

**Andrew Devine**

**EDUCATION**

2013

**Master of Arts in Child Study and Education**

Dr. Eric Jackman Institute of Child Study, Ontario Institute for Studies in Education,

University of Toronto

2003-2008

**Specialized Honours Bachelor of Psychology**

York University

**TEACHER QUALIFICATIONS**

**Ontario Certificate of Qualification, Primary/Junior**

Additional Qualification: Special Education Part 1

Tribes TLC Basic Course Certification

**PRACTICE TEACHING EXPERIENCES 2011-2013**

Winter 2013 **Student Teacher Internship (Extended Practicum) 300 hours**

**Dr. Eric Jackman Institute of Child Study,** Grade 4 (University of Toronto, Independent School)

Developed an integrated, cross-curricular literacy program designed to maximize engagement and motivation

Capitalized on technological resources for teaching, including Knowledge Forum and Smart Boards

Involved and co-managed a number of extra-curricular activities including a 3-day camping trip with over 50 students

Developed an inquiry-based unit on Aboriginal Studies that focused on research and small group collaboration

2011-2012 **Student Teacher Practicum 288 hours**

**Beverley Public School,** Special Education, Toronto District School Board

Implemented and arranged a series of daily/weekly activities for social skills and integration for children with low functioning and non verbal Autism Spectrum Disorder. Activities included weekly trips to the grocery mart, in-class cooking and field trips.

Integrated technological resources such as iPads, iPods and Promethean Boards daily during class activities for small and large groups.

**Dr. Eric Jackman Institute of Child Study,** Nursery, (University of Toronto, Independent School)

Planned and taught full units in 2D shapes and Creative Movement

Enforced thorough classroom behaviour management strategies for student success and play

**St. Bruno Catholic School** Grade 4/5, Toronto Catholic District School Board

Designed a unit on structures and interacting force systems, including integrated learning and assessment

Introduced the topic of ancient civilizations with several inquiry-based lessons in particular on mythology

**Garden Avenue Public School** Grade 1, Toronto District School Board

Created opportunities for interactive, experience-based learning experiments in science with states of matter

Worked with students one-on-one or in small reading sessions, and independently guided class in lessons about phonemic awareness and scientific investigations of matter

Initiated a behaviour tracking system to monitor a student’s behaviour and propose strategies for success

# RELATED WORK AND VOLUNTEER EXPERIENCE

**Work Study** 2011-2013

*Dr. Eric Jackman Institute of Child Study, University of Toronto, ON*

Assisted and supported the weekly implementation of software updates and computer fixes on Mac laptops, iPads and Smart Boards in all classrooms at the Jackman Institute of Child Study.

Enhanced artistic skill development and program facilitation for Grade 3 students during art class

Assisted homeroom teachers in supporting small and whole groups of students

Assisted with the organization, supervision and coaching of primary/junior track meets

**Volunteer** 2011-present

*St. Bruno's & Beverley School*

Provided classroom assistance and accommodations to promote learning included in Individual Education Plans for students with Autism Spectrum Disorder

Provided instruction in special education classrooms for multiple grade levels

Maintained a positive learning environment by implementing behavioral management strategies.

**Herald NIE** (Independent English School),Waegwan, South Korea June 2010 - June 2011

*Full-Time Head Foreign English Teacher*

Co-designed and constructed a language curriculum for 30 classes of multiple grade levels ranging from Kindergarten through to Grade 12 and classes for adults every two months. Curriculum included written tests to measure reading comprehension and vocabulary. As well as in-class reading assignments, activities, and full and small group reading exercises.

 Wrote and administered assessment reports of students’ progress based on writing skills, reading skills, and comprehension

Responsible for assisting, training and managing new foreign English teachers.

**REFERENCES**

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| Richard Messina, Vice- PrincipalUniversity of TorontoDr. Eric Jackman Institute of Child StudyIndependent School(416)-934-4512*You have my permission to contact all references.* | Robin Shaw, TeacherUniversity of TorontoDr/ Eric Jackman Institute of Child Study Independent School(416)-934-4517 | Dave Campos, TeacherToronto District School BoardContact at (416)-397-2581 |