# Table of Contents

**CHAPTER 1: EMPLOYMENT SERVICES** .................................................................................................................. 4  
  Professional Preparation Conference ......................................................................................................................... 4  
  Résumé Counselling .................................................................................................................................................. 4  
  U of T Career Centre Services ................................................................................................................................... 4  

**CHAPTER 2: APPLYING FOR A TEACHING POSITION** .......................................................................................... 5  
  What are résumés and cover letters? ........................................................................................................................... 5  
  Why write a résumé and cover letter? ........................................................................................................................... 5  

**CHAPTER 3: IDENTIFYING, PRIORITIZING AND GROUPING YOUR SKILLS** ......................................................... 8  
  Identifying your skills .................................................................................................................................................. 8  

**CHAPTER 4: LOOKING FOR WORK: TECHNIQUES AND STRATEGIES** ................................................................. 15  
  Passive techniques ...................................................................................................................................................... 15  
  Active techniques ...................................................................................................................................................... 16  

**CHAPTER 5: THE RÉSUMÉ** ........................................................................................................................................... 18  
  Preparing a résumé .................................................................................................................................................... 18  
  Action Words—Essential to a résumé ............................................................................................................................ 21  
  Résumé Headings ....................................................................................................................................................... 24  
  Sample résumés .......................................................................................................................................................... 24  
  Résumé checklist ....................................................................................................................................................... 33  

**CHAPTER 6: THE COVER LETTER** ............................................................................................................................. 34  
  Spelling and grammar .................................................................................................................................................. 34  
  Outline of a Cover Letter ........................................................................................................................................... 35  
  The Cover Letter Checklist ......................................................................................................................................... 36  
  Positive Words to Enhance Cover Letters .................................................................................................................. 37  
  Sample cover letters ................................................................................................................................................... 38  

**CHAPTER 7: THE INTERVIEW** ................................................................................................................................... 45  
  Preparing for the interview ......................................................................................................................................... 45
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 Counselling
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 counselling service for pre-service students. The counsellor 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 Teacher Employment Preparation Centre in Student Services at OISE, 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](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.
<table>
<thead>
<tr>
<th>Analytical Skills</th>
<th>Camp Counsellor</th>
<th>Yearbook Editor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>★</td>
<td></td>
</tr>
<tr>
<td>Problem solve</td>
<td>★</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artistic Skills</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Decorate</td>
<td>★</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compose</td>
<td>★</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create images</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce events</td>
<td>★</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain concepts or strategies</td>
<td>★</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitate groups</td>
<td>★</td>
<td>★</td>
<td></td>
</tr>
<tr>
<td>Public speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consult</td>
<td>★</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td>★</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Skills</td>
<td>Camp</td>
<td>Counsellor</td>
<td>Yearbook Editor</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------</td>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Liaise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translate/interpret</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptualize</td>
<td>■</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generate ideas</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td>■</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visualize</td>
<td>■</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predict/forecast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesize</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve problems</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Management Skills</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Categorize</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compile</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design systems</td>
<td>■</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edit/monitor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership/Management Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making</td>
<td>■</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiate</td>
<td>■</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence/persuade</td>
<td>■</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delegate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise</td>
<td>■</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivate</td>
<td>■</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead</td>
<td>■</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
</tr>
<tr>
<td>Provide hospitality</td>
</tr>
<tr>
<td>Care for others</td>
</tr>
<tr>
<td>Treat/nurse</td>
</tr>
<tr>
<td>Teach/train/instruct</td>
</tr>
<tr>
<td>Advise/inform</td>
</tr>
<tr>
<td>Listen</td>
</tr>
<tr>
<td>Counsel</td>
</tr>
<tr>
<td>Train</td>
</tr>
<tr>
<td>Coach</td>
</tr>
<tr>
<td>Promote/sell</td>
</tr>
<tr>
<td>Organizational Skills</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Organize</td>
</tr>
<tr>
<td>Plan/arrange</td>
</tr>
<tr>
<td>Co-ordinate</td>
</tr>
<tr>
<td>Implement/follow through</td>
</tr>
<tr>
<td>Schedule</td>
</tr>
<tr>
<td>Administer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical co-ordination</td>
<td></td>
</tr>
<tr>
<td>Build/construct</td>
<td></td>
</tr>
<tr>
<td>Use/operate equipment or machinery</td>
<td></td>
</tr>
<tr>
<td>Restore/repair</td>
<td></td>
</tr>
<tr>
<td>Cultivate/grow</td>
<td></td>
</tr>
<tr>
<td>Draft</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td></td>
</tr>
<tr>
<td>Calculate</td>
<td></td>
</tr>
<tr>
<td>Monitor</td>
<td></td>
</tr>
<tr>
<td>Classify</td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td></td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Just a few examples</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Information storage</td>
<td>■</td>
</tr>
<tr>
<td>UNIX programming</td>
<td></td>
</tr>
<tr>
<td>Gas chromatography</td>
<td></td>
</tr>
<tr>
<td>Psychological testing</td>
<td></td>
</tr>
<tr>
<td>Website development</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Able</th>
<th>Completed</th>
<th>Employed</th>
<th>Interfaced</th>
<th>Printed</th>
<th>Stimulated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted</td>
<td>Composed</td>
<td>Encoded</td>
<td>Interpersonal</td>
<td>Processed</td>
<td>Strengthened</td>
</tr>
<tr>
<td>Accommodated</td>
<td>Computed</td>
<td>Encouraged</td>
<td>Interpreted</td>
<td>Produced</td>
<td>Studied</td>
</tr>
<tr>
<td>Accomplished</td>
<td>Conceived</td>
<td>Engaged</td>
<td>Intervention</td>
<td>Professional</td>
<td>Submitted</td>
</tr>
<tr>
<td>Achieved</td>
<td>Conducted</td>
<td>Engineered</td>
<td>Interviewed</td>
<td>Proficient</td>
<td>Succeeded</td>
</tr>
<tr>
<td>Acquired</td>
<td>Conferred</td>
<td>Enhanced</td>
<td>Introduced</td>
<td>Programmed</td>
<td>Summarized</td>
</tr>
<tr>
<td>Acted</td>
<td>Confident</td>
<td>Enthusiastic</td>
<td>Invented</td>
<td>Supervised</td>
<td>Surveilled</td>
</tr>
<tr>
<td>Activated</td>
<td>Confirmed</td>
<td>Established</td>
<td>Inventive</td>
<td>Promoted</td>
<td>Sympathetic</td>
</tr>
<tr>
<td>Active</td>
<td>Consistently</td>
<td>Estimated</td>
<td>Investigated</td>
<td>Provided</td>
<td>Systematic</td>
</tr>
<tr>
<td>Adapted</td>
<td>Consolidated</td>
<td>Evaluated</td>
<td>Justified</td>
<td>Published</td>
<td>Synthesized</td>
</tr>
<tr>
<td>Adept</td>
<td>Constructed</td>
<td>Examined</td>
<td>Labelled</td>
<td>Purchased</td>
<td>Taught</td>
</tr>
<tr>
<td>Adjusted</td>
<td>Constructive</td>
<td>Exelled</td>
<td>Launched</td>
<td>Questioned</td>
<td>Tenacious</td>
</tr>
<tr>
<td>Administered</td>
<td>Contacted</td>
<td>Exceptional</td>
<td>Lectured</td>
<td>Rated</td>
<td>Tested</td>
</tr>
<tr>
<td>Advised</td>
<td>Contributed</td>
<td>Exemplify</td>
<td>Led</td>
<td>Rational</td>
<td>Theorized</td>
</tr>
<tr>
<td>Allocated</td>
<td>Controlled</td>
<td>Exercised</td>
<td>Licensed</td>
<td>Received</td>
<td>Thorough</td>
</tr>
<tr>
<td>Ambitious</td>
<td>Converted</td>
<td>Exerted</td>
<td>Located</td>
<td>Recommend</td>
<td>Thoughtful</td>
</tr>
<tr>
<td>Analyzed</td>
<td>Co-ordinated</td>
<td>Expanded</td>
<td>Maintained</td>
<td>Recorded</td>
<td>Trained</td>
</tr>
<tr>
<td>Answered</td>
<td>Copied</td>
<td>Explained</td>
<td>Managed</td>
<td>Reduced</td>
<td>Transferred</td>
</tr>
<tr>
<td>Applied</td>
<td>Correlated</td>
<td>Expressive</td>
<td>Manipulated</td>
<td>Referred</td>
<td>Transformed</td>
</tr>
<tr>
<td>Appointed</td>
<td>Counsellled</td>
<td>Facilitated</td>
<td>Manufactured</td>
<td>Regulated</td>
<td>Translated</td>
</tr>
<tr>
<td>Appraised</td>
<td>Created</td>
<td>Filed</td>
<td>Measured</td>
<td>Related</td>
<td>Transmitted</td>
</tr>
<tr>
<td>Arranged</td>
<td>Cultivated</td>
<td>Finalized</td>
<td>Mechanized</td>
<td>Released</td>
<td>Transported</td>
</tr>
<tr>
<td>Assembled</td>
<td>Currently</td>
<td>Flexible</td>
<td>Mediated</td>
<td>Reorganised</td>
<td>Undaunted</td>
</tr>
<tr>
<td>Assessed</td>
<td>Customized</td>
<td>Forecast</td>
<td>Memorised</td>
<td>Replaced</td>
<td>Unique</td>
</tr>
<tr>
<td>Assigned</td>
<td>Deal with</td>
<td>Formulated</td>
<td>Methodical</td>
<td>Reported</td>
<td>United</td>
</tr>
<tr>
<td>Assisted</td>
<td>Debugged</td>
<td>Furnished</td>
<td>Monitored</td>
<td>Represented</td>
<td>Updated</td>
</tr>
<tr>
<td>Assured</td>
<td>Decided</td>
<td>Gathered</td>
<td>Motivated</td>
<td>Researched</td>
<td>Used</td>
</tr>
<tr>
<td>Attended</td>
<td>Decisive</td>
<td>Generated</td>
<td>Negotiated</td>
<td>Responded</td>
<td>Utilized</td>
</tr>
<tr>
<td>Audited</td>
<td>Dedicated</td>
<td>Giving</td>
<td>Notified</td>
<td>Responsible</td>
<td>Valued</td>
</tr>
<tr>
<td>Authorized</td>
<td>Defined</td>
<td>Graded</td>
<td>Observed</td>
<td>Retrieved</td>
<td>Verified</td>
</tr>
<tr>
<td>Automated</td>
<td>Delegated</td>
<td>Granted</td>
<td>Obtained</td>
<td>Reviewed</td>
<td>Versatile</td>
</tr>
<tr>
<td>Balanced</td>
<td>Delivered</td>
<td>Guided</td>
<td>Operated</td>
<td>Revised</td>
<td>Volunteer</td>
</tr>
<tr>
<td>Began</td>
<td>Democratic</td>
<td>Handled</td>
<td>Orchestraed</td>
<td>Sampled</td>
<td>Worked</td>
</tr>
<tr>
<td>Billed</td>
<td>Demonstrated</td>
<td>Headed</td>
<td>Ordered</td>
<td>Saved</td>
<td></td>
</tr>
<tr>
<td>Brought</td>
<td>Dependable</td>
<td>Helped</td>
<td>Organized</td>
<td>Scheduled</td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>Derived</td>
<td>Identified</td>
<td>Originated</td>
<td>Screened</td>
<td></td>
</tr>
<tr>
<td>Built</td>
<td>Described</td>
<td>Implemented</td>
<td>Outgoing</td>
<td>Searched</td>
<td></td>
</tr>
<tr>
<td>Calculated</td>
<td>Designed</td>
<td>Improved</td>
<td>Outlined</td>
<td>Secured</td>
<td></td>
</tr>
<tr>
<td>Calm</td>
<td>Detailed</td>
<td>Improvised</td>
<td>Oversaw</td>
<td>Selected</td>
<td></td>
</tr>
<tr>
<td>Canvassed</td>
<td>Detected</td>
<td>Incise</td>
<td>Packaged</td>
<td>Selective</td>
<td></td>
</tr>
<tr>
<td>Capable</td>
<td>Determined</td>
<td>Increased</td>
<td>Participated</td>
<td>Self-confident</td>
<td></td>
</tr>
<tr>
<td>Cared for</td>
<td>Developed</td>
<td>Indexed</td>
<td>Perceived</td>
<td>Self-generated</td>
<td></td>
</tr>
<tr>
<td>Caring</td>
<td>Devised</td>
<td>Indicated</td>
<td>Performed</td>
<td>Self-motivated</td>
<td></td>
</tr>
<tr>
<td>Categorized</td>
<td>Devoted</td>
<td>Induced</td>
<td>Persistent</td>
<td>Sensible</td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>Diagnosed</td>
<td>Influenced</td>
<td>Personable</td>
<td>Sensitive</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td>Diplomatic</td>
<td>Influenced</td>
<td>Persuasive</td>
<td>Served</td>
<td></td>
</tr>
<tr>
<td>Coached</td>
<td>Directed</td>
<td>Influenced</td>
<td>Planned</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Discerning</td>
<td>Informative</td>
<td>Positioned</td>
<td>Settled</td>
<td></td>
</tr>
<tr>
<td>Collaborated</td>
<td>Discussing</td>
<td>Informed</td>
<td>Postulated</td>
<td>Simplified</td>
<td></td>
</tr>
<tr>
<td>Collected</td>
<td>Disseminated</td>
<td>Ingenious</td>
<td>Prepared</td>
<td>Skilled</td>
<td></td>
</tr>
<tr>
<td>Comfortable</td>
<td>Documented</td>
<td>Initiated</td>
<td>Prescribed</td>
<td>Socially</td>
<td></td>
</tr>
<tr>
<td>Commended</td>
<td>Drafted</td>
<td>Inquisitive</td>
<td>Presented</td>
<td>Sold</td>
<td></td>
</tr>
<tr>
<td>Communicated</td>
<td>Earned</td>
<td>Insightful</td>
<td>Presided</td>
<td>Solicited</td>
<td></td>
</tr>
<tr>
<td>Compared</td>
<td>Edited</td>
<td>Initiated</td>
<td>Printed</td>
<td>Spoke</td>
<td></td>
</tr>
<tr>
<td>Compassionate</td>
<td>Educated</td>
<td>Institutional</td>
<td>Processed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent</td>
<td>Effective</td>
<td>Instructed</td>
<td>Produced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compiled</td>
<td>Efficient</td>
<td>Integrated</td>
<td>Published</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compassionate</td>
<td>Empathic</td>
<td>Interacted</td>
<td>Purchased</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21
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

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

EDUCATION

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.

2004- 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;
- 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

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

<table>
<thead>
<tr>
<th>XYZ</th>
<th>XYZ</th>
<th>XYZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Teacher</td>
<td>Principal</td>
</tr>
<tr>
<td>ABC Institute</td>
<td>ABC Institute</td>
<td>ABC Institute</td>
</tr>
<tr>
<td>123 ABC Street, Toronto</td>
<td>446 LMN Street, Toronto</td>
<td>567 QRS Street, Toronto</td>
</tr>
<tr>
<td>(416)-000-000</td>
<td>(416)-000-0000</td>
<td>(416)-000-000</td>
</tr>
</tbody>
</table>

You have my permission to contact all references above. References should provide telephone numbers where they can be contacted in the summer as well as during the year.
AVORY TEACHER
252 Bloor Street West, Toronto Ontario, M5S 1V6
416-000-0000 a.teacher@hotmail.com

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

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

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
2005  **Student Teacher**, Silverthorn Secondary School, Etobicoke
- 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**

<table>
<thead>
<tr>
<th>XYZ</th>
<th>XYZ</th>
<th>XYZ</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Teacher</strong>, Toronto District School Board</td>
<td><strong>Professor</strong>, Faculty of Education, OISE/UT</td>
<td><strong>Principal</strong>, Private Board, Madison Academy</td>
</tr>
<tr>
<td><strong>Silverthorn Collegiate Institute</strong>, (416) 000-0000</td>
<td><strong>(416) 000-0000</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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
  o Optimized student learning by designing and teaching units in a way that engaged students in the topics
  o Utilized a variety of evaluation techniques and rubrics to assess student learning
  o Employed various techniques to achieve a positive, equitable, and inclusive learning environment
  o 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
  o Presented introductory and advanced lessons on AutoCAD and Sketchup ensuring each lesson included a multitude of visual aids
  o Developed and applied diagnostic, formative and summative assessment tools
  o Learned Photoshop and presented lessons for Grade 10 Communications Technology
  o Established a positive classroom environment that was based on respect for oneself and others
  o 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
  o Prepared and delivered whole class lessons on AutoCAD and Sketchup
  o Worked closely with students with behavioural needs to improve attendance and participation
  o Learned and taught Dreamweaver, HTML, and Flash
  o Assisted small groups and individuals to improve comprehension and application of difficult material within lessons

Draftsperson / Architectural Technologist
Various companies producing architectural designs, London and Toronto, Ontario
  o Mentored and trained all new hires in architecture design departments
  o 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

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

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

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 1st 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  XYZ  XYZ
ACL of Business Studies  Lecturer - Secondary Program  ACL - Girls HPE and Athletics
Co-op Education/Career Studies  Business Studies and Accounting  Practicum One C.I., TDSB
Practicum One C.I., TDSB  OISE, University of Toronto  (416) 123-4567
416-123-4567  (905) 123-4567

You have my permission to contact the references above.
# 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.

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

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
June 1, 2013

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

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
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, 2nd Floor
Toronto, Ontario M2N 5N8

Dear Ms. Miller:

Please accept the enclosed résumé 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

TIP!

Every word and sentence counts! Give your best examples.
August 2, 2013

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

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
May 30, 2013

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

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 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

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 to further discuss my application in an interview.

Sincerely,

Mai Teacher
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

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.
Advertisements
Disclaimer: Please note that neither OISE nor the University of Toronto has screened the agencies or organizations advertising in this booklet. In deciding whether to enter into a relationship with these agencies and organizations, it is incumbent upon Teacher Candidates to obtain sufficient information to make an informed and prudent decision.
Disclaimer: Please note that neither OISE nor the University of Toronto has screened the agencies or organizations advertising in this booklet. In deciding whether to enter into a relationship with these agencies and organizations, it is incumbent upon Teacher Candidates to obtain sufficient information to make an informed and prudent decision.

Continue your teaching journey with OISE AQ. Find out more at the upcoming Professional Preparation Conference on December 13, 2013 or visit us on the 5th floor at OISE.

WHY CHOOSE OISE?
OISE is the largest provider of additional qualification courses, offering a full range of in-class and online courses led by distinguished OISE faculty and educational leaders from school districts.

www.oise.utoronto.ca/aq
Engage Your Passion for World Education

Experience Dynamic Chinese Culture

Create Lifelong Memories

Bond Schools International
www.bondschoolsinternational.com
Tel: 416-266-8878 ext 242

Disclaimer: Please note that neither OISE nor the University of Toronto has screened the agencies or organizations advertising in this booklet. In deciding whether to enter into a relationship with these agencies and organizations, it is incumbent upon Teacher Candidates to obtain sufficient information to make an informed and prudent decision.
Disclaimer: Please note that neither OISE nor the University of Toronto has screened the agencies or organizations advertising in this booklet. In deciding whether to enter into a relationship with these agencies and organizations, it is incumbent upon Teacher Candidates to obtain sufficient information to make an informed and prudent decision.
The American Baccalaureate School
Kuwait

ABS is an American overseas university preparatory school with approximately 1100 students from Pre-K through grade 12.

To learn more about ABS, including the benefits for overseas candidates, visit our School website.

To apply please send cover letter and resume to: recruitment@abs.edu.kw

The American Baccalaureate School
www.abs.edu.kw - Email: recruitment@abs.edu.kw
Kuwait Tel.: (+965) - 24 750 333
US. Tel.: 1 - 253 - 269 - 1299

Disclaimer: Please note that neither OISE nor the University of Toronto has screened the agencies or organizations advertising in this booklet. In deciding whether to enter into a relationship with these agencies and organizations, it is incumbent upon Teacher Candidates to obtain sufficient information to make an informed and prudent decision.
Time to Teach in the UK?

TimePlan Education is the UK’s FIRST teaching recruitment company. Over 25 years, we have found more than 75,000 teachers their perfect teaching jobs in some of the UK’s most beautiful, vibrant and cosmopolitan locations.

If you are thinking about teaching abroad next year contact us now for more information on what TimePlan has to offer! We can be reached by phone at 1 877 463 1055 or by email on Canada@timeplan.net.

The Kativik School Board provides education to the Inuit of Nunavik. Its schools are located in the 14 communities on the Hudson and Ungava Bay coasts in northern Quebec. To complement your salary, our Board offers

- Subsidized housing
- Travel cost and food cargo allowances
- Northern Allowance premiums

Primary and Secondary Teachers
We are searching for teachers in the primary and secondary levels with specialties in fields such as Math/Sciences, Social Sciences, Physical Education and Generalists, to teach in the English-language sector.

To learn more about Kativik School Board, come meet with us at the Education Career Fair and bring your resume.

Visit our website www.kativik.qc.ca

Disclaimer: Please note that neither OISE nor the University of Toronto has screened the agencies or organizations advertising in this booklet. In deciding whether to enter into a relationship with these agencies and organizations, it is incumbent upon Teacher Candidates to obtain sufficient information to make an informed and prudent decision.
Christ the Redeemer Catholic Schools is a publicly funded school division located in south-central Alberta. We expect good hiring prospects for the coming year. Representatives from our division will be in Toronto for the education career fair and will be conducting preliminary interviews December 12th and 13th for Catholic candidates. To arrange a preliminary interview in advance of the fair, contact hrcoordinator@redeemer.ab.ca, or arrange a time at our booth. We look forward to meeting you.
ZENITH
INTERNATIONAL EDUCATION FOUNDATION
ZENITH Kindergarten & International Nursery
Hong Kong & Guang Zhou(China)

Does working overseas appeal to you? Does making a difference to children inspire you? Why not work for us if you like working in the company of people who share the passion and vision of creating a better world through learning. Perhaps you belong here. As a growing organization, we are constantly on the lookout for talented, passionate people.

Are you ready to help us make the world a better place? Maybe it’s time to graduate to the most important work of your career.

With over 18 years of experience we are honoured by the opportunity and responsibility that the parents entrust to us. By providing their children ages 2-6 the opportunity to grow and develop through a balance of learning and fun activities that give the parents a peace of mind and confidence that their children will be nurtured to their fullest abilities.

Vision
From the first day Zenith opened its doors our aim was and still is to provide a learning ground with a multi-cultural environment for children who will enjoy a holistic education. We are dedicated to nurturing children to become professionals with a creative and independent mind. We strive to improve our teaching skills to provide our students with the highest quality learning environment possible. With our carefully designed International Bilingual Curriculum, all Zenith students are able to enjoy a more diversified learning experience and thus gain a stronger foundation for a prosperous future in the International World.

Our Campuses.
Zenith has a total of 5 campuses. Our main campus is located in the heart of Kowloon Tong and our other 4 branches located in Tai Po, Yuen Long, Tin Shui Wai and Guangzhou. All our campuses have been designed and built according to Safety and Fire Standards set by the Hong Kong Government and the Education Bureau. The total areas of our campuses exceed over 100,000 square feet and they are spacious, comfortable and fully air-conditioned. Aiming to provide our students with a premium learning environment.

Job Benefits’
Housing provided.
Working hours 8am to 5pm Monday-Friday and Saturday 9am-1pm
Salary Negotiable
With 1 year contract we provide 1 round trip air fare back to Canada.
With 2 year contract we provide 2 round trip air fares back to Canada

http://www.zenith.edu.hk

Canada (Toronto) Contact:  Ms. Jami Li   E-mail: jami_li@hotmail.com

Hong Kong Contact in Kowloon Tong:  Ms. Carol Chan   E-mail: zenithkt@zenith.edu.hk

Disclaimer: Please note that neither OISE nor the University of Toronto has screened the agencies or organizations advertising in this booklet. In deciding whether to enter into a relationship with these agencies and organizations, it is incumbent upon Teacher Candidates to obtain sufficient information to make an informed and prudent decision.
CALLING ALL TEACHER CANDIDATES OF OISE GRADUATING IN 2014!

Uteach has a variety of teacher training and placement programmes available to graduating teachers and qualified teachers. We’ll give you all the training, tools and support you need to successfully kick-start your teaching career in the UK - and we’re recruiting for September 2014 NOW!

WHAT CAN Uteach OFFER ME?

UP TO FIVE WEEKS TRAINING AT THE ACADEMY: 2 WEEKS’ UK CURRICULUM TRAINING AND 3 WEEKS’ CLASSROOM EXPERIENCE IN ONE OF OUR PARTNER SCHOOLS IN ENGLAND

FINANCIAL ASSISTANCE WITH FLIGHTS AND ACCOMMODATION

TRAINING IS COMPLETELY FREE OF CHARGE

VISIT OUR STAND TO FIND OUT MORE ABOUT OUR PROGRAMMES!

APPLY NOW - EMAIL JENNY@UTEACHRECRUITMENT.COM!

Disclaimer: Please note that neither OISE nor the University of Toronto has screened the agencies or organizations advertising in this booklet. In deciding whether to enter into a relationship with these agencies and organizations, it is incumbent upon Teacher Candidates to obtain sufficient information to make an informed and prudent decision.
TEACHING IN KAZAKHSTAN at the NAZARBAYEV INTELLECTUAL SCHOOLS

✓ Are you interested in teaching bright, high-achieving students?
✓ Are you a qualified Mathematics, Physics, Chemistry, Biology, ICT, Economics, English language, or Visual Arts teacher?
✓ Are you a flexible person with a growth mindset?

About the Intellectual Schools
The Nazarbayev Intellectual Schools (NIS) are a national network of 15 (soon to be 20) maths and science-oriented trilingual (Kazakh, Russian, English) schools that are helping to spearhead education reform in Kazakhstan.

The first Intellectual School was opened in 2009. All schools have been purpose-built, and are equipped with leading-edge laboratories. To ensure that its educational programmes meet international standards, NIS cooperates extensively among others with Cambridge University and Johns Hopkins University.

About Kazakhstan
Kazakhstan is a progressive, rapidly-developing, peaceful, stable and prosperous country. Whether you are looking to add an international dimension to your CV; to experience working with highly-motivated gifted and talented students; or, to partner with a team of expert local and international educators, we believe the Nazarbayev Intellectual Schools represent one of the most engaging, enriching and inspiring educational projects anywhere in the world!

Benefits Package (in USD)
$4,000-$5,000 per month (with only 10% direct taxation)
free furnished accommodation and free utilities
4 one-way flights per year (not to exceed $2,500 per flight)
$2,000 as a one-time settling-in allowance
$4,000 towards children’s school fees in Kazakhstan
comprehensive medical insurance
visa support

Paid in the completely convertible national currency and based on the current exchange rate.

Please visit: www.nis.edu.kz
Contact person: Ms. Botagoz Dabylova
E-mail: dabylova_b@nis.edu.kz
Skype: botagoz.dabylova
Phone: +7 7172 70 58 01
www.nis.edu.kz
You are welcome to contact international staff members:
Mr. John Zerrani:
johnzerrani@hotmail.com
Mr. Michael Slynec: pljc1967@gmail.com

Disclaimer: Please note that neither OISE nor the University of Toronto has screened the agencies or organizations advertising in this booklet. In deciding whether to enter into a relationship with these agencies and organizations, it is incumbent upon Teacher Candidates to obtain sufficient information to make an informed and prudent decision.
Disclaimer: Please note that neither OISE nor the University of Toronto has screened the agencies or organizations advertising in this booklet. In deciding whether to enter into a relationship with these agencies and organizations, it is incumbent upon Teacher Candidates to obtain sufficient information to make an informed and prudent decision.