

Vanessa Stewart

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OBJECTIVE

An administrative position in a top-tier progressive school that seeks high-level administrative experience, a strong teaching background, broad exposure to wide-ranging educational needs, and the ability to interact with parents in a mature and caring manner.

SUMMARY OF QUALIFICATIONS

- Head of School with five years of experience in the administration and nurturing of the largest Montessori school in one of the nation's biggest private Montessori school systems.
- As a teacher for more than twenty-five years, I have taught in schools where the children were well-adjusted and eager to learn, and I have taught in schools where the children had been excluded from the public school system due to behavior and learning difficulties.
- I hold a Masters Degree in Special Education Needs.

EDUCATION

Center for Guided Montessori Studies Tampa, FL
Montessori Elementary Teacher Certification Present - 2019

Godly Play Foundation Tennessee, USA
Core Clinical Godly Play Training March, 2016
Core Godly Play Training March, 2015

University of Exeter, Graduate School of Education Exeter, United Kingdom
Master of Education, Special Education Needs 2008

- Dissertation title: "*Initial Teacher Training and Special Education Needs; An Evaluation of a SEN Personalized Learning Task Undertaken by Primary PGCE Trainees*"
- Program emphasis was on the theory and practice of special education needs within both special and mainstream education settings. Various aspects of the program focused on the development and ongoing implementation of inclusive learning environments, coordination of care for exceptional learners, and hands-on experience through placement in UK schools.

International House London, United Kingdom
R.S.A. CTEFL (English as a Second Language Certification) 1993

University of Greenwich

London, United Kingdom

Bachelor of Education – Primary Education

1991

EXPERIENCE

LePort Schools, Fountain Valley Campus

Fountain Valley, CA

Head of School

2011– 2016

- Employed in 2011 to lead the transition of a newly purchased school, from a traditional curriculum to a Montessori program.
 - Coordinated construction and furnishing of new Montessori classrooms
 - Recruited and trained teaching and administrative staff
 - Navigated parent relationships during a challenging period of transition
 - Worked with staff to help them transition from traditional to Montessori
- Directed all areas of Infant, Toddler, Primary and Elementary Montessori Curriculum
- Instituted regular teacher support meetings. Mentored and supported new teachers, and provided classroom assistance when necessary.
- Created Parent Informational and Educational Events including, Coffee Chat, Parent Information Evenings, as well as Community events such as a Toddler Garden built by parents and a Toddler Lending Library.
- Coordinated and led school move to a new expanded campus in 2014
 - Oversaw construction, remodeling and equipping of new Montessori classrooms
 - Held regular meetings with parents to address worries about relocation
 - Interviewed and hired teachers to fill new positions
- Regularly met with parents to address academic and or behavioral concerns.
- Opened two language immersion (Mandarin) Toddler classrooms.
- Managed daily operations: Duties included ensuring DSS compliance, hiring and onboarding of staff, writing staff performance reviews, assisting teachers with class budgets, reviewing teacher and assistant teachers' planning and progress reports. I also created training programs for assistant teachers and maintained teacher scheduling.
- Led student services team: Duties included weekly meetings with this team, assisting teachers in preparation for school district assessment meetings, ensuring educational plans were created and implemented. Supporting teachers, student services team and parents to align in meeting children's needs within the classroom. Supporting children with behavioral needs. Coordinating 'social lessons' program for small groups and whole class throughout the Elementary program.
- Nurtured positive culture within assistant teacher team, developed more collaborative work ethic. Identified skilled team members within this group to lead in holiday care days, creation of school Yearbook, regular communication between after school programs and teachers etc.

- Developed playtime program based on *playworks.org*. Improved playtime culture, reduced bullying and increased mindfulness and accountability of staff.

Newhall Support Center (PRU)

Derbyshire, United Kingdom

Core Skills Teacher / Assistant Head (Grades 7-9: Excluded Students)

2008-2011

- Planned and taught Core skill subjects (Mathematics and English) to small groups of pupils. Additional classes included, Citizenship, P.E. and Drama.
- Worked in close liaison with assistant teachers to ensure student behaviour was managed effectively.
- Held regular meetings with parents to discuss students' progress.
- Accompanied pupils on educational and recreational trips. Coordinated P.E. activities and attended meetings regarding future education of pupils.

Mundy Junior School

Derbyshire, United Kingdom

Supply Class Teacher (Grades 5 and 6)

2007-2008

- Regular supply class teacher for Grades 1 to 3 and EAL (English as an Additional Language) teacher for Grade 1 pupil. Planned, taught and assessed one-to-one lessons to help pupil achieve literacy.

Edinburgh School of English

Edinburgh, United Kingdom

EFL Teacher (English as a Foreign Language. 15 years to adult)

2007-2008

- Planned, taught and assessed EFL lessons to small groups of international adult learners. Taught one-to-one lessons in preparation for Cambridge First Certificate English Qualification.

Mundy Junior School

Derbyshire, United Kingdom

Class Teacher (Grades 5 and 6)

2006-2007

- Planned, taught and assessed National Curriculum to Grade 5/6 class. Prepared Yr 6 for SATs, ran school council and organized fund raising activities. Helped to plan and implement new lunchtime behavior code.

Teaching Positions Prior to 2006

Derbyshire, United Kingdom

Teaching experience (Details provided upon request):

1991--2006

- Elementary Teaching positions in U.K. (Grades 2-6)
- Adult EFL (English as a Foreign Language) in Spain, Denmark, Poland, and England.
- EFL/Teens at Risk Teacher: Designed and taught ESL classes for low-income families. Academic tutor in teens at risk after school club. (U.S.)