

SC1 Demonstrated knowledge and understanding of initiatives in student learning including the Principles of Learning and Teaching P-12 and the Assessment and Reporting Advice and the ability to implement curriculum programs consistent with their intent.

In order to maximise student learning, it is essential for me as a teacher, to remain committed to life-long learning and to keep abreast of current teaching practices and trends. This means having a strong understanding and an ability to apply the initiatives of Principles of Learning and Teaching (PoLT), AusVELS Curriculum and Assessment and Reporting Advice. These three initiatives provide standards and guidelines for teachers to create purposeful and personalised learning based on students' background and needs in a safe, nurturing and supportive atmosphere.

During my teacher training, I was able to have four rounds of placement (90 days), in three schools from Year 1 to 5 in both general and special education settings. This variety of experience gave me an opportunity to learn how to apply these initiatives to different year groups, and at the same time to accommodate a wide range of learning abilities and interests. Examples of my application and attendance of these initiatives include:

- Joint planning with year 3-5 teachers at Northern Bay College, where students' AusVELS progression points were assessed and reported on a continuous basis. Students were put into fluid and flexible groups with targeted lessons, especially in Numeracy and Literacy.
- Adopting an interdisciplinary approach and independently designing three inquiry units; 'Friendship (Social skills, Math, Drama)', 'Recycling (Art, English, Science)' and 'Welcome to My Country (Humanity, Cooking, ICT, Math)'. These units draw on students' personal experience, interests and cultural backgrounds. An example of this was evident in the unit of 'Welcome to My Country' at Croxton School, where Ramadan was explored as an entry point to the inquiry cycle, then linked to the school syllabus and various strands in AusVELS. The units answered questions asked by students, used open-ended tasks, and encouraged students to apply what they had learned to solve problems and change attitudes in a wider community. For example, the Recycling unit at Fawkner Primary School was completed by students creating and putting up posters about littering in the schoolyard. These units also used a variety of teaching and assessment formats to cater to different learning styles including ICT, excursion, group work and role-play.
- Working collaboratively with mentor teachers and specialists to develop and improve Individual Education Plan (IEP) and Individual Behaviour Plan (IBP) for struggling students. At Croxton School I taught 13 students of various intellectual and behavioural disabilities, and was able to identify key learning and behaviour objectives within AusVELS, modifying them to meet the student's learning profiles.
- Using assessment FOR, AS and OF learning, and facilitating my students to effectively use self and peer assessment as well as teacher feedback to improve their own learning. Throughout my practicum, I used a variety of methods to assess student understandings at various points in a unit. This included role-plays, graphic organisers, rubrics and checklists. A variety of reporting modes were used for assessment, including project reports using posters, multimedia, or student presentations and end of unit tests. Accurate and up-to-date assessment records were kept in print and electronic formats, and I placed high quality student work samples in assessment folders along with assessment rubrics.
- Besides academic programs, I also planned and took part in various student wellbeing programs, such as 'You Can Do It', 'No Bullying', 'Stop-Think-Do', and community programs that incorporate different subject areas such as community garden.

SC2 Demonstrated understanding of how students learn and effective classroom teaching strategies and the capacity to work with colleagues to continually improve teaching and learning.

Learning is the core of every classroom. I believe that in order to maximise student learning, it is essential for educators to teach to the students' motivations and create an encouraging and supportive learning community within and beyond the classroom. In order to realise this goal, the following approaches are adopted throughout my teaching:

See students as whole people – Students arrive in the classroom with their own interests, multiple talents and learning styles. My lessons address these differences by offering a wide range of activities with scaffolded (e.g. ability grouping) and multi-modal content (e.g. YouTube videos, graphic organisers, role play, manipulatives) at each phase of the learning. Students are provided with choices to work (e.g. in groups or individually) and to present their understanding (e.g. teach a lesson, visual time line, presentation). For students with learning difficulties, I give personalised tasks (e.g. chunked tasks, iPad activities) to allow small wins so they can develop their strength and confidence.

Speak to students in their words – I always look out for ways of teaching that respond to the current needs of children, and these are ICT, humour and music. ICT tools are fully integrated into different aspects of my classroom, including teaching (Powtoon, Sock Puppet, IWB, Ipad, classroom blog), classroom management (ClassDojo), collaboration (Edmodo) and communication (Google Voice, Google hangout). Another main element of my teaching approach is humour. I believe joy is the most powerful educational stimuli and if tailored constructively to the learning curve, it helps students better engage, retain knowledge and become more creative. One example of this is the 'Mystery Box', where I hide multiple props used for asking questions and stimulating discussions, such as masks, puppets and pictures. As a musician and trained Orff Schulwerk teacher, I use the rhythmic, physical and imaginary features of singing and dancing to enhance learning in all subjects. For instance, when teaching Grade 1 students at Northern Bay College, I used an expressive piece of classical music as I read the story book 'A Snowy Day', and asked students to imagine and act out the body movements of the character.

Make thinking visible – In order to promote, structure thinking and make it a life-long habit for students, I incorporate the Thinking Routine in the classroom where students are encouraged to think deeply and reflect on their thinking. For example, during the tuning-in part of an inquiry unit on cultural differences at Croxton, students used 'See-Think-Wonder' when looking at a picture of Somali society. Their inferences were soon followed by the question 'What makes you say that?'. When learning about persuasive text at Fawkner, students used 'Tug-of-War' to analyse both sides of controversial issues. I also use thinking games to help students develop divergent thinking skills.

Connect to the real world – I believe true motivation comes from seeing the purpose of learning in a real world. I like to seek opportunities to build connection between the classroom and beyond. Some examples during my placements include: a geometry hunt when learning about shapes, an excursion to a Somali restaurant, a guest speaker to talk about recycling, using Skype to connect with students from other countries in culture studies, and having students solve real problems in a wider community.

Give ownership to learning – I believe the best learning happens when students are self-directed and become creators instead of regurgitators. This means teachers need to give away the image of 'the sage on the stage' and give control back to students. One way to achieve this goal is to have project-based learning where the teacher becomes the facilitator. For example, at Northern Bay College, my Year 3 students explored the idea of healthy eating by taking on the question "Are we really what we eat?" They examined their lunchbox and collected their own data, then created a healthy menu and presented the findings.

Create a learning space and culture – An encouraging and supportive learning community requires the physical classroom to be organised so that students can easily shift between areas and access learning tools. It also needs teachers to create a classroom culture that values creativity, risk-taking and mistakes. Restorative practice, positive behaviour plans and Tribes techniques were used in my classroom. At Northern Bay College, I learned how to use Tribes activities to help students understand their goals and how each of them is responsible for maintaining their own learning environment. These activities also helped to create a respectful and trusting relationship between all members of the classroom.

Work with Colleagues for continuous improvement – While teaching students to be collaborative, it is important to lead the example myself. My mentor teachers have commented on my ability to reflect on my teaching and share ideas with others. Throughout my practicum, I participated in team planning, curriculum discussion and invited teachers to observe my teaching for constructive feedback. I am a friendly, congenial and approachable person who works well with others and these characteristics enable me to continually improve my individual and team teaching ability.

SC3 Demonstrated capacity to monitor and assess student learning data and to use this data to inform teaching for improved student learning.

Assessment of student learning is an essential part of quality education. It is a reflective tool for teachers, parents and students to measure the effectiveness of the curriculum content and teaching practices. To gain student data and to use it appropriately, teachers need to be explicit and open about their learning goals and expectations in the class. Just as importantly, teachers also need to be aware of the dynamics of a classroom and be attentive to the students' prior knowledge. Because of this, assessment and the collection of student data works best when it is varied, continuous and cumulative. I design and implement assessment whilst keeping in mind the three purposes of it - assessment FOR, AS and OF learning, as well as AusVELS and the Principles for assessment. Some of the ways that I have utilised assessment data to monitor student learning and guide my teaching include:

- Throughout my practicum, I observed and undertook a variety of different assessments and reporting strategies. These include Early Years Numeracy Interview, Math Online Test, Words Their Way, PROBE Reading Comprehension, CARS literacy test, Running records and Morrison McCall Spelling Assessment. At Northern Bay College, I had the opportunity to be involved in the preparation and administration of NAPLAN. This experience helped me be familiar with the formats and the technological aspect of these tests.
- I used assessment as a way to probe students' prior knowledge and identify their Zones of Proximal Development before taking on any new learning. It was also used as a reflective tool at the end of each lesson to help monitor students own awareness of their learning, and also improve my understanding of their level of knowledge. Some of these assessment tools include brain map, diagnostic test, KWL chart and sharing cards ('the main idea of the lesson', 'two things made me think' or 'two new questions').
- To make assessment truly reflective of student learning, I made sure there was a balance of self, peer and teacher assessment, and they were multi-modal, open ended and modified if necessary. For example, at Northern Bay College, Year 1 students were allowed to use a range of ways to present their understanding of what friendship is, through creating a poster, a role-play or a written story. At Croxton School, students received extra support during assessment that catered to their specific physical and intellectual disabilities.
- Students assessment results are particularly important when creating fluid groups or working stations. While working at Northern Bay College where zoning of learning was used in Numeracy and Literacy, I worked with the Year 3-5 team to design math tests and rubric

that organised students into groups. This information further guided me when I planned a math unit for the high ability group.

- In a special education setting, assessment is important for identifying the strengths and weaknesses of a student and formulating an IEP. At Croxton School, by working with mentor teachers and specialists within the Student Support Group (SSG), I was able to use previous reports, psychologist diagnose reports, classroom anecdotal data and formal assessment results to improve students' IEPs and IDPs.

SC4 Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff.

Teaching is not a lonely and isolated act. I see the parents as partners with the school community in their child's education. They provide information about students outside the school environment, and play an active role in classroom involvement such as reading programs, school excursions and camps. Involving other staff in the collaborative process is also important to gauge different perspectives, share ideas and improve students' learning outcomes. Because of these factors, a strong relationship between teachers and all stakeholders is crucial.

I believe the foundation of effective relationship building and communication is to recognise individual differences and build on them. Teachers need to reflect on how their own background, and that of others impacts opinions and actions, and try to create a common goal based on these differences. This approach, as a result, will promote a growing trust, a mutuality of concern, and an appreciation of contrasting perspectives. Throughout my practicum, I was able to demonstrate this understanding through active listening, problem solving, negotiation and decision making. Some examples include:

- While working at Beijing City International School (BCIS), my role was to provide learning support for twenty students from six different classes across three year levels. This required me to communicate on a daily basis with all subject teachers within the school and specialists from outside agencies to track student performance and progress. I was actively involved in the on-going conversations between parents and teachers and offered my feedback through emails and during parent-teacher and student-led conferences. I also managed to establish positive rapport with all these students, some of whom I still keep in touch with after three years.
- At Northern Bay Collage, I was part of a team teaching environment. This type of teaching system is heavily dependent on the continual and open communication between the teachers which I actively took part in. I was able to gain valuable insight and be part of a team that constructively develops and generates activities and assessments tailored for the students.
- My three placement schools are very different in terms of student demographic make-up, socio-economic status and teaching culture. Throughout my practicum, I found students, regardless of their backgrounds, have continually responded to my positive, sincere and caring approach and I was able to quickly build a rapport with the students while remaining assertive.
- The practicum also provided multiple opportunities for me to exchange written correspondence with parents. At Croxton School, I took over the responsibility to write daily letters that were included in students' planners and seen by parents everyday. Before the two excursions and the cooking lesson, I wrote a letter to the parents to ask for permission.

In a similar situation, whilst I was at Northern Bay College, following the school policy, I wrote a letter to ask for parental permission to use students' pictures on the class blog.

SC5 Demonstrated commitment and capacity to actively contribute to a broad range of school activities and a capacity to reflect on, evaluate and improve professional knowledge and practice.

A school is a community where a rich collection of interests, activities and passions can be expressed. In order to develop and maintain such an environment, it is important for teachers to actively be a part of it. By getting involved in a broad range of activities that schools have to offer, teachers are not only fostering a sense of wellbeing and belonging, but also modelling and encouraging students to make the most of the diverse environment. Throughout my teaching at various schools, I have sought and welcomed opportunities to contribute to and take leadership roles in a number of school wide activities, including:

- Coaching under-13 girl's volleyball team at BCIS for two years and the team won third place in Beijing International School Tournament.
- Organising a six-day China Experience Week for Year 6 students at BCIS that involved driving a group of 90 students to a youth campsite outside of Beijing where they took a three-day team building program and a two-day trek and camping trip.
- Organising two excursions and one cooking class at Croxton School, which helped me gain the skills needed to manage an excursion and to communicate in professional manner with other staff and parents.

Teachers must have the ability for critical reflection to ensure continual improvement. I actively and frequently add value to my professional learning in order to improve my teaching pedagogy in the following examples:

- I reflect on my lessons and units of planning to make sure that I sufficiently and promptly address areas of learning that need to be improved. All mentor teachers have mentioned in the placement reports that it was one of my strengths.
- I seek and take onboard feedback from team members in areas such as curriculum planning, assessment and student wellbeing.
- I continually update my repertoire of resources and educational knowledge, such as educational games, technologies and pedagogical strategies, which I integrate into my planning and teaching.

In order to be updated with the latest teaching practice and enhance classroom teaching, I have taken the opportunity to involve myself in many professional development sessions such as:

- Level 1 ABA Therapist Training (ABIA, 3 full days)
- Rudolf Steiner Teaching Method Training (ECTAA, 1 full day)
- Teaching sustainability through science (Sustainability Australia, 1 full day)
- Orff Schulwerk Teaching Music Approach (Heather Monro, 1 full day)
- Talking Trash Teacher Webinar (Cool Australia, 2 hours)
- Mem Fox Story Reading Workshop (ECTAA, 1 full day)
- Understanding the Maths AusVELS (St.Pauls Primary School, 1 full day)
- Supporting Students with ASD (Mary Smith, 1 full day)
- Understanding Poverty (Northern Bay College, 5 hours)
- Managing Challenging Behaviours (AEU, 1 full day)
- Providing Effective Support to Students (SENIB, 3days)
- Making PYP Happen (BCIS, 3 hours)
- Teaching ESL Students in Mainstream Classrooms (Unlocking the World, 9 Modules)

Su Fang

20 Maranoa Crescent
Coburg, VIC, 3058
04 4959 8913

su.fang.work@gmail.com

Education

<i>Master of Special Education</i> La Trobe University (HD average)	2014
<i>Graduate Diploma of Teaching (Primary Teaching)</i> Deakin University (HD average)	2013
<i>Cambridge Certificate in Teaching English to Speakers of Other Languages CELTA</i> RMIT University	2013
<i>Bachelor of Arts (Honours), Chinese Literature and Language</i> Beijing International Studies University (HD average)	2006

Academic Achievements and Awards

<i>Scholarship of Academic Excellence, La Trobe University</i> Offered to students with High Distinction average	2013
<i>3 times winner of First Class Scholarship from BISU</i> Offered to the top 5% of the students	2003-2006

Placement Experience

<i>Student Teacher, Fawkner Primary School, Year 2-3</i> Planned and delivered lesson plans based on AusVELS and had 5 days of full control of the class	20 days 5/2014
<i>Student Teacher, Croxton Developmental School, Multiage group</i> Taught 12 students with intellectual and behavioural disabilities; Planned and implemented Individual Education and Behaviour Plans	25 days 3/2014
<i>Student Teacher, Northern Bay College P-5</i> Planned and taught all primary subjects including Arts and PE to two classes (Year 1-2 and Year 3-5); Ran assessments such as NAPLAN, running record and on-demand tests	45 days 6/2013

Teaching Employment History

<i>Casual Relief Teacher, ANZUK Recruitment Agency</i> Taught on a casual basis in developmental schools and primary schools in the northern suburb of Melbourne.	08/2014 – Current
<i>IELTS and ESL Trainer, TK Melbourne College</i> Leading trainer for the International English Language Testing System (IELTS) preparation course and casual trainer for ESL Certificate 3 and 4 courses to teenager and adult students. Class size ranges from 5 to 20.	08/2013 – Current

<i>Learning Support Assistant Teacher, Beijing City International School</i>	08/2010-11/2012
Provided in-class and pull-out support for over 20 students with special needs in 8 classes from Year 4 to 7 in an International Baccalaureate school (PYP and MYP).	

Non – Teaching Employment

<i>China Coordinator, Global Reporting Initiative (GRI)</i>	2008-2009
Maintained and developed public relation and media relation. Conducted research, drafted press release, and developed network and partnership. (GRI is an organization that promotes corporate social responsibility and sustainable business models under UN frameworks)	
<i>Campaigner, United Nations Development Programme (UNDP)</i>	2007-2008
Developed and implemented UNDP 2007-2008 Climate Change Campaign “Our Part” and Culture Conservation Campaign “See the World”.	

Volunteer Experience

<i>Volunteer, Australia Special Olympics National Games</i>	2014
Fundraising in major shopping areas	
<i>Volunteer, Extended Families</i>	2014
Spent four hours a week with a 10-year old autistic boy	
<i>Volunteer, Beijing Hutong Education Center</i>	2010-2012
Helped organising outdoor educational programs that cultivate students’ awareness on global issues as well as hands on and team work ability	
<i>Volunteer, Beijing Shooting Star Autism Centre</i>	2009
Spent one day a week playing with children diagnosed with ASD	

Recent Professional Development

Level 1 ABA Therapist Training (ABIA, 3 full days)	2014
Rudolf Steiner Teaching Method Training (ECTAA, 1 full day)	
Teaching sustainability through science (Sustainability Australia, 1 full day)	
Orff Schulwerk Teaching Music Approach (Heather Monro, 1 full day)	
Talking Trash Teacher Webinar (Cool Australia, 2 hours)	
Mem Fox Story Reading Workshop (ECTAA, 1 full day)	
Understanding the Maths AusVELS (St.Pauls Primary School, 1 full day)	
Supporting Students with ASD (Mary Smith, 1 full day)	
Understanding Poverty (Northern Bay College, 5 hours)	
Managing Challenging Behaviours (AEU, 1 full day)	
Providing Effective Support to Students (SENIB, 3days)	2013
Teaching ESL Students in Mainstream Classrooms (Unlocking the World, 9 Modules)	2012

Certification & Association

- VIT registration
- Member of Autism Victoria (AMAZE)

- Member of Australian Education Union
- Member of Early Childhood Teachers Association of Australia
- Beginner Coach Certificate Australian Sports Commission
- First Aide Level 2 Certificate
- Victorian Driver's License

Other Interests

- Language learning, fluent in Mandarin, English and conversational in French, Italian
- Music, 10 years of practice on piano and accordion
- ICT, able to create simple websites using HTML and proficient in both Windows and Mac OS systems
- Travelling, have visited and lived in over 10 countries in the world

Referees

Chantelle Capito

Teacher (Y2-3) at Fawkner Primary School

Ph: 0417 597 470

Email: capito.chantelle.c@edumail.vic.gov.au

Chantelle will be able to discuss my contribution to her classroom this year, including my teaching and classroom management strategies, participation as a member of staff and interactions with parents and students.

Karen Lamb

Teacher (Multiage) at Croxton School

Ph: 0412 005 827

Email: lamb.karen.a@edumail.vic.gov.au

Karen will be able to discuss my teaching, specifically planning and ICT skills, from a 5-week placement block I completed in her Multiage classroom in March 2014.

Mary-Ellen Robertson

Teacher (Y3-5) at Northern Bay College 3-5 Learning Community

Ph: 0408 105 077

Email: robertson.mary-ellen.m@edumail.vic.gov.au

Mary-Ellen will be able to discuss my teaching, especially, behavioural management, differentiation and ICT skills, from a 5-week placement block at her Grade 3-5 Class at Northern Bay in April 2013.