**[Nahla]**

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# PROFILE

* I am a certified and professional MLT school team, who enjoys being part of a successful and reputable University team. I am quick to grasp new ideas and concepts, and to develop innovative and creative solutions to problems.
* Fully aware of eligibility requirements of international schools to enter the NEASC accreditation process
* My reliability, [communication skills,](http://www.kent.ac.uk/careers/sk/communicating.htm) responsibility and friendly nature are assets I would bring to the work. I have experience in project management and strong communication skills with the ability to work independently and use my own initiative. I also have the ability to prioritize whilst under pressure meeting tight deadlines.
* Have specific experience in leading a school team motivating them to reform the education system and inspire teaching and learning in the school
* Eager to motivate my students using a unique combination of 24 years instructional experience coupled with 6 years’ experience in leadership.
* I can capture the imagination of directors by using a variety of methodologies.
* Hold MEd from the MURDOCH UNIVERSITY-AUSTRALIA (2015)
* Hold an IB (International Bacculrate) teaching certificate from Australia (2015)
* Hold an American teaching diploma (PED) in teaching Chemistry (higher education) from the American university in Cairo,(2009-2011)
* Accredited as an international marker for CIPP and Check point programs from the Cambridge university,London,2007
* Accredited teacher from the KHDA in Dubai, 2012 and from the Sharjah educational zone once in 1994 and again in 2015.
* Experienced in using educational software, smart boards, data logging and all techniques of e-learning.
* Enthusiastic and dynamic to use critical thinking skills, project based learning strategies, community based learning and students’ centered learning techniques to create lifelong passion in learning.
* I am now looking forward to a career focused on my passion for the betterment of education in Arab countries, presenting opportunities to work with similar minded people.

## Education, Honors and certifications

* MEd,

Murdoch University-Perth (AUS),2015

* PMS,

Queen’s University (2011)

* IB educational teaching certificate (2015)
* TCGH ,Diploma degree in professional education for non-educators major (equivalent to **PGCE**)

The American University,2011

* Face to face courses and workshops for **professional educators** Cambridge University(from2007-2016)
* Degree ,professional educator for University students(faculty of science) **Chemistry** Cambridge University,2008
* International primary **accredited marker,** Cambridge University,2007
* Certificate in Psychology from the international medical institute-Ajman,2014
* Certificate in project management,Amideast,Cairo,2013(current)
* IELETS score:6.5 (2013)
* GRE: certificate
* **ICDL** diploma

American University,2006

* + **2013-2015 MEd in education leadership together with IB education certificate-Murdoch university-Perth(AUS) :**

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| --- | --- | --- | --- |
| a. | Language, Culture and Identity (3 POINTS) | b. | International Education: Issues and  Learning and Teaching with ICT (3 POINTS) |
| c. | Professional Development Portfolio (3 POINTS) | d. | Teaching, Learning and working in Culturally Diverse Environments(3 POINTS) |
| e. | Curriculum Development for Practitioners (3 POINTS) | f. | Effective Leadership (3POINTS) |
| g. | Issues and Practices in Schools’ (3 POINTS) |  |  |

* + **2007-2011 Educational diploma for non-educator majors-The American University**

**TCGH, Diploma degree in professional education for non-educators major (equivalent to PGCE)**

o **The American university,2011**

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| --- | --- | --- | --- | --- |
| Module | Description | Grade | Quality points | GPA |
| Module one | Adolescent development | C+ | 6.99 | 2.3 |
| Module two | Fundamentals of learning and teaching | A | 12 | 4 |
| Module  three | Assessment for the classroom | B+ | 9.9 | 3 |
| Module four | Supervised teaching practice | A | - | 1.5x2=3 |
| Module  five | School to home relationship | B+ | 9 | 3 |
| Module  six | Resources for the classroom | A- | 11.10 | 3.70 |
| Total |  | B+ | 48.90 | 3.26 |

* **1987-1992 Faculty of V. Science Grade: very good**

Fields of study:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Zoology/Botany | Biochemistry | Pathology | Nutrition | Gynecology |
| Chemistry | Physiology | Economics and farm management | Meat hygiene | Internal medicine(special) |
| Histology | Physical Chemistry | Forensic medicine | Gynecology | Animal hygiene |
| Biology | Animal behavior and husbandry | Bacteriology | Pathological anatomy | Infectious diseases |
| Biophysics | Comparative Anatomy | Virology | Clinical pathology | Aves and rabbit diseases |
| Anatomy | Nutritional Chemistry | Animal production | General surgery |  |
| Analytical chemistry | Deficiency diseases | Pharmacology | Forensic medicine | Surgery |
| Genetics | Inorganic Chemistry |  | Food and milk hygiene | Zoonosis |
| Statistics | Organic Chemistry |  |  | Camels and wild animals |

### Employment and field experience: Relevant work experience

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| 2016-Current  (ISCS-Sharjah) | * Teaches Chemistry for A-levels. * Administrator manager * Innovates students’ learning * Science week organizer and coordinator. * Educational trips’ supervisor |
|  2015-  2016  (SIA Sharjah  ) | * IGCSE Chemistry teacher and HOD * Implemented AFL strategies for all science classes * Taught IGCSE and A levels * Implemented SEN action plans * Conducted Science week * Integrated Science and math(STEAM) * Purchased all lab equipment |
| 2013-2015 (a gems school)Dubai-  UAE | Chemistry teacher and HOD  Responsibilities   * Teach Chemistry and Biology up to year 13 * Supervise the Science department * Offer a successful classroom environment; motivate students to grasp new ideas  Prepare science report cards for all classes. * Prepare continuous assessments' strategy for Dept. * Prepare feedback (comments booklets) for all grades. * Involve students in social problems discovery and analysis * Publish a project (River Nile crisis)   Plan and conduct new learning strategies using a wide variety of teaching aids, encouraging and inclusive strategies to incorporate students in active learning. |
| 2005-2007  (PISC-Cairo) | * MLT (Head of secondary section) * Contribute to the development of whole school strategic planning * Lead the development of Secondary School goals and targets that support school goals * Engage students and staff in the development of Learning Area, subject and individual goals and targets in the Secondary School * Communicate Secondary School goals and targets to relevant staff and students * Contribute to school wide curriculum development * Lead the development and oversight of curriculum, including courses of study and assessment, in the Secondary School * Lead the establishment and implementation of Learning Area and Subject review processes • Promote active collegial discussion about pedagogy by modelling shared instructional leadership * Support and evaluate quality of teaching in the Secondary School * Promote and engage in the teacher appraisal process across the school * Identify professional learning needs in the Secondary School and plan to meet them * Plan and manage exhibitions and debates * Follow up technical school work for all school parameters at the secondary stages * Organize and supervise community research work * Implement teacher training sessions. * Implement modern strategies to assess teaching and learning in the school. * Teaches Biology and Chemistry for IGCSE and A levels |
| * 2007-2013(Faculty of Vet. Medicine/Research institute of animal health) | Bio-Chemistry lecturer and Researcher  Responsibilities   * Teach Bio Chemistry * Offer a successful learning environment; motivate students to grasp new ideas * Publish weekly magazines. * Plan and manage exhibitions and debates * Involve students in social problems discovery and analysis * Publish a project (River Nile crisis) * Plan and conduct new learning strategies using a wide variety of teaching aids, and inclusive strategies to incorporate learning in active learning. |
|  1994-2005  MES(U  AE) | * Teach Chemistry and Biology * Induce and apply differentiated learning strategies and individual instruction strategies.  Apply and develop math skills in all areas of learning. * Implement the idea of “how science works” into teaching; motivating students to think like scientists. * Implement problem solving skills, open ended questions into the classrooms to expand students thinking beyond the scopes of the text books. * Implement different approaches to the subject matter;audiovisual,instructional,investigatory,research,technological, real life problems…………etc * Plan and implement note taking skills by using (Frayer models), improve research skills and investigation skills of my students. * Implement and apply different forms of graphic organizers, KWL charts, forced relationships worksheets, .etc. * Focus on key words being displayed on bulletin boards. * Offer a successful classroom environment; motivating students to grasp new ideas with differentiation. * Manage and organize extracurricular activities and scientific trips. * Plan and manage science exhibitions and debates. * Carry out Laboratory work and use laboratory requirements and create lab manuals for all stages.  Prepare continuous assessments', strategy for Dept. |
| (1992-1995) Animal health institute-Cairo University | * Researcher in nutritional Chemistry (ELISA and Electrophoresis) |

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**SKILLS**

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| **Teamwork** | I have successfully undertaken various team projects within both academic and non-academic environments. | |
| **Communication** | Being an instructor, I am able to demonstrate knowledge of different types, I am able to respond effectively to parents, headmistress, and people in the institute district.  My degree course greatly enhanced my written and verbal communication skills due to the many presentations, assignments, posters, essays and projects required. | |
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| **Other skills** |  | I have a full clean international driving license19 years’ experience. |
| [**Computing skills**](http://www.kent.ac.uk/careers/sk/ComputingSkills.htm)                **Language skills** |              | Competent using Microsoft Word (2010), Excel, Access, PowerPoint.  Printing and photocopying operations  Software' statistical data analysis (t-test, Chi-square test,….etc.)  Multimedia, projector displaying  Data logging on software programs  Online teaching  Interactive learning strategies  Expert in using Smart boards |
|  |  | Excellent English command(written and spoken) |
|  |  | Good French skills(written) |