

Child Side School:
2010 report for the 2009 School Year:

Federal Government Reporting Requirements:

Professional Engagement:

1. 2009 Teacher Attendance:

3 FTE (full-time equivalent teachers).

576 maximum working days in 2009 for combined total of teachers, less 14.5 teacher days off work due to:

- Sickness- 6 days
- Hospitalisation for operation- 5 days
- Personal days- 3.5 days (including family commitment for sick children.)

This equates to 561.5 combined work days. On average teachers worked for 97% of total possible days for 2009.

Note to readers: It also needs to be raised here that teaching is NOT an 8:30-3:30 job and that teachers prepare visual diaries, plan and assess after school hours. Staff also put an incredible amount of overtime in at this school voluntarily such as attending busy bees and professional development in own time, including travel to PD in own time. Ordering and purchasing resources and consumables, delivering furniture and learning resources is also mostly undertaken in senior teacher's own time to maintain and develop the physical learning environment, which is as important as another educator (this takes significant time on week-ends and after hours). Teachers at this school also read significant amounts of relevant research and information (pedagogy and brain research into learning) after hours and voluntarily attend professional development and relevant network meetings (such as the regional REsearch group network –Reggio Emilia.). We also consider our school to be a 'Family Friendly' workplace that supports staff with children so that children are not disadvantaged by having working parents (such as when they are sick or have appointments)- this is another area where as a school, we continue to implement 'best practice' in 'living' our philosophy regarding children's rights, families' rights and staff rights (as per our 'objects of our school'). Much current research supports family friendly workplaces. Full-time staff (who interact with children daily) are encouraged to monitor their own stress levels as this impacts upon their emotional and mental health and stressed staff then effect children, learning and the quality of the learning programme.

2. 2009 Teacher Retention:

In 2009 we retained our 2 fulltime core educators and 1 new core educator (who was previously our education assistant and retrained as an educator) whom commenced at the start of the year.

2005=1 FTE (full time equivalent teacher)

2006= 2 FTE

2007= 2 FTE

2008= 2.5 FTE

2009= 3FTE

3. Teacher Qualification:

All teachers have undertaken a 100 point police check and are now registered as per the requirements of WACOT. All teaching staff hold a recognised teaching qualification. Qualifications of teaching staff range across the following:

- Bachelor of Education (Primary)
- Diploma Of Teaching (Early Childhood)
- Diploma of Education (Bachelor of Arts)

- See attached sheet for Professional Background of key long term staff members.

4. Teacher Participation in Professional Development:

All teachers were engaged in professional development in 2009 including conferences, networking, professional reading and research.

- In a Child's Mind Project reviews - Leonie and Karron.
- Nulit Data Workshop- Lisa and Leonie
- Maggie Dent- The Bumpy Ride in early adolescence - Leonie, Karron, Mel
- Building on Education Revolution Workshop- Karron
- Mandatory Reporting Inservice- Mel, Leonie, Lisa
- Curriculum Development and assessment days with Marie Martin- 5 days- all staff
- Ron Gorman –AISWA Looking at Education focus- all staff full day
- Educational Review at Child Side with Dr Anna Alderson- Leonie 3 hours
- Literacy Workshop through AISWA – Lisa and Mel
- Technology in the kitchen workshop- Lisa, Mel, Leonie, Karron.
- Music PD-Singing workshops (incursions weekly over a term) –all staff
- Senior First Aid- 2 day course through St. Johns- Lisa, Leonie, Mel
- Education and sustainability Conference (3 days) – Mel
- Maggie Dent- Beautiful Play (ECE)- Karron
- Early Brain Development Workshop- Leonie and Karron
- National Curriculum Workshops through AISWA- Pert 1 day- Leonie
- Early Childhood- Building models of practice-Marie Martin through Catholic Ed- 2 days- Leonie
- Big Picture Education Australia PD- Leonie, Karron , Lisa, Mel
 - Bunbury REsearch focus group meetings- Reggio Emilia- Leonie.
 - Bunbury REsearch group Digging Deeper Dinners- focus on visual journals, international conferences reporting back, linking in with outcomes... Leonie
 - Leonie- working with agencies such as Primary Health, Office for Children and Youth, Playgroup WA, Bunbury Early Years Network, Early Childhood Educators from Local Catholic, Independent and Government Schools to develop project called “In a Child’s Mind” focusing on implementing brain research into the early years.
 - Weekly Staff Dialogues- discuss research in light of actual examples from daily school life
 - Visiting artist- Assemblage Artist weekly over 6 weeks – Mel and Lisa
 - Animation workshops at Scitech- Lisa

Average Expenditure Staff Professional Development:

In 2009 a total of \$ 5,491.00 was spent on PD.

Note to readers: Much PD occurs on site with the children and specialists. Staff pay for own travel and accommodation costs. Much PD is attended in their own time outside of school contact hours, example: Bunbury REsearch (Reggio Emilia Research) meetings, and this does not cost the school. Educators have also received professional development on-site as they up-skill themselves when visiting specialists work alongside them and the children, such as Laura for LOTE (38 weeks of the year), Educators are present for sessions and continue the work when they are gone. Educator’s assistant also involved in some professional development as they directly involved with children and the learning programme and are extremely vital to our learning curriculum. Educators attended on-site specialist PD plus ongoing professional development which also occurs on a weekly basis at staff dialogue where senior teacher disseminates relevant research and reasons why things are done/implemented, particular relevant policies etc... for discussion in context with

actual experiences and particular cohort of children. Senior teacher significantly engages with relevant research materials and texts regarding relevant pedagogy such as the principles and practices of Reggio Emilia and current brain research after school hours.

Key Student Outcomes:

5. Average Student Attendance:

Year Group:	Average Percentage Attendance per student per class in 2009:
PP	91.5%
1	90%
2	94%
3	88.5%
4	86%
5	93%
6	92.5%
7	96.5%

On average children attended for 91.5 % of the total possible days of the 2009 academic year.

Note to readers: A number of families took their children for extended travel opportunities. Seeking professional support for children, illness and family trauma, stress and grief accounted for the rest of student non-attendance.

6 and 7. National Literacy and Numeracy Benchmarks:

Current legislation requires that we report the percentage of children in each year group that achieve a result on, below or above the national bench mark. Each year level at our school has extremely small numbers (less than 10 students per year level). It needs to be kept into consideration that these tests are a one off test administered 3 times in a primary school life time, on behalf of the government requirements and the format of multiple choice answers, specific wording and test conditions are significantly different to the everyday experiences for children at our school. These results need to be kept in context for their intended audience which is mainly educators and Federal Government Requirements (see Document commissioned by AISWA through Dr Marie Martin and Dr Anna Alderson “The Unintended Consequences of Naplan.) As a school we are required to work within ‘Nine Values for Australian Schooling’ which require Integrity and Respect. We are also very conscious of privacy issues in such a small school and as we ethically and morally support a non-competitive learning environment for all children, we are concerned about the way the percentage of change could be interpreted by some. As we had less than 10 children in each year level sit the test, we are not publicising results due to confidentiality reasons (similar to local government schools). Presenters of Nulit and NAPNulitData have confirmed that comparative data between years is unviable for our school due to such low numbers. We were advised that the data is best used to view individuals in comparison to the benchmarks and to help us formulate any literacy and numeracy goals to meet children’s specific needs (see Our 2009 Goals prepared by staff based on our results and our interpretations).

8. Value Added:

We offer families attending our school:

- **Dedicated, caring, professional staff** who are at our school because they identify with ‘our image of a child’ and with our philosophy and who are genuinely part of our school community. Staff at our school view their position as more than a ‘job’ and are committed to being advocates for children as citizens of the world, with their own rights and responsibilities. The educators could receive higher pay in other schools but are at our school

by personal and professional choice and are committed to staying long term, not as a 'stop-gap' until other work is found. Neither are staff at our school because of 'disillusionment' with other workplaces, they are here by choice because they identify with our foundations, our mission and the objects of our school. This means that the foundations, mission and objects are more likely to be 'lived' and implemented because staff identify and have personal connections and ownership. Staff have a 'voice' at our school and are trusted and respected as well as being seen as human. This means that staff want to be at school, enjoy and value their work and feel supported and cared for by the school community which is why they chose to stay and give more than the minimum requirement. Staff trust families and families trust staff and these relationships provide the school with stability and sustainability.

- **Educators who are intrinsically motivated and who are constantly focused on creative solutions** and implementing them, rather than focusing on and being 'stopped' by the problems.
- **Professional educators who focus on human development, children as learners and brain development** and who are constantly learning how to implement current research into these areas in our own school context. Staff value the learning process and the development of the human brain and therefore are less likely to 'harm' children by 'rushing' them or 'failing' children by 'pushing' the curriculum into them. Brain maturation is respected and we try not to expect children to understand things 'today with difficulty' when they can understand it 'tomorrow with ease.'
- **Our educator focus is on learning (not on teaching) and on authentic childhood as a very specific phase of development which requires specific understanding and 'teaching' practices.**
- **An intentionally small and personal, welcoming environment.** Families have opportunities to be more involved at a personal level and supported as individuals with rights and responsibilities because our school is intentionally small and the way we plan to physically set up the school as a series of small sub-schools. Part of the school philosophy is 'people before paperwork' which is extremely challenging to do in today's current work climate in any professional workplace. This philosophy and commitment from our school allows families more time and priority over endless paperwork requirements which can fill staff time and reduce human interaction time. Humans created all these systems and accountability measures and so it is up to humans to limit them and use them wisely so they do not dominate.
- **Small class sizes and high adult to child ratio.** This equates to- **TIME** to notice, time and energy to care, time to respond appropriately and genuinely to see children as individuals and to time develop a culture of thinking, respect and creativity (all 'unmeasurable'). Time to unpack each child's understandings and practice skills in a low stress learning environment. Literally this means time to put on a band-aid and soothe a distressed child with genuine compassion and interest. Time to be human and allow children time to be children and experience an authentic childhood at school as well as at home. Children are actively engaged and accountable to themselves, the group and the adults for a large part of each day.
- **Focus on emotional intelligence and emotional resiliency which regulates all learning in other areas. Focus on social responsibilities.** Specific strategies, positive language, using the 'Principles of Guiding Children's Behaviour', time, interest and commitment to individuals and the well-being of the group (community of learners). Families can learn more about how emotions regulate all learning and how emotional resilience is the key to a successful childhood and adulthood with information, support and follow through by educators who 'live' what they say. Emotional resiliency and intelligence also allows children to take greater learning risks, challenge

themselves more, extends children's capabilities and improves well being now and in their futures. This is an enormous focus of daily life at our school. We do not 'fix' children, we support them while they grow and develop.

- **A cultural learning environment** which supports and develops resiliency, respect, personal accountability, group accountability, expects participation and acknowledges persistence, perseverance and effort (without praise, rewards or punishments) and in a non-competitive, non-threatening atmosphere.
- **Well resourced, home-like learning environment which enriches children's experiences, learning opportunities, skills, interest, understandings and capabilities.** Children do not have to 'wait' endlessly because there is enough and there is plenty of variety and diversity of 'intelligent' materials which encourage a thinking culture rather than a commercial culture. Resources are open-ended and do not 'tell' children what to do and this encourages creativity and use of initiative and resourcefulness, attitudes and skills that our society desperately needs to be sustainable and stable.
- **Large outdoor spaces in a natural environment** to develop children's connections with nature, their physical capabilities and to allow an authentic childhood with room to run, bounce balls, climb, dig, find bugs, play games, and develop gross and fine motor skills in a purposeful context. Our large outdoor environment serves as an outdoor classroom which is highly motivating for children, especially boys and young children. The local environment with a lake and art sculptures provide a natural resource to support children's research and care for the environment and a place to implement their learning from books and other sources indoors. The natural beauty and amount of space also naturally help children reduce stress levels. Low stress improves the quality of relationships and learning.
- **Regular communication** through educator visual diaries, newsletters done by educators and the children, open-ended time at arrival and home times to catch up with educators. Termly parent sessions responding to queries, parent interest or educators initiated topics with the use of visual displays and power points. A school website with a calendar and latest news also is available for families.
- **Detailed reports** that report children's progress and give specifics to help educate parents so that they can support their child at home in areas of literacy, numeracy and emotional resiliency.
- **LOTE-Weekly Italian sessions with a native Italian Speaker. Including visits from other Italian's visiting from Italy.**
- **School incursions and excursions**-variety of interactions with various adults both in and outside of the school environment, bringing the community into the learning at school and taking learning out into the community. Enriched experiences essential for children's social, intellectual and emotional development. Over 2009 these included, Colleen –sewing AJ- animation, indoor beach volleyball sessions over term, The Coach Approach sessions with sports athletes, access to Scientist in Schools programme through CSIRO and Scitech, Ribbons of Blue and Gene Hardy- SW Water Catchments multi visits and excursions plus use of their resources in our school, Tangarota Blue debris collection monitoring etc... . Including Dan who organises our organic kitchen garden fortnightly and who works with the children in the garden. Many of these incursions and excursions are part of children's Big Idea Investigation or enrich curriculum areas such as Physical Education or the Arts and are engaged with over a number of weeks to a term to allow for depth, competency and relationship building.

- **Exhibitions of children's Big Idea Learning Journey's-** a regular event in which children prepare an exhibition of their Big Idea Investigation (eg: Marine Life, Sports...) to a real life audience – whole school, parents, extended family, invited guests... . Adds authenticity for children's sharing and documentation and personal accountability to actively participate in Big Idea Investigations which are a major vehicle for integrated curriculum studies throughout the school. Support comes through Big Picture Education Australia – John Hogan.
- Family support regardless of age of child, welcome those whom are aligned with our philosophy to engage with our family support network.

9-12 (Secondary school)

13. Parent, student and teacher satisfaction:

Children's satisfaction can be explained (not measured) through indicators of attitude towards school. 'Attitude' is not merely their words and spoken thoughts (some children especially the older they get can be contradictory), but is their effort and happiness during school hours. Children are often at school early and are reluctant to leave school in the afternoons. Many families will still be around up to an hour after school closes as children are happy and engaged and parents build relationships with each other. Children are engaged in learning sessions, especially Big Ideas which enables their opinions, ideas, and theories to be expressed and developed in multiple ways (catering for multiple intelligences). Every child contributes to the running and care of their school (shared responsibilities daily) and all children identify the school as being 'their' school. Having a range of staff members and low numbers of children in the school means children can engage in small groups, identify personally with one of the staff and have more opportunities to talk and share feelings and memories with a caring adult. This means they have more opportunity to be treated as individuals, especially in times of stress or excitement at discoveries.

Parent satisfaction is indicated through their continued enrolment in our school (unless family changes such as moving away occur or personal factors change for them- especially work/finance related or changes in family make-up). As in any independent school, there is the potential for 'school shoppers' which the small schools network have identified as parents who for many personal reasons, 'shop' around for a school that meets their child's needs if their child has very specific needs or issues at their current school. These are families who tend to move around and through a number of different schools for different reasons. The network of small schools around the region has identified with this concept of a small number of these families who come and go. We are realistic at our school that every family has different expectations and reasons for being at our school and we are aware for the need to be very clear about our intentions, mission, purpose and philosophy so that our school does not become 'watered' down and just become 'anyplace' without distinction. We expect whole families to enrol rather than just sending one child from their family with high needs, as our school is about identifying with our philosophy and pedagogy long term. The families who have left our school have mostly cited reasons of travel, cost of fees (family income circumstances changed) and personal circumstances within family dynamics. Rejection for an application for a secondary school impacted on a number of our families. Our strong parent commitment and turn-out to busy-bees, fundraisers and parent information nights is an indication of parents supporting the school and it's ethos through attendance and practical help. In 2009 we had over 80% of parents attend busy-bees, information nights and fundraisers. Maggie Dent almost full house, Capel Fest, Bunning sausage sizzles great turn out, secondary school investigations meeting included many fathers who took time off work during the day.

We encourage parent involvement in the school through:

- Morning sessions where parents are encouraged to interact with their own and other children in practice sessions (spelling, number practice) and socially

(building relationships, trust and awareness of the dynamics/nature of children in a group setting and appropriate conflict resolution strategies and creative solutions...) We allow time each arrival to practice skills, have conversations, observe and interact with children and other parents and staff.

- Governing board members are parents and make significant contributions.
- Organised parent information sessions (once a term) around a topic of parents' interest or educator choice.
- Organised days where children, parents and staff interact around a cultural event such as our Christmas spiral, Easter breakfast or a sharing session. Any performance is child based and has been organised by the children and often involves parents joining in. 'Performances' are not professional to an adult standard but are encouraged to show parents an insight into childhood organisation, interest and skills.
- Busy bees where not only does maintenance and new infrastructure appear, but children and adults build relationships and communicate 'shoulder to shoulder' as they work together. Children also learn practical life skills and attitudes of perseverance and creative thinking skills from a variety of interested, caring adults. Adults learn about childhood skills.
- Excursions where parents come along so that learning is maximised through small group discussion, adult interest, depth is encouraged (educators are then not responsible for 'crowd control' and the experience is enriched for all.) Parents can then also make links at home and learning is enhanced.
- Organising Scholastic book club.
- General gardening and tidying up (our physical learning environment is significantly different and contains many rooms and equipment which needs adult help to maintain). We have a 'home time ritual' to help children and parents take pressure off staff to reorganise and tidy environment daily.
- Technology assistance.
- We have an open-door policy where parents are welcome to be part of any school day within courteous, respectful parameters and with an understanding of the dynamics of children in a group setting. Parents are asked to be part of the learning community and to be there with integrity and support for all children.
- Fundraising events and prior organisation which as well as getting the work done, relationships are built and maintained and a sense of satisfaction about 'giving' to a community is developed. This is reported time and time again by families who are very active in fundraising and busy bees. Social capital is raised and maintained.
- Library assistance: Claire Bedford and Rachel Atkinson amongst others.
- Availability of educator Visual Diaries for families to view or take home to look in the 'window' of the richness of the community of learners living and learning.
- Parents attended brain development workshops with Julie Halse.

Educator Satisfaction:

Due to proactive, supportive nature of school ethos and parent support and interest, educators have many opportunities for professional satisfaction (educators can access professional development where they need it- not imposed from elsewhere) and for personal well-being in the respect, interest and care from the parents for all staff. Educating children in a group is such an enormous, full-on, high energy job that educators work with an assistant to provide support and ease the mental, emotional and psychological load that 'teaching' brings. Staff are encouraged to be proactive and think about creative solutions, rather than 'drowning' in the problems associated with human nature (especially emotional resiliency and stress levels), stretched budget, over-crowded curriculum and time issues which face all teachers everywhere.

Staff are encouraged to take 'mental- health' or wellness days if required to maintain their own balance, as they give so much extra time (planning, reporting, travel to and from professional development in own time, meetings after hours, purchasing and organising equipment, delivering equipment, rearranging the learning environment). Stressed staff mean stressed children which reduces learning, health and well-being.

Staff report that respectful working conditions and parents' willingness to share" learning and behaviour/attitude issues in a *team* approach to support their child as the main reasons for their satisfaction. The other significant reason is collegial support in all areas, especially in times of stress and in decision-making and sharing the load. (Teaching in other schools can be a lonely profession, where teachers are isolated for much of the day inside 4 walls with a large group of children and can take on board the 'blame' or consequences for many actions/reactions). The whole structure of our school is beneficial to children and staff and increases satisfaction because there is so much 'give' and 'take' with a real sense of community. Every staff member notices and acknowledges this. Having high adult to child ratio and extra hands each day from parents is a significant contributor to staff satisfaction. Making a real difference to children and families lives is the other significant reason staff stay at our school, especially having children longer than a year and observing and documenting their progress in all areas (especially in their social and intellectual life, life skills and emotional resiliency) affirms educators 'reason for being'.

Having a supportive school management team and governing body who know the families, children and all the staff as well as the school history, ethos and 'reasons for being' (school document) means connections and relationships are strong and valuable and issues are worked through together in a supportive, mentoring, truly caring and understanding manner. Awareness as staff as humans with personal gifts, challenges, family commitments and as individuals at different phases in their lives and professional journeys with their own history and prior experiences, helps balance the enormous job of 'living' and learning with children in a group setting. There is no 'one size fits all' for staff either and staff appreciate this.

Staff have a 'voice' and the personal and professional aspects of 'comfort and challenge' apply to staff as well as children. Staff eat with the children, work and research alongside them as partners, support them, monitor them, apply principles of 'tough love' and developing 'internal locus of control' through awareness of natural consequences, rather than through praise, reward or punishment (Maggie Dent, Eric Jensen, Robin Grille, Louise Porter, Daniel Goleman...and personal philosophy and practice). They feel part of a real community, involved in all aspects, which is empowering. Staff changes are due to changed family circumstance such as starting their own family, partner interstate job opportunities, family crisis or health issues. Staff write annual reflections detailing their year's experiences and levels of satisfaction.

Attachment:

Professional Background of staff:

Leonie:

- Started training in South Africa- Primary School Diploma in Education
- Started again in Australia majoring in Early Childhood Education at Curtin Uni
- Been teaching in different forms for 20 years, including 5 different schools.
- Worked with children whom are wards of the state.
- Taken children aged 8-16 on week long camps.
- Taught K-7 in 5 different schools in all subject and learning areas.
- Worked with indigenous children doing homework tutoring.
- Worked at TAFE with indigenous adults.
- Worked on many long term projects for the Education Department for example: Multi- aged Grouping Project.
- Been part of employment panels for schools.
- Produced and ran professional development for other teachers at own and other schools while working as a teacher with the Education Department.
- Presented at numerous education conferences around the state about teaching and learning methodology- pedagogy.
- Worked with children with a range of intellectual and physical challenges including deafness, cerebral palsy, developmental delay, autism, epilepsy, emotional delays, dyspraxia, literacy specific language challenges, anger management.
- Worked with children through significant grief and trauma- death of a parent , sexual abuse, neglect, domestic violence,
- Worked with families in crisis.
- Completed 2 certificates at TAFE with AUSLAN- Australian sign language.
- Had 2 children of my own (including 2 miscarriages) - the biggest professional development ever!
- Attended Summer school at ECU Bunbury for Primary School Maths
- Attended conferences(local, state, national) , joined on-line and actual networking groups, attended workshops and read everything I can lay my hands on (or finger tips on) about brain development and child development, emotional intelligence, emotional resilience, Reggio Emilia practice and philosophy, language development, social-constructivist approach to teaching and learning and social justice... my passions.
- Been an active part of critically reviewing and implementing the WA Curriculum Framework (working party for the Ed Department), made submissions about the Syllabus (in person and on line) and the new National Australian curriculum. Met with numerous politicians over a range of issues, needs and concerns about children's learning, assessment and benchmarking, our own school, directions of education (on panels with other teachers in other schools, on my own and with academics in the field.)
- Started an independent school (an 11 year process thus far) being an active founding member.
- Part of the Small Schools Network with AISWA.

Professional Background of staff:

Karron:

- Bachelor of Arts at Curtin Uni majoring in Early Childhood Education and minor in Music
- Bachelor of Education at Edith Cowan Uni in Bunbury & through correspondence and Edith Cowan at Churchlands while teaching
- Been teaching in different forms (mainstream and special ed) and in school administration for 19 years. The stints I did as Deputy Principal really showed me that the strategies schools have been using for years such as 'time out', 'detention' 'suspension' 'public humiliation' DO NOT WORK as they are consistently applying them to the same children.
- Taken children with severe disabilities aged 8-18 on camps for up to 2 weeks to give parents respite
- Worked with indigenous children doing homework tutoring.
- Worked at TAFE with indigenous adults.
- Worked on many projects for the Education Department for example: Multi-aged Grouping Project, Flexibility in Schools Project ...
- Produced and ran professional development for other teachers at own and other schools and Early Years in Education Conference while working for the Education Department.
- Produced and ran professional development for other teachers and Principals at Education Forum in Sydney on achieving flexibility in schools
- Worked with children (4-18 years of age) with a range of intellectual and physical challenges including cerebral palsy, Down's Syndrome, Tourette's Syndrome, (& many other Syndromes)developmental delay, autism, emotional delays, dyspraxia, literacy specific language challenges, anger management.
- Worked with families in crisis.
- Had 3 children of my own (including 1 miscarriage) - the biggest professional development ever!
- Attended Summer school at ECU Churchlands for Early childhood Education
- Attended conferences(local, state, national) , joined on-line and actual networking groups, attended workshops and read and am still reading (much passed on from Leonie - I can't read as fast as her) about brain development and child development, emotional intelligence, emotional resilience, Reggio Emilia practice and philosophy, language development, social-constructivist approach to teaching and learning and social justice... my passions.
- Been an active part of critically reviewing and implementing the WA Curriculum Framework (was on the initial working party for the Ed Department) Met with numerous politicians over a range of issues, needs and concerns about children's learning, assessment and benchmarking, our own school, directions of education (on panels with other teachers in other schools, on my own and with academics in the field.)
- Started an independent school (an 11 year process thus far and huge professional development opportunity – I am doing things I never imagined I would ever be doing and I have learned a great deal about areas I had given little thought to previously eg, engineering, local govt processes, building processes, finances, dealing with men in suites etc).

Lisa Seewraj

Some Work Skills and Experience

Mum First and foremost I am Elseya's Mum. Michael down the road can't ever remember my real name (it's Lisa☺) and can be heard hollering from the back paddock "Elseya's Mum, Elseya's Mum"...and this is fine by me, it is who I am. However before I was "Elseya's Mum" I was a few other things.

Teaching I started to think seriously about becoming a teacher after working as an ATAS tutor. I loved it, loved the children and suddenly could think of anything I'd rather do. I still hear from first girl I tutored, she is in her twenties, has gone on to study animal care and is now over on the East coast. As far as teaching goes I have worked on a one-to-one and whole class basis in primary and secondary education. Additional responsibilities have included: PMP co-ordination; assessing and implementing individual special need programs and assessment profiles of students.

Administration duties although probably my least favourite of all my work have been an integral part of most jobs where general office management duties comprised supervision, filing procedures and financial record keeping allowing me to build up a wide experience with computers and windows programs. Mind you I can still remember being sat in the office at 7 O'clock at night trying to type out some adverts in my first ever fulltime job as a secretarial trainee, I never managed to complete them...

Community work has involved various voluntary and paid positions where I have: designed and implemented school vacation programs activities; supervised/instructed school groups and adults with in and out door climbing and taken on various roles with the Australian Red Cross at various functions. Krish and I were registered with Family and Children's Services as foster carers while in Alice Springs, a very interesting experience, we are still in touch with the first girl that we ever fostered who has now turned 18, I can't believe it.

Catering & Hospitality experience was gained in a number of positions, in addition to supervisory and budgetary control I had a working knowledge of and was accountable for ensuring health and hygiene regulations were met and staff adequately trained. The best bit was that I got to learn a lot about different types of cooking especially Mediterranean. I worked with a fabulous cook called Christianne, we were dubbed 1 ½ fat ladies after the cooking show (2 fat ladies) they say never trust a skinny cook and I proved the point by managing to put on 20kg in about 3 months!

Professional Qualifications

Bachelor of Education, Charles Darwin University.

BSc Podiatry - Plymouth University, UK (1996), incomplete

Units completed:

Anatomy and Biomechanics 01	Clinical Podiatry 02
Cell Biology 01	Podiatric Medicine 02
Clinical Podiatry 01	Anatomy 02
Podiatric Medicine 01	Human Physiology 02
Human Sciences (Psychology, Sociology) 01	Methods 02

National Vocational Qualification III Community Care from South Devon Technical College, UK (1994)

Professional Development Workshops Attended

Various at Child Side (See Karron for details)

Aboriginal Cultural Awareness Program Level 1, Alice Springs Hospital, (August, 2002)

Hearing Disability, Belvadere House, (April, 2002)

Reading Discovery, Sadadeen Primary School (October, 2001)

Numeracy For ESL Ridges, Plaza(August, 2001)

Learning Through Play, Sadadeen Primary School (May 2001)
 Perceptual Motor Program, Sadadeen Primary School (March, 2001)
 Active Listening, Women's Refuge, Hartley Street (January, 2001)
 Domestic Violence Awareness, Women's Refuge, Hartley Street (January, 2001)

Previous Employment History

January 2008 to present day	Educator, Child Side School, Boyanup, WA
2007 to November 2007	50 Day Teaching Practicum, Child Side School, Boyanup, WA
March 2006 to April 2006	20 Day Teaching Practicum, Capel, Primary School, Capel, WA
July 2005 to December 2005	Aboriginal Tutor Assistance Service Tutor, St Phillips College, Alice Springs
April 2005 to April 2005	10 Day Teaching Practicum, Rona Glyn Preschool, McKay Street, Alice Springs
April 2003 to June 2003 Springs	Administrator, Alice Springs Youth Arts Group, Alice Springs
February 2002 to February 2003: Alice Springs	Special Needs Teacher Assistant, Yipirinya School, Alice Springs
February 2001 to February 2002:	Aboriginal Tutor Assistance Service Tutor, Ross Park Primary School and St Phillips College, Alice Springs
January 2001 to June 2001 Alice Springs	Relief Worker, Children's Services Support Program, Alice Springs
December 2000 to 2002	Holiday Program Supervisor, YMCA, Alice Springs
November 2000 to April 2001:	Family Contact Supervisor, Centacare, Alice Springs
January 2000 to April 2000: France	Challet Host, Thompson Ski and Snow Boarding, Alps, France
April 1997 to October 2000: Poste, Artist's Holidays,	Partner/Course Organiser, L'Atelier de l'Ancienne Opoul, France
January 1994 to August 1996:	Nursing Assistant, Torbay Health Authority, UK
March 1993 to December 1993: Torquay, UK	Nursing Assistant, Wallis Court, Nursing Home, Torquay, UK
January 1991 to January 1992: Paignton, UK	Sales Negotiator, Coast and Country Properties, Paignton, UK

