April, 2016

To whom it may concern,

I recently read your advertisement for a full time primary teaching position with great interest. I believe I have the necessary qualifications and experience for this position so herby submit my resume for your review and consideration and allow me to briefly explain how I can contribute to your school.

I am currently work at Oxford Falls Grammar School as a primary school teacher providing rich and rigorous teaching and learning opportunities for my nineteen Year 2 students, a role I most thoroughly enjoy. My attached resume clearly outlines in more detail the personal goals and educational plans I have realized over the past years, contributions I have made to school ethos, collaborations to delivering a rounded curriculum and commitments I have made to teaching excellence and innovation.

Although I don’t have formal training in the IB Curriculum, I have extensive experience in designing and implementing student centered programs that imbues a real passion for learning and gives my students a strong foundation for their academic future, their careers and their lives. My teaching philosophy, which I have attached, is consistent with the IB Curriculum principles as I believe that it is important for children to make meaning for themselves about the world in which they live in. My role as a teacher is to co-construct knowledge and build skills for my students to become inquirers who are knowledgeable and who are able to express themselves and reflect on their learning. I would like to create an environment where students make connections with global concepts through the understanding of different perspectives and develop their skills that help them to make informed decisions that consider differences in our values and beliefs.

The Curriculum and Teaching component of my educational studies and working at Killarney Heights Primary School within a French Bilingual Program has given me a deep knowledge and understanding with regards to teaching ESL in today’s classroom. I have also had the opportunity to successfully develop a comprehensive English program based on an Integrated-skill approach to teaching ESL children within a mainstream class setting. In addition, my studies and experience in teaching languages (i.e. Italian) have taught me a broad variety of strategies to assist the learning of students. Moreover, I have learnt that to achieve maximum effectiveness of a language program it will be important to take responsibility in establishing a class environment that promotes collaborative learning and that values cultural and linguistic diversity.

I am a devoted advocate to catering to the different levels of ability and interests of children and have successfully developed comprehensive remedial programs (IEP) for a variety of children with special needs. For example, a child who is in my class this year has severe reading difficulties. This teaching challenge required interpretation of various norm-reference tests to effectively develop an intervention program which combined direct phonological and strategy-based instructional methods and language comprehension instruction. I have learnt that to achieve maximum effectiveness of my IEP programs it is important to integrate within the different strands and key learning areas such as English and Creative Arts which relate to the child’s familiar experiences and surroundings. Moreover, I learnt the importance of providing lessons that are fun which give the child plenty of practice on the same idea or skill so that he can experience continuous success.

I am passionate about empowering gifted students to continue to be “learner driven learners”. I appreciate that fostering the development of children who are gifted entails effectively identifying students’ talents and providing them with a variety of imaginative and flexible strategies ranging from forming co-operative learning groups of individuals who have similar interests and abilities to providing tasks and activities that capitalize on each student’s particular intellectual strengths. Ultimately, I would be delighted to support and enhance programs that differentiate learning for gifted and talented students and believe my involvement will demonstrate creativity, enthusiasm and professionalism.

My teaching experience of 7 years has contributed immensely to my capacity to not only become a proficient user of computer software but also in developing lessons and programs which integrate computer technology into effective classroom practice. One recent example is when I successfully integrated computer technology in a program I developed for my Year 2 for our unit on Community Helpers. My students thoroughly enjoyed working collaboratively with group members where they gave details on the procedure of designing and making their 3D model. In addition to being exposed to a variety of sensory experiences, all students had the opportunity to think laterally and creatively and use spatial and problem solving skills with the facilitation of Blooms Taxonomy of Questioning.

As a qualified teacher employed with your school, I see myself working collaboratively with other teachers to share information and resources. I will be interested in attending meetings and keeping informed about relevant issues pertaining to professional learning. I would also like to become involved in various areas of education and contribute as a team member to work towards the goals valued by the school and share my own experiences and expertise to enrich my school community. I will make myself available to work with staff and the wider school community at all times and maintain a friendly but also professional manner in all school activities. I am patient and kind, have a sense of humour and treat each child as an individual. I believe it’s important to build positive relationships with my students and students with their peers.

Finally, the broad range of knowledge and skills I have gained in teaching thus far have instilled in me the confidence and determination needed to take on this challenging and exciting position you have to offer. I feel I can contribute to your school and in turn it would allow me to continue to enhance my knowledge, understanding and skills gained thus far in my rewarding and fascinating teaching journey.

Teacher Accreditation

Board of Studies Accreditation: Proficient Teacher

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| **Objective** | | | |
|  | My goal as a teacher is to create an environment for my students that fosters respect for one another, acceptance, belonging and team collaboration. As their teacher reflecting on effective pedagogy is pivotal in order to best cater to the different needs and interests of my students and to develop their ability to be empathetic, creative and critical thinkers through the engagement of challenging, interesting and fun learning activities. | | |
| **Education** | | | |
|  | | **Dates Attended:** 2004 - 2008  **Institution:** Macquarie University, Ryde  **Degree:** Bachelor of Arts with a Diploma in  Education (Primary)  **Details of Award:** Major in Education  Minor in Languages - Italian  International Computer Drivers License  **Extra Curricular** Beyond the Line – Teaching Aboriginal  students  **Dates Attended:** August, 2003 – November, 2003  **Institution:**  The University of Sydney  **Achievement:** The University Preparation Course  - Psychology: an introduction  **Dates Attended:** 1985 – 1988  **Institution:** Beacon Hill Public School  **Details of Award:** High School Certificate | |
| **Key Achievements**  Successful primary school teacher with a broad background in a mainstream classroom.   * In 2014, as part of the Quality Teaching Program, I successfully achieved my goal for my students to achieve descriptive writing outcomes at a higher standard than previously held by them by scaffolding their learning and by broadening their vocabulary using the 5 senses and using dramatization. The extraordinary outcome resulted in having the children illustrate and publish their recount into a book called, ‘The Day I met the Forest’. * Due to my efforts and success with designing and implementing teaching and learning activities for the development of children’s writing skills, I was invited by Dr. Sue Marks, Head of Curriculum to present to our teachers in both primary and high school the methodology on how to deliver highly scaffolded and explicit instruction which provides a framework for children to learn to express and order their ideas with understanding and competency. * Since I started teaching at Oxford Falls Grammar school I have been working alongside Mr. Baumgarner who is a passionate high school Science teacher at the school. Together we established a Stream Watch Group consisting of both high school and primary students. On a weekly basis we investigate the water quality and ecosystem health of our creek. Our investigations have allowed students to develop skills to monitor changes and an understanding if action is required. * For 3 years I was given the privilege to train the OFGS Junior Boys Soccer Team. We trained twice a week in preparation for weekly games with other Christian Schools. I took my role as a coach seriously as our goal was to make the CSSA state tournament which came to fruition in 2012 and 2013. One of the many highlights of coaching the soccer teams was when we actually won the 2013 state tournament. It was a great achievement for the school, the boys in the team and for myself.      * Creative thinker:   Skilled at developing ‘out of the box’ solutions that stimulate creative and divergent children such as Assembly Performances and school plays. In particular, taking part in the Quality Teaching Program for the past 2 years has allowed me to experiment with different ideas to make learning rewarding and enjoyable for my students. I have been able to innovate activities engaging the minds of my students through inquiry based learning, drama, poetry, music, games and design and making which have activated the incredible imagination of my students. In addition, each year I volunteer as a judge for a children’s competition called, ‘Tournament of the Minds’. As judges we assess a teams of students in creative activities involving open-ended challenges which demand experimentation and reward divergent thinking. | | | |
| **Employment** | | | |
|  | | **Dates Attended:** January, 2010 - current  **Institution:** Oxford Falls Grammar School  Full Time – Permanent  **Job Title:** Primary School Teacher  **Details of position:**   * Classroom teacher Years K-6 * Provide for the social and emotional needs of all my students * Designing and implementing programs for the   different KLA’s according to the NSW Syllabus outcomes   * NAPLAN & ICAS preparation for students * Design activities and evaluate teaching and learning through the   Quality Teaching Program   * Write IEP’s for special needs students and for high IQ students * Assess student’s progress and performance and provide   constructive feedback and guidance   * Promote a stimulating learning climate in which my students are   challenged to realize their full potential   * Report on student progress in line with BOS outcomes A-E grading * Conduct parent interviews bi-annually and upon request * Provide an exciting an stimulating classroom environment designed to interest and engage students. * Plan and implement programs where students make connections between what they are learning in the classroom and the world around them. (IB Curriculum) * Integrate IPAD apps into teaching and learning * Work collaboratively with teaching and non-teaching staff * Implement positive behaviour management practices * Organise and co-ordinate excursions and assembly items * Directing group song and dramatisation for Infants Nativity   performances   * Supervise practicum students * Ongoing professional development in relation to curriculum   and pedagogy  **Grade Coordinator** – shared with other grade teachers   * Oversee curriculum and pedagogy * Encourage a climate of excellence in student learning, care and   development   * Develop and support an effective grade team * Keep up to date with educational developments, particularly in   relation to curriculum and pedagogy   * Ensure that members of the grade team prepare and implement   appropriate programs that are designed to meet the needs of all  students   * Facilitate weekly meetings with the grade team to discuss lesson   planning and administrative tasks   * Writing fortnightly newsletters to inform parents about learning   within the classroom and upcoming events   * Ensure that members of the grade team create appropriate   assessment for students reports that reflect relevant curriculum  and outcomes    **Dates Attended:** June, 2009 – December, 2009  **Institution:** Killarney Heights Public School  Temporary 6 months block    **Job Title:** Year 4 teacher  **Details of position:**   * Catering to students’ varying ability levels for successful   achievement according to NSW Syllabus outcomes.   * Team teaching within a French bilingual program. * Creating a variety of resources to support the learning for   ESL students   * Implement positive behaviour management and practices * Provide for the academic, social and emotional needs of   all my students.   * Create, administer and analyse a range of formative and   summative assessment tasks   * Provide effective feedback to students * Report on student progress in line with the BOS outcomes * Conduct parent interviews bi-annually and on request * Integrate ICT into every everyday teaching and learning * Work collaboratively with teaching and non-teaching staff * Directing class performance for school Spring-fest Dance     **Dates Attended:** 2004 - 2009  **Institution:** St Lucy’s School, Wahroonga.  **Job Title:** Teacher’s Aid & Teacher  **Details of position:**   * Support and assist children with diverse disabilities aged   between 5 – 12 in their spiritual, social and academic  development and within a Christian centered faith.   * Provide a stimulating learning environment through a   Reggio Amelia approach in which differentiated programs  cater to the interests and needs of all students.   * Work collaboratively with teaching and non-teaching staff * Implement positive behavior management practices   **Dates Attended:** 2008 - 2009  **Institute:** Mona Vale Education Centre  **Job Title:** Tutor  **Details of position:**   * Preparation and implementation of Mathematics Program   (Stage 1- Stage 2) for a 9 years old boy with Asperger syndrome.  **Dates Attended:** 2008 - 2009  **Institution:** Warringah Council  **Job Title:** Assistant  **Details of position:**   * Designing fun activities and providing supervision and care   for children on site and on excursions. | |
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| **Professional Groups** | | | |
|  | | | **Courses Completed:** Identify & Respond to Children & Young People  at Risk of Harm – 2015  Emergency Asthma Management - 2015    Anaphylaxis Education and Training - 2015  CPR – 2016 |

**First Name of Application CV No:** **1657902**

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