



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: Janice Anne Fraser (Underline your preferred name)	
Date of birth: 1968-04-29	
Home address: 66 Hawthorne St	
City: Dartmouth	Prov./Terr.: Nova Scotia
Postal code: B2Y 2Y6	
Your Member Organization: Nova Scotia Teachers Union	
Name of, and distance (km) from, the nearest airport: Halifax International, 20 minutes	
Preferred phone number: 902-266-3837	Alternate phone number: Click or tap here to enter text
Preferred email address: Janice.fraser@hrce.ca	Alternate email address: fraser.machat@gmail.com
Present position: Elementary Literacy Support Teacher/Coach	If retired, please state month/year of retirement: Click or tap here to enter text
School name: Hawthorn Elem & Crichton Park Elem	School board: Halifax Regional Center for Education
School address: 10 Hawthorn St, Dartmouth, NS	School board address: 33 Spectacle Lake, Dartmouth, NS
School phone number: 902-464-2048	School board phone number: 902-464-2000
Principal's full name: Anne Gourlay	Superintendent's full name: Steve Gallagher
Principal's email address: AGourlay@hrce.ca	Superintendent's email address: SGallagher@hrce.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: 2024-08-07

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
Hawthorn Elem & Crichton Park Elem	Elementary Literacy Support Teacher & Coach	P-6	Sept. 2024 – June 2025
Hawthorn Elementary	Classroom Teacher	Grades 2-3	Sept. 2023 – June 2024
Alderney Elementary	Resource and Learning Center	P-6	Sept. 2022 – June 2023
Alderney Elementary	Resource and VP Relief (Acting)	P-6	Sept. 2021 – June 2022 (VP Acting was from January onwards)
Alderney Elementary	Resource/LC or Resource/Early Literacy Support	P-6	2018 - 2021

ACADEMIC BACKGROUND AND PROFESSIONAL LEARNING (Beginning with most recent)

Institution / University and location	Degree / Program	When From – to
St.F.X. University, Antigonish, NS	Math Certificate in Elementary Education	2019-2021
Mount Saint Vincent University, Halifax, NS	Masters in Education (Literacy)	2006-2010
Mount Saint Vincent University	Bachelor of Education (Elementary methods)	Sept. 1993 – May, 1994
Acadia University	Bachelor of Science	1986-1990

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.

I am writing to express my keen interest in volunteering with the International Collaboration for Education in July 2025. My extensive experience as a Literacy Coach, Early Literacy Teacher, Learning Center Teacher, Resource Teacher, and Reading Recovery Teacher has prepared me to contribute meaningfully to teacher development initiatives in diverse international settings. In Nova Scotia, we employ a Multi-Tiered System of Support (MTSS) to address the needs of classrooms, teachers, and individual students. My expertise in differentiating instruction and providing scaffolded experiences during small group instruction has equipped me with the skills to meet the needs of diverse learners. These practices align closely with the inclusive and equitable approaches vital in a global teaching context.

I have a proven record of working alongside teachers and students to support regional literacy, mathematics, and well-being initiatives that positively impact student achievement. My leadership experience in professional learning for literacy and ongoing development in assessment practices emphasizes my commitment to fostering both teacher and student growth. In collaboration with school teams, I have supported student success planning, leveraging assessment data to inform instruction and enhance learning outcomes.

As an advocate for inclusive education, I embrace models like Universal Design for Learning (UDL) to create adaptable and engaging learning environments. This approach, combined with culturally relevant pedagogy and a commitment to equity, fosters motivation and reflects individual strengths and interests. I am particularly passionate about incorporating diverse resources and activities to build global awareness and promote human rights, cross-cultural understanding, and accountability.

Internationally, I bring a collaborative mindset, having worked extensively with teachers to develop and implement effective instructional and assessment practices. My strengths include:

- Designing and delivering professional development tailored to specific learning contexts.
- Building trusting relationships that support capacity building among educators.
- Applying expertise in literacy and well-being to address student needs using achievement data.
- Promoting equity, diversity, and culturally relevant pedagogy to ensure all learners succeed.

I am confident that my experience aligns with the goals of the International Collaboration for Education, and I am eager to partner with teacher organizations in developing countries to exchange knowledge, enhance instructional practices, and contribute to student achievement on a global scale.

Thank you for considering my application. I look forward to discussing how my skills and experience can support the mission of your organization.

Sincerely,

Janice Fraser

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 have been a member of the Nova Scotia Teachers Union for more than 18+ years.

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

See below.

LEADERSHIP:

- *Co-manage 9 EPA schedules, provide coaching, and behavior skills training (provide verbal and written instruction, model, allow time for practice, provide feedback, observe skills being used in the natural environment.)
- *Chair of TST and SPT
- *Acting VP (2021) - supported positive behaviors, helped to organize school-wide events and assemblies, booked subs, etc.,
- *Coordinate IPP Meetings with families, specialists and external supports
- *Support Student Success Planning
- *On-going Culturally Responsive Pedagogy for African Nova Scotian and Mi'kmaq students
- *Restorative Practice Training 2011-2012
- *Knowledge and experience using PEBS-based incentive models
- *Co-planned Alderney Adventurers, a monthly outing for students with diverse needs
- *Helped to establish a Makerspace at Alderney Elementary
- *School Literacy Leader - planned school-wide events and literacy professional development at NWES, BBK, and Alderney
- *Experience on various committees - School planning team, literacy lead team, assemblies, PFI, breakfast program, garden club, etc.,

LITERACY EXPERIENCE:

Reading Recovery Trained:

- *The ability to apply knowledge of current effective literacy assessment and instructional practices
- *The ability to assure consistent 30-minute daily instruction in accordance with the standards and guidelines of RR
- *Experience teaching "live" lessons for supportive colleagues
- *The ability to administer, analyze and summarize data from Observation Survey and interpret these results for school teams
- *Experience working closely with school teams, classroom teacher and families to select and monitor student progress
- *The ability to plan individualized lessons and maintain and share lesson records to support the school improvement plan
- *Knowledge of skills required to accelerate student progress

Experience as an Early Literacy Support Teacher:

- *The ability to deliver literacy support to identified students on a daily basis according to guidelines laid out in the EECD Early Literacy Framework
- *Experience and desire to work in P-2 classrooms alongside teacher colleagues and contribute collaboratively as a team member
- *Experience providing daily, in-class, small group or individualized instruction to students selected for literacy support
- *Ability to record and compile initial and ending data for students selected for ELS
- *Experience in maintaining records of Observation survey results, attendance, book graphs, lesson plans, and student assessment results
- *The ability to implement curriculum that recognizes and celebrates diverse student populations

Experience as a Literacy Coach:

- *The ability to apply leadership and coaching to school staff in current effective and equitable literacy assessment and instructional practices
- *The ability to work in classrooms alongside teacher colleagues and contribute collaboratively as a team member
- *The ability to model, teach, plan and co-plan literacy lessons for students with teachers based on data collection and ongoing assessments
- *Experience providing coaching to teachers within the framework established by HRCE
- *Skills required to implement professional learning in literacy instructional/assessment practice, with a strong focus on culturally relevant pedagogy and universal design for learning (UDL)
- *The ability to monitor, assess, evaluate and report on student progress

Other Literacy Professional Development:

- *Grade 3 Assessment Coordinator, Alderney Elementary
- *UFLI Pilot School and after-school collaborative literacy PD with Laura MacIntosh 2022-2023
- *Orton-Gillingham "Nuts and Bolts" 2-day training - August 2018
- *Extensive, ongoing professional development and self-directed learning as Literacy Coach, Early Literacy Teacher, and Reading Recovery Training in oral language development, early reading behaviors, writing instruction, and assessment.
- *AYR Kit School Based Facilitator (NWES,2012)
- *Grade Six Elementary Literacy Assessment Marker & Test Panel (2006-2007)

MATH:

- *Certificate in Elementary Math Pedagogy (St.F.X)
- *PRIME assessment - Trained 2010-2011
- *On-going support from Math coach (2009-2011)

PROGRAM PLANNING:

- *Experience meeting the learning and behavioral needs of diverse learners
- *Provide Tier 1, Tier 2, and Tier 3 support following an MTSS model
- *Consult, coordinate, and collaborate with teachers, families, and specialists (SLP, School Psychologist, Behavior Team, Schools Plus, Guidance, Equity and Diversity Team, Pediatricians and IWK Personnel)
- *Strong knowledge of TIENET and PowerSchool Platforms
- *Support teachers in ensuring the Public School Program curricula, Inclusive Education Policy, and Special Education policy are implemented in a way that celebrates students' strengths and talents.
- *Training in emotion coaching and verbal de-escalation
- *A demonstrated understanding and commitment to inclusive education
- *The ability to adapt and modify existing assessment tools and methods to accommodate the unique abilities of students with disabilities
- *Experience differentiating for neuro-diverse students using a variety of methods such as:
 - Coregulation
 - Task strips
 - Positive reinforcement (reward and break systems)

- Visual schedules
- Social stories
- Prompting
- First-Then Boards
- Generalization and maintenance of previously learned skills
- Self-Management strategies
- *Completed a variety of online resource modules offered through Student Services
- *Participated in 3X36 hour HRSB Sponsored PD for Resource/LC Teachers

TECHNOLOGY INTEGRATION:

- *Co-Writer
- *Google Read and Write
- *Google Classroom
- *EPIC
- *On-line Apps for math and literacy
- *Spheros, Beebots and DASH
- *Lesson Pix
- *Green screening

GRANT WRITING:

- *Successful co-applicant to Indigo Love of Reading Foundation (2011) - \$30 000.00
- *Successful applicant for Health Promoting School Grants for school breakfast programs and school gardens
- *Successful applicant for ArtSmarts grant at NWES and Alderney Elementary
- *Successful applicant to Brilliant Labs for Makerspace materials and Greenscreen technology.

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: Click or tap here to enter text

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: Click or tap here to enter text

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 hope to learn from, and collaborate with other teachers and administrators. I am interested in learning about different education systems, the strategies they use and their teaching philosophies.

What comes to mind when you think about ICE?

I hope to deepen my understanding of global teaching practices.

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

I feel like I am open minded, a team player and able to adapt to changing environments. I think I would be able to differentiate for different needs and be innovative in my approach.

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

I hope to refine and enhance my leadership abilities through mentoring and professional development opportunities. I hope to immerse myself in a new culture gaining first-hand knowledge of its culture and educational practices.

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

Canada is a welcoming and diverse country that embraces inclusion. Canada strives to uphold its universal rights and freedoms.

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

Facing the realities of student lives; poverty, lack of school resources and inequities compared to life in Canada. I think I would endeavor to work closely with other team members and support each other in whatever way we can. I think I would continue to use strategies that support my mental health: yoga, journaling, exercise and music.

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

I think it is important to be aware of our power and privilege as it relates to our economies, gender, race, language and sexuality and how it can inherently create bias and judgement.

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

I think I am hard-working, trustworthy and willing to take on new challenges. I have a good sense of humour and realize that everyone is on a different path of learning. We have to be aware and sensitive to others' learning, how they perceive a situation and the skills and knowledge they bring to a situation.

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

I have a current and valid Canadian passport. I can provide documentation if selected.

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	Name and relationship to you: Anne Gourlay, Current principal
	Email: AGourlay@hrce.ca
2	Name and relationship to you: Andrea Temple, former principal and friend
	Email: ATemple@hrce.ca
3	Name and relationship to you: Stephanie Lockhart, former principal (when I was acting VP)
	Email: SLockhart@hrce.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: Janice Fraser

Date November 29, 2024

