

Well hello there.

This is my portfolio slide deck.

I tried to keep it simple for you,  
please don't be afraid to tap  
that space bar when you've had  
enough of a slide.

It might take one or two  
attempts during a video, but  
please have at it. I value your  
time and have no expectation  
that you to sit through anything  
in its entirety.



brdy.ca  
work@brdy.ca

# Parkinson Canada

Art / Creative direction, copywriting, design, photography & video



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# Parkinson Canada: Superwalk

Art / Creative direction, copywriting, design, photography & video





# Parkinson Canada: Superwalk

Art / Creative direction, copywriting, design, photography & video



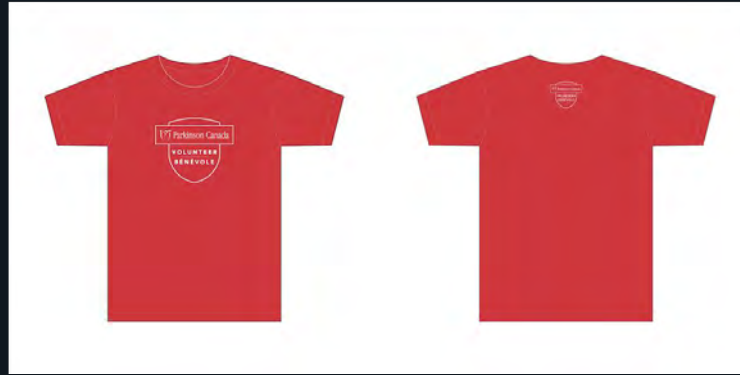
Parkinson Canada

parkinson.ca  
Charité d'urgence / Emergency fund-raising  
514-393-8800



# Parkinson Canada: Superwalk

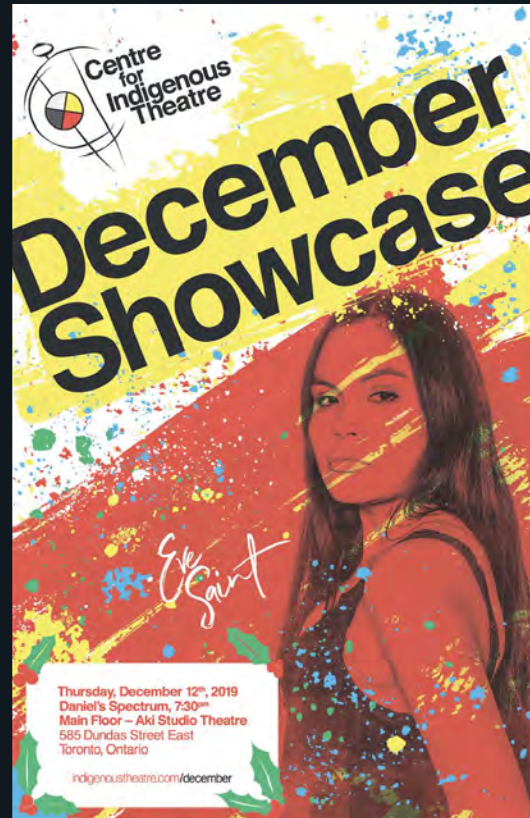
Art / Creative direction, copywriting, design, photography & video





# Centre for Indigenous Theatre

Art / Creative direction, copywriting, design, photography & video





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**Live**  
Program & Application  
Info-session  
**Wednesday**  
November 18<sup>th</sup> 2020  
**3:00pm**

 [facebook.com/indigenoustheatre](https://facebook.com/indigenoustheatre)



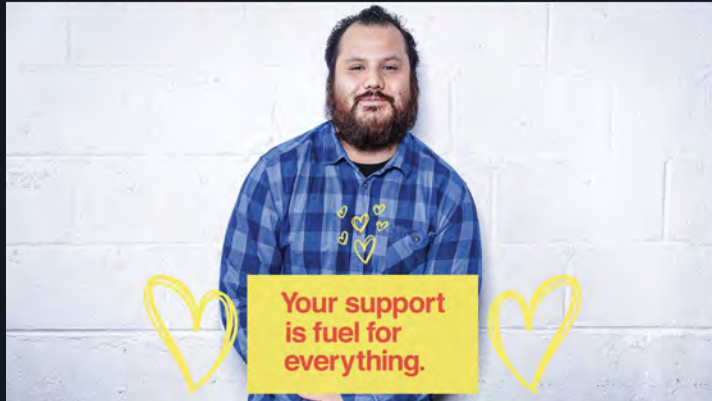
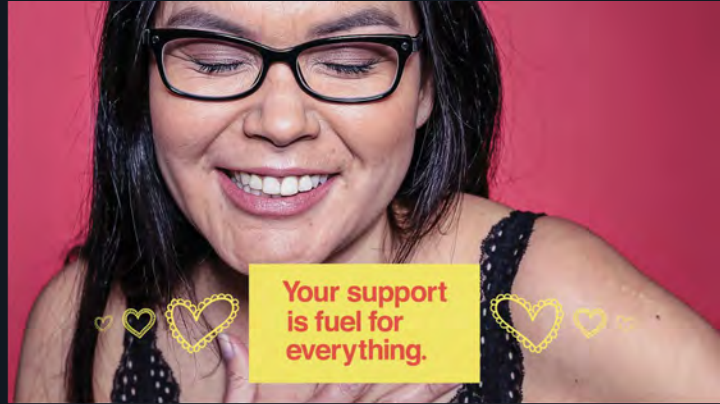
**Live**  
Program & Application Info-session  
**Wednesday, November 18<sup>th</sup>, 2020**  
**3:00pm**

 **Centre for Indigenous Theatre**  
indigenoustheatre.com



# Centre for Indigenous Theatre

Art / Creative direction, copywriting, design, photography & video





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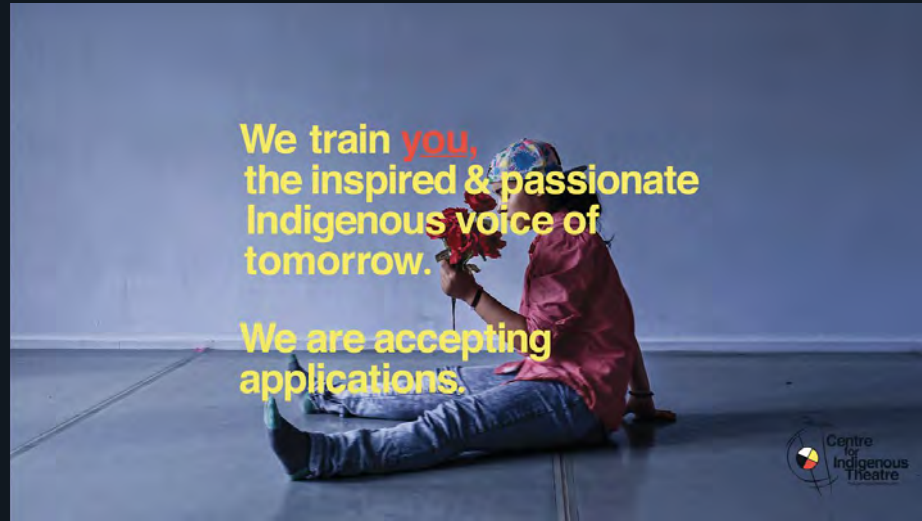
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**Contact us**

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Toronto, Ontario M6C 1C9  
P: 416.248.6440  
F: 416.248.6441  
info@centreindigenous.com

**Your stories Your voice**

**Our history**

In 1974 the late James Bulter founded Native Theatre School with the belief that with a viable Aboriginal school, Aboriginal actors, playwrights and directors would have a respected and supportive home for the community's creative inspiration and nurturing. Bulter's hope was that the four-week program would grow Aboriginal involvement in the Aboriginal theatre community. James Bulter's dream is alive and well and today the Centre for Indigenous Theatre is thriving.

Today the Centre for Indigenous Theatre offers full-time three and four-year programs enhancing the spirit, energy and expression derived from the culture, values and traditions of Indigenous people.

CIT establishes a contemporary Indigenous performance culture by providing training and professional development opportunities for emerging and established Indigenous theatre artists. The program integrates training in acting, voice and movement with Indigenous cultural studies, history, story-telling, and oral history. It also offers a professional development component allowing students and touring artists to build together, adding the experience and networking component to the curriculum.

**The program**

You, the student, are given the opportunity to put pen to paper through creative writing events, story creation projects and a year-long production which features senior students.

The Centre for Indigenous Theatre is the only school of its kind in Canada. Our three & four-year full-time programs offer a full secondary training curriculum, Indigenous language, values and practices. Students graduate with a solid understanding of western and Indigenous traditions.

We seek to train you, the future Indigenous artist, to become tomorrow's inspired and passionate Indigenous voice.

**No qualified student is ever refused due to a lack of funding.**

We are committed to training you as a student. Funding is made available. CIT offers a range of scholarships and student bursaries. Please contact us for more information.

**How to Apply:**  
Call: 416.248.6440  
Email: info@centreindigenous.com  
Visit: www.centreindigenous.com







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— Since 1911 —

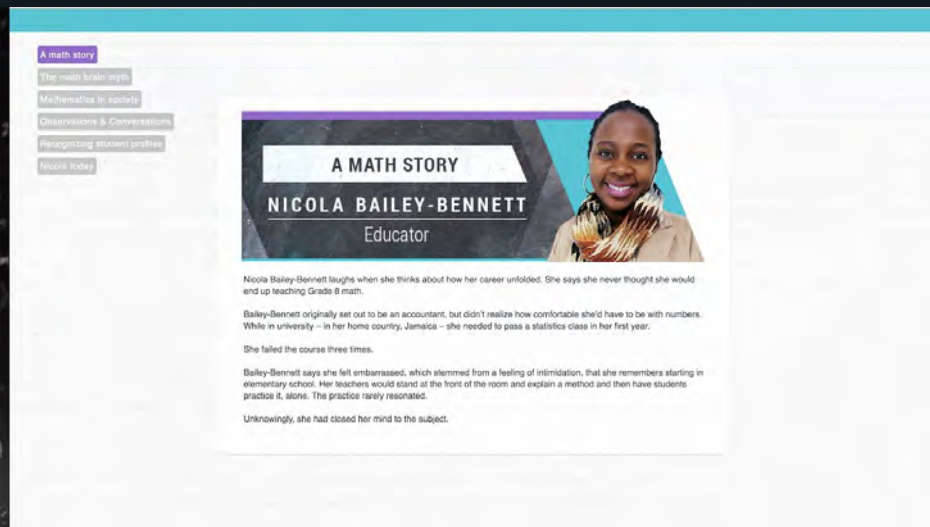
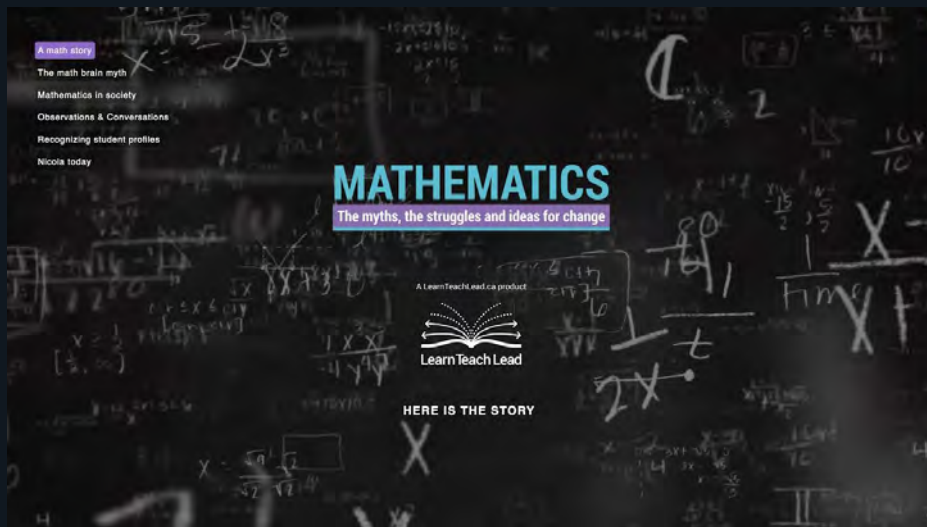
**We are Indigenous led for  
Indigenous students.**

Training at CIT is facilitated by faculty and students from both diverse Indigenous & western knowledge and practices.



# Ontario Ministry of Education “Learn Teach Lead”

Art / Creative direction & design



# Ontario Ministry of Education “Learn Teach Lead”

Art / Creative direction & design

A math story

The math brain myth

Mathematics in society

Observations & Conversations

Recognizing student profiles

Nicole today

THE "MATH BRAIN" MYTH

JO BOALER

Professor of mathematics education

“Everyone is born with the **huge potential** to achieve to the highest levels in math...”

- JO BOALER

▶ 1:01

100% HD 11

Nicole's story is not shocking for Jo Boaler.

Jo Boaler is a professor of mathematics education at the Stanford Graduate School of Education. She has dedicated her career to producing research and sharing knowledge about best practices for teaching mathematics.

A math story

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MATHEMATICS IN SOCIETY

NORA NEWCOMBE

Professor of psychology

Nora Newcombe wasn't one to be intimidated by the subject. She always enjoyed mathematics as she worked her way through Ontario's education system as a teenager.

Now she's a professor of psychology at Temple University in Philadelphia and believes psychology has a central role in mathematics and that it "contributes to the understanding of the intuitive basis for math learning."

Through her work, she is aware that math anxiety is present in many people of all ages, who are not prone to being anxious about other aspects of life.

Newcombe says unlike typical cases of anxiety, when people suffer from math anxiety, there's commonly no desire to find a solution.

She compares the way society views literacy versus mathematics and thinks it's odd that people don't seem bothered to live with a fear of numbers.

Learn Teach Lead

Nora - CIP

Download the transcript



# Ontario Ministry of Education “Learn Teach Lead”

Art / Creative direction & design

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OBSERVATIONS & CONVERSATIONS

MATTHEW OLDRIDGE

Effective mathematics resource teacher



Matthew Oldridge remembers the moment that math “exploded” in his classroom.

He has been teaching mathematics in Ontario for more than 10 years and noticed a difference as soon as he started giving his students a voice.

“Math is a talking subject. When I pulled back on the teacher talk and let students talk more... it became more interesting. It became fun.”

He explained that each student’s unique way of problem-solving started to come through and their work became individualized as they started to see themselves in what they were doing.

Questions lead to more questions, which lead to more math, which leads to more questions. I call that the **inquiry cycle**.

MATTHEW OLDRIDGE

▶

HD

Oldridge says students suffer in silence too often with mathematics, in an “unbroken cycle of struggle.” It’s fostered by traditional assessment methods, like tests at the end of each unit. By the time it’s marked and handed back to the student, they are already in the middle of the next unit. If there was something in the previous unit that they didn’t understand, it’s easier for them to ignore.

The assessment triangle in the Ministry of Ontario’s Growing Success

A math story

The math brain myth

Mathematics in society

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RECOGNIZING STUDENT PROFILES

CONNIE QUADRINI

Mathematics Lead



Connie Quadri agrees with Oldridge when it comes to assessment practices and strongly believes that educators should focus on observations and student conversations. Quadri adds that it will also make a huge difference when it comes to evaluating students with learning disabilities.

Quadri, a provincial mathematics lead and the York Catholic District School Board’s mathematics consultant, says educators need to know their students’ profiles.

“We need to understand... what their strengths are and how we can leverage those strengths,” she said. “It’s the interaction between the mathematics and their profile that’s allowing us to support those students and help move their learning forward.”

To understand the profile of students with mobility issues, Quadri creates learning environments for educators to experience what it would be like if the roles were reversed.

For instance, Quadri will help teachers understand what it’s like for a student with mobility issues to take notes during class by putting up a slide and explaining a math procedure. She asks the educators to copy the information on the slide with their non-dominant writing hand as Quadri delivers the explanation. At the end of the session, educators typically miss the lesson because they were focusing on their writing or vice versa.

“We [have to] try to experience mathematics in a different way than we learned it,” she said. “The simulation seems to be the one thing that breaks the door open.”

Quadri explains that educators are typically shocked when they realize how their students may be feeling. This goes for all students – not just those with disabilities.

Moving forward, she believes student achievement will increase as long as educators are continually supported in developing their mathematics instruction plans and assessment methods.

# Broadbent Institute

Photography



# Broadbent Institute

Photography





# Broadbent Institute

Photography



# Broadbent Institute

## Photography



# Broadbent Institute

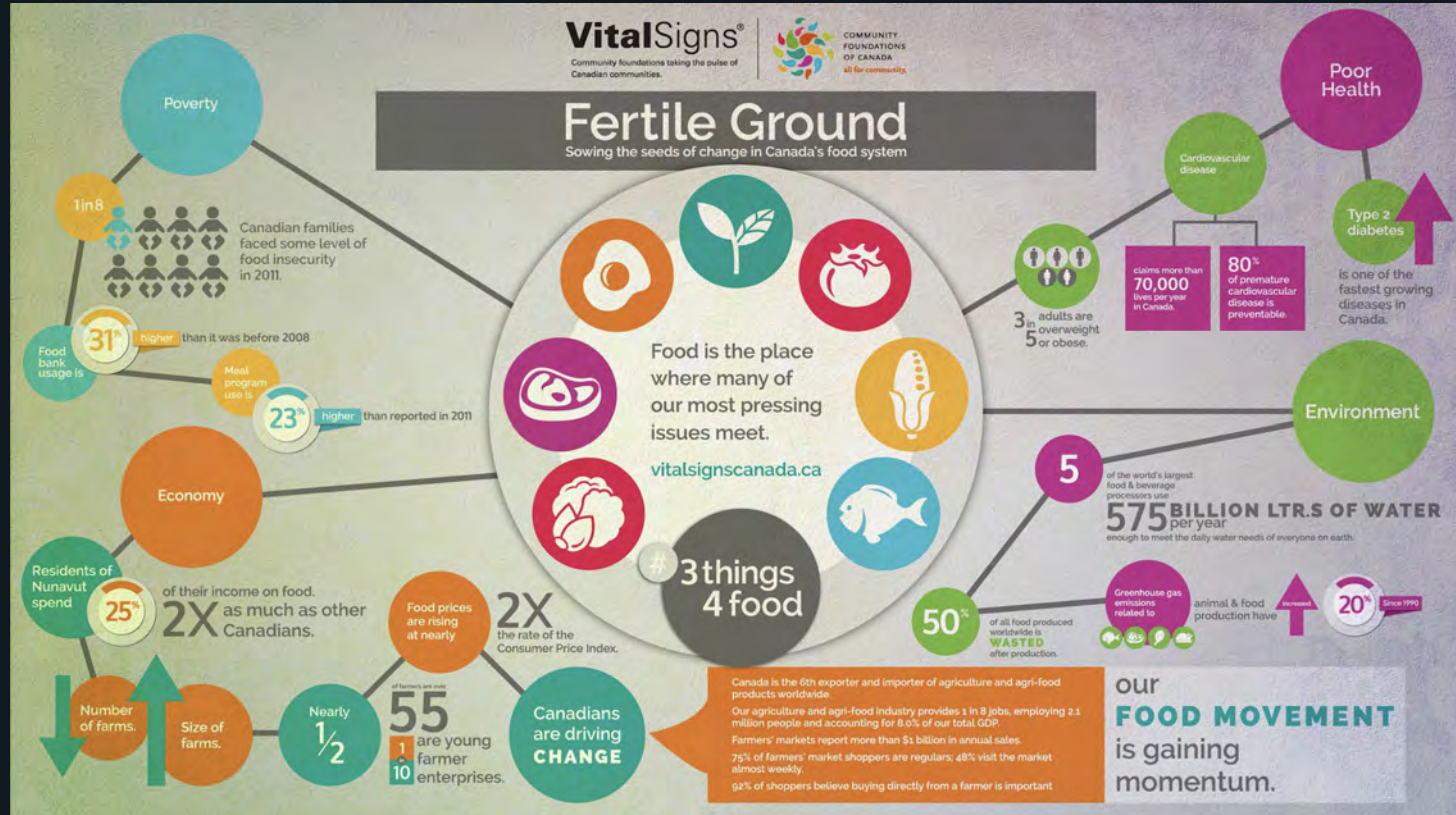
## Photography





# Community Foundations of Canada

Art / Creative Direction, Design & Video



# Operation Smile Canada

Art /Creative Direction, design and copywriting


FOR INFORMATION ON DONATING TO OPERATION SMILE CANADA, VISIT US AT [www.operation-smile.ca](http://www.operation-smile.ca)

**Operation Smile Canada**

**My Story**

Today I want to tell you about Maria Nasser. She is a nine-year-old girl born in Afghanistan with a cleft lip and cleft palate. Her cleft condition was undiagnosed throughout her entire childhood period.


"I met the first one during my pregnancy, and they have educated my daughter's cleft lip and palate. When she was born, my family and I were very sad and we were with the cleft lip and palate. After surgery, the doctors gave her information about Operation Smile and all the other cleft lip and palate children who were helped by the organization. They were so happy and glad that the information I received about how to help my son and his daughter."



**Maria Nasser, before surgery**

Over 40,000 cleft lip and palate children have been helped by Operation Smile since 1982. When I was born with a cleft lip and palate, I was the only one in my family to have the surgery to help me with it.

"I am so happy because I met my daughter's lip and palate, and I can now see her smile. She is now happy and healthy. She has been in my arms. I can give her Operation Smile. The surgeons and doctors who have helped my daughter's cleft lip and palate. I can give her the surgery to help her daughter to be happy."



**Maria Nasser's daughter's transformation after her first surgery**

Your generosity has helped Maria Nasser and her family. And it is not only her but also the quality of her life and it is waiting for her second surgery to make her smile. Her cleft lip and palate, and her daughter's cleft lip and palate, and the surgery that she and her family need.

**Give Maria Nasser Her New Smile**

Children born with cleft conditions, like Maria Nasser, need you and our support to make a difference in their lives. We are now in the cleft lip and palate program. **When you give, you transform a life. A life that is full of hope.**

And the best part is, you can help. Thank you.



# Operation Smile Canada


Art /Creative Direction, design and copywriting





# Operation Smile Canada

Art /Creative Direction, design and copywriting

Longest Day of  SMILES<sup>®</sup>

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Join  
the **SMILE**  
Movement



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SOMEONE

SMILE

Please enter your gift to Longest Day of SMILES 2022.

Gift Information

Select A Gift Amount:

\$240

\$100

\$50

\$25

Enter an Amount



# Joe Mihevc Municipal Campaign

Art / Creative direction, design, copywriting, video & photography

Campaign Wordmark

RE-ELECT  
**Joe**  
**Mihevc**

RE-ELECT  
**Joe**  
**Mihevc**

**Joe**  
**Mihevc**



# Joe Mihevc Municipal Campaign

Art / Creative direction, design, copywriting, video & photography





# Joe Mihevc Municipal Campaign

Art / Creative direction, design, copywriting, video & photography



# Joe Cressy Municipal Campaign

Art / Creative direction, design, copywriting, video & photography





# Joe Cressy Municipal Campaign

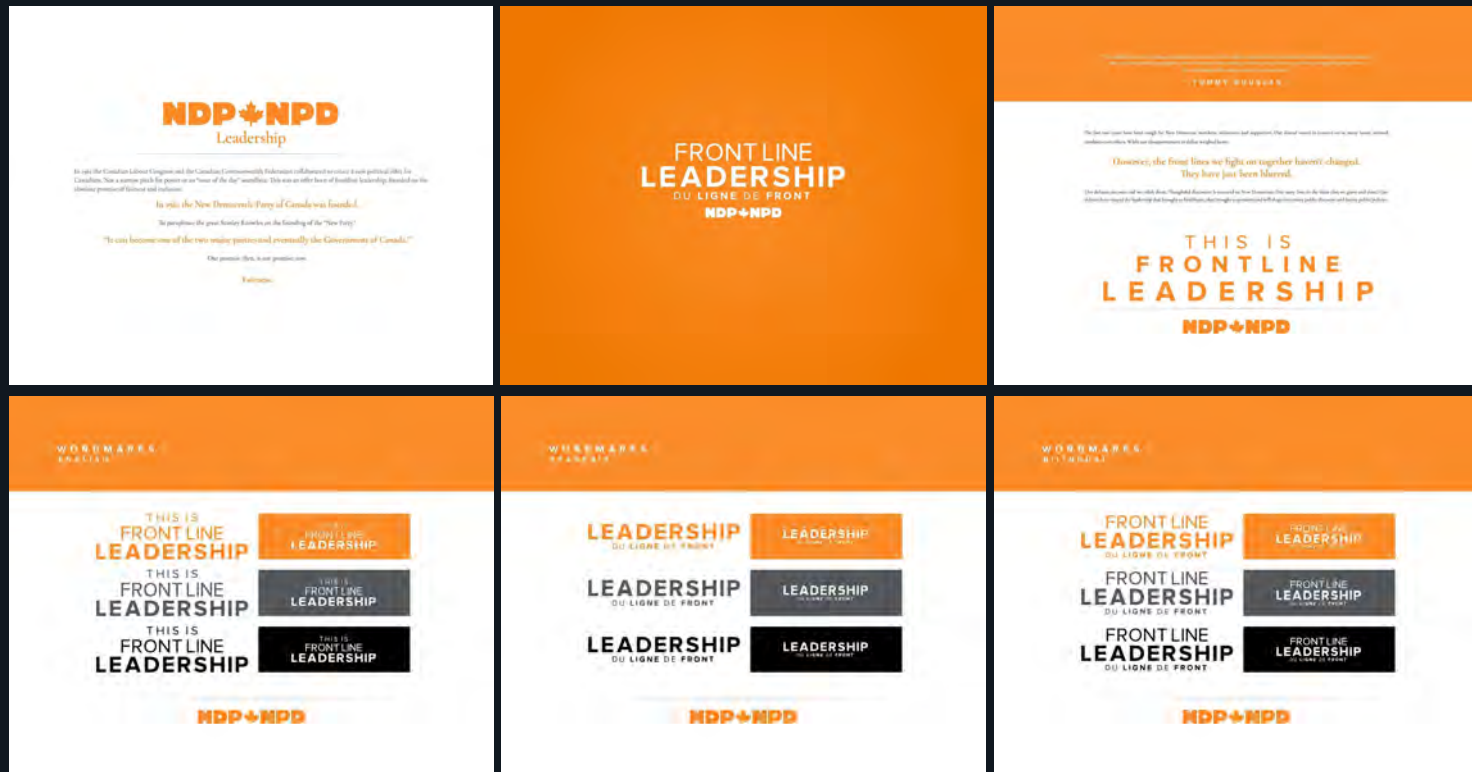
Art / Creative direction, design, copywriting, video & photography





# Charlie Angus: NDP Leadership Campaign

Art / Creative direction, design, copywriting & photography



# Charlie Angus: NDP Leadership Campaign

Art / Creative direction, design, copywriting & photography

"New Democrats lead from the frontlines,  
not backrooms."



In October 2017, Canada's New Democrats will be electing a leader.

"Recently, many of you have reached out, encouraging me to run. You're being asked where you can demand still have you can help. I am humbled by your support. I want you know that I trust your calls. I want you to know, I am listening. If we're going to build a leadership campaign it will be for your family, your community, your Canada. It will not be for me. I want to build together to make Canada the fair and inclusive country we dream of it being. So, if this is going to happen then it must happen with and through the, through you."

— CHARLIE —  
ANGUS

## TYPOGRAPHY

Digital, online, promotional applications:

### TITLE CASE

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Mail, newsletters, literature applications:

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— CHARLIE —  
ANGUS

## WORDS

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## AVATARS

Campaign, book, party avatars:



— CHARLIE —  
ANGUS

## COLOURS



— CHARLIE —  
ANGUS

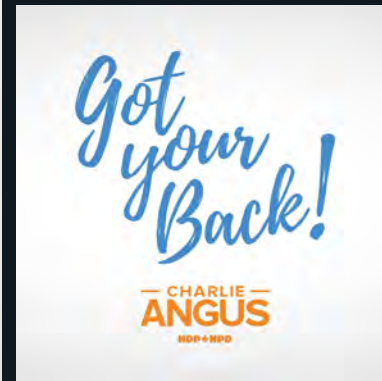
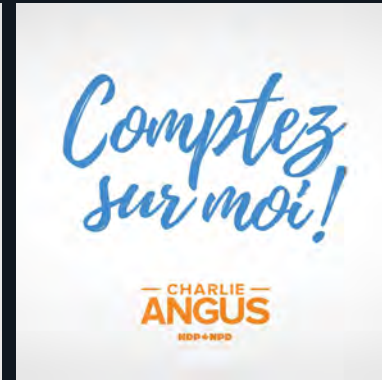
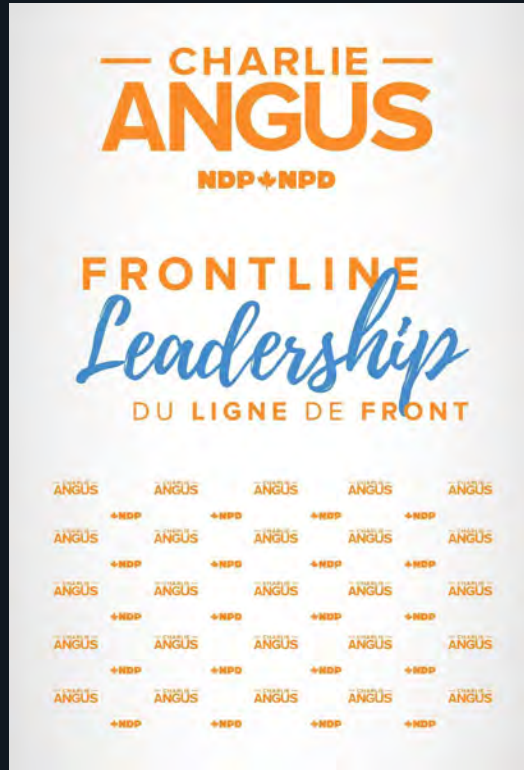
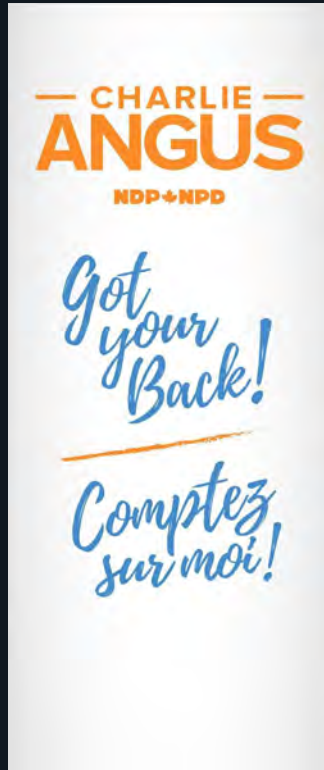
## APPLICATION



— CHARLIE —  
ANGUS

# Charlie Angus: NDP Leadership Campaign

Art / Creative direction, design, copywriting & photography





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# Guy Caron: NDP Leadership Campaign

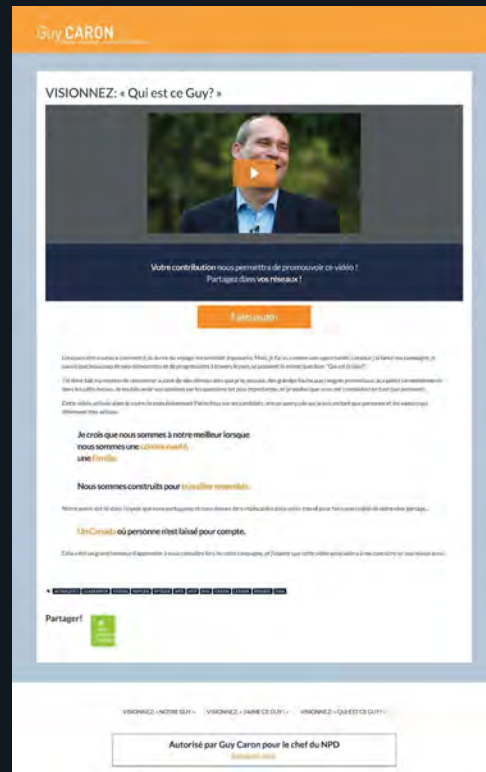
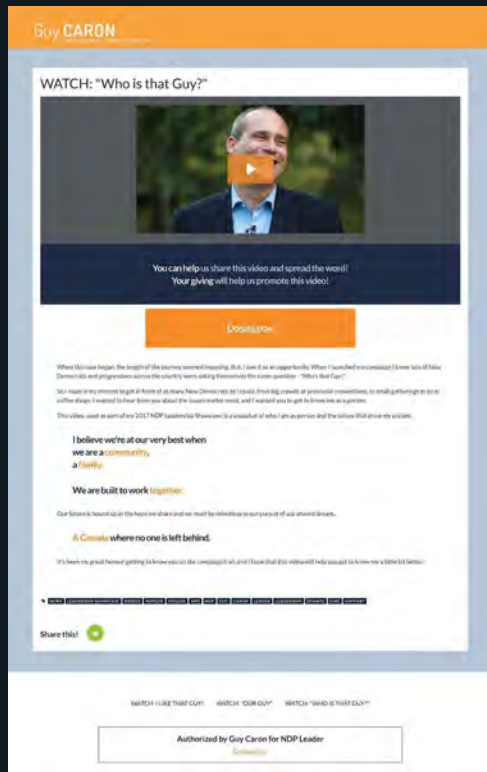
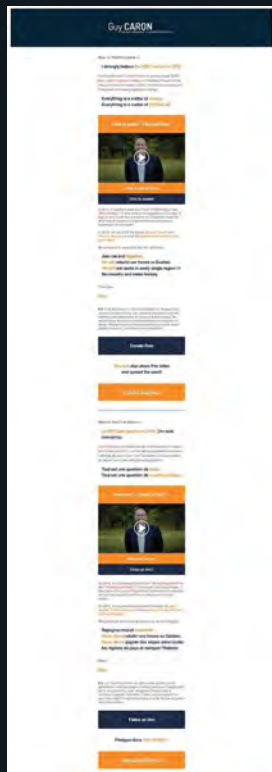
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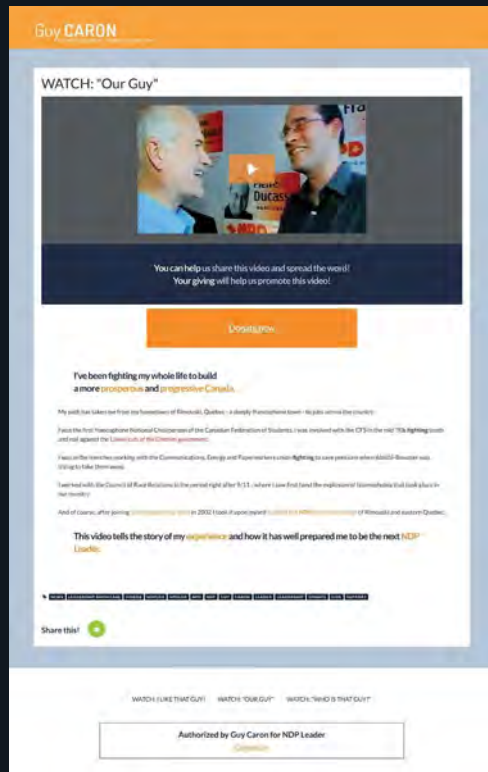
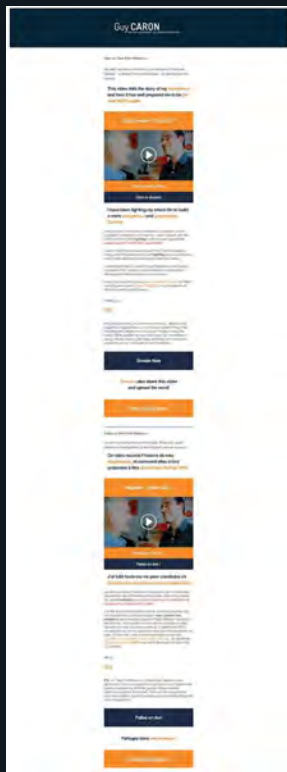
# Guy Caron: NDP Leadership Campaign

## Art / Creative direction, design, copywriting & photography



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