Education & Communities

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Public Education

Guide to Application Writing for Classroom Teacher Positions

In this document you'll find detailed information about how to address the specific selection criteria for an advertised classroom teacher position and what to include in your application.

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Introduction

Submitting your online application is the first step in applying for a permanent teaching appointment with the NSW Department of Education and Communities. From the large number of people who submit an application for each job that is advertised, only a few will be selected to be interviewed. Writing an application that follows the correct format and addresses the specific position criteria is essential if you want to make the interview list and have the best chance of being the recommended applicant for the position.

This guide is **not a template** for an application, so don't be tempted to copy the examples given. Rather, use them to understand the way your application should be structured and the type of information you should include. **Your application must be as individual as you are**. Read the position advertisement carefully, research the school at which the job is advertised and submit a fresh application for each position for which you apply. Don't use exactly the same information each time, as every position will be seeking different skills and experiences.

To submit your online application on jobs.nsw, after you have registered or logged-in, there are 9 steps to complete:

- Step 1: Personal Details
- Step 2: Education
- Step 3: Work Experience
- Step 4: Diversity Information
- Step 5: References
- Step 6: Application Form
- Step 7: Supporting Documents
- Step 8: Disclaimer
- Step 9: Summary

At Step 7: Supporting Documents, you will be required to attach a Word or PDF document in which you have addressed the specific selection criteria. You must address **all** selection criteria for an advertised position.

This guide includes information about **how to address specific selection criteria**, with sample responses for three positions: secondary teacher mathematics, secondary teacher science and primary teacher. These samples are relevant no matter what your teaching method or discipline, particularly when you realise the commonality of many selection criteria, so read them all. You might not be a science teacher, but the position for which you are applying may use similar criteria, so you will see how to go about preparing your application. It is important to note that your statements addressing the specific selection criteria should be **relevant and concise**.

Attaching a curriculum vitae (CV) is optional, as most of the information found in a CV will be entered during the 9 steps of the online application process. If you wish to attach a CV, please ensure it is **focused and succinct**, as per the samples given, and attach it at Step 7: Supporting Documents.

There is no need to attach a covering letter.

Please note: previous page limits for applications no longer apply. However, you must ensure you address the selection criteria in a concise and relevant manner.

Applicants for advertised positions are responsible for ensuring that all information in the application is **complete**, **correct** and **prepared by the applicant**. Any statement found to be misleading may result in rejection of the application. If a statement is found to be misleading and the applicant has been appointed, the appointment may be rescinded and action taken in relation to the Department's Code of Conduct.

Locating advertised positions

Start your search for a permanent teaching position at the DEC Careers webpage. Go to www.dec.nsw.gov.au/about-us/careers-centre to locate advertised teaching opportunities (a Google search for DEC careers will find it).

Here you can click on the link that is most appropriate to your job search, and the link will take you directly to the relevant section of jobs.nsw. (All permanent school positions advertised externally will be posted on jobs.nsw.)

Applications for permanent teaching positions may only be made online through jobs.nsw. If you are applying for a school position you must submit your application by 4:00pm Eastern Standard Time on the closing date.

Research

Before you begin your application, do some basic **research** on the school at which you are applying for a position. A good place to start is the school's **website**. Make sure you look at the school's **Annual School Reports**, which will let you know what's been going on at the school and its priorities.

Look for information like:

- The number of students at the school
- The school's targets, for example in literacy or numeracy
- The type of school, for example comprehensive or co-educational or a multi-campus college
- Programs in which the school is involved.

You might use this information to show you understand the context of the school and to select the best examples from your background to address each criterion. For example:

  - The school is co-educational, so you could show how you meet the needs of both boys and girls
  - The school is a senior campus of a college, so you could show how you meet the needs of senior students
  - The school is a 7-12 high school, so you could show how you meet the needs of both junior and senior students
  - The school has a high proportion of students from a non-English speaking background, so you could show how you address the literacy needs of students for whom English is their second language
  - The school has a high proportion of students who identify as Aboriginal or Torres Strait Islanders, so you could show how you incorporate their perspectives and learning objectives into your teaching and learning practices.

Your curriculum vitae (CV)

When applying for a teaching position through jobs.nsw, **the inclusion of a separate CV is optional**. The essential information found in a CV will be entered during the 9 steps of the online application process.

If you do wish to attach a CV, please ensure it is **focused and succinct**, as per the samples which follow, and attach it at Step 7: Supporting Documents.

You may include:

- Contact details
- Tertiary qualifications (most recent qualifications first) including courses undertaken and teaching methods
- Optional additional (relevant) qualifications
- Teaching history – this can include temporary and casual positions (list your most recent experience first)
- Details of THREE referees including position, location and contact information (including a mobile telephone number if available). For permanent DEC employees, your current Principal must be the first referee. External applicants should include your current or most recent supervisor as a referee. If you have completed a substantial period of temporary teaching, it may be possible to have a principal as referee. (Please don't say you will provide referees on request, as they must be included in your CV when you submit it.)

Skills and abilities are not included in these sample CVs as you would enter these under the appropriate selection criteria. It is also not necessary to mention where you went to school or your hobbies and interests. Any employment that is not related to your teaching application should be excluded, so leave out the job you had at the local supermarket while you were in high school. However, if your past employment has relevance to your application for a teaching position, it may be included. Examples might include someone applying for a science position who has previously worked as a research scientist, or someone applying for a position which includes dance as a skill, who has previously worked as a dance teacher.

Note that each of the following samples is succinct and has a length of one page.

Remember, the inclusion of a CV is optional.

Sample 1: **Curriculum vitae (CV)**

Antoinette Smithson - CV

123 Solar Avenue

Solarville NSW 1234

P: 1234 567 890

P: (02) 1234 5678

E: antoinette.smithson11@det.nsw.edu.au

Tertiary Qualifications

2011 Bachelor of Education (Secondary Mathematics) – William Keats University

- History and Survey of Mathematics
- Group Processes in the School and Classroom
- Curriculum Studies
- Computers in Teaching
- Multivariable Calculus
- Linear Algebra

Teaching Experience

2013 Terms 1 - 2	Teacher mathematics (temporary)	Kellytown High School
2012 Term 4	Teacher computing studies (temporary)	Kellytown High School
2012 Terms 1 - 3	Teacher mathematics (temporary)	January High School
2011 Term 4	casual teacher – various subjects	January High School

Referees

John Swanson	Nicole Wilson	Timothy Buksh
Principal	Deputy Principal	Head Teacher Mathematics
Kellytown High School	Kellytown High School	January High School
2345 1234	2345 1234	4567 1234

Sample 2: **Curriculum vitae (CV)**

Curriculum Vitae of Malcolm Satrapy

PERSONAL DETAILS
57 Aconda Drive
Central Mountain 1235
0987 654 321
malcolm.satday21@det.nsw.edu.au

NSW Institute of Teachers Accreditation Number: 876543
Approval Number: 654321
Application for Position: Classroom Teacher
Summerville Public School

Tertiary Qualifications

2010 Bachelor of Education (Primary) – John Shakespeare University

- Mathematics in the Primary School
- Language and Text in the Primary School
- PD/Health/PE in the Primary School
- Indigenous Education in the Primary School
- Creative Arts in the Primary School
- Literary Studies in the Primary School

Teaching Experience

2013 Term 2 to Term 4 – Release from face to face teacher (temporary) at January Public School
2013 Term 1 – Year 5 classroom teacher (temporary) Term 1 at January Public School
2012 Term 2 to Term 4 – Year 1 classroom teacher (temporary) at Kellytown Public School
2012 Term 1 – casual employment at Kellytown Public School and January Public School
2011 Term 3 to Term 4 – Kindergarten teacher (temporary) at Blue Hills Public School
2011 Term 1 to Term 2 – Casual employment at various schools in south western Sydney

Other Training/Professional Learning

- Senior First Aid and Emergency CPR (2010 renewed 2012)
- Active After School Community Coaching (2012)
- Maths Matters Training (2012)
- Accelerated Literacy in the NSW context (2011)
- Operating Connected Classroom equipment (March 2011)

Referees

1. Maria Dench
   Principal
   January Public School
   4567 8901
2. Rob Dias Pires
   Assistant Principal
   January Public School
   4567 8901
3. Susan Morgan
   Principal
   Kellytown Public School
   2345 6789

Your work experience

Step 3 of the online application process at jobs.nsw asks you to enter details of your work experience. This is **not where you address the selection criteria**, but is the place where you include **a summary** of your responsibilities or achievements for each of your teaching work experiences.

This section can be a good place for the selection panel to learn things about you that may not have been included in your responses to the specific selection criteria.

Some examples of the type of things you may include are:

- effectively used the literacy, numeracy and Best Start continuums to assess and monitor student progress and inform teaching and learning
- coordinated and conducted senior choirs and collaborated with other schools in combined choirs
- coached and umpired PSSA boys' and girls' soccer teams
- established and maintained a class blog
- catered for students with learning difficulties and a student with a severe visual impairment.

Taught Preliminary and HSC chemistry and biology, Years 7-10 science classes including selective, GAT, mainstream and support-unit classes.

- Computer Coordinator
- Junior and Senior Netball Coach
- Member of the Literacy and Numeracy Committees
- Environmental Club Coordinator

- Taught the full range of PDHPE Stage 4, 5 and 6, PASS, Community and Family Studies, Sport, Lifestyle and Recreation as well as Years 7-10 Science
- Coached various school, zone and knockout teams
- Hold a Level 1 coaching certificate in athletics
- Contributed to faculty and school teams including the Science Curriculum Team, Literacy and Numeracy Team, HSC Success Tutoring Program and Duke of Edinburgh.

Remember, it's important to be brief in this section. This section requires a summary only and is not where you address the selection criteria.

Addressing the selection criteria – secondary teacher mathematics

The most important thing you must do in your application is address the selection criteria. This will demonstrate how your specific skills, knowledge and abilities make you a candidate who the selection panel will want to interview for the advertised role. This will be **entered at Step 7** of the online application process at jobs.nsw. Below is an **example** of selection criteria for a mathematics teacher position at a secondary school. The example has four criteria but there could also be fewer or more, as an advertised position does not have a fixed number of criteria. It is important to **address each one separately** and **not leave any out**. Be aware that you can use the same example under different criteria, but presented from a different perspective or with a different emphasis.

If you are a new scheme teacher, you could use examples from when you completed your practicums or internships, or from your temporary teaching experiences.

Selection Criteria

Approval to teach mathematics Years 7-12. Demonstrated capacity and skills and/or experience teaching mathematics extensions 1 and 2. Capacity to integrate technology into effective classroom practice. Capacity to plan and deliver engaging lessons that integrate the Quality Teaching model and maximise learning outcomes for students with diverse learning needs.

For this position there are **four** separate criteria to be addressed.

1. Approval to teach mathematics Years 7-12

You will receive your **approval to teach** when you meet the requirements set by the NSW Department of Education and Communities. New scheme teachers will also need to satisfy the requirements set by the Board of Studies, Teaching and Educational Standards (BOSTES). For more information see:

http://www.dec.nsw.gov.au/about-us/careers-centre/school-careers/teaching/your-teaching-career/trained-teachers/apply-to-teach

You might think that there isn't much to say for this criterion, other than the fact you have your approval to teach. This is not the case. To impress the panel you need to give some detail about your **teaching experience and practices**, and demonstrate your knowledge and understanding of **quality teaching**. This is also where you could select examples from your experience that are relevant to the needs of the school at which you are applying for a position.

Have a look at the sample responses on pages 13 – 14, and start to think about your experience and the examples you could use.

To access the document *Quality teaching in NSW public schools*, please go to:

https://www.det.nsw.edu.au/proflearn/docs/pdf/qt_EPSColor.pdf

2. Demonstrated capacity and skills and/or experience teaching mathematics extensions 1 and 2

'Demonstrated capacity' means you have successfully used these skills in the past and **can discuss specific examples**. This criterion gives you the option of discussing demonstrated capacity and/**or** experience teaching mathematics extensions 1 and 2. Under this criterion you could outline:

- how your experience shows that you have the capacity and skills to teach mathematics extensions 1 and 2 (you will have used these skills elsewhere but may not yet have taught these subjects in a high school classroom) **and/or**
- your actual experience teaching mathematics extensions 1 and 2 in a high school classroom.

So if you haven't yet taught mathematics extensions 1 or 2, you could discuss the subjects you studied at university that are relevant to teaching mathematics extensions 1 and 2. You could also discuss relevant experience, for example if you have tutored mathematics extension 1 students.

3. Capacity to integrate technology into effective classroom practice

'Capacity' means you have the **necessary skills or qualities** but may not be able to discuss instances where you have demonstrated this in a significant way (such as in a classroom). For example, under this criterion you could outline your skills using specific software and how these may be transferable into effective classroom practice. If you do have experience integrating technology into the classroom then you would detail your experience here.

4. Capacity to plan and deliver engaging lessons that integrate the Quality Teaching model and maximise learning outcomes for students with diverse learning needs.

Once again, 'capacity' means you have the **necessary skills or qualities** but may not be able to discuss instances where you have demonstrated this in a significant way. Under this criterion there are two keys things on which you must focus: your knowledge of the **Quality Teaching model** and your ability to effectively teach students with **diverse learning needs**. To address this criterion you could give examples of engaging lessons you delivered that integrated the **Quality Teaching model** and catered for students with **diverse learning needs**.

The NSW Quality Teaching model can be found at:

https://www.det.nsw.edu.au/proflearn/docs/pdf/qt_EPSColor.pdf

If you are unsure about the meaning of any criterion, seek clarification from the contact person whose details are given in the advertisement.

Let's have a look at some samples of how other people addressed these criteria. We'll look at one criterion at a time. The samples offer different **strengths and weaknesses** in terms of the **information included**. While you are reading the samples, think about what is effective but also how they could be improved. Are the criteria strongly addressed? Are examples given and results stated?

Note also that each sample may not follow the exact form of the other samples. There are dot points, paragraphs, words or phrases in bold, italics, variations in spacing, introductory and concluding statements. In terms of setting out, you may choose which way you'd like to address the criteria.

Approval to teach mathematics Years 7-12

Sample 1: **Approval to teach mathematics Years 7-12**

I have an outstanding record of successful teaching experience and improvement in student outcomes that has included a range of communities and their schools, teaching all levels of mathematics to students from a diverse range of backgrounds and abilities.

- **I have the Department of Education and Communities' approval to teach mathematics 7 – 12**
- **Extensive experience in teaching higher level mathematics**. My experience teaching 2 unit mathematics, mathematics extension 1 and mathematics extension 2 gives me significant knowledge and understanding of the content of these courses and the HSC requirements of students. My students have consistently achieved excellent scores in the HSC with all my mathematics extension 1 and 2 students achieving Bands E3 and E4
- **A detailed knowledge of the mathematics curriculum**. I was an active member of the faculty team that designed and wrote the teaching programs currently being used at Smithville High School for Years 7 – 10, 2 unit mathematics and mathematics extension 1, with a focus on the syllabus and curriculum. These programs are inclusive in nature and provide clear pathways for moving students to a deep knowledge and understanding of mathematics. This has provided me with an in-depth knowledge of the curriculum and excellent skills to program for the implementation of the National Curriculum in 2014
- **Written assessment tasks for Years 7 – 12.** I have designed tasks which include explicit quality criteria, clear marking guidelines and feedback sheets which provide detailed and meaningful feedback to students
- **Created a wide range of resources** that support lessons by providing a concrete, visual context, provision for acceleration and compression of content as well as assisting student note building. These resources are widely used within the faculty providing the opportunity to discuss pedagogy and provide assistance to teachers new to a course. In addition many of these resources are electronic so that they can be modified as required
- **A passion for the teaching and learning of mathematics** is of utmost importance as it is this passion which ignites enthusiasm and urges students to achieve their personal best. I am a passionate advocate of mathematics education fuelled by the belief that mathematics is not just content but the ability to be able to think mathematically in our world, to solve abstract, complicated, multi-perspective problems in a creative and logical manner. I successfully apply the Quality Teaching model enabling students to develop and gain confidence in their skills and abilities as well as an understanding of the importance of mathematics in all cultures.

Introductory statement addressing criterion

Detail of the applicant's **approval to teach**

The applicant's relevant **teaching experience** and specific student **results**

The applicant's specific **knowledge** and its relevance to **teaching practice**

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

Remember, if you are a **new scheme teacher**, you could use examples from when you completed your practicums or internships, or from your temporary teaching experiences. Take another look at the example above under 'A detailed knowledge of the mathematics curriculum'. Think about the teams in which you have been an active member and examples you could use.

Sample 2: **Approval to teach mathematics Years 7-12**

I have demonstrated my ability to work effectively with staff and students through:

- **Successfully teaching 7-12 mathematics to a diverse range of students at Millertown High School from 2008 to the present.** I have taught Stages 4/5 and Stage 6 general mathematics, advanced mathematics, extension 1 (currently teaching) and extension 2. I am continuously working to prepare resources to teach mathematics at all stages, including mathematics extensions 1 and 2
- **Creating, implementing and evaluating effective and innovative teaching and learning programs directly relating to students' individual learning needs and abilities.** I have continually developed and adapted my delivery and style to suit the needs of the students. Making sure that lessons are enjoyable and pitched correctly ensures that the students are given effective learning opportunities. All lessons have been structured alongside the range and content of NSW curriculum and by implementing the relevant pedagogy attached to those topics
- **Structured lessons**. I have incorporated a wide range of strategies and resources in my teaching and learning programs such as student centred activities, cooperative learning, utilising strategies such as visual aids using technology, timed lesson activities with clear step by step instructions on how to approach a task and clearly defined ways to succeed. The structured lessons with shorter learning activities build on each providing students' ongoing success
- **Strong commitment to professional learning** through attendance at in-service sessions and participating in teacher social media such as **MAANG, MATHS LINKS, EDMODO Maths Communities, FACEBOOK groups which includes MANSW, GEOGEBRA etc**. I also demonstrate my commitment to the NSW Quality Teaching model by applying the framework in my lessons to ensure they are meaningful and engaging for students
- **Positive Behaviour for Learning Goals**. I use a proactive approach by clearly defining expected behaviours and awarding students with class merits as part of the school merit system
- **Student Welfare**. I am committed to providing a safe, supportive and positive environment which promotes learning and the achievement of successful outcomes following school welfare policies. I have actively monitored student progress, issued and followed up Letters of Concern and maintained communication with parents.

Details of the applicant's **teaching experience**

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

On page 8 it was noted that **the same example could also be used under different criteria** by highlighting a different perspective or with a different emphasis. In the sample above, the statement about structured lessons could also be used under another criterion, such as 'Capacity to plan and deliver engaging lessons that integrate the Quality Teaching model and maximise learning outcomes for students with diverse learning needs'. However, you must ensure you **do more than cut and paste** the example. Instead, **rewrite it with a different focus** that is appropriate to the criterion.

Demonstrated capacity and skills and/or experience teaching mathematics extensions 1 and 2

Sample 1: **Demonstrated capacity and skills and/or experience teaching mathematics extensions 1 and 2**

Whilst I'm a confident all round secondary mathematics teacher, my passion and my strengths are certainly with teaching students mathematics extensions 1 and 2. I have taught mathematics extensions 1 and 2 for over 8 years. In my three years teaching mathematics extension 2 at Everly Road High School, each of my Year 12 students achieved a Band E3 or E4.

Teaching mathematics extension subjects can be challenging, however as a teacher who wants to see each individual thrive I incorporate various teaching methods and approaches to enhance learning and understanding. As an example I developed a suite of PowerPoint presentations for Complex Numbers, Polynomials and Mechanics which enabled students to visualise the concepts.

Students also benefit from my active participation in extra-curricular activities, such as my presentation of an annual series of lectures for mathematics extension 2 students. I also actively mentor and teach fellow mathematics teachers, for example recently I presented a session at an Inter-School Mathematics Extension 2 Professional Development Day – a course designed for teachers new to teaching mathematics extension 2.

The applicant's relevant **teaching experience** and specific student **results**

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

Sample 2: **Demonstrated capacity and skills and/or experience teaching mathematics extensions 1 and 2**

I am qualified to teach all NSW courses in mathematics. My experience in mathematics extensions 1 and 2 includes:

- Five years' experience teaching mathematics extension 1, resulting in E3 and E4 HSC results for a majority of students
- Successfully teaching the accelerated mathematics extension 1 course to prepare students to sit HSC exams during Year 11
- Qualifications to teach mathematics extension 2, with ongoing professional collaboration with experienced colleagues who have had many years' experience teaching mathematics extension 2 and proven capacity to prepare excellent lessons.

Proven dedication to my profession, and a long history of developing student performance and attitudes in my classes, directly and clearly reflect my motivation and drive to be successful in whatever I set out to do.

The applicant's **relevant teaching experience** and specific student **results**

The applicant's **qualifications** and **capacity** to teach mathematics extension 2

Summary statement

Sometimes your statements addressing a particular criterion will require more or less space than statements addressing other criteria. **It is not necessary to write the same amount for each criterion.**

Sample 3: **Demonstrated capacity and skills and/or experience teaching mathematics extensions 1 and 2**

As a mathematics teacher at Millertown High School, which has one of the highest numbers of mathematics extensions 1 and 2 students in the state, I have taught a mathematics extension 1 class every year since 2004 and a mathematics extension 2 class alternate years from 2005 onwards.
I have set mathematics extension 1 and extension 2 assessment tasks and Trial Papers, marked and provided effective feedback to students. My knowledge of the mathematics extension 2 course is demonstrated through my ability to anticipate and prepare students for the range of questions they are likely to encounter.
As a result of combining this expertise with my own efforts, students in my classes have achieved outstanding academic results. Over the years that I have taught mathematics extension 2 classes at Millertown High School, **band 4** results with the higher ability classes were consistently 90% and with the lower ability classes about 70%. In 2009 I taught the top mathematics extension 2 student in the state.

The applicant's **relevant teaching experience**

The applicant's **teaching practices** and the **resulting impacts** on learning

The impact of the applicant's **knowledge and experience** on student **results**

Sample 4: **Demonstrated capacity and skills and/or experience teaching mathematics extensions 1 and 2**

Being a new scheme teacher I have not yet had much opportunity to teach mathematics extensions 1 and 2. I do however have a good grasp of the content as I recently completed the mathematics extensions 1 and 2 courses as a high school student (2007). In addition I have had opportunities through private tutoring and two of my practicums to tutor/teach mathematics extensions 1 and 2 content – including tutoring two students in mathematics extension 1 (through preliminary and HSC years) and assisting the HSC mathematics extensions 1 and 2 classes at Blue Hills High School during my five week practicum. I taught a preliminary mathematics extension 1 class for 8 weeks during my internship at Main Street High School, which included setting and marking a key assessment task.

The applicant's relevant **experience** outside a school setting

The applicant's relevant **experience** within a school setting

Is it effective to start with a negative statement or would you change this?

Sample 5: **Demonstrated capacity and skills and/or experience teaching mathematics extensions 1 and 2**

Throughout my tertiary studies I enhanced my skills to teach mathematics extensions 1 and 2. As part of my degrees I completed a range of subjects requiring a high level of mathematical competency. The mathematical subjects in my education degree, partnered with those in my engineering degree which have a major focus on algebra and calculus, combined to give me a deep and broad exposure to mathematics and its application to real world situations. My tertiary studies have given me the knowledge and confidence to teach mathematics extensions 1 and 2. I have been involved in one-to-one tutoring outside of school hours for the past six years, including students studying mathematics extension 1 and 2. My experience with the content of these courses is current and intimate, and I am enthusiastic and confident to participate in the teaching and learning of mathematics extensions 1 and 2 classes.

The applicant's relevant **skills and competencies**

The applicant's relevant **experience** outside of a school setting

Summary statement

The sample above is presented as one paragraph. Would you set it out this way? Or would you think about using dot points or a series of smaller paragraphs?

Capacity to integrate technology into effective classroom practice

Sample 1: **Capacity to integrate technology into effective classroom practice**

As an experienced mathematics teacher I use technology to create an exciting environment that encourages and engages students in learning mathematics.

- The **Digital Education Revolution laptop** is an excellent learning tool for students from Years 9-12. I have used the laptop for curve sketching and other mathematical applications in the classroom. As a specific example, I have put together lessons on graphing straight lines and parabolas for Years 9 and 10 mathematics with a specific focus on the integration of ICT. This had a direct effect on generating a sense of real engagement through the classroom environment. I have also successfully utilised a range of textbook software to enhance classroom learning and provide enrichment and extension work to the more able learners as well as to assist the less able learners to reinforce mathematical concepts
- **The introduction of SMART board technologies and laptops**, together with platforms such as Moodle and Study Wiz, has brought a fundamental shift in pedagogy and demanded significant changes to my approach to teaching and learning. I have worked with colleagues in a team-teaching and learning situation and in these situations have helped them with my knowledge of ICT, enabling them to feel more confident and competent with using technology as a learning medium
- In junior and senior maths, I apply the **principles of *Quality Teaching*** relating to creative thinking and hypothesising (eg geometrical or algebraic proofs), logic (eg Euclidean geometry problems and Probability) and the cognitive skills associated with the transfer of data from algebraic to graphical form (eg coordinate geometry, conics, exponentials and interpretation of graphs). I also regularly integrate the mathematics of physical phenomena with the principles of physics and cross-reference many mathematics extension 1 and 2 concepts for the benefit of students studying physics (eg rectilinear and simple harmonic motion, dynamics and circular motion)
- I have undertaken training in Geogebra, a dynamic software package that strengthens students' understanding of geometrical topics as well as graphs. I have since used Geogebra to enable students to make connections between the fundamental properties of graphs and their equations in algebraic form.

Introductory statement addressing the criterion

The applicant's **teaching practices** and the **resulting impacts** on learning

The applicant's contribution to **collegial learning**

The applicant's **teaching practices** and the **resulting impacts** on learning

Sample 2: **Capacity to integrate technology into effective classroom practice**

Information and communication Technology (ICT) can transform teaching and learning and help improve outcomes for all students. In my teaching I have extensively used technology in order to make classroom lessons more effective, informative and purposeful.

- I have been using an interactive white board in my classroom for the last two years. I plan, prepare and deliver all my lessons using the SmartNotebook. I incorporate animations into lessons to engage and motivate students
- I have strong knowledge and experience in implementing modern technological tools into effective classroom practice, having participated in workshops and programs on the use of interactive white boards, the creation of quality teaching and learning programs and elements of teaching such as connectedness, cultural background and higher order thinking
- I have been involved in learning and introducing new technologies Web 2.0 tools such as Yammer, Edmodo, Animoto and Wiki which assist in preparation of assignments and interaction with the teaching and learning communities
- I have attended workshops on Adobe Pro and Adobe Captivate and delivered the training about them to school staff on School Development Days
- In my capacity as a relieving head teacher in 2011, I used technology in record keeping and storing results, marks and other important information on a common drive that helped teaching staff to reflect on classroom teaching. I have prepared assessments and stored interactive lessons for Year 12 on the common drive for the use of other staff members. I have used the data from assessment tasks to determine marks/ranking and overall teaching outcomes, which has helped me to create class lists for the following year. I have analysed the reports to assess the outcomes to identify strengths and provide advice to enable improvement in areas of need
- I updated the webpage for the mathematics faculty of the school
- I have taught graphic calculator to senior classes. The topics on statistics and financial mathematics were learnt easily with the aid of a graphic calculator
- I extensively used computer programs FORTRN 90, MATLAB and Maple while working on a research project at University of New South Wales.

As a teacher at Foundation High school, I will use technology to present lessons that are dynamic and engaging with maximum educational outcomes.

Introductory statement addressing the criterion

The applicant's **teaching practices** and the **resulting impacts** on learning

The applicant's **professional learning** and contribution to **collegial learning**

The applicant's **teaching practices** and the **resulting impacts** on learning

Example of the applicant's **skills** utilising technology

Concluding statement addressing the criterion

It is important to think about the **order in which you place your statements** addressing the criterion. In this sample, the dot point about the graphic calculator (second from the bottom) is a strong statement against the criterion and should be much higher. The last dot point should also be higher as it specifically references the applicant's competent application of technology (remember that this criterion is about 'capacity' as explained on page 9). What other changes would you make?

Capacity to plan and deliver engaging lessons that integrate the Quality Teaching model and maximise learning outcomes for students with diverse learning needs

Sample 1: **Capacity to plan and deliver engaging lessons that integrate the Quality Teaching model and maximise learning outcomes for students with diverse learning needs.**

The Quality Teaching model has been a foundation of my planning and teaching implementation throughout my teaching career. It encourages me to place importance on knowing my students and their learning needs in order to best plan lesson sequences.

- Applying the elements of deep knowledge and understanding, I am constantly proving relationships which connect central concepts in mathematics to students. The elements of problematic knowledge and higher order thinking applied correctly engage students and work well with mathematics lessons to allow students to address questions from multiple perspectives. Students respond to well-constructed and open ended questions with confidence
- The elements of metalanguage and substantive communication apply strongly to mathematics and I frequently provide a commentary whilst teaching and also informally of the specialist language used in mathematics. This allows students to become explicitly aware of the metalanguage and concepts which have created and surround mathematics. Learning outcomes are enhanced dramatically when these elements are used in teaching practice and I have seen the positive impact of this within my own teaching
- As a Learning and Support Teacher, I co-ordinated the teacher's aides on a daily basis to provide learning support to classroom teachers and students, organising special provisions, assessing students with learning difficulties and communicating frequently with staff and parents which has enabled me to effectively cater for diverse learners within regular classes
- Through my studies I have gained extensive knowledge of mathematical techniques and students with diverse needs. I currently incorporate effective numeracy and modification skills, where possible, within my teaching and learning programs. This educational connection on a daily basis has enhanced engagement and significance leading to improved achievement of student outcomes
- Strategies I incorporate include various grouping structures, extension, modification and enrichment activities and the use of Bloom's Taxonomy in the creation of tasks. These strategies encourage student self-regulation, originality, problem solving and higher order thinking, leading to students realising their potential and producing work to an exceptional standard.

Introductory statement addressing the criterion

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

Sample 2: **Capacity to plan and deliver engaging lessons that integrate the Quality Teaching model and maximise learning outcomes for students with diverse learning needs.**

For several years, I have been part of a whole school focus developing lessons and assessments using the Quality Teaching model, which has been incorporated into my teaching as follows:

- The intellectual quality of my lessons is apparent whereby my students are able to explore relationships between mathematical concepts. My students are required to show meaningful understanding by explaining and justifying, and generalising from the specific. Over the past 6 years, students from my mathematics extension 2 classes have successfully contributed informative and thought provoking presentations at inter-school Talented Students Mathematics Extension 2 Presentation Days
- Knowledge is not fixed and can be constructed from a variety of viewpoints. My students are encouraged to address multiple ways that a problem may be solved by its open-ended nature. There are opportunities for discussion with others or with the teacher. Rich tasks are used to promote higher-order thinking which combines facts and ideas to explain, interpret and make conclusions. Questioning techniques which require students to go beyond simple recall of facts (categorising, analysing, synthesising, evaluating) are used to deliver engaging lessons
- A quality learning environment is established through high expectations. My lessons encourage and reward demonstrated learning. By differentiating the curriculum, rich problems are chosen to involve and challenge students of all abilities, delivered in a mutually respectful environment. My experience in teaching a Year 11 and Year 12 composite 2 unit and mathematics extension 1 class is an example of where I have demonstrated success in differentiating the curriculum. This success can be measured through the excellent HSC results achieved by those students in this composite class
- The use of real life problems or hypothetical real life situations links mathematics with human purposes, an aspect of the third dimension of the Quality Teaching model – significance. This is evident in my lessons, for example, in teaching the FM2 topic in general mathematics, where students research financial data using the internet such as the site http://www.asx.com.au/, newspapers or other financial resources.

Introductory statement leading to supporting statements

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

Addressing the selection criteria – secondary teacher science

The most important thing you must do in your application is address the selection criteria. This will demonstrate how your specific skills, knowledge and abilities make you a candidate who the selection panel wants to interview for the advertised role. This will be **entered at Step 7** of the online application process at jobs.nsw. Below is an **example** of selection criteria for a science teacher position at a secondary school. The example has four criteria but there could also be fewer or more, as an advertised position does not have a fixed number of criteria. It is important to **address each one separately** and **not leave any out**. Be aware that you can use the same example under different criteria, but presented from a different perspective or with a different emphasis.

Don't forget, if you are a new scheme teacher you could use examples from when you completed your practicums or internships, or from your temporary teaching experiences.

Selection criteria

Approval to teach physics, chemistry and science Years 7-10. Skills and/or experience catering for gifted and talented students. Demonstrated communication and interpersonal skills with the capacity to work with students, parents, teachers and staff. Capacity to contribute to both faculty and whole school programs.

For this position there are **four** separate criteria to be addressed.

1. Approval to teach physics, chemistry and science Years 7-10

You will receive your approval to teach when you meet the requirements set by the NSW Department of Education and Communities. New scheme teachers will also need to satisfy the requirements set by the Board of Studies, Teaching and Educational Standards (BOSTES). For more information see:

http://www.dec.nsw.gov.au/about-us/careers-centre/school-careers/teaching/your-teaching-career/trained-teachers/apply-to-teach

You might think that there isn't much to say for this criterion, other than the fact you have your approval to teach. This is not the case. To impress the panel you need to give some detail about your teaching experience and practices, and demonstrate your knowledge and understanding of quality teaching. This is also where you could select examples from your experience that are relevant to the needs of the school at which you are applying for a position.

Have a look at the samples on page 23, and start to think about your experience and the examples you could use.

To access the document *Quality teaching in NSW public schools*, please go to:

https://www.det.nsw.edu.au/proflearn/docs/pdf/qt_EPSColor.pdf

2. Skills and/or experience catering for gifted and talented students

Note that this criterion says 'and/or', meaning that if you do not have experience catering for gifted and talented students you can discuss how your skills make you able to teach these students.

Under this criterion you could outline:

- how your skills make you able to successfully teach gifted and talented students

  and/or
- your actual experience teaching gifted and talented students.

Information regarding Gifted and Talented education can be found at:

http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/ust3elctr.pdf

http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/ust3beach.pdf

3. Demonstrated communication and interpersonal skills with the capacity to work with students, parents, teachers and staff

This criterion uses the word 'demonstrated', which means you need to demonstrate (**provide evidence**) that you have these communication and interpersonal skills. The word 'capacity' is then used to show that you need to demonstrate that you CAN work with students, parents, teachers and staff. You do not have to show that you HAVE worked with students, parents, teachers and staff. However, if you can show that you have successfully communicated with students, parents, teachers and staff you should include that information here.

4. Capacity to contribute to both faculty and whole school programs

A faculty program is one which impacts on the entire faculty (such as the English faculty) and not just your class. A whole school program is one which impacts on all students at the school, and may include things like running a whole school physical activity program, an anti-bullying and resiliency program, or a whole school numeracy program.

'Capacity' means you have the **necessary skills or qualities** to run programs such as these, but may not be able to discuss instances where you have demonstrated this in a significant way (such as in a faculty or school situation).

If you are unsure about the meaning of any criterion, seek clarification from the contact person whose details are given in the advertisement.

Let's have a look at some samples of how other people addressed these criteria. We'll look at one criterion at a time. The samples offer different **strengths and weaknesses** in terms of the **information included**. While you are reading the samples, think about what is effective but also how they could be improved. Are the criteria strongly addressed? Are examples given and results stated?

Note also that each sample may not follow the exact form of the other samples. There are dot points, paragraphs, words or phrases in bold, italics, variations in spacing, introductory and concluding statements. In terms of setting out, you may choose which way you'd like to address the criteria.

Approval to teach physics, chemistry and science Years 7-10

Sample 1: **Approval to teach physics, chemistry and science Years 7-10**

My classroom is a vibrant and engaging space in which students participate in collaborative experiences exploring scientific principles. I am approved to teach physics, chemistry and science. In 5 years of quality teaching, I have:

- Successfully taught physics at Green Square High School since 2010. I ensure all my lessons are conceptually dense and engage students in activities which encourage strong critical thinking. For example, I co-designed a task where students designed and built a simple electrical motor and presented the scientific principles on how the motor worked. The analysis of trend data for students in my HSC physics classes indicates a 30% improvement in students achieving Bands 5 and 6
- Consistently employed problem based learning activities in my Stage 4 and 5 science classes at Green Square High School since 2010. For my Year 10 science class in 2011 I designed and implemented a problem based learning task in which students assessed the impacts of a new hotel on a remote coastal area of Australia. They were asked to present their findings to the class accompanied by a formal report. This resulted in a highly engaging sequence of lessons where students gained a deep understanding of the environment and human impact on ecosystems. This was reflected in their improved topic test results.

At Fullerton High School I will foster student engagement through high quality learning experiences shaped by a value for critical thinking and creative problem solving. My teaching will be framed by a belief that all students can achieve a lifelong love of learning when they are encouraged to recognise the connection of science to their own experiences.

Introductory statement addressing the criterion

The applicant's relevant **teaching experience** and specific student **results**

The applicant's **teaching practices** and the **resulting impacts** on learning

Summary statement

Sample 2: **Approval to teach physics, chemistry and science Years 7-10**

I am approved by the DEC to teach junior science, physics and chemistry. I have successfully taught junior and senior science (including Life Skills) to a range of students with differing educational needs. My demonstrated success within the classroom at all stages has been highlighted by the enhancement of **quality teaching** through a range of intentional **pedagogical assessment** and **curriculum strategies**. As a result, the level of academic achievement in the **Essential Secondary Science Assessment (ESSA**) at Merryville High School has improved for students who have been exposed to my pedagogy. My most recent achievements include students attaining Band 6 in **HSC physics** and significant value adding to students in the lower bands of HSC chemistry. I have been acknowledged internally and externally for my excellent junior science and HSC chemistry programming, resource development, assessments and HSC monitoring. My work with the Board of Studies assessing and being part of an examination committee has given me a deeper understanding of the examination setting process which is reflected by an improvement in the development and marking of science faculty assessments. My teaching has been **acknowledged through the publication of articles** in **Teaching Science** (the journal of the Australian Science Teachers Association).

Summary of **teaching approval** and **experience**

Relevant use and understanding of **educational terminology**

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

The applicant's **knowledge** and contribution to **collegial learning**

Look at the two samples above and think about which style you prefer for your application. Do you think **dot points** or **paragraphs** are more effective? Do introductory and concluding statements help in the presentation of the applicant's suitability for the role?

Skills and/or experience catering for gifted and talented students

Sample 1: **Skills and/or experience catering for gifted and talented students**

I deliver relevant, meaningful and engaging learning experiences. My students know what is expected of them in class and are encouraged to work to the best of their ability. I challenge all students to engage in higher-order thinking, through the maintaining of a safe learning environment, where individuals can take educational risks. I challenge gifted and talented students and differentiate the curriculum to ensure that students of higher ability are challenged at a suitable level. I have:

□ **Applied Bloom's Taxonomy to encourage higher order thinking**

I have utilised Bloom's Taxonomy in class and through assessment tasks and non-assessable items so that self-motivated students can challenge themselves and demonstrate their understanding of concepts appropriately

□ **Differentiated the curriculum**

Gifted and talented students need to be extended and their learning enriched, and they appreciate the efforts of teachers to extend them beyond the curriculum and into the realms of their everyday lives. It is important that content be incorporated with current scientific issues and themes with which students are familiar. My students designed a 'green-home' using Trimble SketchUp, assessing their chosen materials and determining the economic viability of this 'green-home'. Students also designed a city, trying to balance the city's growth with its environmental impact. These enrichment and extension activities deepen my students' knowledge, understanding and skills

□ **Applied multiple teaching strategies in class**

To ensure that students work to their potential and are engaged in learning, I cater for the wide range of learning styles of 21st century students. I recognise that even in gifted and talented classrooms there exists a vast array of students, each having different needs and preferred methods of learning. I cater for their needs allowing students to meet and exceed expected learning outcomes, as well as develop a genuine interest for their subject area

□ **Applied the Differentiated Model of Giftedness and Talent**

I am aware of Gagne's Differentiated Model of Giftedness and Talent and understand the needs of gifted students. It is essential that all gifted students are given the opportunity to flourish and achieve at the level at which they are capable and that this achievement requires a great deal of **learning and practice**. I believe that all work should be completed at the highest level to ensure that **perfect practice** is achieved.

My use of higher order thinking tools will ensure that my students at Fullerton High School are constantly challenged and encouraged to think outside the box. My students will be engaged, motivated and able to make connections between their learning in my classroom and their everyday experience. My continuous feedback will ensure that all students are given the practice that they need in order to develop their gifts into talents.

Introductory statement addressing the criterion

The applicant demonstrates an **understanding** of relevant **approaches and strategies** for the education of gifted students

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

The applicant demonstrates an **understanding** of relevant **approaches and strategies** for the education of gifted students

Summary statement highlighting what the applicant will bring to the role if selected

Sample 2: **Skills and/or experience catering for gifted and talented students**

Gifted and talented students need a learning environment which allows them to explore concepts in an open, critical manner, and where students co-construct the learning experience and engage in activities which nurture their intellectual and creative capacities. I have:

- A strong knowledge of the DEC's policies on the education of GAT students and current research about effective strategies for teaching GAT students, including curriculum differentiation and Maker's model for a practical approach. I have demonstrated excellence in catering to the needs of GAT students throughout my teaching career. For example, I designed differentiated assessment tasks for Stage 5 science which allowed students to self-select a research topic and present their findings via a computer animation. I found students were highly motivated by the task and this was reflected in the high quality of their assignments
- Conducted an Action Research Project as a part of my Masters internship at Summerville High School. I targeted a Year 7 class studying the topic 'space', conducting a pre-evaluation which indicated students were disengaged from their own learning. In response, I designed a series of open ended tasks where students were asked to explore the solar system and justify an alternative planet for human habitation. Post evaluation responses indicated that students found the topic more enjoyable and the quality of student work presented showed clear evidence of deeper critical thinking skills.

At Fullerton High School I will consistently apply teaching and learning tasks of a high quality, which are designed to enhance learning experiences for gifted and talented students to meet their unique learning demands.

Introductory statement

The applicant demonstrates an **understanding** of relevant **approaches and strategies** for the education of gifted students

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

Summary statement highlighting what the applicant will bring to the role if selected

Sample 3: **Skills and/or experience catering for gifted and talented students**

Through temporary and casual teaching positions I have had the opportunity to participate in gifted and talented student programs, which I am committed to providing within the inclusive classroom and through a differentiated curriculum. Through use of the Maker model, I provide a stimulating learning environment for gifted students by:

- **Using group interactions** of like ability peers to foster group problem solving as well as to stimulate intellectual and social growth among the children
- **Modifying content, process, product and environment** to accommodate the ability of gifted and talented students to manipulate abstract ideas and deal with complexity
- **Encouraging development** of higher order thinking skills by using rather than merely acquiring information, by using questions from the analysis, synthesis and evaluation areas of Bloom's taxonomy
- **Using provocative,** open ended questions to stimulate further thinking and research into a topic and encourage divergent thinking
- **Using discovery** activities to stimulate inductive reasoning to find patterns and underlying principles
- **Accentuating proof and reasoning** where students share hypotheses and approaches to reasoning and how they substantiate conclusions.

Through gifted and talented programs at different schools, I have helped students through their scientific investigations, hands on problem solving and other scientific activities like scale drawing and creating games based on topics and quizzes.

Introductory statement addressing the criterion

The applicant demonstrates an **understanding** of relevant **approaches and strategies** for the education of gifted students and incorporates these into **teaching practices**

Summary statement

Demonstrated communication and interpersonal skills with the capacity to work with students, parents, teachers and staff

Sample 1: **Demonstrated communication and interpersonal skills with the capacity to work with students, parents, teachers and staff.**

I establish positive relationships with students through high quality pedagogical practices. As a member of the science faculty at Fullerton High School I would establish a professional rapport with all my students, their parents and other staff to maximise the engagement of my students.

- As a mainstream science teacher my students include many with a NESB background. I recognise the importance of a differentiated curriculum to ensure the inclusion of all students in their class work and assessment tasks. With the assistance of support staff, and specific professional development, we have designed methods and strategies to engage these students and to ensure inclusion and academic growth. I have similarly implemented alternative methods for assessment and a differentiated curriculum involving parents and support staff for those students who have been identified as having learning difficulties, resulting in greater individual student participation and morale, as well as an average of 20% increase in assessment grades between Term 1 and Term 2.

- I consistently focus on open and productive dialogue with students and their parents so that all issues can be managed successfully and efficiently, resulting in issues that are dealt with before they escalate, thus ingraining a sense of partnership, process and success between all parties. I ensure that my colleagues are aware of ongoing difficulties by using our welfare system to record specific concerns.

- I contribute to resource sharing at faculty meetings, presenting practical lessons, technology lessons and websites as well as marking assessment tasks to improve consistency. Collaboration has resulted in improved programs and activities that differentiate the curriculum to suit different learning styles within a whole faculty environment, as well as greater consistency when marking assessment tasks which benefits student's outcomes and experiences.

My knowledge, skills and experiences would enable me to effectively contribute to all aspects of the role of science teacher at Fullerton High School. I would work closely and effectively with the entire science team to achieve faculty targets and to continue to improve teaching and learning outcomes.

Introductory statement addressing the criterion

The applicant's **teaching practices**, with a focus on communication as per the criterion, and the **resulting impacts** on teaching and learning

The applicant's **knowledge** and contribution to **collegial learning**

Summary statement highlighting what the applicant will bring to the role if selected

This sample above has spaces between each statement. How would you set it out?

Sample 2: **Demonstrated communication and interpersonal skills with the capacity to work with students, parents, teachers and staff**

I have an energetic and positive outlook, which often inspires others. I am sensitive, patient and have well developed interpersonal and communication skills. As year adviser and classroom teacher I:

Effectively **manage conflict** on a regular basis in a fair, calm and rational manner to negotiate acceptable outcomes for all participants. This involves communication with parents via letter and telephone and facilitating interviews and conferences with parents, students and staff.

Communicate well with parents. I prepare thoroughly for parent teacher interviews, generating a profile for each student including their results in assessment tasks and their general behaviour in classroom activities. With parents and students, I discuss and negotiate individual student learning and behaviour contracts to meet student learning needs.

Provide written and oral feedback to university practicum students on their performance and suggest ways to improve. At the completion of the practicum I provide a detailed report to the student and the university about the student's performance. This ensures an up-to-date knowledge of relevant pedagogies and further development of organisational and leadership skills.

Regularly **write and distribute Federation information** to the staff, in my role as an elected Teacher Federation Representative from June 2010 to the present. I present information from the Federation to the school staff at staff meetings. I am able to adapt my presentation style to suit different audiences and situations.

Frequently **write and edit articles** in the school newsletter informing parents and students of upcoming events and past events that have occurred in science, such as excursion reports and publication of competition results, thus keeping students and parents informed about the school activities.

Act as a contact person for various outside agencies such as the Teachers Credit Union and Teachers Health Fund, and regularly **organise meetings** for these organisations after consulting with the Principal.

I believe I can continue to show this sensitivity, skilled communication and active commitment to student welfare and communication with parents and other staff at Fullerton High School.

Introductory statement addressing the criterion

Specific examples of the applicant's communication and interpersonal **skills** within the school environment

Summary statement highlighting what the applicant will bring to the role if selected

Note that each example would be much stronger if it also **outlined a result or outcome**.

This sample uses spacing and words in bold to differentiate each statement, instead of dot points. How would you do it?

Sample 3: **Demonstrated communication and interpersonal skills with the capacity to work with students, parents, teachers and staff**

I consider that I possess sound interpersonal and written and oral communication skills, am committed to working as an effective and positive team and school community member and believe that the collaborative process is vital to achieving successful outcomes for students.

As a science teacher at Dispaly High School, I interact daily with students inside and outside the classroom to deliver and explain curriculum content, to act in a welfare role as year adviser and as the grade basketball coach of the senior team.

My responsibilities include attendance at all parent/teacher nights and daily communication via email with parents regarding academic progress and/or welfare concerns.

As Dispaly High School's International Student Coordinator, I liaise regularly with students and guardians in order to verify attendance and discuss and resolve any issues of concern (I also consult colleagues in this regard).

As a member of a faculty team I collaborate regularly with my colleagues. For example, when organising an excursion to Sydney Aquarium and Wildlife Park in my capacity as Year 7 science coordinator, I worked closely with other Year 7 teachers.

Similarly, I was responsible for organising excursions to 'Kick Start' (HSC physics workshop) at the University of Sydney, The Rocks Observatory (Year 11 physics) and the Australian Science & Technology Organisation (Year 12 Quantum to Quark unit of study) in consultation with fellow members of staff.

I engage in professional development workshops and general staff meetings and use such occasions to interact on an informal level with my colleagues.

I liaise regularly with laboratory assistants who I direct in setting up practical tasks.

Introductory statement addressing criterion

Specific examples of applicant's communication and interpersonal **skills** within the school environment

Consider the effectiveness of a clearly articulated **result or outcome**. Could you improve any of the examples above?

Would the use of a concluding statement, in which you project yourself into the role, improve this sample or is it unnecessary?

Capacity to contribute to both faculty and whole school programs

Sample 1: **Capacity to contribute to both faculty and whole school programs**

As a teacher, I have demonstrated the ability to contribute successfully to faculty and whole school programs. I have:
-Acted as Year 8 Adviser since Term 1 2012, and I am currently continuing in this role. In this role, I have worked as part of the **welfare team** to ensure the school's welfare initiatives are implemented in a consistent manner across the school. For example, I co-coordinated an **anti-bullying** day to educate all of Year 8 about the school's anti-bullying policies and the dangers of bullying. This resulted in greater awareness for all students about the welfare programs available to them.
-Collaboratively conducted a **review of the school's welfare system** by analysing data from surveys taken from staff, students and parents. I presented the data and findings to the welfare team, executive and all staff. The outcome of this has been an ongoing review of the current policies at the school, incorporating the findings of the research to update and improve the current policies and programs. This has included the merit and level systems.
-Designed and implemented the faculty's **physics extension program**. The extension program is a short four week course designed to allow Year 10 students to experience their Stage 6 subject choices. As a part of both the science faculty and school wide extension team this course was presented to all staff at a school development day as an example on how to structure a short course for their faculty. The outcome of this program was increased student engagement and greater capacity for students to select Stage 6 subjects suited to their interests and needs.
I recognise the importance of positively contributing to the science faculty and the school. As a staff member at Fullerton High School, I would work effectively as a member of various teams to help improve and start new programs to benefit students and staff at the school.

Introductory statement addressing the criterion

The applicant's **teaching practices**, with a focus on faculty and whole school contributions as per the criterion, and the **resulting impacts** on teaching and learning

Summary statement highlighting what the applicant will bring to the role if selected

Note how this sample effectively articulates **specific examples AND outcomes**.

This sample seems quite dense with its tight spacing and lack of highlights, making it difficult to differentiate between each statement. How could you make this easier for the selection panel to read? Dot points? Bold? Indents?

Sample 2: **Capacity to contribute to both faculty and whole school programs**

As a teacher I have worked with others in the faculty to develop and implement new and existing programs and resources for students. I have:

- worked with faculty members to develop a program for a topic of work on motion for a combined Year 9/10 class
- worked with faculty members to develop and implement an assessment task to be used across all Year 10 science classes within the school
- used the NSW Quality Teaching framework to develop lesson plans and implemented lessons according to these principles
- contributed to faculty discussion on the content to be included in teaching programs for topic areas
- developed resources to be used by low literacy level students, which resulted in increased engagement in learning activities and decreased referral to head teacher for disciplinary action
- worked with the faculty members to integrate the *Climate Clever Energy Savers program* into the Year 8 science program.

I have contributed to whole school initiatives such as:

- The delivery and supervision of the Duke of Edinburgh scheme to students in Years 9 – 12
- Being a member of the numeracy team which addressed the need to embed numeracy in curriculum programming across all faculties. Together we conceived lessons, tactics and programs to embed numeracy in each faculty area and then individually in-serviced our faculties
- Contributing to the whole school intensive focus on literacy, specifically persuasive writing. During this process I assisted colleagues with scaffolding and composing exercises in order to achieve the school's targeted goals.

As a teacher at Fullerton High School I will use my previous experience and proven communication and interpersonal skills to work within my faculty to develop high quality programs using the Quality Teaching Framework to ensure improved student learning outcomes. I will use these skills to contribute to and promote whole school programs.

Introductory statement

Specific examples of the applicant's contributions to faculty and school programs

A specific example of the applicant's **contributions** to faculty and school programs and the **resulting impacts** on teaching and learning

Specific examples of the applicant's **contributions** to faculty and school programs

Summary statement highlighting what the applicant will bring to the role if selected

How many of the examples given above include an outcome or result? When thinking about the examples you could use, think also about the **results achieved**.

Under contributions to whole school initiatives, this sample has listed the Duke of Edinburgh scheme first. While an important initiative, it focuses more on a select group of students so should be listed under the other two initiatives, which focus on every student in the school.

Addressing the selection criteria – primary teacher

The most important thing you must do in your application is address the selection criteria. This will demonstrate how your specific skills, knowledge and abilities make you a candidate who the selection panel wants to interview for the advertised role. This will be **entered at Step 7** of the online application process at jobs.nsw. Below is an **example** of selection criteria for a teacher position at a primary school. The example has five criteria but there could also be fewer or more, as an advertised position does not have a fixed number of criteria. It is important to **address each one separately** and **not leave any out**. Be aware that you can use the same example under different criteria, but presented from a different perspective or with a different emphasis.

Selection Criteria

Approval to teach K-6. Skills and/or willingness to lead or coordinate the computer technology program. Relevant skills and or/experiences to undertake programs in dance and sport. Understanding of and sensitivity to the needs of students from a non-English speaking background and students from low socio-economic status communities. Knowledge of and commitment to the Department's Aboriginal education policies.

For this position there are **five** separate criteria to be addressed.

Don't forget, if you are a new scheme teacher you could use examples from when you completed your practicums or internships, or from your temporary teaching experiences.

1. Approval to teach K-6

You will receive your approval to teach when you meet the requirements set by the NSW Department of Education and Communities. New scheme teachers will also need to satisfy the requirements set by the Board of Studies, Teaching and Educational Standards (BOSTES). For more information see:

http://www.dec.nsw.gov.au/about-us/careers-centre/school-careers/teaching/your-teaching-career/trained-teachers/apply-to-teach

You might think that there isn't much to say for this criterion, other than the fact you have your approval to teach. This is not the case. To impress the panel you need to give some detail about your teaching experience and practices, and demonstrate your knowledge and understanding of quality teaching. This is also where you could select examples from your experience that are relevant to the needs of the school at which you are applying for a position.

Look at the sample responses on pages 33 – 35 and think about your experience and the examples you could use.

To access the document *Quality teaching in NSW public schools*, please go to:

https://www.det.nsw.edu.au/proflearn/docs/pdf/qt_EPSColor.pdf

2. Skills and/or willingness to lead or coordinate the computer technology program

The key phrases here are **skills and/or willingness** and **lead or coordinate**. Ensure you address both.

If you look at the sample responses on pages 36 – 37, you will see some of the examples include providing technical support to other teachers, sharing new technologies with other staff and technical skills using various software.

3. Relevant skills and/or experience to undertake programs in dance and sport

There are TWO key competencies required to be addressed for this criteria, **dance** and **sport**, so you need to demonstrate that you have the skills and/or experience to undertake BOTH programs at the school. You need to provide examples that demonstrate your skills and/or experience in dance, and also examples that demonstrate your skills and/or experiences in sport. You may discuss relevant experiences from outside a school environment.

4. Understanding of and sensitivity to the needs of students from a non-English speaking background and students from low socio-economic status communities

This criterion has **two** focuses:

- Your understanding of and sensitivity to the needs of students from a non-English speaking background **AND**
- Your understanding of and sensitivity to the needs of students from low socio-economic status communities.

You must discuss **both** of these and, where possible, provide examples that demonstrate that you understand and have sensitivity to the needs of these students.

5. Knowledge of and commitment to the Department's Aboriginal education policies.

As well as demonstrating your **knowledge and understanding** of the Department's Aboriginal educational policies, you must show your **commitment** to these policies. You could show how you have applied this in a school or classroom setting.

To access the document *NSW DEC Aboriginal Education and Training Strategy*, please go to

https://www.det.nsw.edu.au/media/downloads/strat_direction/aetstrat0912.pdf

If you are unsure about the meaning of any criterion, seek clarification from the contact person whose details are given in the advertisement.

Let's have a look at some samples of how other people addressed these criteria. We'll look at one criterion at a time. The samples offer different **strengths and weaknesses** in terms of the **information included**. While you are reading the samples, think about what is effective but also how they could be improved. Are the criteria strongly addressed? Are examples given and results stated?

Note also that each sample may not follow the exact form of the other samples. There are dot points, paragraphs, words or phrases in bold, italics, variations in spacing, introductory and concluding statements. In terms of setting out, you may choose which way you'd like to address the criteria.

Approval to teach K-6

Sample 1: **Approval to teach K-6**

My teaching experiences show demonstrated ability to teach any grade (K-6), in a wide range of educational settings, delivering exceptional student outcomes. I am an experienced teacher who values innovation and the implementation of up to date teaching practices, underpinned by data and students' learning needs. My NSW DEC approval to teach K-6 is supported by my:

- Experience as a full time **classroom teacher and ESL teacher** at diverse schools.
- Experience as a full time release teacher at Excellent Public School, whereby I **taught twelve different classes across the school**, from Kindergarten to a Year 6 Opportunity Class, which included a differentiated program for all classes
- Experience as a **classroom teacher** for a **Year 1/2 specialist Numeracy and Literacy intervention class** of 20 students at Excellent Public School as well as a **Year 1 classroom teacher** at Wonderful Public School
- **Effectively taught and managed classes across all stages** (Early Stage 1- Stage 3) in a variety of school settings. As a result, I am highly familiar with the progression of student learning across these stages
- **Implementation of teaching and learning strategies** to cater for students with learning and social difficulties in whole class and withdrawal situations, as well as students on the Autism Spectrum
- Commitment to **up to date professional development**, including the Maths **'TEN' program**, whereby students participate in 'DEAC' (Drop Everything And Count) through levelled Maths games, as well as the 'How 2 Learn' professional development which prepares students for lifelong learning
- **Analysis and evaluation of NAPLAN data** to inform my teaching, as well as the use of **assessment for learning.** As a result, my teaching and learning programs are underpinned by data and driven by students' needs, thus enhancing learning
- Active facilitation of a **positive classroom environment** through the **establishment of class routines** and the **effective use of behaviour management strategies**, such as whole class reward systems and individualised management plans. This creates an environment where students feel safe to take risks, thus increasing their learning and achievement. I am highly involved in the **creation of whole school behaviour management practices**
- **Demonstrated ability to effectively plan** an appropriate and **rich differentiated educational environment** in all KLAs to meet the complex needs of individuals within my class. This encourages higher order thinking, originality, problem solving, creativity and high achievement.

Introductory statement addressing the criterion

Detail of the applicant's **approval to teach**

The applicant's relevant **teaching experience**

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

Some of these examples could be relevant under other criteria. Remember you may use the same example under different criteria, but presented with a different focus or emphasis. You must consider how you manage the repeat use of the same example.

Sample 2: **Approval to teach K-6**

As a classroom teacher, leader, team member and organiser of school events and activities, I have demonstrated the ability to work successfully with staff, students and the community. My classroom teaching experiences have consistently developed the skills and learning outcomes for a range of students from K-6.

- I am a fully qualified teacher and graduated from Southern Sydney University with a Master of Teaching in 2010. I have taught at Pleasant Public School as a temporary teacher for 3 years
- I have taught Years K-6
- As a classroom teacher I group students for literacy and numeracy according to individual needs and to provide meaningful and relevant delivery of a differentiated curriculum. I ensure the Quality Teaching framework is embedded in all my lessons and my teaching is explicit, efficient and responsive. As a result, my classroom is a harmonious and productive environment where all students' needs are catered for and each child performs to the best of his or her ability
- As a classroom teacher I implement all requirements of NSW BOS syllabus documents, follow school policies, model best teacher practices (based on the Quality Teaching framework), keep up to date with all DEC policies and syllabus documentation, monitor the implementation of school targets and monitor the achievement of student outcomes through programmed assessment tasks evaluating the level of students and their improvements
- I utilise the Teaching Learning Cycle to ensure that all class programs are driven by student achievement. I continuously assess student learning and use this information to revise and review my teaching practice. It is this constant reflection that ensures I utilise best teaching practice at all times and that student needs are always being addressed
- I have taught individuals with learning and behaviour challenges within a mainstream, inclusive classroom. I have implemented school Behaviour Management policies based on PBL initiatives and have been consistently commended for my ability to redirect students exhibiting misguided behaviour by replacing disruptive, unproductive patterns with positive behaviours.

If offered the position at Western Public School I will continue to demonstrate the skills, knowledge and understanding necessary to be a successful and effective teacher. I will demonstrate my passion, enthusiasm and love for learning across all Key Learning Areas with all students from Kindergarten to Year 6.

Introductory statement addressing the criterion

The applicant's relevant **qualifications**

The applicant's relevant **teaching experience**

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

Summary statement highlighting what the applicant will bring to the role if selected

Like many of the samples, this one uses italics to differentiate the introductory and concluding statements. How would you do it?

Sample 3: **Approval to teach K-6**

I have approval to teach Primary and Infants (K – 6).

I base my teaching on the NSW Quality Teaching model, which identifies three key pedagogies that have been linked to improving student outcomes. The first is based on the intellectual quality of student's work, the second on providing a quality learning environment and the third, developing a student's sense of significance in their work. I have demonstrated this by:

- **successfully teaching** Early Stage One and Stage One classes
- devising programs that **cater for all key learning areas** and demonstrating an excellent understanding of the K-6 Syllabus documents, using these documents to program and implement lessons that develop a **deep level of knowledge** and understanding, resulting in the accomplishment of high learning targets
- providing an **environment centred on student learning** by utilising a wide variety of teaching and learning experiences with appropriate resources to guarantee the different learning styles of students are catered for and enabling enhanced results
- developing **meaningful learning for all students** by executing lessons based on the learner's prior knowledge, skills and abilities. Considering each students' background knowledge has resulted in improved student engagement and learning outcomes
- establishing **explicit and systematic learning experiences** that promote high order thinking and problem solving skills, resulting in life-long learners with advanced student learning outcomes
- **differentiating programs and creating individualised learning plans** for students with significant speech and language disorders, intellectual disabilities, autism spectrum disorder, attention deficit hyperactivity disorder, oppositional defiance disorder and gifted and talented students.

Detail of the applicant's **approval to teach**

Introductory statement addressing the criterion

The applicant's relevant **teaching experience**

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

Skills and/or willingness to lead or coordinate the computer technology program

Sample 1: **Skills and/or willingness to lead or coordinate the computer technology program**

As a classroom teacher, I continually incorporate technology into my classroom practice to achieve the best outcome for my students. In my role at the school I will embrace and share new technologies to add further meaning to student learning as well as be willing to provide technical support to staff members. In support of this statement I have:

- Interacted and networked with colleagues by conducting professional learning seminars in which I shared my knowledge and skills in SMART technologies gained from professional development courses and personal findings. I have supported the Kindergarten team of teachers in using IWB technology by creating a range of resources to use and support their learning. This has resulted in teachers accessing a greater range of interactive technologies and implementing them more confidently in their teaching practices
- Researched numerous technologies that can be used within the classrooms and shared my findings in my role on the technology committee. I have trialled Electroboard which included SMART Notebook and incorporated iPads in the classroom. This has given me the skills and enthusiasm to trial these skills within my classroom through literacy groups, maths group and student directed learning. Their effectiveness led to the permanent integration of these technologies within classrooms throughout the school.

Introductory statement

The applicant's **teaching practices** and the **resulting impacts** on teaching and learning

Look at the sample above. Does it explicitly address the criteria? The introductory statement is more about incorporating technology into the classroom than leading or coordinating the computer technology program. What about the supporting statements? Always ensure you **address the specific criteria**. This example could be reworked to be more explicit.

Sample 2: **Skills and/or willingness to lead or coordinate the computer technology program**

My experience demonstrates that I am well qualified to effectively integrate innovative technology across all curriculum areas, as well as coordinate and supervise technology programs across the school. I have:

- **Majored in e-learning** at Northern University with a distinction average
- **Provided** other teachers with technical support and **interactive whiteboard** lessons and materials in order to enhance teaching and learning
- **Led, guided and supported** other teachers with computer and associated technology, as well as **consistently provided advice and technical support with the hardware and software within the school**. This has assisted other teachers to enrich learning experiences and achieve excellent results using technology
- **Conceptualised, organised and created a school promotional movie** for new parents to the school, using the school camera and movie making software, resulting in increased enrolments for the following year
- Strong competence in using a variety of software, including **Adobe Photoshop** and **In Design** software and have used both to create a high quality school magazine and school promotion materials
- Organised and implemented **video conferencing** to provide diverse opportunities for both student learning and staff on professional development days, as well as enabling debating teams to compete against distant schools
- Been an **active member of the technology committee**, whereby I source and provide professional development opportunities for staff, as well as provide advice on the purchase of technology as was seen particularly through the recent purchase of iPads for my school.

Introductory statement addressing criterion

The applicant's relevant **qualifications**

The applicant's **teaching practices**, **skills** and **experience** and the **resulting impacts** on teaching and learning

Sample 3: **Skills and/or willingness to lead or coordinate the computer technology program**

Through my role as coordinator of the computer technology program at Excellent Public School I have observed an increase in confidence in the application of these technologies in teaching practice and an increased enthusiasm toward ICT by both teachers and students.

- I have prepared reference materials and led staff training sessions to support teacher knowledge of technology
- I have overseen the staff training program on the use of iPads and their implementation in the classroom
- I utilise a database to log technology issues and regularly provide troubleshooting and configuration support for desktops, laptops and mobile technologies
- I have conducted surveys on existing technological use within the school, aimed at further developing teacher knowledge and practice
- I have been involved in the purchase of software resources to support all areas of the curriculum
- I provide ongoing support and training for colleagues in new applications of technology and their relevance to particular areas of the curriculum through technology training sessions on a fortnightly basis

Introductory statement addressing criterion

The applicant's **skills and experiences** in a previous coordinator role

Understanding of and sensitivity to the needs of students from a non-English speaking background and students from low socio-economic status communities

Sample 1: **Understanding of and sensitivity to the needs of students from a non-English speaking background and students from low socio-economic status communities**

I have a deep understanding of and sensitivity to the needs of students from a non-English speaking background and students from low socio-economic status communities. I have:

Developed deep knowledge, understanding and sensitivity to the needs of NESB students and students from low SES communities and implemented rich learning whereby students take academic risks and are involved in substantive communication, strengthening their high order literacy and numeracy skills.

Built and celebrated background knowledge, particularly focusing on language within the curriculum, to ensure deep learning connections as a foundation for life-long learning. Through constant reflection, I have integrated activities that incorporate visual literacy and scaffolded model-guided-independent learning sequences that led to student success.

Programmed all key learning areas with the integration of talking and listening activities and visual cues with the celebration of cultural background knowledge to build and strengthen global citizens for success within the classroom and beyond, with a focus on the daily immersion of New Arrival students in English literacy. Through collaboration and reflection the students achieve deep learning connections and academic success. I facilitate the participation of all students in class, irrespective of economic situation, by providing all the necessary tools for success; one example is that I maintain the school's 'recycling centre' for project work. The buddy system in my class maximises student care irrespective of culture, religious affiliation or economic status.

Implemented assistance for students at the Homework Centre, an after school program to assist students who do not have academic support at home, as well as After School Sports to teach activities and games students can replicate at home with minimal equipment. These programs facilitate holistic student engagement and fulfilment. This is in alignment with the philosophy of PSP which is FAIR GO, FAIR SAY, FAIR SHARE, FAIR CONTENT. I implemented successfully the STARS model to deepen student knowledge and learning outcomes through the explicit teaching of positive behaviour skills.

Embraced respectfully all cultures within the classroom to rejoice in diversity through celebrating student's background knowledge and experience and applying it to the success of the cohort during literacy tasks. I visited the local place of worship and spoke with a spiritual elder with fellow teachers and developed a better understanding of my students.

Communicated with NESB parents and caregivers, through interpreter assistance, to provide constructive feedback leading to consistent, effective information regarding student achievement and providing tools for assisting student learning at home.

I promote deep learning and intellectual quality through explicitly teaching the school values of kindness, honestly, respect, fairness, friendship and responsibility.

Introductory statement addressing the criterion

The applicant's **teaching practices**, with a focus on the needs of students from non-English speaking backgrounds and low socio-economic communities as per the criterion, and the **resulting impacts** on teaching and learning

Concluding statement

Sample 2: **Understanding of and sensitivity to the needs of students from a non-English speaking background and students from low socio-economic status communities**

Students from all cultural and socio-economic backgrounds should feel safe to engage in all learning activities within the classroom and playground. I foster an inclusive learning environment where diversity is embraced. I have:

• Demonstrated deep knowledge, awareness and understanding of the needs of students from a NESB background and low socio-economic status through the development of differentiated, effective and culturally inclusive classroom learning programs

• Implemented engaging, differentiated and quality reading activities, liaising with ESL, Reading Recovery and Community Language teachers, to provide superior learning experiences through visual stimulus in guided and modelled reading and writing. This resulted in 82% of all students progressing in their reading levels by 4 levels or more and 98% developing basic English vocabulary and comprehension over the course of a year

• Communicated effectively with parents/guardians of NESB and low socio-economic status students, resulting in positive relationships with parents being developed and contributing to the positive whole school community environment.

• Developed effective non-verbal communication skills by utilising body language, face and hand gestures, and clear and consistent consequences that were supported by picture cues, to create a safe and disciplined learning environment where effective learning could take place

• Contributed actively in Community Festival Day and its performances with other members of the teaching staff. As a result of participating and appreciating the performances, students, parents and teachers were also given opportunities to learn about and value different cultures

• Enabled students to utilise their home language to communicate with other students which increased student comprehension, understanding and their self-esteem. I ensured that New Arrivals were supported by implementing a 'buddy system', which provided them with a safe and welcoming introduction and social network within the school environment

• Facilitated the development of students' reading habits and fostered a love of reading by encouraging borrowing from home reader schemes and the library. This ensured that all students, particularly those from a disadvantaged background, learnt positive life-long learning skills, developed a love of reading and embraced a positive attitude towards learning

• Demonstrated sensitivity and empathy toward students who have experienced emotional trauma that impacts on their learning and sought assistance from the School Counsellor, ESL teachers, Community Language teachers, STLA teachers and student support experts to assist students in their emotional, social, physical and academic development

• Identified the individual needs of disadvantaged students, ensuring that students from disadvantaged backgrounds have access to learning resources, school excursions and school uniforms to ensure successful interactions with learning experiences. This process also respected the PSP equity principles of 'fair go, fair share, fair say and fair content', and fostered trust, equity and inclusion.

As a permanent classroom teacher at Western Public School I will ensure all students including NESB and low socio-economic backgrounds are effectively involved in all activities both academically and socially.

Introductory statement addressing the criterion

The applicant's **teaching practices**, with a focus on the needs of students from non-English speaking backgrounds and low socio-economic communities as per the criterion, and the **resulting impacts** on teaching and learning

Summary statement highlighting what the applicant will bring to the role if selected

Is there anything in this sample that you would delete, amend or edit?

Sample 3: **Understanding of and sensitivity to the needs of students from a non-English speaking background and students from low socio-economic status communities**

As a classroom teacher, I strive to promote high quality-learning environments that have significance to students and expose them to learning that has connectedness, value and meaning beyond the classroom. I passionately believe in improving social equality through education, by minimising the achievement gap in learning outcomes for students who may be adversely affected in schooling due to their low socio-economic status or non-English speaking background. I have:

- **Acquired knowledge and understanding of the needs of NESB** students by teaching at Centreville Public School, where 98% of students come from a language background other than English. I have developed a range of effective strategies to meet the unique learning needs of these students. These include differentiated literacy and numeracy lessons which meet the range of student needs and the utilisation of clear visual aids during lessons.
- **Embedded ESL scales based on ESL phases of students** to make learning accessible for ESL students. I have completed this by evaluating comprehension of literacy lessons, simplifying the language of instruction, and working towards depth of knowledge by presenting materials in a clear, concise, comprehensible manner, imparting information through oral and visual learning modalities and presenting metalanguage vocabulary and concepts.
- **Developed expectations** about students' potential and learning by establishing and maintaining a quality-learning environment using behaviour management strategies, positive reinforcement and facilitating student-centered learning, resulting in student-directed learning and the improved achievements of students from a variety of backgrounds.
- **Acquired knowledge** and understanding of the correlation between low socio-economic communities and learning. By becoming aware of the culture of low socio-economic disadvantaged families, I have developed a caring attitude and sensitivity towards different cultures. By creating a highly inclusive classroom, free from negative forms of prejudice and discrimination, I have created a feeling of community and belonging within the classroom, thus ensuring all individuals feel encouraged to participate fully in lessons, enhancing students' outcomes and student participation.
- **Developed an understanding** of the resources available through the education system which help and support students from non-English speaking and low socio-economic backgrounds, and have successfully co-ordinated these resources such as counsellors, charities and behavioural consultants to enhance the students' learning environment.

As a permanent classroom teacher at Western Public School I will continue to promote quality learning environments that meet the diverse range of needs of students from a large range of cultural and socio-economic backgrounds, whilst continuing to work hard at improving social equality through quality teaching and education to ensure all students gain equal and engaging educational opportunities to improve student outcomes.

Introductory statement addressing the criterion

The applicant's **teaching practices**, with a focus on the needs of students from non-English speaking backgrounds and low socio-economic communities as per the criterion, and the **resulting impacts** on teaching and learning

Summary statement highlighting what the applicant will bring to the role if selected

This sample has lengthy introductory and concluding statements. Do these enhance the way the criterion is addressed? You could consider editing the statements to enhance clarity or removing one of the statements. Do you believe introductory and/or concluding statements are effective?

Relevant skills and/or experience to undertake programs in dance and sport

Sample 1: **Relevant skills and/or experience to undertake programs in dance and sport**

I have extensive skills, experience and enthusiasm to undertake programs in both dance and sport. My skills and demonstrated experience includes:
Dance teaching experience: I have 5 years of experience teaching dance and 15 years of dance performance experience with skills to enhance whole school dance programs. I coordinated and choreographed the Solar Public School's dance program which resulted in improved gross motor and rhythm skills. The resulting public dance performance increased school spirit and pride. My dance teaching strategies allow for adaptations in choreography and performance to cater for K-6 students including those with behavioural, intellectual and physical disabilities.
Skills and experience in fitness and sports programs: I have experience and skills in a wide range of sport programs such as the Premier's Sporting Challenge, coordinating and managing school and Zone athletics carnivals, regular school fitness programs and Active After School Sport to promote an active lifestyle in students of all abilities resulting in increased fitness and self-esteem for students.

Introductory statement addressing the criterion

The applicant's relevant **skills and experience** and the **resulting impacts** on teaching and learning

Sample 2: **Relevant skills and/or experience to undertake programs in dance and sport**

My strong organisational ability and excellent communication skills allow me to assume coordination roles with professionalism and enthusiasm. As a result of my school based experience:
- The organisation of Stage 2 and Stage 3 sport and dancing activities has provided me with the skill set to organise and lead whole school activities
- I have participated in the organisation of both school and regional athletics carnivals. I have also facilitated Little Athletics and co-ordinated an age group. These activities have equipped me with relevant skills and experience to lead and support whole school programs in sport.

Introductory statement addressing the criterion

The applicant's relevant **skills and experience**

Sample 3: **Relevant skills and/or experience to undertake programs in dance and sport**

- My involvement in co-ordinating sporting activities and swimming coaching has allowed me to provide opportunities for students to participate in regular physical activity with their peers. This has led to enhanced participation in school culture, enriched educational experiences, the fostering of improved relationships, satisfaction in personal achievement and improved student well-being. This has resulted in students being provided with experiences which not only enhance their physical fitness, strength and co-ordination but provide life-long skills for personal enjoyment and recreational safety.
- I have engaged students with dance programs such as Zumba. Under my direction, students at Excellent Primary School participated in a modified Zumba lesson once a week as part of a whole school sport session. Teaching dance to the students on a weekly basis has seen an increase in their ability to follow more complex instructions and has allowed students to increase their flexibility, coordination and spatial awareness.

The applicant's relevant **skills and experience** and the **resulting impacts** on teaching and learning

Knowledge of and commitment to the Department's Aboriginal education policies

Sample 1: **Knowledge of and commitment to the Department's Aboriginal education policies**

- I have always **promoted the policies of the DEC** and tried to **model high expectations for Aboriginal students.**
- I believe it is through building **trust, respect and cooperation** that generational changes will occur
- Through equity and **quality teaching** using assessment practices and resources that are **culturally inclusive**, we can prepare Aboriginal students to **communicate positive messages throughout our communities**
- I strongly support the objectives of the Aboriginal Education policies, in particular **increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal people as the First Peoples of Australia**
- It is vital that this **cultural education is provided for all staff and students** and the strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are **respected, valued and promoted**
- I encourage meaningful involvement of **Aboriginal** community members in the classroom
- I work closely with the local Aboriginal Education Consultant Group to achieve outcomes and goals
- I **provide** all students with **opportunities** for **educational success**, taking account of their backgrounds and personal circumstances

As an enthusiastic member of the team at Western Public School, I would work closely with the elders and families, school and community of Aboriginal students to improve literacy, numeracy and participation outcomes for all students.

The applicant's relevant **teaching practices** and impacts on teaching and learning

Summary statement highlighting what the applicant will bring to the role if selected

Sample 2: **Knowledge of and commitment to the Department's Aboriginal education policies**

As a teacher I have:

• worked with staff, parents and community organisations to address welfare and educational concerns of several Aboriginal students. I have worked independently and collaboratively on developing individual learning programs for Aboriginal students. I have attended case management meetings for Aboriginal students in order to ensure a holistic approach to their welfare and educational requirements.

• worked in and supported Aboriginal programs. I have co-ordinated and overseen the programs of the learning support centre, many of which were designed to engage and motivate students and develop skills for lifelong learning. In 2011 I was 1 of 2 teachers who ran a small transition group to transition Aboriginal students back into full-time mainstream education.

• developed lesson plans and presented culturally appropriate units of work, including the use of texts by Aboriginal composers and the consideration of Aboriginal perspectives.

The applicant's relevant **teaching practices** and impacts on teaching and learning

How many of the examples in the two samples above include an outcome or result? When thinking about the examples you could present, think also about the resulting **impacts or outcomes**.

Sample 3: **Knowledge of and commitment to the Department's Aboriginal education policies**

- I have a strong understanding of and sensitivity to the needs of Aboriginal students. I am committed to achieving high outcomes for Aboriginal students in partnership with schools and communities.
- I understand that Aboriginal cultural issues need to be approached with support, knowledge and dignity. In line with public education values, Aboriginal students should achieve equality of educational opportunities to improve learning outcomes. This can be maintained by: monitoring and ensuring all types of assessment are fair to Aboriginal students; identifying gifted and talented Aboriginal students in all areas including cultural, sporting and academic; working to ensure the development and implementation of individual learning programs that meet the needs of each student's learning style; class programs that cater to the diverse needs of Aboriginal students and encourage and promote the involvement of Aboriginal parents , caregivers and community members in the evaluation of educational programs, processes and practices. Aboriginal students must be given the opportunity to meet the educational standards of non-Aboriginal students.

As a teacher at Western Public School, I will:

- *Work to ensure the involvement of the Aboriginal community in the development, delivery and assessment of programs for their students*
- *Work to ensure that Aboriginal students are given the opportunity to meet the educational standards of non-Aboriginal students.*

The applicant's relevant **teaching practices**, **knowledge** and **understanding**

Summary statement highlighting what the applicant will bring to the role if selected

Sample 4: **Knowledge of and commitment to the Department's Aboriginal education policies**

Within the community I have established effective relationships and communication skills with elders, community members, students and parents/carers. These relationships have enabled me to:

- Experience teaching Aboriginal students in the K-6 context and develop insight and skills to implement engaging, culturally sensitive learning activities
- Incorporate broad and local Aboriginal perspectives into daily classroom teaching/learning strategies
- Implement culturally appropriate, consistent behaviour management strategies which promote pride, respect, responsibility and team work.

I firmly believe that all students, including those living in isolated areas, have the right to an education that is on an equal footing with their metropolitan peers. I believe that building confidence and self-reliance in students is a good foundation for realising potential anywhere in the world. With this in mind, I have:

- taken all students to the local Aboriginal Land Council for excursions to experience Aboriginal Culture and beliefs. The students have received talks from local Aboriginal People
- Implemented Multilit with students to enrich the vocabulary of students, to recall sight words at a rapid pace, increase fluency when reading and advance students reading comprehension levels
- Implemented a number day in Numeracy each week that focuses on teaching the basics such as drilling tables, memorising number facts and using number strategies which lead to improved problem-solving ability.

Introductory statement

The applicant's relevant **teaching practices** and impacts on teaching and learning

Second introductory statement

The applicant's **teaching practices** and impacts on teaching and learning

How could the examples used in the above sample be improved?

Sample 5: **Knowledge of and commitment to the Department's Aboriginal education policies**

As a classroom teacher I have:

- **A comprehensive knowledge of the Department's policies and strategies related to Aboriginal education**. I have a strong understanding of the Department's Aboriginal Educational Policy and its central theme of promoting educational achievements by Aboriginal students in the context of teaching all students about Aboriginal Australia. This theme has been incorporated into my teaching and programs. I am also committed to 'bridging the gap', particularly in literacy and numeracy outcomes of Aboriginal students. As leader of the Aboriginal Education Team at Middleway Public School, I have updated and refined the school's Aboriginal Education policy, as well as written a policy regarding the implementation of Personalised Learning Plans (PLPs). These policies have made it clear to all staff what is expected when it comes to Aboriginal Education and have been written in accordance with the Department's Aboriginal education policies.
- **The ability to locate and implement resources related to Aboriginal education**. I have worked collaboratively with the Aboriginal Education Officer (AEO) and Aboriginal tutors to cater for the needs of Aboriginal students through provision of support. I am thoroughly committed to providing equality of educational experience for Aboriginal students by working to improve attendance, retention rates and skills in literacy and numeracy through existing and new programs, which are key targets in Middleway Public School's school plan. This is evident through my work with Middleway Public School's Aboriginal Education Worker in lifting the attendance of at-risk Aboriginal students.
- **The understanding and capacity to implement programs to increase the proportion of Aboriginal students achieving in accordance with school, regional and state targets**. I have been involved with the introduction of Middleway Public School's PLPs for Aboriginal students. I am committed to the PLP process, and this, along with other support strategies for Aboriginal students, will assist in meeting school, regional and state targets.

The applicant's relevant **teaching practices** and experience and the **resulting impacts** on teaching and learning

Look at the five samples (pages 42 – 44) and identify the differences in the way they demonstrate **knowledge** of and **commitment** to the Department's Aboriginal education policies. Which is most effective? What would you do differently?

Including results and outcomes when addressing selection criteria

Your statements addressing the selection criteria will be stronger if you include, where appropriate, a result or outcome for your action. Clearly show your action and how this benefited the students, other teachers or the school community.

I **coordinated and choreographed** the Solar Public School's dance program which resulted in **improved gross motor and rhythm skills** in the students. The resulting public dance performance **increased school spirit and pride**.

→ Your action
→ Outcome for students
→ Outcome for community

I **successfully apply the Quality Teaching framework** enabling students to **develop and gain confidence** in their skills and abilities as well as **understand the importance of mathematics** in all cultures.

→ Your action
→ Outcomes for students

I contribute to **resource sharing** at faculty meetings, presenting practical lessons, technology lessons and websites as well as **marking assessment tasks** to improve consistency. This collaboration has resulted in **improved programs** and activities that **differentiate the curriculum to suit different learning styles**, as well as **greater consistency when marking assessment tasks** which benefits student outcomes and experiences.

→ Your action
→ Outcomes for students

Another way of doing this is by using the **STAR** method:

S – Situation or context

What was happening in your classroom or school?
Was there a need to be addressed, a result to be improved or a problem to be solved?
For example: bullying; poor literacy results; communication difficulties with parents

T – Task

What needed to be done to address the need, improve the result or solve the problem?
For example: reduce the number of bullying incidents; improve literacy results; improve communications with parents

A – Actions

What did you do to address the need, improve the result or solve the problem?

R – Results

What were the **positive results** of your actions?

I responded to an increase in bullying at Blackfield Heights High School by participating in the welfare team initiative to evaluate and improve practices at the school. Through professional development, a new student mediation program and new reporting systems, bullying incidents significantly decreased and the school received a state award during Harmony Week.

S – Situation or context
T – Task
A – Actions
R – Results

Following the correct format

It is important to address each of the selection criteria under separate headings as part of a single document.

Don't be tempted to use, instead, the generic template you found online or to write in letter form. To give yourself the best chance of progressing in the application process, you must compose an individual response to each of the specific selection criteria, as part of a single document.

"...Ella's dedication to her students is exceptional... consistently brings creativity and innovation into her lesson plans and classroom...

...effectively addresses different learning styles...well-respected by teachers and staff..."

M. Peters
Former Principal
Sometown Primary School, Sometown

"...We were so thrilled to get Ella back in the classroom this year as a substitute, but I can't begin to describe my disappointment at being unable to offer her a full-time position at this time due to budget cutbacks...

Our loss will most assuredly be another school's gain...

Her enthusiasm for teaching and genuine caring for her students is only surpassed by her instructional talents and resourcefulness...

...she has my highest recommendation..."

R. Nguyen
Principal
Thattown Primary School, Thattown PSD

Ella Hartley
11 Main St ▪ Example City NSW ▪ 0400 000 000 ▪
ellapartygirl@somedomain.com

CERTIFIED PRIMARY SCHOOL TEACHER (Grades K-6)

Dedicated elementary teacher eager to resume full-time teaching career (currently a substitute for the Sometown PSD). Offer a proven track record of commended performance teaching grades K-6, with a passion for education and an unwavering commitment to optimizing student and school success.

Core Competencies

- *Creative Lesson Planning*
- *Curriculum Development*
- *Instructional Best Practices*
- *Classroom Management & Discipline*
- *Standardised Testing / Scoring*
- *Learner Assessment*
- *Experiential Learning*
- *Special Needs Students / IEPs*

Experience

SOMETOWN PUBLIC SCHOOL DISTRICT, Sometown
Substitute Teacher (K-12), 1/09 to Present
Primary Teacher (K-6), 8/04 to 6/07
Student Teacher (Intern), 1/04 to 5/04
Hired as a full-time teacher following student teaching practicum, instructing all academic subject areas to classrooms of up to 28 students. Left Sometown PSD (on excellent terms) at the end of the 2007 academic year to provide full-time care to cancer-stricken parent, and enthusiastically rehired as a substitute teacher for the current spring term.

Key Contributions:

- Earned high marks for the quality and creativity of classroom teaching, lesson plans and instructional materials used in teaching diverse subjects (e.g., language arts, mathematics, science, social studies and history).
- Developed innovative approaches that were repeatedly held up as the model standard for meeting district goals in areas including technology integration across the curriculum, experiential learning, literacy and diversity.
- Taught general education students as well as individuals with learning challenges and special needs within a mainstreamed, inclusive classroom.
- Consistently commended for ability to redirect students exhibiting behavior problems by replacing disruptive, unproductive patterns with positive behaviors. As a result, selected to lead district-wide in-service on classroom management.
- Actively served on a variety of school committees and task forces focused on curriculum development, textbook review, fundraising and anti-bullying efforts.
- Established positive relationships with students, parents, fellow teachers and school administrators/staff.
- Quickly became a "first-to-call" resource in current substitute teaching role, typically working four days per week. Personally requested by many full-time teachers to take over their classrooms during absences.

Primary Caregiver, 6/07 to 12/08
Stepped away from the classroom to serve as a primary caregiver to parent diagnosed with stage IV cancer. Provided daily care, assisted with financial affairs and coordinated treatment with medical professionals and hospice team.

Education & Credentials

EXAMPLE UNIVERSITY
BA in Education, 2004. DipEd

To whom it may concern,

My name is Hayley Cashell and I have a Bachelor of Arts and Diploma of Education from the University of Western Sydney. I am interested in the position of History teacher at Smith Lakes High School.

It is my belief that teaching is one of the most noble careers and has an important role in educating the adults of the future.

In order to satisfy the requirements of the position, I am willing to teach Computing Studies within the school as I am a competent user of the computer and familiar with Word, Excel and many other programs.

As all my teaching experience to date has been through my practicums and as a casual teacher I haven't had much contact with parents. I understand that communication with the community is one of the priorities in your school plan and I assure you than I can confidently speak to others through mediums such as email and telephone as well as in person.

Through my practicums I assisted with marking assessment tasks and helped with the organisation of the athletics carnival. I am always enthusiastic and willing to assist and learn new things.

While it is not possible to list all of my experiences here, I am happy to discuss these with you and encourage you to contact me for more information about the skills I would bring to the teaching position at Smith Lakes High School.

Similarly, I can furnish the names of referees on request.

I look forward to meeting you at an interview.

Warm regards,

Hayley Smithers

Putting it all together in a document addressing all selection criteria

At **Step 7** of the online application process at jobs.nsw you will attach your supporting documents, which must include your responses to the specific selection criteria. Include your responses to the specific selection criteria in a single document.

You do not need to write the same amount for each criterion.

When putting your document together, think about how you are presenting the information and consider:

- editing your statements to make them clear and to the point, with no wasted words
- choosing a traditional font style such as Arial, Times New Roman or Calibri
- ensuring the font size is not so small as to make your document difficult to read. Aim for a font size of 10 – 12 point
- differentiating each section with dot points, italics, bold, spacing or conservative use of colour
- avoiding gimmicks to ensure your application looks professional.

Three documents follow, each addressing **all selection criteria** for one of the sample positions (secondary teacher mathematics, secondary teacher science, primary teacher) in one document. Each document addresses all selection criteria in a focused and succinct manner.

Remember that previous page limits for applications no longer apply. However, you must ensure you address the selection criteria in a concise and relevant manner.

JEREMY OSTERBERG FOUNDATION HIGH SCHOOL MATHEMATICS TEACHER APPLICATION PAGE 1

Approval to teach mathematics Years 7-12

I have demonstrated my ability to work effectively with staff and students through:

- Successfully teaching 7-12 mathematics to a diverse range of students at Millertown High School from 2008 to the present. I have taught Stages 4/5 and Stage 6 general mathematics, advanced mathematics, extension 1 (currently teaching) and extension 2. I am continuously working to prepare resources to teach mathematics at all stages including mathematics extensions 1 and 2.
- Creating, implementing and evaluating effective and innovative teaching and learning programs directly relating to students' individual learning needs and abilities. I have continually developed and adapted my delivery and style to suit the needs of the students. Making sure that lessons are enjoyable and pitched correctly ensures that the students are given effective learning opportunities. All lessons have been structured alongside the range and content of NSW curriculum and by implementing the relevant pedagogy attached to those topics.
- Structured lessons. I have incorporated a wide range of strategies and resources in my teaching and learning programs such as student-centred activities, co-operative learning, utilising strategies such as visual aids using technology, timed lesson activities with clear step by step instructions on how to approach a task and clearly defined ways to succeed. The structured lessons with shorter learning activities build on each providing students' ongoing success.
- Strong commitment to professional learning through attendance at in-service sessions and participating in teacher social medias such as MAANG, MATHS LINKS, EDMODO Maths Communities, FACEBOOK groups which includes MANSW, GEOGEBRA etc. I also demonstrate my commitment to the NSW Quality Teaching model by applying the framework in my lessons to ensure they are meaningful and engaging for students.
- Positive Behaviour for Learning Goals. I use a pro-active approach by clearly defining expected behaviours and awarding students with class merits as part of the school merit system.
- Student Welfare. I am committed to providing a safe, supportive and positive environment which promotes learning and the achievement of successful outcomes following school welfare policies. I have actively monitored student progress, issued and followed Letters of Concern and maintained communication with parents.

Demonstrated capacity, skills and/or experience teaching mathematics extensions 1 and 2

- As a mathematics teacher at Millertown High School, which has one of the highest numbers of mathematics extensions 1 and 2 students in the state, I have taught a mathematics extension 1 class every year since 2004 and mathematics extension 2 classes alternate years from 2005 onwards.
- I have set mathematics extension 1and extension 2 assessment tasks and Trial Papers, marked and provided effective feedback to students. My knowledge of the mathematics extension 2 course is demonstrated through my ability to anticipate and prepare students for the range of questions they are likely to encounter.
- Students in my classes have achieved outstanding academic results. Over the years that I have taught extension 2 classes at Millertown High School, **band 4** results with the higher ability classes were consistently 90% and with the lower ability classes about 70%. In 2009 I taught the top mathematics extension 2 student in the state.

Capacity to integrate technology into effective classroom practice

I use technology in order to make classroom lessons more effective, informative and purposeful.

- I have used an interactive white board in my classroom for the last two years. I plan, prepare and deliver all my lessons using the SmartNotebook. I incorporate animations into lessons to engage and motivate students.
- I have strong knowledge and experience in implementing modern technological tools into effective classroom practice, having participated in workshops and programs on Interactive white board, How to Create a Quality Teaching and Learning program, elements of teaching such as Connectedness, Cultural Background and Higher Order Thinking.

JEREMY OSTERBERG FOUNDATION HIGH SCHOOL MATHEMATICS TEACHER APPLICATION PAGE 2

- I have been involved in learning and introducing new technologies Web 2.0 tools such as Yammer, Edmodo, Animoto and Wiki which assist in the preparation of assignments and interaction with the teaching and learning communities.
- I have attended workshops on Adobe Pro and Adobe Captivate and delivered the training about them to school staff on school development days.
- In my capacity as a relieving head teacher in 2011, I used technology in record keeping and storing results, marks and other important information on a common drive that helped teaching staff to reflect on classroom teaching. I have prepared assessments and stored interactive lessons for Year 12 on common drive for the use of other staff members. I have used the data from assessment tasks to determine marks/rankings and overall teaching outcomes, which has helped me to create class lists for the following year. I have analysed the reports to assess the outcomes to identify strengths and provide advice to enable improvement in areas of need.
- I updated the webpage for the mathematics faculty of the school.
- I have taught graphic calculator to senior classes. The topics on statistics and financial mathematics were learnt easily with the aid of a graphic calculator.
- I extensively used computer programs FORTRN 90, MATLAB and Maple while working on a research project at University of New South Wales.

Capacity to plan and deliver engaging lessons that integrate the Quality Teaching model and maximise learning outcomes for students with diverse learning needs.

For several years, I have been part of a whole school focus developing lessons and assessments using the Quality Teaching model, which has been incorporated into my teaching as follows:

- The intellectual quality of my lessons is apparent whereby my students are able to explore relationships between mathematical concepts. My students are required to show meaningful understanding by explaining and justifying, and generalising from the specific. Over the past 6 years, students from my mathematics extension 2 classes have successfully contributed to giving informative and thought provoking presentations at inter-school Talented Students Mathematics Extension 2 Presentation Days.
- Knowledge is not fixed. It can be constructed from a variety of viewpoints, for example my students are encouraged to address multiple ways that a problem may be solved by its open-ended nature. There are opportunities for discussion with others or with the teacher. Rich tasks are used to promote higher-order thinking which combines facts and ideas to explain, interpret and make conclusions. Questioning techniques which require students to go beyond simple recall of facts (categorising, analysing, synthesising, evaluating) are used to deliver engaging lessons. Students may need to analyse and synthesise what mathematics they will use and then apply it.
- A quality learning environment is established through high expectations. My lessons encourage and reward demonstrated learning. By differentiating the curriculum, rich problems are chosen to involve and challenge students of all abilities, delivered in a mutually respectful environment. My experience in teaching a Year 11 and Year 12 composite 2 unit and mathematics extension 1 class is an example of where I have demonstrated success in differentiating the curriculum. This success can be measured through the excellent HSC results achieved by those students in this composite class.
- The use of real life problems or hypothetical real life situations links mathematics with human purposes, an aspect of the third dimension of the Quality Teaching model – significance. This is evident in my lessons for example, in teaching the FM2 topic in General Mathematics, where students research financial data using the internet such as the site http://www.asx.com.au/, newspapers or other financial resources.

As a mathematics teacher at Foundation High School, I will develop and implement quality teaching and learning practices to ensure positive educational outcomes for all students.

Selection Criteria Teacher Science Fullerton High School Sue-Ellen Smith page 1

Approval to teach physics, chemistry and science Years 7-10

I am approved by the DEC to teach junior science, physics and chemistry. I have successfully taught junior and senior science (including Life Skills) to a range of students with differing educational needs.

□ My demonstrated success within the classroom at all stages has been highlighted by the enhancement of **quality teaching** through a range of intentional **pedagogical assessment** and **curriculum strategies**. As a result, the level of academic achievement in the **Essential Secondary Science Assessment (ESSA**) at Merryville High School has improved for students who have been exposed to my pedagogy. My most recent achievements include students attaining Band 6 in **HSC physics** and significant value adding to students in HSC chemistry.

□ I have been acknowledged internally and externally for my excellent junior science and HSC chemistry programming, resource development, assessments and HSC monitoring. My work with the Board of Studies assessing and being part of an examination committee has given me a deeper understanding of the examination setting process which is reflected by an improvement in the development and marking of science faculty assessments. My teaching has been **acknowledged through the publication of articles** in **Teaching Science**.

Skills and/or experience catering for gifted and talented students

I pride myself on delivering relevant, meaningful and engaging learning experiences. My students participate in class knowing what is expected of them, and are encouraged to work to the best of their ability. I challenge all students to engage in higher-order thinking, through the maintaining of a safe learning environment, where individuals can take educational risks. I enjoy challenging gifted and talented students and differentiate the curriculum in order to ensure that students of higher ability are challenged at a suitable level. I have:

□ **Encouraged higher-order thinking through the application of Bloom's Taxonomy.**

I have utilised Bloom's Taxonomy in class and through assessment tasks and non-assessable items so that self-motivated students can challenge themselves and demonstrate their understanding of concepts appropriately.

□ **Differentiated the curriculum.**

Gifted and talented students need to be extended and their learning enriched, and they appreciate the efforts which teachers go through in order to extend them beyond the curriculum and into the realms of their everyday lives. It is important that content be incorporated with current scientific issues and themes with which the students are familiar, for example my students designed a 'green-home' using Trimble SketchUp, assessing their chosen materials and determining the economic viability of this 'green-home.' Students also designed a city, trying to balance the city's growth with its environmental impact. These enrichment and extension activities deepen my students' knowledge, understanding and skills.

□ **Applied multiple teaching strategies in class.**

In order to ensure that students are working to their potential and are engaged in learning, I have catered for the wide range of learning styles exhibited by students in the 21st century classroom. I recognise that even in gifted and talented classrooms there exists a vast array of students, each having different needs and preferred methods of learning, I cater for their needs and this in turn has allowed students to meet and often exceed expected learning outcomes, as well as develop a genuine interest for their subject area.

□ **Applied the Differentiated Model of Giftedness and Talent**

I am aware of Gagne's Differentiated Model of Giftedness and Talent and understand the needs of gifted students and the time and efforts needed to be put in by both the teacher and the student if the student's gifts are to systematically be developed into talents. It is essential that all gifted students are given the opportunity to flourish and achieve at the level at which they are capable and that this achievement requires a great deal of **learning and practice**. I believe that all work should be completed at the highest level to ensure that **perfect practice** is achieved.

Selection Criteria Teacher Science Fullerton High School Sue-Ellen Smith page 2

Demonstrated communication and interpersonal skills with the capacity to work with students, parents, teachers and staff

*I establish **positive relationships** with students through **high quality pedagogical practices**. As a member of the science faculty at Fullerton High School I would establish a **professional rapport** with all my students, their parents and other staff to maximise the engagement of my students.*

□ As a mainstream science teacher I teach science to Year 10 ESL students. In this position I recognise the importance of a differentiated curriculum to ensure the **inclusion of all students** in their class work and assessment tasks. With the assistance of support staff, and specific professional development, we have designed methods and strategies to **engage** these students and to ensure inclusion and academic growth. I have similarly implemented alternative methods for assessment and a differentiated curriculum involving parents and support staff for those students who have been identified as having learning difficulties, resulting in **greater individual student participation** and morale, as well as an average of 20% increase in assessment grades between Term 1 and Term 2.

□ I contribute to resource sharing at faculty meetings, presenting practical lessons, technology lessons and websites as well as marking assessment tasks to improve consistency. **Collaboration** has resulted in improved programs and activities that differentiate the curriculum to suit different learning styles within a whole faculty environment as well as greater consistency when marking assessment tasks which benefits students' outcomes and experiences.

□ I consistently focus on **open and productive dialogue** with students and their parents so that all issues can be managed successfully and efficiently, resulting in issues that are dealt with before they escalate, thus ingraining a **sense of partnership**, process and success between all parties. I ensure that my colleagues are aware of ongoing difficulties by using our welfare system to record specific concerns.

Capacity to contribute to both faculty and whole school programs

I have successfully contributed to faculty and whole school programs. I have:

□Acted as Year 8 Adviser since Term 1 2012, and I am currently continuing in this role. In this role, I have worked as part of the **welfare team** to ensure the school's welfare initiatives are implemented in a consistent manner across the school. For example, I co-coordinated an **anti-bullying** day to educate all of Year 8 about the school's anti-bullying policies and the dangers of bullying. This resulted in greater awareness for all students about the welfare programs available to them.

□Collaboratively conducted a **review of the school's welfare system** by analysing data from surveys taken from staff, students and parents. I presented the data and findings to the welfare team, executive and all staff. The outcome of this has been an ongoing review of the current policies at the school, incorporating the findings of the research to update and improve the current policies and programs. This has included the merit and level system at Merryville High School.

□Designed and implemented the faculty's **physics extension program**. The extension program is a short four week course designed to allow Year 10 students to experience their Stage 6 subject choices. As a part of both the science faculty and school wide extension team this course was presented to all staff at a school development day as an example on how to structure a short course for their faculty. The outcome of this program was increased student engagement and greater capacity for students to select Stage 6 subjects suited to their interests and needs.

As a science teacher at Fullerton High School, I would work effectively as a member of various teams to help improve and develop new programs to benefit students and staff at the school.
I would work closely and effectively with the entire science team to achieve faculty targets and to continue to improve teaching and learning outcome for students of all abilities.

Application for teacher position 1/23456 Michael Perez Page 1

Approval to teach K-6

I have approval to teach Primary and Infants (K – 6).
I base my teaching on the NSW Quality Teaching model, which identifies three key pedagogies that have been linked to improving student outcomes. The first is based on the intellectual quality of student's work, the second on providing a quality learning environment and the third, developing a student's sense of significance in their work. I have demonstrated this by:

- devising programs that **cater for all key learning areas** and demonstrating an excellent understanding of the K-6 Syllabus documents, using these documents to program and implement lessons that develop a **deep level of knowledge** and understanding, resulting in the accomplishment of high learning targets
- providing an **environment centred on student learning** by utilising a wide variety of teaching and learning experiences with appropriate resources to guarantee the different learning styles of students are catered for and enabling enhanced results
- developing **meaningful learning for all students** by executing lessons based on the learner's prior knowledge, skills and abilities. Considering each student's background knowledge has resulted in improved student engagement and learning outcomes
- establishing **explicit and systematic learning experiences** that promote high order thinking and problem solving skills, resulting in life-long learners with advanced student learning outcomes.
- **successfully teaching** Early Stage One and Stage One classes
- **differentiating programs and creating individualised learning plans** for students with significant speech and language disorders, intellectual disabilities, autism spectrum disorder, attention deficit hyperactivity disorder, oppositional defiance disorder and gifted and talented students.

Skills and/or willingness to lead or coordinate the computer technology program

Through my role as coordinator of the computer technology program at Smithville Public School I have observed an increase in confidence in the application of these technologies in teaching practice and an increased enthusiasm toward ICT by both teachers and students.

- I have prepared reference materials and led staff training sessions to support teacher knowledge of technology
- I have overseen the staff training program on the use of iPads and their implementation in the classroom
- I utilise a database to log technology issues and regularly provide troubleshooting and configuration support for desktops, laptops and mobile technologies
- I have conducted surveys on existing technological use within the school, aimed at further developing teacher knowledge and practice
- I have been involved in the purchase of software resources to support all areas of the curriculum
- I provide ongoing support and training for colleagues in new applications of technology and their relevance to particular areas of the curriculum through technology training sessions on a fortnightly basis.

Relevant skills and/or experience to undertake programs in dance and sport

My skills and demonstrated experience include:

- **Dance**: 5 years of experience teaching dance with skills to enhance whole school dance programs. I coordinated and choreographed the Smithville Public School's dance program resulting in improved gross motor and rhythm skills. The resulting public dance performance increased school spirit and pride. My dance teaching strategies allow for adaptations in choreography and performance to cater for K-6 students including those with behavioural, intellectual and physical disabilities.
- **Fitness and sport programs**: I have experience and skills in a wide range of sport programs such as the Premier's Sporting Challenge, coordinating and managing school and Zone athletics carnivals, regular school fitness programs and Active After School Sport to promote an active lifestyle in students of all abilities resulting in increased fitness and self-esteem for students.

Application for teacher position 1/23456 Michael Perez Page 2

Understanding of and sensitivity to the needs of students from a non-English speaking background and students from low-socio economic status communities

I passionately believe in improving social equality through education, by minimising the achievement gap in learning outcomes for students who may be adversely affected in schooling due to their socio-economic status or non-English speaking background. I have:

- **Acquired knowledge and understanding of the needs of NESB** students by teaching at Smithville Public School, where 98% of students come from a language background other than English. I have developed a range of effective strategies to meet the unique learning needs of these students. These included differentiated Literacy and Numeracy lessons which meet the range of student needs and the utilisation of clear visual aids during lessons.
- **Embedded ESL scales based on ESL phases of students** to make learning accessible for ESL students. I have completed this by evaluating comprehension of literacy lessons, simplifying the language of instruction, and working towards depth of knowledge by presenting materials in a clear, concise, comprehensible manner, imparting information through oral and visual learning modalities and presenting metalanguage vocabulary and concepts.
- **Developed expectations** about students' potential and learning by establishing and maintaining a quality-learning environment using behaviour management strategies, positive reinforcement and facilitating student-centered learning, resulting in student-directed learning and achievement of students from a variety of backgrounds.
- **Acquired knowledge** and understanding of the correlation between low socio-economic communities and learning. By becoming aware of the culture of low socio-economic disadvantaged families, I have developed a caring attitude and sensitivity towards different cultures. By creating a highly inclusive classroom, free from negative forms of prejudice and discrimination, I have created a feeling of community and belonging within the classroom, thus ensuring all individuals feel encouraged to participate fully in lessons, enhancing students' outcomes and student participation.
- **Developed an understanding** of the resources available through the education system which help and support students from non-English speaking and low socio-economic backgrounds, and have successfully co-ordinated these resources such as counsellors, charities and behavioural consultants to enhance the students learning environment.

Knowledge of and commitment to the Department's Aboriginal education policies

- I have a strong understanding of and sensitivity to the needs of Aboriginal students. I am committed to achieving high outcomes for Aboriginal students in partnership with schools and communities.
- I understand that Aboriginal cultural issues need to be approached with support, knowledge and dignity. In line with public education values, Aboriginal students should achieve equality of educational opportunities to improve learning outcomes. This can be maintained by: monitoring and ensuring all types of assessment are fair to Aboriginal students; identifying gifted and talented Aboriginal students in all areas including cultural, sporting and academic; working to ensure the development and implementation of individual learning programs that meet the needs of each individual students' learning style; class programs that cater to the diverse needs of Aboriginal students and encourage and promote the involvement of Aboriginal parents , caregivers and community members in the evaluation of educational programs, processes and practices. Aboriginal students must be given the opportunity to meet the educational standards of non-Aboriginal students.

As a permanent classroom teacher at Western Public School I will continue to promote quality learning environments that meet the diverse range of needs of students from a large range of cultural and socio-economic background, including Aboriginal students, and work hard to improve social equality through quality teaching and education, to ensure all students gain equal and engaging educational opportunities to improve student outcomes.

Some final suggestions

Write a fresh application for each job for which you apply and avoid recycling the same application. An example that is relevant for one application will not apply to every application. Make it fresh, make it relevant and make it about how your skills and experiences meet the specific requirements of each position.

- Your application must be **your own work**. Do not cut and paste from someone else's application. **Do not plagiarise** anyone else's application.

- Remember to **proofread** your application to avoid small errors that will make your document look unprofessional.

✗	✓
I have been a causal teacher …	I have been a casual teacher …

- Use **Australian spelling**

✗	✓
I organized …	I organised …

- Make your application look **professional**, and avoid the use of gimmicks or unusual fonts.

✗	✓
Samantha Canon	**Samantha Canon**
I HAVE SIX YEARS' EXPERIENCE TEACHING MATHEMATICS EXTENSION 1.	I have six years' experience teaching mathematics extension 1.

- If you have one, use your **DEC email address** in your contact details. If you do not have a DEC email address, use a **professional sounding email address**.

✗	✓
sexygal@myinternet.com.au	Samantha.canon12@det.nsw.edu.au OR Samantha.canon@myinternet.com.au

- State how you will **meet the needs of the students at the school**, instead of why the job would suit you. An application is about showing the school what you will bring to the position and how your skills make you the most suitable candidate.

✗	✓
I have lived in Solarville all my life and would love the chance to work close to home. Solar Public School is on my list of preferences so I was very excited to see the job advertised there.	My background as a long-time resident of Solarville makes me uniquely qualified to understand the context and backgrounds of the students at Solarville Public School.

- Support your statements with evidence. You need to say what you did AND what the **resulting benefits** to the students or school community were.

✗	✓
I am passionate about teaching dance, art and music and this is evident in my teaching style which utilises creativity, colour and music.	I coordinated and choreographed the Solar Public School's dance program which resulted in improved gross motor and rhythm skills. The resulting public dance performance increased school spirit and pride.

- Use a writing style that enhances **clarity** and avoids the use of too many words.

✗	✓
As a mainstream science teacher I have been entrusted with the responsibility of teaching the significant numbers of students with a NESB background.	As a mainstream science teacher my students include many with a NESB background.

- Use **active verbs** to discuss your actions or knowledge AND the results or outcomes.

✗	✓
I believe I have been able to show …	I integrated …
I have a background in …	I demonstrated …
I did a course, Information Technology in the Primary Classroom, as part of my Bachelor of Education (Primary) degree.	I possess a solid knowledge base of computer based learning environments and multimedia design theory through …
	… resulted in …
	… created …
	… developed …

… improved …
… enhanced …
… fostered …
… provided …

- Use the **correct punctuation** as per Departmental practice. Subjects that represent a language (such as English and Japanese) are written with a capital letter at the beginning, but all other subjects have no capital letter at the beginning (such as mathematics, science and art).

✗	✓
Mathematics english Science german Economics Food Technology	mathematics English science German economics food technology

- There is no need to mention where you went to high school or your achievements there as they do not relate to your teaching abilities.

✗
Solarville High School ○ Prefect ○ Debating Team ○ Student of the Year in Year 10 ○ Cross country rep Year 11

- There is no need to mention employment experiences that do not relate to your current application. Everything on your application must have relevance to the position for which you are applying.

✗
More for Less Supermarket ○ Focused on customer service ○ Operated the cash register ○ Organised orders ○ Packaged fresh food ○ Stacked the shelves

Best wishes on your journey to a rewarding career with the NSW Department of Education and Communities.