# ATEM DOROTHY NSWANI

Yaoundé Cameroon • (237) 675-657-847 • dorotynswani@gmail.com•

#### **ELEMENTARY SCHOOL TEACHER**

Dedicated and dynamic elementary school teacher with a strong track record of fostering student creativity and enhanced learning. Natural communicator with an interactive, motivational, and "handson" instructional style designed to make learning fun. Differentiate instruction to meeting students' individual needs.

### **Skills**

Curriculum Development & Implementation | Lesson Plans & Student Assessments | Problem Solving & Conflict Resolution | Daily Spiritual Teachings & Moments of Prayer | Positive Reinforcement & Behavior Modification

# **Experience**

# Holy Infant Primary School Melen, Yaounde, Cameroon. Elementary Teacher

(06/2021) - Present

Manage class size of up to 40 pupils. Prepare course materials, and develop daily lesson plans. Mentor and guide new teachers. Led Black History reports, educating children on research and development of a formal paper. Apply faith-based teachings according to school strategy and mission.

- Managed classroom responsibilities including education, discipline, emergency drills (fire/weather), progress reports, report cards, money and permission slips for field trips, grade recording and collecting/correcting work with and without rubrics.
- Active in extracurricular activities such as Drama –produced two plays a year. Held two after school
  meetings per week to practice and rehearse. Met with the local theatre company for permission to
  use their facility for the plays.
- Assisted students with achieving high levels of academic and personal success.
- Etougebe Baptist School Yaounde, Cameroon. Elementary Teacher

2016-2020

Young Woman Christian Association Yaoundé, Elementary Teacher

2010-2015

## **Education and Certifications:**

Elementary Teaching Certificate, 2014-2015

University of Yaounde II, MI • Bachelor in Political Sciences , 2010

Cameroon College of Commerce, G.C.E Advance Level, 2007

Cameroon College of Commerce, G.C.E A Ordinary Level, 2004

**References:** 

References are available on request