

## SELECTION CRITERIA

---

### Syllabus Outcomes, Lesson Planning, Delivery

I am committed to planning and implementing curriculum initiatives and programs that focus on the knowledge, skill and behavioral development of students as part of an outcome based learning model, in line with the Queensland 1-10 Syllabus and KLA Syllabus Outcomes.

Through my current studies and my teaching and life experience I have the capacity for undertaking general teaching of Grades 4-10. In addition, underpinned by my music and performance background I am willing and able to undertake general or music teaching roles or a combination of both.

My approach to inclusive classroom learning underpins my teaching, which integrates curriculum learning across all subject areas so that subjects are not viewed in isolation but rather, support and engage student interest.

In line with this, I use the following methodology in my current field role with St Peter's Lutheran College, where I work with Mrs Karen Coleshill to plan and deliver appropriate and engaging lessons for gifted students, as part of the Infinity Program for Exceptional Learners in Grade 8:

- Finding out what knowledge the students already have in a particular area,
- Positioning the students so they are optimised for listening to instructions,
- Leading a general class discussion,
- Distributing and/or using equipment, materials or resources, and
- Providing examples and asking the students to complete further examples individually or in small groups in accordance with learning range.

I also ensure that when planning for lessons I take into the account the different learning styles – visual, verbal/auditory and hands on/tactile across a range of KLAs so that student engagement is optimised at all times.

My ability to provide quality learning opportunities coupled with integrated assessments of student learning, has enabled students to achieve at a consistently high level, achieve KLA outcomes and develop self esteem and build confidence through the participation in both individual and group activities.

### Syllabus Assessment & Reporting

Through each of my degree placements I have contributed to assessment and reporting in various forms. My work in this area is outlined as follows:

- Monitoring student activities and implementing strategies to improve engagement in classroom activities,
- Establishing and monitoring individual learning plans for students, particularly those in the gifted program at St Peter's Lutheran College,

- Preparing and implementing lesson plans that use interactive activities to allow the assessment of skills and knowledge gained during the activities in line with topic/task objectives,
- Reviewing, assessing and commenting on student portfolios,
- Contributing to the development of student portfolios so that teachers can conduct informed and thorough parent/teacher interviews, and
- Reading and responding positively to substantive Teacher comments and feedback post-lesson delivery so that I am constantly working according to a continuous improvement philosophy.

In my role as a Field Teacher with Holy Family Primary School, I gained valuable experience in the application of principles of outcomes focused learning and assessment so that students were able to continue to learn and grow on an ongoing basis.

In this role, I was responsible for contributing to curriculum planning and the development of assessment material for this grade. I was also responsible for contributing to materials and resources that were used by teachers to allow them to proactively and equitably monitor student progress including the Grade 5 Unit of Work for students with diverse learning needs.

### Positive Relationships, Co-Curriculum Development, IT Literacy, Community

I view teaching as an invaluable profession and it is a career choice from which I am receiving great professional satisfaction. I have a strong and energetic commitment to teaching and embrace everything that goes hand in hand with this vocation. As such, I have actively and enthusiastically participated in and facilitated the delivery of, a broad range of school community activities.

During my employment with St Peter's Lutheran College I enjoy being involved in a variety of cooperative activities with both my peers, particularly during scheduled professional development sessions and General Staff Meetings, where current key issues about student learning and student behaviour have been discussed and strategies for support have been developed on a collaborative basis.

Additional structured professional learning and continual constructive feedback as part of my Field Program, has also had an impact on my teaching. It is this learning that has helped me to support the school in terms of achieving outcomes based learning and ensuring that there is consistency in program delivery, assessment and reporting across the school and the district.

In addition, I maintain an advanced level of IT literacy and can and have used a range of programs to develop and deliver lessons and activities. This is as a result of my career experience, use of technology for completion of academic assessments, coupled with my field teaching experience.

At both St Peter's Lutheran College and Holy Family Primary School, I have also contributed to the sharing and exchange of knowledge with colleagues at school, in a reflective style, so that lessons, ideas, and resources that I and my colleagues have learned or researched can be integrated across the school for the benefit of all staff and students.

Nurturing an effective means of communication with students, staff and parents is paramount to ensuring a successful, well run, school environment that supports student learning. In my field teaching I have demonstrated my ability to collaborate with stakeholders to ensure relevant learning, as follows:

- Encouraging students to participate in community activities and be active, responsible members of the school and broader community,
- Being responsible during school assembly,
- Contributing to resources for use by other teachers,
- Contributing to the school play, concert and other 'whole of school' activities,
- Contributing to fundraising programs in the classroom,
- Attending staff developmental sessions, and
- Engaging parents both informally and formally in the classroom, with a view to developing a strong family involvement with the children and their school.