

## Melissa Saunders Curriculum Vitae

Name: Melissa Saunders

Mobile: 0407 606 580

Working with Children's Check: WWC0174778e

Expires: 16/11/2028

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### EDUCATION QUALIFICATIONS

**2023** – Diploma of VET (Vocational and Education Training) Institution: TAFE NSW St George Campus (Monday and Tuesday nights)

**2019 - TAE 40116 – Certificate IV in Assessment and Education Upgrade**

**Institution:** Inspire College

**2014 - TAE 40110 – Certificate IV in Assessment and Education**

**Institution:** National College

**2014 – 2017:** Master of Social Work (Qualifying)

**Institution:** Griffith University (Online Program).

**2007- 2010:** Bachelor's degree in Applied Social Science, Counselling

**Institution:** Australian College of Applied Psychology

## EMPLOYMENT

### NSW TAFE

**November 2022 – 9th of June 2023** - Acting Head Teacher for Mental Health and Counselling.

#### **Administration Duties:**

- Attending weekly meetings with Team Leader and Director to discuss business arising; WH&S issues; organisational reporting key indicators; staffing issues; organisational process barriers etc.
- Meet regularly with teaching staff, to ensure they are supported in their role.
- Conduct two weekly meetings with teaching staff to monitor overall wellbeing, discuss business issues arising and agenda items.
- Approve timesheets and requested leave.
- Engage part-time teachers into the organisation, so they can teach within the section.
- Support part-time teachers onboarding process.
- Be apart of the recruitment panel e.g.: Interview on the panel - Administration Support Officers, State-wide Recruitment Process.
- Collate and collaborate with HT a weekly newsletter for staff, with relevant information that will benefit the whole staff.
- Meet weekly with Administration Support Officer, to address key indicator reports, create offerings for new courses for the following semester, or year.
- Support staff individually and collectively, to work through barriers and develop processes to address student and section needs.
- Respond to directives given by the Director, Team Leader, and Head Teacher.
- Respond to student complaints.
- Identify staff's strengths and skills, to address barriers or gaps in the teaching section.
- Research and find relevant policies, to address staffing issues: Work Flexible Agreement, Staff reducing hours, Individual Development Plans, Award Agreements.

**NSW TAFE****Teacher (Full-Time)**

**August 2019 – Present** - Teacher for Mental Health and Counselling Section.

**Administration Duties:**

Co-ordination of enrolled students

Meeting with Students one-on-one to discuss their student needs and develop an Individual Learning Plan, if required.

Attend weekly meetings with the counselling team. In these meetings I chair and facilitate these each week.

Attend weekly business meetings with the Mental Health and Counselling section.

Discuss students needs with Disability Teacher Consultant

Work with Head Teacher on timetabling.

Train and Mentor Part-Time Teachers

Update student and teacher course guides.

Mark Written Assessments and Practical Role Play Assessments.

Enter student results into EBS

**Teaching Units: Counselling Skills.**

Counselling Skills (CHCCS001,002,003,007) and Theories and Therapies (CHCCS004,005,006). Person Centred Therapy; Family Systems Theory, eg: Genograms (assessment tool), Birth Order Theory, Family systems roles and dynamics; Attachment Theory; Creative Cognitive Behaviour Therapy, Strengths Based, and Brief Solution Focus Therapy Acceptance and Commitment Therapy; Gestalt Therapy.

**Other Teaching Units:** Legal and Ethics (CHCLEG001).

**Communicate and work in health or community services** (CHCCOM005)

Communication Styles, roles, how to run a meeting etc.

Other: Case Management (Develop, facilitate, and review all aspects of case management). (CHCCSM005) and CHCDFV001\_CHCCCS019 Respond to a crisis and Family Domestic Violence unit.

Psycho-Social Bio Assessment (The Common Approach Tool)

Avert (Domestic Violence Training – Day Two to finalise)

Doors Training

Safety Planning

Risk Assessment

Suicide Assessment

Cycle stages of Grief and Loss

## **NSW TAFE**

### **Teacher (Part-Time)**

**February 2019 – August 2019** - Teacher for Community Services.

**Teaching Units:** Legal and Ethics (CHCLEG001).

Communicate and work in health or community services (CHCCOM005)

Communication Styles, roles, how to run a meeting etc.

#### **Administration Duties:**

Research and prepare material and lesson planning for each class.

Mark written assessments and practical role play assessments.

Enter student results into EBS.

Attend weekly meetings.

**Redpoint Psychology and Coaching (2 days a week)**

- **May 2019 – 2021**
- Children and Adolescent Counselling.
- Social Work Support
- Parenting Support
- National Disability Insurance Scheme Administration
- Outreach to Schools.

**NSW Health, Social Work Department (Part-Time Campbelltown Hospital)**

January 2018 to March 2020

**Cancer Treatment Centre/Palliative Care and Oncology Ward & Rotation**

**Position:** Social Worker

- Grief and Loss Counselling (Cancer Treatment Centre)
- Case Management, Emergency Department
- Mental Health Support
- NDIS Support
- Psycho-Social Assessments.
- Crisis Intervention

**Anglicare**

- June 2010 to 2018
- **Position:** Family Mental Health Service Counsellor.

**Counselling Skills:**

- Working with clients allows me to draw on Family Systems Theory, Birth Order Theory, Family Systems roles, and Attachment Theory; Creative Expression Person-Centred Approach; Cognitive Behaviour Therapy; Solution Brief Focus Therapy; Play Therapy.

**Casework Skills:**

- Develop a Family Action Case Plan to ascertain clear family goals, based on Conducting a Psycho-Social Assessment Tool (The Common Approach), to collect Physical/Health, Emotional/Wellbeing, Educational, Medical, Housing, Financial and legal issues, identified needs and gaps in the family system.
- Incorporating a Trauma Informed Practice Framework to understand historical complex trauma that can affect children and young people's development and parent's parenting capacity.
- Use Eco-Mapping tool as another method to collect service information on who is working with the family from a Micro, Mezzo and Macro perspective.
- Use the Genogram as an assessment tool, to collect family of origin data.
- Referral and Advocacy to key agencies based on family goals: eg: Anglicare's Emergency Relief Service due to client experiencing financial hardship. Family Intensive support services required, to work with complex intensive support goals. (Illawarra Family Services or Barnardo's).
- Case Note writing using Athena Penelope and Word
- **Outreach** to Primary and High Schools
- **Attend network** – Child Wellbeing South Coast Committee, Youth Committee Wollongong Youth Centre.

**Key Professional Knowledge to work with Children and Young people in this role:****Child and Young Persons Care and Protection 1998, No: 157**

Mandatory Reporting Guidelines.

E-Reporting Guidelines

Protection of person's making the report.

Section 36 Principles of Intervention

Section 38 A Parent responsibility contracts.

Section 43 Removal of children and young persons without warrant

**Mental Health Act 2007, No: 8**

6 Voluntary admission of children of 1990 Act, ss 13-15)

NSW Guardianship Act 1987

**Relevant Stakeholder experience:**

- Collaborate and co-case manage with High School and Primary School stakeholders e.g.: School Counsellors and Welfare Teachers, where I have organised case conferences and shared case management goals and developed a group work program for Newly Arrived Students with School Psychologist.
- Inter-agency partnerships with local services e.g.: I am a committee member of the South Coast Child Wellbeing Network for one year, and I have assisted in organising the yearly family fun day event in the local community, with services namely Barnardo's, NSW Health, and Big Fat Smiles.

**Practice Knowledge:** Erik Erikson's Psycho-Social Developmental Milestones; Piaget's Cognitive Developmental Milestones; Cycle of Domestic Violence; Assertive Communication; Grief and Loss; Trauma Informed Education; Mental Health Education; Zone of Regulation Strategies; Emotion Coaching, Tuning into Kids and Teens Facilitator's Program.

**Anglicare (Cabramatta Office)**

June 2008 to 2010

**Position:** Reconnect Caseworker and Counsellor

**Program:** Early Intervention counselling and casework program that works with Young People and their families, where relationship breakdown has occurred, and they are at risk of being, or are homeless.

**Maximum Caseload:** 12 Families

**Casework Skills:**

- **Assessments:** Psycho-social assessment tool, to conduct holistic assessments to cover a wide range of presenting issues and identified needs, using a Trauma Informed Practice Framework.
- Use Eco-Mapping tool as another method to collect service information on who is working with the family.
- **Co Case Management Partnership** – Work closely with Family and Community Child Protection Caseworkers, to assist Young Person with their Case Plan Goals. e.g.: Attend case conferences and give regular updates to Child Protection Caseworkers.
- **Referral and Advocacy support duties:** With key agencies based on family goals: e.g.: Anglicare Emergency Relief Liverpool Service, Crisis Accommodation, Centrelink, Housing NSW, Family Intensive support services, Community Mental Health, Headspace, Cabramatta Multicultural Agencies, Fairfield Council. Provide Transportation to access services.

**Counselling Skills:**

Working with clients allows me to draw on Family Systems Theory, e.g.: Genograms (assessment tool), Birth Order Theory, Family Systems roles and Attachment Theory and Creative Expression Person-Centred Approach. Cognitive Behaviour Therapy; Play Therapy.

**Key Professional Knowledge to work with children and young people:**

Child and Young Persons Care and Protection 1998/2007 Act

Coroner's Report Act

Mandatory Reporting Guidelines

**Relevant Stakeholder Experience:**

- Collaborate and co-case manage with High School and Primary School stakeholders eg: Cabramatta High School – I developed a Girls Group Program

for young girls that exhibited at risk behaviours, namely poor emotional regulation skills; low self-esteem, low school attendance.

- Inter-agency partnerships with local services eg: I have been on the south coast child wellbeing committee for almost 2 years and have assisted in organising a family fun day event in the local community, with services namely Barnardo's, NSW Health, and Big Fat Smiles.

**Developmental Knowledge used to support assessments and psycho-education interventions:**

- Erik Erikson's Psycho-Social Developmental Milestones.
- Piaget's Cognitive Milestones,
- Cycle of Domestic Violence.
- Assertive Communication.
- Parenting Styles.
- Trauma Informed Education.
- Zone of Regulation Strategies
- Emotion Coaching (Tuning into Kids and Teens Facilitator's Program).

**Personal Knowledge:**

Mother of a 4 and half year old

Vocal Coach – Trained classically for 10 years in the Alexander Technique.

**CASUAL EMPLOYMENT**

**February 2018 to June 2018 – Leap Social Services Step Behavioural Program**

Rolled out program June 2018.

Developed Train the Trainer workshop – 15<sup>th</sup> July 2019.

**February to July 2017 - Catholic Care (Two days per week)**

**School Counsellor (St Pius X Primary School)**

**Duties:** Provide counselling to Primary School Children  
Working in an Education Setting

**2011-2012 – Mission Australia****Residential Casual Employment in Liverpool****Drug Court - Young Offender Residential Program**

**Duties:** Support worker/Shift work

Outreach; case noting; relating to youth.

Working with resistant behaviour using person centred, solution/strengths approach.

**Post Graduate Studies:**

**Master of Social Work – Qualifying** (Griffith University).

**March 2014 - 1<sup>st</sup> Placement:**

Anglicare's Children's and Family and Relationship Service in Campbelltown.

Clinical Supervisor: Deidre Grala

**July 2017 - 2<sup>nd</sup> Placement, MSW**

Juvenile Justice, Campbelltown

Professional Practice Team

1<sup>st</sup> July 2017 to 30<sup>th</sup> November 2017

**Placement Supervisor:** Tim Warton

**Student Role:****Aim of the Project:**

- To increase resiliency and minimize burn out in Youth Officers, that work in juvenile justice.
- To develop an evidence base workshop, for the induction program (I-TAP) for Youth Officers.
- This workshop is based on current criminological and psychology literature, Trauma Informed Practice, Burn-Out and Self-Care, through an Action Research Participatory approach, as the methodology to conduct research and develop program.
- To research and analyse criminological literature and identify contemporary trends.
- To gain knowledge and understanding of current criminological policies and intervention literature.
- Attend focus groups to identify themes and gaps with young offenders and youth officers.

**Other Professional Training**

- 2016** Trauma Informed Practice – Childhood Foundation Smart Training.  
Art Therapy – Professional Development Training – Karen Trigg’s Cultural Linguistic Training  
Aboriginal Cultural Awareness Training  
Dialectical Behaviour Therapy
- 2014/ 2015** Tuning into Kids and Tuning into Adolescents Facilitator Training  
Creative Interventions working with Children of Abuse (Mary Jo McVeigh; CCWT)  
Motivational Interviewing (In house training)  
Art Therapy (CCWT)  
Narrative Approach (CCWT)
- 2013** TAE IV – Training and Education Certificate IV
- 2009 – 2010** Foundations for Working Systemically  
Keep Them Safe  
Nurturing the Hidden Resilience of At-Risk Children and Families – Michael Ungar  
Maximise Personal Coaching Program 1 &2  
Safe in Oz Training  
Motivating Families
- Hobbies: Singing, going to the movies, yoga, finding the best cafes (Coffee lover), and having a great laugh with friends.

**References:** Ashleigh Ellis  
Head Teacher for Mental Health and Counselling.  
Email: [Ashleigh.Ellis2@tafenswedu.au](mailto:Ashleigh.Ellis2@tafenswedu.au)

Carlie Fairbairn  
Lead Teacher for Mental Health and Counselling  
Email: [Carlie.Fairbairn3@tafensw.edu.au](mailto:Carlie.Fairbairn3@tafensw.edu.au)

Helen Vickers  
Clinician/Retired TAFE Teacher  
Email: [helen.vickers@me.com](mailto:helen.vickers@me.com)

[Sent from Yahoo Mail on Android](#)

----- Forwarded message -----

**From:** "WWCCNotification@ocg.nsw.gov.au" <WWCCNotification@ocg.nsw.gov.au>

**To:** "saundersmj@yahoo.com" <saundersmj@yahoo.com>

**Cc:**

**Sent:** Fri, 1 Sept 2023 at 3:53 pm

**Subject:** Information Regarding your Working With Children Check



## You have been granted a Working with Children Check clearance (Employee)

**Working With Children Check Number: WWC0174778E**

Dear Melissa Saunders

You have been cleared to work with children in both volunteer and paid roles.

Your details are:

<b>Surname</b>	SAUNDERS
<b>First Name</b>	Melissa
<b>Other Name</b>	Joanne
<b>WWC Number</b>	WWC0174778E
<b>Type of Clearance</b>	Valid for paid and unpaid work
<b>Expiry Date</b>	16/11/2028

### Important information

- You must give your WWC number, expiry date and your full name to your child related employer, volunteer organisation, or anyone you provide a child-related service to. They will verify your details on our system.
- Keep your WWCC number somewhere safe. If you move to another child related role, give it to your new employer.
- This Check is valid for 5 years. [Keep your contact details up to date](#) on our system and we will email you when it is time to renew.
- Your WWCC number can be accessed on the [Service NSW app](#).