







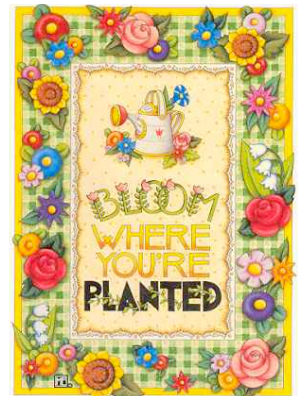


-  Currently in my 12th year of teaching including maternity leave
-  Number of schools where I've worked: casually 14, contracts 5.
-  Grades taught on contract: year 1, year 2, year 3, year 1-2 composite, and k-6 & preschool RFF
-  Approved to teach: birth (Infants, Preschool) and k-6
-  Principals I've worked with: about 7 while on contract (not including relieving principals)
-  Countries in which I've taught: 2 (Australia and the Cook Islands)
-  Teaching Experience: I left a marketing career to study teaching as a mature-aged student and obtained my Bachelor of Education in 2007. After working in South West Sydney from 2007 to 2013 in a variety of positions, my family moved to Broken Hill where I worked at Alma in Broken Hill for 2 years, 2014 & 2015 in a variety of roles. I then decided to turn down a contract offer from Alma (and Central) and started at BWPS as a casual at the start of 2016 to be closer to my family who are all either enrolled or working at BWPS. I accepted a contract at BWPS mid 2016 (start of Term 3 & all of term 4) on a year 1 class, which I renewed in 2017. I signed a contract with MSPS in 2018, where I enjoyed teaching and learning new things on a composite 1-2 class.
-  Now: In 2019 I decided to start a Masters of Education in Teacher Librarianship through Charles Sturt University and am teaching casually until I complete the degree at the end of 2020.



## Context (Learners, Families, Schools and Society):

- I view students as capable learners, active explorers and as citizens in their own right in our society.
- Students succeed in a flexible and unbiased school. 'We have always done it that way' is the nail in the coffin of progress and success.
- I offer semi permanent and flexible grouping, seating and working environments creating flexibility, a culture of involvement, consistency and less strain for students and learning facilitators.
- Through self-marking of daily classwork, I strive to develop good work and study habits and a desire to learn, because it is important for students to become life-long learners and be intrinsically motivated.
- In the event that a school or the profession of education helps perpetuate social and economic inequalities in our society, I will step up to fight it. This is a major reason why I am an advocate of public education.

## Teacher (My Role & Expectations):

- I serve more as a group facilitator than as a transmitter of information. I base my attitude on the belief that students believe a good teacher is one who is reasonably strict but fair, optimistic, explains things well, helps them with their work, makes the work fun, and has a sense of humour.
- I have a passion for teaching and I nurture this passion through continual reflective practice.
- I believe behaviour is communication. I meet each student with clear rules and ensure I follow through on the agreed consequences for choices made, in order to set a clear view of what is expected in terms of behaviour, homework (if applicable) and program objectives. Consequences are, in my view, opportunities for reteaching expectations. I am flexible with these expectations and encourage students to exceed them wherever possible.

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### Learner (Learning Methods: Errors, Identity, Motivation & Grouping; Diversity/SES):

- The sheer interest in learning something new and challenging or successfully accomplishing a task usually supplies sufficient motivation for learning, however I intend to be aware of the fact that sometimes things are going on outside the classroom that could influence a student's motivation.
- In addition to using methods to encourage intrinsic motivation, I use growth mindset strategies, feedback and grades to motivate learning. I am flexible in both what constitutes as 'grades' and in who gives them, while working within NSW Department of Education reporting to parent and caregiver guidelines.
- Similarly, I use examples of one learner's or one group's work as a method of motivation, but do not compare that work with that of another specifically. When one learner has a better grasp of the content or outcome(s), I prefer to use that learner as a group leader to help other students cooperatively. People learn better when cooperating than when competing with one another, because their motivations then take a different direction.
- I believe educators must search for and appreciate difference, and in doing so, teach students to do so as well.
- My time should be divided fairly, but not necessarily equally, as all students are capable and unique. If I teach classes that differ with regard to students' academic ability, I treat them similarly and fairly, but with a variety of content and approaches when the need arises to do so. I display the motto, "Fair isn't everyone getting the same thing. Fair is everyone getting what they need to succeed."

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### Subject Matter (Knowledge):

- There are no universal truths or knowledge. I teach the knowledge of different subject areas in an integrated fashion (e.g. COGS or cross curricular units of work), because it is a key to inclusion and the empowerment of students. Furthermore, the relevance of the subject areas in relation to each other (as demonstrated in the real world) is overlooked when subject areas are taught in isolation.

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### Control (Learners, Families, Schools & Society, & Knowledge):

- I encourage students to learn how to speak spontaneously without speaking over the top of another, raising their hands, when directed or when appropriate or acceptable.
- Input is welcomed cooperatively from families at any time, and sought out regularly (and vice versa). I encourage families to work with me inside the classroom. Families have the right to visit my classroom at any time, and notice of their visit is preferred but not compulsory.
- I believe successful practice involves working collaboratively with colleagues as this makes it easy to rely on others and to remain motivated and keeps the labour intensity or lack of motivation at a minimum. I also believe that teamwork is critical to forming productive learning environments and it is important that everyone play an equal part.
- We must all realise that agreeing all the time (consensus) never provides us with authentic opportunities for improvement, whereas having disagreements (dis-sensus) enables authentic opportunities for improvement.
- Professional development, evaluation, reflection, and life-long learning should be the pursuit of every educator, regardless of their experience or qualifications.

Philosophy last updated: 2019

Format adapted from:

Posner, G. J. (1996). *Field Experience: Methods of reflective teaching* (4<sup>th</sup> ed.). New York: Longman. (p. 131-134); and

Posner, G. J. (2005). *Field Experience: a guide to reflective teaching*. 6<sup>th</sup> ed. Boston: Pearson Education Inc.

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