

## **Semeerah Abdulqadir**

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### **HIGHLIGHTS:**

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#### **Teaching Experience**

- **Additional Qualifications: Math Part 1, Reading Part 1, Special Education Part 1**
- Wilson Reading System (WRS) Trainer
- 6 years of experience teaching internationally and domestic
- Toronto District School Board - three years teaching elementary school
- Education - Master of Teaching Program, the University of Toronto

#### **Teaching Philosophy**

- Dedicated to fostering a collaborative, innovative, diverse and inclusive learning environment.
- Integrate real-life experiences, developing independent learners and critical thinkers.
- Empowered students by focusing on their needs based on differentiated instructions, using centres that focus on various modalities.

### **EDUCATION & ADDITIONAL QUALIFICATIONS:**

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#### **York University, Toronto, Ontario**

- Math Part 1 August 2023-August 2023

#### **University of Toronto (OISE) Toronto, Ontario**

- Special Education Part 1 (Elementary Focus) January 2021 - March 2021
- Reading Part 1 January 2021 - March 2021
- Master Of Teaching September 2018-June 2020

#### **York University, Toronto, ON**

Honours Bachelor of Arts

- Double Major: Communication Studies & Women's Studies September 2009 - June 2013
- TESOL/TESL/TEFL Teacher Training Certificate -100 hours September 2013

#### **Humber College, Toronto, ON**

- Diploma in Business Marketing September 2007 - June 2009

## TEACHING EXPERIENCE

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### **Elementary Teacher**

September 2023-present

*Toronto District School Board*

#### **(Permanent Teacher)**

- Centred lessons and choice of resources based on students' prior knowledge, identities, and lived cultural experiences.
- Used culturally relevant resources in celebrating student voice and culture
- Incorporated daily mindfulness and affirmations (morning and afternoon) to build students' self-confidence, self-reflection and overall well-being
- Used Foundation textbook along with the curriculum expectations to build stronger reading skills

### **Kindergarten Teacher, LTO, Beaumonde Junior Middle School**

January 2023-June 2023

*Toronto District School Board*

- Centred lessons and choice of resources based on students' prior knowledge, identities, and lived cultural experiences.
- Used culturally relevant resources in celebrating student voice and culture
- Incorporated student's interest in play-based learning, using the four kindergarten frames
- Incorporated daily mindfulness and affirmations (morning and afternoon) to build students' self-confidence, self-reflection and overall well-being
- During center time, used cooperative activities and games alongside various manipulatives to engage and support the diverse learning needs of students
- Used Foundation textbook along with the curriculum expectations to build stronger phonological awareness
- Developed positive and trusting relationships with students through daily check-ins, using the zone of regulation, reward system (stickers), verbal reinforcements of desirable behaviour, and positive feedback

### **Grade 7/8 Teacher, Wandering Spirit**

March 2022-June 2022

*Toronto District School Board*

- Fostered an inclusive and equitable learning environment through respect, care, and overall love and understanding of students' abilities, personalities and needs.
- Participated in various school cultural events such as big circle and sat in on various Ojibwe classes during storytelling to gain a stronger relationship with the school community and engage in cultural experience learning
- Prepared meaningful, creative, and thought-provoking lessons to engage in oral discussion, debates and in-depth writing on various topics, such as the land debate on land and treaty rights, debate on getting longer recess
- Used daily affirmation to build students' self-confidence and overall identity of self-love.

## **PRACTICUM EXPERIENCE:**

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### **Wandering Spirit, TDSB**

January 2020 - March 2020

*Teacher Candidate (Grade 3/4), Practicum Experience*

- Initiated Tutoring and Peer Mentorship: Indigenous Student Success, Achievement and Well-Being (trauma-informed teaching, restorative practices, community building).
- Engaged in various community and school events, such as smudging and big circles.
- Redesigned the classroom with a more open and inviting space for students to learn.

### **Eastview Public School, TDSB**

October 2019 - November 2019

*Teacher Candidate (Grade 2/3), Practicum Experience*

- Created lesson plans to include Indigenous methods utilizing various assessment strategies, including anecdotal and formative evaluations and group-based assessments.
- Modified lesson plans and assignments for students with learning and behavioural challenges.
- Facilitated an inclusive and collaborative classroom environment.

### **George R. Gauld, TDSB**

February 2018 - March 2018

*Teacher Candidate (JK/SK), Practicum Experience*

- Created various literacy and math centres engaging students in phonological awareness and number sense, emphasizing play-based learning.
- Provided students with strategies for fostering their reading skills
- Utilized anecdotal notes in enhancing future lessons and activities.
- Developed a culminating assignment on the Indigenous water crisis, to teach the students about inequalities and the history of the Indigenous Peoples.

### **Ryerson Community School, TDSB**

October 2018 - November 2018

*Teacher Candidate (Grade 2/3), Practicum Experience*

- Developed lesson plans that included differentiated instruction with modifications for ELLs and students with IEPs and LD.
- Used the classroom environment as a third teacher.
- Participated in and facilitated various school events, such as welcoming Nigerian newcomers to the school, cultural food ideas and fun fairs.

## **TEACHING RELATED EXPERIENCE:**

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### **Reading Intervention Specialist/Trainer**

February 2018–June 2023

*Totally Tutors, Toronto, On.*

- Follows the Wilson Reading System to aid students with reading obstacles in their literacy journey on fluently and accurately decoding.
- Utilize running records and anecdotal notes to assess the progress of students further

**English Teacher and Counsellor**

June 2017– July 2018

*Office of Education, Yangsan, South Korea*

- Formulated diverse and culturally relevant lesson plans on speaking, pronunciation, listening, and writing to meet curriculum standards.
- Designed qualifying assessments for international training programs and counselled and motivated students for future career goals.
- Facilitated extracurricular activities, an English café program, and camp activities.

**EFL/English Teacher**

May 2014 – May 2016

*Jeollabukdo Office of Education, Jangsu, South Korea*

- Collaborated with co-teachers to create effective and engaging lessons using various technologies to encourage student participation in interacting with content materials.
- Ongoing assessment and feedback from anecdotal notes to students and their homeroom teachers to ensure continued student success.