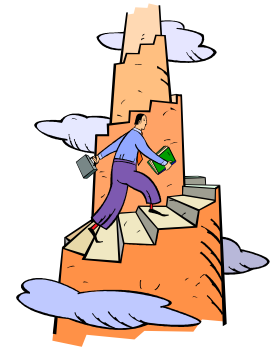


# Applying for Promotions Position: What you will need



## The Position Information

- Job advertisement – DEC Careers homepage  
<http://www.dec.nsw.gov.au/about-us/careers-centre>
- School information package:
  - School Plan
  - School vision statement – a context for teaching at BHGHS
  - School Annual Report

### Additional school documents

- the School Profile
- SMART data (It is important to demonstrate you are familiar with the school context)

## Documents to support the writing of the application

- School Leadership Capability Framework – describes leadership domains
- Quality Teaching Framework; indicators of quality teaching in the classroom
- Australian Professional Standards for Teachers – Highly Accomplished/Lead Teacher Standard descriptors
- South West Sydney Region Strategic Priority Areas
- Information to Support Applicants addressing the General Selection Criteria for Executive Positions (DEC)
- Career Development Toolkit for school executive and Principals: Matching skills to criteria; developing an application; the Interview (found on DET intranet)
- Code of Conduct
- Subject syllabus documents

## DEC policies:

- Literacy
- Numeracy
- Aboriginal Education
- Gifted and Talented
- Boys, Girls Ed

## Current Research: E.G.

- Hattie: Teachers Make the Difference (describes quality teaching)
- Black and Wiliam: Inside the Black Box (describes effective assessment practices)

## Further research:

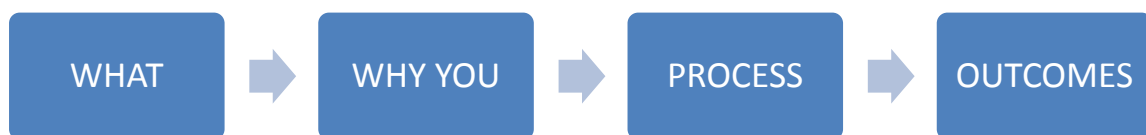
- STAR method of interviewing (situation; task; action; result)
- Change management skills

## Regional Priority Areas to Consider

Literacy and Numeracy Student Engagement and Attainment Aboriginal Education Leadership and Management Curriculum and Assessment
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## Helpful Hints for Writing the Application

- ❖ Read the advertisement carefully – take note of position information and specific criteria.
- ❖ Identify key words and phrases in the criteria
- ❖ Brainstorm ideas for the criteria; match your achievements with the criteria
- ❖ Link to position information as well as to the specific criteria to show knowledge of school context
- ❖ Use action words when writing the application to show what you have done or will do
- ❖ Although the page limit has been lifted, the written application should be concise and not overly long. (no waffle)
- ❖ If the applicant is already employed at the school, they should include their impact through their practices and how it would benefit the school for them to continue in this role – sustainability is important
- ❖ If you already lead a high performing faculty, take responsibility for this (this should come through clearly in an interview)
- ❖ Use the current language, i.e. the language of the Standards and the Quality Teaching Framework
- ❖ Each section should have some reference to the outcomes achieved; general improvements
- ❖ Include some narration to allow the personality to come through. Avoid excessive use of point form.
- ❖ Make it easy to read (not convoluted); the panel includes a parent who may or may not be familiar with educational jargon
- ❖ Avoid use of acronyms
- ❖ It is important to show how you have supported school initiatives; been an educational leader
- ❖ Have a good understanding of the leadership roles of a head teacher within faculty and as a member of the school executive and the necessary skills you will need to demonstrate
- ❖ Proof read very carefully and get someone else to check
- ❖ Have some focus on the uniqueness of the school
- ❖ Avoid statements that can't be backed up with evidence (don't be a know it all)
- ❖ When writing consider:



## Referees

- ❖ It is very important that you choose referees who can talk you up; they must be familiar with the application and be able to address any points you make
- ❖ It is preferable that referees be at the same or higher level than the position advertised
- ❖ Make sure your referees have a copy of the application
- ❖ Let referees know the date and time of interview to make sure they are available

## The Layout

- ❖ Begin each section with introduction to criteria and why you meet criteria
- ❖ Use strong sub-headings for each of the general criteria to focus attention on specific points
- ❖ Complete each section with the achieved outcomes; emphasis should be on achievement and how it is seen or measured; quantify results where possible

## Sample Page Layout Template

Name – Addressing the Selection Criteria: [Ad no. \_\_\_\_\_ – Title of Position, Name of School]

### 1. Criteria

*Statement to introduce the criteria, giving reasons why you meet the criteria.*

**Subheading 1** – (use strong words which draw attention to a specific aspect addressed by the criteria)

Provide statements of action and include evidence to support these. Focus on quality of the examples rather than quantity.

**Subheading 2** (Use 2-3 subheadings.)

### Significant Outcomes

Complete each section with the achieved outcomes; emphasis should be on achievement and how it is seen or measured; quantify results where possible

### Match the application to the position

- Develop a good understanding of **leadership** and the different forms it may take – the application must address leadership qualities, not simply your skills as a classroom teacher
- Use **language of the Standards** which describe a Lead Teacher: Lead; Initiate; Evaluate; Revise; Review; Develop; Monitor; Support; Demonstrate; Model; Exhibit; Coordinate; Identify (Highly Accomplished Teacher: Support; Advise; Evaluate; Exhibit; Model; Assist; Share; Analyse; Engage)
- Be able to focus on leadership for **school improvement** and sustainability of this improvement
- Consider how your leadership has resulted in **improved practice/teaching** and learning – our core business
- Provide evidence of how you have or would **build teacher capacity** (within faculty and whole school level)
- Understand **the role** for which you are applying – what does head teacher of a faculty entail – how can you demonstrate leadership at faculty and whole school levels (consider action planning – evaluation; development; implementation; re-evaluation and refinement)
- Consider qualities necessary to be an effective member of the **school executive team** – provide practical examples of this
- **Management** skills
- Educational leadership – your vision; educational values; **pedagogy**; philosophy; in what direction are you/would you lead your faculty
- Consider successes and how those **successes** have been **sustained** and **measured**

## How you might approach the application writing stage

1. Examine the core components of the advertisement
  - Selection criteria: these are specific to the needs of the school.
    - Consider whether or not you are a 'good fit' for the position.
    - Break down into 4 – 5 specific criteria around which you can build your application.
    - Check the 'approval to teach' for your suitability.
  - Position information: will provide you with information about the school context
    - This will be written from the principal's perspective so take note of what the principal is sharing about the school. Make sure your knowledge of the school context and culture comes through in your written application and interview.
  - General Selection Criteria: these are common to all executive positions. However, you will need to adapt your application to suit the specific school context.
2. Brainstorm your suitability to the position: what evidence do you have of the skills, knowledge and attributes identified in the advertisement
3. Read the school information package documents taking note of the priority areas for school improvement. Match your skills and attributes to the needs of the school.
4. Review DEC policies and relevant documentation that will support your application writing.
5. Build your application: use a variety of processes to match your skills to the criteria, e.g. sticky notes, mindmaps, table summary.
6. Write the application using first person, active voice and strong verbs. Include a breadth of examples which best demonstrate your suitability for the position. Have you included school ethos and culture; leadership; administration; curriculum; community; students; staff and a specialty?  
Remember – **EVERYTHING WILL BE JUDGED ON STUDENT OUTCOMES**
7. Critical reflection: have a critical friend read over your application. Evaluate and refine.

## The Interview

### Interview hints

- Be prepared – arrive early; know where the interview will take place; dress appropriately
- The interview room should have a clock and water should be provided
- Know your application well and be prepared to talk to it – consider how you can add to the information already provided in the written application
- Know the school and the information package
- Know the job application and the criteria well; impress the panel on how well you meet the criteria (the questions should be linked to the criteria)
- Prepare a range of practical examples which demonstrate skills, knowledge and abilities; personal qualities and experiences; in meeting the criteria
- Assume the panel knows little about you even if you have taught in the school; not everyone on the panel will be familiar with your work
- Be able to explain why you are best for the job when answering questions
- You will need to be able to demonstrate level of competence through evidence of practice – prepare a range of practical examples/outcomes that will demonstrate your leadership skills
- Consider
  - what skills are critical for the position
  - what you have the capacity to do
  - what you have the ability to do
  - what the school wants you to demonstrate
- Interview skills:
  - Situation – briefly describe context
  - Task – what were your responsibilities or initiatives?
  - Action – what did you do?
  - Result – what were the outcomes?
- Frame your answer as a story
- Show familiarity with:
  - Documents/policies relevant to the criteria, e.g. Aboriginal Ed; Boys and Girls Ed; literacy and numeracy
  - Technology
  - Australian Professional Standards for Teachers; accreditation processes
  - Quality Teaching Framework
- You may ask for a question to be repeated or ask clarifying questions
- Take a moment to frame your response
- Make sure your referees know that you have reached interview stage and when the convener is likely to contact them.

## Interview questions

- You will be given the questions prior to the interview. This may be 10 – 20 minutes. Use this time to determine what the questions are asking you to demonstrate and jot down a few points. These notes may be taken into the interview.
- Questions may be hypothetical (setting up an imaginary work situation); open ended (tell me about a situation where ...); situation stories; success stories; personal qualities. The questions should provide you with the opportunity to demonstrate your skills and attributes.

### Examples:

- Tell us about a time when ...
- Describe a situation where ...
- Can you tell us about a situation which demonstrates your \_\_\_\_\_ skills? (consider the specific criteria – it may be the focus for the question, e.g. ICT; teaching NESB students, G & T; leadership)
- Could you please provide us with an example of some recent work you did that was of very high quality?
- Outline your personal qualities, educational experiences and leadership capabilities that will define the manner with which you will fulfill the role of Head Teacher \_\_\_\_\_.
- Tell the panel about roles or initiatives which demonstrate your capacity to work as a member of the executive to build whole school improvement.
- Please tell the panel of at least one program/role/initiative that you have implemented and sustained that led to school improvement.
- What do you understand the Head Teacher role will entail and how will your success within that role be measured?
- What skills, knowledge and attributes would you bring to the position?
- What does quality teaching look like in your classroom?
- What do you foresee as the challenges in building capacity and managing the performance of members of the faculty?
- What do you foresee as the challenges associated with fulfilling the role as \_\_\_\_ in BHGHS? How will you respond to these challenges?
- Tell the panel about why you applied for the position.
- Is there anything further you would like to add to support your application? (keep short, concise and succinct, don't repeat what you have already said; mention additional achievements; briefly restate your ideas for the position)
- You may be asked an 'unseen' question.

## **Action/Descriptive Words**

Accomplishments  
Approachable  
Attributes  
Best practice  
Build capacity  
Caring  
Challenge  
Collaborated  
Collegiality  
Commitment  
Coordinate  
Correlation  
Creative  
Credited with  
Dedication  
Demonstrate  
Determination  
Dynamic  
Efficient  
Embrace change  
Empathy  
Empowerment  
Endeavours  
Enhance student experiences  
Enthusiastic  
Equal opportunity  
Ethical behaviour  
Evaluation  
Excellence  
Exhibit  
Expertise  
Fairness  
Goals  
Guide  
Inclusion  
Initiated  
Innovative  
Insight

Integral  
Integrity  
Investment  
Listener  
Meaningful  
Meaningful impact  
Mentor  
Model  
Monitor  
Organisational skills  
Passionate  
Plan  
Platform  
Positive  
Positive  
Powerful  
Pro-active  
Professionalism  
Public education  
Recognised  
Renewed focus  
Responsible  
Review  
Revise  
Rigorous  
Self-reflective  
Shared vision  
Sincerity  
Sort after  
Supportive  
Talented  
Team work  
Tolerance  
Trusted adviser  
Up-to-date  
Value  
Valued member of staff

**RESPONDING TO THE GENERAL SELECTION CRITERIA**

Criteria	Skills/ability/knowledge	Examples/evidence	Standards
<p>1. Successful teaching experience with capacity to initiate improvement in teaching, learning and classroom practice</p>			<p>1. Know Students And How They Learn                      2. Know The Content And How To Teach It                      3. Plan For And Implement Effective Teaching And Learning</p>
<p>2. Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs</p>			<p>4. Create And Maintain Supportive And Safe Learning Environments                      5. Assess, Provide Feedback And Report On Student Learning                      6. Engage In Professional Learning</p>
<p>3. Educational leadership skills to build the capacity and manage the performance of individuals and teams</p>			<p>7. Engage Professionally With Colleagues, Parents/Carers And The Community</p>
<p>4. Well developed communication skills and interpersonal skills with the capacity to build relationships and engage students, staff and parents</p>			



5. Ability to plan and manage resources effectively and equitably to support teaching and learning			
6. Knowledge and commitment to the Department's Aboriginal education policies			

**RESPONDING TO THE SELECTION CRITERIA**

Criteria	Skills/ability/knowledge	Examples/evidence	Standards
1.			1. Know Students And How They Learn 2. Know The Content And How To Teach It 3. Plan For And Implement Effective Teaching And Learning
2.			4. Create And Maintain Supportive And Safe Learning Environments 5. Assess, Provide Feedback And Report On Student Learning 6. Engage In Professional Learning
3.			7. Engage Professionally With Colleagues, Parents/Carers And The Community
4.			