

CAREER ENTRY DEVELOPMENT PROFILE (CEDP)

What are my strengths, abilities, achievements?

I exhibit good classroom management, exercising discipline and asserting authority in a balanced manner, which helps to create a sustainable and focused learning environment. It is apparent that the relationship between myself as teacher and the students is one marked with respect and kindness. I am a principled co-worker who focuses on professionalism, consistency and am amicable, adaptable and a highly energetic team player. I enjoy teacher to teacher collaboration and manifesting cross curricular aspects within a scheme of learning wherever possible. I remain open to constant changes within school as well as broader society and participate in many extracurricular activities in order to keep up cultivating tailored means of learning and managing for students who face various struggles. I am good at keeping this approach subject-relevant, ensuring it serves their academic learning in accordance to learning specifications while benefiting the student's personal development and life skills. My questioning strategies underpin Bloom's Taxonomy to ensure a higher and lower order approach of inclusion when assessing students' comprehension and abilities. I am able to strike up engagement from students that would usually be withdrawn and I can read a class's and individual students' needs accurately. I give meaningful and continuous feedback and am good at treating assessment as a standard ongoing practice as part of lessons, encouraging students to 'compete with themselves' as well as knowing when to defer evaluation based on current moods of students. My feedback is always balanced with use of the *medal & mission* model. I can give explicit instruction as well as allow students to find their own way. I make interesting, relevant and contemporary selections when creating learning content and I apply my artist identity whilst maintaining a student centred approach.

Things to be improved on as an NQT

As an NQT, some content areas that I intend to work to improve on include graphic design along with more of an emphasis on a variety of textile use. I set out to exercise caution when developing schemes/programmes, ensuring they are not too ambitious in terms of time as well as level of students' conceptual comprehension. I must always consider whether students understand *why* they are carrying out tasks/techniques in addition to knowing or developing *what* they are doing/producing. In some instances, it would be beneficial to place greater emphasis on 'written examination', especially in terms of LC. Homework and flipped classroom approaches may not always be workable, so I should remain flexible and continue to be creative with differentiated approaches for inclusive and stable learning. In terms of Visual Studies (previously 'History of Art'), since this curriculum is in the midst of new development, I must continue to keep up to date with resources and appropriate means of support such as the Professional Development Service for Teachers and the Continuing Professional Development online provisions which are of great value considering post-primary visual art syllabus changes. The current Appreciation section of the LC exam along with the four compulsory sections (*Theory and thinking – Process and Media – Art as Social Commentator – Art and the Environment*) of the current VS curriculum should be utilised to manage course content and learning. I should continue to ensure any professional documentation is fulfilled and planning is executed in a way that is in accordance with the school's policies and is measurable to external inspectors regarding school evaluation, etc.