



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: <u>Theresa</u> Kathleen Jennings (Underline your preferred name)	
Date of birth: 1972-06-30	
Home address: 9 Mulley Court	
City: Middle Sackville	Prov./Terr.: Nova Scotia
Postal code: B4E 2W8	
Your Member Organization: NSTU	
Name of, and distance (km) from, the nearest airport: 19 kms	
Preferred phone number: 902-473-0244	Alternate phone number: Click or tap here to enter text
Preferred email address: treejennings72@gmail.com	Alternate email address: tjennings72@gmail.com
Present position: Program Planning Specialist	If retired, please state month/year of retirement: Click or tap here to enter text
School name: Halifax Regional Centre for Education, Student Services	School board: Halifax Regional Centre for Education
School address: 33 Spectacle Lake Drive	School board address: 33 Spectacle Lake Drive
School phone number: 902-464-2000	School board phone number: 902-464-2000
Principal's full name: Sean Murphy	Superintendent's full name: Steve Gallagher
Principal's email address: smurphy@hrce.ca	Superintendent's email address: sgallagher@hrce.ca

Date of last day of the 2024-25 school year: 2025-06-30

Latest date by which you must arrive home following the project: 2025-07-24

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
HRCE, Student Services, Halifax, NS	Program Planning Specialist	Supporting teachers with programming for diverse learners.	Sept 2019- present
Sackville High, Lower Sackville, NS	Learning Centre Teacher	9-12 (diverse learners)	2014-2019
Citadel High School, Halifax, NS	Learning Centre Teacher	10-12 (diverse learners)	2012-2014
Five Bridges Junior High, Hubley, NS	Learning Centre Teacher	6-9 (diverse learners)	2009-2012
Christ the King Elementary, Whitehorse, Yukon	Classroom Teacher	4, 5	2000-2002
Whitehorse, Yukon	Teacher on Call	P-12	1998-2000
Rachel Arngnamaktiq Elementary, Baker Lake, Nunavut	Classroom Teacher	4	1997-1998

ACADEMIC BACKGROUND AND PROFESSIONAL LEARNING (Beginning with most recent)

Institution / University and location	Degree / Program	When From – to
Memorial University, Newfoundland	M.Ed, Curriculum, Teaching and Learning Studies	January 2018- August 2020
Drake University, DesMoines, Iowa	Integrated program focused on differentiation, inclusion and student achievement.	January 2012-January 2015
Acadia University, Wolfville, NS	M.Ed, Special Education	May 2007-May 2009
Acadia University, Wolfville, NS	B.Ed, Elementary	September 1995-May 1997
St. Mary's University, Halifax, NS	B.A. English, Psychology	September 1990-May 1994

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.

The majority of my teaching career has focused on specifically supporting diverse learners/ inclusion. I began as an upper elementary classroom teacher in Canada's North, then moved into a Learning Centre role in Nova Scotia. As a Learning Centre Teacher, I collaborated with classroom teachers to support students with additional learning needs to be successful in school. In my current role as a Program Planning Specialist with Student Services, I primarily work with teachers and school teams to support them in programming for their students with diverse learning needs. My area of expertise is inclusive education and student centred programming.

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

- NSTU site rep for ten years
- currently am serving as president of the largest professional association in Nova Scotia (The Association of Teachers of Every Child, known as "ATEC"). In this role, I lead a team to host an annual professional learning conference on our provincial conference day.
- sat on the Professional Development Assistance Fund (PDAF) Committee for 3 years (2019-2022)
- attended many NSTU provided leadership opportunities: CONTACT 2022 & 2024, NSTU Site Rep Training annually, Professional Association Leadership Conference (PALC) as ATEC President (2023, 2024), NSTU Summer Leadership Institute (2023, 2024).
- attended NSTU Annual Council 3 times, twice as a voting delegate, once as an alternate
- participated in the John Huntley (November 2023)

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

- Current elected chair of the board for the Regional Residential Services Society (RRSS), supporting adults with intellectual disabilities with residential choices that support their individual dreams and goals. I have sat on this board for 4 years.
- team manager of various ringette and volleyball teams as my daughter grew up
- varsity hockey staff liaison

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)?

Having an opportunity to collaborate in ICE would offer a unique opportunity to foster cross-cultural understanding, share teaching practices and contribute to the development of teaching and learning on a global scale. By working with educators internationally, I would be able to learn about different educational systems and the challenges they face. I believe this would be an incredible opportunity for both personal and professional growth. It would allow another opportunity to experience a different culture and geographical environment.

What comes to mind when you think about ICE?

When I think about ICE, I imagine an opportunity to work within a supportive entity promoting cross-cultural awareness and mutual learning, fostering empathy and broadening my world view. It would be a chance to view educational challenges from another perspective and help create and maintain global partnerships. I think it would be an opportunity to work with local educators to build capacity and help empower them to in their own professional learning.

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

My early teaching years were in Canada's North. This provided me an opportunity to experience an environment (both weather and geography) and cultures unlike those in my home province of Nova Scotia. I experienced Indigenous traditions and ways of life that were significantly different than what I was accustomed to in Nova Scotia. As a white woman coming from the "south" it was critical to recognize my privilege and to acknowledge the historical injustices done to the Indigenous people. I was open to learning and understanding the traditions of the community and worked hard to build positive relationships with my students, their families and the community. In the fly in community of Baker Lake, resources were few and challenging to access, so teacher created materials were essential, as was being flexible and being willing to learn from those around me. I have graduate level education and many professional experiences that would bring value to ICE. For the last 15 years of my career, I have been largely focused on Inclusive Education. During the last 6 years, my role involves creating and delivering professional development to teachers in how best to support diverse learners. Aside from personal travel around all of Canada and a number of US states, I have spent time in Korea, Singapore, Indonesia and have been to the Caribbean several times. I am open-minded, creative and a hard worker. I believe that these skills, attitudes and experiences make me a great candidate for ICE.

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

I hope to have an opportunity to contribute to the partnership between ICE and the host country I would be placed in. On a personal level, I think this would be a life-changing opportunity to experience a new culture in a structured way. Professionally, this would be an opportunity to collaborate with educators in an entirely different system of education in a totally different country/ part of the world. It would be a chance to share the educational approaches and strategies we used to support students locally, as well as learn of alternative 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 country and known to be a place that embraces diversity. I am proud to be from a place that anywhere I have gone, people love Canada and are equally welcoming. I can say I have been in every province and territory, and they are all different, yet all stunning. It would be important to me to share the diversity of Canada's cultures and land. I would love to have an opportunity to experience the culture and explore the geography of my host country to experience all it would have to offer. I would want to be able to experience local customs and traditions in the host country. I would want to understand the education system in the host country and learn how I can contribute to it. I would look forward to building relationships with new colleagues and with the ease of technology, I would anticipate being able to maintain a connection after the experience.

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

I would definitely miss my family, but we have discussed this opportunity, and they are supportive of it should I be selected. This puts my mind at ease. For me, having routines and physical activity would be important to remain focused on the task at hand and an ability to maintain reasonable contact via technology would also help.

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

Recognizing my power and privilege coming from Canada to a host country, I know it will be important to be open and not presume I know any more or better than the people I will be working with. It will be an opportunity to share mutual experiences and grow together as professionals. By acknowledging that we each bring different strengths to the experience, collaboration will ensure cross cultural understanding and exchange of practices. By keeping power, privilege and solidarity in mind the partnership ICE maintains with the host countries will continue to foster and maintaining positive and inclusive relationships.

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

As a Learning Centre Teacher, I worked closely with classroom teachers and a team of para-professionals to support our students with diverse learning needs. This experience demonstrated that I am able to provide guidance and support while building positive relationships with staff and delivering appropriate programming for students. Currently, my role within Student Services as a Program Planning Specialist is a very collaborative position. I work with a team of professionals to create and deliver professional learning to teachers. I work closely with school teams. As such I am always working with others. This role demands organization, flexibility and strong communication skills with an ability to share specific messaging.

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

I am excited at the opportunity to join an ICE Team. I do believe I possess the skills and attitudes to be an effective contributor to the program. I look forward to hearing from you.

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: Sean Murphy, Student Services Facilitator (he is my direct supervisor)
	Email: smurphy@hrce.ca Phone: 902.237.7962
2	Name and relationship to you: Lindsay Moore, work colleague
	Email: lmoore@hrce.ca Phone: 902.989.0492
3	Name and relationship to you: Lori Kruger, former work colleague
	Email: lori.kruger@hrce.ca Phone: 902.209.3658

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: Theresa Jennings

Date November 29, 2024

