



# NINA RADCLIFFE

## QUALIFICATIONS

2003	PGCE in Early Years Education, London Southbank University, UK
2002	BA in Archaeology, University of Nottingham, UK.

## EXPERIENCE

2023 - present.	<b>International School Prague</b> Early Childhood homeroom teacher
2020-2023.	<b>Nagoya International School, Japan</b> PYP Co-ordinator and Learning Coach Language teacher for Grades 3 and 4 Early Years Centre Co-ordinator Atelierista
2008-2020	<b>NIST International School, Bangkok.</b> Homeroom teacher in Years 1 and 2 Team leader in Years 1 and 2 Staff Representative committee co-chair Culture of trust team leader
2005-2008	<b>Sotogrande International School, Spain.</b> Homeroom teacher in Years 1 and 4
2003-2005	<b>Canon Barnett Primary School, London.</b> Year 3 homeroom teacher History, Geography and R.E. co-ordinator

## PROFESSIONAL DEVELOPMENT

2023	Reggio Emilia International Study Group
2022	Instructional Coaching: The Basics
2021	PTC - Curriculum Harvard- Leading People: A CSML Course
2020	Google Educator - Level 1 ECIS Level 2 certificate in child protection
2018	Fiona Sheridan - Structured Word Inquiry Thinking Collaborative 2018
2017	Mignon Weckhert - IGE Mathematics workshop Mindful Schools - Mindfulness Fundamentals
2016	Thinking Collaborative 2016 Matt Glover - Writing Workshop Debbie Miller - Reading Workshop
2014	Cognitive Coaching parts 1 and 2

## VALUES & TRAITS

Trust, Collaboration, Community, Kindness, Humor, Flexibility,  
Patience, Balance, Caring

## CONTACT

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## REFERENCES

Matthew Woodward  
Elementary Principal  
mwoodward@isp.cz

LJ Evans  
Assistant Principle  
ljevans@isp.cz

Ashley Eames  
PYP Coordinator  
aeames@isp.cz

## ADDITIONAL EXPERIENCE

- Sustainability Committee Member
- Maths and Language Committee lead
- Fine motor and handwriting Committee Member
- Curriculum development
- Led Staff PD on; Mindfulness, trust, maths curriculum and assessment, fine motor and handwriting implementation, workshop model, moderation.
- Languages spoken; English and Spanish
- Completed the PTC course on curriculum
- Qualified Personal Trainer
- Qualified Yoga Teacher



## Teaching philosophy

It is our job as educators to create a warm, caring, engaging and safe environment for our learners. In order to do this it is important that a strong classroom community is developed. Each child must feel heard and accepted for who they are and be acknowledged for what they bring to the classroom. I enjoy incorporating morning meetings, yoga, mindfulness, circle time and Philosophy For Children into my student's day so as to encourage the development of such a community. By taking the time needed to get to know each individual in my school, along with their families, I know that I can support each child to be happy at school and I firmly believe that happy children learn.

I also believe that one of the best ways to get to know learners is to observe them closely and recognise what they are already capable of. Viewing our students as competent and complex agents in their own learning is critical and ensures we do not view them through a lens of deficits. I value the importance of play and inquiry in our students lives and so I allow the space and time for student voice, choice and agency to guide our learning. Alongside this I believe it is important to expose students to skills, concepts and dispositions in a manner that is as transdisciplinary as possible. Creating this balance is an art and one that requires continued reflection.

Collaboration is a skill that is not only essential for me to practice with my colleagues but one that needs to be taught and modelled to my students whenever the teaching moment arises so that they can continue to build on this throughout their school lives and thrive. I believe that the best professional development a teacher can engage in is team teaching and learning from our colleagues

I value the workshop model of teaching as it allows all students to access the curriculum. It enables me to meet each student where they are and nudge them towards new skills and understandings as I confer with them individually. Since working as a PYP Co-ordinator and Learning Coach I have developed a greater interest in how we teach dispositions and ATL skills which I believe to be critical components for any school wishing to achieve their mission.



