



Department of
Education

Shaping the future

Applicant Information

**Writing your application during the
teacher recruitment pilot in term 3, 2025**



Overview of the teacher recruitment pilot

During term 3, 2025 some schools will conduct merit selection processes for teacher positions differently, as part of a pilot to streamline recruitment.

The pilot aims to reduce teacher workload when applying for advertised teaching vacancies. Not all schools are participating in the pilot, so please check the application instructions on each job advertisement before applying.

During the pilot period, your application is limited to only a CV, completed on the template attached to the job advertisement. Your CV is the **only** thing the selection panel will assess. Please don't include any extra documents as they won't be considered.

All schools in the pilot will use the same CV template. You can find an example of a completed CV template at the back of this guide. You will notice in the CV template that:

- you are only required to demonstrate your practice against AITSL Domains 1 (Professional Knowledge) and 3 (Professional Engagement). Please note that if you are shortlisted and invited to further assessment, you will then be assessed against AITSL Domain 2 (Professional Practice).
- some sections are character limited – for example, your responses against the two Domains are limited to approximately 400 words each.
- you are asked to be explicit about which learning areas and cohorts in which you have a qualification and/or experience.

We encourage you to ask the selection panel for feedback after each merit selection process, no matter the outcome of your application. During the pilot, feedback will be limited to comments in relation to the selection panel's assessment of your application only.

We may contact you to hear about your experience in participating in the pilot process.

Use this guide to help you complete the CV template during the pilot period, and to understand changes to feedback.

Completing the CV template

The information required in your CV template is similar to information you have submitted in previous merit selection processes. You will still provide evidence of your practice and achievements, and your teaching experience.

The CV template has five sections:

- 1. Qualifications**
- 2. Teaching experience**
- 3. Your responses to the Australian Professional Standards for Teachers**
[character limited to approximately 400 words each]
- 4. Relevant professional development and training**
- 5. Additional information and interest in the position** [character limited to approximately 200 words]

This document has been developed to support you to complete your application. Each section includes an example and helpful information to guide you in writing your own response. You can find an example of a completed CV template at the back of this guide.

1. Qualifications

Provide details of your teaching qualifications, including any additional tertiary courses you have completed since (for example, Leap graduate certificates). You should list the most recent, first.

Do not include professional learning or courses not related to your area of qualification. You can add these later in your application.

If you completed a post graduate teaching qualification (such as a Graduate Diploma in Education, or a Masters of Teaching), make sure to include your undergraduate degree. This is especially important for secondary trained teachers as it provides insight into the breadth of your major and minor areas of qualification.

Qualification title	Area of qualification	Institution	Year Completed
Graduate Certificate	Education Support	Notre Dame University	2024
Graduate Diploma of Education	Secondary (major in Physical Education)	Edith Cowan University	1998
Bachelor of Science	Sport and Human Movement	University of Western Australia	1997

2. Teaching Experience

This section gives principals and selection panels an overview of your recent teaching experience, including the subjects and age groups you've worked with. It helps them see which roles you'd be best suited for, and highlights the range of your experience.

In the first table, start with your current – or most recent – teaching role and provide your position title. Examples include:

- Teacher Early Childhood
- Teacher Languages
- Teacher Secondary
- Learning Support Coordinator

School	Position Title	Learning Area/Year level	Employment dates
Perth Primary School	Teacher Primary	4/5 and PE	2023 - now
Tom Price Primary School	Teacher Primary	2	2018 - 2022
North Albany Primary School	Teacher Phys Ed	PE and science	2016 - 2017
Albany Catholic College	Teacher Phys Ed	PE	2014 - 2015

When capturing your learning area or cohort, use abbreviations if needed – such as PE or 7/8 HASS.

Where you have undertaken a short-term contract, you can elect to list the months you were employed, or generalise it to the year.

When representing periods of relief work, capture this broadly rather than listing individual schools where you can. For example 'Rockingham network schools', or 'Perth and North Perth Primary School'.

If you are a graduate, add details of your practicums and list your position title as 'pre-service teacher'. You should also detail any employment as a pre-service teacher, such as relief or short-term contract work.

School	Position Title	Learning Area/Year level	Employment dates
Karratha schools (primary)	Relief teacher	K-4	Oct – Dec 21
Halidon Primary School	Pre-service teacher	Year 4	July – Sept 2021
Halidon Primary School	Practicum	Year 4	April – June 2021

In the second section, outline the learning areas and student age groups you've taught, and indicate whether each falls within your area of qualification.

These can either be specific or whole learning areas. In learning areas where there are significantly different subjects or content being delivered, provide more detail. For example, there are a number of languages offered across public schools including French, Japanese, Indonesian, Auslan, and German. You should nominate your language area (ie 7-10 Languages - French).

I have taught the following learning areas, subjects and year levels

In my area of qualification:	Year 1 – 6, primary physical education specialist, primary science specialist
In other learning areas/year levels:	Outdoor Education Y7-9, Marine Studies Y7-9, secondary soccer specialist Y7-12.

Secondary teachers should add classes and year levels; indicating whether you have taught ATAR, VET or been in student services roles. For example, Outdoor Education Y7/8; Chemistry (ATAR) Y11.

Primary teachers do not need to list the learning areas they have taught, other than specialist classes such as art, languages, physical education or science; but should nominate year levels or year groups. For example: middle primary Y3-4; arts (dance) specialist.

3. Response to the Australian Professional Standards for Teachers

Demonstrate your teaching practice in relation to Domain 1: Professional Knowledge, and Domain 3: Professional Engagement of the Australian Institute for Teaching and School Leadership (AITSL) [Australian Professional Standards for Teachers](#).

Your response can take whichever form you feel best represents your knowledge, skills and experiences. Typically, these are examples of your practice. You can find example responses at the back of this guide.

Your response is character limited to approximately 400 words for each Domain. To make the most of this space, consider using abbreviations and formatting tools like dot points to keep your writing clear and concise

Writing your response

Principals tell us that the strongest responses give a clear picture of a teacher's pedagogy and practice. They look for thoughtful, evidence-based decisions and deliberate actions that lead to improved student outcomes.

Frameworks like SAO (Situation, Action, Outcome) or CAR (Context, Action, Result) can help you organise your response, but you can use whichever format best highlights the impact of your work. Reflect on these questions when preparing your response:

- What was the background or context of the school, students or situation? (for example, you may describe your students, data you may have about the demographics of the school, observed behaviours in student groups).
- What challenges or opportunities exist in your classroom or school?
- What were your intentions, or what did you consider before choosing a path of action?
- What were you seeking to achieve?
- What action(s) did you take? (for example, reference any strategies, programs or tools you used; or how you worked with colleagues, or embedded aspects of professional learning; how you changed your teaching practice)
- What changed because of your actions?
- How can you demonstrate the change? (for example, student achievement data, or observed changes in behaviour)

Useful tips

- Your example should clearly show the **impact of your actions**. If the outcome would have occurred without your involvement, consider a different example.
- Understand the difference between an **outcome** and validation.
 - An outcome is a demonstrated, measurable improvement, such as increased student achievement in literacy.
 - Validation is recognition from others, like receiving praise from your line manager.
- Where possible, include **data or observations** to support your example. This demonstrates your ability to make evidence-based decisions and to measure improvement.

Strengthening your responses

Try and avoid the use of generalised statements, which don't often give principals and selection panels insight into your actions and practice. For example:

Instead of this...	Try this...
I use data to identify areas for growth in student achievement	I noticed that around 25% of my class were underperforming in their NAPLAN numeracy tests compared to how they were tracking in my own classroom assessments. When I looked into it more closely, I found that of those 8 students, all but one had English as a second language. This led me to consider whether language and literacy skills were affecting how they engaged with the NAPLAN numeracy questions.
I mentor colleagues.	As the lead specialist teacher in my school, I coordinate and facilitate term planning sessions for all specialist teachers. These sessions provide an opportunity to reflect on what's worked well and to identify areas for growth across the team. These complement the network collegiate support program I introduced in 2022, which supports early career specialist teachers across our network schools to build and maintain professional relationships.
I attended professional learning.	Recognising the need for differentiated phonics activities for my Year 1 students, I completed LETRS training to deepen my understanding of foundational phonics skills. Following this, I introduced more hands-on activities focused on decoding and word recognition, using engaging games to reinforce key concepts. I also adjusted my assessment approach to celebrate small, incremental improvements, through which I saw student confidence rise.

4. Professional Development and Training

Provide an overview of recent and relevant professional development or additional training using the table provided. Please limit your entries to what fits in the table.

You may also include formal qualifications – such as non-tertiary qualifications – that support your teaching practice. Examples include:

- Auslan language courses,
- abseiling accreditation,
- Australian Music Examinations Board gradings, or
- integrated technologies courses studied through TAFE.

5. Additional Information and interest in the position

This section gives you the opportunity to promote why you would be a great fit for the school or position. You can also highlight your unique skills or achievements that you haven't mentioned in your responses.

Some examples of what to include in this section are:

- Professional memberships – for example, 15 years with the Mathematics Association of Western Australia.
- Mentor teacher for pre-service practicums – demonstrating your investment in the education community in supporting the next generation of educators.
- Coaching the school's netball team – demonstrating your commitment to community activities and relationships
- Awards and accolades – perhaps you were awarded an honour by a professional association, or an industry group that recognises your exemplary skill in a particular field
- Your long term participation on the school board

Additional Information and interest in the position

Provide any additional information you would like to highlight in relation to your suitability for this role; such as further details about your experience, skills, achievements or professional memberships. Your response will be character limited to approximately 200 words.

My teaching experience in regional public schools has given me a greater understanding of the need for community connection and positive parent relationships; leading me to found the Early Years Development Club, a 'homework club' style gathering each Friday morning. Here, parents and children can play literacy and numeracy games together, while teachers and education assistants support the understanding of core concepts.

A note on feedback

We recognise that feedback is a valuable part of the merit selection process, and is a crucial component of ongoing development in your career decisions.

Principals have been instructed to provide feedback in a specific way during the pilot period.

The principal can provide this information in writing at your request; however, you are encouraged to have a discussion to better understand their comments. It is also a great way to build a professional relationship.

Feedback is limited only to your performance and competitiveness in the individual merit selection process for which you applied. It will be based on the observations and decisions recorded in the selection report.

You can expect feedback to include:

- an overview of the applicant field (how many applied, how many were shortlisted, how many were successful)
- why your application was not considered competitive enough to be invited for further assessment,
and/or
if you proceeded to further assessment (for example, in an interview), the feedback will outline why you were not competitive or suitable for the role.

Note that your feedback will not include:

- a rationale for the final decision on the selected applicant
- information about other applicants and how they performed individually, or in comparison to you
- detailed coaching on application writing or interview performance outside of the comments made in the selection report
- comments related to your competitiveness or suitability for other positions in the school or in other schools
- conversations about your employment opportunities, career progression or current role.

Sample Teacher Application, Department of Education WA

Full Name	Peter Parker
Phone Number	0400 000 001
Email Address	Peter.Parker@education.wa.edu.au

Qualifications

List all relevant tertiary qualifications

Qualification title	Area of qualification	Institution	Year Completed
Graduate Certificate	Education Support	Notre Dame University	2024
Graduate Diploma of Education	Secondary (major in Physical Education)	Edith Cowan University	1998
Bachelor of Science	Sport and Human Movement	University of Western Australia	1997

Teaching Experience

Recent teaching positions

School	Position Title	Learning Area/Year level	Employment dates
Perth Primary School	Teacher Primary	4/5 and PE	2023 - now
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North Albany Primary School	Teacher Phys Ed	PE and science	2016 - 2017
Albany Catholic College	Practicum	PE	Oct – Dec 2015

I have taught the following learning areas, subjects and year levels

In my area of qualification:	Year 1 – 6, primary physical education specialist, primary science specialist
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Responding to the Australian Professional Standards for Teachers

Outline your practice in relation to Australian Institute for Teaching and School Leadership (AITSL) [Australian Professional Standards for Teachers](#). You will be assessed against Domain 1: Professional Knowledge, and Domain 3: Professional Engagement. Your response will be character limited to approximately 400 words for each Domain.

The [Application Writing Guide](#) can provide you with more information.

Professional Knowledge

Upon commencing my current role as a Year 4/5 teacher, I analysed student achievement data, including NAPLAN results, school-based testing, and report data, to identify areas for improvement in numeracy outcomes.

An initial class assessment found that 48% of students, who were considered satisfactory in formal testing, did not meet expected year-level outcomes. Further analysis revealed that more than half of these students had diverse learning needs. This included four students with autism and three who speak English as a second language. Other contributing factors included communication difficulties and frequent absences.

In response, I developed Individual Education Programs in collaboration with families and support staff, while also reflecting on and adjusting my teaching practice. Strategies included:

- Implementing a task board for each maths lesson, broken into small, achievable steps.
- Providing visual task lists for students needing additional structure.
- Creating step-by-step 'explainer' PowerPoints and videos accessible at any time to support independent learning.
- Incorporating multi-sensory activities, including movement and hands-on experiences.
- Producing 'game day' videos to encourage peer or independent learning through games.

These interventions helped students who were underperforming meet expectations in just one term. The explainer videos were adopted across other year levels and compiled into a school-wide resource to support differentiated instruction.

My experience in adjusting my teaching to meet the needs of my students was further demonstrated in my time in early years classrooms. In one school, 38% of students in years 1 - 3 did not meet expected standards in oral language, reading, and writing.

The school leadership team had witnessed my targeted, evidence-based teaching and learning programs improving student outcomes over the previous two years. They engaged me to scale this across all year 1 and 2 classes for 2020. To do this, I:

- worked with a speech and language therapist to create intervention programs suitable for the needs of our students
- provided professional learning workshops for my colleagues
- developed and provided resources to support activities such as rhyming games, oral storytelling, and sound-based tasks
- introduced a buddy-style literacy program. Older students act as reading coaches for younger learners. This peer-led approach later expanded to include writing, resulting in creative student projects.

Pre- and post-assessment data informed our planning and tracked progress. The initiative led to significant improvement in literacy outcomes and increased engagement. Based on its success, I recommended expanding the program into pre-primary for proactive support.

Professional Engagement

As the lead specialist teacher, I monitor student achievement and behaviour in our specialist classes. In the last two years, behavioural referrals to school leadership for specialist classes in Years 4–6 increased by 45%. In contrast, regular class referrals only increased by 6%. With support from the leadership team, I began a project. The goal was to engage my specialist colleagues, improve classroom practices, and lower behaviour referrals.

I analysed achievement data, teacher observations, and assessment records. I also conducted focus groups with specialist teachers and students from Years 4–6. Key findings showed several factors:

- all current specialist staff were early career teachers
- teachers lacked confidence managing escalated behaviours and faced challenges with classroom layouts
- students enjoyed their specialist teachers. However, they mentioned that behaviour expectations were lower than in their regular classrooms.

I presented an engagement plan to our school leadership, requesting an additional half day DOTT per term for each specialist teacher to engage in collegial learning. During these periods, I embedded the strategies learned on a professional development course, focused on initiating and maintaining student engagement; and reinforcing positive behaviour.

Following two terms of support, there was a decrease in behavioural referrals; and while still higher than classroom teachers, it was a 60% decrease on the previous year.

I adjust teaching and learning programs to fit the diverse needs of my students. This includes both the classroom and the wider school community. At my current school, many students speak English as an additional language, with 27% in their first three years of education in Western Australia.

To support this diversity, I implemented a range of strategies to engage students. I collaborated with support staff and specialist teachers to ensure Individual Education Plans are tailored, implemented, and regularly reviewed.

Recognising families as first educators, I actively foster strong home-school partnerships. I encourage parents to get involved through classroom support, performances, work displays, and regular online communication. I introduced a weekly kindergarten singing circle, where parents and a community leader join in learning English versions of familiar songs. This initiative strengthened language learning and home-school connections.

I also advocated for flexible, online parent-teacher interviews, increasing participation. School engagement surveys showed 66% of families felt their cultural identity was reflected in school life – increased from 43% the year prior - and many parents reported increased confidence in supporting their child's early learning.

Relevant professional development and training

List any recent and relevant professional development, training, or accreditations relevant to your teaching practice.

Course title	Provider	Year
Talk 4 Writing	Dyslexia-SPELD Foundation	2025
Emotion Coaching	Behaviour Tonics	2024
Berry Street Education Model	Berry Street	2024
Narrative Microstructure & Grammar	West Coast Language Development Centre	2023
Introduction to oral language and comprehension	West Coast Language Development Centre	2023
Language Essentials for Teachers of Reading and Spelling (LETRS)	Dyslexia-SPELD Foundation	2021 - 2022
Lighthouse Maths	Scitech	2021
Introduction to early years science	Science Teacher's Association of Western Australia	2020

Additional Information and interest in the position

Provide any additional information you would like to highlight in relation to your suitability for this role; such as further details about your experience, skills, achievements or professional memberships. Your response will be character limited to approximately 200 words.

My teaching experience in regional public schools has given me a greater understanding of the need for community connection and positive parent relationships; leading me to found the Early Years Development Club, a 'homework club' style gathering each Friday morning. Here, parents and children can play literacy and numeracy games together, while teachers and education assistants support the understanding of core concepts.