

John Ian Rutherford



Education

The University of North Carolina at Charlotte

Bachelor of Arts in Architecture, Minor in Sociology 1992.
Fifth Year Post Graduate Bachelor of Architecture 1995.

Experience

Springfield School at Raffles Hills ~ Cibubur, Depok, West Java ~ Indonesia

SENIOR STAFF MEMBER: Secondary School Science, Art and Electives Teacher.
Secondary Coordinator of ESL. I am the Leading Founder of a broad range of programs including the: Additional Assistance Program, Student Government, Nature Trail, Annual School Fair, Drama Support Team and School Newspaper. I have been the leader in many Coordinated Curriculum Activities and Special Events like: Fairs, Field Trips, Sports Days, Fundraisers, Charity Programs, Student Government and Detention Discipline.

** Please see the Addendum below titled "A Detailed List of Achievements"*

7-11 ~ present

Rutherford Laboratory ~ Indonesia + USA

DIRECTOR: Promoting the Advancement of the Art and Science of Education. Delivering Quality Educational Materials, Services and Special Methods of Teaching and Learning in Indonesia and the world beyond. Establishing partnerships with stakeholders in the field including students, parents, teachers, schools, suppliers, businesses and government officials. Formation of PT. RuLab Daya Kreasi with Indonesian partners. Design and production of scientific apparatus and teaching aids Creation of Digital and Printed Content.

7-15 ~ present

RuLab.org ~ Edukasi.co.id ~ Indonesiaindah.org

iR - Architecture ~ USA + Indonesia

DIRECTOR: Design, Planning, Consulting, Construction Administration and Construction. Project Experience Includes: Feasibility Studies, Project Proposals, Site Planning, Architecture, Landscapes, Interiors, Furnishings and Specialty Architectural Elements: cabinetry, display systems, lighting fixtures, canopies, hardware, graphics, signage, numerous constructions for television and movie sets as well as commercial and home design, renovations and additions.

1-90 ~ present

English First (EF) ~ Cibubur, Jakarta Timur

TEACHER: English as a Second Language (ESL) instructor of 4 to 40 year old students in absolute beginner to advanced levels as well Conversation, Business English and Private Tutoring. Extensive exploration in methods of engaging students.

3-10 ~ 4-11

Michael Moorefield Architects ~ Wilmington, NC

PROJECT ARCHITECT: Design, Site Planning and 3D modeling of Custom Residential and Urban Design Projects. Production of design and construction drawings utilizing ArchiCAD software. Research and coordination of specialized construction elements. Coordination with clients, contractors, engineers and all construction trades.

3-05 ~ 5-08

Freeman & Company ~ Greensboro, NC & Wilmington, NC

MANAGER: Property & Facility Management of 40 single family rental homes . On-site Owners Representative and Director of Renovations: Design, Budgeting, Permitting, Hiring, and Construction Administration for the renovation of for all 40 homes and campus.

9-03 ~ 12-09

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Little & Associates Architects ~ Charlotte, NC

ASSOCIATE: Project Management, Design, Drafting and Construction Administration of large multi-story office buildings in the companies Office Division.

Projects: *Four Coliseum Centre* (150,000 sq. ft. 6 story steel and pre-cast office building) Project Manager, director of construction documents, lead construction administrator, permitting and coordination with all disciplines. *Coliseum Centre Parking Deck* (4 million dollar 3 story parking deck) Project manager: Design, drawings, discipline coordination, permitting and lead construction administrator. *Primera Two Florida* (125,000 sq. ft. 6 story steel and pre-cast office building) Designer and Draftsman: design coordination of lobby and design of stone lobby floor which won an interior design award. *Primera Three Florida* (130,000 sq. ft. 6 story steel, glass and pre-cast office building) Project Manager: design development, construction documents and coordination with all disciplines. *Fort Mill Medical Office Building* (18,000 sq. ft. 2 story steel and brick): Project manager of Little's first medical office building. Completed design, structural and code compliance issues for permit drawings. Resolved client up-fit design issues and led the construction administration. Direct contact with clients on all the above mentioned projects. *Additional activities:* Promotion to the position of Associate in 1998. Developed a new system of producing construction documents. Attended dozens of continuing education seminars. Worked with World Class International Construction Firms, The Beck Group and Bovis.
12-96 ~ 3-99

Hal Tribble Architects ~ Charlotte, NC

INTERN ARCHITECT: Design & Construction Documents, building code research and permitting for residential and commercial projects utilizing manual and AutoCad drafting.

Projects: *Stuck Residence* (gym addition to 12,000 sq. ft. home) produced as built drawings, design, construction documents, client meetings and extensive building component research. *Sharon Residence* (extensive renovation and addition to a 8,000sq. ft home) produced as built drawings, design, construction documents, client meetings and extensive building component research. *Speculative Apartments* (3 story wood condominiums) design, site planning, code research, discipline coordination and bid documents. *Hair Salon* (major renovation and addition) produced as built drawings, code research, construction documents and client meetings and assisted with construction administration. *Sushi Restaurant:* (interior design) Attended all client meetings, design, code research, drafting. *Marshal Air* (warehouse factory addition 22,000 sq. ft.) Client meetings, code research, set up the offices first computer aided design system and produced the firms 1st. bid and construction documents with CAD.
1-96 ~ 10-96

James Asbel, Architect ~ Stanfield, NC

PROJECT MANAGER: Design development, project proposals, budgeting, drawing, model making, construction administration and construction.

Projects: *Asbel Residence* (dining and living room renovation) design development drawings and construction and installation of shoji doors, window treatments and shelving. *Performing Arts Stage - Raeford, NC* (town band shell – brick, wood and thin shell concrete) design development, design models for aesthetics and structural analysis developed the system of construction and budget; served as construction administrator and job site foreman for this Grant funded project. *Charlotte Hispanic Catholic Center* Collaboration on the design and production of the pre-cast concrete entry niches. *Stanfield Studio* (proposals and renovations) renovated architectural office participated in various land development proposals and was offered the opportunity to partner in the firm.
6-94 ~ 6-01 intermittent



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Dean Bryant Vollendorf, Designer - Architect - Professor Emeritus - Dear Friend UNCC, College Of Architecture ~ Charlotte, NC

GENERAL ASSISTANT: Home renovation, furniture, cabinetry, event preparations, friend. Dean Vollendorf was considered one of the world's preeminent teachers of Organic Architecture. Because of my association to Dean I was fortunate to meet and often share a meal or several days with many of the world's greatest architects. When his physical body perished I became one of the executors for his estate.

6-86 ~ 9-09 *intermittent*

Materials Laboratory ~ UNCC, College Of Architecture ~ Charlotte, NC

TEACHING ASSISTANT: Taught lab seminars, supervised and maintained lab facility. Produced office furniture and cabinetry and displays for the college of architecture.

1-89 ~ 7-94

Noah Studios ~ Charlotte, NC

MODEL BUILDER: produced paper and plastic models.

6-88 ~ 9-88 + 6-89 ~ 10-89

Volvo GM Truck Corporation ~ Greensboro, NC

DESIGNER & DRAFTSMAN: Designed presentation graphics and office layouts for the facilities management department utilizing manual and 3D AutoCad drafting.

11-85 ~ 10-86

Additional Activities

- Extensive Artisan Experience in Ceramics, Wood, Metal, Concrete & Bamboo Technologies.
- Excellent working knowledge of civil and structural engineering, green building practices as well as the practices of the construction trades and building maintenance
- Taught educational seminars at UNCC COA and the Charlotte Woodworking Show.
- Attended the 1st ever Taliesin West Summer Program through a student fellowship.
- Worked on the Urban Plan for Elizabethton Tennessee as a student intern.
- Post Graduate Thesis on Making Beautiful Communities by Empowering People to Build through the Development of Affordable and Environmentally Fit Architecture.

Volunteer Work

| | | |
|---|--------------|----------------------|
| <u>Crossroads Charter High School</u> : General Aid & Campus Planning | 3 days/week | ~ 6 months |
| <u>Pinewood Elementary School</u> : student mentor for ~ | 2 days/month | ~ 2 years |
| <u>Family & Neighborhood Institute</u> : Seminar Leader ~ | 2 days/year | ~ 2 years |
| <u>Park Road Elementary School</u> : Kindy Bridge Building Seminar | | 2 days/year ~ 1 year |
| <u>Shalom Homes</u> : Carpenter for single family home | 1 day/week | ~ 1 year |
| <u>Budhi Warman 1</u> (Indonesian National School) English Seminars | 1 day/year | ~ 5 years |

Additional Areas of Special Interest & Study

"Special ED & Spatial Education" ~ "Environment Design" ~ "Organic Building Systems", Alternative Energy Technologies, Urban Planning, Sailing, Naval Architecture, Geometry, History, Religion, Cultural, Alternative Medicine, Organic Gardening, Cooking, Composting, The Maker Movement, Visual Information, Photography, Painting, Drawing, and Toys.

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Please contact me by phone or email

John Ian Rutherford

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Indonesia

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*John, a student and her mother at graduation
2017*

* Reference Contacts Available Upon Request *

Please see the addendum below and visit my websites.

RuLab.org ~ Edukasi.co.id ~ Indonesiaindah.org

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A Detailed List of Achievements

at

Springfield International School at Raffles Hills,
Certified Cambridge Curriculum School

I have been able to collaborate with others and produce a variety of improvements while at The Springfield School in Raffles Hills because, I have enjoyed the generous support of Administrators, Faculty, Staff, Students and Parents. All the items below have been made possible with the help of The Springfield Team and though the listed items were usually inspired, designed and directed by me, I sincerely acknowledge that their realization was made possible with the help of the Springfield Team. In particular, I wish to thank the former School Principal, (6 years) Rodney Passmore, for allowing me to pursue so many endeavors.

Please Note; that it goes against my nature to expound so voluminously about my self and my work but... I am providing this detailed list of accomplishments because they do indicate the level of commitment I have as an educator and as a professional worker.

“Core Classes”

7th & 8th Grade General Science (Cambridge Checkpoint Curriculum) ~ 7 Years

Achievements: Improved Lesson Planning: Discovering, Producing and Using Demonstrations and Supplemental Materials. Collecting and Utilizing hundreds of mostly short Video Supplemental Materials.

Requesting, Obtaining and Reforming Procurement Procedure of Lab Supplies.

Renovating and Increasing Utilization of the Science Lab for Grades K-12.

Coordinating Curriculum and Joint Projects with our Geography teacher.

Attending Cambridge and other Science Training Programs.

Making Science Fun. ~ *I have had Training by Cambridge for Secondary Science* ~

9th & 10th Grade Biology (Cambridge IGCSE Curriculum) ~ 1 Year

Achievements: Everything Listed Above Plus:

Re-Introducing the School to Dissections.

Assisting other biology teachers with Labs and procuring materials.

Secondary ESL/English ~ Coordinator of Program & Teacher ~ 6 Years

In my 2nd year at Springfield I was appointed this to position as a result of my concern for students with “below grade level” English skills. In that year we developed a more holistic and less grammar based program that was primarily devoted to increasing speaking and listening skills as well as helping students to succeed at school in general. The program also included special needs” students whose needs related more to behavioral, social and general learning issues . I researched and obtained a quality English Learning Software Program which helped address the broad spectrum of skill levels possessed by our students as well as helping coordinate the efforts of our various ESL teachers.

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In my 2nd year at Springfield, I was given the authority to develop a much more comprehensive and customized ESL & Special Needs Program. I re-titled it AAP, the (Additional Assistance Program). It works by assessing student skill levels in the first few weeks of school, then conferencing with our staff, the students and their parents to decide about the amount of time and type of Additional Assistance needed to help each student more fully realize their potential and succeed better at school. As a result, some students have receive 2 hours of extra help per week, while others have received up to 13 hours. We have had several very unique students with challenging learning and behavioral issues including autism. These students have generally joined AAP and have greatly benefited from the tailored learning programs. Another change I implemented in the English program was to co-teach with the regular English teachers. We have had a lot of fun doing this and it has repeatedly proven to be a better solution than splitting a class between two teachers. This prevents stigmatization and provides for more individual attention to all students. It also afforded easy Coordination between the Curriculums of English and Science. This New Model has proven far superior to previous years primarily because students are getting the type and amount of extra help needed to succeed generally as well as being able to achieve better marks in all their classes. This is an accomplishment about which I am quite proud, as it has significantly helped improve student self-esteem and achievement.

Teaching English / ESL in secondary has been a fun, interesting and rewarding. I am dyslexic and had a very difficult time reading and writing till I took a year off between high school and college. **Dyslexia and my own early academic difficulties enable me to relate to my students in a special and empathetic way.** One thing I like about teaching English is that I get to choose the subject matter. The Logic of Communication and Creative Thinking is a central theme. I find that for many students, clarifying their thoughts is central to their difficulty and simply organizing their thoughts on a topic is generally a big issue. Projects usually start with a creativity exercise like brainstorming. Then, I help them form the big ideas and thesis and basic structure of a paper or verbal presentation. The body and details and conclusion get continually improved through peer editing, typing (using grammar and spell check), detailed teacher corrections and suggestions and finally re-writing/re-typing. Students clearly see how their skills improve and learn the value of clear and creative communication on every project.

I am very fortunate to have small class sizes in ESL (1-10) and usually arrange the class around a large table. **I serve as the coach and mentor and use the Harken method to establish a respectful environment where students are comfortable sharing with me and each other.** ~ *I have had Training by Cambridge for IGCSE ESL* ~

Art: In my 1st year at Springfield I was made the director of the arts program in secondary as a result of my extensive arts back ground. I have spent most of my life experimenting in a very broad variety of the arts. Of course I am well versed in all types of Drawing but I have also spent innumerable hours at the easel with all the mediums involved with Painting. I have hundreds of hours doing: Woodworking of all types including with Bamboo, Pottery and ceramic sculpture, Metal working (including casting, blacksmithing, welding, braising), Photography, including a lot of Dark Room developing, Knot Tying. I am very knowledgeable at: almost all aspects of construction and am a talented concrete craftsman and mason. I am proficient at plumbing and electrical work. I have done significant amount of: Screen Printing, Block Printing, Sewing, Batik, Tie Die, Origami, Web Site Design, Video Production and editing including Claymation and Stopmation. I have made so many things including boats, bombs and bird cages, I won't try to list them all.

i am, as i believe everybody is, inherently an artist. ~ i love being creative !

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Art: In my 1st year at Springfield I taught the Art Elective. Since then, I have taught the 9th-10th and 11th 12th grade art class as well as After School Art (AS Art).

We have explored various fine arts and media including, Drawing of all types, (still life, figure, perspective and computer drawing) Painting, Sculpture, (mixed media, ceramic, wood, metals, bamboo, mobiles) Origami, Architecture and Installation Projects, Theater Design, (lighting costume and prop making) , Photography and Editing, Videography & Video Production, Web Site Design, Block Cutting & Printing & Tie Die.

I have helped some of my art students study: Welding, Woodworking, Macramé, Flower Arranging, Dance, and Landscape Design.

“Elective Classes”

In my 1st year at Springfield there was only 2 electives, Art and Music, and they were only offered one hour per week. The Elective Framework had two fundamental problems; one, many students did not want to take either class and two, a single hour per week did not provide enough continuous time to seriously engage in Secondary Arts Study. I lobbied hard and gained the support to create more classes and provide more time for elective studies. As a result, starting in my second year, we had 6 elective classes offered for two consecutive periods. These Electives are offered to all secondary students. **The 6 electives have undoubtedly become our student’s favorite classes.**

*** This accomplishment is one of the things I am most proud of achieving while at Springfield. It has made a tremendous difference regarding our student’s attitude and gratitude for their school. Our schools spirit and moral definitely peaks on elective day. It is a joy to behold.***
(Please see the photos)

Architecture: In my 1st year at Springfield (term 3), I taught an elective about how architecture affects us and how we have the power to affect it. Combined with the idea of supporting the drama team the idea of producing a modular system of Hollywood style light weight plywood stage “flats” was born. I Designed a set ‘flats’ for the coming drama and procured the money needed to purchase materials. Students began building. Many had never driven a nail or painted a wall. As the flats were completed we painted them white and built “installations” in the student commons area. We Built a Display System and Walk in Camera Obscura. The student commons was transformed and a new age began for electives at Springfield Raffles Hills. *(Please see the photos)*

Theater Design: In my 1st year at Springfield (term 4), I taught an elective on theater and its related disciplines. We disassemble the previous term’s Instalation Projects and began building the stage set. Students spackled, sanded, and painted. We, the students and I (not tukang), wired the light tray and suspended it from the gyms structure. We built and wired a metal chandelier. We built and hung doors and a 28 foot beam to support the sets ceiling. The team pho-painted the door panels, made paintings with frames and constructed a set fire place. In the end, the whole school was amazed at the installation of the set and the ‘flats’ have been continually re-used to this day. *(Please see the photos)*

Environmental Design: Was inspired by the lush green landscape that surrounds the Springfield ~ Raffles Hills (SFRH) campus. The campus has the wonderful benefit that it abuts a small river, over which can be seen a series of rice paddies and gardens. This is unusual and unique for a campus so close to Jakarta. The advantages of this elective were obvious but there were many critics and rumblings about safety, mosquitoes snakes as well as our right to utilize the land in question. I set forth to garner support. Thankfully the campus principle had enough faith in me and the in the idea and gave his blessing to move forward. We started the nature trail, which stands as a monument to student ability and achievement. It represents the hard work of hundreds of students. It has significantly



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expanded the size and capability of our campus and has created a whole new set of opportunities for the entire school.

The 3rd Semester of Environmental design was devoted to the study of and experimentation with Bamboo. I re-studied the topic and consulted with one of Indonesia's best bamboo builders, Pak Jatnika, before beginning the class. Students studied bamboo types, its significance as a sustainable material, as well as its traditional and modern uses. Students further explored various ways of fashioning the material with traditional and modern tools. We re-tied our raft and began phase two of the nature trail where we installed a student built Bamboo Bridge over a small needed to cross a small ravine. We built a Bamboo Ladder and added a Fish Pen in the river adjacent to our outdoor classroom. We plan to use our bamboo raft to bridge the river and access their farm. All and all, Environmental Design has been a bean a great experience for students, other teachers and me. We learned how to transform a rugged landscape into an enduring asset for the school and had fun doing it. *(Please see the photos)*

Life Skills & Scouting: In my 3rd year at Springfield, I designed this series of electives because I wanted students to have a broader connection to the larger world. After consulting a fellow teacher and Eagle Scout and doing many hours of research, I chose to create a curriculum roughly based on International Scouting. The connection to Scouting has really helped my students feel like they are a part of something bigger.

I produced a Springfield Scout Booklets based on the Boy Scouts of America Ranks and Merit Badges. Every student in these electives has pledged to be "Helpful to All People at All Times". **The elective has undoubtedly become the most popular at Springfield.** This is true, even though I am not an "easy teacher" and All Students know that they must work hard in my classes as well as do a good deal of sweating in my electives.

In my 4th year I had to begin limiting the grade levels that could enter the class, as about 40% of our students would sign up for Life Skills. For the last three years, the class has been limited to grades 7-9. I attribute the popularity of the class to its natural outdoor setting but also, to the fact that, **I have become very competent at designing and delivering curriculums and courses that students really want to engage with.** ***Courses that offer its Real World, Life Skills: Courses where students are really challenged but can also succeed: Courses where students can see how their efforts and work, make a real difference, in the real world they live in.*** *(Please see the photos)*

Design For Change: In my 3rd year at Springfield I began teaching Design For Change (DFC) which is a wonderful program developed by a scholastically involved designer and brilliant mother from India. Millions of students have embraced the DFC "I Can" philosophy. I started teaching this program to 8th graders at the end of the school year after they finished their Cambridge Checkpoint examinations during my classes. Students embraced the program with so much enthusiasm that many teachers, students and parents wondered, "What is going on?" **The program has been amazing. Some of the student initiated projects have been:** Starting the: SF Recycling Program, SF Gardens, After School Sports Program & Skate Park, Raising Funds for and Hosting an Orphanage School get together at our school and Improving the Nature Trail. The latter also involved a fund raising component from which I was given 5 million Rupiah by one very supportive parent to continue the development of the Eco Trail. That money was later used to purchase various tools and materials and to build our Swing, Flying Fox and Water wheel Pump. **The most profound project started with student's desires to End Poverty.** It ended with the construction of our 1st Bridge across the river Sunter behind our school and a meeting with the local farmers. The idea was that to help reduce poverty we need to build healthy and lasting and productive relationships. What has been profound is that ... eventually we discovered that the "poverty" was more ours, than theirs. The farmers have land and big happy families. We have happy families too but are poor in terms of connection to the Earth. **Too many of our children have a seriously impoverished relationship with**



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Nature. Because of the bridge, I've seen so many wonderful things happen, But so many of these things have been children facing and overcoming their fear of nature. **I've seen tears because of grasshoppers and mud.** Many of our children have a real lack of connection to basic natural processes like, the direction of the sun rise or that they can even see the moon during the day. This DFC student motivated project has helped alleviate that kind of poverty in many ways. It has helped us expand our nature trails access to another 50 hectares of gardens and jungle. It has helped us connect with people who are connected to creation. It has helped many students experience raw nature for virtually the first time.

Design For Change is a wonderful movement in education. I promote its philosophy and the use of its free program to teachers and educators everywhere.

“After School Programs, Clubs & Committees”

Drama Support Team: In my 1st semester at Springfield, the drama teacher asked if I could help in the production of props. I responded affirmatively and assembled a team of enthusiastic students to help. I also began to assess what else the Drama Team needed to enhance the program and have since been the primary person to procure funding, materials and other apparatus for the schools drama program.

This Club and After School Program is now fondly know as the **“Back Stage Pass”** (BSP) because students get to see what happens “Back Stage” and also because some of them can get a “Pass” from normal classes to help prepare for dramas and many of the schools special events. **BSP students help build and install our theatrical apparatus.** These apparatus have included: many, many props, stages, lights, curtains, a hanging projection screen and a green screen wall, a disappearing chamber and a lot more. **The club has also led school wide programs to collect items for two very worthy charities.** *(Please see the photos)*

Student Council Advisor: In my 1st year at Springfield, I started to mentor a few motivated students who wanted to form a student government. They also wanted to have an end of year Prom party and needed to raise funds for it. Two other teachers became involved. As a result we, helped them form a Student Counsel, which intern formed a School Fair and Prom Committee. That year, our students had an awesome Prom and almost all secondary students from grades 7-12 attended. They raised almost 10 million Rupiah from the 1st ever School Fair to help pay for it. The following year we wrote a Constitution and Created the Student Government. Elections were held for: President, Vice President and Treasurer. Now all secondary grades have the same three positions as well as their own fundraising and savings programs. Another teacher and I were the Student Counsel/Government advisors for 5 years. I am still significantly involved.

Prom Committee Advisor: In my 1st year at Springfield, students approached me regarding how to organize and raise money for their end of year prom/party. We decided to form a committee which formulated a plan for a School Fair. I also helped them developed the design: theme, layout and lighting as well as assisting with the hiring of the DJ and caterers. I continued as an advisor to the prom committee for 5 years.

Annual School Fairs: In my 1st year at Springfield, I proposed a School Fair. The idea was met with considerable hesitation but was overcome through diplomacy. Students were so extremely enthusiastic about it the fair and making their own businesses that School Fairs are now an annual tradition. **“The Fair” is an event that virtually all students, teachers and many parents eagerly anticipate.** It is definitely a highlight of the school year. We have had a Family Fun Day Fair, an International Day Fair, an Anniversary Fair, Business Day fairs and Science Day fairs. For Science Days, I am a



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leader in the Design and Planning of Science Fairs, as well as generally serve as MC and lead Teacher Demonstrations like: Big Fire Tornadoes, Water Rockets, Hydrogen Balloons, Explosions, Chemical Clock Reactions, Physics of Light, Sound and Electronics, etc. Fair Themes have been: Applied Science & Business, The Physics of Bio-Chemistry, Boat Building and this year was an Aero Dynamics Science Fair. **I generally serve as fair coordinator It makes that time of the year very busy but it is always a joy to behold students so cheerfully and enthusiastically engaged.** *(Please see the photos)*

Science Fair Coordinator & MC

Achievements: Co-founder of the Science Fair. Designing and Coordinating Fair Themes and Logistics. Science Business Fair,. Leader of

School News Paper: In my 2nd year at Springfield, a motivated student wanted to produce a school newspaper and asked me if I would support him in his effort. I did and helped him gain other “journalists” as well as assisting in the solicitation of stories, articles and artwork from other students. I also assisted with scheduling, getting other teachers involved, graphic layout, financing and printing.

Science Club: In my 3rd year at Springfield, we considered how Applying Scientific Knowledge could directly benefit those around us. We decided to build a working model of a water pump that only requires the flow of a river to pump the water. The previous semester our neighboring farmers had lost most of his rice crop due to temporary drought despite the fact that the a continuously flowing river lay just 2 meters below the level of their rice padi. **The Idea was reborn IN 2017 and we built a working pump that produces about 1 liter of water per minute.** *(Please see photos & videos)*

“Administrative Duties, Special Events and Unique Projects”

General Assistant: Since my 1st year at Springfield, I have been a general assistant to: School Principals, Fellow Teachers, Staff, Students and Parents. I am often called upon to perform **Architectural Tasks** or to give my advice regarding physical upgrades to the campus, building, space planning, repairs, etc. I am usually asked to **Assist in Planning** and layout and lighting for special events, such as: Fairs, Dramas, Christmas, Kindergarten, Prom, Graduation and Field Trip Events. I have reformed the way in which the science department procures funding and purchases needed materials. I help the maintenance staff complete tasks and acquire needed tools and materials. I provide help to Kindergarten and Primary Teachers with science and lab apparatus. I have also escorted many of their classes on the Eco Trail. I have brought Student, Faculty and Staff Concerns to the attention of administrators and assisted in developing solutions. Helping people discover and achieve their goals is my passion. **i Love Being a Helper !**

Coordination of Curriculums Since my 1st year at Springfield, I have tried to do this and have had good success but on a limited basis because it is difficult in a ‘traditional school’. I believe this is a very important way to expand student engagement and depth of study, as well as improving the connections and sharing among teachers.

Advisor Counseling Program: Since my 1st year at Springfield, I have proposed a Counseling Program for Students in which students could chose an Advisor to assist and encourage them. The program has yet to be adopted but I have taken it upon myself to play this role with many students by developing long term relationships with students and parents.



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National Science Foundation (NSF) Grant Application: In latter part of 2013, I co-wrote a Grant Application for a NSF to Study and Develop Methods and Materials for **the Improvement of STEM education that focused on Renewable Energy Learning.** A portion of the grant also related to developing “Sister School” relationships and developing cross cultural awareness and study. With the Support of our school principal and a fellow science teacher, The Springfield School was named as grant partner and would have received funding to build an Environmental Monitoring Station (weather station + atmospheric and water quality monitoring).should the proposal been approved.

Another portion of this same grant was to study the potential benefit of restoring the function a 110 year old (residential) hydroelectric facility at Rutherford Hall in New Jersey. I design and produced a proposal for a Science Center that engages students in new and innovative ways. The Center will be devoted to the study of Renewable Energy in its many forms. Unfortunately we were not awarded the grant But **Rutherford Laboratory and partners are still working to realize the science center at our families historic estate.** Our intention is that the science center will be fully “off the grid” and in fact lend electric energy to the school associate with Rutherford Hall. Please have a look, as this project embodies much of what I am trying to achieve as an educator and an architect. **An animation of The Rutherford Energy Center is available on my YouTube Channel:**

~ John Ian Rutherford ~

Finally, after this litany words :)

I wish to say that I have long been on the journey and working hard to effect positive change in this world. I do certainly hope to be able to do the same with the team at British School in Jakarta. Please contact me with any questions,

With Many Thanks, Sincerely,

John Ian Rutherford

* References and Employer Contacts Available Upon Request *

Please visit my websites & view the PPT presentation

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