest led to lots of learning and life experience.
- I learned many things that I would have found dry if not for the context (how regulations apply and exceptions to them). EX. Riprap in emergency work
- Show contractors why we do what we do as consultants, but also understanding their purpose and motivations and why they are making the decisions they are – a compromise of two interests (regulations).

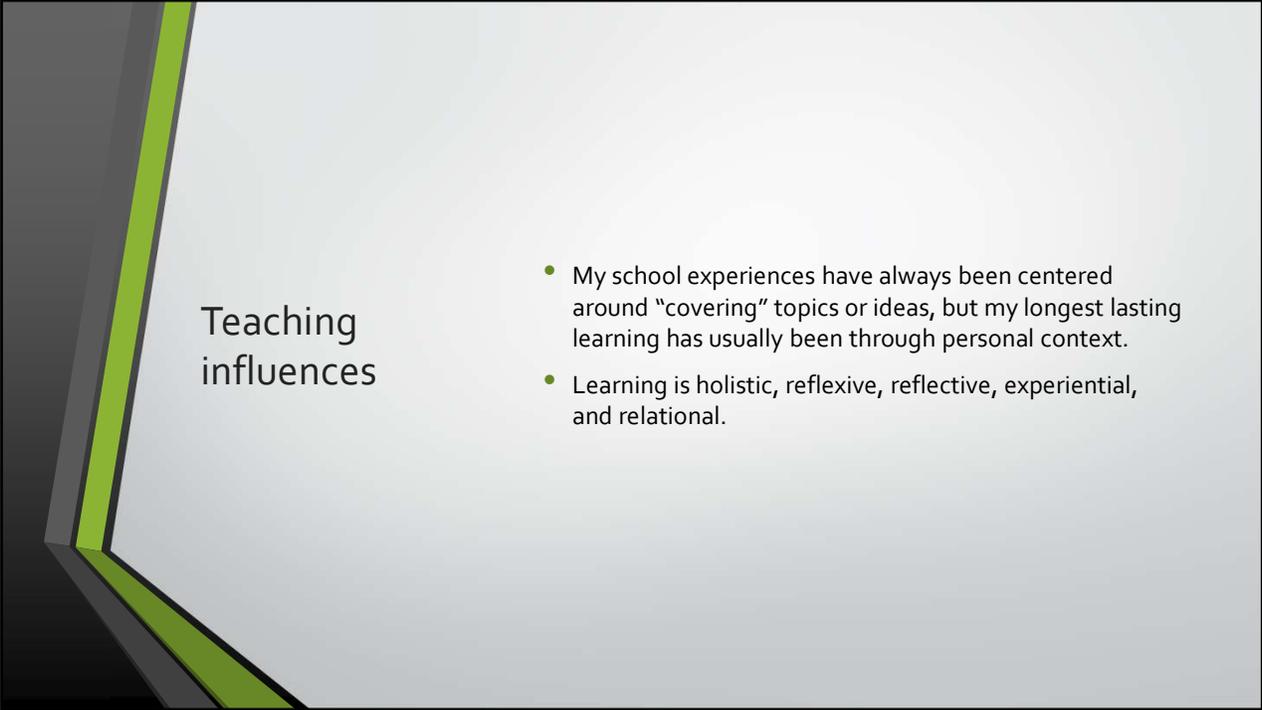


## How Did I Get Here?

- Teaching is a way to foster understanding of the world around us.
- To enable students to understand things as they are, identify things that need change, and understand why we do things to help students make sound choices.
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

(“Things” is meant to encompass the entire human experience, context, and our knowledge of both)

This FPPL really encompasses the main reason I went into teaching, but expresses it more completely than I could have coming into this program.



## Teaching influences

- My school experiences have always been centered around “covering” topics or ideas, but my longest lasting learning has usually been through personal context.
- Learning is holistic, reflexive, reflective, experiential, and relational.

Point 1: This has been by grounding things I have touched on in the past in more hands-on experiences that connect the learning to my understanding of how the world works as well as experiences that cause me to seek out answers to connect the threads.

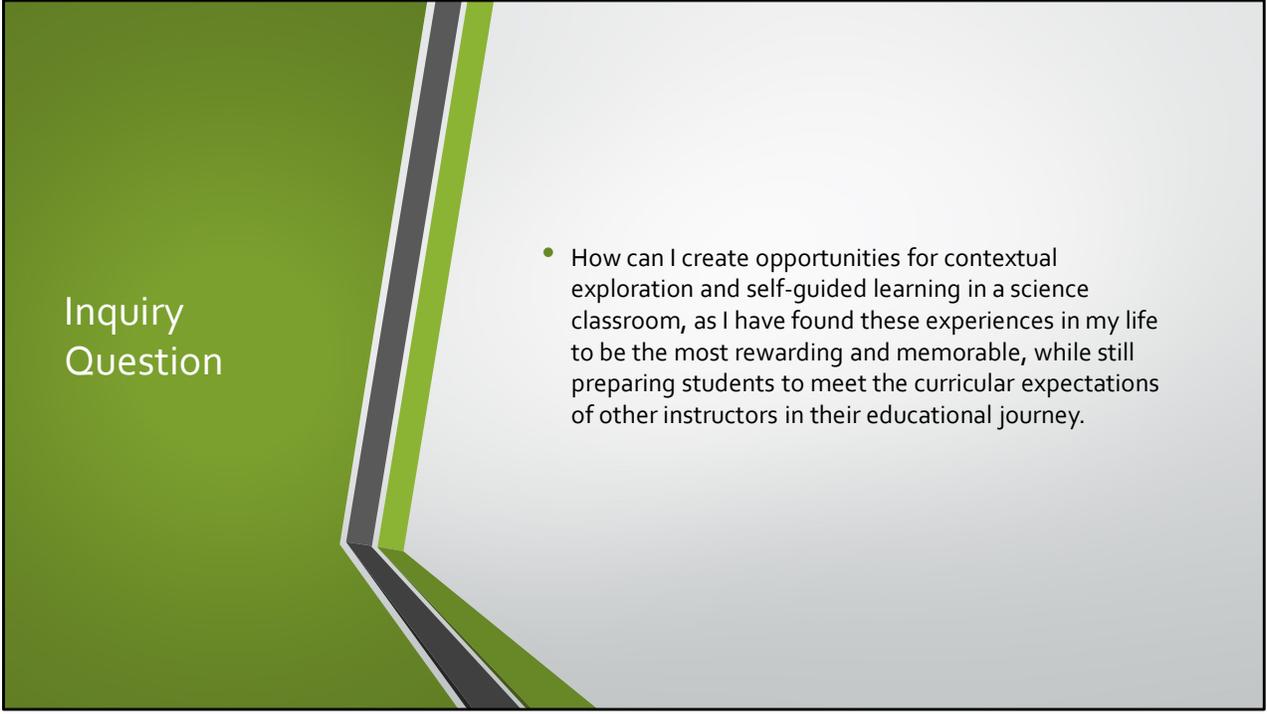
## Recent Experiences

- In practicum I was given a list of topics to cover with freedom over how I would cover them.
- I found it difficult with the pressure of limited class time and limited preparation time to provide learning experiences to work around student interest and current knowledge.
- In the 2:41 blocks I also struggled to keep students engaged for the whole class.

### Point 2: And a lack of experience

To keep students more engaged I would like to encourage them to follow their passions and interests, and **explore** science topics to build their understanding.

I want to provide meaningful contexts and relations to student's memory, history, and story.



## Inquiry Question

- How can I create opportunities for contextual exploration and self-guided learning in a science classroom, as I have found these experiences in my life to be the most rewarding and memorable, while still preparing students to meet the curricular expectations of other instructors in their educational journey.

Whether that is in high school or university

Methods

- I want to be able to contextualize the ideas and strategies for teaching I have learned in this program.
- Story can be a strong way to give context.
- Talking to other teachers who have gone through similar experiences and are grappling with the same concepts seems like a reasonable place to start.

Through this course I have found story to be a very useful tool to help bring ideas into a personal context



## Teacher Story

- Meeting with a 5-year teacher friend who teaches various science courses in Prince George and attended UNBC School of Education.
- Discussion about how she balances her classroom and how she has made it this far in teaching as well as her experience with various teaching strategies.
- This allows me to compare her experiences with my own and expand my understanding of my own personal experiences.

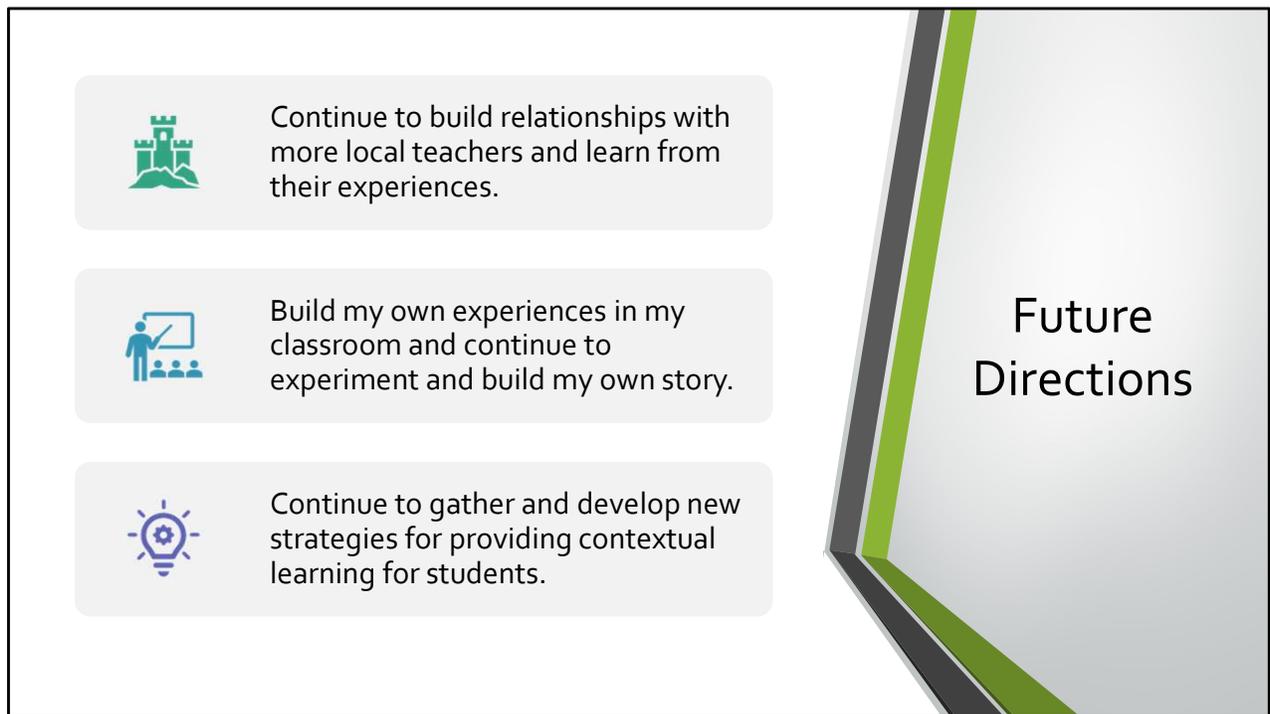
### Teacher Conversation:

Important to keep a balance of different types of activities. Too much activity leads to students being tired out. Too little and they get restless. She tends to use more structured activities with a clear goal. I may want more open.

Important to build relationships with students and know your material.

Use of pop culture references to give context to learning, some blanket references that everyone will get, some that she has learned based on getting to know students.

Example: in genetic modification, Should I be able to design my child to be Lebron James.



I want to look at Simon's design from Tuesday and try that and build my own systems for other classes.