

# Teaching Portfolio



Welcome to my Digital Teaching Portfolio, developed as part of COMP208. This portfolio is designed to showcase my growth and practice as a pre-service teacher, as well as serve as a professional resource I can continue to build on throughout my teaching career.

**Kiera  
Walkerden**

TAS teacher

**2025**

<https://kiera-walkerden.github.io/>

# About me

## Didn't you just leave school? Why would you want to go back?

My name is Kiera Walkerden, and I am currently studying at university, pursuing a degree in education. I have a strong passion for working with young people and creating inclusive, engaging learning environments that support all students to reach their potential. Through my studies, I've developed an interest in behaviour management, student wellbeing, and designing meaningful, real-world learning experiences.

Throughout my university journey, I've gained valuable experience through professional placements in diverse school settings. These placements have helped me apply theory to practice, reflect critically on my teaching, and develop my confidence in the classroom. I'm committed to continuous learning and look forward to making a positive contribution to the education sector.

## My University Course:

When I complete my course at ACU, I will graduate with 2 majors and 2 minors. My choice for these is outlined in the table below:

Majors:	Minors:
Design and Technology	Textiles
Industrial Technology	Computing

# Teaching Philosophy

## What do I believe in the classroom?

I believe that teaching is about more than imparting knowledge. It is about empowering students to become confident, creative, and capable individuals who see themselves as lifelong learners. As a future Design and Technology teacher, I am passionate about equipping students with the skills to innovate, solve problems, and think critically about the world around them.

My teaching philosophy is grounded in inclusivity, adaptability, and student centred learning. Every student brings unique strengths, experiences, and challenges to the classroom, and it is my responsibility to create a supportive environment where all learners feel valued and capable of success. My experience working as a Teacher's Aide with students from diverse backgrounds has shown me the importance of tailoring instruction, using ICT and practical strategies to engage learners, and fostering both academic growth and social-emotional development.

I believe in the power of collaboration, with students, colleagues, and families, to build a learning community that encourages resilience, creativity, and achievement. I strive to be approachable, supportive, and reflective in my practice, modelling lifelong learning for my students. By combining high expectations with empathy and encouragement, I aim to nurture students who are not only prepared for academic success, but also for meaningful participation in their communities.

Ultimately, my teaching philosophy reflects a commitment to helping students discover their potential, pursue their passions, and grow into innovative thinkers who can thrive in a dynamic and ever-changing world.

-Miss Walkerden :)

# University Projects

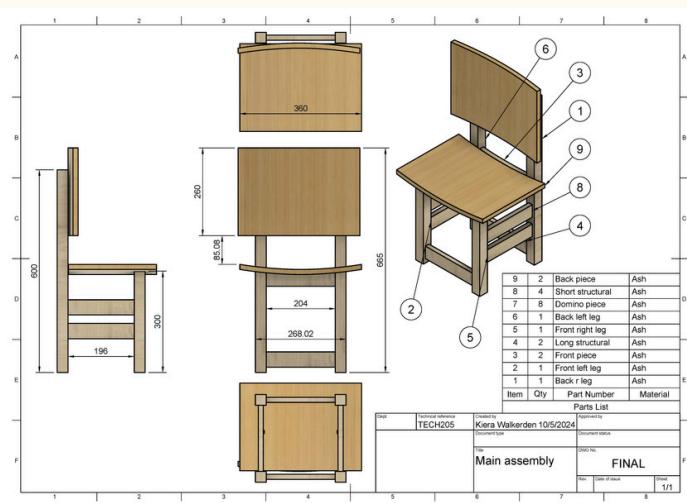
## What am I up to at uni?

During my time at ACU, I have undertaken many different TAS units, each of these coming with their own assessment tasks and projects.

This section of my digital portfolio aims to display a few of the projects I have completed, with some information surrounding the assessment task they were made for.

### Timber - Bluey Stool

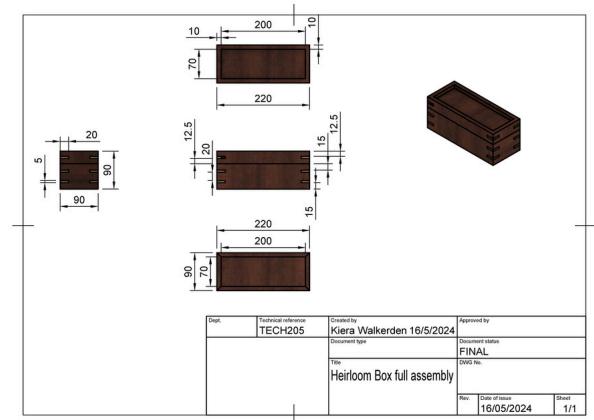
This project was completed as part of a Timber assessment task, where I was required to design and construct a low stool for a specific user. I chose my two year old nephew, who loves Bluey, as the intended user. The stool was designed with appropriate dimensions to suit his size and to fit comfortably at his daily table. Additionally, the fabric design was themed to reflect Bluey, enhancing both functionality and aesthetic appeal.



I began by designing the stool and cutting all timber components to size. The pieces were assembled using various joinery techniques, including the domino jointer, to ensure structural stability. I designed the fabric myself, which was printed at the university and then upholstered onto the stool. To refine the finish, I sanded the timber surfaces and applied a protective finish. The seat and backrest were shaped with a vacuum sealing process to create ergonomic curves.

## Timber - Heirloom Box

This project involved constructing an heirloom box as part of a Timber assessment task, with an emphasis on both joinery precision and decorative design. The box was designed to incorporate keyed mitre joints and a custom decorative veneer lid. I chose blackwood for its durability and aesthetic appeal, and designed a floral pattern for the veneer to enhance the visual impact.

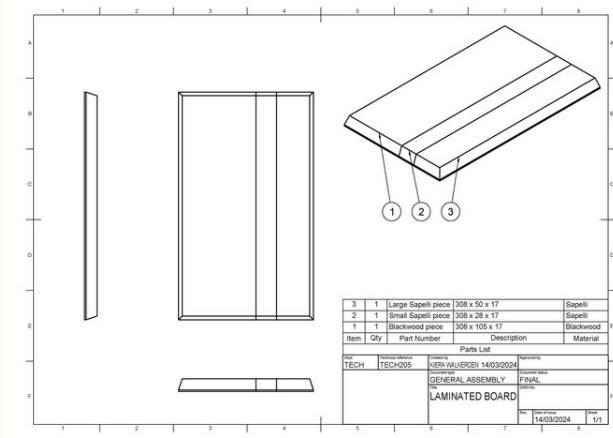


After selecting and preparing the blackwood, I cut the components using precise measuring and cutting techniques. The decorative floral veneer was cut using a scroll saw and adhered to the lid through a vacuum sealing process to ensure a secure bond. The keyed mitre joints were carefully executed to produce a structurally sound and visually refined box. The finished piece demonstrated both technical skill in joinery and creativity in veneer design.

## Timber - Laminated Board

This project is a part of my first Timber assessment task in which I had to design and make a Laminated Board. As a part of this task I also needed to develop a maker's mark that would be laser engraved on to my board.





For this project, I was required to select and cut multiple strips of timber, plane them until their surfaces were flush, arrange them in a cohesive order, and join them together using adhesive. Once the glue had fully dried, I sanded the assembly and applied grapeseed oil as a finish to ensure it was food safe.

## **Metal - Tool Box**

This project involved constructing a metal toolbox as part of my recent safety induction for metalwork. The aim was to produce a functional, durable toolbox while developing fundamental skills in measuring, cutting, bending, and assembling sheet metal. The project required careful planning, precision, and adherence to safety protocols throughout the fabrication process.



To begin, I marked out the required dimensions on the sheet metal and cut the pieces using metal snips. The sheet metal was then bent into the desired shapes using both the Magnabend and a pan brake. To prepare the components for assembly, I used a centre punch to mark the rivet locations and a power drill to create holes. Finally, the pieces were securely fastened together at each end using a riveting gun, resulting in a sturdy and functional toolbox.

## Metal - Jewellery Pair

This project required designing and producing a matching jewellery pair consisting of a fidget ring and a necklace, with connected aesthetic elements. The design incorporated a flower motif, with the ring and necklace sharing thematic cohesion. The project aimed to combine functional movement, material contrast, and detailed craftsmanship.



The ring band was crafted from silver, the flower petals from brass, and the flower center from copper. I cut the components from sheet metal using a jewellery saw and a laser cutter to ensure precise shapes. The petals were joined to the ring band using a rivet made from copper wire, allowing the ring to spin. The metal pieces were shaped with a heat gun and finished by sanding and polishing. For the necklace, I created a copper wire circle, soldered it onto the chain, and attached the second flower component, completing the cohesive set.

## Textiles - Pyjama Set with Tote Bag

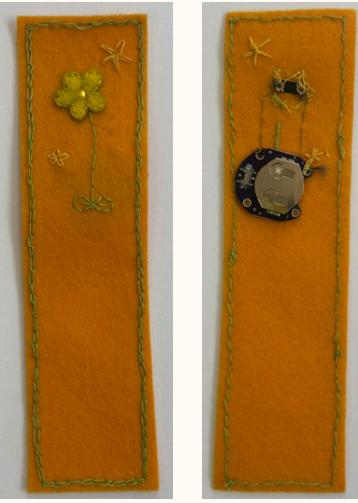
This project involved designing and constructing a coordinated sleepwear and storage bag set, consisting of two garments and a cloth tote bag. The set was intended to be both functional and visually cohesive, featuring an original textile design inspired by daisies. The project required the integration of commercial patterns and fabrics with student-designed printed elements to produce a finished set that reflects both personal creativity and technical skill.



The elastic-waisted pants were made from poplin with a printed daisy pattern, cut and sewn from a commercial pattern. The T-shirt was a commercially purchased cotton-rich jersey, which I screen-printed with a custom daisy design inspired by my own tattoo. The tote bag was constructed from cotton drill, featuring a yellow body and a pocket made from the same fabric as the pants. I cut and sewed both the pants and bag, while the top required hand preparation for screen printing, followed by precise alignment and printing of my original design.

## **Textiles - Felt Bookmark & Banner**

This project required the design and construction of two electronic textile items: a light-up felt bookmark (a hurdle task) and a felt banner with a variable LED light effect. Both items were intended to demonstrate the integration of hand-crafted textile techniques with functional soft-circuit electronics, combining aesthetics, functionality, and technical problem-solving. The overall theme for both items was floral, emphasizing color, texture, and interactive light elements.



For the light-up bookmark, I constructed a unique piece from commercial wool felt and hand-made felt, embedding a soft circuit with a power source, switch, and LED. The circuit was integrated through hand-stitching and embroidery, using chain stitch and lazy daisy motifs in yellow, orange, and green, with the LED positioned at the centre of the flower to illuminate it.

For the felt banner, I created a multi-layered, hand-stitched piece inspired by a classroom art activity. The design incorporated blended felt to emulate a watercolour effect, with hand-stitched flowers in purple, green, and blue. Three LEDs were embedded in the centres of selected flowers to create a variable light effect and a subtle three-dimensional quality. Both projects required experimentation with design options, careful cutting, hand-stitching, needle-felting, and integration of functional electronic components to achieve the intended visual and interactive outcomes.



# **Unit Plans & Resource Samples**

## **Do you even know how to plan a lesson?**

Throughout my degree, I have developed lots of unit plans and lesson resources as well as completed many TAS projects across all specialties.

## **Stage 6 Design and Technology**

These unit resources were developed for a Stage 6 Design and Technology class in a comprehensive co-educational high school located in the diverse, metropolitan area of Wahroonga in Sydney. The school has a student population of approximately 1000 students, with 21% of students identifying as coming from language backgrounds other than English. The classroom context includes a mixed-ability cohort, including students with Individual Learning Plans (ILPs) and English as an Additional Language or Dialect (EAL/D) support requirements. Diagnostic and formative assessment data indicated a need for targeted support in literacy, critical thinking, and organisation of design ideas.

### **Lesson Topic: Design Industry Professions and Popular Designers**

In this task students explore different design professions and how they work together, building understanding of collaboration in the design process and preparing for their case study.

Full size copy of this resource on the following pages.

### **Lesson Topic: Factors Affecting Design / Design Detective**

In this task students will learn about factors that influence design by defining each factor with an example. They will then choose a product, identify which factors shaped its design, and use AI to check and extend their understanding.

Full size copy of this resource on the following pages.

Name:

Date:

Class Set:

# DESIGN INDUSTRY PROFESSIONS AND POPULAR DESIGNERS

## Outcome for this lesson:

PI.1 - examines design theory and practice, and considers the factors affecting designing and producing in design projects

- range of design professions
- nature and variety of work of a range of design professions
- interaction and overlap of design professions
- Australian and international designers and their work

### Learning Intentions

### Success Criteria

#### You are learning to:

- Investigate at least one designer and nature of their work
- Identify a range of career opportunities in design and production

#### You will be successful if you can:

- Can give examples of different design professions
- Can give an example of a popular designer, their work and their chosen profession

## Design professions

In the space below, please research and list 10 different design industry jobs. In the box below that, pick 5 that you're interested in and write a brief (2-3 sentences) summary about their role in the design process

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

1.
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## Researching designers

In the space below, please select 1 of the design professions from above and then research and list 5 different designers that are popular in that area. In spaces 6-10, please research other designers in other design professions that are also popular.

Chosen design profession: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Research on chosen designer

In the space below begin researching 1 of the designers from above that you find most interesting. Consider aspects of their lives such as: their background, their notable work, if they had design training, the impact their designs have on the world around them, the development of one of their designs.

2.

Once you've got these notes started, you can begin your 1 page summary/collage to submit to the class page.

# FACTORS AFFECTING DESIGN

Outcome for this lesson:

PI.1 - examines design theory and practice, and considers the factors affecting designing and producing in design projects

→ Factors affecting design:

- appropriateness of the design solution
- needs
- function
- aesthetics
- finance
- ergonomics
- work health and safety
- quality
- short-term and long-term environmental consequences
- obsolescence
- life cycle analysis

## Learning Intentions

You are learning to:

- Identify factors affecting design

## Success Criteria

You will be successful if you can:

- analyse design products
- compare and contrast the factors to be considered in the design and production of design projects
- appraise the aesthetic and functional qualities of a variety of design products, systems and/or environments

## Factors affecting design

Please read chapter 13.1 of the textbook and then in the boxes below write a small definition of the factor with an example (this can be from the textbook). The first one is completed for you.

Appropriateness  
of the design  
solution

### Factor

The design solution should be a manageable response to an identified need or problem or opportunity. The outcome of the design process must consider the end-user and the environment in which it is to be used.

Needs

### Example

An appropriate design solution aimed at preschool-aged children would need to consider durable, non-toxic materials, have minimal weight, use bright colours, and use large, clearly labelled buttons or control mechanisms incorporating symbols rather than words.

Function



	<i>Factor</i>	<i>Example</i>
Work health and safety (WHS)	Aesthetics	
Short term and long term environmental consequences	Finance	
Life cycle analysis	Ergonomics	
	Quality	
	Obsolescence	

## Design detective

With a partner, please choose one of the images below. You will work together to analyse the product and consider what factors could have impacted this design. Write your answers in the space below the pictures.

A. reusable water bottle



B. flat pack furniture



C. smartwatch



D. compostable takeaway container



Chosen product: \_\_\_\_\_

Consider:

- What factors influenced this design? (at least 3–5: e.g. aesthetics, function, sustainability, ergonomics, cost)
- Give evidence from the product to support each factor.
- Which factor do they think was the most important to the designer? Why?

Once you believe you have thought of all the possible factors, flip over to do the final activity

## AI cross check

Go on to ChatGPT and ask AI about the product. Consider prompts such as:

- "What factors may have influenced the design of (your product)?"
- "Why would sustainability be important in designing a (product)?"
- "What ergonomic features would a good (product) include?"

Write down some points the AI program mentioned in the space below

Reflect on what the AI program said, did it...

- confirm your thinking?
- provide additional factors you missed?
- have conflicting viewpoints to consider

Is AI a reliable program for designers to use to help them consider the factors that affect their design? Why or why not?

# Resume & Professional Profile

## Do you even know how to plan a lesson?

Thank you for visiting my portfolio! If you'd like a closer look at my qualifications, experiences, and more relevant information, you can see my resume on the next page.

## Professional Profile

I am currently studying a Bachelor of Education (Secondary)/Bachelor of Arts (Design Innovation and Technologies) at Australian Catholic University, and I am passionate about inspiring students through engaging, inclusive, and innovative learning experiences. My focus on Design and Technology education stems from a desire to help students think creatively, solve problems, and apply their knowledge in meaningful ways.

Through my experience as a Teacher's Aide and Student Support Officer, I have worked closely with students across both primary and secondary levels, including those with diverse learning needs. In these roles, I have developed skills in creating tailored resources, providing individualised instruction, and collaborating effectively with teachers to support student growth. I value building strong relationships with students, staff, and families to create a cohesive and supportive learning environment.

Beyond the classroom, I am actively involved in my community as a basketball coach, working with children and young people across a wide range of ages and abilities. These experiences have strengthened my leadership, adaptability, and communication skills, and deepened my commitment to helping students achieve their personal best.

I bring to teaching not only enthusiasm and creativity, but also a reflective approach to continuous professional growth. My goal is to contribute positively to any school community, fostering student achievement and wellbeing while continuing to grow as an educator.



# KIERA WALKERDEN

## SECONDARY TAS TEACHER RESUME

### ABOUT ME

I'm a hard working, and determined individual that will always bring a smile to work. I would love the opportunity to pass on my love for learning to the students.

### EXPERIENCE

2023 - CURRENT

#### TEACHER'S AIDE

#### AT WILLIAM CLARKE COLLEGE, KELLYVILLE

- Working across Prep, Primary and Secondary School, helping students with additional needs in their studies
- Assisting students across a variety of Secondary subjects, both practical and theory
- Liasing with teachers to create the best plan to assist students with their classwork and projects.

2019 - CURRENT

#### BASKETBALL COACH

#### AT OAKHILL COLLEGE AND HILLS HORNETS BASKETBALL ASSOCIATION

- Coaching children aged 3-18 years old
- Currently the Assistant Coach of the First X Basketball team at Oakhill College

2022

#### TEACHER'S AIDE

#### AT MARY IMMACULATE PRIMARY SCHOOL, QUAKERS HILL

- Assisting students with additional needs within a mainstream classroom environment
- Working with small groups of children within reading and writing groups

2021

#### TEACHER'S AIDE (CASUAL)

#### AT ST BERNADETTE'S PRIMARY SCHOOL LALOR PARK

- Supporting students in Early Stage 1 through to Stage 3 in composite classes
- Helping students complete classwork including basic coding

### CONTACT INFORMATION

MOBILE: 04\*\* \*\*\* \*\*\*

EMAIL: kierawalkerden05@gmail.com

### KEY INFORMATION

Working With Children Check Number: WWC2277803E

### EDUCATION

#### AUSTRALIAN CATHOLIC UNIVERSITY

2023 - present | Bachelor of Education (Secondary) / Bachelor of Arts (Design Innovation and Technology)

#### WILLIAM CLARKE COLLEGE, KELLYVILLE

2019 - 2021 | Year 10 - Year 12

#### MOUNT ST BENEDICT COLLEGE, WEST PENNANT HILLS

2016 - 2019 | Year 7 - Year 10

### PRACTICUM PLACEMENTS

#### ST LEO'S CATHOLIC COLLEGE, WAHROONGA

October - November 2024 | Focused on Year 8 Technology Mandatory (Engineering) and Year 9 Industrial Technology (Timber)

#### CHERRYBROOK TECHNOLOGY HIGH SCHOOL

June 2024 | Focused on Year 11 Design & Technology and Year 8 Technology Mandatory (Material Technology)

#### OAKHILL COLLEGE, CASTLE HILL

June - August 2025 | Focused on Year 8 Technology Mandatory (Food & Agriculture), Year 9/10/11/12 Design & Technology, Year 9/11 Industrial Technology (Timber), Year 11 Agriculture

### REFEREES

#### DIONNE BOCK - CURRENT TEAM LEADER / HEAD OF DIVERSE LEARNING

PH: 04\*\* \*\*\* \*\*\*

EMAIL: DYB@wcc.nsw.edu.au

#### MICHELLE DALTON - ASSISTANT HEAD OF DIVERSE LEARNING

PH: 04\*\* \*\*\* \*\*\*

EMAIL: MMD@wcc.nsw.edu.au

#### SARAH DI NATALE - TAS TEACHER

PH: 04\*\* \*\*\* \*\*\*

EMAIL: SDN@wcc.nsw.edu.au