

# Teacher Employment Handbook

## 2014



 UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

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# Chapter 1: Employment Services

## Professional Preparation Conference

Held during the last week of classes in December, this conference offers valuable information and networking opportunities. Sessions focus on the employment process, jobs, and salary evaluations. Sessions include: Résumé Writing, Interview Skills, Mock Interviews, Salary Evaluation, and Teacher Certification. The last day of the conference is an Employment Information Fair where representatives from school boards, independent schools, and international recruitment agencies are available on an informal basis to answer questions you may have.

## Résumé Writing Support at OISE

A well prepared, concise résumé is an essential component of the job search process. Apart from the information offered in this handbook, the [OISE Student Success Centre \(OSSC\)](#) operates a résumé writing service for pre-service teachers. The advisor will review your résumé and offer advice on changes to the format or presentation.

### Before meeting with an OSSC advisor:

- Consult the Teacher Employment Handbook before beginning
- Develop your résumé beyond the first draft
- Bring a hard copy of your résumé and/or cover letter with you to the OSSC
- Focus on one type of résumé per session (i.e. public, private, overseas, etc.)

Please visit: [http://www.oise.utoronto.ca/ss/OISE\\_Student\\_Success\\_Centre\\_%28OSSC%29/index.html](http://www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_%28OSSC%29/index.html) to book an appointment with an advisor and for more general information about the OSSC.

## U of T Career Centre Services

214 College Street, Koffler Student Services Centre  
(416) 978-8000, [www.careers.utoronto.ca](http://www.careers.utoronto.ca)

The Career Centre provides assistance beyond cover letters and résumés in all your career development and job search needs. It offers advice, career counselling, employment listings, and a wide variety of career resource material.

University of Toronto students may take advantage of the following services:

- Summer, Part-time, Temporary Employment Service
- Employment Services for Graduating Students and Recent Graduates
- Graduate Dossier Service for Doctoral Candidates
- Career Resource Library (largest in Canada)
- Career Counselling
- Extern Program
- Volunteer Opportunities Listings Service

## Chapter 2: Applying for a teaching position

This handbook has been developed to aid in your search for a teaching position. It outlines key steps in the process, the resources that will assist you and the available services at OISE and the Career Centre that will support you.

The first step in a job search is being prepared. It is vital that you have a clear knowledge of the skills you have to offer, where those skills are going to be needed, the connection between your skills, knowledge, and experience, as well as the requirements of the school board. In other words, know yourself, know the marketplace, and understand the fit. Be prepared and be informed before you approach a potential employer.

### What are résumés and cover letters?

Taken together, the cover letter and résumé reflect your background, experiences, skills, employment history and achievements as they relate to the needs of the employers who will read them. They are summary statements of who you are and what you have accomplished.

### Why write a résumé and cover letter?

A well-written résumé and cover letter are essential to your success in securing employment as they enable a prospective employer to form an impression of your potential to contribute to their workplace.

The process of writing a résumé and cover letter requires thorough reflection and analysis of the skills, knowledge, and experiences you have acquired and how they fit with the teaching positions in which you have the most interest. As you move through this process, this level of reflection will provide focus and clarity to your résumé and cover letter and it will also prepare you for the interviews to follow.

## Marketing 101

The key to preparing a strong résumé and cover letter lies in the art of marketing yourself concisely but also with imagination and originality. Simply put, a résumé and cover letter are marketing tools. In preparing to write the most effective résumé and cover letter, you should start with the basic principles of marketing, which are:

### 1. KNOW YOURSELF

Before you begin drafting a résumé and cover letter, it's worth investing some time to really understand yourself as a teacher candidate. What are your strengths? What are your passions? What will make you the candidate that is the ideal choice for a certain position? What makes you unique?

Start with a blank page or computer screen and brainstorm. What brought you to the teaching profession in the first place? What have you been complimented on in your teaching-related work? What does your practicum report say about your strengths? Don't be shy in asking for input from your AT, colleagues, professors, family members, former bosses and co-workers.

## 2. KNOW THE MARKET

Marketing also means knowing the needs of your target group, in this case employers, and directly and effectively addressing those needs. A résumé and cover letter promote and support a goal, a target. A résumé and cover letter that are not targeted provide little incentive for an employer to read them. The most effective ones speak directly to the employer's needs. The résumé needs to be tailored to the requirements of the position.

## 3. KNOW HOW TO RESEARCH THE MARKET

How do you know an employer's needs? Do research! Invaluable resources include The [OISE Student Success Centre \(OSSC\)](#), and the [U of T Career Centre](#) at 214 College Street. If you have an employment ad, start with the duties listed. For a well targeted, effective résumé and cover letter, you'll need to do:

- **Occupational research:** What are the duties and responsibilities of an educator/teacher? What is a typical day for a teacher? What are the expectations beyond the classroom? Practicums will be invaluable for learning about the school environment. If you are replying to an advertised position, start with the advertisement. It will normally state the requirements of the position. If applying to a non-advertised position, do as much research as possible on the needs of the board and on the expectations of teachers. Websites of school boards may provide such information.
- **Organizational research:** What is the mandate and uniqueness of a particular board and the schools within the board? Where are their objectives, strategies? What are the organization's values (look for their mission statement)? Have there been, or will there be, any organizational changes occurring?
- **Industry research:** What factors affect education? What impact do things such as demographics, global or national trends, political decisions, or economic issues have on potential teaching opportunities? Understanding your marketplace, which in this case is the field of education, and what issues various school boards are facing, will make you a much more informed applicant.

## 4. KNOW HOW TO PACKAGE THE PRODUCT FOR THE DESIRED MARKET

Once you know yourself and have researched your potential employer, you will have a sense of how to package, or tailor yourself to that market. Consider what you can do to stand out from the rest. Ensure that your uniqueness shows through. Demonstrate through your résumé and cover letter why you are a candidate worth interviewing. Show your ability to communicate by clearly articulating that you have what they are looking for. Remember that, as a teacher, your ability to understand the subject and effectively communicate is central to your work. Your résumé and cover letter, as well as your board or school application form, will be your first opportunity to demonstrate your effectiveness as a communicator and how convincing you can be at getting your message across.

\*One note of caution, targeting does not mean including only career or industry related experience. Many skills from previous work experiences are transferable. Employers will want to see the breadth of your experience, packaged in a way that appeals to their needs.

## Uniquely yours — your résumé and cover letter

As you read the sample résumés and cover letters provided in this resource, you may feel that your best strategy is to copy sentences verbatim. **Do not do this!** First, taking text or ideas without proper referencing constitutes plagiarism, a very serious academic offence. Secondly, take into account that prospective employers will receive hundreds of applications. They will notice the similarities between the letters and know that instead of doing the work to create a unique letter, you have simply copied from this resource (the Boards will have copies of this book!). It is in your best interest to create documents that are uniquely yours, but that follow the basic template principles so that they are readable and well-organized.

### Let's get started!

This booklet will take you through the steps to prepare for applying for employment as a teacher:

- Skills: identify, prioritize and group your skills
- Résumés: how to write a résumé, with samples
- Cover Letters: how to write a cover letter, with samples
- Resources: bibliography of useful resources
- Application Forms: commonly requested information
- Interviews: preparation and follow-up

Find yourself a comfortable place to work free from distractions and interruptions. Get some paper and pencils, and fire up the computer.

## Chapter 3: Identifying, prioritizing and grouping your skills

### Identifying your skills

The first step in creating a résumé or cover letter is to analyze yourself. Who are you? What are your strengths? What have you done and what do you like to do? Examining your experiences – education, paid or volunteer work, activities and interests, accomplishments, awards, sports and clubs, and home experience will give you a generalized “catalogue” of your skills. This is the raw material you will need in order to create an effective, powerful résumé and cover letter.

There are different types of skills:

- **Technical or functional skills** are more specialized and tend to be career or work specific. Examples of technical skills include such abilities as curriculum design, co-operative learning strategies, subject specialization, language competencies, and computer expertise.
- **Transferable skills** are learned, used, and valued in many different types of work or careers. For example, organizational skills are valuable for planning special events and also for effectively running a classroom.
- **Personal skills** include reliability, leadership, sensitivity, self-confidence, warmth, and humour.

### WHAT SKILLS DO EMPLOYERS WANT?

According to the Conference Board of Canada’s research on employability skills there are three groups of skills critical for success: *fundamental*, *personal management* and *teamwork*. Fundamental skills include the ability to communicate (written and verbal), manage information, use numbers as well as to think and solve problems. Personal management skills, defined as “the personal skills, attitudes and behaviours that drive one’s potential for growth”, include the ability to demonstrate positive attitudes and behaviours, be responsible, adaptable and to learn continuously. The final category of skill, teamwork skills, incorporates competency in working with others and participating in projects and tasks. For further information on this research see <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>. There is also a downloadable toolkit which you can use to help you identify your skills.

### GETTING TO KNOW YOURSELF

The following exercise will aid you in developing your catalogue of skills. We have listed many of the skills employers seek. This exercise is a sample only, so do not be limited by these suggestions. Even if you have already done a great deal of research, know your skills, and have very focused career objectives in mind, consider completing the following exercise. You will be asked throughout your working life what your strongest skills are, so now is the time to start working on that list.

In the spaces at the top of the following chart, write down an activity you have performed. Examples have been provided in the first two spaces to illustrate how the exercise is done. This exercise will help you to identify the skills you have, while at the same time allowing you to consider those skills you might like to develop or use in the future. Note that similar skills have been grouped into skill sets.

camp  
counsellor  
yearbook  
editor

Analytical Skills

Investigate										
Analyze										
Evaluate										
Research		■								
Problem solve	■									

Artistic Skills

Decorate		■								
Compose		■								
Create objects										
Create images										
Prepare food										
Invent										
Perform										
Produce events	■									

Communication Skills

Explain concepts or strategies	■									
Facilitate groups	■	■								
Public speaking										
Influence										
Consult		■								
Write		■								

camp  
counsellor  
yearbook  
editor

Liaise										
Translate/interpret										
Edit		■								

Creative Skills

Conceptualize		■								
Generate ideas	■	■								
Design		■								
Visualize		■								
Predict/forecast										
Improvise										
Synthesize										
Solve problems	■									

Data Management Skills

Categorize										
Compile										
Design systems		■								
Edit/monitor		■								
Manage records										

Interpersonal Skills

camp  
counsellor  
yearbook  
editor

Advocacy										
Provide hospitality										
Care for others	■									
Treat/nurse										
Teach/train/instruct	■									
Advise/inform	■									
Listen	■	■								
Counsel	■									
Train										
Coach	■									
Promote/sell		■								

Leadership/ Management Skills

Determine policy		■								
Decision making	■	■								
Negotiate	■									
Influence/persuade		■								
Delegate										
Supervise	■									
Initiate										
Motivate	■									
Lead	■									

camp  
counselor  
yearbook  
editor

Organizational Skills

Organize	■	■									
Plan/arrange		■									
Co-ordinate	■	■									
Implement/follow through		■									
Schedule	■	■									
Administer		■									

Physical Skills

Physical co-ordination	■										
Build/construct											
Use/operate equipment or machinery											
Restore/repair											
Cultivate/grow											
Draft											

Quantitative Skills

Budget		■									
Calculate											
Monitor	■										
Classify											
Measure											

camp  
counsellor  
yearbook  
editor

Technical Skills  
Just a few  
examples

Information storage		■									
UNIX programming											
Gas chromatography											
Psychological testing											
Website development											

Add your own  
to the list


## Grouping your skills

The final step in assessing your skills is the process of grouping the skills you would like to market to an employer. Review your list of skills and total the various categories. For instance, if you have the greatest number of skills in categories entitled Interpersonal, Creative, and Communication, these would constitute the group of skills you would want to market.

*Ask yourself, What does the job require? and How does this connect to **my** skill set?*

If you are applying to an advertised position, begin by dissecting the job advertisement into its various duties. Researching the school board and particular schools will give you further clues as to what duties may be required. Most often, it is this additional research that will give you the edge over other applicants; greatly increasing your chances of getting an interview.

Congratulations! You now have the raw material for writing a highly effective résumé and cover letter.

## Chapter 4: Looking for work: techniques and strategies

Consider the following questions when you begin your research:

What kinds of careers, jobs, organizations:

- are of interest to you?
- already use people with your skills?
- could be persuaded to utilize your skills?
- are in the geographical area you have focused on?

Once you have completed your preliminary investigation and have determined which occupations can use your skills and abilities, compile a list of the appropriate names of organizations and companies and apply your search techniques.

### Passive techniques

#### NEWSPAPER CLASSIFIEDS

For teaching positions or alternative careers look in the *Globe and Mail* classifieds or the careers sections—particularly on Saturday. Consider a subscription to the local newspaper in your area of interest or check with your local library. Many libraries, in particular the Toronto Reference Library, on Yonge just north of Bloor, have subscriptions to out-of-town newspapers.

#### WEB SITES

Many school districts are now using their own websites to recruit teachers. Most school district websites will provide information about the district's application process, recruitment priorities, and hiring preferences (some districts will identify certain qualifications as highly recommended, such as: Tribes training, Special Ed. Part 1, etc.). Also, an increasing number of web sites for teacher recruitment (provincial, national, and international) have been developed. Consult Appendix B for more information.

#### U OF T CAREER CENTRE

For job postings in teaching and alternative careers, please visit the [U of T Career Centre](#), 214 College Street, Toronto, Ontario, telephone: (416) 978-8000.

HUMAN RESOURCES AND SKILLS DEVELOPMENT CANADA (HRSDC) - EMPLOYMENT RESOURCE CENTRES <http://www.hrsdc.gc.ca>

#### PERSONNEL CONSULTANT OR AGENCY

Shop around. Most agencies concentrate on placing individuals according to an area of specialization. Research the personnel agency to determine the types of jobs they are handling and how you, as a client, will be presented to an employer. Ensure that your objectives and needs are being met.

## Active techniques

### BUILD A NETWORK OF CONTACTS

A majority of jobs are filled through personal referrals. Your task is to spread the word that you are looking for employment. Establish your own network of contacts. Be specific as to the type of work you are seeking. Consider using any or all of the following methods:

- **Talk to friends, neighbours, and professors.** Consult with your practice teaching associates and school principals. **If possible, invite the Principal or Vice-Principal at your practicum school to observe as you teach an engaging lesson, or to observe your co-curricular work with students.** Indicate that you are looking for work and describe the type of work you are seeking. From these contacts you may receive information regarding possible opportunities, and the best person to contact regarding employment, etc. As time passes, let contacts know that you are still looking — but don't harass!
- **Contact employers for whom you have worked in the past.** These can be very important contacts. Many summer or part-time positions develop into permanent jobs. Also, former employers may be able to recommend other possibilities.
- **Throughout the research stage of planning your job search,** you should have acquired some contacts with people already working in your field of interest. Contact them again — this time for employment leads or referrals for information interviews.

### SPECULATIVE MAILING AND FORMAL APPLICATION

Once you have your list of potential employers, and you are familiar with the application process for each district that interests you, you can begin your mailing and application campaign. This campaign should include your résumé and a cover letter tailored to the specific school, school board or organization to which you are applying. Typically, a mailing campaign of 100 letters will elicit approximately 30 responses, 5 of which might be invitations for an interview. Do not be discouraged!

NOTE: Some school districts have very specific and formal processes to manage job applications. It is important to follow these procedures carefully and to take advantage of opportunities to update your application file as you gain additional experiences and qualifications throughout and following your participation in the Initial Teacher Education program.

### SPECULATIVE TELEPHONE CALLS

For those who feel comfortable and articulate in describing their objectives and skills in a telephone conversation, this approach may be beneficial. Your goal is to talk to the person responsible for hiring in your particular area of interest and to provide sufficient data in the telephone conversation to secure a personal interview. This strategy is particularly effective for teachers who have qualifications in such high demand specialties as French, Music, and Science. While telephone interviews are not commonly used to hire teachers, some geographically remote schools and school districts, and international recruiters may request a telephone interview with you. The [U of T Career Centre](#) has information about how to conduct a successful telephone interview.

## WALK-IN

This approach requires that you go to the school and ask to see the Principal, Vice-Principal or Department Head. You should always have a résumé addressed to the Principal on hand, either to give directly, or to leave with the secretary for future consideration. Be very professional, polite and friendly with everyone that you encounter in schools as first impressions are very powerful. Follow up with a phone call to the Principal if you had to leave your résumé with the principal's assistant.

## FOLLOW-UP PLANS

Looking for work should be approached in a systematic and organized manner. It is important that you develop a method for recording pertinent data related to your job search. Do you have the following information?

- Name, address, and telephone number of potential employer
- Nature of business
- Name of person in charge of employment
- How the contact was established, i.e. speculative résumé, referral, etc.
- Date contact was made and method used (wrote, visited, telephoned, other)
- Position applied for
- Results

## Chapter 5: The résumé

### Dynamic marketing tips for your résumé

- Organize your résumé in order to list your most relevant experiences on the first page.
- When describing an experience, begin with responsibilities and duties that are of most interest to the employer.
- Use point form in your descriptions, *starting* with action words.
- Use headings on your résumé that allow you to present yourself favourably.
- Think like the employer who will be receiving your résumé. What contributions can you make to their organization?
- **Number of pages:** résumé conventions vary from country to country. In Canada, most employers expect to see a résumé that is approximately two pages in length. Generally, this means one or two FULL pages is required. Half pages are not advisable.
- Use only one font style: one that is clear, easily read and professional looking.
- **The twenty-second rule.** For an initial screening, most résumés receive about twenty seconds. In order to make the most of this short time, you must create a product that is visually appealing. Review the samples included here and evaluate them for layout (white space vs. black lettering) and their use of highlighting and different font sizes to distinguish sections.

### Preparing a résumé

#### STEP 1 THE RAW MATERIAL

Arrange your raw material. What skills and experiences do you have that are related to the employer's needs?

#### STEP 2 THE COMPONENTS: WHAT GOES WHERE

What follows are the components, or sections, that conventionally appear in a résumé. Personal data generally appear first, but after that, the order of the sections depends upon how you wish to present yourself, and your accomplishments, to have the greatest impact on the reader. We suggest, however, that you keep your résumé consistent with the examples shown in this resource as this is the format that the school boards are most familiar with.

### Personal Information

- Name, address, and telephone number(s). **Please remember to include your summer contact information.** Make sure that an employer can leave a message for you during business hours.
- Fax number and e-mail address, **include a non-OISE e-mail if you have one**, if you think an employer is likely to contact you this way.
- Do not include information about age, height, health, marital status, social insurance number or citizenship. It is illegal for an employer to ask for this type of information in the interviewing stage.

### Education

- Begin with the most recent education (dates that are easily visible, on the left hand side, are preferred by most employers).
- State degree(s) attained, area of study, educational institution, year.
- List key courses and thesis topic, if pertinent.
- Include scholarships, bursaries and awards.
- Future practicum/internship should be included on résumé if you know where you will be placed. If you include this, the date should be listed as “in progress”.

### Languages

If you speak languages other than English, list them and indicate the level of proficiency, but also include your level of English proficiency so that it's clear that you are fluent in English AND additional languages. If you only speak English do not include Languages as a heading in your résumé.

### Work Experience and Accomplishments

- List dates, position title, organization's name, and location. The mailing address and telephone number are not necessary.
- Describe your responsibilities and accomplishments.
- Use a variety of action words (such as: analysed, designed, developed, implemented) when listing accomplishments. Try not to repeat the same verbs – a thesaurus is useful to find synonyms for commonly used action words. (See a list of action words under Résumés section.)
- Use the active rather than the passive tense to describe your experiences.
- Avoid using personal pronouns.
- Prioritize your skills. Decide which skills are most important to the job. Emphasize the key skills in your documents.
- Be direct, assertive, and honest but not modest. Keep the information straightforward and simple.
- Include volunteer experience.
- Use past tense to describe past experiences, present tense for present and ongoing experiences.

### Activities and Interests

- Skills such as leadership, organization, communication, and time management are often demonstrated in this section.
- Clubs, professional associations, campus activities, volunteer work, activities, and interests may be included here.
- Indicate whether positions were elected or appointed.
- Articulate level of responsibility, duties, and special accomplishments.

## References

- **List three references.** It is helpful if the board, to which you are applying, knows their names. \*If applying to a teaching position, it's best to provide references from people who have seen you teach such as a principal, your associate teacher or a faculty advisor.
- **Provide title, company/school district name, phone number and e-mail address for all references.** Ask all references to provide a phone number where they can be reached during the summer (e.g. home phone number, cell number) as many references are called during the summer, on weekends, and during the evening. From July to September most teachers, administrators and university faculty do not have frequent contact with their school-based phone numbers.
- **Always make sure to get permission to use the names of your references beforehand,** and if possible give them a copy of your résumé. Ask them what they would say about you if called by an employer. Also, if you have a successful interview and are hopeful that your references may be contacted, touch base with your referees, tell them that you had an interview that went well, describe the position you have applied for, and indicate that you hope they will be called to provide a reference.

## E-Résumés

Many employers now require applicants to submit their résumés and cover letters electronically. Most experts suggest that applicants send plain text résumés when applying electronically unless otherwise specified. To create a plain text résumé save your document as a "Text Only" document by clicking on the "Save As" command. It will be saved with a ".txt" extension. Also, you could create a .pdf version of your documents for easy file transfer. Tips for formatting electronic résumés:

- Bold, italics, bullets and various sizes of fonts will not appear in ASCII. Instead, you may want to use capitals for headings in place of bold underlining.
- Most e-mail programs wrap text at 65 or 72 characters. Limit each line to no more than 65 characters. Don't risk having your résumé and cover letter arrive fragmented on multiple lines.
- Make your subject line informative - perhaps the title of the position you are applying for. Don't leave it blank.
- Consider leaving the recipient's address blank until you're ready to send it, so that you don't accidentally send your message before it is ready to go.
- Use a professional-sounding e-mail address. Hotmail and Yahoo accounts are fine, but avoid vanity addresses such as "cutie@hotmail.com" or "beerguy@hotmail.com"
- E-mail your résumé and cover letter to yourself as a backup. You will never leave home without it.

## Action Words—Essential to a résumé

Have you been marketing yourself as effectively as possible? Here's a list of action words designed to make your résumé stand out. Use the present tense of action words if they refer to a position you presently hold.

Able	Completed	Employed	Interfaced	Printed	Stimulated
Accepted	Composed	Encoded	Interpersonal	Processed	Strengthened
Accommodated	Computed	Encouraged	Interpreted	Produced	Studied
Accomplished	Conceived	Engaged	Intervention	Professional	Submitted
Achieved	Conducted	Engineered	Interviewed	Proficient	Succeeded
Acquired	Conferred	Enhanced	Introduced	Programmed	Summarized
Acted	Confident	Ensured	Invented	Projected	Supervised
Activated	Confirmed	Enthusiastic	Inventive	Promoted	Supplied
Active	Consistently	Established	Investigated	Provided	Surveyed
Adapted	Consolidated	Estimated	Justified	Published	Sympathetic
Adept	Constructed	Evaluated	Labelled	Purchased	Synthesized
Adjusted	Constructive	Examined	Launched	Qualified	Systematic
Administered	Contacted	Excelled	Lectured	Questioned	Taught
Advised	Contributed	Exceptional	Led	Rated	Tenacious
Allocated	Controlled	Exemplify	Licensed	Rational	Tested
Ambitious	Converted	Exercised	Listened	Received	Theorized
Analyzed	Co-ordinated	Exerted	Located	Receptive	Thorough
Answered	Copied	Expanded	Maintained	Recommend	Thoughtful
Applied	Correlated	Explained	Managed	Recorded	Trained
Appointed	Counselled	Expressive	Manipulated	Reduced	Transferred
Appraised	Created	Facilitated	Manufactured	Referred	Transformed
Arranged	Cultivated	Filed	Measured	Regulated	Translated
Assembled	Currently	Finalized	Mechanized	Related	Transmitted
Assessed	Customized	Flexible	Mediated	Released	Transported
Assigned	Dealt with	Forecast	Memorised	Reliable	Treated
Assisted	Debugged	Formulated	Methodical	Removed	Tutored
Assured	Decided	Forwarded	Minimized	Reorganised	Undaunted
Attended	Decisive	Founded	Modelled	Repaired	Unique
Audited	Dedicated	Friendly	Modified	Replaced	United
Authorized	Defined	Furnished	Monitored	Reported	Updated
Automated	Delegated	Gathered	Motivated	Represented	Used
Balanced	Delivered	Generated	Negotiated	Researched	Utilized
Began	Democratic	Giving	Notified	Responded	Valued
Billed	Demonstrated	Graded	Observed	Responsible	Verified
Brought	Dependable	Granted	Obtained	Retrieved	Versatile
Brought	Derived	Guided	Operated	Reviewed	Volunteered
Budget	Described	Handled	Orchestrated	Revised	Worked
Built	Designated	Headed	Ordered	Sampled	
Calculated	Designed	Helped	Organized	Saved	

Calm	Detailed	Identified	Originated	Scheduled	
Canvassed	Detected	Implemented	Outgoing	Screened	
Capable	Determined	Improved	Outlined	Searched	
Cared for	Developed	Improvise	Oversaw	Secured	
Caring	Devised	Incisive	Packaged	Selected	
Categorized	Devoted	Increased	Participated	Selective	
Classified	Diagnosed	Indexed	Perceived	Self-confident	
Coached	Diplomatic	Indicated	Perceptive	Self-generated	
Coded	Directed	Industrious	Performed	Self-motivated	
Collaborated	Discerning	Influenced	Persistent	Sensible	
Collected	Discussed	Informed	Personable	Sensitive	
Combined	Disseminated	Ingenious	Persuasive	Served	
Comfortable	Documented	Initiated	Planned	Set	
Commended	Drafted	Inquisitive	Positioned	Settled	
Communicated	Earned	Insightful	Postulated	Simplified	
Compared	Edited	Inspected	Prepared	Skilled	
Compassionate	Educated	Instituted	Prescribed	Sociable	
Competent	Effective	Instructed	Presented	Sold	
Compiled	Efficient	Integrated	Presided	Solicited	
	Empathetic	Interacted		Spoke	

# Condensed Sample Resume

## Name

Address Field 1 | City, Province | Postal Code  
(area code) phone-number | E-mail: emailaddress@print.here

## EDUCATION

- 200x – 200x Bachelor of Education, **Intermediate/Senior—French and Geography**  
Ontario Institute for Studies in Education, University of Toronto
- 199x – 200x Bachelor of Science/Commerce/Arts, University of ABC

## HONOURS AND AWARDS

- 200x Award 1, where
- 200x Honours 1, where

## PROFESSIONAL DEVELOPMENT

- 200x Certificate 1

## LANGUAGES

Fluent in **ABC** and **DEF** (**Be sure to include English as well as other languages. If English is your only language, do not include this category**)

## TEACHING AND RELATED EXPERIENCE

- 200x Winter **Teacher Candidate - Practicum**, Grade and/or Subject  
Name of the School, Toronto District School Board  
(If applications are due before or during second practicum, include the second practicum location and teaching assignment as this might be the experience the school district is looking for — e.g., this might be your French placement or your ‘teachable’ placement)
- Field 1 (**remember to prioritize your points — principals may tune out before they reach your most important point**)
- 200x Fall **Teacher Candidate - Practicum**, Grade and/or Subject  
Name of the School, York Region District School Board
- Field 1 (**it is not necessary to have the same number of fields**)
- 200x – 200x Classroom **Volunteer Experience 1**, Place of Volunteer Experience
- Field 1
- 200x – 200x **Other experience working with children/youth that is related to teaching** (e.g., educational assistant, social worker, camp counselor, lifeguard, Sunday School teacher)

## OTHER WORK EXPERIENCE

(Including other work experience provides evidence of your reliability, work ethic, and transferable skills. Don't hesitate to include experiences that seem unrelated to teaching such as work in retail, construction, and commerce.)

200x – 200x **Work Experience 1**, Place of Work Experience

- Field 1
- Field 2

199x Summer **Work Experience 2**, Place of Work Experience

## VOLUNTEER MEMBERSHIPS AND ACTIVITIES

200x **Role**, place of activity or membership, location of activity

## INTERESTS

## REFERENCES

## Résumé Headings

From this list of potential résumé headings, choose those best suited to your background and the kind of job for which you are applying.

### **Personal**

Personal Information  
Personal Data  
Personal Background

### **Objective**

Career Objective  
Professional Objective  
Employment Objective  
Teaching Objective  
Career Goal

### **Education**

Educational Background  
Academic Background  
Professional Qualifications  
Educational Preparation  
Professional Education  
Other Education  
Additional Education  
Special Training

### **Interests & Activities**

Related Activities  
Volunteer Activities  
Community Service  
Volunteer Work  
Professional and Community Activities  
Related Volunteer Activities  
Current Research Interest  
University Activities  
Special Interests  
Leisure Activities  
Travel

### **Teaching and Related Experience**

Employment  
Experience Summary  
Relevant Experience  
Related Experience  
Employment History  
Professional Background  
Professional Experience  
Summer Employment  
Volunteer Experience  
Computer Related Experience  
Student Teaching  
Coaching Experience  
Business Experience  
Practicum Experience  
Other Experience  
Additional Experience  
Other Employment

### **Skills**

Related Skills  
Relevant Skills  
Computer Related Skills  
Special Talents  
Professional Skills  
Areas of Experience  
Areas of Knowledge  
Language Skills  
  
Languages  
Language Competencies

### **Publications**

Exhibits  
Presentations  
Conferences Attended  
Papers Presented (Given)

### **Miscellaneous**

Position Desired  
Synopsis of Résumé  
Summary of Résumé  
Background Information  
Career Achievements  
Responsibilities  
References

### **Scholarships & Awards**

Research Grants  
Academic Awards  
Special Awards  
Special Recognition  
Honours  
Scholarships  
Affiliations  
Associations  
Professional Memberships  
Professional Organizations  
Club Memberships

### **Career Highlights**

Background Highlights  
Experience Highlights

## Sample résumés

What follows are sample résumés. The purpose of these samples is to show you how other individuals with different backgrounds and varying levels of experience market themselves. Read through the examples but remember, your résumé **must** be a unique document, a combination of your skills and experience selected and highlighted to target the employer's needs. Again, we stress that it is in your best interest to work on creating a unique document instead of copying sentences from the sample résumés.

# SARAH TEACHER

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252 Bloor Street West, Toronto, Ontario, M5S 1V6  
416-000-0000 sarah.teacher@hotmail.com

Have your practicum report in front of you. The points you were evaluated on will be potential questions asked at an interview

## EDUCATION

---

- 2005 – 2007 **Master of Teaching, Junior/Intermediate – Mathematics**  
(Includes Junior/Intermediate Teacher Certification with the Ontario College of Teachers)  
Ontario Institute for Studies in Education, University of Toronto
- Specialized Courses: Special Education and Adaptive Instruction, Anti-Discrimination Education
  - Action research paper: Motivators for Mathematics Learning
- 2004 - 2005 **Teaching English as a Second Language Certificate (TESL)** (Graduated with honors)  
University of Toronto
- 1996 - 2000 **Honors Bachelor of Arts** (Graduated with high distinction)  
University of Toronto  
Major: Psychology; Minors: Sociology and East Asian Studies

## PROFESSIONAL DEVELOPMENT

---

- |             |                                       |      |                                       |
|-------------|---------------------------------------|------|---------------------------------------|
| 2006        | TRIBES Certification                  | 2006 | Reading for the Love of It Conference |
| 2002 - 2006 | TDSB International Languages Symposia | 2005 | Safe Schools for All Conference       |

## TEACHING EXPERIENCE

---

- 2001- Present **International Languages Instructor**, Romanian, Grades 5 and 6  
Milne Valley Public School, Toronto District School Board
- Organize interactive Open Classes to maintain genuine communication with students' families;
  - Commended for original and authentic activities (e.g. writing for the community newspaper, traditional arts and crafts) used to cultivate students' appreciation for their cultural heritage.
- Present **Teacher**, Grades 1 to 6  
North Toronto Sylvan Learning Centre
- Apply a strong knowledge of English to help students clarify concepts and consolidate the skills and confidence necessary in solving, applying and communicating with the English language;
  - Select stimulating material to assist students in improving their reading and essay writing skills.
- 2007 Winter **Teacher Candidate**, Grades 4 and 5  
Gracedale Public School, Toronto District School Board
- Designed and taught engaging lessons which enhanced students' critical thinking based on the common curriculum in language, science, mathematics, and visual arts;
  - Consistently used proactive classroom management strategies such as Tribes agreements, positive reinforcement, clear expectations, roles and responsibilities for students;

Capitalize  
bullet action  
verbs

Use action  
words to  
start every  
sentence

- Developed and effectively implemented an individualized program for an ESL student with special needs, resulting in increased understanding of concepts and motivation for learning;
- Initiated a Fun Math club that enticed students to discover the magic of mathematics.

2006 Fall **Teacher Candidate, Grade 3**  
Bogart Public School, York Region District School Board

- Applied authentic assessment such as criteria-referencing checklists, self-designed games, and conferencing to ensure students' thorough comprehension of concepts;
- Involved students in individual research and small-group projects requiring collection and analysis of data from the ongoing Winter Olympics which resulted in a dynamic unit;
- Worked with a team to design, administer, and mark a school-wide visual arts competition.

2006 Winter **Teacher Candidate, Grade 5**  
Britannia Public School, Peel District School Board

- Used captivating hands-on experiments, small-group research projects, presentations, class discussions, and daily observation of nature to engage students in a science unit on weather;
- Created original and interactive sets of problems and related manipulatives to encourage students to discover, understand, and connect concepts and procedures pertaining to the measurement unit.

2005 Fall **Teacher Candidate, Grades 7 and 8**  
Howlett Academy, Toronto

- Adapted instruction and materials to engage accommodated students in research about mathematics, history, and geography resulting in significantly increased student motivation for learning;
- Prepared students for the reading comprehension and essay writing competition.

## LEADERSHIP EXPERIENCE

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2006 **Toronto District School Board**, Continuing Education, International Languages Symposium

- Co-presented a workshop for language-specific groups on Best Practices in the Classroom.

2004 **Toronto District School Board**, Continuing Education, International Languages - Elementary

- Developed, as part of a team, the Workbooks and Workbooks and Readers for the kindergarten, Grades 1 and 2, and Grades 3 and 4 Romanian language program.

## REFERENCES

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XYZ	XYZ	XYZ
Instructor	Teacher	Principal
ABC Institute	ABC Institute	ABC Institute
123 ABC Street, Toronto	446 LMN Street, Toronto	567 QRS Street, Toronto
(416)-000-000	(416)-000-0000	(416)-000-000

References should provide telephone numbers where they can be contacted in the summer as well as during the year

You have my permission to contact all references above.

# AVORY TEACHER

252 Bloor Street West, Toronto Ontario, M5S 1V6

416-000-0000

a.teacher@hotmail.com

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## HIGHLIGHTS OF QUALIFICATIONS

- 12 years of teaching related experience
- Creative and flexible educator – versatile and adaptive teaching style gained from a diverse teaching background
- Experience as a workshop presenter for the Canadian Mental Health Association: Empathetic Listening and Crisis Intervention
- Proficient in using multi-media and alternative delivery strategies, including the internet as a teaching tool
- Deeply committed to equitable education for all students

## EDUCATION

- 2006 Bachelor of Education, **Intermediate/Senior – Biology and Chemistry**  
Ontario Institute for Studies in Education, University of Toronto
- 2004 Master of Science, Laboratory Medicine and Pathobiology  
University of Toronto  
**Thesis: Hedgehog signaling in cartilage neoplasia**
  - Work published in scientific journals and international conferences
- 2001 Bachelor of Science, Pre-Health Studies/Biology Minor, Dean's List  
University of Waterloo
- 1997 OSSD, Ontario Scholar  
Waterloo District School Board, Cameron Heights Collegiate Institute

Prioritize your points in terms of teaching in a classroom. An employer may tune out after the first few points if you leave your most important point to the end

## PROFESSIONAL DEVELOPMENT

- 2006 Special Education
- 2006 Classroom Management: Survival skills for you and your students
- 2005 Professional Preparation Conference: Identifying and reporting abuse
- 2005 Teacher Activism: Social justice in the classrooms/schools/communities

## TEACHING EXPERIENCE

- 2006 **Student Teacher**, Thistletown Collegiate Institute, Toronto
- Practicum
  - Developed engaging lessons in grade 9 &10 science and grade 11 biology that decreased classroom management issues and enhanced learning in an inner city school
  - Created a website to motivate participation of students with alternative learning styles
  - Assisted in supervising the Science and Technology club

- 2005 **Student Teacher**, Silverthorn Secondary School, Etobicoke  
 Practicum
- Designed innovative inquiry-based cooperative lessons for grade 11 chemistry
  - Created various assessments and evaluations to ensure equitable analysis of student achievement
- 2004 - 2006 **Mathematics/Physics Teacher**, Madison Academy, Scarborough
- Delivered creative lessons in grade 11 and 12 physics, calculus, data management, and geometry
  - Successfully addressed the diverse needs of an international student population consisting of 90% ESL students
  - Counselling students and parents regarding life in Canada and career choices
  - Initiated and supervised student council and intramural basketball programs
- 2003 - 2006 **Private Tutor**, Grade 9-12 Mathematics and Science, Toronto
- Motivated students to achieve academic goals
  - Encouraged disengaged students to improve their work ethic using compassion and an energetic personality
- 2000 - 2001 **Instructor**, Canadian Mental Health Association, Kitchener
- Instructed a course on Empathetic Listening and Crisis Intervention
  - Utilized role playing to successfully prepare volunteers for work in the Distress and Crisis Centre
- 2000 - 2001 **Teaching Assistant**, University of Waterloo, Waterloo
- Encouraged independent thinking and interactive learning through the use of laboratory experiments
  - Students continue to seek advice and guidance even after completion of the courses, demonstrating their trust and confidence
- 1994 - 2000 **Volunteer Martial Arts Instructor**, Kitchener
- Passion for martial arts motivated the successful organization of free courses on the practical, historical, and philosophical aspects of a variety of Asian martial arts

## REFERENCES

XYZ Associate Teacher Toronto District School Board Silverthorn Collegiate Institute (416) 000-0000	XYZ Professor Faculty of Education OISE/UT (416) 000-0000	XYZ Principal Private Board Madison Academy (416) 000-0000
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You have my permission to contact all references above.

# JASJIT TEACHER

252 Bloor Street West, Toronto Ontario, M5S 1V6

416-000-000

jasjit.teacher@gmail.com

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## Education

2010 - 2011 Diploma in Technological Education, **Technological Design**  
Ontario Institute for Studies in Education (OISE), University of Toronto, Ontario

1997 - 2000 Diploma in **Architectural Technology**  
Fanshawe College, London, Ontario

Use a simple and professional e-mail address

## Professional Qualifications

2005 Member-Association of Architectural Technologists of Ontario (AATO)

## Teaching and Related Experience

2011 - Present **Garden Assistant:** Mentor to grade 7-12 students, and Site-Mapping Team Leader

PACT – Grow to Learn, TDSB schools, Rexdale and Etobicoke, Ontario

- Optimized student learning by designing and teaching units in a way that engaged students in the topics
- Utilized a variety of evaluation techniques and rubrics to assess student learning
- Employed various techniques to achieve a positive, equitable, and inclusive learning environment
- Assisted with preparation of signage construction for PACT Build

Mar. 2011 **Teacher Candidate:** Grade 10 and 12 Technological Design, Grade 10 Communication Technology  
North Albion Collegiate Institute, Rexdale, Ontario

- Presented introductory and advanced lessons on AutoCAD and Sketchup ensuring each lesson included a multitude of visual aids
- Developed and applied diagnostic, formative and summative assessment tools
- Learned Photoshop and presented lessons for Grade 10 Communications Technology
- Established a positive classroom environment that was based on respect for oneself and others
- Volunteered with the Eco Club to help improve school's EcoSchool rating by assisting with recycling electronic equipment, photocopy-less Fridays, and fundraising

Nov. 2010 **Teacher Candidate:** Grade 11 and 12 Technological Design  
Thistletown Collegiate Institute, Rexdale, Ontario

- Prepared and delivered whole class lessons on AutoCAD and Sketchup
- Worked closely with students with behavioural needs to improve attendance and participation
- Learned and taught Dreamweaver, HTML, and Flash
- Assisted small groups and individuals to improve comprehension and application of difficult material within lessons

Ensure that your alignment is consistent

## Draftsperson / Architectural Technologist

Various companies producing architectural designs, London and Toronto, Ontario

- Mentored and trained all new hires in architecture design departments
- Maintained all graphic standards and production procedures for future training

## Volunteer Work

- 2010 - 2011     **Volunteer Architectural Draftsperson**  
Samaritan Foundation, Dominican Republic
- Provide drawings for houses and schools to develop new communities
- 2007 - 2010     **Crew Leader / Build Volunteer**  
Habitat for Humanity, Toronto, Ontario
- Led small teams of volunteers to safely complete assigned projects on build site
  - Taught necessary skills to all volunteers to safely complete the tasks independently
- Oct. 2009       **Teaching Assistant**  
Scientists in School, Toronto District School Board
- Directed small groups of students through a series of eco based projects
  - Revised each lesson depending on students' behaviours within the groups

## Additional Skills and Achievements

- First Aid Certification
- Expert use of AutoCAD, and Microsoft Excel, Word, and Powerpoint
- Working knowledge of HTML, Adobe Photoshop, Flash and Dreamweaver

## Interests

- Organic gardening, landscape design, zero-energy building design
- Furniture design and restoration
- Reading, biking, jogging, skiing

If possible, send a PDF version of your résumé to ensure formatting is not distorted

## References

ZXYS	QRSP	ABCD
Curriculum Leader / Associate Teacher Thistletown Collegiate Institute Toronto District School Board zxys@tdsb.on.ca 416-000-0000	Curriculum Leader / Associate Teacher North Albion Collegiate Institute Toronto District School Board qrsp@tdsb.on.ca Office: 416-000-0000	Instructor OISE University of Toronto abcd@utoronto.ca Office: Home: 416-000-000

You have my permission to contact all references above.

# DARLENE TEACHER

252 Bloor Street West, Toronto Ontario, M5S 1V6

416-000-0000

darlene.chaser@gmail.com

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## EDUCATION

- 2010 – Present Bachelor of Education, **Intermediate/Senior - Accounting and Mathematics** Ontario Institute for Studies in Education, University of Toronto
- 2005 – 2010 Chartered Accountant, The Institute of Chartered Accountants of Ontario
- 2007 – 2008 Master of Accounting, University of Waterloo
- 2003 – 2007 Bachelor of Mathematics/Chartered Accountancy, University of Waterloo

## TEACHING AND RELATED EXPERIENCE

- March 2011 **Teacher Candidate**, Grades 9 and 10 Applied Mathematics  
Markville Secondary School, York Region District School Board
- Developed and delivered inquiry based constructivist lessons using models and found materials to build student understanding of mathematical concepts
  - Created a math trail in the local community that enabled students to understand that math really is all around us in natural and built environments
- November 2010 **Teacher Candidate**, Grade 12 Accounting  
Silverthorn Collegiate Institute, Toronto District School Board
- Designed engaging lessons using differentiated instruction
  - Created assignments and rubrics to communicate expectations and evaluate students
  - Raised student awareness about social justice issues through lessons and assignments
  - Coached the Senior Girls' Volleyball team using different game strategies while encouraging fair play and sportsmanship
  - Presented a Differentiated Instruction strategy ("Cubing") during a PLC Staff Meeting
- 2004 – 2007 **Teaching Assistant**, Various Introductory Accounting Courses, University of Waterloo
- Researched various teaching methods to address different learning styles
  - Reflected on teaching practice and incorporated advice from professors and students to improve delivery of lessons
  - Graded assignments/exams and maintained student records in an online database
  - Developed monthly online quiz questions to test students' accounting knowledge

## OTHER WORK EXPERIENCE

2005 – 2010

**Senior Accountant**, KPMG LLP

Toronto, Ontario

- Audited financial statements of various insurance and mutual fund companies to ensure compliance with Canadian Generally Accepted Accounting Principles
- Enhanced time management skills by prioritizing tasks to ensure that timelines of audit completion were adhered to
- Managed client relationships through dialogue and interaction to obtain supporting documentation and corroborating explanations as necessary

## VOLUNTEER MEMBERSHIPS AND ACTIVITIES

2010 – 2011

Athletic Coordinator, Student Teachers' Union, OISE

2006 – 2007

University of Waterloo Student Council Class Representative

## HONOURS AND AWARDS

2007

Bachelor of Mathematics - Graduated with Distinction

(Presented to students with an overall average greater than 80%)

2003

Aiming For the Top Scholarship

(Presented to a student with a strong GPA going into 1<sup>st</sup> year university)

2003

Lieutenant Governor's Community Service Award

(Presented to a secondary school student for volunteering in the community)

## LANGUAGE SKILLS

Fluent in English and Kutchi

## INTERESTS

Basketball, volleyball, skiing, skating, and rock climbing

## REFERENCES

XYZ

ACL of Business Studies

Co-op Education/Career Studies

Practicum One C.I., TDSB

416-123-4567

XYZ

Lecturer - Secondary Program

Business Studies and Accounting

OISE, University of Toronto

(905) 123-4567

XYZ

ACL - Girls HPE and Athletics

Practicum One C.I., TDSB

(416) 123-4567

You have my permission to contact the references above.

Ensure that you have page numbers on your résumé as well as your name on page two. To save space, have your name and the page number in the footer or header

Darlene Teacher ...2 of 2

# Résumé checklist

## OVERALL FIRST IMPRESSION

- Do you want to read it?
- Is it easy to follow? Easy to skim?

## PRESENTATION—VISUAL

- Easy to read type?
- Font size 12?
- Laser printer used?
- Good quality white paper? (Many letters and résumés are scanned for electronic distribution throughout the school district)
- Enough white space?
- One inch margins?
- Effective spacing between sections?
- Not cramped or dense looking?
- Effective use of emphasis (bolding, caps, and bullets)?
- No more than two pages?

## PRESENTATION—STYLE

- Action verbs starting each point?
- Point form?
- Accomplishments or outcomes stressed?
- Is it specific enough? Can you tell what the person did, skills they used, accomplishments they achieved?
- Is it too wordy? Needs editing?
- Consistency in heading, tenses, punctuation?
- Avoids abbreviations or acronyms?
- Does format seem suitable, given applicant's history and goals?

## ACCURACY

- Has it been proof-read?
- Spell-checked
- No typos, spelling, punctuation or grammatical errors

## BOTTOM LINE!

How well does the résumé accomplish its ultimate purpose of getting the employer to invite you in for an interview?

## Chapter 6: The cover letter

### First impressions count

We all know how important first impressions are. The cover letter is almost always read first, so it is your first contact with the reader. If you make a good first impression, the chance of having your résumé taken seriously and being selected for an interview increases substantially.

A cover letter should always accompany a résumé. It is your opportunity to showcase your skills and relevant experience and it is the link between your résumé and the needs of the employer. It communicates a specific, personalized message answering the questions “Why are you sending this résumé?” and “Why should I hire you?”

What are you offering? What are the factors that you can identify — the key areas of interest to the employer — that will motivate an employer to grant you an interview? You will want to highlight:

- **Your skills as related to the job requirements** (e.g. co-operative learning techniques, special education, language skills, specialized subjects)
- **Your understanding** of the school district/school
- **Any additional education and/or training** that would be useful in meeting the demands of the job
- **Any contributions** you could make that would benefit the organization

It takes time and practice to create original, interesting, yet brief letters that include all of the above. As with all other skills however, your writing will improve with practice. Employers receive a never-ending stream of résumés, so it is worth the time it takes to ensure your cover letter stands out from the rest.

### Don't stand out for the wrong reasons

#### Spelling and grammar

If your letter is poorly written, the employer may not bother to read your résumé, regardless of your qualifications. The employer will see errors in a cover letter as indications of poor written communication skills, of inattention to detail, and/or sloppy work habits. Given the volume of applications employers receive, they often screen out applicants on the basis of grammatical or spelling errors in the cover letter.

Remember, the cover letter represents you, and you want to convey a professional image. Your writing can create that image in the employer's mind.

#### A few spelling and grammar tips:

- If you are uncertain about the spelling of a word: consult a dictionary. Don't guess.
- If you are uncertain about punctuation or sentence structure, consult a grammar guide such as *A Canadian Writer's Reference* 5th Ed. by Diane Hacker and Nancy Sommers, Bedford St. Martin's (2012), or *The Canadian Writer's Handbook*, 5th Ed. by William E. Messenger, Jan De Bruyn, Judy Brown and Ramona Montagnes, Oxford University Press (2007).
- Always have your cover letter and résumé proof-read before you send it out. Have it critiqued by an advisor at the [OISE Student Success Centre](#) (OSSC).

- Be specific and support your statements — link skills with related experience. Too many cover letters contain statements that are either too general or that are not linked to the employer’s needs. For example: “I am organized.” What does that mean? If you know organizational skills will be required, offer your reader some proof in the form of an example — an experience or activity that allowed you to use or develop that skill. For example:

*“In my capacity as President of Chapter 102A of the Elvis Presley fan club, I organize well-attended special events and lectures, monthly movie nights and sing-a-longs, as well as the popular yearly bus tour to Graceland.”*

The sentence demonstrates the use of organizational skills within a specific position “In my capacity as...I organized...” and illustrates the effectiveness of these skills by using adjectives that describe the outcomes as successful: “well-attended” and “popular.” Providing an example of a skill in context and showing a positive outcome strengthens a reader’s understanding of your ability.

- Each language and culture has its own internal logic and structure. What is correct in one may not be correct in another. Avoid unnecessary errors — use the logic and structure of the language and culture in which you are writing!
- Communication skills are highly valued in all industries, and your cover letter will be seen as evidence of these abilities. If you think you have problems with your writing beyond the occasional spelling or grammatical error, it may be a good idea to enrol in a writing or composition workshop.

### Take ownership of your writing: use the active voice

Using the active, rather than the passive verb tense, (often referred to as active and passive voice) makes a much stronger statement in your cover letter. Take ownership of what you are telling the employer. Using the active voice makes the writing in your cover letter clear, direct and involved. Compare:

#### Passive voice

“In my position at Calgary College, a training manual on “Behavioral management for teachers was developed and written.”

#### Active voice

“I developed and wrote a training manual on “Behavioral Management” for teachers at Calgary College.”

## Outline of a Cover Letter

### The Address / Salutation

You are writing to a real person, so address your letter to that individual. Find out their name and make sure you have the correct spelling and title. Why? Well, let’s turn the question around. Are you more likely to open a piece of mail with a general address such as *Dear Occupant...* or one that is addressed directly to you, *Dear Ms. Smith...*? Which is more personal? Which one is more likely to be read? There may be a few cases where, regardless of how persistent you are, you will be unable to get the name of the person responsible for hiring. In this instance, default to addressing the department to which you are sending the application as indicated in the job posting. For example: *“Dear Human Resources,”*.

It is generally advisable to send your cover letter and résumé to the principal or department head who is responsible for hiring, as well as to the personnel or human resource department where you wish to obtain employment. Sending your résumé to personnel or human resources only, may bypass many important

readers. Also, be sure to use gender inclusive language (e.g. do not use Mr. or Ms. if you do not know the Principal's gender. Use the individual's work title instead "*Dear Principal Yang,*").

### The introductory paragraph

State why you are writing: specifying the advertised position or outlining the type of work you are seeking, and explain why the employer would have an interest in you. Highlight two or three of the specific skills/strengths that make you a strong candidate for the position. For the skills/strengths that you identify in the introduction, there should be associate paragraphs providing specific examples of how you have applied those skills/strengths as a teacher.

### The middle paragraphs

The body of your letter (may be several paragraphs) should explain why you are interested in this employer, highlighting your strengths and abilities and giving examples of your related skills. Link these with related work or volunteer experience, extracurricular activities, hobbies, education or training, or any other qualifications you may have for this field. Focus on what contributions you can make to the organization, rather than how you would benefit from the experience if they hired you. If appropriate, elaborate on your courses, thesis topic, teaching philosophy or fieldwork. These paragraphs should elaborate upon some of the hard and soft skills highlighted in your resume. Illustrating examples of both skill types is preferable.

### The final paragraph

Thank the employer for considering your application (résumé and cover letter), and pave the way for an interview by welcoming the opportunity to meet with them.

Remember to sign your letter.

### The Cover Letter Checklist

- Include special strengths
- Provide specific examples of your strengths
- Indicate the position you are applying for
- Address the letter to a specific person, where possible
- Conclude your letter with a statement of enthusiasm
- Remember to spell check and have at least two other people read your letter to provide feedback

## Positive Words to Enhance Cover Letters

Below is a list of positive words designed to make your cover letter stand out. Use the present tense of action words if they refer to a position you presently hold.

Ability	Durable	Intelligent	Quality
Accomplish	Effective	Judicious	Recommend
Achieve	Energy	Knowledge	Reliable
Active	Enhance	Lasting	Result
Advance	Ensured	Life	Rewarding
Advantage	Enthusiasm	Loyalty	Satisfactory
Alert	Excellent	Mature	Service
Approval	Favour	Merit	Simplicity
Apt	Firm	Mission	Sincerity
Aspire	Full	Natural	Solid
Attain	Gain	Neat	Solution
Balanced	Generous	Notable	Strength
Benefit	Genuine	Opportunity	Success
Best	Goal	Option	Superior
Capable	Good	Outstanding	Supreme
Careful	Guarantee	Patient	Talented
Cheer	Helpful	Poised	Thorough
Coherent	Honesty	Prompt	Trustworthy
Comfort	Honour	Perfect	Truthful
Competent	Idea	Permanence	Useful
Confident	Imagine	Pleasant	Utilized
Conscientious	Improve	Positive	Vigour
Considerate	Industrious	Powerful	Vital
Co-operation	Genial	Practical	Vivid
Courage	Gregarious	Praise	Warm
Courtesy	Honest	Productive	Well-balanced
Definite	Imaginative	Prominent	Well-organized
Dependable	Immaculate	Prosper	Worth
Distinct	Ingenious	Purpose	Zest

## Sample cover letters

### Sample: A teaching position with a Catholic board

April 2, 2013

Ms. Lucie Baptista

Recruitment Officer  
Dufferin Peel Catholic District School Board  
40 Matheson Blvd. West  
Mississauga, Ontario L5R 1C5

Teachable subject and level should appear upfront and bold

For letters to the Catholic school board a statement of spiritual commitment and its connection to teaching is required

Dear Ms. Baptista:

Please accept the enclosed application to teach **French** in the **Junior/Intermediate** division of the Dufferin Peel Catholic District School Board. I am confident that my abilities as an educator, my strong academic qualifications, my commitment to lifelong learning and my Catholic education will be assets to the students in your school board.

I share the belief that the full development of a child requires academic and spiritual growth. Therefore, I strive to integrate religious education with the Ontario curriculum and reflect the teachings of the Gospel in my actions as a role model to children and as a member of the school community. I believe that fostering a sense of community through the Church has the benefit of creating a positive classroom atmosphere and also strengthens feelings of relevancy for the Church in students' lives.

I have extensive volunteer experience in the Dufferin Peel Catholic board as a teacher's assistant. Through these experiences, I have witnessed the commitment of the board to its students and teachers. I am a firm believer in professional development, both academic and spiritual, and the commitment to ongoing professional development that the board displays is something from which my students and I will benefit.

Opportunities to incorporate religion and diversity into my lessons have proven powerful in supporting student achievement. With my guidance, students learn to make meaningful connections with the curriculum and this has enhanced students' engagement and successful outcomes. My classroom is a constructive and cooperative environment where students feel safe to explore their own ideas. At St. Gregory's School, I planned, organized and facilitated a French club where students were able to deepen their language learning in immersive, experiential environments by playing games and engaging with other community-based activities in French. My teaching experience also includes collaborative work with other teachers to modify lessons for students with special learning needs. One of the most rewarding aspects of my experience was seeing students who normally experience difficulty experience success instead.

In addition to my skills as an educator, I also have excellent organizational skills. I believe that an educator's role extends to leadership beyond the classroom. In my capacity as the Vice President of the Student Teachers' Union at OISE, I organized several meetings and conferences with faculty and students, conducted information sessions to share teaching resources and developed a detailed manual of procedures for teachers interested in working abroad.

My leadership skills, teamwork, ability to create an effective classroom environment for all students, and spiritual commitment are an excellent fit with the values and mandate of the Dufferin Peel Catholic School Board.

Thank you for considering my application. I welcome and appreciate the opportunity to discuss joining your team of teachers at your earliest convenience. Please do not hesitate to contact me at (905) 000-0000.

Sincerely,

*Angelita Teacher*

**TIP!**

Avoid all types of mistakes, including typos, misspellings, and grammatical errors

Sample: A teaching position with a specific school

Specific Board: TDSB Position: I/S Math-Science

222 Anywhere Avenue  
Apple, Ontario A1B 2C3  
(905) 000 - 0000

June 1, 2013

Mr. P.N. Couves  
Principal  
Opeongo High School  
1270 Pembroke Street West  
Douglas, Ontario K8A 4G4

Highlight the File # and the particular position as advertised

Describe specific examples to support your statements

Dear Mr. Couves:

**Re: File #SEC69 as advertised in the Globe and Mail Newspaper**

Please accept the enclosed application for the **Computer Science/Health and Physical Education** teaching position for **Grades 9, 10 and 11** at Opeongo High School. The combination of my education and relevant experience will allow me to make an immediate contribution to your students' educational experiences.

Your school is of particular interest to me because I share the school's vision of academic success and excellence for each student in the learning community. At Bendale Collegiate, I designed and implemented lessons using cooperative learning strategies and techniques. I modelled the lessons and activities in computer science/health and physical education for the collaborative benefit of all students. My lessons are creative, engaging and effective in captivating the learners' curiosity and interest in the subjects being taught. My work with students supports my belief that each student has unique abilities that need to be recognized, nurtured and encouraged. For example, reading the student's OSR and consulting with parents and teachers are some of the effective ways that I have been able to tap into my students' unique abilities and potential.

I have excellent organizational, leadership and interpersonal skills. I value diverse perspectives and I work in collaboration with other teachers. For example, at Pembroke Private School, I helped organize and plan extramural physical education activities with another teacher. I also supervised field trips for students to the Ontario Science Centre.

I believe that I will make a positive contribution to your school both in teaching and by assisting in sports and extracurricular activities. I look forward to the opportunity to discuss my teaching skills and experiences so that we can explore the many ways in which I can contribute to student learning and the overall sense of community at Opeongo High School. Please feel free to contact me at **(905) 000 - 0000**.

Sincerely,

*D. Teacher*

Deepak Teacher

**TIP!**

Never include negative information

Sell yourself. Emphasize what you can do for the employer by focusing on activities outside the classroom

## Sample: A teaching position with a specific board

June 1, 2013

Ms. Kim Miller  
Senior Manager  
Secondary Recruitment Centre  
Toronto District School Board  
5050 Yonge Street, 2<sup>nd</sup> Floor  
Toronto, Ontario M2N 5N8

Demonstrate your knowledge of the school board by correlating your values to the board's mission statement

Emphasize Master of Teaching degree

Dear Ms. Miller:

Please accept the enclosed resumé along with accompanying documents for a teaching position in **Mathematics/Science** in the **Intermediate/Senior** division of the Toronto District School Board. I bring a solid foundation in leadership, training and facilitation to this position. I am confident that my abilities as an educator, my diverse educational qualifications, and my commitment to the success of students with diverse social, cultural, linguistic, and academic backgrounds will be assets to your school district.

The TDSB mission to enable all students to reach high levels of achievement is perfectly aligned with my personal goals and objectives. Having graduated this year with a Master of Teaching Degree from the University of Toronto, my aim is to help students realize their roles as productive members of their communities and to understand the value of math and science in actualizing their life goals. My classroom is a constructive and cooperative environment where students feel safe to explore their own ideas and to discover and learn from their mistakes. I apply a progressive approach to classroom management that enables me to build relationships with students that embody such positive attributes as respect, authenticity, confidence and care.

As a mathematics teacher, I create and implement strategies and tasks that noticeably enhance my students' proficiency in problem solving. By making learning relevant and challenging I am able to foster my students' curiosity and eagerness for learning mathematics. Cooperative and inquiry-based learning approaches are among some of the fundamental strategies that I incorporate when conducting my lessons in both mathematics and science. For example, I organized my students to work in groups to design and build projects and to create models for display. In order to allow for personal reflections that deepened their learning, students were also asked to write about their work on these projects. This reflection supported students' understanding of the value of process as well as product and enabled more authentic assessment of the students' learning from the activity. I also believe that co-curricular activities are vital to the development of the whole student. For example, at 123 Secondary School, I introduced and facilitated a poetry club for students who love to read and write poems.

From my experience as a member of the *Students at Risk* cohort at OISE, and through my work with the Big Brothers/Big Sisters In-School Mentoring Program, I had the opportunity to work with, and learn from, students from diverse backgrounds. I was able to utilize learning aids that target multiple learning styles to ensure that all students were enthusiastically engaged. I modeled lessons, used charts to present information to the student, and used dialogical strategies such as think-pair-share. I also designed my lessons to make them culturally relevant to the students. For example, in science, I encouraged students to learn about the work of scientists from a variety of cultures and to share this research with the class. I also recognized that students have diverse needs that may be impacted by such factors as: socioeconomic status, linguistic histories, family circumstances and physical and academic development. Through collaboration with mentor teachers, I supported the school's initiatives to bring about more proactive solutions in relation to student guidance, open dialogue with parents, and working with administration.

I believe that an exceptional teacher is instrumental in developing the curiosity and intellect of all students and in promoting and preserving a child's self worth and image in and beyond the classroom. I am excited about the opportunity to contribute to the success of your students and I welcome a meeting with you to discuss joining your team of teachers. Please contact me at 905-000-0000.

Sincerely,

*Natalia Teacher*

Natalia Teacher

222 Anywhere Avenue

**TIP!**

Every word and sentence counts! Give your best examples.

Apple, Ontario A1B 2C3  
(905) 000 - 0000

August 2, 2013

Ms. Joanne Smith  
Hamilton-Wentworth District School Board  
100 Main Street West  
Hamilton, Ontario L8P 1H6

Use a specific  
example:  
classroom  
management  
technique

Dear Ms. Smith:

Please accept the enclosed application to teach **Manufacturing Technology**. I am very eager to become a member of your team of educators. I am committed to inclusive education and to keeping my own skills up-to-date. As such, I will be taking an Additional Qualification course in Green Industries this summer. My combined education, relevant experience, and commitment to ongoing professional learning will allow me to make an immediate contribution to your students' educational experience.

As indicated in my résumé, I have worked for several years in the manufacturing technology industry. This experience allows me to bring a wealth of knowledge, skills and expertise to my work with students. For example, at CNC Manufacturing, I programmed a range of complex machinery and manufacturing components. In my previous teaching experience, I designed and taught lessons in manufacturing and technical design and facilitated and solved problems using a projects-based approach with students.

During my practice teaching, I varied my methods of instruction and assessment to meet the learning needs of my students and to ensure that they achieved and experienced high levels of success. I also utilized effective classroom management strategies. For example, I used proximity to promote acceptable student behaviour and I used positive reinforcement in the form of encouragement to recognize students when they were following routines and meeting expectations.

As an educator, I have excellent organizational, leadership and interpersonal skills. I value diverse perspectives and I enjoy working in collaboration with other teachers on projects and activities. Along with two other teachers, I helped plan and organize a student-focused field trip to the CNC Manufacturing Company. This experience was fundamental for the students as they were able to connect theory from their courses with practical demonstrations in a real world setting.

As a former student of the Hamilton-Wentworth District School Board, I look forward to giving back to the community that fostered my learning and community values. I am confident that I will make a positive contribution to your school through my classroom teaching and by assisting in extracurricular activities. I welcome a meeting to discuss my teaching skills and experiences. Please feel free to contact me at **(905) 000 - 0000**.

Sincerely,

*D. Teacher*

Delroy Teacher  
encls. 3

**TIP!**

End with a positive statement  
and express enthusiasm for  
an interview

May 30, 2013

Ms. Jean Shaw  
Senior Manager  
Elementary Recruitment Centre  
Toronto District School Board  
5050 Yonge Street, 2<sup>nd</sup> Floor  
Toronto, ON M2N 5N8

Mention intentions to take  
Additional Qualification  
courses if genuinely  
planned

Dear Ms. Shaw:

Please accept my application for a **Primary/Junior** teaching position with the Toronto District School Board. In the summer of this year, I intend to complete an Additional Qualification course in Special Education Part 1. As a teacher, I believe that I am able to help students prepare academically and socially for their futures as global citizens. I am certain that with my abilities as an educator and my combination of experiences I will be an asset to your students' education.

In each of my teaching experiences I integrated curricular strands, emphasizing the interconnectedness of issues and ideas. For example, at Queen Victoria, I developed a unit in Science with cross-curricular links to Language Arts. I also established a science learning centre where students could work independently once they were finished with their assigned work. I consistently demonstrated a progressive approach to classroom management and I created interactive and inquiry-based learning activities. By implementing these teaching techniques, I enabled my students to apply theory to practical applications.

My passion for teaching comes from my goal to inspire and motivate diverse learners and I foster this goal by demonstrating that I respect and care about all students. Through lunchtime "Environmental Club" meetings with students and by conducting anti-bullying workshops I was able to promote safe, nurturing, positive, and respectful learning environments for the culturally diverse students at Mountain Range Public School. I aim to be a role model for students by valuing and supporting in-classroom and extra-curricular activities. I have strived to make learning accessible to all students, including those with autism, visual and hearing impairments, giftedness and English language learners. For example, during my internship placement, I worked with English language learners and assisted them in various subject areas by providing visual models, one-to-one opportunities to ask questions, and spoken instruction paced at a rate that was more accessible.

I am an open-minded and amicable teacher who is sensitive to the needs of others. I also have strong communication skills and the ability to form interpersonal relationships. In my role as a team member working on "Closing the Gap: Exploring Strategies for Building Positive Relationships Between Immigrant Parents and Teachers," a joint Canada Heritage and OISE project, I collaborated with teachers, parents and administrators. Together we investigated and outlined strategies that foster community and family involvement with Ontario school boards. I am a committed team player and I strive for excellence in all my endeavours.

Given my practical experience, education and personal characteristics, I am confident that my work as a teacher will be an asset to your teaching community. Thank you for considering my application to the Toronto District School Board. I appreciate and look forward to the opportunity to discuss joining your team of teachers at your earliest convenience. Please do not hesitate to contact me at 905-000-0000.

Sincerely,

*Sami Teacher*

Sami Teacher

**TIP!**

Buzz words are important as some recruiters use software to identify key words found in résumés

January 10, 2013

Mr. Jeff Wall, Superintendent of Employee Services  
Peel District School Board  
5650 Hurontario St.  
Mississauga, Ontario L5R 1C6

Dear Mr. Wall:

Please accept this application package for a summer school teaching position for **Intermediate/Senior Mathematics and/or Chemistry** in the Peel District School Board. I am confident that my academic qualifications, educational background as a chemical engineer, experience in operations management, commitment to lifelong learning and enthusiasm to help students succeed will be strong benefits to your school.

My time teaching in the Peel District School Board allowed me to utilize my skills in applying three-part lesson design and backward mapping for unit planning. I was also able to make extensive use of technology and constructivist learning tools that included SMART boards, PowerPoint, and non-commercial models as aids for teaching and learning. These tools had a significant impact on my teaching practice in meeting the needs of all students through differentiated instruction and student centered learning. Literacy strategies and vocabulary development were consistently reinforced and encouraged through reflections and article reviews. In addition, the delivery of curriculum was designed to meet the needs of all students including the use of a variety of models of teaching such as concept attainment and co-operative learning. My instruction was well received by students as seen through positive and constructive comments on student feedback forms. I continue to reflect on my experiences with the intent to improve my practice for the success of future students.

In addition to my experiences in the classroom, I participated in a number of staff meetings and Professional Development days which included resource sharing and discussions of curriculum and assessment with other teachers. I also contributed to Parent/Teacher night where I spoke to parents about their child's progress and answered any questions they had regarding the program and the application of support strategies outlined in their child's IEP. Continued relationship building and collaboration with educators, parents and students have allowed me to steadily improve my teaching practice.

I have been a consistent participant in extra-curricular learning activities for students and teachers. From athletics to student government and professional organizations, I believe that learning happens through experiences inside and outside the classroom. Having participated in these roles, I believe extra-curricular activities have the potential to invigorate and energize a student's life and perspective of the world. As a full time teacher, I wish to promote and engage in such activities.

I believe that my combined academic background, work history in industry, and experience as a practicing teacher will benefit the students in your district. My previous experience teaching in the Peel District School Board fostered many positive interactions in learning communities and rich relationships with students. I am very excited about helping students strive for their best and contributing to the success of all students.

I can be reached at (905) 000-0000 or by e-mail at [mai.chen@utoronto.ca](mailto:mai.chen@utoronto.ca) to further discuss my application in an interview.

Sincerely,

**Mai Teacher**

**TIP!**

Draw on strengths from your résumé but do not duplicate

Research your target until you have the name and gender of the person who will review your résumé.  
No Sirs or Madams!

Incorporate educational terminology used by the school boards to describe your skill sets

# Chapter 7: The Interview

## Preparing for the interview

The interview is probably the most crucial aspect of the entire job search process because:

- It is the determining factor in deciding who gets the job.
- It is the face-to-face meeting of the applicant and potential employer.
- There is a two-way exchange, where both parties get a chance to learn more information about the other.

**You should present yourself at an interview appropriately dressed**, well-groomed and on time. Aside from these obvious details, you need to do a great deal of research prior to the interview. Researching the employing organization, school, or company is essential. A handy hint is to consult the Ministry of Education Curriculum Guidelines in your subject area. If you apply to a secondary school, each one should have a student booklet stating the courses offered and the school policies. Interviewers certainly know when someone has taken the time to do some research. When applying to a school or board you should consider the ethnic or cultural group or groups - does this school meet the board/school's curriculum policies?

**A principal, department head, or superintendent may conduct interviews** for a teaching position. For non-teaching positions a representative of either the human resources department or the person who is directly responsible for the department where the vacancy exists generally conducts the interview. In some cases a panel may interview you. Depending on the structure, you may be asked questions by one or more persons. It is important, in this situation, to make eye contact with all members of the panel. Assume a relaxed, natural position, one that creates a feeling of ease yet professionalism. Avoid sitting stiffly in your chair or, conversely, slouching in a too relaxed, casual manner.

**One key to a successful interview is a positive outlook.** Several questions may ask you to describe ways in which you managed difficult situations. In your response to these types of questions, maintain a positive focus on what you did to contribute to a positive outcome.

**Questions that you may expect during the interview** can be grouped under the following headings: Teaching/Learning Environment, Program, School and Community, and Personal Growth. The format and tone of the interview will depend upon the interviewer's style. Begin by referring back to your résumé and be prepared to answer questions such as:

- Why have you applied for a teaching position with this board?
- Describe a student who disturbed the learning of others. How did you deal with this student in your class? What proactive things could you do to deal with these students?
- Describe working with a diverse student population in your classroom. How did you meet the needs of this population?
- Describe a unit or a series of lessons you have taught. How did you go about planning the unit? How did you know the unit was successful?
- Using your teachable as an example, how would you develop an assessment and evaluation plan?
- What records would you keep?

## Using your portfolio for interviews

The most important use of a portfolio that you have built throughout your teacher education program is related to your preparation for the interview. It's easy to forget all of the wonderful things that you have done and all of the ways that you have reflected on your learning. Several days before your interview, review your portfolio and use it, along with your memory, to develop a list of specific examples of things you have done to demonstrate competency as a teacher. In particular, create a list of examples you can use to frame answers to the questions that are typically asked in interviews for teaching positions.

## Sample Interview

In preparing for the interview, a good answer to the following questions will serve you well. These questions address issues of classroom management, diversity, curriculum, assessment and evaluation. Below are the suggested times for spending on your answer (only given to illustrate you should be very succinct with your responses) and issues to consider in crafting your response. Do not try to discuss all of your ideas and experience in one question.

### 1. Why have you applied for a teaching position with this board?

Answer time – about 3 minutes

Consider the following:

- State your personal philosophy of education (especially highlight those points that you have in common with the Board)
- Indicate that you have researched the Board
- Refer to the mission and unique qualities of the Board
- Refer to your personal experience with the Board (practicum, volunteer work etc.)
- Refer to your own lifestyle interest (e.g. I want to live in a diverse urban environment)

### 2. Describe a student who disturbed the learning of others. How did you deal with this student in your class? What proactive things could you do to better engage this type of student?

Answer time – 4-5 minutes

Consider the following:

- Explain why it is important to deal with the student
- Point out your sensitivity to the reasons for the disruptive behaviour and the needs of the student
- Describe taking a series of escalating steps
- Point out consultation with other teachers, guidance, parents, special ed.
- If needed, send the student to the Vice Principal

Some Proactive Steps:

- Discuss being fully prepared to teach the class with all materials readily available and sufficient activity planned to sustain student engagement
- Be very organized so you can begin class immediately
- Get to know the students quickly
- Be at the door when the students arrive and greet them warmly
- Establish several important rules in advance and outline consequences for breaking them

3. Describe working with a diverse student population in your classroom. How did you demonstrate your commitment to meeting the diverse needs of students?

Answer time – 4-5 minutes

Consider these points in your answer:

- What are different kinds of diversity?
- What is your belief about the learning potential of all students?
- Describe a diverse classroom you have worked in
- Describe how you used the curriculum and strategies to create a safe and risk-free environment
- Describe how you adjusted curriculum strategies so that all students could be successful

4. Describe a unit or a series of lessons you have taught. How did you go about planning the unit? How did you know the unit was successful?

Answer time – 4-5 minutes

Consider these points in your answer:

- Describe the unit very briefly (“I taught science unit on mitosis to Grade 9”)
- Refer to the Ontario Curriculum and describe how you used overall and specific expectations to guide the creation of the unit (**This is VERY important!**)
- Describe a backward mapping/planning process that started with the culminating summative evaluation activity in mind
- Describe the different kinds of learners in the classroom and how you designed activities to meet their needs
- Describe specific examples of ongoing assessment and evaluation for, of and as learning
- Discuss student feedback
- Indicate your reflection on the unit and what you would do differently
- Describe how the success of the unit was measured by student engagement throughout and by student performance on summative tasks

5. Using your teachable as an example, how would you develop an assessment and evaluation plan?

Consider these points in your answer:

- Refer to curriculum documents
- Include several opportunities for formative assessment feedback to scaffold success on summative tasks
- Know your students and modify and accommodate to meet different learning styles
- Look for most consistent performance

6. What records would you keep?

- What are you legally obliged to keep records of (attendance, evaluation, IEPs, IPRCs, sample of student’s work etc.)
- Also a good idea to keep record of communication with parents to document one-to-one discussions with students, and to track student misbehaviour

## Examples of other possible questions:

- What do you see as the major problem(s) in teaching (your area of specialization) and how would you cope with them?
- Tell us about a difficult disciplinary problem that you resolved during your student teaching.
- What have you used or observed that creates a positive classroom climate?
- In general, how would you describe your approach to discipline?
- Why do you like to teach grade \_\_\_\_ ?
- What is your philosophy of education?
- How might you individualize a program? What criteria would you use for grouping students?
- How will you meet the needs of the slow learner/advanced student in your class?
- How are you prepared to teach (subject area) to a \_\_\_\_ class? Are you familiar with the Ministry guidelines in this area?
- How would you incorporate technology in the classroom?
- Tell us how you taught a difficult concept to your student.
- What will you do in your classroom to demonstrate your understanding of multiculturalism?
- Describe teaching strategies you have implemented. Identify a quality lesson. Describe the factors that made it a quality lesson.
- What types of student evaluations do you prefer? How have you ensured that your evaluation techniques are accurate and fair?
- What do you see as the purpose of evaluation?
- If a parent complains about courses or the treatment of a child, how will you deal with it?
- What type of on-going communication would you keep with parents of students in your class?
- How could you utilize a parent volunteer in your classroom?
- What strengths do you possess that you could bring to the whole school community?
- When did you decide to become a teacher? What factors led to this decision?
- Give an example that demonstrates you can work and plan effectively with other teachers.
- How would you ensure that your teaching units were fair to the racial and cultural diversity of the students in your class?
- What would you do if a student never did his/her homework?
- How can you compare your international teaching experience with Ontario classrooms and curriculum?

Further questions can be obtained from [www.educationcanada.com](http://www.educationcanada.com)

## Interview Follow-Up

Once the interview is over, it is essential that you know what the next step in the process will be. If the interviewer neglects to tell you, ask when you can expect to hear about the final hiring decision.

If you are not informed by that date, you should enquire, either by mail or telephone, as to the outcome of the interview process.

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\* Terms and conditions apply



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[www.smartteachers.ca](http://www.smartteachers.ca) [rbuchanan@smartteachers.ca](mailto:rbuchanan@smartteachers.ca)

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*Living and Learning  
in our Catholic Faith*

## **CALGARY CATHOLIC SCHOOL DISTRICT**

The Calgary Catholic School District offers a wide range of exciting and rewarding career opportunities, competitive benefits, a generous pension plan as well as a healthy work-life balance.

At Calgary Catholic, our employees are committed to changing the lives of students, families and colleagues through the work that they do and their daily interactions. It is the high expectations, professionalism and caring of each and every employee that inspires excellence in our students and makes our district one of the top performers in the province.

To learn more about the district and the various career opportunities available, please visit [www.cssd.ab.ca](http://www.cssd.ab.ca) or call **403-500-2000**.

**Applications now being accepted.**



**CALGARY CATHOLIC  
SCHOOL DISTRICT**

[www.cssd.ab.ca](http://www.cssd.ab.ca)

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## WHO WE ARE

- Renowned International private school in Ho Chi Minh City, Vietnam
- Accepts JK – 12, Vietnamese and expatriate nationals
- Ontario curriculum and structure
- IB Diploma Candidate School
- Website: [www.cis.edu.vn](http://www.cis.edu.vn)



CANADIAN  
INTERNATIONAL  
SCHOOL  
CIS (VIETNAM)

At CIS System, experienced and accredited school leaders and educators from Ontario are creating a professional learning community in an international setting committed to global education of students for the future.

## WE ARE SEEKING TO RECRUIT TEACHERS WHO

- ✓ Are Ontario certified educators and members in good standing with the Ontario College of Teachers.
- ✓ Provide dynamic learning using the inclusive Ontario curriculum at all grade levels Kindergarten - Grade 12.
- ✓ Believe in and are committed to global learning and the intellectual and personal development of each student.
- ✓ Are dedicated to supporting a caring and positive school culture for all staff and students.
- ✓ Are optimistic and value collaborative planning with colleagues.

## WHAT ARE THE BENEFITS WE OFFER?

- ✓ Remuneration is based on experience and qualifications,
- ✓ Housing subsidy,
- ✓ Flights between Canada and Ho Chi Minh City once per year,
- ✓ A one - time settling - in allowance,
- ✓ Free tuition for the first child and a 50% reduction in tuition fees for the second child,
- ✓ Basic medical and health insurance is provided.

- For more information and details, contact Ms. Trang Truong at [trang.truong@cis.edu.vn](mailto:trang.truong@cis.edu.vn)
- To submit an online application, go to <https://secure.tdsb.on.ca/survey/survey.asp?id=1687>



<https://secure.tdsb.on.ca/survey/survey.asp?id=1687> [trang.truong@cis.edu.vn](mailto:trang.truong@cis.edu.vn)

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المدرسة الكندية ثنائية اللغة  
Canadian Bilingual School

### **Teaching at Canadian Bilingual School, Kuwait**

Canadian Bilingual School is located in a developing area of South Khaitan in wealthy and safe Kuwait. Our school includes Pre-K through Grade 12, as of September 2014, as our population of 900 students continues to grow. Canadian Bilingual School has been created to not only promote the strengths and support the weaknesses of children individually but also to challenge each student to flourish intellectually by developing their own special talent.

The school offers a dual language curriculum, English and Arabic, which enables the students to be competent in both languages. Our English curriculum is based on the Ontario curriculum which is supported by all the appropriate texts and resources. The Arabic curriculum is provided by the Kuwait MOE.

Joining the staff at CBS will give teachers an opportunity to enjoy an international teaching experience while learning about a fascinating culture.

Candidates preferably with a minimum of at least 2 years of experience at the relevant level will be eligible for consideration. Candidates should be flexible and have a strong work ethic in order to be successful in these positions.

#### **Potential positions available for 2015- 2016 academic year:**

- High School Principal
- High School-English Teacher
- High School-Science Teacher
- High School -Social Studies Teacher
- Elementary Teacher
- Physical Education Teacher (High School & Elementary)

#### **Essential Qualification:**

- Leadership courses required for the High School Principal position
- Must have Bachelor's Degree in the position applied for- High School teaching position
- Bachelor of Education Degree for the elementary teaching position
- Ontario trained candidates are preferred

#### **Benefits:**

- Competitive tax free salary
- Fully furnished housing
- Round trip economy class air ticket for each completed year of service to the nearest international airport in the country of domicile.
- Transportation between the school provided teachers accommodation and school.
- Medical Insurance provided by Kuwait Government.
- Visa and Residency expenses in Kuwait will be borne by the school.
- Wonderful travel opportunities to exotic places.

#### **Contact details:**

**MS. MARY ECCLES**

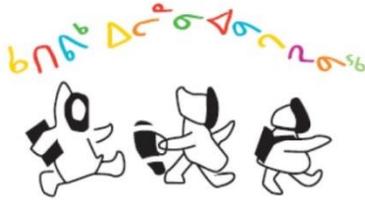
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**Contact Information:**

Phone: 403.934.5121.

Fax: 403.934.5124

Email: [humanresources@ghsd75.ca](mailto:humanresources@ghsd75.ca)

**Applicant Requirements:**

*Refer to website [www.ghsd75.ca](http://www.ghsd75.ca)*

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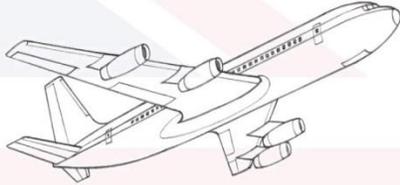
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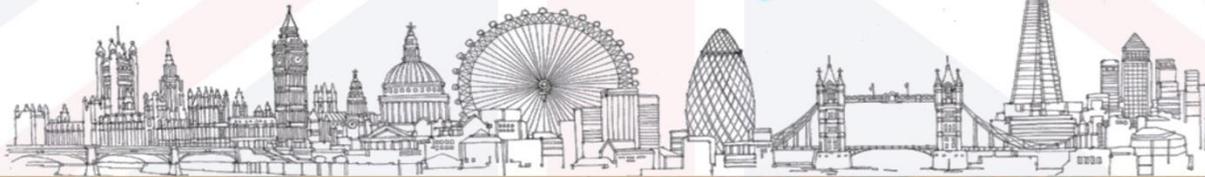
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