

JULIA TIGHE

OCT #695300

Teaching Portfolio: www.juliatighe.ca

EDUCATION

**Bachelor of Education
(Concurrent) 2019** *Queen's University, Kingston, ON*
Primary-Junior Division
Concentration in Early Primary Education

**Bachelor of Arts
(Honours) 2018** *Queen's University, Kingston, ON*
Major in Health Studies, Minor in French

TEACHING EXPERIENCE

**Junior Kindergarten
Teacher
2020-2021** *Associated Hebrew Schools of Toronto (Kamin), Toronto, ON*
Designed and implemented a leading research-based program for 18 dynamic students. Created the program using student forward approaches to teaching and learning, including pedagogical documentation, inquiry, and the design process for the early years. Introduced a new 100% digital documentation and parent communication program using classroom devices. Planned and created student growth targets with two co-educators. The program had focus on social skill development, outdoor learning, and adjustment into school. Math, literacy, and STEAM exploration was conducted in a hands-on approach with a variety of centres, small group lessons, and whole group discussions. Individual one on one learning targets were also developed with the teaching team, family connections and administration. Prompt transition to distance learning with engaging lessons via Zoom and Google for Education (Keep, Jamboard, slides and virtual classrooms), as well as SeeSaw for student work documentation and activity creation. Facilitated and spearheaded partnerships with parents, grandparents, and allies to keep community connection in the forefront of the classroom objectives and to have the students see themselves in the learning and in the program.

**Senior Kindergarten
Teacher
2019-2020** *Associated Hebrew Schools of Toronto (Kamin), Toronto, ON*
Taught 30 students in partnership with co-teachers using a centre based format. Integrated the play-based learning approach through engaging and hands-on math and literacy centres. Mini-lessons during circle time included movement based learning and facilitated discussions to meaningful concept acquisition. For example, acting out the life cycle of a bee during an inquiry unit. Facilitated a rigorous reading curriculum using a consistent guided reading program and at home reading connections. Student reading was between levels 3 and 20 at final spring PM benchmark assessment. Used various levels of differentiation for all centres; including varying the amount of writing, reading and steps to task completion. Responsible for a newsletter including the learning that took place weekly. Taught synchronously and asynchronously during distance learning with engaging lessons related to student inquiries. Communicated with parents regularly in regard to student success.

**Kindergarten
Teacher Candidate
2019 (3 weeks)** *Lillian Public School, TDSB, Toronto, ON*
Taught in a semi-structured play-based environment. Initialized and facilitated the Project Approach while following student inquiry. Used a KWLH approach to understand pre-existing knowledge base and student questions. Used this information to plan whole group, small group and individual instruction in literacy, numeracy, visual art, music, and science. Independently created and implemented engaging activity centers. Used assessment of learning to identify what the students learned during the inquiry process. Facilitated Forest of Reading Program to foster critical thinking and opinion building skills including voting process.

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Grade 3 Teacher Candidate 2019 (4 weeks)	<i>Blacksmith Public School, TDSB, Toronto, ON</i> Independently planned and taught 100% of the daily teaching load, including units in math (geometry), social studies (living/working in Ontario), and language (EQAO reading and writing preparation). Used cross-curricular lessons between math and visual arts allowing for multiple entry points into subject areas. Created succinct learning goals and success criteria with students through a KWLH chart. Incorporated multiple classroom management strategies to engage students in the learning process and strengthen assessment <i>for</i> learning. Developed an assessment <i>of</i> learning research project for students to complete collaboratively, incorporating the use of technology into final presentations.
Grade 4/5 Teacher Candidate 2018 (6 weeks)	<i>Blacksmith Public School, TDSB, Toronto, ON</i> Planned and taught units in math (addition strategies), language (genres), social studies (systems of government), and physical education (cooperative games). Strong emphasis was placed on math instruction, independently planned, taught, and assessed a unit on addition strategies based on Ontario curriculum expectations. In continuous assessment of the unit, implemented a self-check method (assessment <i>as</i> learning) that students accepted well. Co-planned and taught language with a focus on assessment of fiction versus non-fiction texts. The students used their reading decoding skills to understand their genre and wrote a paragraph to defend their assumptions (assessment <i>of</i> learning). The class completed an exemplar together prior to assessment.
Kindergarten Teacher Candidate 2017 (3 weeks)	<i>Avondale Public School, TDSB, Toronto, ON</i> Worked one-on-one with a non-verbal student with undiagnosed special needs to build a rapport. Focused on observing his interests to encourage him stretch outside of his comfort zone. Including art activities, verbal language, and math behaviours. Scaffolded learning for the student, releasing my support as he became more comfortable with the activity centers and the other students.

TEACHING RELATED EXPERIENCE

Summer Camp Supervisor 2014 – 2019	<i>Seneca College, Toronto, ON</i> Planning and creation of curriculum for campers aged 4-7. Completion of behaviour and accident reports. First point of contact for assistance with camper behaviours.
KidsInclusive Health Centre Intern 2018	<i>Hotel Dieu Hospital, Kingston, ON</i> Worked as part of a team to support children with various special needs. Visited schools and daycare centres to assess children's needs. Observing and helping in hospital sessions.

PROFESSIONAL DEVELOPMENT

Additional Qualifications	Kindergarten Part 1 – <i>ETFO</i> (2019) Kindergarten Part 2 – <i>ETFO</i> (Summer 2020) Special Education Part 1 – <i>ETFO</i> (2020) Mathematics, Primary & Junior, Part 1 – <i>Queen's University</i> (2020) Reading Part 1 – <i>Queen's University</i> (2020)
Certifications	Non-Violent Crisis Intervention – Canada (2019); Standard First Aid and CPR C (2019); Mental Health First Aid Certification (2018); NCCP Coaching (Fundamental Movement Skills) (2014); Ontario Parks and Recreation High 5 (Principles of Healthy Child Development) (2014); Life Saving Society – Bronze Medallion (2011)
Educational Workshops	Reading for the Love of It; Culturally Relevant Teaching and Assessment Practices; Equity 101; Zones of Regulation; Educational Technology; Promethean Board; Mental Health (Parts 1-3)

ACHIEVEMENTS AND INTERESTS

Awards	Dean's Honour List – <i>Queen's University</i> , 2016-2017 & 2017-2018 Academic Year
Interests	Value being physically active (fitness classes, work with a personal trainer)