

Alana Dunn

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Referees

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Education

Bachelor of Education (Primary and Middle) (LBPM)
Area Specialisations:

- Health and Physical Education
- Studies in Society and Environment (SOSE)

Achievements

2020-2022: Students in my class successfully participated in a term-long fundraiser to design, create and sell business ideas to raise money for Adelaide Catholic Charities including Hutt Street Centre and Catherine House.

2019: Students in my Mathematics Extension Group received State Winning Entries in the PMA Powerful Learners: Mathematics and Numeracy Challenge.

2019: Facilitated a Science group to participate in the National Science Week, Clare and Gilbert Valleys Library Science Fair Competition with Merits and Honourable Mentions.

2017: Nominated for DECD Quality Teacher Awards.

2017: Selected for the quality of my teaching to be a part of the DECD Purpose Video.

2014—2019: My class was awarded First Place Nationally in the Upper Primary section of the Naturally Mathematical Challenge on separate occasions both in 2014 and 2015. When this competition no longer became available, I was able to implement successful class Naturally Mathematical Challenge with the support of Johnny Baker.

2014—2019: Student writing in my class has been highly commended in numerous regional competitions including the ABC North and West Local Stories Competition.

CV

Key Outcomes of Employment

2020-2023 St Paul's College 1.0
Classroom teacher—Year 5/6

Remote Learning: Commencing employment during remote learning, I was able to quickly and effectively use SEQTA to develop lesson plans, assess and record student learning and maintain communication with families. I continually provide adaptable, creative lessons within the Edmund Rice tradition.

Co-Education: As the college transitioned from an all-boys setting to co-education, I was able to support both girls and boys within my classroom throughout the numerous changes to the college.

Student Leadership: In late 2022, I took on SRC and facilitated meetings, fundraisers and other initiatives in conjunction with students. Students were able to commence a recycling program for commencement in 2023.

2019 Riverton Primary School 0.6 NIT
teacher – Science/Technology

Acting Principal Riverton Primary School: I was regularly designated as Teacher in Charge during principal absences and successfully undertook the Acting Principal role during a two-week absence in Week 9 and 10 of Term 3.

Site Improvement Work: I have lead aspects of schools SIP including Numeracy Resource Work including investigating and sourcing a range of teacher and student resources to improve numeracy teaching and learning.

Learning Sessions: I have delivered learning sessions for staff at a school and partnership level with a focus on Visible Learning, Differentiation as well as Mathematical Problematised Situations.

Mentoring: I have mentored student teachers and early career teachers with success. I am a part of a trusting professional culture which allows me to provide feedback that challenges other's ideas and practices.

Student Leadership: I coordinated and ran SRC. I have empowered student voice to help initiate and implement educational change. Through my leadership, student leaders have worked with the entire student body to adapt and promote our school values.

Premier's Be Active Challenge: As coordinator of this, I have registered and facilitated this challenge with a high participation rate of students in years 3-7.

2014 - 2018

Riverton Primary School 1.0

Classroom teacher - Year 6/7

Effective Pedagogy: Developed a deeper understanding of effective pedagogies and strategies to ensure all learners learn well. Over my time in this role I have continually adjusted my programming and pedagogy to differentiate for all students including high achievers.

Classroom Environments: Created safe and encouraging classroom environments. As verified by Cheryl Glenie, students with once challenging behaviours commenced and continued a positive behavioural trajectory through my guidance.

Visible Learning: Established students as Visible Learners with Growth Mindsets. Students have a bank of strategies to help them when they are stuck.

Site Improvement Work: Implementation of the Fountas and Pinnell Benchmark Assessment System into the Whole Site Literacy Agreement. Undertaken as a part of my PLC group, we trialed, adapted and embedded this system to assist when accurately identifying the instructional and independent reading levels of students.

Transition: I have consistently collaborated with the local High School around transition. I have also organised and ran partnership transition days including additional support for students with special needs.

2012 - 2013

Riverton and District High School

Contract and TRT - Years 8-12

Professional Development

2022

Real Schools—Restorative Classroom, Strong Classroom: I am able to successfully lead restorative conversations which provides students with an opportunity to take accountability of their actions and seek ways to rebuild relationships.

2021:

Positive Education: I was able to develop my understanding of Positive Education and implement Character Strengths into my classroom environment. Students are able to identify, recall and discuss their own character strengths as well as others.

2019

Aspiring Leaders Program: I have begun this Professional Development through a range of programs designed to support staff aspiring to leadership and build their capability to drive improvement.

Mentor Lead: Train the Trainer: I have attended a 2-day train the trainer mentor professional learning program to enhance the experience of our early career teachers.

Orbis Numeracy: With a focus on Numeracy Leadership, this Professional Development covered many aspects of the teaching and learning of mathematics. I undertook research and presented the following inquiry; *How is continual praise for intelligence detrimental to student learning in mathematics?*

NAPLAN Online Coordinator Training: From this training I was able to successfully organise and manage the smooth running of the 2019 NAPLAN Online, including the training of Test Administrators.

Interoception: Through interoception training and ongoing discussions, I have begun effectively implementing interoception strategies within the classroom.

2018

Understanding Poverty Workshop: The Understanding Poverty Workshop provided insight into the hidden rules within economic classes.

2017

The Common Approach: The Common Approach is a prevention-focused way of working to have quality conversations with young people and their families about all aspects of their wellbeing.

Play is the Way: I am able to effectively teach social and emotional skills using guided play, classroom activities and an empowering language.

2015 –2019

Visible Learning: This ongoing Professional Development program has allowed me to explore, trial and effectively implement the principles of Visible Learning and Teaching on a class and school level.

2014-2019

Ongoing Autism Training: I have undertaken numerous Autism trainings to further develop strategies for students on the spectrum. I have worked alongside students to develop their understanding of Autism.

2014

Ann Baker – Mathematician in Residence: This 3-day training provided insight into a variety of practical ideas, backed by research. I successfully implemented mathematical strategies, activities and problematized situations as a part of structured