

Reflection on Artifact: Resume of Professional Experience

Competency #6 Teacher should be able to identify strengths and weaknesses related to their professional role with students with exceptionalities.

My resume demonstrates over 8 years of professional experience working for WorkBC, which is a non-profit organization that specializes in working with clients with exceptionalities. During this role I was seeing what situations looked like for adults after they move on from childhood and past adolescence. I participated in specialized training such as Mental Health First Aid, Nonviolent Crisis Intervention, Theories and Ethics. These courses have been placed in my memory toolbox and will be used in my professional role with students. This artifact is significant because students will eventually grow into adulthood and I have the understanding of where they are trying to get to as they mature.

The time I spent with WorkBC, Open Door Group has helped me to be able to identify strengths and limitations of working with persons with exceptionalities and multiple barriers to employment. The skills that I have acquired can be used while working with students as well. It is important to be able to recognize roadblocks that are standing in the way of a goal. During that time, I also learned a great deal about having compassion for others. When you are seeing first-hand what other people's journey are like, you develop a greater appreciation. I believe that the experiences I have had through employment in the human service sector was the starting foundation of developing a passion for helping others with different types of exceptionalities and learning to make accommodations for specific needs. I spent a great deal of time meeting with clients and interviewing them on what their strengths and weakness were. When it came to the question around weaknesses people often seemed to list their disability as a weakness. They would inform me on what they were not able to do and we came up with a plan to work around what they were strong at. We set up a plan to address how they would complete the things that they struggled with, assisted technology and adaptations or modified tasks were utilized in order to get certain things accomplished.

With this experience I can see how I need to setup my student's mindset from the beginning to be able to have them achieving their future goals. I know how important the mental health piece is and why we teach students about Social Emotional Learning. Many of the adults that I was working with missed out on this piece from their elementary education and didn't properly learn how to manage stressors in life which contributed to emotional rollercoasters during the difficult times of unemployment. Those clients needed extra support as adults to help them address their barriers because plans were never developed or even looked at for them. I feel it is a strength to be able to offer more inclusive education that aligns with the new BC curriculum and see how UDL and DI benefits our students in terms of setting them up properly for the future.

A weakness that I have is that all of this experience that I have developed was working with adults, not children at the elementary level. Often times I find it challenging to transfer my knowledge to very young children. I never really had to juggle classroom management and well as teaching children how to do things like self-regulation, other than my own children, which I feel is very different then working with students. My strengths are around having the knowledge of working with adults with many different types of exceptionalities and providing ways to be employable including job carving to meet their specific needs. My weakness would be around applying my disability knowledge and experience to the elementary level. I will soon discover

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how these pieces will fit together as I go into my long practicum and start gaining the experience of working with younger children and how my background will intersect.