

PLAN 1: First-Year Professional Development Plan

1) FNESEC/FNSA Learning First Peoples Summer Institute

Date: August 25–26, 2026

Provider: First Nations Education Steering Committee and First Nations Schools Association

(<https://www.fnesc.ca/lfp-institute/>)

Presenters: FNESEC/FNSA facilitators and resource authors

Why I would attend: This would be a really important learning opportunity for me because it focuses on bringing authentic First Peoples teaching and learning into BC classrooms. The sessions connect to things like English First Peoples, BC First Peoples 12, and BC First Nations land, title, and governance resources, which makes it really relevant for BC teachers.

2) UBC Critical AI in the Classroom Micro-Credential

Dates: October 6–December 8, 2026, with five synchronous sessions

Provider: UBC Office of Professional Learning (<https://opl.educ.ubc.ca/ai-micro-credential/>)

Instructor: Yvonne Dawydiak

Why I would attend: This stands out to me because AI is already becoming part of teaching, lesson planning, and assessment, and I want to learn how to use it thoughtfully instead of just avoiding it. The course focuses on ethical use, bias, multilingualism, and assessment, so it feels both current and practical.

3) BCTF New Teachers' Conference 2027

Date: February 27, 2027

Provider: BC Teachers' Federation (<https://www.bctf.ca/news-and-opportunities/event-calendar/event-details/2027/02/27/bctf-events/new-teachers%27-conference-2027>)

Presenters: BCTF conference speakers and workshop leaders

Why I would attend: Since it is meant for teachers and TTOCs in their first five years, it seems like a really good fit for where I would be in my career. I think it would be helpful for getting ideas, hearing from experienced educators, and connecting with other new teachers who are probably figuring out similar challenges.

PLAN 2: Pro-D Day

Pro-D Day: Practical Strategies for Inclusive Classrooms and Teacher Wellness

Audience: Elementary and secondary teachers, support staff, and school-based administrators

Theme: Building classrooms that support both student success and educator well-being

Purpose: This Pro-D day is designed to give educators practical strategies they can use to improve their classroom climate and strengthen inclusion. The day combines keynote learning, workshop sessions, collaboration time, and wellness-based activities.

Schedule

Time	Session	Presenter(s)	Components
8:30–9:00	Coffee		Informal connection and morning check-in
9:00–9:15	Welcome and Opening	District Administrator	Land acknowledgment, purpose of the day, and overview
9:15–10:15	Keynote: Teaching with Capacity	Guest Speaker: Chase Mielke	Managing workload, preventing burnout, and creating sustainable teaching practices
10:15–10:30	Break		
10:30–11:15	Workshop 1: Inclusive Classroom Design Through UDL	Inclusive Education Coordinator	Practical strategies for designing lessons that support diverse learners
11:15–12:00	Workshop 2: Student Regulation and Trauma-Informed Practice	School Counsellor	Supporting emotional regulation, de-escalation, and relationship-based teaching
12:00–1:00	Lunch		
1:00–2:00	Workshop 3: Indigenous Ways of Knowing and Belonging	Local Knowledge Keeper	Building belonging, respect, and culturally responsive classroom practices

Session Descriptions

Keynote: Teaching with Capacity

This opening session would focus on the reality that teachers cannot support students well if they are constantly overwhelmed themselves. The speaker would share strategies for managing time, setting boundaries, and building a sustainable routine.

Workshop 1: Inclusive Classroom Design Through UDL

This session would explore Universal Design for Learning and how teachers can plan lessons that work for a wide range of learners from the start. Educators should leave it with ideas for multiple ways to engage students, show understanding, and access content.

Workshop 2: Student Regulation and Trauma-Informed Practice

This session would support teachers in understanding behaviour through a more compassionate lens. Topics covered would be co-regulation, calm classroom routines, de-escalation strategies, and how to create emotionally safe spaces for students.

Workshop 3: Indigenous Ways of Knowing and Belonging

This workshop would help educators foster greater belonging, respect, and cultural awareness in their classrooms. It would focus on relationship-building, place-based learning, and recognizing Indigenous perspectives in everyday teaching practice.

Who This Pro-D Day Serves

This Pro-D Day would serve teachers, educational assistants, learning support staff, and administrators. It would be especially useful for educators who want more inclusive classroom strategies, better ways to support student mental wellness, and practical ideas for reducing workload stress.