

SIMRAN GOSH



Recognized as an accomplished educationalist with comprehensive blend of hands-on professional and academic experience of 11+ years. A consummate academician who is passionate about the potential and impact of early education on a child's mind. An innovative teacher devoted to education and learning, with experience teaching at the Primary and Mid School levels. My strength lies in her commitment towards helping young students develop and realize their full potential, not only in studies but also personally. Strong philosophy of teaching, and knowledge in different methods to motivate students to develop their expertise in specific areas. Dedicated partner to the school programs and outreach events that help promote learning and support the student community. Currently, I am pursuing professional training to takeover new challenges as the coordinator.

Personal Data

Phone

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Location

Muscat, Oman

Core Competencies

- Curriculum Development
- Learning Experience Design
- Instructional Methodologies
- Knowledge Management
- Quality Improvement
- Student Evaluation
- Academic Leadership
- Problem Solving Capabilities
- Assist And Support Students
- Student Interventions
- Behavioral Corrections
- Training Strategy
- Training Needs Analysis
- Training Delivery
- White Board Teaching
- PowerPoint Presentation

Scope Of Work

TEACHING: Teaching activities include classroom instruction, directing projects, assisting with student research and internships. Classroom instructions include lectures, seminars and courses. I mentor and advise students on their development, including choices relating to academic programs, research projects and career directions. Participate in the development, design and revision of curriculum offered.

RESEARCH / SCHOLARLY WORK: Scholarly research in the area of teaching characterized by distinction as evidenced by significant contributions to the field.

Work Experience

- Since Oct 2015
Faculty Member
Gen-Z Private School - Muscat, Oman - Grades: III & IV
- Sep 2014 – Mar 2015
Faculty Member
Benhouse Muscat, Oman - Grades: VII & VIII
- Jun 2013 – Jun 2014
Coordinator
Benhouse Newlands Lahore, Pakistan - Grades: VI, VII & VIII
- Aug 2011 – May 2013
Faculty Member
Benhouse Newlands Lahore, Pakistan - Grades: III & VI
- Mar 2001 – Aug 2001
Faculty Member
AMPS Lahore, Pakistan - Grades: IV, V, VI, VII & VIII
- Aug 2000 – Jun 2001
Faculty Member
AMPS Alma Lahore, Pakistan - Grades: VIII
- May 1992 – Jul 1996
Coordinator Girls Society, UET, Lahore, Pakistan

Education

- **2009** - Master of Arts (English) - University of the Punjab, Lahore, Pakistan.
- **2007** - Bachelor of Education - Preston University, Lahore, Pakistan.
- **1996** - Bachelor of Science - University of Engineering & Technology, Mechanical Engineering) Lahore, Pakistan.
- **1990** - Intermediate of Science, Lahore College for Women, Lahore, Pakistan.
- **1998** - Matriculation, Convent of St. Joseph, Lahore, Pakistan.

AFFILIATIONS

- | | | |
|-------------|---|---------------------------------------|
| Since 1996 | - | Member – Pakistan Engineering Council |
| 1998 | - | Vice President – Rotary Club |
| 1992 – 1996 | - | Coordinator – Girls Society |

TEACHING PHILOSOPHY

As a teacher, my first priority is to develop a bond – an environment of respect, care and frankness – among all the participants. During the first session, I offer some icebreaking fun activities, and present myself as a facilitator of learning among my students. I give signals that convey to the students that I care about their success, and would be providing them with a stress-free learning environment throughout the academic year. I strive to inculcate the culture and the need to focus on understanding fundamentals and basics. With this instilled in my students, I pave way for better learning, and good grades. Though the curriculum provides details about the minimum requirements for a successful completion, I give them the opportunity to clarify any misunderstandings during the first class.

When I am teaching, my primary objective is to invoke students' suspense and quest for learning, so I ask questions and have them ask questions as well. It is my responsibility, as a teacher / facilitator, to clarify any confusion students might have. I do so by discussing real-world examples. At the start of each class, I bring in case studies or I show students a visual aid of a recent story which is related to that day's topic.

As opposed to the hierarchical settings between students and teachers in the past, I believe that my role as a teacher is like a discussant or a facilitator. Hence, I do expect to be questioned, corrected, or even criticized by the students. When this happens, I take it positively as a sign of students' engagement and better understanding.

During my teaching assignment, I constantly analyze myself, and seek the feedback from my students and colleagues on how to improve my practice. Above all, I consider teaching as the best opportunity for my own learning!

SIGNIFICANT CONTRIBUTIONS

Curriculum Rework and Fine Tuning:-

- Proactively took up the responsibility of streamlining the existing curriculum, making it more user friendly, by bringing in a more uniformed semester plan enforcing consistency and improved standards of teaching.
- Designed, initiated and implemented refined English supplementary and grammar aids and guides to build a strong foundation of the English Language. Created simpler modules and worksheet booklets for bilingual students.
- Introduced innovative assessment methodologies to assess the impact of the above mentioned initiatives, paving way for further refinement.
- Mirrored the Cambridge Assessments system to incorporate a higher level of thinking in the students.
- Brought in the Pakistan curriculum into the IGCE students base, discovering ways to train students into independent learning.
- Introduced self-compiled visual dictionary for subject-specific vocabulary and visual cues to support written text.
- Designed a special homework and classwork format ensuring my students don't feel overwhelmed by quantity of work.
- Facilitated tutorials to engage my student in letter / word games that encouraged phoneme blending.

Digital Teaching:-

- Introduced digital learning and presentations based classroom teaching.
- Formulated, implemented and executed periodical language based quizzes and spell-bees as a part of the core academic offerings, aiding in segmenting and helping students weak in spellings and helping them evolve.
- Provided students and parents from cross cultural backgrounds, the access to use ICT through class Dojo.
- Use alternative means of recording such as dictaphones and laptops

Success Ratio:-

- Hold the credit of maintaining maximum attendance, positive parental feedback and highest number of outstanding students within the scope of my subjects.
- Appreciation from the administration as a result of making a difference in the students learning areas in speaking reading and writing.
- Trained students for public speaking, presenting, conducting plays. Making students independent in organizing and presenting plays, skits and poetry competitions that were highly appreciated by the parents due to which student strength has increased over the years .

Exposure handling special kids:-

- Recognized for identifying students with special needs, and those who are at a slower pace at learning, and provide needed counselling and encouragement to keep them moving forward. Created differentiated books and worksheets strategically designed to make learning more fun and easier.
- Due to successful impact of the remedial programs more special students are being taken care of .
- I have also worked in collaboration with Senco teachers. Guiding them to apply strategies and handle the students with special care and understanding.
- Conducted an interschool workshop on remedial classes to learn how to address learner diversity and behaviour and adequate resourcing.

CONTINUOUS KNOWLEDGE UPGRADE (Trainings Attended)

- Spelt Conference - Lahore Alma - Teaching Strategies, Classroom Management, Differentiated Teaching Methods
- Multiple Conferences - Lahore Alma - Professional Development Workshops on Classrooms Mgmt. & Lesson Planning
- IELTS Workshop – LACAS - IELTS Special workshop for language Teachers.
- Reflections Workshop – LACAS - Workshop on Reflection (Evaluation of Lesson Plans)
- Evaluation & Teaching – LACAS - Workshop on Teaching & Evaluation Strategies
- Multiple Workshops - IISS
 - Assessments & Grading Student's Performance
 - Coordinator – Teacher Counseling
 - Coordinator – Student Counseling.
 - Section Management – as a Section Head
- Multiple Workshops – BSS - Newlands - Trainer's General Skills Improvement:
 - Induction Course (Introductory course of lesson planning, teaching strategies).
 - TFC - Teachers Foundation Course (Lesson Planning, Classroom Management, Extension Hours).
 - Workshop - Planning remedial lessons during extension hours.
 - Workshop - Maintaining attendance registers.
 - Workshop – Book, Registers and Copies Grading.
 - Workshop - Beans (Software of BSS, entering marks and result making).
 - Workshop - usage of computer hardware (printer, scanner, microscope).
 - Workshop on usage of Power Point presentation.
 - Workshop on integration of ICT in Lesson Plans.
 - Interactive Teaching Strategies (Learn to create beneficial learning environments that stimulates student / trainee enjoyment and engagement, working towards achieving group and individual learning objectives. Ensure that learning is taking place in all your lessons for students / trainees of all ability levels.
 - Workshop on Prezi.
 - Workshop on activity based Lesson Plans.
 - Workshop on Teacher's role as a facilitator
- Student / Trainee Skills Analysis:
 - Workshop on Student / Trainee skills analysis
 - SWOT Analysis of trainees – Strength, Weaknesses, Opportunities and Threats
 - SIP – School Improvement Plan – Based on the SWOT Analysis –
 - Understanding strengths and weaknesses as a school and identify an effective action plan to drive improvement and outcomes. Learn how to self-assess and how to transform this knowledge into an empowered plan based on team and individual objectives.
 - Workshop on conduction of Informed and Uninformed Assessments.
 - Formative and Summative Assessments (Understanding the minefield that is formative and summative assessment and move to classroom assessment that impacts on raising standards. This workshop shows how to design a range of assessments that will collect on - going evidence of how students/trainees are approaching, processing and completing tasks).