DON'T DELETE THIS IT IS YOUR ONLY COPY
Position is posted: https://jobs.lever.co/girlswhocode/aff497e3-d574-4003-b611-33c503253b21

To the Girls Who Code Hiring Team:

I love programming, because it teaches a systematic creative approach to problem-solving. I particularly love sharing this wonderful skill with other young women. As a programmer, scientist, and teacher this position seems to be an excellent combination of my best skills. As a scientist, I learned problem solving and computational skills early. For students considering tech in high school, I would love to introduce them to programming, with a focus on its applicability and usefulness to all disciplines. For example, I would love to use web scraping to help students learn a new way to interact (and process, filter, use to answer their own questions, etc.) with content on the Internet. Hopefully the experiences they have now will make them more confident to pursue programming in college or at least find it accessible when they see ways it can improve their life and work.

Because I transitioned to programming after college, I still acutely remember what it was like for me to learn to program. I remember needing my mentors to use real world examples. As I've honed my programming skills, I've noticed similarities in how I plan, write, and test programs and the design of scientific experiments. Drawing on these similarities, I've found I love teaching beginner programmers. I've taught Django at workshops (presenting and leading students through the Django Girl's blog tutorial) and Python for beginner and intermediate programmers (guiding students through freeform projects; suggestions included a manipulating a wall of colored tiles and writing a cheater for Scrabble). When I attended the Recurse Center, which can best be described as "a writers' retreat for programmers", I created a workshop about something I love, templating, and convinced a whole room full of programmers that LaTeX, a language they thought was "just for Physicists", could be used to make their presentations, websites, and yes, if they chose, their publications beautiful. I also mentor programmers individually in Python best practices (e.g. using git for version control, using print statements as a precursor to testing, etc.). In all these teaching experiences, I aim to give new programmers the power to break down and solve problems, using the tools they have now.

Before I began programming, I taught SAT writing as part of a low-cost SAT prep program hosted by MIT. Here, I honed the skills that now allow me to organize curriculum, manage a classroom of students, each of whom learn differently, and always be ready to point out the applications in whatever we are learning. I developed my own examples and exercises that would include all tested material and bring my students closer to the comfort in writing that I felt and manage a classroom where motivations varied from "my parents made me do this" to those of the first-generation college student who is set on making it. In my first semester of teaching, I often found myself altering my curriculum for the next week based on the response of my students the previous week. Eventually, I learned to offer different ways of engaging with the material and offering feedback.

I learned about the Girls Who Code summer immersion program through a former summer immersion instructor. She described the same excitement for her student's mastery that I have experienced in other settings. I'm excited to teach a curriculum focused on computer science basics that highlight their applications. I understand how much communication is necessary between organizers and instructors to keep everything running smoothly. I am excited to work with you to make a classroom experience in which difficult topics can be entertaining, engaging, and memorable.

Thank you for your time and I look forward to discussing how my to the Girls Who Code Summer Immersion Program.

Sincerely,

Veronica Hanus
402-319-4517
vehanus@gmail.com