

NAMGIS EDUCATION BOARD

P.O. Box 50, Alert Bay, B.C. V0N 1A0 • Tel: (250) 974-5591 • Fax: (250) 974-2475



May 5, 2000

John Brunner
T'lisalagi'lakw School
Alert Bay, B.C.
V0N 1A0

Dear John,

This letter is to confirm that I have received and reluctantly accepted your resignation as a teacher at T'lisalagi'lakw School effective June 30, 2000.

During your time with us, you have shown yourself to be the consummate professional. You have inspired students and staff with your work ethic, professionalism and dedication to your students. I have been much impressed by your professional growth over your time here. Your memory will be a positive one that will linger in the community long after you have left.

On behalf of the board, our children and T'lisalagi'lakw School, I wish to thank you for your devoted efforts on our behalf over the last two and half years. You have made a very positive contribution to the community dynamic. Many students and many of your colleagues, including me, will think of Mr. Brunner very kindly for many years to come.

With highest regards,

A handwritten signature in cursive script that reads "R. Raesler".

R. Raesler
Principal

Per: Namgis Education Board



NANAIMO CAMPUS
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February 20, 1998

To Whom It May Concern:

I have been asked to write a letter of reference for John Brunner and I am very pleased to do so.

I have known John for the last three years, both as a teacher and a student, and would recommend him highly to anyone interested in having a dedicated teacher on his/her staff. I would also stress that of the over one hundred students I have supervised, John is unequivocally one of the best.

I was his university-college supervisor for six weeks for his initial practicum (November to December, 1997) in a grade seven classroom. He was responsible for teaching students of varying needs and abilities and proved himself to be very confident and competent. It was quite evident that John liked the children and that they really liked him; he often took the time to discuss extracurricular interests, informally counsel, and talk with parents or guardians. He was clearly familiar with the germane IRPs and curriculum guides but also had a great deal of background knowledge in the content areas as well as of the varying developmental needs and stages of the children. John consistently made cross-curricular links which only helped to peak the students' interest. One particular lesson on math exemplified this cross-curricular expertise. John began the math lesson by telling a story of a frog which demonstrated to the children the use of graphing through directions; this story was meant to be a Japanese folktale which adhered to the study of Japan in Social Studies. Then he had them create designs on graph paper based on directions given on the handout. The lesson was brief but impressive in that he engaged all the children by having a set induction which interested them but also modelled the schema for a Japanese folktale. He supervised very effectively by encouraging those who needed it, by assisting others with creating their own designs, and by leaving others to get on with the task. The end products demonstrated the wide array of developmental levels represented in the class and yet every child was obviously proud of what each had created. John had many lessons of this calibre; some included mapping of the Japanese cities and bodies of water, deconstructing haikus and then writing their own poems, and making traditional Japanese works of art. The point is that he was able to demonstrate integrated planning and teaching like a seasoned teacher rather than as a novice. He is, without a doubt, a gifted teacher.

As a student, he was enrolled in an introductory Language Arts course which I taught during the 1995-96 school year. John demonstrated himself to be extremely conscientious in his studies and strived to do his best on each assignment. Not surprisingly, he mesmerised the class



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with his storytelling and reading aloud abilities. His final grade was in the top quartile which is an accomplishment given the demand I place on my students.

As a prospective teacher, I believe John's overwhelming strength is his desire to know more about teaching and children. I know that he is widely read and travelled but he continues to want to know how to become better at his chosen profession. He is also a "healthy doubter." It is not enough for him to be told what to do with children but rather he listens, tries, and then rejects, modifies, or accepts. Including those qualities discussed on the preceding pages, I consider these character traits to be a necessary part of the teaching package.

In conclusion, it is without a doubt that I would recommend John Brunner as a welcome addition to any staff or teacher-on-call list.

Should you require any further information, please do not hesitate to contact me at 741-2555 local 2630 or 741 2393 (fax), or kitchenh@mala.bc.ca (email).

Yours sincerely,

A(ndrew) D. Kitchenham, Ph. D.



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February 26, 1997

TO: WHOM IT MAY CONCERN:

**RE: Malaspina University-College, Faculty of Education Student
John Brunner**

We would like to make the following unsolicited statement as a small token of appreciation for the outstanding contribution John Brunner made to our annual Malaspina University-College Faculty of Education Conference.

John Brunner successfully prepared and presented a workshop session during this 1997 Education Conference. This workshop was very positively received by the Education Faculty and students in attendance.

We commend John Brunner for the professionalism demonstrated through participation in this event.

We believe that the leadership qualities exemplified by John's participation in this Conference will enhance his overall profile as a future teacher.

Sincerely,

Claudia Petersmeyer
Education Conference Committee

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