

PD Plan

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| PD Activity | Reflection |
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| Attend the BCTEA Conference | <p>Description:</p> <p>The BC Technology Education Association (BCTEA) Conference is an annual professional development event for tech-ed and shop teachers. It features workshops, speakers, and hands-on sessions focused on innovation, safety, and curriculum design in trades and technology education.</p> <p>https://www.bctea.org/</p> <p>Reflection:</p> <p>As a beginning trades and technology teacher, this conference offers me access to real-world resources and the collective experience of educators who have spent years in the classroom. Engaging in hands-on learning and listening to other professionals allows me to expand my toolkit of lessons, projects, and safety practices. It also reinforces the importance of building community with other shop teachers—sharing successes, troubleshooting challenges, and staying current with what’s happening across B.C. schools.</p> |
| Reconciliation Through Indigenous Education online course through UBC | <p>Description:</p> <p>This free, six-week UBC course provides educators with frameworks and strategies for enacting reconciliation through education. It emphasizes land-based learning, Indigenous worldviews, and decolonizing teaching practice.</p> <p>https://opl.educ.ubc.ca/reconciliation-2/</p> <p>Reflection:</p> <p>This PD experience helps me reflect deeply on my responsibility to integrate Indigenous perspectives in meaningful ways. As someone teaching in British Columbia, it’s crucial that I don’t treat reconciliation as a checkbox, but rather as a continuous journey that’s reflected in my teaching. Understanding the legacy of colonialism, local Nations’ knowledge, and how to</p> |

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| | create space for Indigenous voices in shop and tech classrooms shapes how I relate to students and the land I teach on. |
| Generative AI for Educators Google Course | <p>Description: This self-paced course introduces teachers to generative AI tools and provides guidance on responsible integration of these tools into planning, feedback, instruction, and student collaboration.</p> <p>https://grow.google/intl/en_ca/ai-for-educators/</p> <p>Reflection: Technology is constantly evolving, and as a tech-ed teacher, I need to model both curiosity and responsibility when it comes to emerging tools like AI. This course shows me how to use AI ethically and effectively—to save time in planning, support student differentiation, and even co-create with learners. By engaging in this course, I build digital fluency that not only supports my professional efficiency but also helps prepare my students for future workplaces where AI will be a norm.</p> |
| What do I do? Trauma-sensitive strategies for challenging behaviours Open School BC Online Course | <p>Description: This course focuses on trauma-informed educational practices. It helps teachers recognize how trauma impacts learning and provides strategies for supporting students in de-escalating, regulating emotions, and reconnecting with learning.</p> <p>https://www.openschool.bc.ca/challengingbehaviours/</p> <p>Reflection: Shop classes can be high-sensory and high-stress for some students, especially those with trauma backgrounds. Learning how to identify signs of dysregulation and respond in ways that are supportive—not punitive—is essential for building trust. As a new teacher, this PD gives me the emotional awareness and tools to maintain a safe and calm classroom, foster stronger student relationships, and support students who may otherwise be misunderstood or excluded.</p> |

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| <p>Teaching Students with Autism Spectrum Disorder Queen's University Courses for Teachers</p> | <p>Description: This online course provides educators with strategies to support students on the autism spectrum, focusing on communication skills, sensory needs, executive function, and learning accommodations.</p> <p>https://coursesforteachers.ca/bc/courses/CONT912</p> <p>Reflection: Students with autism bring unique strengths and needs to the classroom. In a practical, project-based setting like shop class, understanding how to adapt instruction, provide sensory-friendly tools, and offer social-emotional supports will ensure these students can succeed. This course allows me to build awareness of neurodiversity and ensures that I am equipped to offer all students the dignity of access, growth, and belonging in my classroom.</p> |
| <p>Renew my Level 1 First Aid</p> | <p>Description: Occupational First Aid Level 1 is a WorkSafeBC-certified program that equips individuals with skills to manage common injuries, CPR, and emergency response—especially in shop and lab environments.</p> <p>https://www.worksafebc.com/en/health-safety/education-training-certification/first-aid-attendant</p> <p>Reflection: In shop environments, accidents can happen quickly. Renewing my first aid certification is more than a safety requirement—it's about building a responsive, responsible mindset as an educator. It helps me confidently model best practices, reduce risks, and demonstrate leadership in classroom safety. As a new teacher, it also helps me gain credibility and peace of mind when managing tools, machinery, and student activities.</p> |
| <p>Virtual workshop on Differentiated Learners</p> | <p>Description: This online workshop provides practical tools for supporting a variety of learning needs and styles. It focuses on adjusting content, process, and product to</p> |

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| | <p>ensure all students can access and engage in learning.</p> <p>https://teachersfirst.org/ok2ask/</p> <p>Reflection: My future classrooms will be filled with students at different readiness levels and with diverse learning preferences. This PD equips me with flexible strategies I can apply immediately—such as offering multiple entry points into shop projects or using formative assessment to guide instruction. It reinforces that differentiation isn’t extra work—it’s good teaching. As a new educator, having these tools early on helps me set all students up for success.</p> |
| Entrepreneurship in Trade 6 – Risk and Sustainability online course | <p>Description: This micro-credential introduces educators to concepts of sustainable business practices in the trades, including environmental stewardship, social responsibility, and risk management.</p> <p>https://flemingcollege.ca/continuing-education/courses/entrepreneurship-in-trades-6-risk-and-sustainability</p> <p>Reflection: Incorporating entrepreneurship and sustainability into my teaching helps students think beyond the shop floor—toward how they can innovate, lead, and make an impact through their trades. As a new teacher, this PD helps me plan projects and discussions that connect hands-on skills with real-world issues, such as climate change and ethical business. It deepens my ability to teach for both job-readiness and citizenship.</p> |
| Instructional Skills Workshop (ISW) | <p>Description: The ISW is a peer-reviewed professional development program designed for educators. It focuses on lesson design, active learning strategies, and receiving feedback on teaching through mini-lessons and peer evaluation.</p> <p>https://www.iswnetwork.ca/what-is-isw/</p> |

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| | <p>Reflection:</p> <p>As someone new to teaching, I value feedback and practice. The ISW gives me a safe space to try things out, make mistakes, and grow alongside other educators. The structure helps me improve how I plan, deliver, and reflect on my lessons—key skills that will serve me across my entire career. I especially appreciate that it builds my confidence in front of a group and helps refine my presence in the classroom.</p> |
| PBLWorks “PBL 101” online workshop | <p>Description:</p> <p>This 3-day virtual course by PBLWorks introduces teachers to the Gold Standard model of project-based learning. Participants design a standards-aligned project with ongoing support and reflection.</p> <p>https://www.pblworks.org/services/project-based-learning-101-foundational-workshop</p> <p>Reflection:</p> <p>Shop education naturally aligns with project-based learning. This workshop gives me the structure and tools to take that to the next level—designing rich, real-world projects that build problem-solving, collaboration, and critical thinking. It reinforces the value of student ownership and supports me in scaffolding meaningful assessments. As a new teacher, learning how to guide inquiry without micromanaging is a skill I’m excited to develop.</p> |