

Key Selection Criteria

In direct response to your requirements, I submit the following:

SC1 – Demonstrated knowledge of the relevant curriculum, including the ability to incorporate the teaching of literacy and numeracy skills. Demonstrated experience in responding to student learning needs.

The expected learning outcomes in the curriculum are the foundation of my teaching practice. During my recent experience as a primary classroom teacher, I have planned and implemented quality learning experiences using an evidence-based Reading model developed by the school. While students were learning remotely at home during Term 3, I noticed a majority of them excelled in decoding skills using sounds of letters, blends, and digraphs. I realised I needed to use this momentum to work on their Comprehension skills simultaneously. Hence, I used small group instruction time to focus on developing Duke & Pearson comprehension skills. These sessions also proved to be especially important for building Speaking and Listening Skills in English and Vocabulary development for students with English as an Additional Language. Duke and Pearson Comprehension strategies were continued to be modeled during Interactive read-aloud sessions on returning to onsite schooling.

While working as a kindergarten teacher, I introduced beginning sounds and phonemic awareness of letters through whole-group sessions and exploration tables as part of the school transition program. I believe students learn more effectively when they can build on what they already know because they can link the new information to their existing schema. Hence, the exploration tables included hands-on sound-to-letter matching and sorting games using three-dimensional figures of animals, cars, and other objects that interested the children. Through one-on-one conversations and prompting, I ensured that they developed phonemic awareness and learned how to apply these concepts in various contexts. As a result, the children were able to write single-syllable words towards the end of the year.

As part of my duties as a primary classroom teacher, I was tasked to plan a three-week unit on Subtraction for Grade 1. I used DuFour's questions to guide the planning process, including formulating Learning Intentions and Success Criteria and selecting appropriate learning experiences to monitor student progress throughout the unit. When I observed some of them were uncomfortable counting back mentally, I introduced number lines to scaffold their learning. These students showed considerable improvement at the end of year benchmark data related to Subtraction.

To support students' engagement in their learning, I ensure students are part of a safe and welcoming learning environment where they respect and value on-task learning. These are some of the teaching practices I have implemented in the classroom.

- Setting individual learning goals and providing differentiated support to achieve those goals.
- Open-ended questioning so that students feel comfortable participating in whole-class discussions irrespective of their level of understanding.
- Providing opportunities for reflection of learning with the help of engaging learning experiences.
- Rewarding the amount of effort put in by students.

In conclusion, I believe my skills and abilities will allow me to cater to Truganina College children's diverse linguistic backgrounds, detect individual learning needs, and differentiate learning.

SC2 – Demonstrated experience in planning for and implementing high-impact teaching strategies, guided by how students learn and evaluating the impact of learning and teaching programs on student learning growth.

As part of my teaching practice, I have continuously implemented the I do, We do, You do model in the classroom to **differentiate learning**. During the I do component, I use the High Impact Teaching Strategy of **Metacognition** to demonstrate various thinking skills to allow students to achieve the expected outcome. For example, when students in my class were learning to understand the meaning of unfamiliar words while reading a text, I used the think-aloud strategy to model how to use text clues, prior knowledge, and re-reading to find the meaning of the new word. Later, this allowed students to apply the process learned independently.

I strongly believe that students learn and retain new concepts more effectively in a social setting. I have implemented an inquiry-based learning model throughout my teaching experience because it supports **collaborative learning and differentiation**. Students were placed in mixed ability groups on tables in the classroom during my recent experience as a primary classroom teacher. I designed collaborative learning experiences when introducing a new concept so that the group of students could collectively focus on the learning outcome while using each other's strengths. For instance, each table was given a text to practise the reading strategy of 'Questioning' and was tasked to write a list of questions on a piece of paper. Each of them contributed by applying the steps articulated at the start of the lesson as one of them read, another student wrote the questions, and the emerging readers could still meet the success criteria related to questioning.

In my kindergarten classroom, I used Bloom's taxonomy principles to support students' growth as they learned about metamorphosis. First, I introduced the core concepts through an inquiry project on 'The Life Cycle of a Butterfly.' Next, the children were supported and encouraged to reason, analyse, and think about the changes between the two stages through observations and documentation.

Throughout the project, I worked through learning objectives in **sequential order according to the level of difficulty** using Bloom's taxonomy. I made notes during discussions with the children to assess their comprehension, and when the learning objectives were not met, I re-evaluated my teaching strategies. I was then able to differentiate learning since some skills were necessary for building a more advanced skill.

I have used students' work samples, anecdotal notes, assessment data, and one-on-one conversations to look for evidence of quality learning and effective teaching on student growth. Based on this evidence, goals were set with the help of the outlined Learning Intention and Success Criteria. More specifically, the list of success criteria was used as a checklist to determine where students might be right now and where they needed to go next. Simultaneously, I also gave personalised constructive **feedback** to ensure students were given an opportunity to set goals independently after reviewing the success criteria. I needed to ensure students' work was assessed against prior achievement and individual learning goals.

In conclusion, my experience of working as a kindergarten teacher and a Primary classroom teacher has given me insight into how children and how my teaching practice can be inclusive of their needs.

SC3 – Demonstrated experience in monitoring and assessing student learning. Demonstrated experience in using data to inform teaching practice and providing feedback on student learning growth and achievement to students and parents.

In my understanding, assessing and monitoring children's learning provides teachers an insight into how they think. Moreover, it allows us to reflect on our practice and modify our plans to ensure that students can reach their potential. I also believe the assessment activities should give children an opportunity to learn along the way, and the feedback provided must help them reflect on their understanding of the concepts.

I demonstrate my capacity to monitor and assess student learning data and to use this data to inform teaching for improved student learning in the following ways:

- I have used student data from Fountas and Pinnell (F&P) Reading Assessments to set goals for students to either support or extend learning using the F&P Literacy continuum. One of my students was reading 12 months ahead, so I identified his instructional reading level and set a reading goal to progress to the next level. I also used the F&P Prompting guide to scaffold his learning further.
- During a Professional Learning Community (PLC) Inquiry cycle, our team designed a pre-test to determine where students' current level of understanding. We planned four consecutive lessons to target building specific skills. We used the assessment data to place students into emerging, at and above levelled groups so that they could work towards their next level or goal. For example, in the emerging group, students needed to build basic number sense knowledge, and they did not get to do it effectively in a whole-class environment. While at-level students worked on clarifying existing misconceptions, students in the extension group were introduced to place value of numbers beyond 100. In the end, when the post-test data was compared to the pre-test, more than 50% of the students' scores had improved.

I demonstrate my capacity to provide feedback on student learning, growth, and achievement to students and parents in the following ways:

- At the start of the year, I used students' previous year's assessment data to create Learning Action Plans (LAP) to support their learning needs individually. I shared these with students' parents and devised improvement strategies that were implemented at school and at home. I consistently communicated with parents to share their child's progress at school, and collaboratively developed the next learning steps. Most of the students on a LAP in my class who started the year below-level finished the year at-level.
- Data collected through assessments, anecdotal notes, and student work samples was triangulated for writing student reports, and I constructively shared this information during parent teacher interviews.
- During my experience as a kindergarten teacher, I ensured there was ongoing communication with parents and carers to provide and receive feedback during drop-off and pick-up times by implementing the 'Open door policy.' I also conducted Parent-Teacher Interviews every term to share children's Summative Assessments related to their cognitive, physical, and emotional growth. These assessments were also used to set goals for the next term. Also, I used an online platform named Storypark in a consistent manner to inform parents about their children's progress in the form of Learning stories and weekly updates. Involving parents helped me ensure children were supported at home.

- On my placements, I used progression points to create a rubric for the assessment of student learning. The data collected was shared and discussed with children and used to inform my teaching practice. In doing this, students could reflect on prior understanding and develop a clearer picture of complex mathematical concepts. For instance, when teaching Place Value, I discovered I had to ensure children understood 'Grouping' before the values of numbers in different places. After modifying my plan and getting familiar with the concept of grouping, they were able to connect the dots and make connections independently.

During my experience working with children, I have developed the necessary skills to contribute to achieving Truganina P-9 College's high academic standards because I understand the value and relevance of assessment and reporting through my experience. Also, my background is similar to this school's children's socioeconomic and cultural background, which will allow me to better relate to parents' expectations and support learning.

SC4 – Demonstrated interpersonal and communication skills. Demonstrated experience in establishing and maintaining collaborative relationships with students, parents, colleagues, and the broader school community to support student learning, agency, wellbeing, and engagement.

I have demonstrated experience in establishing and maintaining collaborative relationships with students by:

- getting to know children through conversations and small-group discussions;
- building on students' interests when supporting or extending their learning;
- valuing student voice by introducing a voting system in the classroom;
- creating classroom agreements outlining expected behaviours as well as discussing reasons behind each expectation;
- developing respectful relationships based on mutual trust by being there for them when I am needed.

I have demonstrated experience in establishing and maintaining collaborative relationships with parents by:

- working closely with parents and carers during Remote and Flexible Learning (RAFL). Some parents were unable to support learning at home because of work commitments, so I provided assurance and encouraged them to focus on reading every day and completing the learning experiences on the weekend. I was able to give them practical solutions or options to deal with the situation at hand.
- supporting parents who wanted to do more during RAFL. I scanned pages from the F&P prompting guide and shared them with them to practise at home.
- frequently conversed with a parent of a student with additional needs to monitor learning and wellbeing at home and during his transition back to school.
- collaborating with parents to support their child's social and emotional development during my time as a kindergarten teacher. One child in my classroom was finding it challenging to initiate friendships, which affected his confidence, leading to behaviour-related issues. I created a positive behaviour support plan with the parents to cater to the needs of this child. We shared observations from home and school, noticed the gaps, and set goals. We reviewed the child's progress every two weeks through face-to-face meetings for three months. At the end of the year, the child had made friends and maintained these new relationships. I had to use my interpersonal skills to ensure the parents felt supported and to communicate with them effectively, which allowed them to understand the situation.

I have demonstrated experience in establishing and maintaining collaborative relationships with colleagues and the broader school community by:

- collaborating with team members to plan effective learning experiences. During RAFL, I was tasked to plan a narrative writing unit. Due to the complicated nature of a home learning setting and the writing genre, planning quality Writing learning experiences was challenging. The school's social context, wherein parents have had a very different schooling experience, also needed to be taken into consideration. I sought feedback and asked for suggestions from colleagues. We agreed that first, we needed to know what students' current understanding was because we had not been able to view any of their latest work samples. Later, we looked at adding checklists to ensure that parents understood the expectations of the learning experiences.
- co-ordinating with an additional needs student's teacher from last year to better support his learning and behaviour. I also had a transition meeting with the same student's teacher for next year before the end of the year to share more in-depth insights and strategies that have worked in the current year.

My experience and skills would enhance the school's ability to build strong relationships with its stakeholders through its collaborations with them.

SC5 – Demonstrated behaviours and attitudes consistent with Department values. Demonstrated experience in reflecting upon practice and engaging in professional learning to continually improve the quality of teaching.

I have always reflected on my values as a teacher so that I can inspire children to want to learn. Moreover, I like to give them many opportunities to feel a sense of achievement. In my recent workplace, motivation was particularly critical in the school's context as well as the children's developmental stage because they need to have a positive attitude towards education for social progression. While implementing my teaching plan, the context of the children's backgrounds always reminded me to motivate them to love learning and the school.

I was raised to believe that I have the potential to achieve anything. This belief has motivated me to aim high and be brave when making ambitious choices about my future. I want the same for every child in this world. When I was developing my professional identity as a teacher, I ensured I had high expectations of every learner. Thus, my ethos is to recognise and develop each child's abilities, skills, and talent in line with the VIT code of conduct.

I am committed to learning more about children so that I can give them the best possible start in life. For this reason, I have dedicated the last five years of my life to working with children by volunteering at local primary schools and working in after-school care, early learning centers, and holiday clubs. These experiences have taught me how to develop meaningful relationships with children, which are imperative for all excellent teachers.

During my time as a primary classroom teacher, I was coached by one of the school's assistant principals. I reflected on my current teaching practice and set goals to progress as a professional. The feedback I received was implemented, and my teaching practice was further monitored through observations, feedback, and note-taking. This invaluable experience taught me how to relate to my students' ways of being by giving them more time to respond to questions, use the think-aloud strategy to foster metacognition, and effectively use positive reinforcement.

I participated in twenty-four hours of professional development while working as a kindergarten teacher. I participated in weekly professional learning seminars during my recent primary classroom teaching experience that enriched my practice. These allowed me to deeply reflect on and improve the quality of my teaching practice. I learned to help children with thinking beyond the text for literacy learning, the importance of vocabulary development for numeracy, and much more.

I believe my values and professional identity align fully with those of Truganina P-9 College. My commitment and professional attitude towards education demonstrated in the above experiences will be beneficial for the college's ongoing progress.

SC 6 - A demonstrated ability to provide a teaching pedagogy that is reflective of 21st-century designs and develop an exceptional culture of learning.

In my understanding, 21st-century designs are inclusive and universal. One of the many reasons for the 'inclusive-schools' movement is the necessity to reflect on current practice that has been failing to address the needs of the rising amount of variation in students' learning needs. Hence, I believe there is a need to adapt teaching practices to provide equitable support in terms of study materials in accessible formats that children are comfortable with and adjust teaching and delivery strategies to enable students to demonstrate the knowledge, skills, or competencies assessed in various formats.

During my recent experience, I gave children alternatives and written worksheets in the form of online games for a Number Patterns lesson. They were given an opportunity to choose from some digital versions of the same activities that met the same objectives. The inclusion of technology-based learning offered multiple means of engagement opportunities for children who were more comfortable using an iPad. Games provided them with variation within the learning environment, whereby 'winning' demanded students reflect on their performance and correct moves by becoming knowledgeable about the relevant concept. This also supported their agency in the learning process.

Children came to me to ask questions about the relevant concepts to know how they could move to the next level. I was also able to assess children's learning through this experience fairly. Their commitment to learning more in the above learning experience shows how I can develop a universally inclusive lesson plan.

Since language is embedded within and is foundational to mathematics learning, better language skills can enhance mathematics acquisition. I used the enhanced anchored instruction method in a place-value learning experience as I have found that students relate well to mathematical concepts embedded in everyday lives. Instructional support was also provided using storybooks related to the concept. Due to the school context, this approach was relevant as it is known to benefit students with low skills in both reading and maths. Towards the end, I noticed that children in the developing stage had achieved the curriculum standards.

The kindergarten I worked for valued STEM education, which is a current trend in education. Some of the teaching strategies we implemented at the kindergarten had a significant impact on children's learning related to objects and phenomena in their environment. They became curious and wanted to explore everything around them. This was evident when a child drew a picture of a flying grasshopper with all its body parts during an insect inquiry project, and since then, every time children found a bug in the bushes, they asked me to look for the name and do a quick search on the internet to know more.

As a kindergarten teacher, I also implemented the Early Childhood Environment Rating Scale model in my classroom, which combines the critical elements of a 21st-century classroom design. This required me to create an enabling learning environment for children with a book corner, science exploration table, and construction area focusing on Science, Technology, Engineering, and Mathematics, and include resources that were inclusive of children from different cultural and linguistic backgrounds.

I believe I have also created a 21st-century learning environment in my classroom as a primary classroom teacher, which involves aspects of learning critical for the next generation to foster behaviours and skills required for the future. This student-centered environment ensured that learning was joyful, challenging, and engaging. I also provided students opportunities to work individually, collaborate with others, and work in larger groups as a classroom community.