
▶ **Richard Messenger**

- ▶ **Status** UK qualified (DfEE RP94/63383) & passport holder
Email richmess@gmail.com
Telephone +63 927 320 1221 (GMT +8) **Skype** richmess
Date of Birth 8 January 1955
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06 > 13 **RECENT ASSIGNMENTS**

- Educational Advisor & Trainer** **Qatar, UAE, Kuwait, Kazakhstan, and Iraq**
Implementing initiatives for education reform. Supporting school staff, from classroom teachers through to school management, with individual coaching through to developing and delivering whole school training.
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▶ **PREVIOUS EDUCATIONAL ASSIGNMENTS**

- ▶ **Head of Year** Responsible, with a team of Form Tutors, for the Pastoral and Academic welfare of over 100 students in Years 10 & 11.
- ▶ **Teacher Mathematics** International Baccalaureate – Diploma Studies, Standard, Higher
International Baccalaureate – Middle Years Program
A Level
IGCSE – Core, Extended, Additional
- ▶ **Teacher ICT** International Baccalaureate – Diploma I.T. in a Global Society
International Baccalaureate – Middle Years Program
IGCSE – Computer Studies, Information & Communication Technology
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▶ **QUALIFICATIONS**

- 92 > 95 **Bachelor of Education (Mathematics)** – Nottingham Trent University
06 > 07 **Adult Instructional Strategies & Presentation** – University of San Diego
92 > **MENSA** – Membership
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▶ **WORK HISTORY**

- 04 > 06 **British International School of Jeddah** – Jeddah, Saudi Arabia
03 > 04 **Institut Montana** – Zug, Switzerland
02 > 03 **MIRAS School** – Astana, Kazakhstan
00 > 02 **Overseas Family School** – Singapore
99 > 00 **Ghana International School** – Riyadh, Saudi Arabia
95 > 99 **Garibaldi Comprehensive School** – Mansfield, Nottingham, England
72 > 92 After working in **Local Government Treasury**, I spent more than 10 years in **commercial & retail sales**. I have also been engaged to provide **computer** and **photographic** services.
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▶ **REFEREES**

▶ PROFESSIONAL DEVELOPMENT

Since 2006 it has been a major part of my work to design and deliver PD.

Some of the PD which I have personally benefitted from in the past includes -

Feb 06	Cambridge International Exams	Developing Teaching of IGCSE I.T.
Feb 03	Cambridge International Exams	Developing Teaching of IGCSE Maths
Mar 02	Red Cross	First Aid Certificate
Sept 01	British Council	Introduction to Teaching English to Young Learners
July 01	International Baccalaureate MYP	Mathematics for Teachers New to MYP
Mar 01	Cambridge International Exams	Workshop for IGCSE Computer Studies
Feb 96	Nottingham Education Authority	Managing Behaviour in the Classroom

▶ HIGHLIGHTS

- ▶ As Head of Year, I was very proud that my students proved that they were, as I frequently told them, 'the best ever'. At a school with a strong academic history, they achieved the **highest ever grades** at IGCSE.
 - ▶ I recently made **video and written presentations** to an educational conference in Kazakhstan.
 - ▶ Probably the most satisfying part of my recent work in education reform was when my role included **training trainers**. Given very short time scales we were rigorous in trying to provide focused, often innovative, engaging, quality material. From more than 40 candidates, 2 of the teachers I worked with are the only ones who have subsequently been employed by Qatar's Supreme Education Council.
 - ▶ My most fulfilling extra-curricular activity was to organise and lead a trip for 30 students to Cambodia. We **raised substantial funds**, built 3 houses, had lots of fun, and all of us returned in good health and wiser for the experience.
 - ▶ Five years of working in education reform has helped me to hone clearer ideas about educational fundamentals, pedagogy and development of professionals. As a leader, I am confident about communicating an essential **clarity of purpose**. When tested, my values and principles prove to be consistent.
 - ▶ My enthusiasm for photography has helped provide extra-curricular activities through a **Photography Club**. Probably more importantly it has helped build relationships between staff and raise student esteem.
 - ▶ In an attempt to reach out to the wider community, and within challenging parameters, I took the initiative of designing and developing a **school weblog**.
 - ▶ Whilst working in Singapore I conducted an **extended study course** at middle school to enhance enthusiasm and attainment in mathematics. I also **mentored a gifted** 12-year old to grade A at Advanced Level Mathematics.
 - ▶ I was surprised, but delighted to advise the Kazakhstan Government and provide a promotional voice recording. I have also been involved in **sound** for dramatic productions.
 - ▶ My team was unhappy to lose in the final, but we returned in 2005 and became Under 16 Saudi Arabia **National Football Champions** scoring 27 and conceding just 3 goals.
 - ▶ Throughout my teaching career I have been able to talk with students as fellow human beings and have given evidence of a high level of commitment to developing the **whole student**. I have often instigated, and always been happy to be involved in, extra-curricular activities where I find that students invariably exceed reasonable expectations.
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▶ PERSONAL STATEMENT

My recent work has been supporting schools as part of government initiatives for educational reform. This has been through a considerable number of means from individual coaching, giving practical assistance, modelling good practice, through to developing and delivering whole school training. I have enjoyed the fresh challenges, with the opportunity to enhance and develop my skills and knowledge. Most valuable has been the opportunity to review my ideas and see them successfully put into effect by others.

Probably the major lesson gained from my experiences in education is that preparation is the key. Longer-term aims inform more immediate objectives, and I make pupils aware of these, working with them to succeed in our work. The subsequent goal is encouraging pupils to take responsibility for their own educational process. Linked to this, it is important to have empathy for identifying and responding to pupils' individual needs.

The challenge of de-mystifying Mathematics is one I enjoy. This includes exploring new avenues for learning and encouraging students to appreciate the importance of the subject. My personal experience is that pupils are receptive to enjoying Mathematics and engaging with learning this difficult subject. I believe anyone who spends time with me soon knows that I enjoy the company of students and this supports my enthusiasm for the management of the learning environment. It is important to establish a positive and productive environment for effective learning. Building on a platform of courtesy and consideration, my expectation is that this is reciprocated and maintained between pupils. The emphasis should very much be on positive reinforcement. These are some of the steps towards a mentally and physically safe environment. Further, I find that the best behavioural and educational outcomes can often be gained with an appropriate light touch.

If there is one thought which I could persuade the hundreds of teachers I have worked with to embrace, it is The Cockcroft Report's proposal that "Pupils should be given the opportunity to experience success". It continues to be a foundation for my pedagogical practice. I believe it is the root of differentiated instruction, and then even small successes are the platform from which to press for higher student achievement.

My teaching practice has been shared between Mathematics and Information Technology and I enjoy the differences. My acumen with computers has helped me to teach this subject successfully. There are increasing opportunities for crossover with other curriculum areas, and these are exciting and almost limitless in scope. I have supported teachers mostly in terms of expanding their boundaries of perceptions of what is possible and concentrating on meeting students' needs.

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Among other benefits, my broad experience helps me to quickly absorb the ethos of each school situation. Though I believe it is necessary to bring your own personality to each situation, I also recognise that you should operate within formal and informal guidelines. Linked to all of this, I have always enjoyed any dialogue with students and parents, and I appreciate the importance to a school of its positive perception within the community. It was a privilege to start my career at Garibaldi School where I readily embraced the School's positive, nationally celebrated, award winning ethos.

Allied to a positive, solution-seeking approach, I have benefited from the ability to enthuse others during with my commercial work and carried that into my teaching career. Based on what I hope are good interpersonal skills, I continue to develop my clarity of thinking and communication through a variety of means.

Education offers serious challenges, but it is my confident belief that those are best met with a smile.