

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 environment for all students.

CORE COMPETENCIES

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 Role: TRT Educator | Whole School | All Subjects | September 2024 - present

[Switch Education](#) Adelaide, Australia

Teacher

Achieve Xiamen International School - Xiamen, China | July 2023 – July 2024

- 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 using formative and summative assessments, and educational techniques were adjusted to enhance academic success.

Teacher

Concordia International School Shanghai - Shanghai, China | July 2017 – July 2023

- 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 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 ([Facebook Page](#)) | 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.
- Created effective marketing and sales initiatives, resulting in improved exposure and a rising customer base on social media sites such as Facebook.
- Led breeding programmes that met high health and quality criteria, resulting in award-winning litters and increased customer satisfaction.
- Managed all financial elements of the firm, including budgeting, inventory management, and cost-effective sourcing, assuring long-term development and profitability.

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.

Teacher

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

- 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

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

- 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.

EDUCATION AND TRAINING

Diploma of Early Years Education (expected finish date July 2025)

Australia College | *Started October 2024*

TESOL Certificate

Google School | *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.
- Led community initiatives in Adelaide to organise trash collection programmes, promoting environmental awareness and local engagement.
- Volunteered at Eastern Welfare Orphanage, caring for infants and assisting in their daily needs to provide a nurturing environment.
- Collaborated with Scotch College staff and students to develop and implement a school-wide Wellness Programme, promoting health and well-being across the campus.