

NUPHAR SHIEWITZ

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Education:

B.Ed., York University, Toronto, ON 2014-2015

- Junior/ Primary Division

Honours BA, York University, Toronto, ON 2007-2012

- Bachelor of Arts in Linguistics
- Graduated Deans Honour Roll

Professional Experience:

Co-Teacher, “**Joe Dwek Ohr HaEmet Sephardic School,**” Thornhill, ON *November 2015- Present*

- Educate JK students based on the Ontario Curriculum in general studies (i.e. math, English, health, science, etc.)
- Provide instruction (i.e. collaborative, co-operative and independent) and practice opportunities (i.e. assignments/ activities) to foster and develop various skills (i.e. fine motor and independence/ self-learning) and critical thinking abilities (i.e. exploration and inquiry)
- Aid the children in the beginning stages of developing oral and written communication skills
- Work collaboratively and co-operatively on the teaching team to communicate ideas and lessons to meet the needs of the diverse students and coordinate administrative duties, such as newsletters, report cards, and parent-teacher interviews, with faculty and staff

Teacher, “**Darchei Noam Congregation,**” Toronto, ON *Sept 2015- Present*

- Teach Hebrew and Jewish Holidays to Sunday School Students in grade 1
- Prepare, lead and instruct students in groups and individually to advance skills in Hebrew
- Provide instruction (i.e. group work) and practice opportunities (i.e. assignments, presentations, tests, examinations etc.) to foster and develop various skills and critical thinking abilities
- Address student inquiries through interactive approaches (i.e. visually, orally, inquiry etc.)
- Foster an environment of inclusivity and is celebratory of diversity

Teacher, “**Makon Afterschool Program,**” Toronto, ON *Aug 2015- November 2015*

- Educate students between 4-9 years of age (JK- Grade 3) on the traditional and progressive Jewish life in Toronto
- Create inclusive and diverse spaces committee to Jewish questioning, learning, art, culture, spirituality, rituals, and social/ environmental activism
- Provide Hebrew instruction individually and collectively, including assessments and evaluations, inside and outside of the school (i.e. field trips)
- Administrative duties (i.e. on-line posting, updates, newsletters, report cards, parent-teacher interviews, etc.)

Special Needs Worker/ Private Tutor, “**Private & Independent Tutor,**” Toronto, ON *Oct 2011-August 2015*

- Provide tutoring to a boy and girl with learning disabilities in Toronto, through one on one interaction to assume an active role in the development of their own written and oral communication skills in math, English and oral communication
- Provide instruction and practice in specific language skills (i.e. reading and writing) and study skills (i.e. time management, studying for exams, organization etc.) for those students who previously have not acquired sufficient competence to work independently
- Assist these students to increase their understanding of language processes, understand their strengths and weaknesses, the relationship between these and their academic performance through planning objectives and strategies, and assist with the completion of homework

Teacher Candidate (Practicum), “**Richmond Rose Public Elementary School,**” Markham, ON *January-May 2015*

- Prepared lesson plans, taught, assessed and evaluated Grade 1 (primary division) class based on the Ontario curriculum.
- Worked with students of varying levels of competency to increase and develop their skills and personal development
- Promoted an environment of inclusivity, acceptance, diversity, equality and equity through activities, lessons, connections with the curriculum and forms of assessment and evaluations
- Supervision duties inside and outside the school during recess, lunch and during excursions as well as provided extra-curricular support for the chess club

Teacher Candidate (Practicum), “**Anne Frank Public Elementary School,**” Maple, ON *September-December 2014*

- Prepared lesson plans, taught, assessed and evaluated Grade 4 (junior division) class, in mathematics, language/literacy, art, drama, health, science, DPA and social studies, based on the Ontario curriculum
- Worked with students of varying levels of competency (i.e. ELL, IEP, etc.) to increase and develop their skills; these were modified in order to reach and teach all students
- Promoted an environment of inclusivity, acceptance, diversity, equality and equity through activities, lessons, connections with the curriculum and forms of assessment and evaluations
- Supervision duties inside and outside the school during recess, lunch and during excursions
- Provided assistance with Grade 6 social studies class

Teacher, “**Kachol Lavan Centre For Jewish Education,**” Richmond Hill, ON *Oct 2013-May 2014*

- Teach Hebrew and Jewish Holidays to Sunday School Students from grades 1 to 7
- Prepare, lead and instruct students in groups and individually to advance skills in Hebrew
- Provide instruction (i.e. group work) and practice opportunities (i.e. assignments, presentations, tests, examinations etc.) to foster and develop various skills and critical thinking abilities
- Address student inquiries through interactive approaches (i.e. visually, orally, inquiry etc.)
- Foster an environment of inclusivity and is celebratory of diversity

Special Needs Worker/ Private Tutor, “**Private & Independent Tutor at Tiferes Bnos Bais Yaakov High-school for girls,**” Toronto, ON *Oct 2005-March 2006*

- Provided tutoring to a 16 years old girl with learning disabilities in Toronto, through one on one interaction to assume an active role in the development of their own written and oral communication skills in math, English and Hebrew
- Provided instruction and practice in specific language skills (i.e. reading & writing) and study skills (i.e. time management, studying for exams, organization etc.) for those students who previously have not acquired sufficient competence to work independently
- Assisted students to increase their understanding of language processes, understand their strengths and weaknesses, the relationship between these and their academic performance though planning objectives and strategies, proofreading and editing students’ work

Education Assistant, “**Gan Tzipi Kindergarten,**” London, England, *April 2002-September 2002*

- Primary caregiver for 8 children ages 2-3
- Responsible for leading and facilitating educational and recreational activities, including child development, planned and communicated seasonal scheduling

Tutor, “**Private & Independent Tutor,**” Yehud, Israel *March 1999-March 2001*

- Provided One-on-one tutoring to students in grade 9-12, in Yehud, Israel, focusing on math, English, literature, Hebrew and oral and written communication skills
- Increased understanding of language processes through strategies in order to enhance academic performance (i.e. memory techniques) achieve established goals and objectives
- Skills development (i.e. time management, study skills, essay writing etc.), increase sufficient competence to work independently, proofreading and editing students’ work

Instructor, “**Israeli Defence Force (IDF),**” Israel, *October 1999-July 2001*

- Classroom instructor in First Aid/CPR Training, chemical warfare, safety, and utilizing various military equipment (i.e. weapons)

Professional Development:

- AQ- Special Education Part 1 Certification 2015
- Reading for the Love of it Education Conference 2015
- Brickworks (Excursions) Workshop 2014
- First Aid & CPR Certification 2013

References: Available Upon Request