

The evidence I chose for TRB standard 7 is a certificate of completion from a webinar I attended on Growth Mindset that was presented by Cassie Tabrizi. Growth mindset has been mentioned in various classes throughout my education. Although I understood the basics of growth mindset, I never really understood how I could implement it into my future classrooms and use it with my students. Throughout the webinar, I learned several concrete ways in which to incorporate growth mindset into the classroom, which is consistent with this standard because it highlights how educators need to engage in career-long learning. Growth mindset is something that I can incorporate into my future teaching.

When I first started learning about growth mindset, I thought that I would have to sneak it into the daily routine somehow without my students knowing. This was certainly a misconception of mine. Cassie discussed how one of the first ways to incorporate growth mindset into the classroom is to discuss with your students the differences between having a growth mindset and having a fixed mindset. If students do not know what a growth mindset is, they certainly will not be able to alter their thoughts and behaviours to match it. I learned that there is much more to having a growth mindset than just thinking that you can do something. It is about the way someone problem solves and uses different resources to figure out problems in addition to thinking that he or she can learn something new. Growth mindset highlights the fact that one can always learn something new, due to brain plasticity. Growth mindset works well with TRB standard 7 because it supports the idea that everyone can learn new things and that we should be positive and optimistic about learning new things.

Standard 7 outlines that “educators engage in professional development and reflective practice” (BC Ministry of Education, 2012).” After I completed the webinar, I reflected back on my practicum experience and how some of my students were quite discouraged in regards to literacy. With this new knowledge of how to foster a growth mindset in students, I have a better understanding of how to approach these types of students when all they want to do is give up. Encouraging students to think differently, to problem solve, and to realize that everyone learns in a different way and at a different pace can change their “can’t do” attitude to a “can do” attitude. I struggle with how to approach students who do not have the motivation to do their work, and completing this webinar is one step that has helped me gain insight on this issue and how to solve it.

What is great about growth mindset is that it does not address a specific learning style. It can be used to help all students, with the idea that even though we cannot do something right now, we will be able to if we think we can, and we use the right tools to get there. I chose to attend this webinar because I was curious about how it fits in with being a teacher. I learned bits and pieces of it in class, but I never understood the full picture. When I saw that this webinar was being offered, I had to take the opportunity to learn more about it so that I can help my future students be the best learners that they can be. In a similar way, this webinar is helping me be a better student and teacher. I can apply the same principles of having a growth mindset to my own learning.

One strength of my chosen evidence is that it shows that I am willing to go out and further my learning of a topic that I do not have a strong understanding of. It was not mandatory, and not something that someone told me to do. I took the time to attend the

webinar and reflect on how I can use the idea of having a growth mindset with my future students, and with myself in regards to my own learning.

Standard 7 is important to my practice for several reasons. If I stop my learning and professional development, I may be missing out on important, useful information that can impact my teaching. This in turn will negatively affect my future students. I believe that one can always improve, and one way of doing that is to continue learning. This standard directly relates to improving teaching skills and knowledge. The more I can stay current with research and teaching techniques, the better able I will be to effectively teach. I believe that as a teacher if you stop learning, it results in being closed minded to new ways of facilitating learning among students. As I advance in my career, I plan to continue learning different ways to better myself as a teacher, and better my students. I imagine that I will be able to reflect on my practice and pinpoint where I might need some help, which will ultimately guide me in finding something that will help me with overcoming my challenges.

References

BC Ministry of Education (2012). *Standards for the education, competence & professional conduct of educators in British Columbia*. Retrieved from https://www.bcteacherregulation.ca/documents/AboutUs/Standards/edu_std.pdf