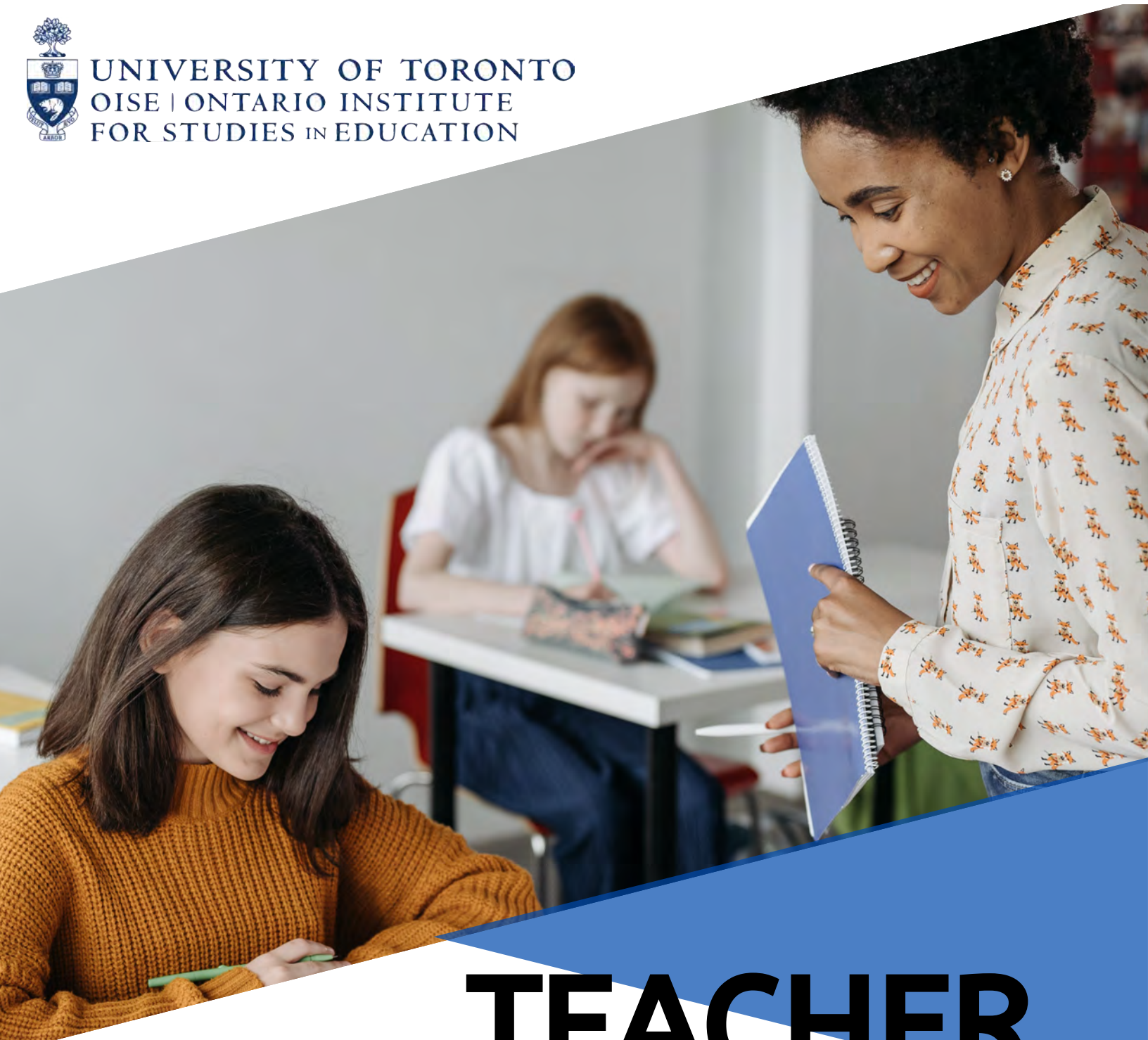




UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION



TEACHER EMPLOYMENT HANDBOOK

PPC 2024/2025 EDITION

Table of Contents

CHAPTER 1: EMPLOYMENT SERVICES	4
PROFESSIONAL PREPARATION CONFERENCE.....	4
<i>RÉSUMÉ WRITING SUPPORT AT OISE</i>	4
<i>U OF T CAREER CENTRE SERVICES</i>	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
<i>RÉSUMÉ HEADINGS</i>	25
<i>SAMPLE RÉSUMÉS</i>	26
<i>RÉSUMÉ CHECKLIST</i>	37
CHAPTER 6: THE COVER LETTER	38
SPELLING AND GRAMMAR.....	38
<i>OUTLINE OF A COVER LETTER</i>	39
<i>THE COVER LETTER CHECKLIST</i>	40
POSITIVE WORDS TO ENHANCE COVER LETTERS.....	41
SAMPLE COVER LETTERS	42
CHAPTER 7: THE INTERVIEW	49
PREPARING FOR THE INTERVIEW	49

USING YOUR PORTFOLIO FOR INTERVIEWS	50
<i>SAMPLE INTERVIEW</i>	50
EXAMPLES OF OTHER POSSIBLE QUESTIONS	52
<i>INTERVIEW FOLLOW-UP</i>	52
CAREER RESOURCES	53

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.

Chapter 1: Employment Services

Professional Preparation Conference

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

Résumé Writing Support at OISE

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

Before meeting with an OSSC Advisor:

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

Please [visit the OSSC website to book an appointment](#) with an advisor and for more general information about the OSSC. Please note that it may appear as though only one person is capable of reviewing your documents, but ANY advisor can support you.

U of T Student Life Services

800 Bay Street, 5th floor Toronto, ON M5S 3A9
(416) 978-8000, www.careers.utoronto.ca

The Student Life 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 during their time at the University and up to 2 years after graduation:

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

Employment Opportunities Listserv

We are pleased to announce a listserv that will disseminate job postings related to education. If you wish to subscribe to this listserv, you may [register using this link](#).

Chapter 2: Applying for a Teaching Position

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. The role of the résumé and cover letter is to get you an interview, take this process one step at a time.

Marketing 101 (or, highlighting your skills and capabilities)

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 is worth investing some time to really understand yourself as a teacher candidate. What are your:

- Strengths
- Passions
- Makes you the candidate that is the ideal choice for a certain position
- Makes you unique

One exercise to try is; 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. Be objective, sometimes it's difficult to focus on accomplishments, but don't be afraid to lay out all your successes.

2. KNOW THE MARKET

Marketing also means knowing the needs of your target group (employers), and directly and effectively addressing those needs. A résumé and cover letter that are not targeted provide little incentive for an employer to read them. **The résumé needs to be tailored to the requirements of the position.**

3. KNOW HOW TO RESEARCH THE MARKET

Conduct research to determine the needs of your targeted employer (school board, international, private etc.). All Ontario school board positions are posted to [Apply to Education](#). There are many other places to look for teaching opportunities, a [sampling is found on the OISE website](#).

Once you have a position to apply for, 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 valuable for learning about the school environment. If you are replying to an advertised position, start with the advertisement, often the requirements and the order in which they're listed is a clue to the importance of the skill being requested. 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 will 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? A [list of GTA school boards and their mission and vision statements \(with links\) is found on the OISE website](#)). Also, 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 changes are occurring within and are influencing the marketplace, i.e. the issues various school boards are facing, will make you a much more informed applicant.

4. KNOW HOW TO MARKET/HIGHLIGHT YOUR SKILLS

Consider how you can 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, an advanced comprehension of your subject and your ability to effectively communicate is central to your work. Your résumé and cover letter, as well as your board or school specific application, will be your first opportunity to demonstrate your effectiveness as a communicator and how convincing you can be at getting your message across.

Notes:

- 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.
- Some boards will filter résumés on spelling and grammar mistakes (one mistake on a document may result in it not being reviewed).

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. It is in your best interest to create documents that are uniquely yours, the templates are to inspire you for basic 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

STEP 1: 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: curriculum design, co-operative learning strategies, subject specialization, language competencies, Additional Qualifications (AQs) 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 humor.

STEP 2: 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 critically and solve problems. Personal management skills, defined as “the personal skills, attitudes and behaviors that drive one’s potential for growth”, include the ability to demonstrate positive attitudes and behaviors, be responsible, adaptable and to learn continuously. The final category of skill, teamwork skills, incorporates competency in working with others and participating in projects and tasks. For further information on this research see <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>. There is also a downloadable toolkit which you can use to help you identify your skills.

STEP 3: GETTING TO KNOW YOURSELF

The following exercise will aid you in developing your catalogue of skills; listed are many of the skills employers seek. This exercise is a sample only; do not be limited by these suggestions. Even if you have already research, know your skills, and have very focused career objectives in mind, consider completing the following exercise to ensure you’ve captured everything, sometimes you don’t recognize something you take for granted is a valuable skill.

In the spaces at the top of the following chart, write an activity you have performed then check which skill the activity highlights. An example has 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.

When you do this activity you may wish to create your own (written or on a computer) or use this one, but remove the examples.



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ADVANCE YOUR TEACHING CAREER WITH ADDITIONAL QUALIFICATIONS



Additional Qualification courses (AQs) can:

- Qualify you to teach in other divisions or subject areas
- Improve your current teaching skills and adapt to provincial curriculum changes
- Provide professional and leadership development
- Make you more marketable when applying to school boards



Continuing & Professional Learning

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EMAIL oise.cpl@utoronto.ca

Analytical Skills

camp
counsellor
yearbook
editor

Investigate										
Analyze										
Evaluate										
Research		■								
Problem solve	■									

Artistic Skills

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

Communication Skills

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

camp
counsellor
yearbook
editor

Liaise										
Translate/interpret										
Edit		■								

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

Creative Skills

Categorize										
Compile										
Design systems		■								
Edit/monitor		■								
Manage records										

Data Management Skills

STEP 4: GROUPING YOUR SKILLS

The final step in assessing your skills is the process of grouping the skills you would like to highlight 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 highlight.

Ask yourself, what does the job require? How does this connect to my skill set?

If you are applying to an advertised position, begin by dissecting the job posting 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.

Notes:

- For a list of GTA School board's mission & vision statements visit the [OISE Career Resources webpage](#)
- **Often**, not always, the job description lists the qualifications or skills in order of importance – take note of the order to give yourself a clue about which skills or qualifications matter most to the employer and highlight accordingly on your résumé & cover letter

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

Chapter 4: Looking for Work: Techniques and Strategies

This guide is intended for those looking to teach, both in traditional and “alternative” capacities (ex. Detention Centres, corporate/training etc.):

Ask 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 research and determined which occupations you'd like to use your skills and abilities in, compile a list of the appropriate names of organizations and companies and apply your search techniques.

Passive techniques

JOB POSTINGS

For teaching positions or alternative careers look on educational (or other depending on your search) job posting websites. There are many available, this is a sampling, not an exhaustive list: [Jobs in Education](#), [indeed](#), [Human](#)

[Resources and Skills Development Canada \(HRSDC\)](#) and the site that most, if not all school boards use, [Apply to Education](#).

If you use [Pepper](#) as part of your program, you may also come across job postings there, or sent directly to you by your program coordinator. These jobs will be both paid and unpaid.

Wherever you find the job posting, it is up to you to do your due diligence and research the organization/board and make sure you feel comfortable applying.

WEB SITES

Many/most school districts are using [Apply to Education](#) and/or 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, Additional Qualifications (AQs) such as Special Ed. Part 1, etc.). Also, an increasing number of web sites for teacher recruitment (provincial, national, and international) have been developed.

UofT Student Life

Employers looking to post jobs are directed towards the main [UofT Student Life](#). Here you will find additional resources as well as job postings in teaching and alternative careers. You will also find on-campus postings. Please note that **you have unrestricted access to all [Student Success Centre](#) services for up to 2 years after you graduate.**

PERSONNEL CONSULTANT OR AGENCY

Be selective with which agencies you work with. 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. Also note that **you should not pay for the service**. If you're working temporarily it will look as though your hourly wage is being "docked", in fact the employer is paying you what they would have paid, and the agency is receiving money on top of that to cover the costs of being an intermediary. Similarly the organization who hires you longer term/permanent pays a separate fee to "find" you (as you are great). You should not be paying any money to the agency to find you a job.

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, neighbors, 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 be clear about 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. Be mindful of [Regulation 274](#) which may limit your contacts' ability to support you as much as they'd like. Regardless, keep in touch, as references or helpful interview information may come your way.

- **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 or be happy to be a reference for you.
- **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.

*Many students and recent graduates feel they are “bothering” contacts. When done in a respectful and considerate manner this is often not the case! Most people are happy and want to help. Another concern is that you’re “asking” and not giving back. A few points to consider:

- Everyone has been in your shoes at some point – most people remember this and want to help
- Think about ways you can reciprocate, do you have any contacts (friends, family etc.) who may be of help to them now or in the future
- You have knowledge, you have graduated from a prestigious and demanding program, you are able to offer insights and new ways of sharing knowledge
- It’s nice to break the ice with a contact/potential contact or follow up with them by sending a relevant article or information piece that relates to them or their business. For example, if you know that a contact’s child is thinking about taking music lessons, perhaps you can put them in touch with a friend of yours who can teach music, or you know of articles that outline how to get children interested in music
- The key is to be polite, considerate and direct in your communication, and **always say thank you** even if their advice or help doesn’t result in a job offer

SPECULATIVE MAILING AND FORMAL APPLICATION please read the “note” section carefully

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 20 responses, 3 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 Teacher Education program.

A good way to know how this will be received is to do some digging, with your contacts or ATs

SPECULATIVE TELEPHONE CALLS

For those who feel comfortable and can articulate 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 [UofT Student Success 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 office staff for future consideration. Be very professional in both your demeanor and dress, 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.

Notes:

- **Have purpose when reaching out to people:** think ahead and decide what you'd like to get out of the connection. Do you simply want to drop a résumé off, check out the school/people to see if *you* want to work there, or is it to volunteer?
- As [Regulation 274](#) is in place, some of these methods may be restricted or mitigated. Think carefully about who and how you're approaching contacts and potential contacts
- Keep track of when you last contacted people so that you're reaching out to often, and becoming a pest (there is no rule, and some contacts may tell you when to follow-up with them, but a general principle would be no more than once/6-8 weeks.
- **Think of how you might reciprocate** with your contact. Some ways may be: volunteering at the school/organization, helping with fundraising, or connecting schools to local businesses or donors, providing expertise in a certain field. Example yoga or music. Relationships are a two-way street

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

Keeping track of this will look different for everyone. Some people may keep track of this information in a spreadsheet, or simply by keeping all emails or notes in a file. Make sure the system works for you and you can maintain it.

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Principal K-4 - maryhill@ebs-school.org

Principal 5-8 - briangreen@ebs-school.org



Chapter 5: The Résumé

Dynamic tips for your résumé

- Organize your résumé in order to list your most relevant experiences on the first page – this may change based on the role or organization or job you're applying to. Often the job description will provide clues as to what information is most relevant; skills/qualifications will be listed in order of importance
- When describing an experience, begin with responsibilities and duties that are of most interest to the employer, avoid superfluous information, no matter how interesting or special the experience was to you
- Use point form in your descriptions, *starting* with action words
- Use headings on your résumé that allow you to present yourself favorably
- 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 one- two pages in length. If you go on to a second page, it must go to at least halfway down the page; if it's a couple of lines over, then you need to do some refining to keep it to one
- Use a font style that is clear, easily read and professional looking – avoid multiple or “cute” fonts
- **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 document that is visually appealing, clear and encourages the reader to take a closer look. Review the samples included and evaluate them for layout (white space vs. black lettering), their use of highlighting and different font sizes to distinguish sections.
- Avoid spelling and grammar mistakes at all costs. Some boards have gone so far as to say if/when they see a mistake they immediately stop considering the résumé. While we all make mistakes, look to keep your résumé in the “yes” pile by having at least one other person review your document(s)

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? (Refer to Chapter 3 of this Handbook)

STEP 2 THE COMPONENTS: WHAT GOES WHERE

What follows are the components, or sections, or "buckets", which 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. The samples in this guide are consistent with the format that the school boards are most familiar with.

Personal Information

- Name, address*, and telephone number(s) and Email**. **Please remember to include your summer contact information.**

Make sure that an employer can leave a message for you during business hours.

- For Canadian résumés, 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.

*this is increasingly becoming unnecessary as it could be used to filter your résumé, for example, if you live in the West, but are looking for work in the East, there may a question around your ability to get to the school for daily occasional work. Conversely, if you live in Whitby and you want to work in Durham region, your address could be a positive, and you may wish to keep it on. Like anything else on your résumé, there must be a purpose to the point and tailor it to the employer

** Make sure this is an email address that you check regularly. Also, you are now a professional, use or create an email address name that includes your name or a variation of your name. Ex. Sonia.Saif@gmail.com or S.Saif@gmail.com; most importantly, avoid addresses such as, cookielover99@hotmail.com or beerchuggingchampion2017@gmail.com

Education

- Begin with the most recent education (dates that are easily visible, on the left or right 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 and relevant** do not use UofT course codes
- Include scholarships, bursaries and awards – **space permitting and if relevant**
- 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" or "commencing" and include the date – keep the date style consistent with your other dates

Languages

If you speak an additional language(s) in addition to 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 Ex. Fluent in English and Spanish, conversational in Portuguese. If you only speak English, do NOT include Languages in your résumé. Remember that having another language is a skill. Often you'll be working with students (and their

parents) whose first or comfortable language is not English

Work Experience and Accomplishments

- List dates, position title, organization name, and location (not inc. the mailing or contact information address)
- Describe your responsibilities and accomplishments
- Use a variety of action words (such as: analyzed, 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
- Do not use personal pronouns on the résumé (the Cover Letter it is permitted)
- Prioritize your skills. **Decide which skills are most important to the job.** Emphasize those 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
- Use clarifying information or supporting information to make your point:
 - for Ex. Instead of saying, “taught math to grade 2 students” try, “instructed class of 24 grade two students, three with IEPs, on the fundamentals of addition and subtraction. Used multi-media to create an engaging lesson

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.

*this is becoming less important as school boards obtain this information from other areas of your application (online). Again, use this only as a tool to differentiate or support your skills. For example, one or more of your

references is an AT or principal in the school you're applying to. Or, you have all principals (rare!). If there is nothing extraordinary about your references, consider delegating this information to the other application area and using this space to highlight your skills or accomplishments

E-Résumés

Many employers now require applicants to submit their résumés and cover letters electronically. Unless you are able to upload your résumé, you may need to apply with a "plain text" résumé.

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. You could also create a .pdf version of your documents for easy file transfer. There are many free PDF converters online, if you don't have Adobe installed in your computer. 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
- E-mail your résumé and cover letter to yourself as a backup. That way, you will never leave home without it

Action Words—Essential to a résumé

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

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

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

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Inuvik, Northwest Territories

SALARY RANGE: \$91,570 - \$147,835

+

NORTHERN LIVING ALLOWANCE: \$14,661 + \$36,700

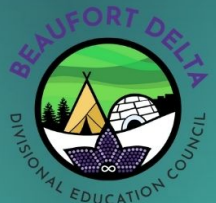
INDIGENIZED, INCLUSIVE, INQUIRY BASED EDUCATION,

FULL BENEFITS, PAID RELOCATION, PD FUNDING,

SMALL CLASSES, LAND-BASED OPPORTUNITIES,

STIP DAYS, LEARNING NETWORKS,

TERM & PERMANENT CONTRACTS



SCAN TO SEE
AVAILABLE JOB
OPENINGS



<https://beaufortdeltadec.ca>



kristac@bdec.nt.ca



867-777-2332 Ext 510



[@beaufortdelta_DEC](https://www.instagram.com/beaufortdelta_DEC)



Beaufort Delta
Divisional Education
Council

STUDENTS FOR A TIME ALUMNI FOR LIFE

From social events to mentoring, the OISE Alumni Office provides you with critical skill-building and networking opportunities to plan your future, set yourself up for professional success and make the most out of your OISE experience.



100,000
OISE alumni worldwide

Connect with alumni and friends – your lifetime resource of ideas, networks, connections and support:
www.uoft.me/OISEAlumniFriends

Showcase your work and innovative research in alumni publications:
alumni.oise@utoronto.ca



Find your future employer. Check out resources for job opportunities: www.uoft.me/OISECareerSupport

260 alumni mentors



Meet a mentor and discuss professional goals, career possibilities, industry trends, personal interests and more: www.uoft.me/OISEMentorshipProgram



20+ annual events

Find a list of signature events and workshops offered each year by the OISE Alumni Office:
www.uoft.me/OISEAnnualEvents

U of T in your neighbourhood

Attend lectures featuring some of OISE and U of T's top scholars held in neighbourhoods across Toronto:
www.uoft.me/UofTEvents



Nominate outstanding student leaders for the Gordon Cressy Student Leadership Awards:
www.uoft.me/CressyAwards



Explore awards, bursaries and scholarships: www.uoft.me/Explore



Volunteer on the Alumni Association's Student Advisory Committee:
alumni.oise@utoronto.ca

For more information and to sign up for the Alumni and Friends newsletter, contact 416-978-5047 or alumni.oise@utoronto.ca.

Condensed Sample Résumé – the job is for a I/S teacher in Peel Board

Name

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

SUMMARY OF SKILLS - 3-5 points maximum, should be related to the position you're applying to

- Educational professional with over 5 years' experience in teaching, child and pedagogy development, 4 of those years within the Peel School Board
- Expert in differentiated instruction and use of multi-media, including engaging student with current technologies such as SmartBoard, Google Chats and Documents and SeeSaw
- Dedicated to professional development, currently pursuing the Spec Ed 1 Additional Qualification while volunteer tutoring a grade 8 student on an IEP, holistically supporting and managing their ADHD

EDUCATION

- 201x – 201x Master of Teaching, **Intermediate/Senior—French and Geography**
Ontario Institute for Studies in Education, University of Toronto
- 201x – 201x Bachelor of Science/Commerce/Arts, University of ABC

HONOURS AND AWARDS – this may be something that goes at the END of the résumé, your skills are often more important

- 201x Award 1, what it's for/how it's selected
- 201x Honors 1, what it's for/how it's selected

PROFESSIONAL DEVELOPMENT – similar to above, also consider combining this with Honours & Awards to make the section more robust. AQs should also be highlighted, it is your choice to include AQs as Education or Professional Development

- 201x 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

- 201x Winter **Teacher Candidate - Practicum**, Grade and/or Subject, Name of the 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)
- (remember to prioritize your points — principals may tune out before they reach your most important point)

201x Fall **Teacher Candidate** - Grade and/or Subject Name of the School, Board

-
- **(it is not necessary to have the same number of fields)**
-

201x – 200x Classroom **Volunteer Experience 1**, Place of Volunteer Experience

- Skill
- Skill
- Skill

ADDITIONAL WORK EXPERIENCE (a.k.a RELEVANT WORK)

(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.)

201x – 201x **Work Experience 1**, Place of Work Experience

- Field 1
- Field 2

201x Summer **Work Experience 2**, Place of Work Experience

VOLUNTEER MEMBERSHIPS AND ACTIVITIES

201x **Role**, place of activity or membership, location of activity

INTERESTS – This is only included if there is room, your skills and experience are most important, however, this can be a window into what else you bring to the school ex. Cooking, sports, etc.

REFERENCES – See above, this is becoming less standard, as you likely will upload your résumé and references separately. However, if these references serve a purpose, then you may wish to keep them on.

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.

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
Current Research Interest
University Activities
Club Memberships

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
Technical Experience/Expertise
Additional Experience
Additional Employment

Skills

Related Skills
Relevant Skills
Computer Skills
Special Talents
Professional Skills

Areas of Experience
Areas of Knowledge
Language Skills

Publications

Exhibits
Presentations
Conferences Attended
Papers Presented (Given)

Miscellaneous

Qualifications Summary
Highlights of Skills
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

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. It is in your best interest to work on creating a unique document instead of copying sentences from the sample résumés.

You are welcome to [make an appointment at the OISE Student Success Centre \(OSSC\)](#), any advisor can help you, to review your résumé and/or cover letter.
in the summer as well as during the year

SEEK OUT

Opportunity

There are plenty of great teaching positions in the Far North



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Kativik Ilisarniliriniq



career.kativik.qc.ca

SAMPLE ONE (OCT #####)

(416) 978.1599

aman.teacher@mail.utoronto.ca

EDUCATION

Expected 2018 **Ontario Institute of Studies in Education (OISE), University of Toronto**
Master of Teaching, Primary/Junior

2015 **Bachelors of Arts (Hons.) Business Administration**
Ryerson University

ADDITIONAL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

2018 Registered for Additional Qualifications: Special Education Part, 1

2017 Educating for Peace and Justice Conference, OISE

2017 Adaptive Technology Resource Workshops, University of Toronto

2016 Supporting Children with Special Abilities Workshop, Made up School

TEACHING EXPERIENCE

Current **Teacher Candidate, Grades 2/3,**
King George, Junior Public School, TDSB

- Create differentiated lesson plans to accommodate learners in a split class and with a spectrum of learning abilities, including three students with ELPs
- Liaise with parents regarding student progress and prepare pupil's report cards in accordance with ministry guidelines
- Integrate age-appropriate technology in the classroom using Seesaw, digital mediums and videos to reinforce learning of new vocabulary and grammar concepts with visuals and interactive exercises

2017 **Teacher Candidate, Grade 5**
Samuel Hearne Middle School, TDSB

- ESL tutor to at-risk Hispanic youth ranging in age from 9-13 years of age providing instruction in the areas of reading and writing resulting in a higher pass rate amongst students
- Facilitated and developed workshops for marginalized youth in the Jane and Finch area of the TDSB that culminated into a theatrical and musical production which was presented by the students to the community at an annual Latino festival

2016 **Teacher Candidate, Grade 6**
Samuel Hearne Middle School, TDSB

- Developed detailed lesson plans, homework sheets, unit tests, original rubrics and unit assignments which helped prepare students of the EQAO test
- Implemented classroom management strategies of restorative justice, incorporating indigenous ways of knowing, and integrating the TRC
- Co-facilitated an after-school intramural Dodge ball with students, modeled positive health habits
- Liaised with Special Needs/Special Education Office to accommodate students with particular learning styles and social behaviours using Individual Learning Plans (IEP)

VOLUNTEER WORK

2011-2014 **Community Volunteer**

Culturelink Settlement Services, Toronto

- Supported recently immigrated newcomers with ESL classes and career support
- Designed lesson-plans which respected the knowledge of each student incorporating their experiences and cultural norms; built confidence through engagement and community support

2011 -2013 **Community Organizer**

Urban Jungle Arts Collective, Toronto

- Co-director of a community project for the “greening up” of orphan space in economically challenged neighborhoods of Toronto

2012 **Volunteer Teacher**

Oasis School’s Triangle Program, TDSB

- Tutored and motivated at-risk youth in their efforts to complete secondary studies using independent study units as a part of the alternative education initiative of the Toronto District School Board
- Created lesson plans using differentiated instruction to engage with learners of variable skill, including gifted, those on ELPs and were on the Autism spectrum

ADDITIONAL WORK EXPERIENCE

2010 - 2016 **Gardener**

City of Toronto (Seasonal Contract), Toronto, ON

- Re-hired every year to work within a team of two to provide gardening and beautification services on behalf of the City of Toronto
- Identified and solved issues as they arose in regard to bylaws, property damage and client support

2014 - 2016 **Audio Engineer and Multimedia Specialist**

Freelance, Toronto/U.S./Europe

- Provided technical support with stage set-up, wiring of microphones and all related audio equipment to Front of House system (Analogue and Digital).
- Liaised and built relationships with artists and venue owners at pre-production meetings

TECHNOLOGICAL SKILLS

- Extensive work with learning assistive devices and computer based programs for literacy.
- C.A.L.L. *Computer Assisted Language Learning Software.*
- Kurzweil
- Dragon Naturally Speaking
- Entire Microsoft Office Suite, Adobe Suite
- HTML programming
- See Saw application
- Apple TV
- Google Docs

Sample Two, OCT #####

252 Bloor St. West, Toronto, ON, M6S2L1

416.978.1599, teacher.sample@gmail.com

Highlight of Skills

- 5+ years of teaching and education support experience, including supporting new comers and those with learning exceptionalities and whose first language is not English
- High degree of technological aptitude, using various platforms to engage students, parents and colleagues as well as assist as necessary in adaptive learning technology
- Adaptable and comfortable in a variety of environments and grade levels through diverse practicum placements

Education

Master of Teaching Primary/Junior

2018

Ontario Institute for Studies in Education (OISE) at the University of Toronto

Bachelors of Arts (Hons.) Business Administration

2016

Ryerson University

Practicum Experience

Teacher Candidate, Grades 2/3,

2017

King George, Junior Public School, TDSB

- Created differentiated lesson plans to accommodate learners in a split class of 28 children experiencing a spectrum of learning abilities, including three students with ELPs
- Liaised with parents regarding student progress and prepare pupil's report cards in accordance with ministry guidelines, provided at-home strategies to engage parents in child's learning
- Integrated age-appropriate technology in the classroom using Seesaw, digital mediums and videos to reinforce learning of new vocabulary and grammar concepts with visuals and interactive exercises

Teacher Candidate, Grade 5

2017

Samuel Hearne Middle School, TDSB

- ESL tutor to at-risk Hispanic youth ranging in age from 9+ years of age providing instruction in the areas of reading and writing resulting in a higher pass rate amongst students
- Facilitated and developed workshops for youth in the Jane and Finch area which culminated in an extra-curricular theatrical and musical production which was presented by the students to the community at an annual Latino festival

Teacher Candidate, Grade 6

2017

James Culnan Catholic School, TCDSB

- Developed detailed lesson plans, homework sheets, unit tests, original rubrics and unit assignments which helped prepare 27 students of the EQAO test
- Implemented classroom management strategies of restorative justice, incorporating indigenous ways of knowing, and integrating the TRC
- Co-facilitated an after-school intramural Dodge ball with students, modeled positive health habits including nutrition and science principles
- Liaised with Special Needs/Special Education Office to accommodate students with particular learning styles and social behaviours using Individual Learning Plans (IEP)

Selected Related Experience

Community Volunteer

2011-

2014

Culturelink Settlement Services, Toronto

- Supported recently immigrated newcomers with ESL classes and career support
- Designed lesson-plans which respected the knowledge of each student incorporating their experiences and cultural norms; built confidence through engagement and community support

Volunteer Teacher

2012

Oasis School's Triangle Program, TDSB

- Tutored and motivated at-risk youth in their efforts to complete secondary studies using independent study units as a part of the alternative education initiative of the Toronto District School Board
- Created lesson plans using differentiated instruction to engage with learners of variable skill, including gifted, those on ELPs and were on the Autism spectrum

Technological Capabilities

- Extensive work with learning assistive devices and computer based programs for literacy.
- C.A.L.L. *Computer Assisted Language Learning Software*.
- Kurzweil
- Dragon Naturally Speaking
- Entire Microsoft Office Suite, Adobe Suite
- HTML programming
- See Saw application
- Apple TV
- Google Docs

References

Ms. Principal

Principal, King George Public School

416.555.1234

Principal@TDSB.ca

Mr. Vice Principal

Vice-Principal, Oasis Triangle Program

416.555.1234

OASIS@TDSB.ca

Ms. Megan Whitehead-Douglas

Associate Teachers, James Culnan Catholic School

416.555.1234

AT@TDSB.ca

These are SAMPLES! They are not the only ways to format or present your resume!

Come to the [OSSC](#) if you'd like an appointment or head to the [Main UofT Career Centre](#)

Résumé checklist

OVERALL FIRST IMPRESSION

- Do you want to read it?
- Is it easy to follow? Easy to skim – pick out key points?

PRESENTATION—VISUAL

- Easy to read type?
- Easy to read font size?
- Enough white space?
- Effective spacing between sections?
- Not cramped or dense-looking?
- Appropriate number of pages?

PRESENTATION—STYLE

- Action verbs starting each point?
- Point form?
- Accomplishments or outcomes stressed?
- Is it specific/have enough detail for the employer to understand what you did, what you accomplished?
- Is it too wordy? Is there superfluous information, can it be edited?
- Consistency in heading, tenses, punctuation?
- Avoid abbreviations or acronyms?

ACCURACY

- Has it been proof-read?
- Spell-checked?
- Is the document free from 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

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

Each job deserves its own cover letter, make sure you are tailoring it to the job you’re applying to and you’ll avoid the dreaded mistake of saying to wrong company/school.

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, inattention to detail, and/or sloppy and rushed 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 or résumé.

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
- Some people have used tools such as [Grammarly](#), make sure you’re using these tools correctly
- 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. A good resource is to 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 [insert role] I organized [insert event(s)]” -- 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’re concerned with your writing abilities beyond the occasional spelling or grammatical error, it may be a good idea to enroll in a writing or composition workshop – [check the OSSC website for writing clubs](#)

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

“While at Calgary College, I developed and wrote a 12-page training manual which was used to train a team of 6 teachers in the latest developments and best practices in “Behavioural Management”.

Cover Letter Summary

- Most people do not like writing cover letters – what should be said, how long should it be, what to highlight – if this is you, you're not alone
- Keep your cover letter to one page
- Make sure you're highlighting skills that are relevant to the job – you may have a skill or experience that you love to talk about or are proud of, but if it's not relevant to the job it doesn't belong
- Cover letters are like a writing sample – therefore it must be clear, direct and well-written (see above)
- Cover letters, unlike résumés, can be in the first person – this is where you get to showcase more about you as person and not just a list of your accomplishments.

Outline of a Cover Letter

The Address / Salutation

You are writing to a real person, 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. Hanifa...? Which one is more likely to be read? There may be a few cases where, regardless of how persistent you are, where you are 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," or "To the attention of the Hiring Committee".

Historically it was advisable to send your cover letter and résumé to the principal or department head responsible for hiring, in addition to the Personnel/Human Resource department. However, often you are required to only apply through the online system. You may wish to still send your documents to ultimate hiring manager, to be thorough and to get your name out there. If you do this, be sure to use gender inclusive language, use the individual's work title, "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 associated paragraphs providing specific examples of how you have applied those skills/strengths as a teacher (if applying to teaching positions, other capacities may be cited if applicable for non-teaching roles).

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 résumé. Illustrating examples of both skill types is preferable. The two documents should connect/speak to each other, but shouldn't be a word-for-word repeat.

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
- Tie specific examples of your strengths to the needs of the job you're applying to
- 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

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Visit <https://ca.searchassociates.com>
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Positive Words to Enhance Cover Letters

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

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

Sample cover letters : Sample: A teaching position with a Catholic board

April 2, 2018

Ms. Lucie Baptista

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

Teachable subject and level should appear upfront and bold

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

Dear Ms. Baptista:

Please accept the enclosed application to teach **Science** in the **Junior/Intermediate** division of the Dufferin Peel Catholic District School Board. 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 Science club where students were able to deepen their understanding of e 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.

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 call me at, 905.459.2500 or email, angelita.teacher@gmail.com

Sincerely,
Angelita Teacher

Sample: A teaching position with a specific school

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

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

June 1, 2013

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

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



Never include negative information

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

Sample: A teaching position with a specific board

June 1, 2013

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

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

Emphasize Master of Teaching degree

Dear Ms. Miller:

Please accept the enclosed 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

Natalia Teacher

TIP!

Every word and sentence counts! Give your best examples.

222 Anywhere Avenue

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

August 2, 2013

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

Use a specific
example:
classroom
management
technique

Dear Ms. Smith:

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

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

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

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

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

Sincerely,

D. Teacher

Delroy Teacher
encls. 3

TIP!

End with a positive statement
and express enthusiasm for an
interview

May 30, 2013

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

Mention intentions to take
Additional Qualification
courses if genuinely
planned

Dear Ms. Shaw:

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

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

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

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

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

Sincerely,

Sami

Teacher

Sami Teacher

TIP!

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

January 10, 2013

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

Dear Mr. Wall:

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

Chapter 7: The Interview

Preparing for the interview

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

- Often is the determining factor in deciding who gets the job
- There is a two-way exchange, where both parties get a chance to learn more information about the other (you are interviewing them too!)
- You're provided the opportunity to explain or elaborate on your resume, which helped you get to this stage

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. 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 know when someone has taken the time to conduct research. When applying to a school or board you should consider who will be attending that school, do you need to highlight any special skills, experiences or qualifications? Ex. Special Education AQ, ESL experience etc.

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 hiring manager 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. Do not bad mouth past employers or experiences. You can diplomatically talk about a learning experience, but remember education is a community, and you don't know who your interviewer knows.

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. Some people ask if they can/should bring their portfolio to an interview. There often isn't time to present the information, and unless you know exactly where everything is (have it "tabbed") you may waste time looking to find the example, when you could have just explained it. Do what you feel is best. If you want to bring it, have your highlights easily marked so you can quickly find the example and make your point.

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 2 minutes

Consider the following:

- State your personal philosophy of education (highlight points that you have in common with the Board)
- Your answer should indicate that you have researched the Board, perhaps reference the Board's mission or unique qualities
- Refer to your personal experience with the Board (practicum, volunteer work etc.) If applicable
- Refer to your own lifestyle interest (e.g. I want to live in a diverse urban environment) or how you'd participate in the community

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 – 3 - 4minutes

Consider the following:

- Explain why it is important to deal with the student
- Point out your sensitivity to the reasons for the disruptive behavior and the needs of the student
- Describe the steps you took (series or escalation)
- Point out consultation with other teachers, guidance, parents, special ed. If applicable
- Provide the outcome; what happened in the end (sent to the VP, learned a new way to manage a student, the student behaved better etc.)

BONUS: proactive steps (for you):

- Be 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 – learn their names
- 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 – 3 - 4minutes

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 – 3 - 4minutes

Consider these points in your answer:

- Describe the unit very briefly (“I taught a science unit on mitosis to Grade 9 students”)
 - 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 a learning plan
 - 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?

Answer time – 3 - 4minutes

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
 - May use an example of how you did this specifically, that way you’re not speculating, but discussing real results
6. What records would you keep?

Answer time – about 2 minutes

- 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 misbehavior.

Examples of other possible questions:

***Remember for many new teachers, you're interviewing for a Daily Occasional Role, you want to provide a good sense of how you will be as a full-time teacher, but also use examples, or show an understanding about the situation. For example, use words or situations where you quickly got up to speed, needed to take over, plan something "on the fly" etc.**

- 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.