



SCHOOL AID MTÜ

Curriculum Vitae



Nichola Jane de Montaigne

Director of Education, Learning Systems, Capacity Building & Safeguarding Guidance

Provides strategic leadership, guidance, programme design and quality assurance for School Aid's education and learning response in crisis and disruption. Implementation is delivered by local partners and in-country programme teams; the role is strategic, not operational.

Based in Cascais, Portugal · Humanitarian education systems, safeguarding guidance & AI-supported, human-led learning · MA International Education · BSc (Hons) Developmental Psychology

School Aid role — Director of Education, Learning Systems, Capacity Building & Safeguarding Guidance

- Provides strategic leadership, guidance, programme design and quality assurance; implementation is delivered by local partners and in-country programme teams.
- Designs adaptable education and learning systems; supports curriculum mapping and learning continuity, teacher capacity-building, and staff wellbeing and resilience frameworks.
- Provides safeguarding guidance — policy, training, frameworks and best-practice advice. Implementation, incident response, local legal compliance and outcomes remain with in-country leaders, partners and the Board.
- Leads the educational content of grants and partnerships and helps develop AI-supported education that stays human-led. Travel is not an inherent expectation of the role; Board appointment subject to adoption and registration.

Profile

Nichola Jane de Montaigne is a specialist in humanitarian education systems, safeguarding guidance and human-led, AI-supported learning. A developmental psychologist and educational leader with more than 20 years across international education in Portugal, China, Brazil and Norway, she complements this with front-line social-work practice supporting vulnerable and abused children and early community-development work in the Philippines. She founded and leads deMontaigne Life Design, and designs adaptable, resilient learning ecosystems — bringing strategic design, safeguarding guidance and quality assurance to education in crisis and disruption while local partners lead delivery.

Education & qualifications

- MA International Education (Leadership & Management) — University of Sunderland, 2012–2015
- PGCE, Initial Teacher Training — University of Sunderland, 2011–2012
- BSc (Hons) Developmental Psychology — The Open University, 2003–2007
- Diploma in Child & Youth Studies — Lincoln University, 2001–2003
- Certificate in Teaching Synthetic Phonics; Diploma in Teaching Children with Dyslexia — Direct Learning Ltd, 2010–2011
- International Baccalaureate — St. Dominic's International School, Portugal, 1998–2000

Professional experience

Period	Organisation	Role & contribution
2023–present	DeMontaigne Life Design (Portugal)	Founder & CEO. An invite-only ecosystem for families, schools and partners where learning, living and purpose meet. Creator of the proprietary PPPP™ (Purpose · People · Place · Practice) and WEITS™ (Wellbeing · Entrepreneurship · Innovation · Technology · Sustainability) frameworks; builds human-led, AI-supported education design. Module design, workshops, counselling and investor engagement.
2020–2023	Romerike International School (Norway)	Founding Head. Co-founded and led a new primary division; built teams, curriculum, culture, and safeguarding and wellbeing policy from the ground up; chaired safeguarding and wellbeing.
2019–2020	St. Francis College (Brazil)	Led primary curriculum design and teacher development (ages 3–11); workshop presenter and facilitator.
2014–2019	Suzhou Singapore International School (China)	Teacher, Student Services Coordinator & Case Manager. Inclusive practice, individual learning plans and safeguarding casework.
2010–2014	St. Dominic's International School (Portugal)	Classroom teacher (ages 4–8) in Cascais; contributed to curriculum self-study and school quality processes.
2009–2010	Social work — UK (Hull) & Portugal	Youth reoffending, family counselling and art therapy; supported vulnerable and abused children (0–18) through casework and rehabilitation.
2007–2009	Global Green Power PLC Corporation (Philippines)	Based in the Philippines for two years, working alongside Maribeth de Montaigne on the development of the Global Green Power renewable-energy platform. Engaged directly with local farming communities, agricultural cooperatives and host barangays; contributed to socio-economic and community-development programme design, stakeholder engagement, education and the platform's community 'social licence'. This on-the-ground grounding in Philippine rural communities, local government and farmer engagement directly informs School Aid's Philippine objectives — education and community development alongside the Panay programme.

Key expertise for School Aid

- Humanitarian and crisis-education systems design; learning continuity and curriculum mapping under disruption.
- Teacher and school-leader capacity building, coaching, and wellbeing / resilience frameworks.
- Safeguarding guidance: policy, training, frameworks and best-practice advice — grounded in social-work child-protection practice.
- Monitoring and evaluation of educational impact; educational content for grants and partnerships.
- Human-led, AI-supported education design (agentic AI, GPT-4 / Claude, prompt engineering).
- Developmental psychology and inclusive, child-centred learning design; sustainable learning-ecosystem design (PPPP™, WEITS™).

Safeguarding & child protection

Built a school safeguarding policy from the ground up, served on safeguarding and wellbeing committees (2015–2022), and practised front-line social work protecting abused and at-risk children from infancy to age 18. For School Aid she provides safeguarding policy, training, frameworks and best-practice guidance; operational implementation, incident response, local legal compliance and

safeguarding outcomes remain with in-country programme leaders, partner organisations and the Board.

Research & publications

- 'Evaluating Thinking Routines for Concept-Based Curriculum' — Master's thesis, 2015.
- 'Multisensory Learning for Students with Learning Differences' — published, World of Dyslexia Ltd, 2011.
- Action research — 'ICT to Support Teaching and Learning' (2016–2017) and 'Visible Thinking Routines for Conceptual Learning' (2014); ongoing action research with Research Schools International (2021–2024).

Committees & leadership roles

- Safeguarding Committee (2019–2022); Wellbeing Committee (2015–2019); Student Council Advisor (2017–2019).

Charity & volunteer work

- Art-therapy volunteer, Cheshire Home (Portugal) — creative expression and wellbeing for adults with disabilities.
- Youth and community outreach, Cascais — support and fundraising for underprivileged families.
- Volunteer teacher and mentor, remote village education programme, Southeast Asia.

Languages

English (mother tongue) · Portuguese (excellent) · Norwegian (beginner) · Mandarin (beginner).

Ring-fenced assignment. Nichola's Panay/Philippines education work is delivered by School Aid MTÜ and is operationally and financially ring-fenced from Biomass Asia Inc. It supports community and farmer education around biochar benefits, but is legally and financially independent of the commercial venture.