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I am passionate about the education of children and young people. Learning empowers our children to set goals to achieve in life. My teaching and learning program is designed to fuel student's passions and teach them the skills, knowledge and understanding that will lead them to positively contribute to their own lives as well as the world they live in. Pedagogy that informs 'how I teach' include the TfEL, John Hattie's Visible Learning Program and SA Leaders and Teachers Resource which have guided my development, methodology and assessment as I identify the impact of my teaching on student learning outcomes. Feedback from line managers, teachers and parents has always been that students in my care have a clear understanding of the learning and behaviour expectations. This gives me the ability to build respectful relationships which focuses on students feeling safe to acquire the skills and knowledge to understand the world around them, leading them to impact the future in a positive way.

My Teaching and Learning

The Visible Learning Program developed by John Hattie has been an integral part of my professional development. As a result, I have identified pedagogy with the highest effect size and developed my own classroom materials to action these strategies, leading to a deep and successful learning experience for all students across the curriculum. By identifying those critical parts of lesson design, and its implementation, I developed a lesson proforma that supports teachers to incorporate visible learning into their own programs. The impact for students is they can clearly identify what they are learning (Learning intention), understand what success looks like (Success criteria), know where they are heading, how they are going and what their next step is. This also gives them control in how they learn (Metacognition) and allows them to systematically reflect on their progress (Self efficacy). The impact for teachers is they have access to a clear and succinct lesson plan that will optimize student learning. Teachers found this proforma supported them to identify the key elements of their learning program that lead to improved student learning outcomes. To accompany and support the program I have developed a website that takes teachers through the process step by step with additional resources. Students in my classroom have a clear understanding of their level of achievement as assessment tasks link directly to the success criteria. This identifies misconceptions requiring further instruction for the teacher or where the student is required to direct their focus or rework. To assist with this, I have also developed a learning cycle that students use to map their learning and understanding.

In Practice

I design programs that drive deep learning with the transference of knowledge, leading to students impacting their community in a positive way and driving a whole site culture. An example of this was when I used the 100th anniversary of World War One as a driver to develop a learning experience incorporating English, Maths, HASS, the General Capabilities and Cross-curriculum Priorities. Adding to the success of the learning experience was the authentic and real-world experiences which drove student enthusiasm and brought the learning to life; it took the learning beyond something 'we did' to 'something I know'. The learning experience led to students working together to plan and organise a new war memorial to be built in Bridgewater. Over 4 years the project involved the whole school, incorporating all classes and changing the culture of the school which still continues today. My teaching and learning from this program has been used by the Department for Education as a learning tool for other teachers <https://www.youtube.com/watch?v=u482O8zvA1A> www.youtube.com/watch?v=MeARInp0OvY which culminated in with me being a finalist in the South Australian Education Awards in 2014. I also developed a website to document the building of the memorial and the learning it immersed students in. The National Library of Australia has now requested access to the website to enable the archiving and provision for long-term use. Other whole school events and cultural changes I have been involved in include Reconciliation through lantern walk evenings, local Aboriginal focus days involving local Aboriginal elder talks as well as highlighting the role Aboriginal ANZACs played as well as managing whole school SALA events and R-5 STE(A)M program.

Behaviour Management

My behaviour management strategies are developed with the students, focusing on the well-being of others and how this directly relates to their ability to learn. Once the core values and behaviours have been identified I develop a process that encourages positive behaviour as well as give students the opportunity to self-manage unwanted behaviour and return to 'valued behaviours'. The program is set up to record behaviour, allowing students to reflect on their behaviour over the week and term. The program has been so successful other classes are now using the program.

Assessment and Feedback

For the past 3 years students in my classroom have used Seesaw to share their learning and understandings. This allows me to give real time feedback which is also shared with parents. Areas of improvement are clearly identifiable and link directly to the success criteria allowing parents to support their child more easily. As assessment information is recorded over the year progress can clearly monitored. Seesaw also allows for differentiation as students can record their understandings in different ways.