ONTARIO CERTIFIED TEACHER

Shanelle Wallace.

Supply teacher | K-6

Clear instruction, consistent routines and support for different learning needs.



ONTARIO & LONDON
Classroom experience

Ajax, Pickering and Whitby.
Same-day requests welcome.
Availability is confirmed for each date.

PROFESSIONAL FOUNDATION

Primary & Junior

Ontario Certified Teacher
OCT 728322

Mathematics AQ

Primary and Junior, Part 1

Currently teaching with DDSB. Master of Education at York University in progress, with expected graduation in April 2027.

shanelle380@hotmail.com **289-892-3932**

Qualifications verified in the OCT public register on 30 October 2026. Details and availability should be confirmed before arrangements are made.

SELECTED OBSERVATIONS

Vocabulary. Reasoning. Evidence.

01 / Vocabulary and discussion

Explore vocabulary together.

In an English lesson on Hercules, I used open questions to explore vocabulary and circulated during partner talk.

What the coach observed

Careful listening at the start of the lesson, strong pupil vocabulary and a confident, warm classroom presence.

English peer coaching / 25 September 2025

02 / Mathematical reasoning

Make the thinking visible.

I asked pupils to explain how they knew one number was greater than another, and checked whether they could independently partition 112 into 100 + 10 + 2. Visual models, mini-whiteboards and individual checks helped make their understanding visible.

Observed strengths

Good reasoning questions, strong mathematical vocabulary, visual modelling and a calm, purposeful learning environment.

Mathematics observation / 2 October 2025

These are lesson examples. The English observation is not evidence of phonics gains or measured reading progress. Checking an activity does not mean every pupil completed it independently.

SCAFFOLDING AND INCLUSION

Break a task into clear steps.

I connected a fossils lesson to prior learning about rocks. I broke the scientific diagram into manageable stages while the learning support officer modelled it. An up-to-date working wall provided vocabulary and other scaffolds for independent work.

Observed strengths

The observer recorded strong scientific vocabulary and all pupils reaching the lesson’s depth task. A review of science books noted a similar pattern of reaching the depth task.

Science observation / 29 January 2026

These are observed task outcomes, not measured longer-term progress.

FAMILIES AND LEARNING SUPPORT

Work together around the learner.

In my Year 3 role, I kept families informed through parent evenings, weekly newsletters and regular conversations. I worked with the special educational needs coordinator and learning support officers, and contributed to termly Individual Education Plan (IEP) and progress reviews.

I also created differentiated resources for the Year 3 cohort to help pupils with additional needs access classroom learning.

Year 3 classroom responsibilities / West London Free School Primary, 2025-2026. This is professional experience, not an independent observation, family testimonial or measured impact claim.

Next steps from observations: more frequent partner talk, wider whole-class participation and a stronger whole-class voice for support staff.

RESPONSIVE SUPPORT

Access to learning.

My classroom experience includes supporting autistic pupils, children with other additional learning needs and English language learners. I have worked with the SENCO and learning support staff to adapt tasks and review progress.

01 **Explain clearly.**

Use a clear model, precise language and a manageable starting point.

02 **Notice and adapt.**

Check a response, explanation or work sample before choosing the next support.

03 **Work together.**

Collaborate with families and support staff around agreed accommodations.

PROFESSIONAL BACKGROUND

Durham District School Board

Currently teaching with DDSB, building on primary and junior classroom experience.

West London Free School Primary / 2025-2026

Year 3 classroom leadership, planning, assessment and family communication.

Ontario and London supply teaching

Previous TDSB occasional teaching and London agency placements.

York University

Bachelor of Education. Master of Education in progress, expected April 2027.

GET IN TOUCH

Start a conversation.

For school teams

Ask about K-6 supply teaching in Ajax, Pickering and Whitby. Same-day requests are welcome, with availability confirmed for the specific date. Follow your school’s normal booking and board procedures.

Former TDSB employment is part of my background, not a claim of current TDSB roster eligibility. A message does not confirm or guarantee a board booking.

For families in Toronto and Durham

Ask about elementary tutoring in early reading and mathematics. We can discuss the learner’s starting point, goals and suitable next steps. Rates, session length, format and schedule are agreed before booking.

CONTACT SHANELLE

shanelle380@hotmail.com

289-892-3932

A useful first inquiry includes grade, subject, general location and preferred dates. Sensitive learning or medical records are not needed for an initial conversation.

Independent tutoring. No TDSB or DDSB endorsement. Educational support only, not diagnostic assessment, formal screening or therapy.