

A Guide to Education Applications

Created by the School of Education and
ECU Careers & Employability



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Register with the Teacher Registration Board of Western Australia (TRBWA)

The Teacher Registration Board of Western Australia (TRBWA)

The TRBWA is the body responsible for the registration of all Early Childhood to Year 12 teachers in Western Australia who teach in a Western Australian educational institution. You can apply for a graduate teaching position, but you cannot commence teaching until registration has been granted.

Apply for Provisional Registration in your Final Semester of Study

You can start the registration application process at the beginning of your final semester of study using the Provisional Registration Graduate Teacher (Final Year Students) online form via Teacher Login on the TRBWA website.

When you create an account using the Teacher Login on the TRBWA website, please use a valid **personal email address** that will be accessible to you after you have completed your university studies, rather than your university email address.

The TRBWA will begin assessing your application once it has been submitted and paid for.

Time to Process an Application

The TRBWA recommends commencing the application process early in the final semester of your studies to allow enough time to provide all necessary documentation.



Identification Documents Required

Identification documents required:

The TRBWA needs to be certain that the person applying is a **fit and proper** person to teach. As part of the online application process, the following identification and supporting documentation is required:

Three identity documents compliant with the Australian Criminal Intelligence Commission (ACIC).

- **One** document from the list of Commencement of identity documents (such as, but not limited to, an Australian birth certificate, current Australian passport, ImmiCard, Australian Citizenship certificate), Australia visa (current at the time of entry to Australia as a resident or tourist).
- **One** document from the list of Primary use in the community documents (such as, but not limited to, an Australian driver's licence or a non-Australian passport with a valid entry stamp).
- **One** document from the list of Secondary use in the community documents (such as, but not limited to, a certificate of identity issued by DFAT, Medicare card, Australian tertiary student photo identity document, Working with Children Check Card).

One identity document must include a photograph, and all documents must be current.

Please refer to the Nationally Coordinated Criminal History Check Application and Informed Consent Form for a list of the identity documents that may meet the minimum proof of identity requirements.

If you provide identity documents with different names (such as a former name), a change of name document will be required. Only Australian change of name documents will be accepted.

These include a change of name certificate issued by the Australian Registry of Births, Deaths and Marriages or an Australian marriage certificate issued by a state or territory (where applicable). Ceremonial birth or marriage certificates are not accepted.

The application process includes a national criminal history check and an overseas criminal history check (if you have resided overseas for a cumulative period of 12 months or more, from 18 years of age, in the last 10 years before applying for registration). For further information about national and overseas criminal record checks, refer to the TRBWA website.

Verification of your identity is required.

As part of ACIC requirements, the TRBWA is required to verify the identity of the person applying for registration. The application process requires third-party verification of your identity.

You will need to:

- Download and print the Third Party Verification Form (the form is in the online application);
- Ask an authorised witness who can verify your identity to sign it (refer to the List of Authorised Witnesses – your university lecturer is an authorised witness); and
- Upload this signed form as part of the application process.

Provide a current student record.

You are required to provide your 'Confirmation of Enrollment' or 'Course Unit'. If you have not completed your Initial Teacher Education program at the time of submitting your registration application, you are required to provide a current student record to confirm the qualification you are completing to show your name, the university and the course in which you are enrolled.



TRBWA Registration Checklist

- ☐ At the beginning of your final semester, start your application for registration by creating an account via Teacher Login on the TRBWA website. Use a **personal email** address that will be accessible to you after you have completed your university studies, not your university email address.
- ☐ Complete the Provisional Registration Graduate Teacher (Final Year Students) application. Use the checklist in the online application to ensure you have completed all the required sections.
- ☐ Pay the Provisional Registration Graduate Teacher application fee – registration applications are only processed once paid.
- ☐ Check that you have received an application acknowledgement email from the TRBWA.
- ☐ Make sure you have authorised ECU to release your final academic transcript to the TRBWA. Alternatively, you may upload a copy of your final transcript via Teacher Login on the TRBWA website when you receive it.
- ☐ Check your email regularly in case the TRBWA requires any further information or documentation to progress your application.
- ☐ When your registration is granted, you will be sent an invoice for your annual fee, payable by 31 March of the following year. This is separate from your registration fee and must be paid by 31 March each year to maintain your registration. You will receive a reminder about this invoice in January each year.

If you do not complete your course within the expected time frame, please contact the TRBWA via their email info@trb.education.wa.edu.au.

Offer of a teaching position before Provisional Registration is granted:

If you have an offer of a teaching position before being granted Provisional Registration, your educational institution can apply for Limited Registration on your behalf.

This will require the submission of two documents by the employer:

1. A Pre-Application Notice for Limited Registration.
2. An Application for Limited Registration. Please note that an application fee applies.

Note: It is important that you apply for Provisional Registration, even if a school applies for Limited Registration for you.

Provisional Registration enables an individual to teach in any educational venue once registration has been granted and may provide access to a higher pay classification than Limited Registration. Once granted, **Provisional Registration replaces any Limited Registration currently held by the applicant.**

Further information about the Limited Registration application process is available on the [TRBWA website](https://trb.education.wa.edu.au), or you can contact the TRBWA at info@trb.education.wa.edu.au or by telephone on (08) 9223 9100.



Writing a Statement for a Government School Teaching Position

Statement

In government schools, a statement is required as part of your application. This statement addresses the selection criteria and aligns with the Australian Professional Standards for Teachers.

The statement is typically 2-4 pages long, with three pages being the average. It should demonstrate your Professional Knowledge, Professional Practice, and Professional Engagement within the context of the position and the school.

In your introduction, clearly outline why the school should employ you and what you can contribute to their school community.

- Research the school - ensure you understand the school's mission statement, values, business plan.
- Express how you support these values, your suitability for the role and why you are interested in that particular school. You should also respond to the professional standards within your statement.
- Showcase your relevant skills and experiences in the main body of the statement while addressing the Teacher Standards. Aim to include your unique skills and experiences, which may give you a "point of difference" and help you stand out from your competitors.

Responding to the Australian Professional Standards for Teachers

After you have completed the introduction section of your statement, you will need to demonstrate competency against the three professional domains which govern the Australian Professional Standards for Teachers. Your statement should be organised so the panel can easily find the information required to consider you for the role. Use a consistent structure that is easy to read and provide examples relevant to the Teaching Domains and the advertised position.

Teaching Domains:

1. Professional Knowledge
2. Professional Practice
3. Professional Engagement

List each Domain as a heading and write your response underneath each heading. You do not need to write a response to each standard listed under the Teaching Domain. It is not possible to address all of the sub-domains in your response; instead, use the focus areas within each standard as a guide to assist you in building an appropriate response. Use the STAR or SAO method to develop your response to each.



The STAR and SAO Methods

To respond to the Australian Professional Standards for Teachers, applicants are required to structure responses using either the **STAR** or **SAO** method.

Use the STAR or SAO method to develop your response to the three Teaching Domains. For each Teaching Domain, aim to include examples from your experience that relate to key areas of that domain. Be explicit when writing your examples; do not use generalisations. Ensure you have a copy of the Professional Standards as a reference guide while you write.

Tips on Writing Examples

- Ensure the examples you choose to evidence your competency include the strongest workplace or teaching Professional Experience examples, are aligned to the domains, and are relevant to each position.
- Demonstrate how your transferable skills and experiences will benefit the school.
- Capture the complexity and quality of your experiences.
- Demonstrate your skills, knowledge and experience in action.
- Link your actions and experiences to the impact on student achievement and outcomes.
- Describe how you achieved results.

The STAR and SAO Methods Explained

STAR (Situation, Task, Action, Response)

The STAR model allows you to provide detailed information relating to tasks you were involved in and include measurable results.

Situation

10% of your answer - Set up the story. What was the context? Provide an overview of your position and your responsibilities at the time.

Task

10% of your answer - What problem or opportunity prompted the action?

Action

70% of your answer - The main body of your response. Discuss how you planned the actions. What action steps did you take? What resources were involved? How did you coordinate the resources? How did you consult and communicate with others? What monitoring/evaluation processes did you use?

Response

10% of your answer - What impact did your actions have on your students? What outcomes, achievements, feedback and changes resulted from your actions? What have you learned from your actions, and how have you improved?

SAO (Situation, Action, Outcome)

The SAO method allows you to focus on the actions you took. Include examples and measurable results.

Situation

10% of your answer - Set up the story. What was the context? Provide an overview of your position and your responsibilities at the time. What was the problem or opportunity that prompted the action?

Action

80% of your answer - The main body of your response. Discuss how you planned the actions. What action steps did you take? What resources were involved? How did you coordinate the resources? How did you consult and communicate with others? What monitoring/evaluation process did you use?

Outcome

10% of your answer - What impact did your actions have on your students? What outcomes, achievements, feedback and changes resulted from your actions? What have you learned from your actions, and how have you improved?



How to Demonstrate Professional Standards

Professional Knowledge

Know Students and How They Learn

What to demonstrate:

Your knowledge and understanding of what students with physical, social, intellectual, religious and economic differences need and how this translates into the classroom.

Things to consider:

- Providing examples to show you understand students' physical, social, and intellectual development and characteristics and how these affect learning. Your knowledge and understanding of research on how students learn and the implications for learning.
- Including teaching strategies, in particular, strategies for differentiating teaching that are responsive to the learning needs of students across the full range of abilities.
- Demonstrating your understanding of the impact of culture, cultural identity and linguistic background on the education of Aboriginal and Torres Strait Islander students.
- Demonstrating your knowledge and understanding of legislative requirements that support the participation and learning of students with disabilities.

Know The Content and How to Teach it

What to demonstrate:

Your knowledge of the curriculum content, the fundamental concepts, structure and processes relevant to what you teach and that you understand what constitutes effective, developmentally appropriate strategies for learning to make the content meaningful to students.

Things to consider:

- How you organise content into an effective learning and teaching sequence.
- How you design learning sequences and lesson plans using your knowledge of curriculum, assessment and reporting.
- Demonstrating a broad knowledge of, understanding, and respect for Aboriginal and Torres Strait Islander histories, cultures and languages within your teaching.
- How you apply literacy, numeracy and digital literacy strategies in your teaching areas.



Professional Practice

Plan For and Implement Effective Teaching and Learning

What to demonstrate:

Your repertoire of effective teaching strategies and how you use them to implement well-designed teaching programs and lessons. In addition, you regularly evaluate your teaching practice and use student assessment data to diagnose learning barriers and challenge students to improve their performance.

Things to consider:

- Demonstrating how you set learning goals that provide achievable challenges and plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- Demonstrating the range of resources (including ICT) and verbal and non-verbal communication strategies you use to engage students in their learning.
- Providing strategies you use to evaluate your teaching programs, improve student learning and involve parents/carers in the educative process.

Create and Maintain a Supportive and Safe Learning Environment

What to demonstrate:

The practical strategies you use to create rapport with students and manage student behaviour. How you support students' wellbeing and safety by working within the school, curriculum, and legislative requirements.

Things to consider:

- The strategies you use to support inclusive student participation and engagement in classroom activities.

- Your ability to organise classroom activities, provide clear directions and manage challenging behaviour.
- The strategies you use to support students' wellbeing and safety, including the responsible and ethical use of ICT in teaching and learning.

Assess, Provide Feedback and Report on Student Learning

What to demonstrate:

Your capacity to interpret student assessment data, evaluate student learning and modify teaching practice. How you select and apply timely and appropriate types of feedback to improve students' learning.

Things to consider:

- Your assessment strategies, including informal and formal, diagnostic, formative and summative approaches.
- How you provide timely and appropriate feedback to students about their learning. Provide assessment moderation activity examples that support your judgment of student learning capacity and how you interpret student assessment data to evaluate learning and modify teaching practice.
- Your strategies for reporting to students, parents and carers, plus how you keep accurate and reliable records.



Professional Engagement

Engage in Professional Learning

What to demonstrate:

How you model effective learning. How you identify your own learning needs and analyse, evaluate, and expand your professional learning both collegially and individually.

Things to consider:

- How you actively participate in professional learning to improve your understanding of the Australian Professional Standards for Teachers.
- Including professional development opportunities offered by your professional association or workplace. Professional development extends to activities such as collaborative team planning meetings and staff meetings.
- Including examples of constructive feedback from supervisors and teachers to improve your teaching practices.

Engage Professionally with Colleagues, Parents/Carers and the Community

What to demonstrate:

The importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. How you work effectively, sensitively and confidentially with parents/carers while recognising their role in their children's education.

Things to consider:

- How you apply the codes of ethics and conduct in your teaching. How you implement or abide by relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage.
- Your strategies for working effectively, sensitively and confidentially with parents/carers. The role of external professionals and community representatives in broadening your professional knowledge and practice.



Our Best Advice to you



Feedback From a Deputy Principal on a Selection Panel:

It is important to include your response to the teaching domains and additional information related to the school's priority areas in the school plan, annual report and current teaching philosophy.

The statement needs to be in the school context and the position's overall context. This information can be found in the job advertisement, the school website, and the school's online sites.

When writing applications, it is important that specific skills the school is looking for are considered. These provide the foundations of the application, which then need to be contextualised.

Applicants often do not address the standard work-related criteria with strong examples. It is important to remember that the reader cannot see beyond what is written, so using the STAR/SAO framework will create a strong response, taking the reader on a journey of how you perform in the classroom. For example, "I teach explicitly" is a very general statement, it would be more appropriate to tell the reader what this actually looks like, e.g. "I teach explicitly by...".

When viewing the job advertisement, responding to all position requirements is important.

For example, if the vacancy stated, "the successful applicant will ideally have experience, and an understanding, of both explicit and direct instructional practices", then you need to clarify how and what explicit instruction means and how you used this within your instructional practices. Once again, be explicit here, providing the detail required rather than using generalisations.

Again, if the vacancy states, "It would be beneficial for applicants to have a working knowledge of XYZ" (for example, Spelling Mastery, PRIME, Jolly Grammar and Talk4Writing), there is a strong suggestion that these programs operate across the school.

While the interview panel will understand that not all teaching students may have used the programs in their Professional Experience, it is important to note in your application that you have used similar literacy programs (outline the different programs you have used) and then draw comparisons back to the similarities of the programs in the advertisement. This is for you to draw these comparisons; do not expect the people on the panel reading your application to do this for you. They have too much to read, so make it easy for them by having all the necessary information on the page they require to make their choice.



Curriculum Vitae



If you apply for a Graduate Teaching Pool position, you will be required to attach a CV.

Suggested headings for a CV:

(Numbered for your convenience; do not number your CV).

1. Personal Details

Name: [in larger font, bold]

Address: [insert address]

Phone: [insert number]

Email: [insert email address]

LinkedIn or eportfolio: [insert link]

TRB: [registration number and expiry date]

2. Professional Summary

This is a short section that outlines your skills and experiences. This section can be tailored to the position by including reference to types of Early Learning Centres, schools, student cohorts, year groups, and learning needs you have experienced, which would be of relevance to the Early Learning Centre or school you are applying to. This also helps to recognise your point of difference from other students who are also applying for employment. The length is no more than a third of a page and can include a mix of short sentences and bullet points.

Examples:

"Enthusiastic teaching professional dedicated to creating engaging and inclusive educational environments. Skilled in implementing whole-school approaches and explicit teaching strategies, catering to diverse learning needs, including EAL/D and special needs students. Proven ability to minimise disruptive behaviour and maximise on-task learning through effective classroom management and structured routines."

"Passionate and innovative graduate primary teacher with a strong foundation in the WA curriculum, specialising in HASS. Strong background in delivering creative and quality education, particularly in inquiry-based learning and critical thinking. Proficient in educational technologies and software, including Mathletics, Smartboards, and Planbook."

"Recent teaching graduate with a flair for creating vibrant, learner-centred environments. Active participant in professional development, holding certifications in child protection, OH&S, first aid, CPR, asthma, and anaphylaxis training. Committed to lifelong learning and community involvement, demonstrated through various volunteer roles and memberships in educational associations."

"Health & Physical Education teaching graduate with a strong athletic training and coaching background."

Brings a unique blend of practical experience in both educational and athletic environments:

- Expertise in developing and implementing engaging educational programs for years 7-12 in HPE and HASS, leveraging a deep understanding of the WA curriculum.
- Experienced in delivering personalised training and coaching, underpinned by a successful athletic career in sprinting and semi-professional cricket.
- Committed to educational excellence, evidenced through ongoing professional development, including fitness and first aid certifications.
- Proficient in IT skills relevant to education, including MS Office, Vivi, SEQTA, and Socrative.

"I am a highly professional, dedicated and enthusiastic teacher. I pride myself on my ability to develop positive relationships with all my students. I believe this is paramount for making children feel safe, supported and valued as well as for creating a positive learning environment where the potential for high academic achievement is at its greatest."

3. Education [Qualifications or Education and Training]

The Education section (most recent qualification first)
– example

- Bachelor of Education (Early Childhood Studies), ECU, Perth, WA (Expected 2027).
- Bachelor of Education (Primary) Major: Special Needs Education, ECU, Perth, WA, 2026.
- Bachelor of Education (Secondary) Health & Physical Education, Feb 2021-Oct 2025, ECU, Perth, WA.

4. Professional Experience

List entries in reverse chronological order – i.e. most recent first, going backwards in time. This section should include all your paid and unpaid teaching-related experiences. Start with the most recent experience – it might be your Professional Experience (PEX) or paid teaching work, followed by paid and unpaid relevant work such as PLaN. When providing details of your PEX, ensure you connect the details to the teaching standards. It is advisable to include achievements after each PEX or teaching employment entry. Review your journals and reflect on your teaching experiences. Include positive comments and feedback from your mentor where appropriate.

Example 1

Name of School, Suburb, WA

April – June 2026 Final Professional Experience Placement

Key Responsibilities:

- Partnered with Mentor Teacher to develop and refine customised, sequential Literacy and Numeracy lesson plans, ensuring compliance with Australian Curriculum while enhancing student engagement.



- Proactively engaged in reflective practice and solicited peer feedback, leading to significant improvements in teaching methods and a marked increase in student learning outcomes.
- Proactively built relationships with each student, identifying challenges and setting goals. Improved communication by maximising written, verbal and visual language.

Key Achievements:

- Excelled in professional experience, securing an 'Outstanding' mark across all 7 AITSL teaching standards. Praised for warm, engaging, and professional teaching style.
- Played pivotal role in implementing the EYLF in Kindergarten, enhancing educational quality.

Example 2:

Name of School, Suburb, WA

April – June 2026 Final Professional Experience Placement

Key Responsibilities:

- Supported lead teacher in overseeing and educating pre-kindergarten children. Developed innovative group learning activities that significantly enhanced academic growth and enrichment.
- Orchestrated and launched customised teaching programs, ensuring inclusivity and age-appropriateness. Boosted student motivation and addressed diverse learning requirements.
- Co-planned educational session activities with colleagues and Mentor Teacher, enhancing collaborative teaching strategies and the children's engagement.
- Improved class behaviour and listening skills through patience, empathy and behaviour management strategies, including Class Dojo, Zones of Regulation, and Sharing Circle.

Key Achievements:

- Introduced strategies to actively involve parents, families, and carers in the learning journey. Fostered inclusive classroom environment that celebrated cultural diversity.
- Designed unique 'My Family' creative arts program. Managed interactive crafting sessions that enhanced student creativity and family engagement.

5. Employment History

Include paid tutoring, classroom support, coaching positions with young adults, training, etc. List examples in reverse chronological order. Include key responsibilities and key achievements, where appropriate.

6. Volunteer Experiences

List experiences that were not directly teaching opportunities but required you to use teaching-related skills in an education setting or community positions with children or young adults. Be sure to identify and list only relevant, transferable, teaching-related skills performed in the work undertaken. Examples include teaching-related technical skills or soft skills such as communication, interpersonal skills, attention to detail, etc.

7. Professional Associations

Including professional associations connected to your subject specialisation where you have a current membership is advisable. The professional associations help you connect with teachers in your subject area, keep updated with changes/developments in your industry and provide you with opportunities to attend professional development/industry events. Include the type of membership and the date you joined, for example:

- Teacher Registration Board of Western Australia (Provisional) – 2026.
- Science Teachers' Association of WA (Student) – 2026.
- WA Music Teachers' Association (Provisional) – 2025.
- Early Childhood Australia (Student) – 2024.
- Australian Literacy Educators' Association (Student) – 2024.

8. Professional Learning

Include training attended or professional learning related to teaching (not your teaching qualification). Highlight how this learning activity has improved your teaching practice or impacted others. Include extracurricular skills which may be of interest to the school. Indicate where you developed the skills, such as at a local club or interest group. Increase your professional development through your professional associations, LinkedIn Learning (online learning available to you while an ECU student), and professional development attended while on placement.

9. Referees

Provide the name and contact details of two referees. For Catholic Schools, you may be required to include your parish priest as a referee.

Teach in Western Australia Public Schools with the Department of Education

As a graduate teacher, you have a range of opportunities to start your career in public education. Public schools fill teaching vacancies in different ways, depending on the type of role, the location of the school, and the tenure of the position. These decisions are made by the school principal, who considers the unique needs of their school and community.

Apply to the Graduate Teacher Advert

[jobs.wa.gov.au](https://www.jobs.wa.gov.au) – search for ‘Graduate Teacher’.

The Graduate Teacher advert allows you to nominate all teaching areas and locations where you are qualified and willing to teach. Your application should include a comprehensive CV, academic transcripts, and a receipt from the Teacher Registration Board to show you have applied for provisional registration.

You can apply without a receipt if you are in your final year of study. You should apply during the final 6 – 12 months of your study. In this period, you will be considered a pending graduate and may receive an early offer of employment from a school.

Principals can use the graduate teacher employment process to fill permanent vacancies at their school. You will also, automatically, be added to the Teacher Employment Register to be considered for fixed term positions across the state.

Schools in the Country and Metropolitan Teaching Program regularly recruit from the graduate teacher advert. Teachers at these schools can receive additional benefits, such as permanency, relocation (regional only), and other allowances. Check the website for most current information and amounts: **<https://www.education.wa.edu.au/incentives-and-allowances>**.

Apply for advertised positions and pools at individual schools (fixed term and permanent)

Advertised on [jobs.wa.gov.au](https://www.jobs.wa.gov.au) year-round.

You must submit a tailored application for each role, which includes a CV and a statement demonstrating your Professional Knowledge, Professional Practice, and Professional Engagement aligned with the context of the position and school. An application guide is attached to each advertisement. Some schools may have different application requirements to streamline their recruitment processes. This may include a specific CV template to complete and attach to your application.

Make sure you check the application instructions in each job advertisement and follow the instructions to apply. If your application is competitive, you may be invited to an interview.

Some job advertisements are for individual positions, and some are for ‘school-based pools’.

Schools advertise a pool where they expect to have a number of vacancies throughout the year. There is no guarantee of appointment if you are accepted into a pool, but it is a great way to be considered for a number of positions with one application.

Look out for advertisements from Country and Metropolitan Teaching schools and Remote Teaching Service schools, which offer great incentives for graduates.

Apply for the Advanced Graduate Program

Access extra benefits by working in one of our regional schools as an advanced graduate. Advanced Graduate Program status will identify you as a high-achieving graduate. Principals of our regional schools are aware of the skills you have demonstrated to gain this status.

Find out if you are eligible and see more information: **<https://www.education.wa.edu.au/advanced-graduate-program>**.

Apply for relief (casual)

[jobs.wa.gov.au](https://www.jobs.wa.gov.au) – search for ‘Casual Staff Seeker – Teachers’

Public schools use Casual Staff Seeker to find and employ casual teachers. You can be appointed for up to 20 days each time.

You should prepare a comprehensive CV to upload with your application.

Teacher Flying Squad (Short Term Appointment Register)

[jobs.wa.gov.au](https://www.jobs.wa.gov.au) – search for ‘Teacher Flying Squad’

At times, our regional and remote schools fill urgent or unplanned vacancies with teachers from the Teacher Flying Squad Register. Flying Squad teachers can be appointed for periods of between four weeks to a term, sometimes longer.

Teachers in the register are not obligated to accept appointments. There are a range of benefits including: higher annual salary, service allowances pending location, some travel and accommodation funded for the duration of appointment. Email: **ssc.flyingsquad@education.wa.edu.au**. This is a great opportunity to see Western Australia and experience different school contexts.

Need some support to apply?

Contact the Department of Education at **teachinwa@education.wa.edu.au** or visit **www.education.wa.edu.au/careers** for more information.

Register for free online webinars and career events to discover why working in public education is a rewarding career and support to write a quality application. **www.education.wa.edu.au/career-events**.

Teaching in Independent Schools in Western Australia

The Association of Independent Schools in Western Australia (AISWA)

AISWA is a non-profit member association that represents, supports and advocates for over 165 independent schools across the state. From the remote Aboriginal Independent Community Schools to the nature play-based school in the Great Southern, through to the large boarding schools of Perth's metro region, members of AISWA are diverse in their educational philosophies, religious affiliations, and pedagogical approaches.

Jobs at WA Independent Schools are typically advertised by the individual school. Some jobs are also advertised on the AISWA website. Each school will have their own way of advertising specific teaching positions and requirements for applicants. In general terms, schools will ask applicants to submit a CV, a cover letter or a personal statement. In the cover letter, it is recommended that you include your responses to the specific criteria listed in the advertisement. These criteria are usually different for each independent school. Demonstrating an understanding of the school's specific values and strategic plan or vision would be important.

Independent schools do not necessarily require applicants to respond to the Australian Professional Standards for Teachers (AITSL Standards) in their responses to selection criteria. The job application may instead focus on achievements, which can be expressed in both the cover letter and the CV. For example, you may like to include the contribution you have made to different schools through your teaching experiences (Professional Experience placements) and the benefits for students, staff and the school. These contributions may occur within the classroom and through co-curricular and extracurricular involvement.

Application guidelines are included in the job advertisement. Note the closing date for applications, as late applications are not accepted, and schools may close applications ahead of time. Be sure to contact the nominated person in the advertisement if you need clarification on the application requirements.

The Cover Letter

A cover letter or personal statement should highlight your alignment with the school's values, educational philosophy and community. It is usually one page, unless otherwise stated.

An example of how to structure a cover letter or personal statement is as follows:

- State the position and where you found out about the role.
- Express your enthusiasm for the school and its values and mission.
- Provide a brief summary about why you are a strong candidate.
- Explain why you would be suited to work at the school.

- Highlight your relevant experience, skills and expertise in curriculum planning, student engagement, pastoral care and/or extracurricular activities.
- If relevant, mention any other experience that has been included in the role description or demonstrates your commitment to ongoing learning.
- Emphasise how you could contribute to the school community along with any experience working with parents or school leadership teams.
- Add a closing statement.

Your CV

There is no specific CV format for an independent school. However, a strong CV will be written clearly and typically include:

- A personal statement;
- Your academic qualifications;
- Your professional experience;
- Key skills and expertise as relevant to the role;
- Extra curriculum contribution or experience;
- Professional development and certifications; and
- Referees.

The Interview

If you are selected to proceed to interview, ensuring you are well prepared is essential. You could be asked an array of different questions, such as:

- Why did you become a teacher?
- Why did you apply for this role? (Why this school?)
- How could you influence the culture of the school in positive ways?
- What contribution can you make to the wider life of the school?
- How do your values and beliefs align with that of the school?

This is not an exhaustive list!

In summary, applying for a role at an independent school requires careful preparation and a tailored approach. Each school has its own values, education philosophy and expectations, making it essential to demonstrate a clear understanding of the school's vision and how you can contribute. A well-structured cover letter or personal statement and CV should highlight your relevant skills, experience, and commitment to student learning and school community engagement. Beyond the written application, the interview process offers an opportunity to showcase your experience, skills and passion for education and align with the school's ethos.

Good luck!



Teaching in Catholic Education of Western Australia (CEWA)

With 162 Catholic schools and colleges from Kununurra to Esperance, Perth to Kalgoorlie, providing a quality, faith-filled Catholic education to over 80,000 students, this vibrant system is in search of passionate graduates and final-year Pre-Service Teachers who are eager to embrace the unique journey of learning, living, and contributing to Catholic schools across Western Australia.

One of the distinct advantages of working in Catholic Education is that you get to choose the school you wish to apply to, with principals responsible for the recruitment of teachers. You can apply directly to the principals of schools within the dioceses of Broome, Bunbury, Geraldton or the Archdiocese of Perth which suit your skills and interests.

Teaching positions are advertised on:

- www.cewa.edu.au
- www.seek.com.au
- Individual school websites

Launch your teaching career in regional Western Australia

There is a wealth of opportunities for graduates and final year Pre-Service Teachers in Early Childhood, Primary and Secondary education to experience teaching across the unique Western Australia regions, which can serve as a valuable stepping stone for individuals aspiring to advance into early leadership roles. Opportunities such as short-term placements and/or ongoing contracts may be available to successful candidates.

Kimberley Calling

Kimberley Calling is an innovative Catholic Education WA staffing initiative that assists principals in recruiting quality teachers to the 13 Catholic Schools of the Broome Diocese. Teachers interested in teaching in Kimberley Catholic schools apply to enter the Kimberley Calling teacher pool; principals then recruit staff from candidates accepted into the pool. More information can be found on: <https://www.cewa.edu.au/careers/career-opportunities/kimberley-calling/>.

Immersing in unique regions rich in cultures and natural beauty offers a holistic experience that encompasses financial benefits, career advancement, and personal enrichment.

Benefits include:

- Relocation travel from any major Australian city.
- Housing, allowances and annual bonus (applicable to the Kimberley schools).
- Accelerated long service leave accrual at twice the standard rate (depending on school destination).
- Access to salary packaging through our not-for-profit status.
- Discounted corporate health rates with HBF and Medibank.
- Access for you and your family to our Employee Assistance Program including support with; nutrition & lifestyle, financial guidance, career planning and free counselling.
- Paid parental leave/generous leave provisions.
- Scholarship opportunities.
- Sector-leading professional development and training.





Cover Letter & Curriculum Vitae (CV)



The cover letter should respond to the specific selection criteria listed in the school's job advertisement. Address each of the criteria with a paragraph, highlighting your experience, knowledge and skills related to the specific elements.

The CV should include personal details, educational qualifications, professional activities and referees. Where applicable, inclusion of parish involvement is desirable with a parish priest contact. In addition, relevant professional learning and associations you have attended/belong to may be helpful to include. To distinguish an application, the applicants may also wish to include interesting personal information such as hobby groups or sports they are passionate about.

Accreditation

All teaching staff in a Catholic school must complete Accreditation to Teach in a Catholic School. There are numerous pathways to obtain accreditation which are dependent on the role teachers undertake. Accreditation is to be achieved within five years from the commencement of employment. Teachers who are not accredited or have completed Catholic units during undergraduate studies may complete Accreditation during their employment. CEWA and the Catholic Institute of Western Australia (CIWA) offer accreditation units.

More information on CEWA accreditation can be found at: <https://www.cewa.edu.au/publication/accreditation-framework/>.

Early childhood and primary school teachers must be Catholic to teach Religious Education (RE). These teachers must complete the Accreditation to Teach Religious Education (ATRE) in a Catholic school. In secondary schools, only RE teachers need this Accreditation; secondary teachers (not teaching RE) must complete the Accreditation to Teach in a Catholic school.

All staff are required to have a clear understanding and commitment to the Catholic ethos, which informs:

- Approaches to a Catholic education;
- Child Safe Practices;
- Teaching Pedagogies;
- Delivery of the West Australian Curriculum, including Religious Education; and
- Culture and Practices Guide.

CEWA warmly welcomes both Catholic and Non-Catholic graduates and Pre-Service Teachers.

Email us at, careers@cewa.edu.au, and one of our friendly Talent Team members will contact you to discuss available offerings and how you can make a difference in our schools.

Useful Links and Applications

Public/Government Schools WA

Apply for teaching jobs through [JobsWA](#).



Early Learning Centres in Western Australia

Positions in Early Childhood Centres are often advertised via online job boards such as SEEK or the individual centre website. Submit your resume and cover letter or personal statement and ensure that you have a current working with children check. There are also organisations such as Early Learning and Childcare Association of WA ([ELACCA](#)) who can support you in finding a position in your area.

ECU Career Hub

Schools will often make direct contact with ECU and will request to have their jobs advertised to Pre-Service Teachers. Visit CareerHub to view current advertisements.



Private Independent Schools

Please refer directly to each private independent school website.

School Social Media Platforms and Newsletters

Always check the school's social media platforms, such as Facebook and LinkedIn. More schools are utilising these platforms to promote their job opportunities, mainly if it is a new school and the website may not be developed. Some schools might still have newsletters that advertise vacancies.

Catholic Education of Western Australia Limited (CEWA)

Information about Catholic Schools, learning and wellbeing, community news, events and careers. Please also refer directly to each Catholic school website.



Teacher Registration Board of Western Australia (TRBWA)

The responsible body for the registration of teachers in WA.



The Association of Independent Schools Western Australia (AISWA)



Early Childhood Education Programs Perth

Access a list and map of 3-year-old kindergarten providers in Perth.



How to Apply

Australian Institute for Teaching and School Leadership (AITSL) - Professional Standards

These are the professional standards for teachers.



Schools Online

A directory of all public schools within WA. Ensure you research the school/s where you are applying for a teaching position. The site includes helpful information such as annual reports, student results, staff and school, new initiatives, booklets and fact sheets.



Independent Education Union of Australia (IEUA) - WA Branch

IEUA represents the interests of employees in Catholic and Independent Schools, English Language College and Registered Training Organisations in WA.



My School

A resource for parents, educators and the community to find important information about Australia's schools, including information on data on school profiles.



Scan the QR Codes to view



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Contact us

Phone: (08) 6304 5899

Email: careers@ecu.edu.au

Website: <https://www.ecu.edu.au/careers>

Visit us

Joondalup Campus: Building 31

City Campus: Kaarlak (level 4)

South West Campus: Building 1

Information contained in this handbook was correct at the time of printing and may be subject to change.

CRICOS Provider No. 00279B TEQSA ID PRV12160, Australian University | SED260813