Specialising in Computer Science, with its continuously evolving curriculum, a passion for learning is essential to remain successful. As an educator I am very much a believer that the teacher should facilitate and not lead learning. The focus should not be on knowledge acquisition, but original knowledge constructs. Holistically developing student skills, such as inquiry, critical analysis, as well as reflection and critiquing, develops more efficient, independent life long learners. Another passion is integrating technology throughout a curriculum. This not only creates new learning opportunities but solves problems, breaks down barriers, and enhances pedagogy. In recent years I have begun to support both struggling teachers, as well as those requiring formal qualifications, allowing me to further develop my coaching skills in a more universal context.

To date, I have gained an excellent and varied range of experiences. These include motivating and supporting low achieving and EBD students in KS4 (K9,10) as a learning support assistant before my PGCE (teaching qualification), to training in a highly selective school and then working in an international school. All of the schools I have formally worked at, even Dixons City Academy in the UK, have had predominantly EAL students. Speaking at conferences has also been an enjoyable experience, these include several in London, Manchester, Doha and most recently the IB Global Conference in Abu Dhabi.

At Dixons City Academy my position as Technology Innovations Coordinator gave me a vast array of opportunities both within and outside of the Academy. Along with the Vice Principal of Learning Innovations, I was a leading figure in the Academy's national research of implementing a 1:1 tablet model, providing over 1000 students with their own Nexus 7 tablet. This opportunity allowed me to deliver various workshops around the UK, attend a CPD session at Google HQ in London, present to the Academy's Governors and parents, run Digital Identity and E-Safety assemblies and provide staff training. This also allowed me to be involved in national research (for formally Tablet for Schools). Though possibly the most valuable experiences were how to and not to approach, manage and maintain a mass 1:1 device rollout from a learning, student, parent, staff and logistical prospective.

My position at Qatar Academy Doha (QA) was a Technology Integration Facilitator across the middle and high school. Here I supported staff and students with technology integration to both enhance learning and cover aspects of digital literacy throughout the curriculum. With QA already having a fully integrated 1:1 Macbook and Chromebook model, this role had me responsible for promoting holistic learning, creating cross-curricular links via coaching teachers and students to enhance learning through technological integration. The post also allowed me to further develop my public speaking. This was my first direct experience of the IB PYP, MYP and Diploma programmes, broadening my horizons on global learning models. I also taught programming to the talented PYP students and took some of the more advanced ITGS Diploma classes.

Currently in my fifth year at the at The English College in Prague (ECP), I have accumulated several positions: the Leader of E-Learning, Teacher Support and training as well as Head of Computer Science. Prior to my arrival, the school delivered ICT at IGCSE (level 2), with no level 3, nor Computer Science curricula. Through pre-planning I wrote and introduced an entire level 1, level 2 IGCSE (phasing out IGCSE ICT) and level 3 IB Diploma Computer Science curriculum, all starting in my first year. Computer Science has been at the forefront of the school's exciting move away from IGCSEs, to a more rigorous pre-IB, level 2 programme. The success of Computer Science has been excellent in both student uptake and academic attainment. Notably, my first ECP cohort to graduate the Diploma Computer Science averaged a 5.2, 1.44 levels above the global mean, the following class 1.66 above the global mean and last being the first higher level cohort had a mean of 1.4 levels above the global mean. The first two cohorts had no prior Computer Science background. Both mine and the Physics department collaborate a lot together, where we support the coding element of their electronics/maker space learning by allowing students to create physical electronic products and code their micro processors as apart of their annual Computer Science open projects (on project a year is completely open). Several students have qualified for Oxbridge interviews in Computer Science during my time at ECP. My arrival also led to the school formally introducing Google Apps for

Education, making the role of the Leader of E-Learning pivotal. For this I work closely with the Senior Deputy Head (Director of Studies) and Assistant Head of Teaching and Learning. The first year consisted of training staff and lower school students in using Google Apps and identifying opportunities for both learning and infrastructural improvements, from which I wrote a scope and sequence. At the start of the second I created and introduced a bespoke Intranet for both staff and students, with a potential future plan to expand this for parents. This has become the integral medium of sharing and communicating within the school. The Intranet has notably allowed ECP to move away from physical notice boards and to digital bulletins, calendars, student information, key documents etc… 2017-18 saw the introduction of a trial bring your own device (BYOD) model in year 1, integrating the Czech digital literacy curriculum holistically throughout all subjects. This has now been successfully expanded to the entire school. The ICT skills integrations allows us to maintain the academic rigour and engagement in Computer Science lessons, while covering basic digital literacy skills throughout all subjects and year groups (as appose to discrete ICT lessons). 2018-19 also saw me take on the Teacher Support and training role: supporting teachers struggling in teaching and learning, learning management, workload; as well as coordinating one through external qualifications, such as the UK's Qualified Teacher Status (QTS). This year we also have a Newly Qualified Teacher (NQT), of whom I am mentoring through the programme.

Being apart of various staff development groups has been particularly rewarding. These include the behaviour development group at DCA, house implementation at QA, teaching and learning, as well as performance management at ECP, as well as taking a leading role in staff groups in technology innovations at both DCA and ECP too. Developing technological solutions to aid learning and teaching, assessment and productivity is a keen interest. I developed the Student Dashboard at DCA (2012), which is a web-based program allowing students and teachers to keep all of their grades, feedback and action plans in one place, as well as view class bulletins, write notes, peer assess and instantly update knowledge audits. I also developed and implemented DCA's Behaviour Support Logger. At QA I developed various bespoke Google Apps add-ons, including automated pastoral tracking forms. As well as the previously mentioned Intranet, at ECP I have developed an interactive staff panner and mark book to which all staff use in our paperless model. Teaching the IB Diploma Computer Science's Internal Assessments has presented me with the opportunity to support students with an exciting array of solutions, recently including a data driven ECP Art Exhibition website, exam generator, student council management system, restaurant point of sale system, web based international cosmetics salon information management system as well as a dynamically driven Android app for city motorists.

Pastorally I have also gained a range of experiences. Being responsible for managing the DCA's Drugs Peer Education scheme involved collaborating with external bodies to manage between 30 and 40 upper school students (year 12, K11), enabling them to develop skills to plan and deliver a series of fun and high impact lessons to a series of lower school classes. As a form tutor I have been responsible for tutees of varying ages, nationalities, religions and backgrounds, including working with upper school Diploma students and supporting them through elements of their CORE.

Being a former national youth swimmer, the opportunity to coach the varsity swim team at QA was excellent, one of which went onto compete in the Rio 2016 Olympics and another win a medal at the Asian Games. Swimming is also my main driver for fitness, training several times a week as apart of a masters club in Prague. Socially, I enjoy playing football, as well as trying any new sport. Another hobby of mine is creating software solutions, mostly web and phone applications.

Data is an important aspect of my classroom. I believe it is vital for students to be fully involved in setting their own targets and mapping their progression, and if required, developing personalised support. Both formative and summative data enables me to set differentiated seating plans, structure group work and establish effective peer led learning. Utilising technology to enhance high impact AfL in recording formative data within a lesson, allows me to react and immediately adapt in with intervention strategies.