



Department of
Education

Shaping the future

Applicant Information for New Zealand Teachers



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WA needs great teachers

Western Australia is seeking school teachers for positions in our schools across the state. Great teachers shape future leaders and are an essential part of the fabric of our society. With a growing population WA is offering a unique opportunity to New Zealand based teachers to join our team to inspire our students and help them reach their full potential.

Why New Zealand teachers?

Teachers who are New Zealand citizens may have unrestricted working rights in Australia by applying for a Subclass 444 Special Category visa making it easy to move between countries.

There are also strong similarities between the Australian and New Zealand Curriculum which enable a smooth transition from New Zealand to Australian teaching.

If you currently hold teacher registration in New Zealand, you can apply for registration with the Teacher Registration Board of Western Australia (TRBWA) through Mutual Recognition. If registration is granted by the TRBWA, the period of registration will match your current registration period held in New Zealand.

Supporting your relocation

We understand that moving internationally is a big decision, and a big move. We want to try and make this as easy as possible for you.

If you accept a permanent offer of employment – or a contract of 12 months or more – we will provide relocation assistance for you and your family, to your new location in Western Australia. This means that we will pay for:

- Uplift and shipment of your furniture and belongings via sea freight up to a maximum volume of 45m³.
- The cost of any airfares and accommodation needed en-route to your new home.
- Temporary accommodation up to a maximum of 8 weeks for you and your family on arrival in Western Australia.

In some regional locations, you may also be eligible for heavily subsidised housing, through our Government Regional Officer Housing scheme.

All teachers relocating to WA will also be eligible for a settling in allowance. This will include access to an employment agency for your spouse or partner to help with finding local employment. The remainder may be used to help with the transition to life in WA.

Teach in WA Public Schools

Western Australia is a great place to live and teach. Our public schools can be found in locations all across our vast state, offering you opportunities to live and teach in some incredible locations.

Public schools in Western Australia provide high quality education for children and young people. They provide safe environments for students to engage in education and the school community, and experience success.

Our teachers are at the core of our schools. Each day, they make a difference in their school communities, and in the lives of their students.

Our purpose is clear: every student, every classroom, every day.

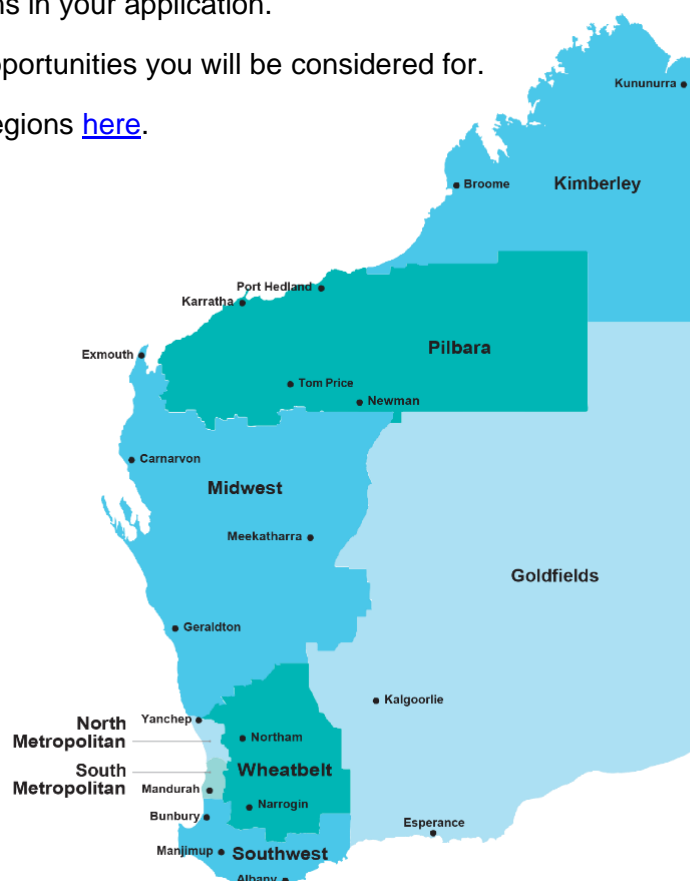
Our regions

Our public schools can be found all over our vast state, and no two places are the same. We have eight education regions, each with their own Education Regional Office.

You can nominate some or all of these regions in your application.

The more regions you nominate, the more opportunities you will be considered for.

You can find out more about our education regions [here](#).



Professional and financial benefits of teaching in Western Australia

Many of our teachers have taught in regional areas and reflect on this time as one of the most enjoyable and beneficial parts of their careers, both professionally and personally.

Teaching in WA public schools – particularly those in regional areas – comes with a range of benefits, including:

- a competitive salary – our teachers earn amongst the highest salaries in Australia
- financial incentives of between \$5,000 and \$13,730 pa in our Country Teaching Program
- financial incentives of between \$15,370 and \$20,870 pa in our Remote Teaching Service program
- options for achieving permanency
- funded relocation to your new home in Western Australia
- access to subsidised housing, in most regional areas
- comprehensive induction - you will receive full pay during your induction period (up to two weeks before commencement in your role)

You can find out more about financial incentives for specific locations, using our benefits calculator [here](#).

Graduate teachers receive the additional benefit of participation in our Graduate Teacher Modules, which includes a \$1,600 professional learning and development allowance per year, for up to 2 years.

Overview of the application process



Apply to the New Zealand Teacher Pool

Applying to the New Zealand Teacher Pool is a great way to be considered for vacancies throughout Western Australia, without the need to apply for each individual location.

You can apply for the New Zealand Teacher Pool through JobsWA.

Your written application

Your application must contain a comprehensive CV (of no more than five pages), and a statement addressing the [Australian Institute for Teaching and School Leadership](#) (AITSL) teaching domains. This statement should be no more than 3 pages in length.

Information and guidance about writing these documents can be found in this booklet. You are encouraged to refer to these guidelines when completing your application documents.

Submitting your application

Applications for the New Zealand Teacher Pool must be submitted through JobsWA, and include the following documents:

- a comprehensive, up-to-date CV, of no more than five pages
- a 3-page statement addressing the AITSL teaching domains
- identification (i.e. birth certificate, or a current and valid passport). Please note, we do not accept a driver's licence.
 - If you provide documents under different names, you will also need to provide evidence of your name change.
- eligibility to work in Australia, if your identification documents are not issued in Australia or New Zealand, evidence includes:
 - Australian or New Zealand citizenship
 - Valid Australian work visa with date of entry – [Visa Entitlement Verification Online \(VEVO\)](#).
- Evidence of teacher registration from New Zealand. If you have not yet graduated, please provide a receipt of application for teacher registration.

If you currently hold teacher registration in any other Australian State or Territory or New Zealand, you may be eligible to apply for registration with the TRBWA through Mutual Recognition.
- If registration is granted by the TRBWA, the period of registration will match your current registration period held in the other Australian State or Territory or New Zealand.
- academic transcripts identifying your course of study, including copies of undergraduate degrees and any postgraduate qualifications (if applicable). Your transcripts must include:
 - your name
 - university name
 - course name
 - units completed
 - course completion or conferral date.

If you haven't finished your course yet, please provide your current transcripts detailing your units completed, future units, and expected completion date.

The selection process

Once you submit your application to the New Zealand Teacher Pool, you will receive confirmation from our recruitment team that it has been accepted; or that we need further information from you.

From here, we may invite you to participate in further assessment. This may include a one-way video interview where you will record and submit your responses to criteria, or a referee check.

Principals with vacancies in the regions you are keen to live and work in, may then contact you to discuss positions in their school.



Writing your CV and statement

We understand that writing an application can be daunting, especially if you have not written one for a while.

Developing a compelling CV and written statement is important as Principals will use this to make an initial decision about your suitability for their vacancy. Your CV and written statement should be a reflection of your achievements and experience throughout your career.

To help you write these documents, we have collated information that Principals tell us they look for when reading applications.

Writing your statement

Your written statement – sometimes called a covering letter – is an opportunity to demonstrate your skills, experience and abilities. You should do this by providing examples of these.

For the New Zealand Teacher Pool, you must write a 3-page statement, addressing the [Australian Institute for Teaching and School Leadership](#) Professional Domains for teachers.

There are three domains:

- Professional Knowledge
- Professional Practice
- Professional Engagement

Structure

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

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.
- 'Big picture' 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 Principal 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. Use examples that allow a Principal to see how you have applied your communication 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 Principal 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?

Embedding cultural responsiveness

We expect that all staff in public schools are culturally responsive, and this should be evident within your written application.

Being culturally responsive 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 indigenous languages, cultures, people and their connection to Country, and see your students' cultural identities as a strength.



Writing 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 Principals can get a reasonable sense of who you are as a professional, to consider how you might complement their current staff, and the needs of the school.

Where you are able, set aside time with a colleague, or your line manager, to work through your CV with them. Having worked directly with you, they may be able to help you identify suitable examples to highlight, or provide feedback on the content of your CV.

Where relevant, include the outcomes of particular tasks, roles or responsibilities you have had. You may even align these to the Domains.

There is no standard template for your CV, as it should reflect your own style and experiences, however, we have **included** one on the following page to get you started. It contains some common elements which could be included, and examples in each section of how you may choose to represent your information.



Your name here

A:| your address

P:| your phone number

E:| email address

Teacher Registration:| registration number, state of issue, 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 middle secondary teacher, and a numeracy and mathematics coordinator, I have developed a number of programs for my schools, and wider school community such as Melbourne High School mathematics community engagement program.

Having recently completed further university studies to qualify me to teach secondary mathematics to ATAR level, I am able to leverage my skill and enthusiasm for mathematics education, into teaching mathematics through to year 12.

Qualifications

Provide details of your teaching qualification. Also include any additional qualifications you have gained (i.e., 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)

Melbourne University

2019 Graduate Certificate of Education (Mathematics)

Swinson University

This qualifies me to teach secondary mathematics up to year 10.

2020 Graduate Certificate of Education – Mathematics Education (Specialist and Methods)

Swinson University

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 (i.e., 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 (i.e., unrelated part time jobs while studying)

For example:

2018 – 2021

Middle School Mathematics Teacher,

Numeracy Coordinator

Year 7 Head of Year Coordinator

Melbourne High 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 7 – 9 students, with disabilities and learning difficulties. As we neared the end of the year, I also worked closely with local primary schools to assist in the transition of year 6 students with special needs. All students and families were included in discussions, open nights and webinars, 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.

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 twofold 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 2020, 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 (i.e., 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 including the type of membership and date joined.

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. It is important to have a discussion with your referees, so they are aware you have nominated them. Typically, your referees will be contacted after your discussion with individual schools. They may be contacted by more than one school so please make them aware of this.

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. They may be comfortable in providing their personal or mobile number, so they can be contacted during school holidays.

Remember to note their relationship to you at the time you worked with them (i.e., current manager, former manager, former colleague).