

## **KRISTINA YOUNG**

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### **PROFESSIONAL SUMMARY**

Dedicated Primary/Junior educator with extensive experience in full-day kindergarten and early literacy instruction. Skilled in inquiry-based learning, differentiated instruction, and integrating technology to enhance student engagement. Strong collaborator committed to inclusive, student-centered classroom environments.

### **EDUCATION & QUALIFICATIONS**

#### **Bachelor of Education (Primary/Junior), Magna Cum Laude**

University of Ottawa — 2010

#### **Bachelor of Arts (Psychology; French & English minors)**

University of Waterloo — 2003

### **Additional Qualifications**

- Teaching Students with Intellectual Needs (2020)
- Reading Specialist (2015)
- Kindergarten Specialist (2013)
- Reading Part 1 and 2 (2012, 2014)
- English as a Second Language Part 1 (2011)
- Intermediate Division: Health & Physical Education ABQ (2010)
- Kindergarten Part 1 & 2 (2010, 2013)
- Special Education Part 1 (2010)

### **PROFESSIONAL DEVELOPMENT**

- Accadience Learning Online
- TRIBES Learning Communities Certificate
- YRDSB: Great Beginnings SK/1
- Geneva Centre for Autism: Intro to ASD & Asperger Syndrome
- YRDSB: Year 3 Professional Learning
- ETFO: Full Day Kindergarten
- ETFO: Triangulating Assessment Using Technology
- NTIP: Mathematical Literacy
- NTIP: Combined Grades
- NTIP: Literacy Instruction & Content Areas
- YRDSB: ELL Support, IEP Development, Learning Disabilities
- CIRRR: Reading Recovery & Early Literacy Conference

- Reading for the Love of It Conference
  - Global Perspectives Certificate
  - Social Justice in Classrooms & Communities
  - Safe Schools for All
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## TEACHING EXPERIENCE

### **Maple Leaf Public School (FDK LTO) 2024-2026**

- Co-planned and delivered a play-based Full-Day Kindergarten program in partnership with a DECE
- Used pedagogical documentation to assess and extend student learning through inquiry
- Designed responsive learning environments that supported self-regulation and independence
- Communicated student growth through Communication of Learning reports and family engagement
- Differentiated instruction to support all learners, including ELLs and students with IEPs

### **Maple Leaf Public School (Grades 1/2 French Immersion LTO) 2023-2024**

- Delivered the Ontario Grade 1/2 curriculum in a French Immersion setting, supporting both language acquisition and academic development
- Modeled and reinforced oral French through daily instruction, routines, and interactive learning
- Used scaffolded strategies (visuals, modeling, gestures) to support comprehension for early French learners
- Implemented guided reading, writing, and phonological awareness programs in French
- Differentiated instruction to support diverse learners, including students with IEPs and varying levels of French proficiency
- Assessed student learning using triangulated data and aligned evaluation with Growing Success
- Created a print-rich, engaging environment to support French language development

### **William Berczy Public School (*Senior Kindergarten / Grade 1*) 2013 – 2015**

- Designed and implemented a play-based, inquiry-driven program aligned with the Ontario Kindergarten Program
- Co-planned and co-taught with a DECE to support student development across all frames
- Integrated technology (SmartBoard, iPads, Google Apps, iMovie) to enhance inquiry-based learning
- Developed a balanced literacy program using the Gradual Release of Responsibility model

- Used pedagogical documentation (observations, photos, learning stories) to assess and extend student learning
- Created responsive learning centres to support self-regulation, independence, and engagement
- Communicated student growth through Communication of Learning reports and ongoing family engagement

#### **Forest Run Public School (*Full Day Kindergarten LTO*) 2012 – 2013**

- Collaborated daily with FDK team (teachers, DECEs, SERTs) to design and deliver a play-based learning program
- Developed emergent curriculum based on student interests, observations, and inquiry
- Used observation, conversation, and product to assess student learning and guide instruction
- Created inclusive, developmentally appropriate learning environments that fostered curiosity and exploration
- Supported self-regulation and social-emotional development through intentional teaching strategies

#### **Highgate Public School (*JK/SK & Grade 6/7 French LTO*) 2011 – 2012**

- Taught students using cooperative learning, role play, and discussion-based strategies
- Applied assessment data (observations, surveys, learner profiles) to inform literacy instruction
- Differentiated instruction to meet diverse learning needs, including ELLs and students requiring additional support
- Fostered inclusive classroom environments using TRIBES community-building strategies

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### **Additional Teaching Experience**

- Markham Gateway Public School — SK/Grade 1 LTO (2011)
  - York Region District School Board — Occasional Teacher (2010–2011)
  - Korea National University Summer Program — Supervising English Language Teacher (2010–2012)
  - Sixteenth Avenue Public School — Tutors in the Classroom (2010)
  - David Suzuki Public School — Teacher Candidate (Grade 4/5) (2010)
  - Ashton Meadows Public School — Teacher Candidate (Grade 1/2) (2010)
  - Gloria English School, Taiwan — English Language Teacher (2009–2010)
  - LCI Academy, South Korea — Kindergarten English Teacher (2008–2009)
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## COMMUNITY INVOLVEMENT

- 'One Step Closer' Walk To End Domestic Abuse Organizer - 2026
  - Community Cabinet Member - Southlake Foundation (2019-Present)
  - York Region Best Friends Parent Support Program Volunteer (2020–2024)
  - Emergency Department Patient & Family Advisor — Southlake Regional Health Centre (2020–2025)
  - NICU Parent Support — Southlake Regional Health Centre (2019–Present)
  - Maternal Health Patient & Family Advisor — Southlake Regional Health Centre (2019–2025)
  - Foundation Fundraiser — Southlake Regional Health Centre (2018–Present)
  - Terry Fox Run Participant (1997–Present)
  - Terry Fox Run School Coordinator (2011-2015)
  - Roots of Empathy Volunteer (2014–2015)
  - Eco Committee Supervising Teacher (2013–2015)
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