

## International Collaboration for Education 2025

### APPLICATION FORM

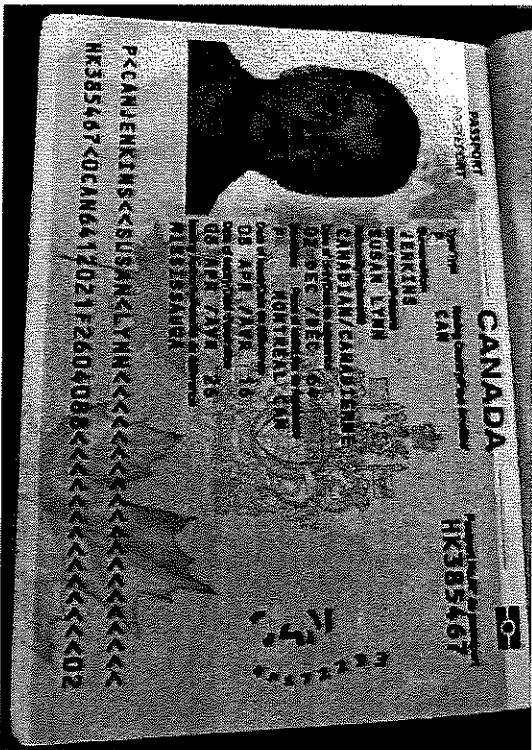
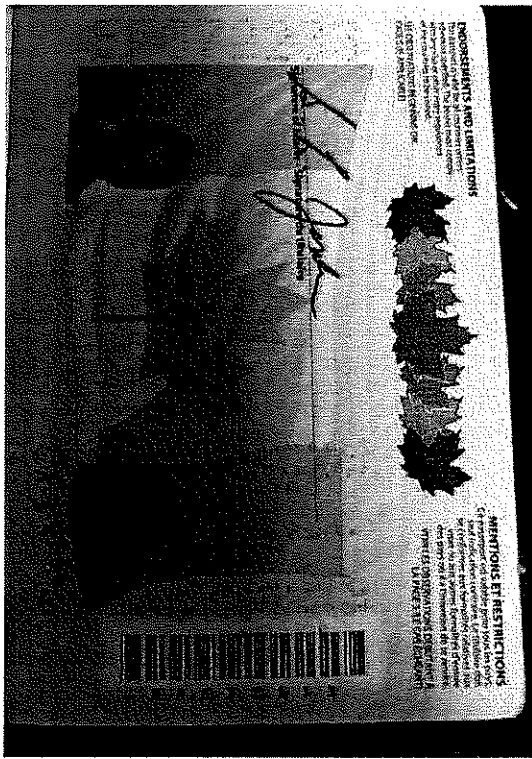
Completed applications are to be sent to your provincial or territorial teachers' organization. Please contact your Member Organization for additional requirements and deadline information.

Name as it appears in Canadian passport: Susan Lynn Jenkins ( <u>Sue</u> ) (Underline your preferred name)	
Date of birth: 1964-12-02	
Home address: City: 23 Pomquet Cove Road, Southside Harbour Prov./Terr.: Nova Scotia Postal code: B2G 2L4	
Your Member Organization: Nova Scotia Teachers Union	
Name of, and distance (km) from, the nearest airport: Halifax Stanfield International Airport 195 kms one way	
Preferred phone number: 902-870-1958	Alternate phone number: 902-227-8012
Preferred email address: ljsusan3@gmail.com	Alternate email address: sue.lariviere-jenkins@csap.ca
Present position: Consultant with Conseil scolaire acadien provincial	If retired, please state month/year of retirement: Click or tap here to enter text
School name: Office at École acadienne de Pomquet	School board: Conseil scolaire acadien provincial
School address: 791 Taylor's Road, Pomquet, NS B2G 2L4	School board address: 250 Brownlow Ave., Unit 7 Dartmouth, NS B3B 1W9
School phone number: 902-386-5700	School board phone number: 902-433-7045
Principal's full name: My supervisor: Tanya Comeau 902-778-2953	Superintendent's full name: Michel Colette
Principal's email address: tanya.comeau@csap.ca	Superintendent's email address: michel.colette@csap.ca

Date of last day of the 2024-25 school year: 2024-06-30

Latest date by which you must arrive home following the project: 2024-08-03

Please attach a photocopy of pages 2-3 of your Canadian passport to this form or provide proof of your passport application.



**EXPERIENCE IN CTF/FCE PROJECT OVERSEAS (PO) – RENAMED INTERNATIONAL COLLABORATION FOR EDUCATION (ICE)**

Have you previously participated in PO?      Yes       No

If yes, in which year(s)? Click or tap here to enter text

In which country(ies)? Click or tap here to enter text

## TEACHING BACKGROUND (Beginning with most recent)

School and location	Position	Grades taught	When From – to
Centre provincial de ressources pédagogiques (CPRP) Province wide, Office at École acadienne de Pomquet, Pomquet, NS	Consultant CPRP	Primary-12	2018-present
École acadienne de Pomquet, Pomquet, NS	Vice Principal, pedagogical mentor, math intervention	Primary-12	2015-2018
St. Francis Xavier University, Antigonish, NS	Bachelor of Education Faculty professor (Part time)	B.ED. Students	2012-2016
École acadienne de Pomquet, Pomquet, NS	Teacher	3, 6, 7, 8, 10, 12	2002-2015

## ACADEMIC BACKGROUND AND PROFESSIONAL LEARNING (Beginning with most recent)

Institution / University and location	Degree / Program	When From – to
Université TÉLUQ (Course)	Online course: L'enseignement efficace : volet accompagnement	2023-2024
Cape Breton University	Diploma in Educational Technology	2019-2021
Saint Francis Xavier University	Master of Education Educational Administration and leadership	2008-2010
Saint Francis Xavier University	Bachelor of Education Elementary, Teacher Certificate 5	1992-1993
Saint Francis Xavier University	Bachelor of arts, Advanced Major French, Minor English	1989-1992

## TOPICS OF INTEREST / COMPETENCE

As we are intentionally moving away from subject-specific areas of instruction, we ask that you list NOT the subjects you feel comfortable teaching, but INSTEAD those over-arching educational topics you could address which would be relevant at any grade level and in any curriculum area. These might include, but are not limited to instructional leadership, child-centred pedagogy, discipline with dignity, assessment for/of/as learning, counselling, social justice, inclusion, etc.

My experience as an instructional leader over at least twenty years has been focused on improving teaching and learning practices to enhance student outcomes. My leadership in union provides a space where I can advocate for teachers' rights so that they can work in a healthy culture that will benefit not only them, but also students' learning and well-being. I have worked in leadership positions as a vice-principal, a mentor, and I have mentored mentors to support them in their ongoing professional development to guide them with using best practices to effectively teach learning outcomes and to adapt the instruction to meet the diverse learning needs.

This school year I am supporting administrators in three schools that have been identified as needing literacy support to meet the needs of the students. We have met and worked on a literacy support plan that is data driven to track the learning for those schools. Our board

is focusing on curriculum and instructional alignment and offering professional development on explicit teaching because it is based on research conducted on effective teaching. Last year, I completed a course with TELUQ “L’enseignement efficace – volet Accompagnement”. This practical course guided me with supporting mentors and teachers in implementing the most effective teaching strategies based on curriculum to promote learning for all students in the classroom.

Our school board is implementing Building Thinking Classrooms across the province. There are supports in place for math, but we are also implementing the framework with literacy. It is an educational framework designed to create learning environments that foster deep thinking, student engagement, and collaborative problem-solving. Building Thinking Classrooms is transformative because it shifts the focus from passive reception of knowledge to active construction of understanding. It prepares students not only for academic success but also for real-world problem-solving and collaboration. The feedback from students and teachers has been positive.

I am also very interested in social justice and inclusion. It is of utmost importance that students have access to high quality public education. The universal design for learning is the framework our school board utilizes. Flexible teaching strategies that follow the explicit teaching model promotes student engagement and success. Differentiated instruction needs to happen to ensure that teaching methods are reaching every learner’s needs. Culturally responsive teaching is also a priority in our province and our board, not only for students but also for teachers. We have worked closely with CTF/FCE and their resources in the Portrait de l’éducation series that supports new Francophone teachers in our board who have recently immigrated to Canada.

I also have experience and great interest in integrating technology in education. I have offered some professional development to teachers on computational thinking and how to effectively integrate technology in the curriculum. I have co-planned and co-taught how to integrate different tools in the curriculum to enhance student engagement and programming competency. Teachers and students have learned how to effectively use BeeBots, Scratch Jr., Scratch, Micro:bits, Makey Makeys, MakeCode, Google for Education, etc. Our board is beginning to use Microsoft and I have been supporting teachers with that transition. Integrating technology, such as coding, in education promotes critical thinking, problem-solving, and collaboration. Curriculum based integration of technology into learning outcomes creates a space where students participate actively in learning digital literacy, critical thinking, and helps create a more inclusive environment. I offer these supports in a multitude of schools and grade levels across the province.

## LANGUAGES

First language                      English                       French                       Other (specify): Click or tap here to enter text

If you have fluent French skills, would you be willing to accept a placement in a Francophone country, and would you be comfortable working in French?                      Yes                       No

**If yes, please respond to at least three questions (of your choice) in section A or B en français.**

## OUTLINE YOUR INVOLVEMENT IN YOUR TEACHER ORGANIZATION / UNION

I work as a consultant in the Centre provincial de ressources pédagogiques (CPRP) in the CSAP, the only French-speaking school board in Nova Scotia. My dossiers include supporting teachers from kindergarten to grade 12 in ten of the province's twenty-three schools. These schools are all located in francophone minority communities. I have accompanied and worked closely with teacher mentors in four schools. I model, co-plan, and co-teach in multiple subjects and grades across the province. This academic year I am working with principals in three schools that have been identified as priority schools for literacy support. I am also responsible for supporting librarians and ensuring that the resources the center sends to the schools are distributed effectively. These resources align with the CSAP curriculum and must be used in classrooms. I also work in the library to support librarians with organization and technology support with KOHA (library platform). During COVID, I collaborated in creating the board’s online library named “BiblioVirtuo” to provide books online for teachers and students. This library has grown over the years and new book purchases are made regularly.

As a union leader in the Nova Scotia Teachers Union (NSTU) and the Conseil syndical acadien provincial (CSANE), I have held various positions from member of the NSTU provincial executive to CSANE local president. I also served on multiple committees over the years. My professional experiences with CSAP, CSANE, and NSTU have enabled me to become a leader within the educational

community, both locally and provincially. My involvement in various union committees demonstrates my ability to collaborate and lead confidentially, professionally, and constructively.

2025-2002

- Canadian Teachers' Federation, Comité Consultatif du Français Langue Première (2020-2026)
- Comité de négociations Contrat Local (2024-2025)
- Conseil Syndical Acadien Provincial past local president (2023-2024)
- Conseil Syndical Acadien Provincial local president (2019-2023)
- Comité de négociations Contrat Local (2019-2022)
- Nova Scotia Teachers Union Provincial Executive member (2015-2019)
- Comité de Programmation Acadienne (2015-2019)
- Political Action Committee NSTU (2018-2019)
- Personnel Committee NSTU (2018-2019)
- Nominations Committee NSTU (2017-2018)
- TWAR NSTU (Teachers with administrative responsibilities) (2017-2018)
- Local member of Conseil Syndical Acadien de la Nouvelle-Écosse (CSANE) for the Conseil Scolaire Acadien Provincial since 2002
- Public Affairs and Public Relations Committee (2014-2015)
- Treasurer CSANE local (2006-2014)
- NSTU Leadership Development Certificate
- Voting delegate at NSTU Annual Council for Conseil Syndical Acadien NE (2004-2024)
- CSAP/CSANE Professional Development Committee Article 60
- Elected to the NSTU Professional Committee (1 year term, 2014)

**OTHER RELEVANT EXPERIENCE (e.g., Development cooperation, intercultural projects, volunteerism). PLEASE LIST AND DESCRIBE EACH EXPERIENCE.**

A past member of the Dr. John Hugh Gillis High School Band Auxiliary, I was a parent volunteer in the school band program for over ten years. I planned and organized two band trips, to New York and New Orleans. I was also responsible for fundraising for the band for many years. I was the contact person with EF Tours who collaborated, planned, and organized the itinerary and the travel. I prepared presentations for the parents and was responsible for collecting and tracking passports and payments. I was also a parent chaperone on both trips. I always incorporated some volunteerism and intercultural experiences. I organized a NY inner city school band workshop which was a cultural experience for our students as they performed and worked closely with inner city students. Another growth experience for Dr. J. students was a performance in a NY Senior's Hospital for permanent residents, it was an emotional experience for all of us. Seeing these folks enjoy music regardless of their medical conditions was both rewarding and sad in some ways. The students were very quiet and reflective after this experience. In New Orleans, the band students volunteered and did some landscaping work such as weeding, tree trimming, collecting garbage, etc. in areas that were rebuilt post Hurricane Katrina. The students also met some survivors and volunteers who shared personal accounts about Katrina and its' effects on the community and the school. The students felt a sense of accomplishment after they worked in several the medians that were rebuilt in that community.

I have volunteered with multiple school-based projects throughout my career. These were all done in French. Some examples include school trips, coaching soccer, volunteering for the "Jeux de l'Acadie", organizing dinner theatres, school plays, concerts, dances, games nights, etc. It is important for our CSAP schools to hold extra-curricular activities in French because in our context, students face challenges related to linguistic security. In addition to teaching academic subjects, teachers must assist students in building their francophone identity, mastering the language, and understanding their culture to support students as they become future builders of Acadian and francophone communities. Living in an exogamous household, it is important to build a Francophone identity, appropriate the language, and learn the culture, these have become the responsibilities of teachers in our board and goes over and beyond teaching subjects.

**HEALTH**

The International Collaboration for Education (ICE) project can be a very demanding experience and may require physical stamina and mental resilience. Therefore, it is important for you to assess and be cognizant of your own level of preparedness.

**How do you assess your physical health?**

Excellent

Good

Fair

Poor

If other than "excellent", please give details: **Some mild osteoarthritis**

**How do you assess your mental health?**

Excellent

Good

Fair

Poor

If other than "excellent", please give details: Click or tap here to enter text

**Do you require any type of accommodation to participate in the ICE project?**

Yes

No

If yes, please specify: Click or tap here to enter text

**Do you have any allergies and/or dietary restrictions?**

Yes

No

If yes, please specify: **Sulpha drugs, mold, and balsamic vinegar**

## **SECTION A**

**PLEASE RESPOND TO THESE QUESTIONS IF YOU HAVE NEVER PARTICIPATED IN CTF/FCE PROJECT OVERSEAS (PO), RENAMED INTERNATIONAL COLLABORATION FOR EDUCATION (ICE):**

**Why do you wish to participate in ICE (formerly PO)?**

I have wanted to participate in this program for many years, however, raising three children, working full time, and union involvement were my top priorities. My children have all completed university and are well on their way, so now is the time to show my gratitude by giving back through action. I see this opportunity in my career as the next leadership step in education. I believe in equity and in supporting folks in any capacity. Participating in International Collaboration for Education will allow me to gain diverse perspectives and cross-cultural experiences that can significantly enrich my professional and personal growth. Collaborating with individuals from different backgrounds will help me foster a deeper understanding of the global challenges in education and possible solutions. This opportunity will provide a space for me to learn and exchange innovative ideas and practices. Additionally, this experience will enhance my adaptability and resilience in diverse settings. Ultimately, engaging in International Collaboration for Education can lead to more impactful, inclusive solutions to education globally and can contribute to my personal professional development by broadening my skill set and worldview.

**What comes to mind when you think about ICE?**

I think of collaborating with international colleagues with the goal of supporting educational development internationally by sharing best practices and innovative teaching methods. I would have an opportunity to address some educational inequities by promoting equal access to education with resources and training in under-resourced regions. I think of facilitating knowledge and resource sharing. I believe I will learn by ongoing collaboration, mentorship, and academic exchange. ICE is a program that aligns with my beliefs and vision that encourages lifelong learning and professional development for all educator participants to continuously improve our skills with the goal to prepare students for a competitive global workforce.

**What skills, attitudes, and experiences do you have that make you a suitable candidate for ICE?**

Mes compétences, attitudes et expériences démontrent mon potentiel à contribuer de manière significative aux initiatives de ce projet. Mes compétences en tant que leader pédagogique et syndical incluent la communication interculturelle, surtout entre l'anglais et le français en contexte minoritaire. La communication et la collaboration efficaces aident à comprendre et à respecter les différences culturelles. J'ai la capacité à m'adapter rapidement à de nouveaux environnements avec une approche proactive pour résoudre les problèmes et y apporter de nouvelles idées. Je travaille déjà dans différents systèmes éducatifs entre le CSAP et les centres régionaux dans le contexte syndical. Je suis compétente avec la gestion des dossiers et l'organisation. Je me rassure que je complète les tâches dans les délais prévus avec un haut niveau de qualité. Une dernière compétence est celle de la maîtrise du français et de l'anglais. Je suis très intéressée à participer au volet francophone de CIE. Mes attitudes qui me font une bonne candidate pour le projet de CIE sont nombreuses. Je suis une apprenante de vie, alors je suis très ouverte d'esprit et curieuse. J'ai un désir d'apprendre au sujet de différentes cultures, leurs pratiques pédagogiques et leurs perspectives. Je suis prête à sortir de ma zone de confort pour avoir de nouvelles expériences et apprendre d'autres points de vue. Je fais preuve de respect et d'empathie envers tous mes collègues et les élèves. J'ai un engagement personnel à toujours établir des relations basées sur le respect mutuel et la compréhension afin d'avoir un lieu de travail inclusif et sécuritaire. J'ai une croyance forte envers l'éducation et l'impact positif qu'elle peut avoir pour générer des changements sociaux et améliorer la vie des individus à l'échelle globale. Mes expériences professionnelles avec le CSAP, le CSANE et le NSTU m'ont permis de devenir une leader au sein de la communauté éducative, tant au niveau local que provincial. Mon engagement dans divers comités syndicaux démontre ma capacité à collaborer et à diriger de manière confidentielle, professionnelle et constructive. De plus, mon rôle à la présidence du CSANE m'a permis d'écouter les problématiques actuelles et de soutenir les enseignant(e)s dans l'élaboration des priorités éducatives. En tant que pédagogue, mes expériences dans des domaines tels que le développement de programmes, la formation des enseignants et mes compétences avec des technologies éducatives démontrent une capacité à travailler efficacement dans des projets éducatifs variés. Je suis capable à adapter le contenu et les méthodes pédagogiques pour répondre aux besoins spécifiques des enseignants et des apprenants. À la suite de mon cours « L'enseignement efficace : Volet accompagnement », j'ai une bonne compréhension des meilleurs pratiques pour former des enseignants et renforcer leurs compétences pédagogiques. J'offre souvent du développement professionnel pour les enseignants qui favorise les méthodes d'enseignements innovantes et adaptées à leur réalité pédagogique. J'ai aussi de l'expérience dans l'intégration de la technologie dans l'enseignement. J'appuie les enseignants avec des applications éducatives, des plateformes d'apprentissage en ligne et les outils technologiques auxquels nous avons accès (BeeBot, Sphéros, Micro :bits, etc.) Cette expertise est importante dans un contexte de collaboration où la technologie peut surmonter des obstacles géographiques et linguistiques. Ces expériences et expertises me permettront de contribuer efficacement à des projets tel que le vôtre.

**What do you hope to gain from ICE experience, both personally and professionally?**

Throughout my career I have developed strong interpersonal communication skills and built networks to establish a climate of collaborative teamwork with the NSTU, CSANE, CCFLP, administrators, members, as well as the human resources team at the CSAP. I hope to gain increased cultural awareness and heightened sensitivity with communicating across cultures. I could become a better listener and be a more effective communicator. My interpersonal skills would improve as I could develop a better understanding of empathy and patience in a new context. I would learn about different cultural norms which can help improve my professional and personal relationships. I hope to broaden my world view with new educational perspectives and an increased appreciation for diversity. I could apply different cultural approaches to learning, teaching, mentoring, problem-solving and collaborating in all aspects of my life. I could return to Canada with a better understanding of global education practices with curriculum design, teacher training, student assessment, etc. I could gain a deeper sense of purpose, adaptability, and an authentic global connection. To experience ICE would add to my lifelong learning experiences and personal enrichment that could lead to transformative professional and personal growth.

**What is most important for you to share about Canada? What would you most hope to learn about your host country?**

I would be proud to share Canada's beautiful landscape with the four seasons. It is important to know that Canada is committed to multiculturalism. Our country has developed policies to protect cultural diversity. It is important to me to share Canada's Indigenous heritage and reconciliation with its colonial past and the harm done to Indigenous communities including residential schools. I would absolutely share the Acadian culture and heritage as it is a part of my heritage. The uniqueness of various French dialects, traditional music, the Congrès mondial acadien, the Grand dérangement and the strength of the Acadian people. I would like to talk about our Acadian school board, the only elected school board in our province. I would like to share the pride in values that Canada has for peace, diversity, and inclusion. From my host country I would like to learn about their culture, history, geography, how colonialism affected them historically and presently, their values, and about their political landscape.

**Should you be selected, identify what you think might be a significant personal challenge for you. How might you handle it?**

J'aurais une crainte de faire un faux pas culturel ou professionnel. Il faudrait que je fasse de la recherche pour que j'apprenne à propos des normes culturelles spécifique à la culture du pays. Il serait important que j'écoute et que j'observe de près pour me familiariser avec les normes de la culture. Il est très facile d'avoir des malentendus en lien avec les différences culturelles. Il faudra communiquer avec clarté et patience. Le contexte professionnel pourrait être complexe. Il pourrait y avoir des divergences organisationnelles. Certaines organisations peuvent être plus flexibles ou informelles, tandis que d'autres suivent des processus rigides et formalisés. Cette disparité peut ralentir l'alignement des équipes. La gestion du stress qui peut se découler de cela, du voyage et de s'adapter à un nouvel environnement de travail sera important. Pour ce faire, une priorité sera que je prenne du temps pour moi, faire de l'exercice, écrire dans un journal, écouter de la musique et garder un contact régulier avec ma famille par appels téléphoniques ou appels vidéo si possible. Je voyage souvent à plusieurs écoles avec mon poste actuel. Cela étant dit, parfois je suis seulement à la maison une nuit par semaine. Je comprends que ce serait pour une très longue période et très loin, toutefois, je crois que je peux surmonter mon ennui de ma famille et mon chez nous. Si j'arrive avec des stratégies pour surmonter ces complexités, par exemple, avec une approche proactive et ouverte, il est possible de surmonter ces obstacles et d'enrichir mes compétences et mes perspectives personnelles et professionnelles.

**Please explain why you believe it is important to always keep in mind power, privilege, and solidarity when working with international partners.**

On ne pourrait pas bâtir des relations saines, équitables ni productives avec nos collègues internationaux si on perd de vue de notre pouvoir et privilège. Pour travailler en solidarité il nous faut la collaboration, le respect et de l'empathie. Il est primordial de créer un sentiment de communauté et d'engagement mutuel. Pour demeurer équitable et efficace, il faut comprendre les déséquilibres de pouvoir avec notre pouvoir et notre privilège versus les leurs, par exemple, la situation économique, accès aux ressources du jour à jour et accès aux ressources pédagogiques. Il est important de créer des partenariats équitables et efficaces pour favoriser des solutions éducatives plus justes et inclusives. Un exemple serait un projet avec un but d'améliorer l'accès à l'éducation pour les filles. Il faudrait collaborer avec la communauté et tenir compte des obstacles culturels et économiques. Nous avons une responsabilité éthique envers nos partenaires internationaux. Il est important de collaborer et de cocréer des contenus éducatifs qui reflètent les réalités et les besoins de la communauté avec laquelle on collabore.

**Should you be successful, you will be placed on a team. How will you contribute to a positive team dynamic?**



La dynamique d'une équipe positive est créée avec plusieurs composants. Au CSAP, on commence toujours avec une mission commune et des objectifs explicites. Il est primordial de construire des relations de confiance. Il faut prendre le temps de connaître ses collègues pour développer une dynamique de travail fondée sur le respect mutuel. Une équipe dynamique doit créer un environnement où chaque membre peut s'exprimer de façon transparente et avec confiance. Je me rassure que toutes les voix soient entendues et que chaque membre ait l'occasion de contribuer et collaborer. Il faut que l'équipe collabore de façon efficace et avec intention pour qu'elle soit performante. On peut organiser des activités de brise-glace, des ateliers de résolutions de problèmes en groupe, accomplir des tâches collaboratives avec l'objectif de renforcer les relations et la coopération entre dans l'équipe. Quand des conflits se présentent il faut les gérer de manière constructive et efficace pour maintenir une dynamique positive. La résolution de problèmes est un processus en soit, mes expériences en tant que directrice adjointe, leader syndical et membre de l'équipe de négociations du contrat local m'ont donnée plusieurs occasions à mettre ce processus en action. Il est également important de reconnaître et célébrer les succès de l'équipe pour maintenir la motivation. Enfin, une dynamique d'équipe positive favorise la collaboration, l'engagement et la participation de chaque membre collectivement envers un but commun.

**Please share with us anything else you feel is relevant and important to this application.**

I have been in team leader positions in various capacities since 2012. I have a calm demeanor as a leader, I am a team player, I can build trust, facilitate problem-solving, and I like to use effective communication. These are positive assets applicable in a multicultural setting like one in the project of ICE. One needs to reflect before reacting quickly, allow flexibility when challenges arise, be solution oriented, and empower the team to work efficiently towards a common goal. I am a person with high standards of professionalism and personal conduct. I am a lifelong learner and teacher who is an active participant in today's rapidly changing world, where continuous learning is key to personal growth, career advancement, and adapting to new challenges. Short, focused online certifications are becoming more popular for teachers who are pressed for time. I have created an online professional development course (In French) entitled "Codage" in the D2L Brightspace platform for teachers in our school board. I have also taken courses in "Cadre 21" and received "Digital Badges" to learn and acquire specific skills in programming and robotics related to integrating technology in education. I am currently reading 'Enseignement explicite et données probantes: 40 stratégies pédagogiques efficaces pour la classe et l'école' (Gauthier, Bissonnette, 2023) which is what our board is currently implementing in schools to align teaching strategies with learning outcomes, and to support teachers so they become more effective and efficient with the goal of improving student learning.

## **SECTION B**

**PLEASE RESPOND TO THESE QUESTIONS *IF YOU HAVE ALREADY PARTICIPATED* IN AT LEAST ONE CTF/FCE PO PROJECT, RENAMED INTERNATIONAL COLLABORATION FOR EDUCATION (ICE):**

**Why do you wish to participate in ICE (formerly PO) this year?**

Click or tap here to enter text

**Using a concrete example, please explain how your most recent project experience has changed or influenced your understanding of power, privilege, and/or solidarity.**

Click or tap here to enter text

**How might your past *PO* experience change your approach to ICE this time?**

Click or tap here to enter text

**Recalling your past *PO* experience, what did you gain personally and professionally?**

Click or tap here to enter text

**What is most important for you to share about Canada? What would you most hope to learn about your host country?**

Click or tap here to enter text

**If selected, identify what you think might be a significant personal challenge for you. How might you handle it?**

Click or tap here to enter text

**Relate a past *PO* experience which demonstrates your ability to work professionally with other team members, co-facilitators and others.**

Click or tap here to enter text

**Recall a situation from a past *PO* experience which may or may not have involved you. Describe what happened, and whether or not you agree with how things were handled.**

Click or tap here to enter text

**Please share with us anything else you feel is relevant and important to this application.**

Click or tap here to enter text

**IF YOU WISH TO BE CONSIDERED AS A TEAM LEADER, PLEASE COMPLETE SECTION C.**

## **SECTION C**

**YOU MUST COMPLETE THESE QUESTIONS IF YOU ARE INTERESTED IN BEING A TEAM LEADER.**

**Why do you wish to be a team leader for the International Cooperation for Education (ICE) project (formerly Project Overseas)?**

Click or tap here to enter text

**What do you believe are the top two (2) responsibilities of a team leader?**

Click or tap here to enter text

**Why do you think you are well suited to be a team leader?**

Click or tap here to enter text

**What might you do as a team leader to promote positive personal and professional experiences for your team members?**

Click or tap here to enter text

**How will you foster respectful intercultural exchange?**

Click or tap here to enter text

**As a team leader, what challenge might you face that you would not experience as a team member? How would you handle it?**

Click or tap here to enter text

**How will you foster effective relationships between your team members, union colleagues and others with whom you will work?**

Click or tap here to enter text

**Team dynamics can “make or break” a project experience. How will you cultivate positive team dynamics?**

Click or tap here to enter text

**As Team Leader, how might you monitor and guide your team members as they live and work in a country historically affected by (neo-)colonialism?**

Click or tap here to enter text

## REFERENCES

Please provide the names and contact information of three people who can serve as references:

1	<b>Name and relationship to you:</b> Pauline Belliveau Consultante/responsable du Centre provincial de ressources pédagogiques du Conseil scolaire acadien provincial. Colleague
	Email: Pauline.belliveau@csap.ca
2	<b>Name and relationship to you:</b> Isabelle Gascon Coordonatrice de l'innovation pédagogique du Conseil scolaire acadien provincial. Colleague
	Email: isabelle.gascon@csap.ca
3	<b>Name and relationship to you:</b> Nicole LeBlanc Principal at École acadienne de Pomquet, Conseil scolaire acadien provincial. Former supervisor, Colleague
	Email: nicole.l.leblanc@csap.ca

## ACKNOWLEDGEMENT

As an applicant for International Collaboration for Education (ICE) (formerly Project Overseas [PO]):

- I confirm that I will have taught in Canada for five full years before the ICE assignment begins.
- I accept that I may be assigned to any country where the CTF/FCE has an ICE partnership, and that I cannot choose my placement or my team.
- I understand that, while the CTF/FCE makes every effort to assign successful applicants in accordance with their skills and experience, ICE participants may be assigned to co-plan and co-facilitate professional learning workshops on any theme/topic.
- I understand that ICE participants are bound by local laws in the country of assignment as well as by codes of conduct of the CTF/FCE and of their own provincial/territorial teacher organizations, and by the CTF/FCE Policy on Protection from Sexual Exploitation and Abuse.
- I accept that, for budgetary and safety reasons, ICE participants may be expected to share accommodations, both in Canada and while on assignment overseas. I accept that ICE participants must reside at the assigned team accommodation during the entire program, including during the orientation in Ottawa, unless otherwise arranged in consultation with the CTF/FCE.
- I accept that ICE assignments may include exposure to risks and the potential to contract diseases not present in Canada, and that medical facilities and services in the country of assignment may not be as accessible or of the same standard as those in Canada.
- I confirm and can provide proof of being vaccinated against COVID-19.
- I acknowledge and agree that the CTF/FCE's insurer may refuse to cover medical costs related to any injuries sustained during the ICE assignment if they result from a high-risk physical activity.
- I have provided the personal information in this application form voluntarily to my provincial/territorial teacher organization and to the CTF/FCE for the purpose of applying as a participant in project ICE. I know that, if I am selected as a participant in ICE, the personal information in this application form will be kept on file at the CTF/FCE for the sole purpose of my involvement in ICE.
- I accept that family and friends are not permitted to accompany ICE participants during a project, including during the orientation in Ottawa.

To confirm the above statements, please type your name in full at the signature line below.

Signature: Susan Lynn Jenkins

Date November 15<sup>th</sup>, 2024