

Secondary applicants please write a response to one of the two case studies provided below, in essay form, no more than two pages (500 words-typed).

1) On guard for whom?

Jayden has been teaching music successfully at a Canadian public school for ten years, keeping the band and choral programs alive amid funding cuts to the arts at a time when job-ready skills take precedence over the inherent value of music. One of the highlights of Jayden's year is the Remembrance Day ceremony, for which the band and chorus provide the musical accompaniment. The ceremony is open to the wider community and many families are members of the Canadian Armed Forces whose nearby base supports countless local businesses. The key piece and finale is Jayden's arrangement of "Oh Canada" featuring oboe and tenor solos on the penultimate line as the band accompanies the chorus. Rehearsals for the event have gone well, with inevitable rocky moments in dress rehearsal, and Jayden is confident everyone is ready. The preliminary pieces go well and, just as everyone lines up to file onto stage for the finale with "Oh Canada", the oboe player, Sara, refuses to go on. When Jayden asks why, she says that Canada is a nation-state built on the genocide of Indigenous people and that she cannot play an anthem expressing beliefs she does not share. Jonathan, the tenor soloist, is shocked calling Sara 'some kind of traitor' who doesn't respect the sacrifices of those who fight for her freedom. What can this teacher do?

2) All things being equal . . .

Amari, whose family are new Canadians who have moved several times for work, transfers to Mirabel High School mid-semester and stays after school to speak to the homeroom teacher. MacKenzie has been teaching grade 10 science and math for six years and welcomes Amari to the school, asking what they can do to ease the transition. Amari explains how having chronic fatigue syndrome from the age of 6 means it's hard to fit in with classmates and it makes it easier to be treated the same as the other students. MacKenzie promises to do so and, if it would help, to make this clear to Amari's other teachers. The new student agrees, thanks the teacher, and leaves for the day. A few weeks go by and all seems fine when MacKenzie gets a call from Amari's father who is upset because Amari is being bullied at school. The teacher arranges a meeting with the parents, school principal, and Amari for the next afternoon. At the end of classes the following day, MacKenzie is about to go to the meeting when a former student, Addison, comes in the room. Knowing MacKenzie is Amari's homeroom teacher, Addison explains how the new student keeps butting into Addison's group of grade 11s and can't take the hint that they don't want a younger student hanging out with them. Knowing the meeting is about to start, MacKenzie thanks Addison for letting her know and the student leaves. MacKenzie rushes to the main office, wondering what to say to Amari's parents and the principal.