

MIREILLE MHANNA MAALOUF

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EDUCATION:

Master of Arts in Foreign Languages Teaching, 2022

Michigan State University, East Lansing, Michigan

Bachelor of Arts in Arabic Language and Literature, 2001

Lebanese University, Beirut, Lebanon

Diplôme d'enseignement, 2001

Lebanese University, Beirut, Lebanon

PROFESSIONAL EXPERIENCE:

Appleby College, Oakville, Ontario: 2010-Present

Curriculum Chair - World Languages and Culture Department: 2016-Present

Provide leadership on new curricula and initiatives within the department including evaluating assessment practices

Evaluate language proficiency by using standards-based principles and targeting clear and consistent competencies such as communicative and intercultural competencies

Interpret the content of the documents for department members

Collaborate with Department Head in organizing, promoting, monitoring, and modeling professional development for department members

Collaborate with the language teachers of Arabic, German, Spanish, French, and Mandarin in the department to ensure vertical alignment

Act as liaison between the language department members and administration at the school and program level.

Assistant Director-Baillie House 2021-Present

Assist the House Director in providing a successful residential life experience with a focus on community building and wellbeing for all boarders

Promote the wellbeing of boarding students and assist in keeping the residence a safe and comfortable place for the boarders to live.

Implement and lead Intercultural Competence workshops for students who are in boarding

Advise boarders on academic, residential, and school matters, mediate disputes, and address issues as they arise.

TEACHING EXPERIENCE

Appleby College, Oakville, Ontario: 2010-Present

Assess student learning by using the triangulation of teaching: Observation, Conversation and product

Measure student language growth using a variety of meaningful, purposeful, performance assessments, and provide feedback and opportunities for reflection to help students become more effective communicators

Use differentiated instruction to cater to multiple learning styles and abilities.

Use different technological platforms and tools to develop formative and summative assessments

Foster a safe learning environment in which students feel heard and respected.

Arabic Studies- Grades 9-12

Implement and design an Arabic curriculum for a variety of levels

Integrate Intercultural Competence teaching into the curriculum

Collaborate with multiple schools in the Middle East and the U.S and lead virtual collaboration projects among students.

Follow the Ministry of Education curriculum expectations for grades 9-12 and aligning it with the ACTFL Can Do statements.

Prepare learners for Arabic NEWL examinations.

Promote the study of Arabic by planning and implementing events such as the Middle Eastern annual event and World Arabic Language Day

Planned and lead intercultural learning trips to Spain for Arabic and Spanish learners to experience and observe the connection between Arabic and Spanish languages and cultures (2014 and 2016)

French Core (Standard)- Grades 8-12

Develop different French communicative and intercultural tasks and activities for a variety of levels

Use and apply French Core curriculum by following the Ontario French as a Second Language (FSL) programs

Prepare learners for the DELF exam-B1 Level (grades 11-12)

Abjadiyah School, Maryland, USA 2006-2009

Developed and taught five Arabic curriculums and teacher resources:

For the beginners in language: 2 formal standard Arabic and 1 colloquial Arabic (Lebanese dialect)

For the intermediate level: 1 modern standard Arabic

For the advanced level: 1 modern standard Arabic

Alef B School, Maryland, USA 2003-2006

Developed an Arabic curriculum for Alef B School for the advanced students in Arabic language.

Proofreader and editor for Arabic programs.

St. Charbel College –Jieh-Lebanon 1999-2003

Worked with students' grades 1-4-5-6-7 (all ability levels) to improve success in school through instruction in reading, writing, and study skills and through boosting students self-confidence.

Implemented a positive discipline plan which promoted student responsibility, problem solving skills, and student accountability.

Worked with “The New Methodology” developed and implemented by the Lebanese government – Ministry of Education programs and used "Write Away" bags to encourage reading/writing at home, parent involvement, and listening/speaking/writing skills.

Implemented phonics instruction with small groups.

Completed lessons on various children's books, poems, and themes: Lessons involved cooperative learning, language experience approach, hands on/minds-on experiences, and interdisciplinary teaching.

PROFESSIONAL DEVELOPMENT:

NAIS-POCC

Co-presenter: 2014 (Indiana, U.S): “Inclusivity means everyone: Deconstructing stereotypes in the Arabic classroom”

OMLTA

Presenter 2016 (Toronto, Canada): “Learn Arabic and Understand the Culture”

ACTFL conferences

Attendee: Boston 2016
Nashville 2017
New Orleans 2018

OMLTA conferences

Attendee: Since 2012

TABS conference

Attendee-Virtual 2021

PROFESSIONAL AFFILIATIONS:

OMLTA: Ontario Modern Language Teachers’ Association since 2012

CASLT: Canadian Association of Second Language Teachers since 2013

ACTFL: American Council on the Teaching of Foreign Languages since 2015

TABS: The Association of Boarding Schools since 2021

LANGUAGES

Arabic -Native speaker – University Study

French -Native Speaker- Academic Study

English-Advanced-high -University study

Spanish – Intermediate-mid- self-study-immersion-tutor

TECHNOLOGY

Microsoft Office Word, Excel, PowerPoint, OneNote, Teams

Learning Management Systems (LMS) user and course designer

Range of web-based tools for teaching foreign languages

Social Media tools and management (Facebook, Twitter, Instagram)

Camtasia Studio – Video editing for online instruction

REFERENCES

Available Upon Request