

Amy Johnstone

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Dear xxxxx,

I am a dedicated, conscientious, hardworking individual with a genuine passion for education. I create a stimulating and supportive environment that encourages and promotes the physical, creative, social, intellectual and emotional development of children. I am flexible and adaptable to change within a dynamic environment and challenge each student at a level suitable to their potential. I strive to ensure all children under my care find success by providing them with the appropriate tools to realize their potential. I am confident my skills, experience and enthusiasm would be an asset to your school.

Through the past twelve years, I have been a full time educator in a variety of roles including classroom teacher, mentor teacher, leading teacher, a teacher in a multi-grade, multi-ability, modified classroom, resource teacher and special education teacher. As I firmly believe learning to be a lifelong endeavour, I have recently completed a Master's degree in Special Education.

Presently, I am a full time special education teacher at James Cameron School; a school for children with learning disabilities. I teach grades 4-6, with adaptations to support each child and their specific challenges. I aim to create a safe learning environment where children feel secure and are able to take responsibility for their learning. Many of the children who attend the school have had negative classroom experiences, leading to a decreased self-belief and thus it is essential that I nurture each individual through strong relationships, ensuring they begin to see themselves as successful learners once again. My responsibilities further include the creation, implementation and evaluation of individual education plans for each student in the school. This entails regular collaboration with other classroom teachers to ensure the child's needs are being met as well as frequent communication with parents as partners in their child's education and well-being. As a member of the Special Education External Review committee, I am active in analysing student files and current supports, communicating with staff, students and parents regarding the students' needs as well as maintain an ongoing professional dialogue with outside agencies to ensure each child is receiving and benefitting from special education services both within the school and from external supports.

Prior to this position, I was the Resource Teacher at York House Junior School in Vancouver. My main responsibilities included writing and implementing Individual Education Plans, supporting pupils with various learning needs to successfully access the curriculum at their personal level and individual learning style. Through regular progress reports, I communicated detailed descriptions of the adaptations provided for each child including what has been effective and/or ineffective for increasing confidence, success and motivation. I also provided assistance to teachers in the re-framing of their report card comments to indicate pupil success, knowledge and understanding at individual levels, in line with the required adaptations or modifications as outlined in the IEPs. Through the identification of personal learning styles, I facilitated pupils in understanding how they learn, leading to increased confidence and greater academic success. Additionally, I shared this information with parents and provided resources for support at home. Through interpreting current lesson and unit planning, I established opportunities for differentiation by content, process and product; collaboration with teachers in planning has led to increased pupil engagement in their learning. With a goal of moving away from a teacher centred learning environment to one that is

more student focused, I introduced many strategies that assisted students in becoming independent, confident and self-advocating learners.

Additionally, I was employed as a full time teacher at a special education school in Coquitlam. My class consisted of 9 pupils with varying degrees of learning challenges including Autism, Attention Deficit/Hyperactivity Disorder, Global Developmental Delay and Fetal Alcohol Syndrome. I implemented a differentiated curriculum, modified to ensure each child achieved success and reached their full and unique potential. Key to my teaching was emotional and social intelligence, ensuring the whole child was developed. I wrote detailed and specific IEPs for each child and remained in close contact with parents to ensure they fully understood the individual plan for their child and how they could support learning at home.

Technology is an integral part of my teaching. The lessons I create have inspired the pupils to take responsibility for their own learning as well as providing exemplar lessons for other members of the teaching staff. A key aspect of my teaching philosophy is the need to understand each child's personal learning style and ensure material is presented to them in a way that will guarantee success. Experiencing this success assists in fostering a lifelong love of learning and builds self-belief, essential in developing the whole child. I believe that all children have the ability to learn and it is the role of the teacher to find the best way for each child to access the skills necessary to succeed in life. I also believe that the role of a teacher extends beyond academics. Children under my care learn the importance of a well-rounded lifestyle and are able to show compassion and empathy for others.

Thank you in advance for your consideration.

Sincerely,

Amy Johnstone