

## RÉSUMÉ: Christopher Munro (Waugh)

If you are reading this in printed form, the online version (complete with live links and video evidence) is available at the address:

<http://www.chris.net.nz/resume>

Alternatively, [here is a downloadable, printable copy](#).

In the following pages you will see all the evidence you will need to verify that the strong terms by which I describe myself are no hyperbole.

You will also discover that my drive for personal excellence spans the breadth of the personal, physical, academic and professional.

What you will have to meet me in person to discover is my enthusiasm and authenticity. I really am a man who lives life with verve.



### PROFESSIONAL STATEMENT:

I am passionate about teaching and learning. I have a very strong belief in the powerful influence a good teacher can have on the human development of a teenager. I teach from a standpoint of honesty, determination, collaboration, self-respect and self-reflexivity. I am determined to act as a strong role model, and fundamentally believe in the necessity that I demonstrate in my own actions what I expect from others.

It is essential in the 21st Century that educators are able to deftly navigate the path between the richness of our past and the panoply of possibilities for the future. In the classroom I teach with respect for our establishment, yet present challenges to students to explore the relationship between what they are learning now and their own future - and consider the implications of this.

The pedagogical foundations of the subjects English and Drama are wonderful vehicles that support the achievement of this aim. The freedom to make intertextual links, consider author and reader position and recruit new modes of creating meaning and reason allows us to use texts as canonical as *Hamlet* to prepare a student for something as utterly modern as the rigours of self-exposition via the internet.

*“There are more things in heaven and earth, Horatio,  
Than are dreamt of in your philosophy.”*

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References, Exemplars and other evidence from practice to help expand on the dry rhetoric

[EDUCATIONAL INNOVATION](#)

Information and links that demonstrate my commitment to innovation and excellence in education.

[INTERESTS](#)

### CONTACT:

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**EMPLOYMENT:**

**The London Nautical School**  
LONDON, UNITED KINGDOM

Teacher of English, Drama and Enrichment

**September 2010 - Present**

The London Nautical School is a passionate and idiosyncratic boys' foundation school situated on the South Bank of the Thames in the heart of London. As such it represents all that is wonderful about London - a rich history (The Nautical was set up as a response to the sinking of the Titanic and resides in a unique old building in Stamford Street) alongside the embracing of the diverse, multi-cultural modernity of Europe's largest city.

In my permanent role as a classroom teacher of English, Drama and Enrichment I work with 8 different groups from Year 7 to Year 11.

Even at the beginning of what is intended to be a long chapter in my career as a teacher, The London Nautical School has facilitated my engagement in a range of exciting areas of innovation and creative practice. These include: Working with the BFI and a group of students to create a film submitted to the Cinematheque Francais international project, Piloting a scheme of online journalling for students in the classroom, Working with the charity Stonewall to develop classroom activities for national publication.

**The Leigh Technology Academy**  
DARTFORD, KENT, UNITED KINGDOM

Teacher of English

**January - July 2010**

The Leigh Technology Academy, in Dartford, Kent, is a secondary school judged "Outstanding" by ofsted in October 2009. It is a school infused with enormous vigour for innovation and the whole facility was literally engineered around modern principles of large-class, integrated learning in a technology-rich environment.

As a teacher I worked as part of a collaborative team with classes from Year 7 to Year 11. I was responsible for the English learning for two classes at Year 10 and Year 11 who were preparing for their GCSE assessment in both Language and Literature.

The experience of working at The Leigh has been a tremendous introduction to education in the UK. The similarities between it and the system in New Zealand far outweigh the minor differences, thus I found it easy to 'hit the ground running' in both the teaching and learning, and the wider school environment.

In the time since commencing work at the Leigh, some of the initiatives I have taken include; the implementation of an ability grouped intensive reading programme with the 60 Year 7 students, the running of a targeted GCSE revision programme

**EMPLOYMENT:** 2005 - 2010 2000 - 2005 BEFORE 2000

## EMPLOYMENT: 2005 - 2010



### Mount Aspiring College WANAKA, NEW ZEALAND

Head of Department: English and Drama.

#### January 2005 - January 2010

I could not have been more engaged in the role of teacher and academic leader than I have been at Mount Aspiring College - and I could not have gained more from the experience.

Tucked in the Southern Alps of New Zealand, this school is privileged to have one of the most stunning natural environments at its doorstep. Inspired by this, we created a department that has re-energised the teaching and learning of English for the 21st century.

As a review of my student web pages will reveal, we turned everything on its head and placed the learner, and their curiosity, at the centre of our programmes. Entire courses are developed around themes such as "Future Dystopia" or "Teenage Anti-Hero" and the students choose the context and style within which they learn. The results in terms of both achievement and student engagement speak for themselves.

The freedom enabled by our relative isolation and innovative attitude has allowed us to explore some vital ways of integrating the learning from a range of curriculum areas, producing learning programmes that are influenced by a range of modes such as broadcast journalism and dramatic performance.

In English, the traditional texts are thoroughly examined, but the insights gained by the students are taken to new dimensions.

My [Department Website](#) will tell you all you need to know.

#### EXTRA CURRICULAR

##### MULTISPORT AND TRIATHLON

As a passionate sportsperson in my own right, it is natural that I manage and coach the students in this area. Our focus is on participation, but when students achieve competitive success there's an undeniable sense of achievement. Here's some [evidence](#)

##### PERFORMING ARTS

As the Head of Drama I have been dedicated to developing this learning area in the school. When I took the position in 2005 there were 11 people in the senior programmes, and in 2009 the students in these elective Drama courses number 67. Inevitably this has involved extensive out-of-class involvements, including supporting and directing student entries into the Sheila Winn Shakespeare competitions, The Stage Challenge and many public performances held in the local town hall. Every moment has been brilliant!

#### FUTURE LEARNING

I am the chair of a group of teachers from Mount Aspiring College who are developing innovative ideas about how we can tackle learning as a school in the 21st century. Check out the [web presence](#) that I maintain for this group

#### OUTDOOR PURSUITS

I am part of a group of teachers who support the Year 9 outdoors camp every year - which involves such experiences as canyoning, abseiling, kayaking and multi-day tramping.

#### BOOTCAMP

As part of a student support programme I run a bootcamp that gets young boys out of the confines of the school grounds and engaged in hard, fun, physical activity - to strikingly positive effect.

#### DEBATING

The debating team that the English Department has been working hard to develop made the semi-finals of the hotly contested Debating Competitions this year. Two students were selected for the regional development team.

Further information about my work at Mount Aspiring College is available [here](#)

### ProActive Health and Fitness, WANAKA, NEW ZEALAND

Group Fitness Instructor

#### April 2008 - December 2009

After a hiatus of a couple of years after moving to Wanaka I re-started my work as an instructor of BodyAttack and rpm.

I derive great pleasure from teaching these group fitness classes to people from the town - many of whose kids I also teach at school

## EMPLOYMENT: 2000 - 2005

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### Cashmere High School CHRISTCHURCH, NEW ZEALAND

Teacher of English

#### July 2003 - January 2005

I strive for excellence as a teacher. The results of this were apparent in the responses from students, the measurable development in their learning, and the evaluation of my peers.  
[\[DOWNLOAD a copy of a classroom evaluation, performed by the principal of Cashmere High School.\]](#)

### Christchurch Boys' High School, CHRISTCHURCH:

Teacher of English.

#### May 2003 - July 2003

The opportunity to work at Christchurch Boys' came after my final term at the New Zealand Graduate School of Education, during which I spent 7 weeks on teaching practise there. I was privileged to take over some of the school's extension English classes at years 9 and 12. It was a great compliment to be entrusted with these students for a term, and I took every opportunity to develop my understanding of the special conditions that support learning development in high ability students.

### Les Mills World of Fitness, CHRISTCHURCH:

Group Fitness Manager

#### June 1999 - September 2001

As Group Fitness Manager of Les Mills Christchurch, I was responsible to the General Manager for all financial planning and control within my department, personnel (recruitment, employment, training and performance management), internal marketing, rostering, membership satisfaction and facility management.

### Canterbury Student Broadcasting Ltd, CHRISTCHURCH:



[a typical rdu staff meeting scene]

General Manager

#### 1993 - 1998

As General Manager of Canterbury Student Broadcasting Limited, I was responsible to the board of directors for all financial planning and control, personnel (employment, training and performance management), strategic planning, innovation and day to day operations of its radio station and other media.

CSBL operated the radio station "[rdu](#)", the Christchurch member of "[b.net](#)"; the NZ Student Radio Network; "Volume Magazine", a free Christchurch community and culture publication and the "alternate" website.

[\[DOWNLOAD a copy of my written reference from the Board of Directors\]](#)

### Les Mills World of Fitness, CHRISTCHURCH:

Group Fitness Instructor.

#### 1996 - 2005

I taught a number of fitness classes at the local Les Mills gym. I like it so much that I had to push myself to place it in the 'work experience' part of this resume. I'm a fully certified instructor of the Les Mills programmes BodyAttack, RPM and Bodycircuit. I'm an experienced National instructor trainer and I regularly present classes and training sessions at South Island training workshops.

## EMPLOYMENT: [BEFORE 2000](#) | [CURRENT](#)

## **EMPLOYMENT:** BEFORE 2000



### **Radio 1, 91FM, DUNEDIN, NEW ZEALAND**

Full-time News Editor

**July 1992 - October 1992**

As News Editor I was responsible for the running and monitoring of all news broadcasts. I was directly responsible for the 60 volunteers who worked in my area. Alongside the tasks of my specific job I was part of the Radio One Management Collective and responsible for: the planning (strategic and budgetary-including grant applications), appointment of staff, relationship with our employer O.U.S.A., internal communication, the maintenance of our equal opportunity policies, and the daily and long-term success of the station.

Part-Timer,  
**January-June 1992**

Tasks: Various, including: sound engineering, copy-writing, interviewing/announcing, record shelve...

Voluntarily,  
**1986-92**

Tasks: News-reading, announcing, Ski-report coordinator, trainee engineer.

**EMPLOYMENT:** CURRENT

## EDUCATIONAL RECORD

### New Zealand Graduate School of Education, CHRISTCHURCH, NEW ZEALAND

**Graduated: June 2003.**

- Diploma in Secondary Teaching. (Dip Tch Sec)

### University of Otago, DUNEDIN, NEW ZEALAND

**Matriculated: 1989 - Graduated: 1992.**

- Degree: Bachelor of Arts.
- Major: English.  
(including: first-year papers in Classics, Philosophy and Economics; Drama at second-year level).

### Otago Boys' High School, DUNEDIN

**1984 - 1988.**

- Bursary: A Pass.
- Awards: 1988 Blue for Drama.

## EVIDENCE:

To support the more formal part of my résumé, here are some interesting fragments that may help add some dimension to the cold hard facts of my work history.

## References and Evaluations

Mount Aspiring College, Wanaka, New Zealand. Phone +64 3 443 9901:

- ▶ Wayne Bosley, Principal, Mount Aspiring College.
  - [bosleyw@mtaspiring.school.nz](mailto:bosleyw@mtaspiring.school.nz)
  - [Written Reference](#)
- ▶ Greg Thornton, Deputy Principal, Mount Aspiring College
  - [thorntong@mtaspiring.school.nz](mailto:thorntong@mtaspiring.school.nz)
  - [Written Reference](#)

Cashmere High School, Christchurch, New Zealand

- ▶ David Turnbull, Principal, Cashmere High School
  - [Evaluation of a classroom lesson.](#)

## Multisport Coaching

Multisport Team 2009

- ▶ [http://gallery.me.com/actualised\\_one#100080](http://gallery.me.com/actualised_one#100080)

### [Mt Aspiring College Gold Rush Team, 2009](#)



## Articles

Article about “A Day In The Life”, Published in the New Zealand Sunday Star Times, April 12, 2009

- ▶ [http://www.chris.net.nz/resume/Evidence\\_files/Article%20Small.pdf](http://www.chris.net.nz/resume/Evidence_files/Article%20Small.pdf)



## INNOVATION

### Pedagogy

I have taken a strong interest in the pedagogical advances the New Zealand education system has made in the time that I have been a teacher. I have been actively engaged in the implementation of the 2010 New Zealand Curriculum in my region, running workshops for teachers from a range of schools and managing the change within my own departments.

Evidence of the progressive programmes of learning and the pedagogical foundation for these is expressed in detail on the website I have developed for my English department at Mount Aspiring College:

<http://www.chris.net.nz/english/>

At Mount Aspiring College I also chair the Future Learning group that is taking a fresh look at the fundamental underpinnings of our construction of 'learning' at the school. This group's website outlines its mandate and considerations to date:

<http://www.chris.net.nz/futurelearning/>

I also follow a number of professional organisations that are dedicated to the development of excellence and innovation in teaching and learning. My personal favourite is the [New Zealand Council for Educational Research](#) and I avidly contribute to their suite of weblogs at:

<http://www.shiftingthinking.org/>

### Technology

My enthusiasm for the use of new technology in the enhancement of student learning is great. I maintain a website for each of my senior classes - and through these the students are able to access a wide range of materials that both supplement and arise from the classroom learning:

<http://www.chris.net.nz/school/>

Each student in my classes also operates a shared private blog with me. Via this mechanism they are able to submit draft work, ask individual questions and receive individualised attention in a meaningful but also manageable way.

### Mentoring

I work with a variety of students on a one-to-one basis in the school and gain huge satisfaction from the positive impact this can have. Whether it be the refocussing of a high ability student on a project of their own passion or going for a run with a group of boys needing to burn off energy in a constructive way - it is always a good time.

## INTERESTS

### Sport



#### Group Fitness

I was a group fitness instructor now for 18 years. Even though I included this in the '[employment](#)' section of my resume - I do get paid to do it - It's just as appropriate that I include it also as an interest. Like everything else in my life, I do it because I love it.

#### Distance Triathlon

I have competed in a range of triathlon events from the local short course to my greatest achievement yet, the New Zealand Half Ironman in Tauranga. Like most 'age-groupers' in these events, it's the challenge and the camaraderie of the training that really makes the code worthwhile.

### Leisure

#### The Usual Suspects

Instead of just listing 'reading, films, computers..' I thought it might be much more interesting to tell you what I read/watch etc..

#### Books:

"Under the Skin" by Michael Faber, "Vernon God Little" by DBC Pierre, "The Vintners Luck" by Elisabeth Knox, "Oscar and Lucinda" by Peter Carey, "The Sparrow" by Mary Doria Russell...

#### Films:

"Donnie Darko", "Run Lola Run" "The History Boys"  
"Impromptu", "Lone Star", "Dancing in the Dark", "Romeo +Juliet", "Memento", "The Fight Club" and yes, okay, "A Room With a View"

#### Online:

In lieu of watching the ubiquitous television, I no doubt spend more than the average number of hours online. What I do in all that time escapes me, but it has to be more constructive than watching the 'drug of the nation', right? I take pride in writing full and interesting emails to my friends. I just don't do it often enough.

I like writing websites too..

..and playing with consumer electronics..