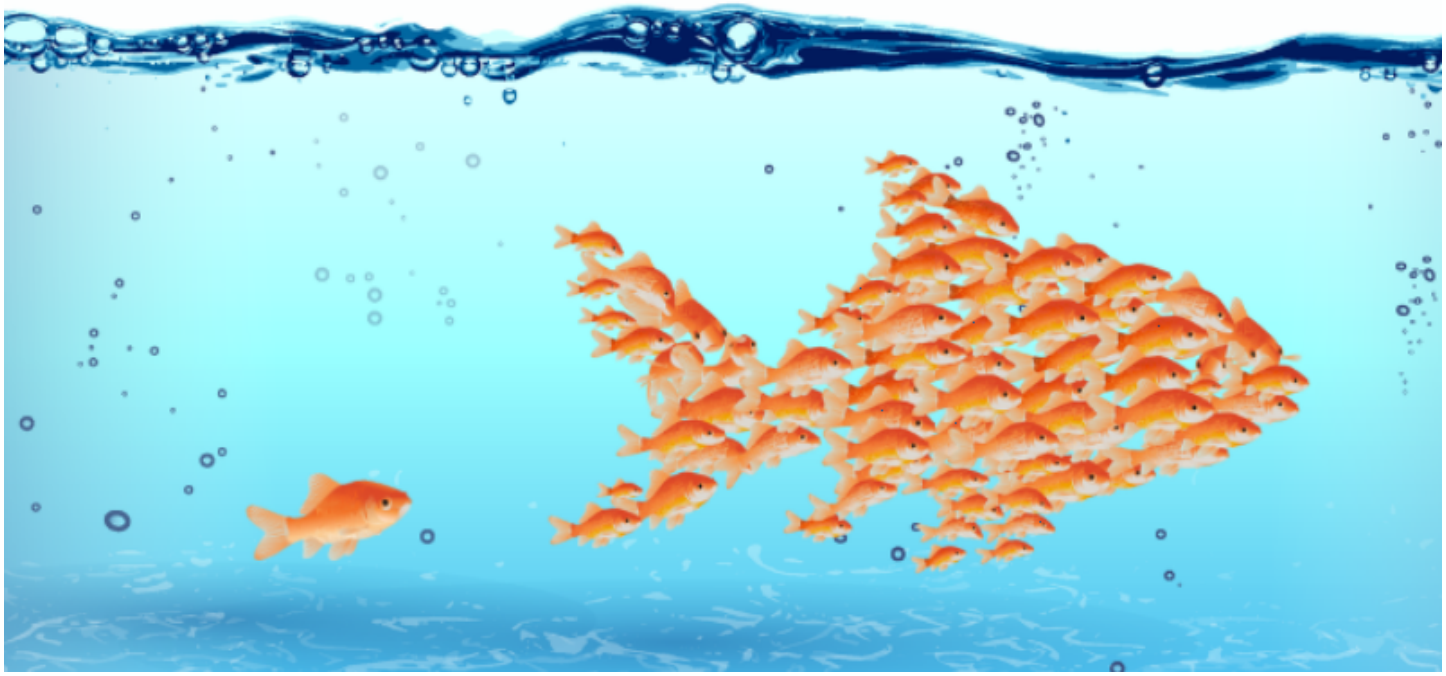
Meet the Growth Team



Meet the 2025 team

The school year is off and racing and so are we. The Growth Team at the SSTUWA are here to help support new educators as you launch your teaching career. The 2025 Growth Team (pictured below) is made up of Growth Team coordinator Chloe Hosking and Growth Team interns Ellie Aldred and Simon Joachim. You might have already bumped into us at a graduate module, during university orientation, or on one of our school visits. As well as the many benefits of union membership available to all SSTUWA members, the Growth Team provides additional support to early career teachers.



Growth Team 2025: Growth Team coordinator Chloe Hosking (pictured left) and Growth Team interns Ellie Aldred (pictured right) and Simon Joachim (pictured middle).

Stay in the loop

Every month, we send out the New Educator Network eNews, covering everything from teaching tips to union updates. Plus, join our private Facebook group: New Educator Network – WA here. You'll be part of a network of over 1,000 early career teachers, and have professional and industrial advice – as well as teaching memes – delivered straight to your socials feed.

Get involved

We also help facilitate new educators to become more involved in the SSTUWA. Whether it's joining a committee, participating in the State Council Guest Program, or coming along to an online or in-person event or training, there's something for everyone. Keep an eye on the NEN eNews for upcoming opportunities.

We'd love to visit!

Fancy a chat over morning tea, lunch or even a quick catch-up before school? The Growth Team is always ready to swing by with loads of info, resources and even some merch. If you have new educators at your school, give us a shout at neweducator@sstuwa.org.au to arrange a visit.

We're excited to be part of your teaching journey and look forward to helping you thrive. Reach out!



By Chloe Hosking
Growth Team coordinator

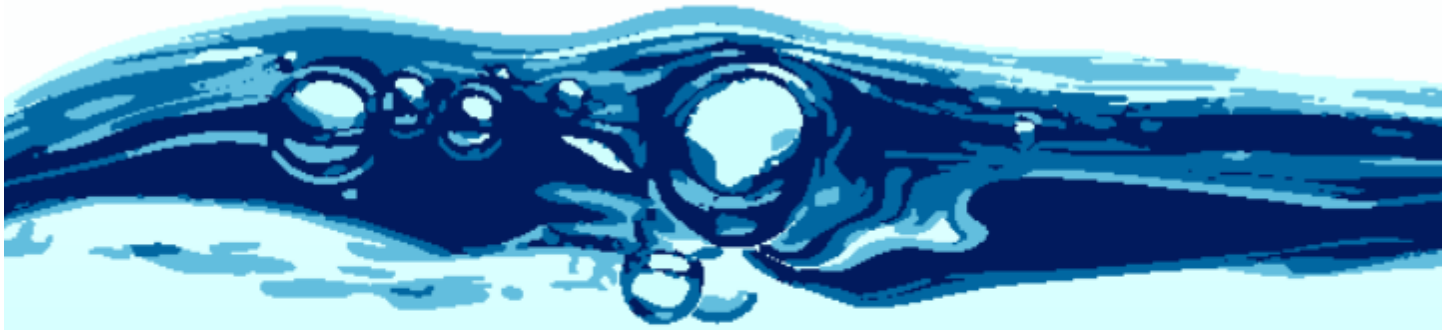
Teaching tip

Develop constant, predictable routines

Keeping routines predictable reduces cognitive load, allowing more time for learning rather than repeating instructions.

Consistently practicing and reinforcing routines helps students know what to expect, making transitions smoother and minimising disruptions. This investment leads to a more orderly and calm classroom environment, where both teachers and students can focus on teaching and learning instead of managing





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Set goals!

Authorised by Sally Dennis, General Secretary, The State School Teachers' Union of W.A.
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