



Department of
Education

Shaping the future

Applicant Information for International Teachers



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Western Australia needs great teachers

Western Australia (WA) is seeking enthusiastic and dynamic 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 teachers from Canada, South Africa, the Republic of Ireland and the United Kingdom to join our team to inspire our students and help them reach their full potential.

Why International teachers?

Canada, South Africa, the Republic of Ireland and the United Kingdom have similar qualification requirements as Australia to become a teacher, along with similarities in curriculum which enables a smooth transition into teaching in Western Australia.

Teach in Western Australian 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

Covering nearly a third of Australia's landmass, WA brings with it an incredible array of different landscapes. From giant Karri forests in the south, dry, arid goldfields in the east and incredible tropics in the north: No two regions are the same.

To support the different and varied education needs around the state, 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](#).



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:

- 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
- Options for achieving permanency
- Funded relocation to your new home in Western Australia
- Subsidised housing, in most regional areas
- Comprehensive induction.

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

Sponsorship for successful applicants

If you are successful in the pool and offered a position, then the Department of Education may sponsor you for a Temporary Skill Shortage (subclass 482) visa which will allow you to work in Western Australia for up to 4 years (2 years for primary teachers). You will need to satisfy the Department of Home Affairs eligibility requirements to be granted a visa, these can be found here at the following links.

Secondary, Special Needs (SEN) and Early Childhood teachers - [Temporary Skill Shortage visa \(subclass 482\) Medium-term stream \(homeaffairs.gov.au\)](#).

Primary teachers - [Temporary Skill Shortage Visa \(subclass 482\) Short-term stream \(homeaffairs.gov.au\)](#)

We will guide you through the visa application process once an offer is accepted. The Western Australian Department of Education will also cover the cost of your visa application; however, this does not include the cost of any required medical or criminal history checks.

Partners and dependants

The Temporary Skill Shortage visa (subclass 482) can include for the addition of members of your family unit as secondary applicants, allowing you to bring partners, children and dependants with you to Australia.

The secondary applicants must be included in the main applicant's visa application and must also meet all health and character requirements laid out in the visa application process.

Members of a family unit include:

- A spouse or de facto partner
- The applicant's or their partner's child if the child is:
 - Not married, engaged or in a de facto relationship
 - Aged under 18
 - Aged 18 to 23 and dependent on the applicant or their partner
 - Aged 23 or above and dependent on the applicant or their partner due to partial or total physical or mental disability
 - The dependent child of the child above

You cannot add family members to your visa application after it has been submitted; however, any family members that were not included in your application can lodge a subsequent entrant application through the Department of Home Affairs.

Families with school-aged children

In Western Australia, children can start their education in Kindergarten (ages 3-4); however, compulsory schooling starts the following year in Pre-primary (Age 5) and continues until the end of Year 12. All children of compulsory school age must be enrolled in school and attend every day.

Western Australian Government schools run from late January to mid-December and the school year is divided into four terms, each of which is approximately 10 weeks long. Our schools offer a full curriculum and a range of programs designed to inspire children.

Schools in Western Australia are broadly separated into Primary Schools and Senior High Schools with some overlap in certain locations.

There is an annual fee of A\$4,000 for visa holders to send their children to public school in Western Australia. This is charged per family, not per child and is payable by the visa holder.

Supporting your relocation

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

If you accept an offer of employment for 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. Please note that this does not include the cost of return shipment.
- 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.

Overview of the application process



Applying to the International Teacher Pools

Applying to the International Teacher Pools 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 International Teacher Pool for your particular country through JobsWA - [Screening Questions \(jobs.wa.gov.au\)](https://www.jobs.wa.gov.au)

Your written application

Your application must contain a comprehensive Curriculum Vitae (CV) of no more than five pages, and a written statement of no more than 3 pages. Your statement should address the [Australian Institute for Teaching and School Leadership](https://www.aitsl.edu.au) (AITSL) teaching domains: Professional Knowledge, Professional Practice, and Professional Engagement.

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 International Teacher Pool must be submitted through JobsWA, and include the following documents:

- Comprehensive, up-to-date CV, of no more than five pages
- Written statement addressing the AITSL teaching domains, no more than 3 pages
- 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.
- 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
 - 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 your application is submitted our recruitment team will notify you it has been accepted or whether we need further information from you.

From here, we may invite you to participate in the next stage of selection. 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.

English language requirements

If you did not complete your teaching qualification in Australia, New Zealand, the United Kingdom, Canada, the Republic of Ireland or the United States of America, you will be required to demonstrate your English language skills through an International English Language Testing System (Academic) (IELTS) test.

Evidence of this is an eligibility requirement prior to submitting an application. The scores required are an average of level 7.5 or more across the 4 components of listening, speaking, reading and writing, no score below level 7 and a score of level 8 or above in speaking and listening.



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 teaching 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, or covering letter, is an opportunity to demonstrate and provide examples of your skills, experience and abilities.

For the International Teacher Pools, your statement must address the [Australian Institute for Teaching and School Leadership](#) (AITSL) professional domains for teachers and be no more than 3 pages in length. The professional domains are outlined in the Australian Professional Standards for Teachers; visit aitsl.edu.au/teach/standards for more information.

The three domains are:

- 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 suggested structures are:

- Organising sections against the three professional domains
 - For the main body use the 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 be relevant 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
- 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. What is the example you are using? When did the example take place (including the timeframe covered)? Why was it required? What was the complexity of the work? What was the general background about your role, school or students?
- **Action** – What were the steps you took? How did you undertake 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** – What was the outcome? How did your intervention lead to this positive outcome? Was this an improvement on previous results? What was the impact for students?

Embedding cultural responsiveness

Cultural responsiveness requires a person to understand cultural differences and recognise potential biases. We see this as paramount in enabling our teachers to look beyond differences and work effectively with children, families and communities from a wide range of cultures and backgrounds.

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 should be flexible and adaptive as you get to know your students, their families and the communities that they live in.

Our teachers value and respect indigenous languages, cultures, people and their connection to Country, and see their students' cultural identities as a strength to celebrate.



Writing your Curriculum Vitae

Your Curriculum Vitae (CV) is a summary of your work history, qualifications and skill. 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.

You may wish to 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 and roles or responsibilities you have had. You may even align these to the professional domains.

There is no standard template for your CV, as it should reflect your own style and experiences; however, we have included an example 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 mathematics 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. As well as providing details of the training or professional learning, try to 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 phone 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).