



Department of
Education

Applicant Information



Applying for the Remote Teaching Service

Thank you for your interest in the Remote Teaching Service. The information in this booklet will assist you in preparing your application for a teaching position.

education.wa.edu.au/careers

The Remote Teaching Service

The Remote Teaching Service encompasses 37 schools in some of the most isolated parts of our state, with more than 200 teachers living and working in these locations.

Some of these schools are in small towns, others in community settings, varying in student population from eight students through to more than 200. The majority of students enrolled in these schools are Aboriginal students from local families and communities.



Our values

Our people are guided by our shared values, and embody them in their work and interactions with students, parents and carers, each other and our wider communities. You are encouraged to familiarise yourself with them, and represent them in your communications with us.

Learning

We have a positive approach to learning and encourage it in others. We advance student learning based on our belief that all students have the capacity to learn.

Excellence

We have high expectations of students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give our best.

Equity

We recognise the differing circumstances and needs of students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse and exploitation.

Care

We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working with parents/carers and the wider community to provide a high quality education for students.

Integrity

We act with integrity, responsibility and transparency in all that we do.

Respect

We treat everyone fairly, and we treat all schools, school systems and school sectors with respect.

Who we are

As the largest public sector employer in the state, our people are our most valuable asset. With more than 800 schools and workplaces in communities across our state – in bustling city and regional centres and in some of the most remote parts of the world – there are opportunities for you to make a real difference in students' lives.



We provide high quality education for children and young people throughout Western Australia and our students' needs are at the centre of everything we do. We know that great teachers, principals and support staff have a significant impact on student learning and achievement. Because we know this, we aim to recruit the best.

We are committed to recruiting and maintaining a diverse workforce and encourage applications from Aboriginal and Torres Strait Islanders, people from culturally and linguistically diverse backgrounds and people with disabilities.

Additional information

For more information about Western Australian public schools, visit [**Schools online webpage**](#).

Integrity

Integrity in our recruitment practices

As a public sector agency, we are supported by legislation to guide our practice. The way we choose our staff is transparent, fair, and free from bias and patronage. Our practice and policies support this.

Find out more about the **Public Sector Standards in Human Resource Management**.

We generally apply a four (4) day breach period to selection processes, but please check the job advertisement carefully as this may differ for each vacancy. You may consider lodging a breach claim where you believe we breached one of the Public Sector Standards in Human Resource Management (other than the discipline standard), and that you have been adversely affected by this. You will be given information about the breach period at the conclusion of the recruitment process.

Integrity in your application

We expect that you will act with integrity through all aspects of the recruitment and selection process. This means that your application is free from plagiarism, and that you represent yourself with honesty.

Be mindful of conflicts of interest when selecting referees. These can be perceived or actual. While it is normally recommended that you don't nominate a family member or close friend, due to the perceived conflict of interest, at times this may be unavoidable. Where this happens, you are encouraged to disclose this to the panel. Similarly, your referee may be part of the selection panel, or you may have a family or other relationship with a panel member.

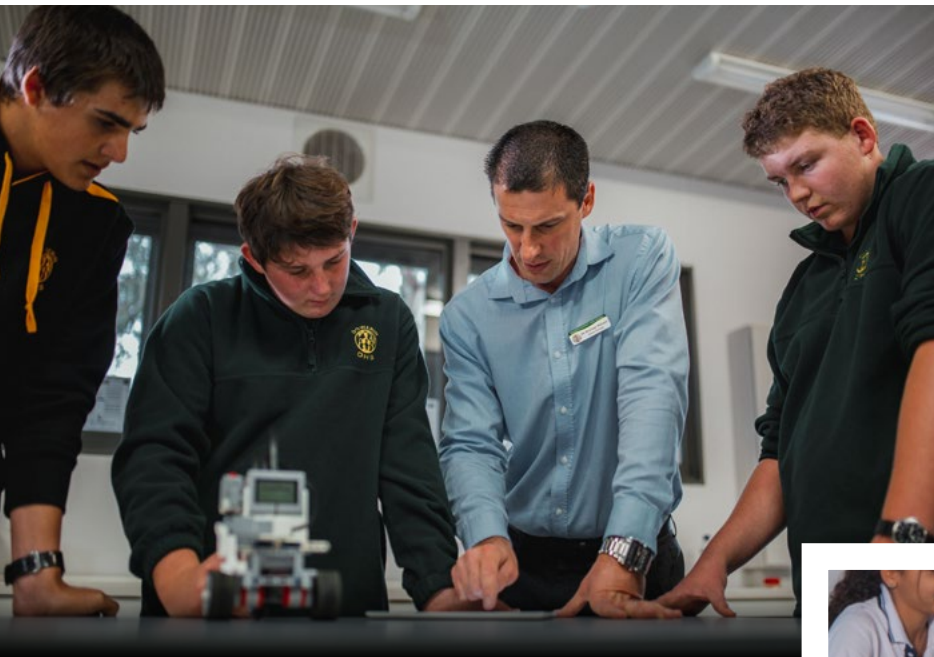
When considering nominating colleagues where there is a perceived or actual conflict of interest, it is important that you advise them you have nominated them so they are able to declare this conflict when participating in the process, or providing a reference for you.



Find out more about breach claims [wa.gov.au/organisation/public-sector-commission/breach-of-standard-claims](https://www.wa.gov.au/organisation/public-sector-commission/breach-of-standard-claims) or contact our Workforce Policy and Coordination team on (08) 9264 5081.



Eligibility



While each job advertisement outlines the requirements of the vacancy you are applying for, every Department employee must meet and maintain their eligibility to work in our schools. These include:

- Working rights (including any visas)
- Criminal screening and other probity checks
- Working with Children Checks for child related work
- Qualifications and essential requirements for some roles.

Teachers and school administrators (Principals and other leadership positions in schools) are also required to maintain appropriate professional registration with the *Teacher Registration Board of Western Australia*. Find out more about the *Teacher Registration Board* at trb.wa.gov.au.

School Psychologists are required to maintain registration with the Psychology Board of Australia. Find out more about the *Psychology Board of Australia* psychologyboard.gov.au

Working rights

You must have appropriate working rights to be employed in our schools and worksites, at the time you commence working for us.

To be appointed to a permanent position, you must hold permanent residency and/or Australian citizenship. You must be able to achieve and maintain this yourself. We do not provide visa sponsorship.

Non-permanent residents with working rights, and temporary visa holders with working rights are eligible to be appointed to fixed term (temporary) positions. Some visas restrict the number of hours you can work, or the locations you can work in. Please check this carefully before applying.

It is your responsibility to maintain appropriate working rights while you are employed with us. If your situation changes, you must update us immediately.



Find out more about working rights, visas, and your personal situation through the *Department of Home Affairs* – homeaffairs.gov.au.

Criminal Screening and Integrity Checks

We have a strict 'no screen, no start' policy, requiring all prospective employees to have screening clearance prior to commencing employment with us. This is in the form of a screening clearance number (SCN), which is only granted when you have cleared the *Nationally Coordinated Criminal History Check* (NCCHC).

Find out more about our screening process education.wa.edu.au/employment-eligibility
Find out more about the *Nationally Coordinated Criminal History Check* – education.wa.edu.au/ncchc.

Working with Children Checks for child related work

You will be required to demonstrate that you hold a valid *Working with Children Check* while you are engaged in child related work. You do not need this to apply for positions, but must have applied for it at the time of commencement, and maintain it during your employment.

Working with Children Check applications are received and processed by the Department of Communities.



Find out more about applying for a *Working With Children Check* education.wa.edu.au/wwwc



Qualifications and essential requirements for some roles

We will include information in our job advertisements and job description forms (JDFs) where there is a requirement for you to hold a particular qualification or registration to be appointed to the position.

We require our teachers to hold a recognised teaching qualification to be employed in our schools, including relief teaching, and be registered with the Teacher Registration Board of Western Australia.

Teaching qualifications must be a four year *Bachelor of Education*, or a three year (minimum) degree, in conjunction with a *Graduate Diploma of Education*, or a *Master of Teaching* delivered at *Australian Qualifications Framework* level 8 or above.

Find out more about the *Teacher Registration Board* at trb.wa.gov.au, teacher qualifications and the *Australian Qualifications Framework* at education.wa.edu.au/teacher-qualifications.

Who we are looking for

The very best educators are required in the Remote Teaching Service, working with remote communities to provide the best educational service for Aboriginal students, their families and communities.

Principals and teachers in Remote Teaching Service schools are committed to strengthening outcomes for the students and families in the communities they serve. Principals welcome diversity in their staff, and encourage teachers at all stages of their career to apply.



The Department of Education expects that all staff in public schools are culturally responsive

The Department of Education expects that all staff in public schools are culturally responsive. This requires a commitment to ongoing self-reflection, expansion of knowledge and improving practices through working collaboratively with colleagues and the community. Your approach will be flexible and adaptive, as you understand the nuances and implications for your teaching, as you get to know students and their families.

You value and respect Aboriginal languages, cultures, people and their connection to Country, and see your students' cultural identities as a strength.

You understand that the community will have expectations and bylaws that direct how teachers (and their families) behave and represent themselves.

Principals in our Remote Teaching Service schools are seeking teachers who are:

- Culturally responsive
- Skilled at and committed to developing and maintaining mutually respectful relationships
- Resilient, and work well in a dynamic environment
- Flexible and adaptive
- Compassionate and empathetic
- Collaborative, with good interpersonal skills
- Life-long learners

Is living and working in a remote community right for you?

Living and working in remote communities is a life changing experience, but it's not for everyone.



You will be a guest in the community, and are there to listen and learn.

There is less access to services.

In some locations, it may be difficult to access some medical services and amenities, retail options are limited and more costly, mobile service may be less reliable and there may be delays with postage. If you or a family member have medical needs, speak with your doctor about managing these conditions in remote locations.

The decision to work in the Remote Teaching Service should be carefully considered, both for yourself and your family.

Before submitting your application, we encourage you to consider the following:

Schools in the Remote Teaching Service are most commonly in smaller communities.

Living in a small community is very different to living in a city, or a rural town. You will be known and recognised by everyone, and there are expectations of how teachers and their families behave, represent themselves, and interact with the community. In most instances, you will be living in a community that is predominately occupied by Aboriginal people. There are likely to be cultural mores that you will be required to respect and community bylaws that you will be legally required to adhere to.

You are there to provide a service in the community.

Your primary role is to be a culturally responsive educator but your role as a teacher extends beyond the classroom. Remote Teaching Service teachers, and their families, invest time in developing mutually respectful and trusting relationships, and participating in community events.



Sometimes things don't go to plan.

People who are flexible and adaptable, with a practical mindset tend to fare better in remote areas, when unexpected things happen. For example, weather conditions can create challenges in travelling to and from remote locations, meaning you may not be able to travel to the city during term break, or miss out on events and celebrations with friends and family; your deliveries may be delayed because of road closures, or you may not be able to repair your vehicle or personal items when you need to. Think about how you deal with change, or how you respond when your plans are derailed.

Recreation looks different in a remote community than in a city or town.

Teachers and their families living in remote communities may have the opportunity to engage in community based activities and outdoor pursuits that would not be experienced in a city or rural town. You will not have the same recreational options as the city such as cinemas, shopping, large sporting venues, theatre and restaurants.

You will participate in a comprehensive induction.

As part of your employment you will be required to participate in ongoing inductions that will help you understand your role in the school and wider community. These will be at a system, district and school level. As a visitor in the community, you are also likely to be involved in cultural inductions with your Principal and community members. During this local induction you will learn about cultural mores, sorry business, and expectations on how you will interact with your colleagues, students and the community.

Working with Aboriginal children and families in remote locations

Being invited and accepted to live and work in a remote community is a privilege not afforded to everybody. It is important that you learn about your new environment by taking the time to respectfully appreciate the community and cultural context. Regardless of how long and where you have taught, each community and school context is unique and it is critical that teachers adapt to meet the place based needs of the school and community.



Teachers need to be flexible and adaptive to align with the expectations and aspirations of the Aboriginal community and meet the needs of the students.

Applying for a teaching position in the Remote Teaching Service

Schools typically appoint teachers in one of two ways:

- the *Remote Teaching Service pool*
- their own school based pools

In most cases, these appointments will be for a period of three years. This provides continuity for the students and community, as well as allowing you to meet the requirements for transfer and remote teaching service leave. In some cases, they may be for shorter periods to backfill leave or secondments. These are normally 12 months, and you may have the opportunity to extend your tenure through applying for future vacancies at the school, or through the *Remote Teaching Service pool*.

The Remote Teaching Service pool

Most schools in the Remote Teaching Service make their teaching appointments from the *Remote Teaching Service pool*. The Remote Teaching Service pool is able to be accessed by principals across all Remote Teaching Service locations, and is a great way to be considered for appointment at more than one school. Teachers in the pool can be qualified in any area, from early childhood through to specialist secondary areas.

The Remote Teaching Service pool is an open pool. This means that you can apply at any time. Your application will be assessed through one of our regular intakes. Please refer to the job advertisement for specific dates.

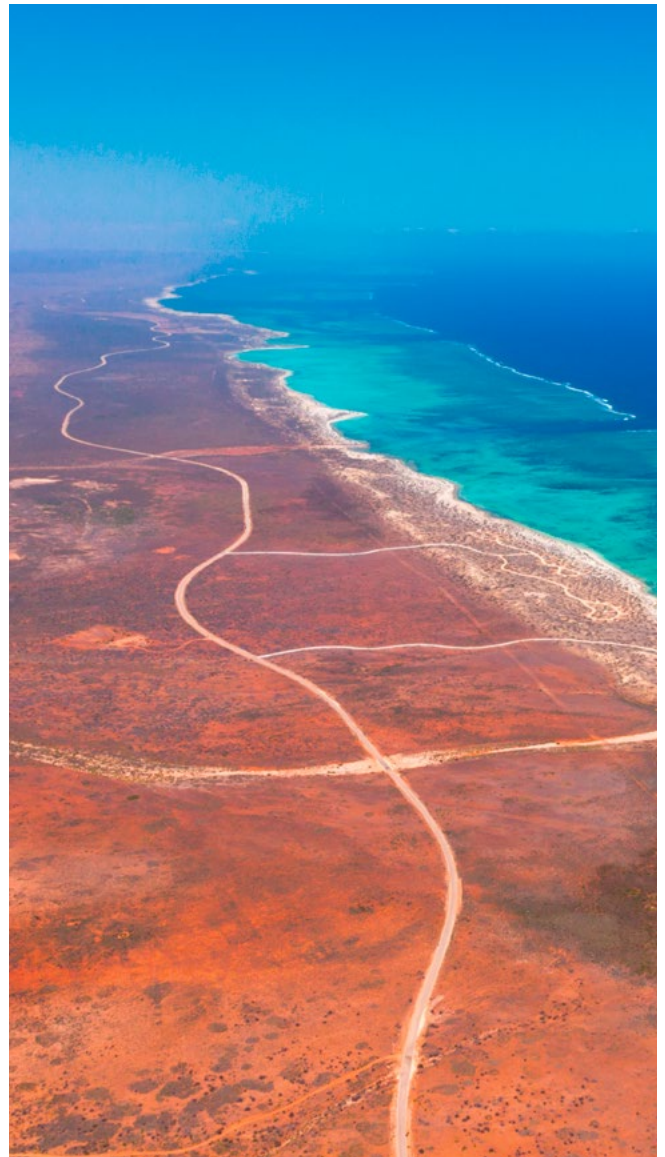
If you are successful in being appointed to the pool, you will remain there for a period of 12 months. If you are not appointed to a position during this time, you will need to reapply to be considered further.

School based vacancies and pools

Some schools may also advertise their own vacancies or pools, where they have specific requirements. You are encouraged to apply to both the *Remote Teaching Service pool*, and also to any positions advertised on the WA government jobs board at jobs.wa.edu.au.

Appointments from these pools may be for up to three years, or for shorter periods. Please refer to the job advertisement for specific information.

You are encouraged to apply for these positions directly.



Writing your application



A note regarding your referees

It is important that you select referees that can accurately comment on your skills and abilities in relation to the position, and the claims that you have made in your application. While it may not always be possible, you are encouraged to include your current line manager as a referee. Suitable alternatives may include a mentor teacher from your teaching practicum, a former line manager or head of department.

Your application should be written according to the instructions on the job advertisement. Please check this carefully. At times, you may be required to submit only your CV and a short statement, other times, it may be a full application including examples of your practice.

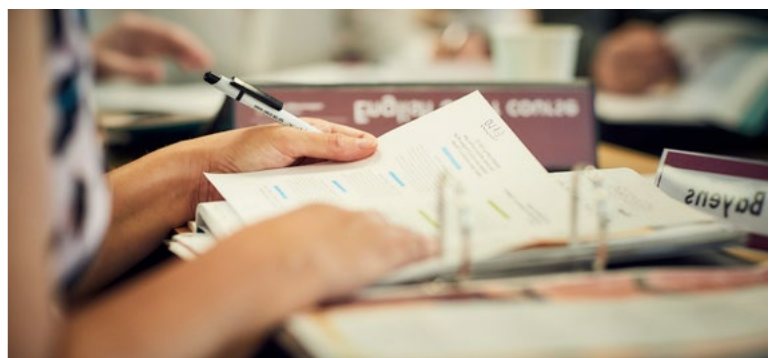
If you are unsure about what you should provide in your application, please contact the person nominated on the job advertisement. For schools who are advertising positions themselves, this is usually the Principal. For the *Remote Teaching Service pool*, this is usually our recruitment team.

The following guidelines will assist you in writing some aspects of your application.

Part 1 – Your CV

Your CV is a summary of your work history, qualifications and experience. It is important that it is comprehensive yet concise enough that the selection panel can get a reasonable sense of who you are as a professional, and your suitability for the Remote Teaching Service.

While there is no required format for your CV, there are some elements which you could include to highlight your experiences ([refer to page 12 for an example](#)). Ideally, your CV should be no longer than 5 pages.



It is courteous to seek permission from a referee before you nominate them on your CV. They may be comfortable in providing their personal or mobile number, so they can be contacted during school holidays.

You should provide each of your referees with a copy of your CV and statement so they may validate your statement of claims, and establish that they are supportive of your claims before you submit your application. Alert them if you are asked to attend an interview so they are prepared for contact from the panel.

Be mindful of conflicts of interest when selecting referees. These can be perceived or actual. While it is normally recommended that you don't nominate a family member or close friend, due to the perceived conflict of interest, at times this may be unavoidable. Similarly, your referee may be part of the selection panel. When considering these colleagues, it is important to advise them that you have nominated them so they may declare this conflict when participating in the process, or providing a reference for you.

A: | your address

P: | your phone number

E: | email address

E: | employee number (where applicable)

TRB: | registration number and expiry

Professional summary

This is a short paragraph outlining your experience, achievements, area of speciality, industry training, point of difference and the like. Think of it like an ‘elevator pitch’, and keep it to no more than a third of a page.

Here is an example:

I am an experienced and innovative classroom teacher, working across primary and district high schools in both primary and secondary environments. As a successful upper primary classroom teacher, and a numeracy and mathematics coordinator, I have developed a number of programs for my schools, and wider school community such as Perth Primary School mathematics community engagement program.

Having recently completed further university studies through the Department’s Leap program, I am able to leverage my skill and enthusiasm for mathematics education, into teaching mathematics through to year 12. This includes teaching ATAR mathematics.

Qualifications

Provide details of your teaching qualification. Also include any additional qualifications you have gained (ie certificates to deliver VET courses). If it is not clear from the title of the qualification, provide a short summary of what you are qualified and prepared to teach.

You may also choose to change the heading to ‘qualifications and awards’ if you have received recognition for your work in a formal way.

Note: Professional development should not be included here. There is a section for this further down in the template.

For example:

2010 Bachelor of Education (Primary)

Edith Cowan University

2019 Graduate Certificate of Education (Mathematics)

Murdoch University

Funded through Department of Education Leap Program. This qualifies me to teach secondary mathematics up to year 10.

2020 Short Course – Mathematics Education (Specialist and Methods)

Murdoch University

Funded through Department of Education Leap Program. This qualifies me to teach secondary ATAR Mathematics.

Relevant work history

The key word here is 'relevant' – consider what you include here, after you research the position. Think about your skills, experience and abilities in relation to the role that is being advertised. Making strong statements about your relevant work history and the outcomes achieved – rather than listing duties of the role – will allow the reader to better understand how you apply your knowledge, skills and abilities.

You should include:

- Positions that you have held that relate to the role, starting with the most recent.
- Details of these positions (ie the name of the school or organisation, your position title, the dates that you worked there)
- Short statements about what you did in the role, key achievements or programs you were involved in.
- Shorter outlines for positions that were further back in your career.

You need not include work history that is not relevant to the role (ie unrelated part time jobs while studying)

For example:

2015 – 2018 Teacher (year 6), Numeracy Coordinator

Perth Primary School

While working in this role, I:

- Coordinated specialist support case management, in collaboration with parents, involving speech pathologists and therapists to develop and deliver differentiated curriculum for diverse groups of year 6 students, with disabilities and learning difficulties. As we neared the end of year 6, I also worked closely with their high schools to assist in their transition. All students made notable progress, were able to achieve their respective outcomes, and transitioned well into secondary schooling.
- Assumed additional duties as the numeracy coordinator and mentored my colleagues in contemporary mathematics strategies. During my time in this role, the school had a noted improvement in their NAPLAN mathematics results. This was celebrated in the school community, leading to my development of the school's gifted and talented program for maths, and a mathematics outreach program.
- Engaged with the school community through being the staff representative on the school board, and an active member of the P&C.

2015 – 2018 Teacher (year 6), Numeracy Coordinator

Perth Primary School

My key achievements in this role:

- In collaboration with a colleague, I developed a community mathematics engagement program which invited parents into school after hours for a series of fun workshops. This resulted from conversations with my students' parents, who were anxious in helping their children with maths homework. Teachers across the school noted a two fold improvement from these workshops – a reduction in student anxiety about completing homework, and higher achievement levels. Due to their success, they ran for three years, and were attended by 49 families.
- Introduced online parent meetings (through Webex) across the school, offering working parents or those with other commitments the opportunity to engage with their child's teacher face to face. I upskilled colleagues and developed user guides for teachers and parents. In 2018, there were 43 online parent meetings and the school still offer it as an option.

Professional learning

Here, you would include relevant training or professional learning, other than your teaching qualification. This may change, depending on the role you are applying for. Ideally, as well as providing details of the training or professional learning, try and demonstrate how this has improved your practice or has made an impact for others.

You may organise these in date order, or group them according to type (ie. literacy training, digital technologies, community engagement etc). Unless it is specific to the role, there is a preference to capture only contemporary training and professional learning, from the last 3-5 years.

Optional: Professional associations

List all current professional associations (such as the *Mathematical Association of Western Australia*, *WA Music Teachers Association*, *Australian Literacy Educators Association*) including the type of membership and date joined.

Referees

Provide names and contact details of two referees, one of whom should be your current line manager. It is important to have a discussion with your referees, so they are aware you have nominated them, and feel confident in commenting on your capabilities, experience and achievements. Remember to note their relationship to you at the time you worked with them (ie. current manager, former manager, former colleague).

Your referee will be contacted by email to provide a written reference for you.

Additional information

For more information on how to apply, visit education.wa.edu.au/how-to-apply.

In most cases, you will be required to submit a written statement, providing examples of your practice, in addition to your CV.

Advertised vacancies

Applications to individual vacancies at a particular school should be written according to the application guidelines and criteria on the job advertisement. The following guidelines may assist you in preparing this.

The Remote Teaching Service pool

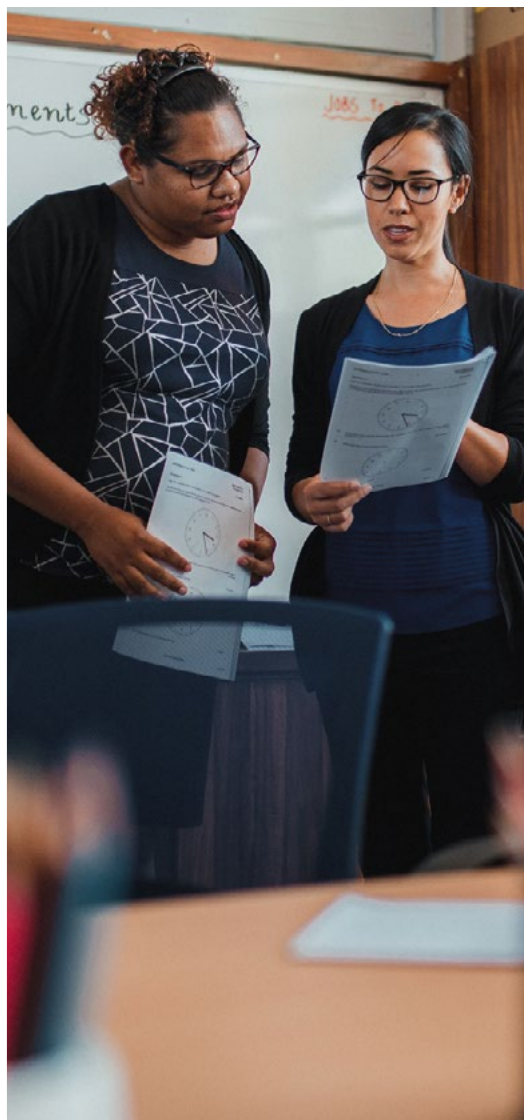
Your written statement to the *Remote Teaching Service pool* must contain the following two parts:

- examples of your practice against the three Domains
- your suitability to live and work in a remote community.

Part 2 – Your practice

Written statement against the domains

Your statement should be organised so that the panel can easily locate the information required to consider you for the role. It should have a consistent structure, be easy to read, and provide examples that are relevant to the Professional Domains and the advertised position.



In completing this section of your application, you must address the three Domains:

- professional knowledge
- professional practice
- professional engagement.

The two most common ways that this is represented is:

- organising sections against the three Professional Domains outlined in the Australian Professional Standards for Teachers (visit aitsl.edu.au/teach/standards for more information).
 - For the main body, use the Professional Domains as headings. Under each Domain, start with a general overview of your skills and experience. Then, provide specific examples of how you have demonstrated these in your teaching.
 - This format is reader friendly, and examples are specific to each Domain. This makes it easy for the reader to identify your skills in a contextual way.
- integrated examples
 - This format is useful where you are using several, strong examples that stretch across more than one Domain. You may find this allows you to demonstrate complexity, breadth and scope in the examples that you choose.
 - You may choose to reference the Domains, so the panel is easily able to identify your skills when considering your suitability against each of the Domains.

Building a strong example

Strong applications contain more than references to a long working history or broad claims. Statements – such as “I have demonstrated strong communication skills” – make claims with no evidence. Evidence with examples that allow the panel to see how you have applied these skills in your current or previous role. For graduates, this may also include how you have demonstrated this during your teaching practicums.

The examples that you choose to evidence your competency should include the strongest workplace or teaching practicum examples, be aligned to the Domains and relevant to each position context in developing your statement:

- capture the complexity and quality of your experiences
- demonstrate your skills, knowledge and experience in action
- link your actions and experiences to the impact on student achievement and outcomes
- describe how you achieved results; and
- aim to demonstrate how your skills and experiences are transferable and will benefit the school.

It is important that you structure your examples in a way that clearly demonstrates your skills and experience.

You may wish to use one of the following methods:

- **SAO** – Situation, Action, Outcome
- **CAR** – Context, Action, Result
- **STAR** – Situation, Task, Action, Result.

We have used the SAO method below to outline how you can use this to structure your example.

- **Situation** – this helps the panel understand the context and circumstances surrounding your example. This may include when the example took place (including the timeframe covered), why it was required, the complexity of the work, or general background about your role, school or students.



- **Action** – outlines what steps you took, and how you undertook them. While it may seem simplistic to describe each part of the process, it allows the reader to see how you apply your skills and experience to achieve results.
- **Outcome** – how did your intervention result in a positive outcome? What were they? Was this an improvement on previous results? What was the impact for students?

Your suitability to live and work in a remote community

We are seeking culturally responsive teachers who will embrace living and working in a remote community. We understand that living in remote locations is not for everyone, and hope that while you are writing this part of your application, you will critically reflect on how well suited you are to this opportunity.

Your responses to the criteria below, should be a mix of your personal experiences, and any examples that demonstrate your suitability.

Criteria

Criteria one

The personal attributes you believe you would bring, both personally and professionally, to living and working in a remote community school.

Criteria two

The teaching skills you would bring to a remote community school classroom that will assist in improving the achievement standards of your students.

Criteria three

The challenges, personally and professionally, you think you would face living and working in a remote community



Criteria four

The personal attributes you believe will assist you to address these challenges.

Submitting your application

Our job advertisements provide an overview of the vacancy, the requirements of the role, and what you need to submit as part of your application. Please read this carefully, as it may be different for each vacancy.

The job advertisement will also outline the closing date and time, by which the application must be received. This is in Western Australian time, so you may need to convert this to your local time if you are outside of our state.

We encourage you to have your application completed, and copies of your attachments ready, before you commence your application. You may find it useful to set up a profile ahead of time. Please be aware that applications may take some time to submit, so we encourage you to leave enough time to do this. Applications received after the closing date and time will not be accepted.

Your application can be a maximum of **8MB**, with a limit of **2MB** per attachment. Because of this, we recommend that you do not include unnecessary photos, animations or images in your CV and statement of claim.

File attachments must be submitted in one of the following formats:

- Microsoft Word document
- Microsoft Excel document
- PDF
- JPEG
- GIF

Note that we are not able to access:

- Publisher, Zip or password protected files
- Documents that contain hidden or encoded text (this may happen when you extract text from the internet, or non-printable characters).

If you are having difficulty submitting your online application, please contact us on (08) **9264 8666** for assistance.

You must submit your application online applications through the *WA Government Jobs Board* **jobs.wa.gov.au**. This is the only way to apply. We do not accept proforma, faxed, hand delivered, posted or emailed applications. If you submit your application in any of these ways, it will not be considered.

Once you have lodged your application online, you will receive an email to confirm that we have received it. If you do not receive this confirmation email, please contact us on (08) **9264 4127**



Additional information

For more information on how to apply, visit education.wa.edu.au/how-to-apply.

The Remote Teaching Service pool

The *Remote Teaching Service pool* is ongoing, and you can apply at any time. We do, however, have regular intakes where our selection panel convene regularly to assess new applications. You are encouraged to use the intake deadlines below as a guide for submitting your application, depending on your preferred commencement date if you are successful. These are outlined in the advertisement.

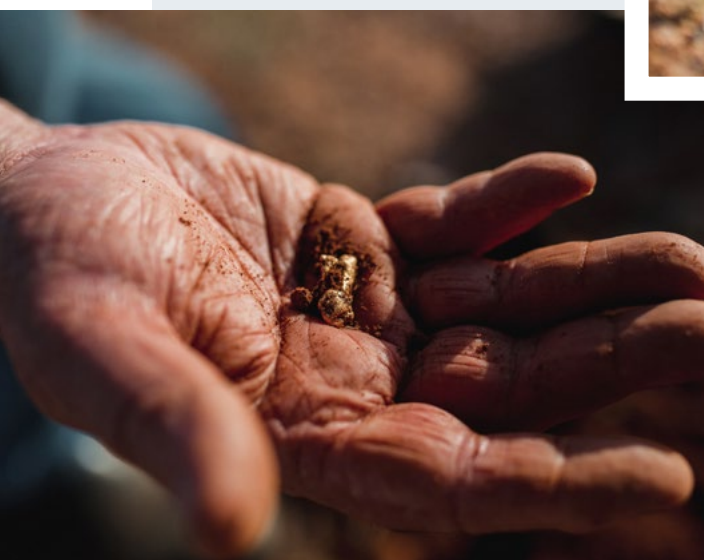
When your application is assessed, the selection panel will consider the information in your CV, written statement, and referee reports from your nominated referees. Only completed applications will be considered. Reports from both referees must be returned by the intake deadline for your application to be considered complete.

The panel will shortlist those who are most competitive. If you are shortlisted, you may be invited to participate in further assessment.

They may include:

- A phone or online interview
- An in-person interview
- Examples of your work
- A presentation – either in person or on video
- Aptitude test
- Task based assessment

Be assured that all of the selection criteria will be assessed through the selection process.



When a selection process is finalised, the panel will prepare a report detailing the process and the recommended applicant/s. Once this is completed, you will be notified of the outcome.

Successful applicants will be placed into the appointment pool for a maximum of 12 months. If you accept an offer for an appointment for a 12-month period or more, your application will be removed from the pool. If you wish to be considered for subsequent appointments in the Remote Teaching Service, you must resubmit your application.

Previous entry to the *Remote Teaching Service pool* will not guarantee subsequent entry. Each application will be assessed for competitiveness and suitability on each occasion. Suitability and competitiveness may alter over time. Applicants who are not successful are encouraged to seek feedback, and may re-apply at any time to be considered by the panel during the next assessment process.

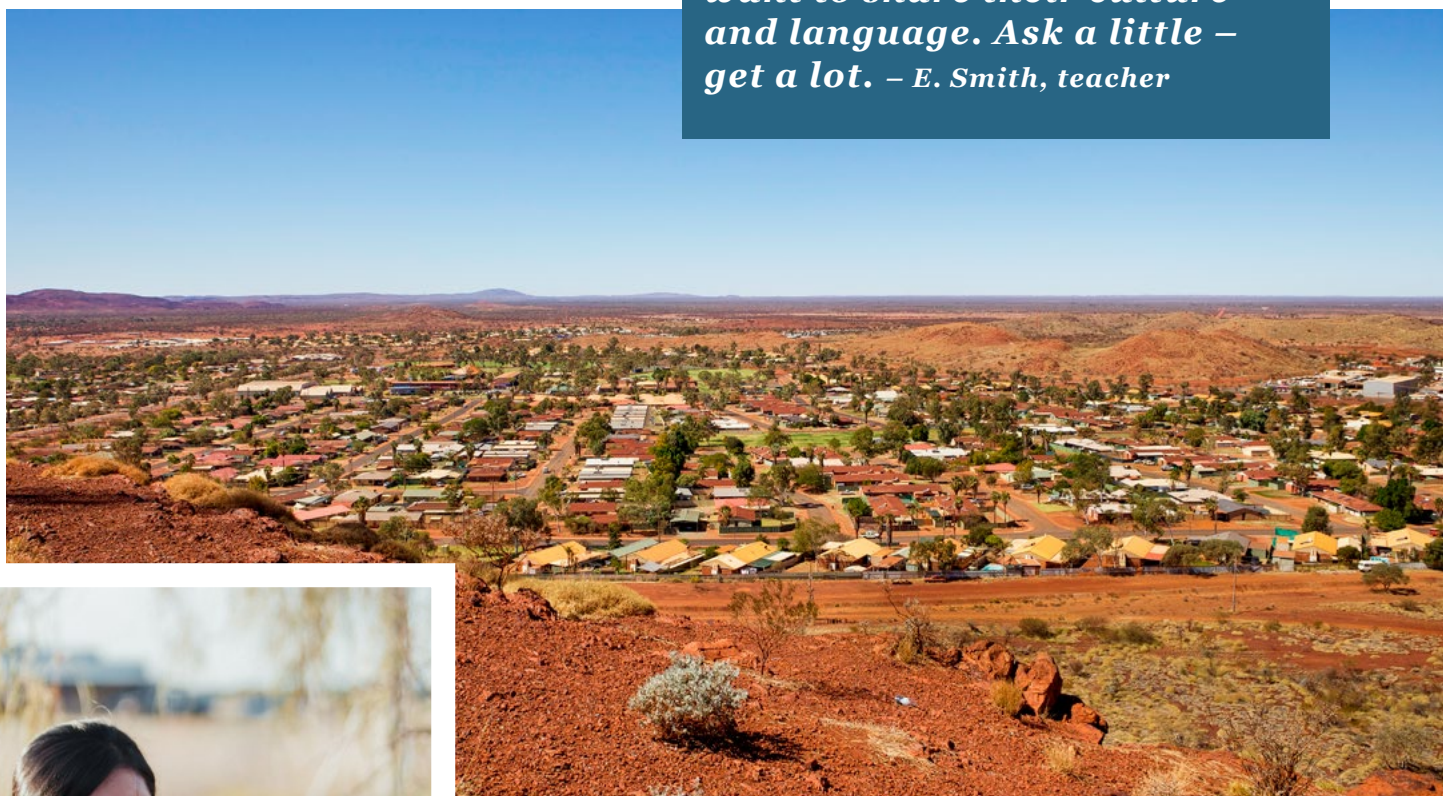
Remote Connection Program

The Remote Connection Program provides you with the opportunity to spend one week living and working in a remote community, to gain a better understanding of whether you are suited to a career in the Remote Teaching Service.

The information provided to perspective remote teaching staff applies to teachers while on the Remote Connection Program.



The people in our remote communities are open and want to share their culture and language. Ask a little – get a lot. – E. Smith, teacher



The Remote Connection Program is funded through the Department of Education, covering costs associated with travel and accommodation (from within Western Australia only). You will be expected to teach and fulfil tasks that assist the school during the week.

While preference is given to permanent and fixed term teachers who currently work with the Department, expressions of interest are also welcome from teachers working elsewhere, graduates, and pre-service teachers.

Department employees can find out more on [IKON](#). If you are not an existing Department employee, contact: teachinwa@education.wa.edu.au for an application package.