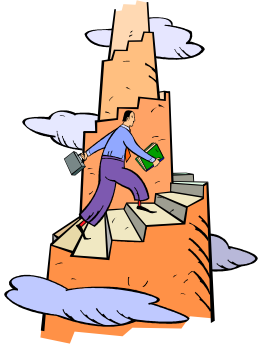


Applying for Classroom Teacher Position: What you will need



The Position Information

- Job advertisement – DEC Careers homepage
<http://www.dec.nsw.gov.au/about-us/careers-centre>
- School information package
 - School Plan
 - School 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

- Quality Teaching Framework; indicators of quality teaching in the classroom
- Australian Professional Standards for Teachers – Proficient Teacher descriptors
- Guide to Application Writing for Classroom teacher Positions (July DEC)
- Jobs.nsw Guide for Applicants
- DEC Career Development Toolkit – Professional Learning for Career Development (PLLD)
- Subject syllabus documents

DEC policies:

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

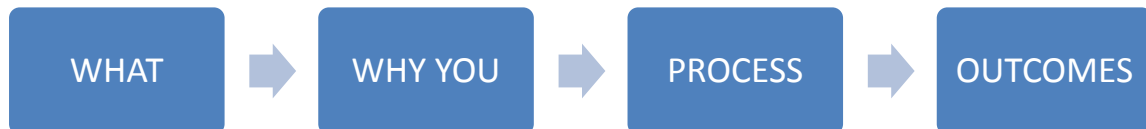
Current Research: e.g.

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

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
- ❖ 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
- ❖ Proof read very carefully and get someone else to check
- ❖ Have some focus on the uniqueness of the school – e.g. curriculum structure; single sex 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]
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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 **your work as a classroom teacher** and what it looks like
- Use the **language of the Standards** which describe a Proficient Teacher: design, implement, structure, develop, apply, organise, plan, evaluate, contribute, participate
- Be able to focus on teaching and **improved student learning** outcomes and provide evidence of how you have achieved this
- Consider qualities necessary to be an effective member of the **faculty and school** – provide practical examples of this
- 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.
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 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 _____.
- Tell the panel about roles or initiatives which demonstrate your capacity to work as a member of a team.
- What skills, knowledge and attributes would you bring to the position?
- What does quality teaching look like in your classroom?
- 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 SELECTION CRITERIA

Criteria	Skills/ability/knowledge	Examples/evidence	Outcomes	Standards
1.				1. Know Students And How They Learn
2.				2. Know The Content And How To Teach It
3.				3. Plan For And Implement Effective Teaching And Learning
4.				4. Create And Maintain Supportive And Safe Learning Environments

- 5. Assess, Provide Feedback And Report On Student Learning
- 6. Engage In Professional Learning
- 7. Engage Professionally With Colleagues, Parents/Carers And The Community

