Sue Fletcher

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PROFESSIONAL SUMMARY

A devoted educator and leader who specialises in curriculum creation, instructional design, and creating inclusive learning environments. Skilled at using data-driven techniques to improve student learning results, with a strong emphasis on student well-being and overall development. Capable of cross-cultural communication and cooperation, resulting in successful engagement with different student populations and stakeholders. Proven ability to manage and coach teams, establish strategic initiatives, and execute new teaching methods to promote academic performance. Committed to ongoing professional development and providing a supportive, engaging educational environments for all students.

CORE COMPETENCIES

Currrently Early Years Educator (3 year olds) . Curriculum Development • Educational Leadership • Student-Centered Instruction • ESL and Language Acquisition • Physical Education Programs • Staff Training and Development • Data-Driven Instruction • Student Well-being and Pastoral Care • Cross-Cultural Communication • Programme and Event Management • Strategic Planning and Implementation • Community Engagement • Conflict Resolution • Classroom Management • Student Assessment • Instructional Design • Mentoring and Coaching • Parent and Stakeholder Relations • Wellness Programme Development • Budget and Resource Management

PROFESSIONAL EXPERIENCE

Current position: Early Years (3 year olds) Homeroom Teacher (American Curriculum) at CIA First International School, Phnom Penh, Cambodia *August 2025 - present*

Middle School English, Humanities, Social Studies, Drama, Religious Education Teacher Samaritan College, Whyalla, South Australia. Curriculum: Australian Curriculum *January 2025 - July 2025*

TRT Educator | Whole School | All Subjects |Adelaide, South Australia | *September 2024 – 20 January 2025*
Switch Education and Entreè Education Curriculum followed: Australian Curriculum

Achieve Xiamen International School - Xiamen, China | *July 2023 – July 2024* | IB PYP Curriculum

IBPYP Teacher Specialist ESL/PE in Early Years and Elementary

- Created student-centered lesson plans that used multimedia, games, and narrative to assist English language learning, resulting in a 20% increase in language proficiency ratings.
- Developed and implemented a comprehensive physical education curriculum that is consistent with the Primary Years Programme (PYP), emphasising physical development, collaboration, and student well-being.
- Customised teaching approaches to accommodate a variety of learning styles and cultural backgrounds, guaranteeing inclusion and increasing student engagement.
- Student progress was assessed

Early Years Specialist

Using IB PYP to guide the learning, I produced assessments, and educational techniques which were adjusted to enhance academic success.

Concordia International School Shanghai - Shanghai, China | *July 2017 – July 2023* | American Core Curriculum

- Created and executed engaging music and movement activities for early childhood pupils, which improved motor skill development and self-expression, resulting in a 25% increase in fine and gross motor coordination.
- Organised and led school-wide sports and fitness challenges to foster a feeling of community and healthy competition, with over 85% of kids actively engaging.
- Designed and directed varsity swim training programmes that emphasised athletic skill development, team relationships, and competitive performance.
- Collaborated with staff and parents to promote holistic student growth by incorporating intellectual, physical, and social development into classroom and extracurricular activities.

Small Business Director

Zurisana Cattery (Website)| *January 2015 – July 2017*

- Managed the day-to-day operations of a FASA and GCCFSA-registered cattery committed to conserving the health, type, and temperament of Siamese, Balinese, and Oriental cats.
- Led breeding programmes that met high health and quality criteria, resulting in award-winning litters and increased customer satisfaction.

Director of Boarding

Seymour College | Adelaide, Australia *January 2010 – December 2015*

- Managed daily operations for 110 boarding students, creating a secure and caring living environment and receiving a 95% student satisfaction rating in yearly surveys.
- Improved communication among parents, staff, and school officials, boosting cooperation and lowering student behavioral occurrences by 20%.
- Developed and executed organised wellness programmes and leadership opportunities to encourage personal development, well-being, and academic achievement, which resulted in a 30% increase in student involvement and performance.
- Oversaw staff training and professional development to provide high levels of care and assistance while remaining consistent with the college's principles and student welfare objectives.

International Student Coordinator and Senior School EAL/ESL Teacher

Scotch College | Adelaide, Australia *January 2008 – December 2010* | IB Curriculum

- Managed pastoral care and integration for overseas students, working with families, schools, and homestay providers to ensure complete visa compliance and seamless transitions into the school community.
- Served as the principal contact between students, families, and staff, resolving cross-cultural and logistical issues, resulting in a 90% satisfaction rating among foreign students and families.
- Taught ESL to students in Years 11 and 12, creating individualised lesson plans that increased language competence by 15%, successfully preparing them for further education or integration into English-speaking contexts.
- Contributed to the establishment of school policies and activities that promoted foreign students' academic and social performance while adhering to best practices and institutional objectives.

Director of Teaching and Learning – Middle School

Trinity College | Adelaide, Australia *January 2005 – December 2007* | Australian Curriculum

- Led and supported a team of teachers and support personnel, implementing new teaching approaches that resulted in a 20% increase in student performance in key assessment categories.
- Implemented and tracked strategic school-wide initiatives that raised teaching standards and contributed to a 15% improvement in student engagement and satisfaction.
- Analysed and reported on NAPLAN results, using data-driven insights to support instructional changes, resulting in a 10% year-over-year rise in test scores.
- Created a pleasant atmosphere that valued both student and staff well-being, resulting in a 25% decrease in well-being issues among middle school kids.

Director of Athletics and Activities, Head of PE and Lifeskills, Head of Stables

International School Moshi (now UWCEA), Tanzania | *July 1998 – July 2002* | IB curriculum

- As Director of Athletics/Activities, Head of Department for Physical Education/Lifeskills, and Head of Stables at United World College East Africa (UWCEA) in Moshi, Tanzania, I did several meaningful things that made a difference to the student experience and to the community. Key achievements include:
- Whole Student Athletics Program: Created a comprehensive sports and activities athletics program to encourage participation among students and increase physical activity. It was a programme designed to foster collaboration, leadership and strength in students.
- Volunteer to Serve HIV+ Families: Volunteered to help families with HIV/AIDS by helping them around the house and by providing support. This project was a way for students to learn about and relate to contemporary issues and gain empathy and social responsibility. Teaching Safe Care Practices: Taught students and families how to provide safe care at home for HIV+ people. My work with the community educating them on hygiene helped to reduce stigma and spread awareness of HIV/AIDS.
- Development Lifeskills Curriculum: Created a new Lifeskills curriculum in the PE department which focused on communication, collaboration, and problem solving. This was a school curriculum readying students for life after school.
- Extension of Riders' Program: As Head of Stables, I expanded the riding school program to provide more opportunities for kids to learn about horses, riding, and safety and care. This was a project that gave everyone the chance to become more independent, responsible and attached to animals.
- Confirmed Ratings and Community Impact: Students, parents, and staff were continually saying that the athletics and activities programs had an impact and quality on their community, and it shows how dedicated I was to be creating a welcoming and positive school culture. My references here will confirm this.

Director of Athletics and Activities

Seoul International School, Korea | *July 1992 – July 1998* | American Core Curriculum

- During my 6 years as Director of Athletics/Activities and Senior Leadership Team member at SIS, I was able to make a lot of progress that transformed our sports offerings and student experience. I am proud of the things I did in this position such as:
- Leadership and Strategic Planning: I was on the senior leadership team and worked on the strategic vision of the school,

positioning athletics as an important part of student life and driving SIS's mission.

- Recruiting and Training High Performance Coaches: I was able to find and hire great coaches who elevated our athletic teams to a high level. This focus on quality coaching made our teams more competitive in the KAIAC and a culture of excellence was created.
- Major Achievement with Boys' Volleyball Varsity Coach: As Varsity Coach of Boys' Volleyball in 1997, I led my team to a win for SIS in the KAIAC tournament by defeating SFS. School spirit was energized, and our community reached a new high standard for athletic success.
- Participation in World Competitions: Under my leadership, the Boys Volleyball team was the first SIS team to participate in Brent School Manila Open Asian competition where they came third. This was exposure and development for our athletes.
- Major Changes in Other Teams: I coached remarkable change in other sports like tennis and soccer, with teams showing much better performance and intensity. This success reinforced an attitude of achievement in every sport.
- Increase in Extending Extra-Curricular Activities: I doubled the amount of extra-curricular activities (from 25 to 60 a week). This programme greatly enhanced the student experience and opened more doors for sports, arts and service.
- Tradition of Excellence: I left SIS and was happy to leave a successful program in top shape for my successor. I made sure the athletics department was well oiled, with a vision for future expansion.

All of this helped to foster a high-energy athletic culture here at SIS that increased engagement, school pride and the overall reputation of our sports teams. My role as a senior leader team member only strengthened the connection between athletics and the school's larger educational priorities. My references here will confirm this.

Schools and positions held between July 2002 and January 2005, and between 1989 and 1992 can be found here.

EDUCATION AND TRAINING

Certificate III of Early Years Education

Australia College | *September 2025– Current* ***(Est. finish March 2027)***

TESOL Certificate (120 Hours)

TESOL International Academy | *January 2022*

Bachelor of Education

Physical Education & English Literature - University of South Australia | *January 1988*

LANGUAGES: **English**: Native | **Norwegian**: Fluent | **Mandarin**: HSK2

VOLUNTEER EXPERIENCE

- Supported HIV-positive families in Tanzania, aiding and care in a challenging environment. (UCWEA)
- Led community initiatives in Adelaide to organise trash collection programmes, promoting environmental awareness and local engagement. (Seymour College)
- Volunteered at Eastern Welfare Orphanage, caring for infants and assisting in their daily needs to provide a nurturing environment. (Seoul, South Korea)
- Collaborated with Scotch College staff and students to develop and implement a school-wide Wellness Programme, promoting health and well-being across the campus and community. (Scotch College, Adelaide)