

HANNAH JAYNE POWER

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SUMMARY

Early career high school teacher committed to a high standard of evidence-backed, self-reflective pedagogy. Applies knowledge of educational and motivational psychology to help each student personally connect the relevance of their studies to their own life and develop metacognitive strategies that will help them to succeed in school and beyond. Specialises in English and History, but draws on a constantly expanding base of knowledge and skills in humanities and social sciences to develop coherent, content-rich units of study with explicit learning outcomes for students to follow from formative activities through developmental feedback to final assessment, delivered in a variety of modes of engagement according to a student-centred approach of socratic guidance towards discovery and understanding.

HIGHLIGHTS

- Experienced and enthusiastic in teaching via project-based learning and individual student-directed inquiry
- Always looking to collaborate in the development and implementation of innovative interdisciplinary projects
- Adept at recognising, challenging and supporting all students in engaging in higher-order thinking
- Designs adaptable unit plans with clear learning objectives which inform every stage and avenue of learning
- Consistently ensures that all content, activities and assessment are effectively aligned with those objectives
- Conscientious approach to ensuring that lesson time is always as purposeful and productive as possible
- Thoughtfully implements a constantly expanding repertoire of high-quality digital and physical resources
- Highly versatile instructor, with constant enthusiasm and rapid turnaround for synthesising complex material

EXPERIENCE

English and Community Studies Teacher | Open Access College | April 2018 – December 2018

- Developed and delivered effective learning plans and activities according to the 'flipped learning' model
- Supported students by providing several personalised tutorial and feedback video recordings
- Refocused a task in such a way that many underperforming students achieved a very high standard of work
- Scaffolded higher-order thinking by building key questions of increasing complexity into learning sequences

Temporary Relief Teacher | Le Fevre High School | February 2018 – April 2018

Pre-Service Teacher | Brighton Secondary School | July 2017 – September 2017

- Supported students to complete highly independent projects in school's advanced 'Think Bright' program
- Improved set units of study by aligning new activities and materials to more explicit learning objectives
- Coordinated with the school's leading-edge digital learning team to develop 'flipped' online learning activities
- Volunteered to help coach and support two of the school's high-performing debate teams

Pre-Service Teacher | Seymour College | May 2017 – June 2017

Volunteer Teaching Assistant | Wirreanda High School | March 2016 – July 2016

EDUCATION

University of Adelaide | Adelaide, SA

Double Bachelor of Arts and Education — 2011 – 2017

Majored in English and History.

REFERENCES

Katie Piper | English Teacher at Open Access College | 8309-3538

Jack Egan | English/Media Teacher at Brighton Secondary School | 0404-309-996