

# Nicola Schneider, OCT

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College of Teachers #: **454016** HWOTL Experience with HWDSB: 1198  
**Additional Qualifications:** Special Education (Part 1) and ESL (Part 1),  
Please note\*: I have just completed Mathematics PJ, Part 1 in June 2016

**Curiosity. Creativity. Possibilities.**  
– HWDSB Vision - *I strive to help  
EVERY student find SUCCESS.*

## Objectives

To earn a place on the LTO list so that I may fulfill my passion for teaching.

## Profile & STO Experience

Having received my 10-year service award, I eagerly anticipate the great joys that my 11th year as an HWDSB teacher will bring...

In the first 5 years, I worked in many different schools around the city: Hess Street, Sir Wilfrid Laurier, Prince Philip, Ryerson, Strathcona, Dalewood and Cathy Wever, to name just a few, including an LTO in a Junior Communications Class at Roxborough Park. As a result, I am flexible and able to adapt to any new/diverse situation. I was fortunate to experience teaching so many students of all ages and abilities, with many differing needs: ESL, Gifted, Sage, and Lower SES.

During the last 5 years, I have spent most of my time at Hess Street School (again), Dundas Central (shorter multiple day jobs, such as Gr. 2, 6/7, Phys. Ed.), and, at Glenwood Special Day School. I was able to develop an on-going relationship with students at several schools through repeated visits.

I learned a lot from teaching our Most Special Learners whose voices might not always be heard, or understood. I learned that if you "listen" hard enough, you can "hear" these Student Voices. Knowing these unique students, as I have come to over these last 6 years, and especially during my LTO, has allowed me to listen to their "voices" - whether they come in Assistive technology/iPad form, body language/facial expression, signs, PECs, or even utterances or Stims. I take this attitude with me into "mainstream" schools and strive to understand my students so that I can help them find success.

## LTO Experience

Glenwood Special Day School, Nov. 2014-June 2015 - Developmental/Multiples Class  
Prep Coverage

Developed creative arts programming (Art, Music & Drama/Dance) that served expression/communication and therapeutic needs, and that benefited development in all areas: social, emotional, cognitive, and physical (fine motor skills specifically)

Dundas Central Public School, October 2013 - Grade 6/7 Core, incl. Social Studies (and shorter multiple day jobs - Gr. 2, 6/7, Phys. Ed.)

Facilitated Inquiry-Based collaborative learning projects

Alternative  
Resume

Other related work/skills:

- ✓ NVCI-trained, renewed March 24, 2015
- ✓ Mentor Training for Occasional Teachers, May 1, 2012, STO Special Education Specialist
- ✓ Kindermusik Educator/Business Owner (Saturdays, October 2013 to June 2015) - -  
Provided a hands-on review of Child Development while actively programming a music and movement class for 2 -5 year olds (PR, marketing, event planning experience)
- ✓ Taught 2 years in Manchester, UK (2003 - 2005): Offerton High School, September 2004 to August 2005 (English and Sociology, with some Drama, Geography and Personal, Social, Health and Education to 1116 students, aged 11 – 16 years)
  - Worked with students to develop and institute classroom rules, learning goals and success criteria, which were clear, concise, and easy to follow. Provided positive reinforcement to maintain a focused learning environment at all times.
  - Administered formal and informal assessments on a consistent basis to track student progress. Utilized results to employ data-driven instruction and enhance students' performance.
  - Developed rich lessons that actively engaged learners, reinforced skills, and prepared students for midterms and final exams

Technology  
(TLE)

Current status: Innovative; curious to learn more; eager to integrate technology into my program, as an effective teaching & learning tool:

- ✓ E.g., [www.get.kahoot.com](http://www.get.kahoot.com) (great for all assessment FOR/AS/OF learning), [www.gonoodle.com](http://www.gonoodle.com) (DPA, mindfulness), [www.tagul.com](http://www.tagul.com) (word clouds), [www.storybots.com](http://www.storybots.com) (literacy & numeracy, music, personalized songs and stories)

Initiatives in  
Schools

Glenwood, 2014-2015

- ✓ SNAP Committee (DPA), collaborated with colleagues to implement a physical movement program for Special Needs Students
- ✓ Worked with students to develop and institute classroom rules, learning goals and success criteria, which were clear, concise, and easy to follow. Provided positive reinforcement to maintain a focused learning environment at all times.
- ✓ Special Olympics (teacher-in-charge)
- ✓ Regularly used technology (Smartboard/iPads) to reach all students
- ✓ Library Services
- ✓ Facilitated an engaging whole school music lesson (as Special Mystery Guest), “Jungle Jam-a-roo!” that provided Music and Movement enrichment, and opportunities to practice social and audience skills
- ✓ Arranged a Special Guest (local Hamilton author & musician) to provide educational entertainment to learners, connecting to the Local Hamilton Arts Scene

## HWDSB Professional

- Development    Upcoming: Summer Institute 2016 – Kindergarten: **The Luminous Beauty and Boundless Imagination of Young Children**
- ✓ Summer Institute: CPS (Collaborative & Proactive Solutions) - Dr. Ross Greene, Inquiry-based Learning In & Through the Arts, Deepening the Inquiry through Observation & Documentation, Supporting the Social/Emotional Development in the Early Years
  - ✓ Autism Basics - January 17, 2015

## HWOTL Professional

- Development    Interview Prep workshops, February 17, 2016 and June 14, 2016
- ✓ Making Math Happen for the Daily Occasional Teacher, June 10, 2016
  - ✓ Everyone Is Able Workshop, April 16, 2015
  - ✓ Occasional Teacher's PD Days, January 24, 2014: Classroom Management and Comprehensive Literacy In Your Practice & November 22, 2013: learning to explore safety, Special Education and personal awareness in your practice.
  - ✓ HWOTL Conference - Play-Based Learning, February 15, 2013

## Community

- Involvement    Volunteer, Friends in Grief (Bereavement Services), Hamilton - social media officer & facilitator
- ✓ Volunteer for Parkinson's Foundation, 2000 – 2008, Hamilton
  - ✓ Volunteer at Hess Street School, Sept. 2002 – June 2003:
  - ✓ Volunteer with MADD, 2000 to September 2003

## Education

- I embrace life-long learning.
- ✓ Bachelor of Education (P/J), 2002, Brock University, Hamilton, ON
  - ✓ Bachelor of Arts (Honours Sociology), 2000, McMaster University, Hamilton, ON
  - ✓ Ontario Scholar Award, 1996, Sir Allan MacNab Secondary School, Hamilton, ON
  - ✓ OSSD, Proficiency Award, 1995, Sir Allan MacNab Secondary School, Hamilton, ON

## Achievement

**Matters**    CREATIVITY - Every student can find success if they are engaged through an effective, comprehensive program of instruction, based on sound pedagogy that allows their unique Student Voices to be heard and respected.

## Equity

**Matters**    POSSIBILITIES - All students have the same opportunity to reach their potential; and to develop an acceptance of others who are doing the same. Within a safe learning environment, students know that he or she is a valued member of his or her diverse learning community.

## Engagement

**Matters**    CURIOSITY - An inquiry-based, problem-solving approach allows for differentiation according to student interest and need; engagement allows students to find success and to develop life-long learning habits, so that they may become productive and empathetic citizens in society.