

I accept my role as the leader of the classroom. I accept that my role is to keep the class composed and well functioning. I also believe that no matter how well I set out to do such things, I cannot do so without the benefit of a community built within the classroom, and the wider school, through the relationship that fosters between the students and me.

All members of the class need to have a voice and no voice should be louder than another. To have all voices heard and treated with respect is a distinct value of mine. That means that all should be allowed to speak, be heard and at the same time value everyone's voice. Therefore if someone is speaking it does have to be in a manner that does not silence others. That is where the practice of creating the class rules as a class and updating them when needed, as a class, shows its importance. This communal creation gives ownership and a greater chance for adherence than if created by one person alone.

In my experiences I have found that having a sense of humour with the class helps maintain a positive learning environment. Creating fun and an air of excitement around the topic and in the class in general creates an environment that allows learners to be more at ease, therefore they learn more readily. Naturally this depends on the classroom yet I hope to have a class where students feel comfortable and accepted in the class, by me and others.

In creating a safe classroom, part of my focus will be to insure that the expectations of the class and of me as the teacher are clear and enforced. That refers to behaviours, conduct and assessment, among others. Since a large part of schooling does focus on assessment and the outcomes it is important that the creating of those aspects are clear, obvious to the students and, when possible, are also created with the class. If not able to be created, they are at a minimum shared with the class so they are not surprised by what is expected of them; helping to create

success for all. Assessment will be valid, authentic and based on what they are taught. It will also be ongoing and varied so that every learner has the chance to be successful, in their own individual way.

Related to clear outcomes is accountability. That term applies to both student and teacher. In my professional and my personal life, I feel that being accountable for my actions is very important. I watch what I say and what I promise to make sure that I can actually carry out on my words. Students will be held accountable for their actions and their words along with homework. Planners and other mediums that aid in keeping everyone on track are assets in that direction.

Communication with family is important for students and teachers. To facilitate the best learning for the students, teachers need to have contact with the family members. Students do not arrive to school as blank slates; they have a history and experiences that impact who they are when in our classrooms. I will make a distinct effort to maintain open lines of communication that will allow me to better serve the students. Having a link to their lives outside of class will personalize teaching to the individual students as well as let families know that I am there for the success of the students, their children.

Personalizing teaching to the students will help foster the caring, safe environment I want for my class. I want students to enjoy coming to school and taking an active part in their learning. I will work to let them know I am a person with interests and a life, making myself more approachable, as well as let them know that I am aware of their interests. That will hopefully facilitate the atmosphere that will best teach to the entire student in my class. I want to teach the whole student, not just a part of the student. I hope this atmosphere will help to let the

families know that they too can come into the classroom. I will encourage this in various ways, such as newsletters, writing in planners and phone calls.

Overall I want to ensure that when I am teaching I do not lose focus of the student. I want the same for them that I do for my own children. I want them to become informed thinkers and independent. I want to know that I have caused them to think and that when they leave me they will remember something of what they have learned and yet not need me. At whatever age I teach, the goal of my teaching will be to create hope in the youth that we all can achieve in this world; yet our paths might be different. They are why I am there and I want them to know that.