



Where I See Myself in 5 years...

I love kids and I love my job as a teacher. I am so thankful that I get to do something that I love every day. So I see myself continuing as an elementary teacher in Abbotsford. I see myself taking on more leadership roles in my school. I will continue to remain on our School Based Team and I will continue using my classes for leadership activities around the school. Now that I have been teaching for about eight years, I finally feel ready to mentor a student teacher in the next couple years. I feel that I am ready to mentor and share everything I know with new teachers. I will always be a lifelong learner so I will continue to learn more by participating in professional development activities. Lastly, now that my Masters journey is ending- I am ready to start the next chapter in my life. I have been married for a few years and now we are so excited to start our own family ☺

Executive Summary

When I Started My Masters...

When I started my Masters, I had been teaching for about six years. I loved my job as a teacher but I didn't know a lot about leadership. I only saw my principals as leaders in schools. I only saw myself as a teacher-not as a leader! In my classroom I didn't take a lot of risks or try new things. Instead, I did a lot of things that felt comfortable to me or I taught things that I was familiar with. I also felt nervous speaking in front of my staff so I never spoke up at staff meetings. When I decided that I was going to do my Masters, I felt unsure about doing it in Leadership. I felt unsure because I didn't think I was really a leader.

Where I am Now and How I Have Changed as a Teacher...

Now I am so glad that I decided to do my Masters in Leadership. I have learned so much about leadership and now I actually see myself as a leader. I now see that there are many teachers that are leaders in my school- and I am one of them! Teachers don't need to become principals to become leaders, but they can lead from where they are. After completing my Masters, I feel that I have a new way of thinking and doing my job as a teacher. I now feel more comfortable speaking in front of my staff. I am also starting to take on more leadership roles in my school. I am starting to feel more confident as a teacher and I am willing to take more risks and try new things as a teacher. Lastly, after doing my Masters I see things through a different "lens". Before doing my Masters, I found it easy to criticize principals but now I understand their job and how difficult it can be. I see that teachers have to think about the students in their class but principals have to think about the whole school.



Do not follow where the path may lead. Go instead where there is no path and leave a trail." -Ralph Waldo Emerson

My Educational Beliefs

- Teachers can have an enormous impact on the lives of their students
- Teachers need to be warm, caring and patient
- All students have the potential to learn and succeed
- All students learn in different ways and have a variety of learning styles
- Teachers need to use a variety of assessment methods in their classrooms
- Teachers and parents need to work together for students' academic success



Mission

As a teacher, I strive to create a positive, exciting and safe learning environment for my students. I encourage all of my students to strive academically and behaviourally and to reach their highest potential.

Vision

My vision is to discover and build upon each student's strengths through a variety of methods. I want my classroom to be a caring place where students and adults feel that they make a contribution and are valued as individuals.

“A teacher takes a hand, opens a mind and touches a heart”



“How can you say there are too many children? That is like saying there are too many flowers” - Mother Teresa

What I Have Learned About Leadership...

- ✓ leaders need to have a vision
- ✓ leaders need be good listeners
- ✓ leaders should be visible in their schools
- ✓ leaders should be collaborative and approachable
- ✓ leaders should get to know their staff
- ✓ leaders shouldn't feel intimidated by their co-workers

“Great leaders just step up when others are stuck; they develop people and help them realize their full potential. So take charge, rise above confusion; be accountable and responsible; understand relationships between people and events to get to the desired outcome. Not being sure about everything helps you stay grounded, forces you to listen and avoids arrogance. You need to be uncomfortable at times- it's part of humility”

– Dr. Colin MacDonald

MY LEADERSHIP STYLE

I feel that I am able to relate most to the affiliative style of leadership. I believe that I would be an affiliative leader because it has always been important for me to have positive relationships with my family and the people I work with. As a leader I would remember to praise my staff regularly and provide them with positive feedback on their work. I think positive feedback motivates people to keep working hard and to continue doing a good job. As a leader I would not want to micromanage my staff, instead I would respect their professional autonomy. I think it is important for a staff to know that their leader trusts them and their professional judgment as teachers.

“If others know that you genuinely care about them, they're more likely to care about you” – Kouzes and Posner

My Research Project

Title: Parental Involvement in Inner- City Schools

Research Question: How can we increase parental involvement in inner-city schools?

Importance of Study: It will help me understand why inner-city parents are not involved with their children's learning. It will also help me learn how teachers and schools can work together to increase parental involvement.

“We need to stop looking out the window and start looking in the mirror” – Austin Buffum (RTI)

How Can Teachers and Schools Increase Parental Involvement?

- use frequent and various communication methods
- provide strategies and resources for parents to support their child's learning
- initiate the process of building relationships with parents
- give parents specific things they can do to be involved at home
- give parents positive feedback about their child, not just the negative

“Although some parents may not be involved in their child's education, the practices of teachers and schools to involve these parents can influence their level of involvement” – (Barton, Drake, Perez, Louis and George, 2004)