

# Megan Frogley

**Address:** Emeryville, California

**E-mail:** mfrogley09@gmail.com

Charismatic and dependable Head of Department (Health & Wellbeing) and English Teacher with 6 years of experience delivering educational administration and instruction to various levels of learners. Is currently studying for an MA in Education under Professor Derek Van Rheenan at University of California, Berkeley, conducting a pilot study on transgender inclusion and policy in NCAA conference competition. Effective practitioner who can develop positive learning experiences and maintain effective behaviour management systems in classroom. Has experience lecturing, academic mentoring, and 1-on-1 tutoring settings. Adept at curriculum design, whole school intervention (especially regarding mental health and LGBTQ+ students) and forging strong working relationships with students and staff. Committed to developing and working in an inclusive school environment in terms of ethnicity, sexual orientation and SEND. Widely experienced with pupils who have special educational needs, having worked in a school with an autism specialist provision. Committed to providing students with necessary tools to achieve academic goals, instilling love of learning and cooperative teamwork. Excellent communication and problem-solving skills. Published academic within the field of social sciences (specifically sport and exercise), is an avid fiction writer with the goal of increasing visibility for queer characters in fantasy and dystopian genres, and volunteers with Berkeley Animal Care Services, demonstrating a range of passions and talents outside her teaching subject.

## Work History

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### **2022-01 – Current     Interim Academic Advisor (Athletic Study Centre)**

*UC Berkeley, California, USA*

- Lead Academic Advisor for UC Berkeley Women's Softball, and Men's/Women's Gymnastics Teams (61 students total). Stepped in on interim basis for full-time role whilst completing MA in Education.
- Weekly check-ins with student-athletes involving major and graduation planning, NCAA eligibility, resource signposting, academic/career support, and personal mentoring.

### **2021-09 – Current     Graduate Tutor (Athletic Study Centre)**

*UC Berkeley, California, USA*

- Weekly tutoring and mentoring a caseload of 10 student-athletes in academic skills including critical thinking, reading, academic writing and analysis, note-taking, timekeeping and organisation, and communication.

### **Director of Health and Wellbeing**

#### **2018-09 – 2021-07     Frederick Bremer Secondary School, London, UK**

- Designed the whole school vision for health and wellbeing; contributed to school policy, for example creating and embedding the 'Wellbeing Charter' values.
- Managed the content and delivery of the wellbeing curriculum, including staffing, quality assurance and integration of inclusive, LGBTQ+ Relationships and Sex Education.
- Total redesign of the programme to support school community in response to the COVID-19 crisis.
- Organisation of drop-down days and health/wellbeing events for KS3, liaising with external health and

wellbeing organisations and non-profits to promote student engagement.

- Implemented wellbeing and inclusion themed campaigns within school; 100% pass rate over 3 years of our Youth Health Champion student leadership programme.
- Delivery of whole staff training for health and wellbeing policy and strategy.
- Line managed the Wellbeing Deputy and their professional development.
- Curated social media presence for wellbeing (150+ followers in 2 months); designed a website to provide an online support platform for students.

2015-09 – 2021-07

## Senior English Teacher

*Frederick Bremer Secondary School, London, UK*

- As of 2020 coordinating KS4 schemes of work, including adaptation of senior class curriculum using EdTech tools for asynchronous and hybrid learning during COVID-19.
- As of 2018, leading in the design of mixed ability, inclusive English schemes of work in various year groups (language and literature), maximising student engagement, challenge, and progress
- Part of the English department leadership team to determine department exam results strategy, curriculum, and direction. Organisation of teaching groups for the academic year 2019-20/2020-21
- Mentoring of vulnerable and/or academically promising female students, in particular a 'challenging' ADHD year 8 student. They became head student and top of the class for Senior Year English in 2019 (achieving two grade 9s (A+)).
- Selected and secured LGBTQ+ library reading material; organized book launch
- Delivery of department CPD, including Talk for Learning, English Language GCSE and Writing strategies.
- Worked as AQA examiner for English Language for 2 years (2017-2019).
- Mentoring NQT teachers (observations, informal guidance, paired planning projects and line managements).

## Skills

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Leadership	
Microsoft Office / G Suite	
Website Design/Social Media Platforms	
Collaboration / Communication	
Special Education	
Curriculum Design	
Classroom Management	
Problem Solving	
Certified Teacher (UK)	
Higher Education (USA)	
Research	
Coaching/Mentoring	
Education Technologies	

## Education

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- 2021-08 - Current**      **MA Education (Cultural Studies in the Intersection of Sport and Education)**  
*UC Berkeley – California, USA*
- 2015-09 - 2017-07**      **Teach First Leadership Development Programme: English Education**  
*Institute Of Education – London, UK*
- Professional development (English and education) completed working full-time in placement school.
  - Received 'Outstanding' for NQT year.
- 2015-09 - 2016-07**      **PGCE: English**  
*Canterbury Christchurch University - Kent, UK*
- Awarded 'Outstanding' for my teacher training year (as part of the Teach First Programme).
- 2012-09 - 2015-06**      **BA Sport, Exercise and Physical Activity: Social Sciences and Health**  
*University Of Durham (St. Mary's College) - Durham, UK*
- Graduated with a 1st class degree; awarded the Dissertation Prize.

## Accomplishments

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- Published as an academic author in 2018: '*Marvel, machine or malnourished: exploring the sociology of the body in Women's Artistic Gymnastics.*' Journal of Qualitative Research in Sports Studies, 12, 1, 235-262.
- Received the 'Undergraduate Dissertation Award' for my class in 2015.
- Received St. Mary's College 'Half Colours' for contribution to my university college community, organisations and the arts
- Received the 'Durham Award' for outstanding contribution to the university and local communities during my time at Durham University, including working within local sport/disability sport and partaking/leading university college Drama and Sports societies
- Received a fellowship from the Graduate School of Education, contributing to my MA program financing