

# BRIAN BENOIT

TEACHER FIRST | ADVOCATE FOR TEACHERS

B.ED., M.A., PH.D.

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## EDUCATION

### Doctor of Philosophy [EDUCATION] | McGill University, 2016

*Dissertation: Understanding the teacher self: Learning through critical autoethnography.*

Situated within my PhD research, this study explores the formation of teacher identity through critical self-reflection. It argues that teachers should not be treated as subjects of top-down reform, but as professionals whose development must emerge from their own knowledge, experience, and agency.

### Master of Arts [EDUCATION] | McGill University, 2008

*Dissertation: Connecting the epistemological domain to the Ontological realm: A scholarly personal narrative examining the origins and development of my digital critical consciousness.*

This graduate research focused on how teachers can train and develop themselves to better support all students, including students with exceptionalities, without losing sight of neurotypical students, their own mental health, or their professional autonomy. It highlighted the need for approaches to professional growth that are inclusive, reflective, and grounded in the realities of teachers' work.

### Teaching Certificate/Permit | Ministry of Education, Quebec, 2003

### Bachelor of Education | McGill University, 2003

### Diplôme d'études collégiales | John Abbott College, 1998

## Professional & Teaching EXPERIENCE

### Director of Pedagogical Affairs

Laurier Teachers Union, Blainville Quebec

2022-Present

- Responsible for representation at board-level parity bodies and for communicating with the membership concerning these dossiers (such as Educational Policies Committee, Professional Improvement Committee, Teacher Training, Special Needs Parity Committee).
- Assist with the co-ordination of school-based professional improvement activities. Monitors curriculum implementation (Basic School Regulation) and the introduction of new programs at the level of the schools. Coordinate representation on various Quebec Provincial Association of teachers at standing committees (such as New Teachers, Special Needs, LCEEQ, Mentoring Etc.).
- Oversee the implementation of teacher training in accordance with the collective agreement and school board policy. Oversee the Adult Education and Vocational Training sectors. Monitoring of the special need's dossiers, mentoring programs, etc.

### Part-time Lecturer

Department of Counselling and Educational Psychology, Department of Integrated Studies in Education, Office of First Nations & Inuit Education, McGill University

2012-Present

- I have taught future and current teachers from a wide range of programs, including MATL, Inclusive Education, Educational Psychology, and the graduate Leadership certificate. Inclusive Education, Research Methods, Educational Research, Educational Psychology, Family, Schools & Community, Social Justice Multi-Level Classrooms, Educational Technology

### Part-Time Faculty Member

Department of Education, Concordia University, Montreal

2024-Present

- Teach courses to pre-service teachers [Undergraduate]

**Part-time Lecturer**

*Graduate School of Education, University of Ottawa*

2021-Present

- Taught various education courses to graduate students on Assessment and Special/Inclusive Education and pedagogy

**Contract Faculty Member**

*School of Education, Bishop's University, Sherbrooke*

2016-Present

- Taught several courses to Undergraduate and graduate students. Special/Inclusive Education and pedagogy

**Resource Teacher & Staff Assistant**

*Sir Wilfrid Laurier School Board, Rosemere, Quebec*

2008-Present

- Promoted language and literacy across the curriculum.
- Developed the Management and Educational Success Agreement (MESA)
- School Level Special Needs Committee and Teacher Council Chairperson, Governor Board

**Teaching Assistant**

*Faculty of Education, McGill University, Montreal*

2010-2014

- Counsellor Education students, prepared and assisted in grading assignments etc

**Field Supervisor**

*Internships & Student Affairs, McGill University, Montreal*

2012

- Mentored and assessed in-service student teachers.

**Special Needs/Inclusion Pedagogical Consultant**

*Sir Wilfrid Laurier School Board, Rosemere, Quebec*

2008-2009

- Evaluated and provided feedback regarding literacy and special needs issues.
- Provided assistance to principals, teachers, and professionals. I did this position 1-day a week and remained a teacher for the other 4 days.

**Leader of Humanitarian Mission**

*Operation Crossroads, Africa, Tanzania*

2008

- Conceived, initiated, planned, executed, monitored, as well as produced reports of our progress throughout completion.

**Teacher**

*Rosemere High School, Rosemere, Quebec*

2006-2008

- Special Education, Resource, Ethics (Including Sexuality Edu.) and History

**Assistant Foreign Language Teacher**

*Hiroshima Municipal School Board, Hiroshima, Japan*

2004-2006

- Elementary, middle, and high school second language teacher and teacher-trainer

**Teacher**

*Marymount Academy, E.M.S.B., Montreal, Quebec*

2003-2004

- Resource (Language and Literacy) taught Ethics (Sexuality Ed.) and Social Studies
- Pilot teacher for MEQ Pedagogical Reform

**Teacher**

*Sacred Heart Middle School, Rosemere, Quebec*

2001-2003

- Taught Integrated Science, History, Ethics (Incl. Sexuality Ed.) and Geography

**Historical Interpreter**

*Capital Commission (with Dept. of Canadian Heritage), Charlottetown, PEI*

2000

- Participated in creation and demonstration of historical vignettes.
- Promoted pre-Confederation history in both official languages.

## COMMUNITY & LEADERSHIP EXPERIENCE [Sample Leadership]

### **Leadership Committee for English Education in Quebec (LCEEQ) 2023-Present**

*Member*

- Act as a visionary and strategic body that advises and influences decisions regarding education in Québec. Advocate for the timely delivery of quality educational resources and support for the English sector. To support professional development to meet the needs of the English Educational Community.

### **Diversity & Human Rights (Canadian Teachers' Federation) 2010-2012 & 2023-Present**

*Member*

- Identified and developed strategies for improved Human Rights Education and represented the interests of teachers at the national level.

### **Board of Directors, Caisse Desjardins de L'Education 2021-Present**

*Teacher Rep. Member*

- Advise stakeholders on budget and policy in relation to the policies of the institution

### **Special Education Advisory Committee, Sir Wilfrid Laurier School Board 2008-Present**

*Teacher Rep. Member*

- Advise stakeholders on budget and policy in relation to special needs students
- Assisted and managed the administrative council of low cost housing association.

## SAMPLE PUBLICATIONS

Benoit, B. (in press). Transformative leadership through critical pedagogy: Navigating educational constraints with reflective practice and resilience. In T. Fowler, S. R. Steinberg, & R. Desmarchelier (Eds.), *SAGE Handbook of Critical Leadership in Education* (working title). SAGE Publications.

Jafary, M., Amani, S. F., & Benoit, B. (2023). Enhancing writing proficiency: the role of model essays as corrective feedback tools in ielts writing task achievement and coherence/cohesion. *English Language Teaching*, 16(11), 1–1.

Benoit, B.A (2022). Five Years On: Constructing a Robust Teacher Identity through Autoethnography as Professional Development. In P.A Danaher et al. *The Routledge International Handbook of Autoethnography in Educational Research*. New York: Routledge

Mitchell, C., Campbell, B., Pizzuto, S., & Benoit, B. A. (2018). Seeing through television and film:

The teacher's gaze in professional learning. In K. Pithouse-Morgan, D. Pillay, & C. Mitchell (Eds.), *Memory mosaics: Researching teacher professional learning through artful memory- work* (pp. 95-112). Cham, Switzerland: Springer.

Benoit, B. (2016). *Schools as artifacts: Critical autoethnography and teacher renewal*. McGill

*Journal of Education /Revue des sciences de l'éducation de McGill*, 51(3), 1121-1142.

Benoit, B. (2016). *Understanding the teacher self: Learning through critical autoethnography*

(Unpublished doctoral dissertation). McGill University, Montreal.

## CONFERENCES & PRESENTATIONS

### **Transformative Leadership (Reggio Emilia, Italy)**

**Benoit B. (2025, October).** Learning Reggio Emilia: A Critical Autoethnographic Exploration of Pedagogy, Listening, and Professional Becoming. Paper presented at the annual meeting of the Institute for Critical Pedagogy and Transformative Leadership Conference, Reggio Emilia, Italy. [Host: University of Modena in Reggio Emilia]

### **Transformative Leadership (Malaga, Spain)**

Benoit B. (2024, October). Leadership as Lived Praxis: Critical Reflexivity, Professional Identity, and the Constraints of Educational Systems. Paper presented at the annual meeting of the Institute for Critical Pedagogy and Transformative Leadership Conference, Malaga, Spain. [Host: University of Malaga]

### **Transformative Leadership (A Coruna, Galicia)**

Benoit B. (2022, October). Transforming Quebec's Professional Teacher Competencies. Paper presented at the annual meeting of the Institute for Critical Pedagogy and Transformative Leadership Conference, A Coruna, Galicia. [Host: University of A Coruña]

### **Critical Pedagogy & Transformative and Leadership (Bilboa, Basque Country)**

Benoit, B. (2018). Bridging the Gap: Research and Practice in the Contemporary context. at the annual meeting of the Institute for Critical Pedagogy and Transformative Leadership Conference, [Host: Universidad del País Vasco. Euskal Herriko Unibertsitatea]

### **Artful Inquiry Conference (McGill, Montréal)**

Benoit, B. (2016). Digital dialogues: Poetry and qualitative research as practice. Poster presented at the Artful Inquiry Conference, McGill University, Montreal.

### **Transformative Leadership (Barcelona, Spain)**

Benoit B. (2016, October). Critical Pedagogy, Photo-Based Narrative and Teacher Research. Paper presented at the annual meeting of the Institute for Critical Pedagogy and Transformative Leadership Conference, Barcelona Spain. [Host: La Facultad de Ciencias de la Educación, Universidad de Barcelona,]

### **McGill EGSS Conference (Montréal, Québec)**

Benoit, B. (2015, March). Critical literacy and photo-based narrative research. Poster presented at the McGill Education Graduate Students Conference, Montreal, Quebec.

### **Transformative Leadership (Valletta, Malta)**

Benoit B. (2013, October). Critical autoethnography and teacher education. Paper presented at the annual meeting of the Institute for Critical Pedagogy and Transformative Leadership Conference, Valetta, Malta. [Host: University of Malta]

### **Transformative Leadership (Noto, Italy)**

Benoit, B. (2012, October). Critical pedagogy for teachers in the Quebec context. Paper presented at the annual meeting of the Institute for Critical Pedagogy and Transformative Leadership, Noto, Italy. [Host: University of Messina]

### **Critical Pedagogy Conference (Corinth, Greece)**

Benoit, B. (2011, October). Social justice education in the new economy. Paper presented at the annual meeting of the Critical Pedagogy Congress, Korinthos, Greece.

### **Spain Initiative (Grenada, Spain)**

Benoit, B. (November 2010). Social justice and education in Quebec. Paper presented at the Spain Initiative for Critical Pedagogy Conference, [Host: University of Granada, Spain].

### **Crosscurrents Special Education Conference 2009 (Vancouver, British Columbia)**

Attended workshops pertaining to technology and resources available to resource and regular classroom teachers at secondary and primary.

### **McGill EGSS Conference (Montréal, Québec)**

Benoit, B. (2009, March). Private media constructing the new curriculum. Paper presented at the McGill Education Graduate Students conference, Montreal, Quebec.

### **Spain Initiative (Baeza, Spain)**

Benoit, B. (2009, September). Improving student success in Quebec schools. Paper presented at the Baeza Conference for Critical Health and Well-being, [Host: University of Baeza, Baeza- Jaen, Spain].

## **Selected International Academic and Professional Engagements:**

Participation in the International Conference for school Effectiveness and Improvement [ICESI] (Vancouver, Canada), engaging with policymakers, administrators, teachers, researchers, and international stakeholders on school effectiveness and improvement; community-based educational exchange work with students at Ndolage Primary School (Tanzania); institutional visit to Skals Efterskole (Denmark) to examine and exchange on the Efterskole educational model; facilitation and planning of professional development workshops at the ESL Teachers' Conference (Hiroshima, Japan) in collaboration with Japanese educators to enhance student engagement within Hiroshima's Municipal School Board; and participation in the Peace Conference at the University of Hiroshima (Japan), contributing to discussions on peace education.

## **Research Association Membership (2016-Present)**

### **American Educational Research Association**

- Member of the Self-Study of Teacher Education Practices Special Interest Group
- Member of the Teachers' Work Special Interest Group
- Member of the Paulo Freire Special Interest Group
- Member of division K - Teaching and Teacher Education

## **POLICY COMMITTEE INVOLVEMENT (2016-Present)[selected examples]**

- Labour Relations Committee (ensure labour practices are applied)
- Teacher Training Committee (revise and create policy for cooperating teachers)
- Educational Policies Committee (revise and create education policy)
- Special Needs Parity Committee (revise and create policy in relation to 6 million In resources)
- Special Education Advisory Committee (revise & create policy and advise on use of resources)
- Committee on Attendant & Special Education (revise and create policy on services to students)
- Special Education Technician allocation (revise and create policy on services to students)
- Committee on SLSNC requests for Services (consult and decide upon allocation or resources)
- Committee on Resource teacher allocation (consult and decide upon allocation or resources)
- Quebec Provincial Association of Teachers Board of Directors (consulted on policy, negotiations and budget of QPAT)
- Human Rights & Social Justice Committee (revise & consult on QPAT social justice initiatives)
- Canadian Teachers Federation: Diversity and Human Rights Committee. Advise the Executive on matter pertaining to social justice issue etc.