




ZARA MCGUINN

BACHELOR OF TEACHING (PRIMARY)

CONTACT

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EDUCATION

2017-2019

Bachelor of Teaching (Primary)
Waikato University
New Zealand

2013-2016

Cambridge High School
Cambridge, New Zealand

2012-2013

Mount Maunganui College
Tauranga, New Zealand

My Teaching Philosophy

I strongly believe in providing a nurturing and safe environment in the classroom, where children can advocate for their own learning. It is essential to create a setting that is effective and allows them to take risks and challenge themselves. I believe in encouraging students to explore and grow in their learning and to be there for guidance every step of the way. Enforcing positive relationships that encourage students to have a growth mindset sets up a powerful and effective classroom culture.

My main focus as a beginning teacher is to really get to know my students as individuals and gain knowledge about their cultural background. Understanding students cultural identity gives me an insight on what their life is like out of school, gaining this knowledge gives me the chance to incorporate and celebrate the diversity that each student brings to the classroom. I enjoy learning about students interests and passions and then incorporating them into learning.

A key competency that I can relate to in my teaching philosophy is 'Ako', I think it is important to allow students to take control of their learning and be self driven to success. I believe in giving students the chance to lead their own learning and for myself as teacher to transform into a facilitator rather than an instructor.

I aim to provide a collaborative learning space that will improve the value of our learning, I believe that working as a team in the classroom has it's positive effects on students. Providing a chance for students to learn off each other and build an understanding on others perspectives allows students to get an insight on others thoughts.

During my first year of Teaching I gained alot of knowledge around postivie reinformentcs through the Incredible Years programme. I value the belief that using positive reinforcements within the classroom will enrich the respect, trust and integrity towards each other in the classroom setting.

Skills, Strengths & Interests

Flexibility is essential to the modern teacher and learning environment. While it is good for students to have structure in their school life, flexibility opens up opportunities to use different strategies and ways to make learning creative. I strongly believe in flexible grouping, this allows students to learn from each other and discover how other students who are sitting at a higher or lower level than them are thinking and what perspectives they have around their learning.

I thoroughly enjoy teaching the arts, incorporating the arts in the classroom as many ways possible is a goal for myself as a teacher. I have taken a Te Reo Māori paper in my first and second year at University, this taught me ways to incorporate the language into the classroom culture. I am willing to continue my learning around Te Reo Māori and help my students with their knowledge around the language along the way. Throughout my journey to becoming a teacher I learnt that reflecting on my practice and evaluating my teaching improves my impact on the students learning.

Numeracy Focus

Teaching numeracy to the students allows them to develop the ability to think creatively, critically, strategically, and logically. During maths, I hope to create a space where students can open up and express their strategies with one another. Using materials to guide students through their learning, I believe is an essential learning tool.



Literacy Focus

Through literacy learning students learn to make meaning of ideas or information they receive and also create meaning for themselves or others. During literacy, I hope to provide an effective learning space that provides students with the skills and understanding on how to effectively make use of their oral, visual and written language.



Professional Experience

2020- Karapiro School (Teaching position)

Year 3 & 4's

1 year full time

2019- Goodwood School (Practicum)

Year 3 & 4's

8 weeks

2018- Berkley Normal Middle School (Practicum)

Year 7 & 8's

6 weeks

2017- Tamahere Model Country School (Practicum)

Year 2's

3 weeks

Work Experience

2014-2017: Countdown Cambridge Pharmacy

- Customer service
- Money handling

2017- 2019: Nannying:

This role allows me to develop strong relationships with children and Whānau, my duties range from assisting with homework, taking the children to sports/school activities and basic household chores.

(Personal reference available upon request)

2020-present: Full Time Primary Teacher

Karapiro School (Single cell classroom)

Referees

Tina-Maree Thatcher

Principal at Karapiro School

0277771708

principal@karapiro.school.nz

Zara is a dedicated and conscientious beginning teacher who will thrive in any school environment because she displays maturity, empathy and compassion. Through her Incredible Years training this year, Zara has learned a range of strategies to implement in her classroom, where she has been creating a vibrant learning environment for a diverse range of students in the Year 3 – Year 6 levels. Zara has a knack for designing assessment activities that allow her to tailor her planning and teaching to meet the needs of her students, with a focus on target students. She works collaboratively with our school team to design and create engaging learning opportunities, including working effectively in our Google Classroom during Covid-19.

Cheryl Naylor

Mentor Teacher at Karapiro School

Cambridge

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Zara is a conscientious, enthusiastic and confident teacher who builds strong connections with students within her class, and across the school. She has a mature and calm disposition and this, along with her learning from her Incredible Years training, creates a nurturing, learner-focused environment in her classroom. She takes time to fully understand what she is going to be teaching, and challenges herself to find interesting and engaging learning opportunities for her learners. Zara is able to plan for the diverse needs in her room, including ways to differentiate learning, and to accelerate her priority learners.

