

CVs and Cover Letters for New Teachers

Curriculum Vitae (CV) and Résumé are the two names usually given to the professional document used as part of the job application process. The term CV rather than Résumé will be used throughout this CV for convenience. Your CV describes how your qualifications, skills, experience, talents, achievements and personality make you a suitable candidate for a teaching position or other opportunities such as a traineeship or scholarship. It is designed to get you interviews and if it doesn't achieve this, see a Careers Consultant. A CV is essentially a self-marketing tool that demonstrates to the reader that you are worthy of serious consideration as a potential employee. It should be regularly reviewed to keep pace with your professional growth.



There is no 'correct' format for a CV and so each person that you ask, and each book you refer to, will have different advice on content and layout including potentials employers. **It is a challenge to produce a CV that impress, this is achievable and should be your goal.** This handout will assist you in the preparation of your teaching CV by providing advice on how to assemble the information needed for good quality content, organise the content for maximum impact, layout the CV so that it looks professional, and submit a CV by email. **This handout also includes a sample CV and Cover Letter.**

Making Personal Contact with a School or Early Childhood Centre

For most work areas making direct contact with the employer prior to application other than to answer brief queries, is discouraged. However **in teaching, a school or centre visit, prior to making an application, can be an important part of the application process.** If the school or centre is local, a fifteen-minute visit can be sufficient to view the physical environment, observe students and staff interactions and create a positive impression. After a visit you will be better placed to decide whether to proceed with an application. **If a visit is not possible aim for a chat over the phone** with the school principal, head of department, head teacher or supervisor. Prior to a visit or call:

- Set some objectives for the contact. What are your reasons for making contact?
- Read the ECE centre's or school's ERO report and visit their website.
- If appropriate provide brief information about yourself beforehand via email.
- If appropriate organise a folder with your CV, academic certificates and letters of reference to take with you.
- Carefully note the name of the person you will be meeting. Greet your host by name. A handshake and small talk establishes rapport.
- Re-state the purpose of your visit and keep to the time you asked for. Take brief notes.
- Thank them for their time. Send a thank you email or card.

Creating Your CV

Brainstorming

To develop an effective CV, you need detailed, reflective information about yourself to draw from. The following self-evaluation exercise will help you to start writing down the information you need and will take at least two hours. It's probably best to do it on paper but you could create a word document and then copy and paste information from it into a CV template. **Create a list of all your education, work, community and leisure experiences,** leaving plenty of space between each item. Your next task is to add the dates for each experience and describe briefly, using bullet points, what you did, how you interacted with anyone else involved e.g. your peers, team members, supervisors or other third parties, skills you developed and any 'proud moments' or achievements.

At this stage write everything down even if it seems irrelevant. Not all the information collected in your brainstorming exercise will be used in every CV you submit but you can store this information as a resource for customising your CV and as a preparation tool for interviews. Consider where you'll store this information.

Victoria CareerHub E-portfolio tool is available to all students and Alumni of Victoria University and could be an ideal place to do this. There is more information in a later section of this handout.



Targeting

Consider your target audience. There will be information that you must include for all teaching roles but you will also need to **provide information to address the responsibilities described in a job description**. As a bonus you can also indicate how you can add value to the school; for example **most early childhood centres expect teachers to contribute to centre activities after hours; secondary schools welcome teachers that are willing to take on extra-curricular responsibilities such as coaching a sports team or running a science club**. Check the school website and the ERO report and to see if there are gaps in the school's formal or informal curriculum that you could fill. Although a requirement, it is a good idea to confirm that the ECE centre or school is willing to support you in your professional development towards full NZ Teacher Registration.



Headings

Appropriate headings throughout the CV are essential, as these 'signposts' **make it easier for the employer to find the information they require**. There are standard headings that all CV's should include such as **Personal Details, Profile, Skills & Abilities, History, Education, and Referees**.

For certain sectors or roles and for teaching, you may require **additional headings such as Teaching Philosophy, Practicums or Teaching Placements**, Technical Skills (for technology and science teaching), Achievements, Personal Statement and Career Objective. For this reason CVs can differ tremendously in both their content and headings. It is generally best to **place information under each heading in 'reverse' chronological order** which means beginning with your most recent experience. Another good practice is to have the most important information for each section immediately under the heading so that it cannot be overlooked.

Content

Much of the content will be identified through the self-evaluation exercise, however **reading through relevant job descriptions can also serve as a prompt, reminding you of skills, knowledge and experiences that you may have overlooked** or forgotten. The language of CV writing can also be a challenge after years of writing essays. Short sentences and bullet points work best. You will have 3-5 pages to 'impress your reader as a 'must meet' candidate. Below are ideas for the sections most commonly included in a CV.

Personal Details

- Name and contact details such as phone number, email and home address are essential. Also include citizenship, residency or work visa status, **confirmation of your Provisional Teacher Registration** with the NZ Teachers' Board and a Driver's Licence.
- Other personal details such as date of birth, place of birth, gender, marital status, and nationality are optional and should only be used if your application would be advantaged by adding them. Avoid information such as religious or political affiliations, references to children or health or disability issues, unless there is an advantage in doing so e.g. your children attend a local school, you've served on a school committee, or you are applying to an Anglican school and are Anglican. **Including a photograph although a little controversial can be advantageous** if you have met and impressed teaching staff or a board member at the school. It should be passport size and show you at your professional best.

Objective / Career Objective

This section is optional but including it makes your intentions explicit e.g.

- *To secure a teaching role in a rural primary school where I can gain experience teaching across relevant year groups and work towards my special interest – Maori medium teaching and primary mathematics.*
- *To secure a secondary education position for February 2016 in which I can refine curriculum expertise in Mathematics and English Literature and continue my professional development under the supervision of experienced subject teachers. Also keen to contribute to pastoral and extra-curricular activities and can offer coaching experience in water sports and strong skills in tennis and badminton.*

Ideally be specific but also be mindful that you would need to tailor each 'Objective' to the role being applied for. Your cover letter which accompanies the CV is where you will be much more specific about your reasons for applying for the position.

Profile / Skills & Abilities / Strengths

This section of your CV gives you the chance to highlight your teaching specific and 'transferable' skills. Short, concise sentences relating to abilities or characteristics you feel confident about and have demonstrated e.g. verbal communication skills (a given for teaching), writing skills, ability to mix well with others and organisational skills. Evidence of strengths may be drawn from TE reports, especially comments from associate teachers. List no more than eight to ten bulleted statements as in the following example:

Profile/Skills & Abilities/Strengths (continued)

- Will complete BA/BTeach in English Studies with Mathematics in November 2010. Achieved an A-minus grade average.
- Awarded Association of University Women Scholarship and the Rose Cameron Scholarship in 2010. Also recipient of TeachNZ funding for Mathematics.
- Worked for eight years in retail, the last three as the Area Manager responsible for eight stores where I became familiar with and enjoyed working with NZQA frameworks and achievement standards for the retail sector and decided to re-train as a teacher.
- Have current knowledge of the Science and Maths Curriculum at primary and secondary levels.
- Successful classroom based experience includes one term as a volunteer classroom assistant and five assessed placements as required by the BTeach Degree.
- Have accommodated a range of learning capabilities and styles in the classroom and value diversity. Speak English and Mandarin fluently. Also speak very basic Te Reo Māori as a result of taking two courses last year.
- Coached water polo as an assistant coach for under 15s for 3 years.
- Held several successful positions as a nanny whilst on my overseas exchange.



Teaching Philosophy

This should be a synopsis of the statement you will have been required to prepare during your programme, reduced to a few brief statements. You could then either include the whole TP statement as an appendix to the CV (academic transcripts and letters of reference can be other appendices) or write 'a full Teaching Philosophy statement is available on request'.

- **From my academic and school-based experience I have a deep belief in the critical role I and other teachers play in students' present and future lives.** I have an enthusiasm for exposing students to experiences that test their understanding of information and ideas and helps them to strengthen known capabilities as well as emerging or unknown ones.
- **Through my teaching I hope to help students developing self-understanding,** self-esteem and self-reliance and their ability to view the world and their place in it through a wide and analytical lens.
- **Also committed to proactively developing relationships** with colleagues, student's parents and carers, and stakeholders in the wider community.

Education / Academic Achievements

In this section **list the educational institutions you have attended, dates of attendance and certificates, diplomas or degrees gained** or in progress. Begin with your most recent and highest qualification. If you are a recent graduate without much work experience, your education may be your most marketable asset and you will want to put this section before your work history. **For overseas study experience and qualifications** in addition to highlighting specific achievements, include a few words about the reputation of the institution you studied at and a weblink (URL) to the appropriate page on the institution's website.

Tertiary - Under each tertiary qualification, provide highlights of your studies i.e. relevant paper, papers in which you did particularly well and any other papers that could make you stand out from other candidates. Don't list all papers. If appropriate, include a full transcript as an appendix to the CV. Include any academic scholarships, awards or positions of responsibility at the end of this section.

Secondary - Don't overlook the significance of this section, particularly if you lack work experience. As you are applying to work in a school, your target audience will naturally be interested in where you were educated and may even have some knowledge of the school. Include the subjects studied in years 12 and 13 plus awards gained and any positions of responsibility you held. If you are an older beginning teacher or have a substantial work history, this section may be unnecessary.

Further Training - Include any courses, workshops and seminars you have attended. State the title of the course, its duration, the organising body or institution and any qualification awarded as a result.

Teaching Placements / Practicums

- Include the name of school, its location, the number of weeks the placement lasted, the name of the associate teacher or supervisor (and the school principal or head teacher if appropriate).
- Also include the subject(s) taught, year group or age of the students taught and each school's decile rating.
- It can be useful to include two or three positive quotes from practicum reports and indicate that the reports are available on request.

Work History

List your most recent position first and work backwards. **Provide a position title, the dates of employment and the name and location of the employer.** Describe briefly tasks and achievements; bullet points work best. Try to focus on the relevance to teaching of the work or the skills learned - even working on the checkout at New World develops relevant skills. Never assume that the reader of your CV will have knowledge of the activities associated with the jobs you have had or that they will be prepared to 'read between the lines'.

If you have worked in numerous part-time or temporary positions, it may not be necessary to list details of every position. However **avoid leaving significant and unexplained chronological gaps** as you will almost certainly be asked about these. If you have been in reasonably substantial voluntary roles, working for a club or a 'not-for-profit', this can be included under Work History. **If you are very active in your community, consider a separate 'Community Work' heading.**

Interests

Employers value this section as they gain a sense of you as a person, and as a result, an indication of how you would fit into the school's culture. Be aware in writing this section that you can also **show that you care for your health**, that you contribute to the community and that you **have additional skills that may allow you to contribute further to the school's activities**. List sporting, social and cultural interests. Give some indication as to the level of your involvement such as coach, committee member or local representative.

Referees

These are the people you nominate for the employer to speak with over the phone about their knowledge and experience of you. **Referees must have agreed to be your referee before you can list them on your CV**. Provide at least two (more if possible), one of whom should be an associate teacher from one of your teaching placements. Give your referee a copy of your CV and keep them up to date with your job search progress. Employers generally won't contact referees without your express permission, even where you have provided their contact details in your CV.

References are written statements about you and one or two particularly good and relevant references can be scanned to include with your application. Alternatively you may prefer to indicate that written references are available on request.

Cover (or 'Covering') Letters

- Needs to engage the reader so they will read your CV. It must make it clear that you are attracted to **this** particular school or centre.
- No longer than one page.
- A business letter format is best (see the sample in this handout) but a simple heading such as 'Letter in Support of Application for the Position of Yr 3 Classroom Teacher, St Anne's Primary School, Hamilton', is also acceptable.
- In the first part of your letter explain that you would like to be considered for the position and where you saw it advertised. Briefly describe any action you took (e.g. visiting the school or speaking to a particular person on the phone) and any research such as reading the ERO Report and indicate how the action and research impacted on your decision to apply.
- List the key credentials (knowledge, skills and experience) you would bring to the role and to the school.
- End the letter requesting an opportunity to meet to discuss the role further.

Managing Your Applications: Application e-Etiquette

Teaching involves a lot of administration and so the way in which you deal with the administrative aspects of the application process will be noticed.

- **Download, label and file a copy of the Job Description** as this is usually removed by the employer once applications have closed. You will need this to refer to if offered an interview.
- Decide how you will submit documents. **If the file isn't excessively large, include all documents in one file**. If doing this, list all the enclosures at the end of the cover letter.



- **Label all your documents and files clearly** so that you can quickly retrieve information that relates to each application you make. This will both assist and impress a school administrator or principal if the document(s) you submit have a file name that includes your full name, the document type, the role, the school and perhaps the date. A thorough and considerate approach will avoid confusion for all involved. Jess Smith_Applic_Yr 4 Teacher_St Patricks Prim
- Using **PDF format** ensures that any documents you send remain in the format sent.

Qualities of a Good CV

*Unique Accurate Well Presented
Relevant Details Brief Positive*

- **Take care with spelling and grammar as mistakes are likely to cost you interviews**. Don't rely on 'spell-check' - ask someone whose abilities you trust to proof-read your documents. Remember to be equally careful in all your correspondence with potential employers - a poorly prepared email requesting further information will not impress.



Qualities of a Good CV (continued)

- Must look professional. Choose a formal, easily read font. Remember that this is not a handout for use in the classroom – do not include graphics, word art or multi-coloured fonts.
- If sending an employer your CV in hard copy, choose good quality paper and include a cover sheet.
- Remember the CV is a marketing tool to 'sell' you; keep it positive and focus on what you will bring to teaching, the school and the role.
- Keep an electronic copy of all letters, CVs and documents you send.
- A CV should be **no longer than 3-4 pages**, unless your work experience justifies it.
- **Consider having a 'Master CV'**. This would contain comprehensive information about you and can be quickly referred to, and copy and pasted from, when you are customising a CV. A master CV would also be invaluable for job interview preparation.



Qualities of a Good Application

An effective 'application' (CV, Cover Letter and any accompanying documents) addresses requirements from the job description and both anticipates and answers the audience's concerns. **Try to ensure that your application answers important questions** such as:

- Why do you want to be teacher and why did you apply for this role?
- What do you know about this school and the community it serves?
- How successful were your practicum experiences and how much supervision will you need as a 'beginning' teacher?
- Will you be able to manage standards and discipline in your classroom?
- What is your ability to work effectively as a team member and what are your skills and experiences in working with adults/parents?
- What are your weaknesses? (in relation to the job description and your ability to be an effective member of staff at the school).
- In what ways could you contribute to the school beyond the classroom?

CareerHub - ePortfolio

Register on CareerHub to access this free tool. <http://careerhub.vuw.ac.nz>

CareerHub has CV samples which are a good source of ideas. They can also be used as templates by copying as a Word document and then overtyping the existing content using your own. In addition, make use of the ePortfolio function on CareerHub. It is designed to encourage individuals to record and reflect on experiences, as part of their personal and professional development. Over time this becomes a repository of experiences described in-depth which can then be used in developing a CV and preparing for interviews.

Sample Curriculum Vitae and Cover Letter

The samples on the next pages are a 'standard approach' for teaching but are only a guide. As stated earlier in this handout, there are other ways to lay out a teaching CV. For some recruitment events on campus, you may be asked to provide a one- or two-page CV. In the sample provided in this handout, the content for a shortened CV has been highlighted. If you would like access to the electronic versions of these samples these are available on Victoria CareerHub in the 'Browse CVs & Cover Letters' section. <http://careerhub.vuw.ac.nz>

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Wellington
Tel: 04-463 5393
www.victoria.ac.nz/careers
RP0911

Assistance with career planning and job searching techniques is available from Careers staff.



SAMPLE CURRICULUM VITAE

Candie Date

Flat 25, 14 Kelburn Parade, Kelburn, Wellington
Phone: 021 463 5393 Email: candie.date1@vuw.ac.nz

PHOTO?

Other Information

- NZ Permanent Resident
- Provisional Teacher Registration, Education Council New Zealand

Objective

To secure a secondary school teaching position for January 2017 in which I can refine curriculum expertise in Mathematics and English Literature and continue my professional development under the supervision of experienced subject teachers.

Teaching Philosophy and Professional Profile

From my academic and school-based experience I have a deep belief in the critical role I and other teachers play in students' present and future lives. I have an enthusiasm for exposing students to experiences that test their understanding of information and ideas and helps them to strengthen known capabilities as well as emerging or unknown ones.

Through my teaching I hope to help students developing self-understanding, self-esteem and self-reliance and their ability to view the world and their place in it through a wide and analytical lens.

Also committed to proactively developing relationships with colleagues, student's parents and carers, and stakeholders in the wider community.

- **Diploma in Teaching with Mathematics and English Literature** focus to be completed November 2016.
- **Knowledge of the Maths Curriculum at primary and secondary levels** as well as an appreciation of other areas of the curriculum such as Physics, English and Media
- **Prior DipTeach, was an Area Manager in the Retail Sector.** Became familiar with retail sector industry training standards and the relevant NZQA frameworks and achievement standards. Interested in school to work transition programmes and school-business relationships.
- **Successful classroom based experience** includes 1 term as a volunteer classroom assistant three days a week assisting with junior maths and science. Also successfully completed two assessed placements as required by the DipTeach programme.
- **Successful experience of using an interdisciplinary approach to teaching** where practicable. Confident using a range of educational software and online tools.
- **Able to accommodate a range of learning capability and styles in the classroom** and value diversity.
- **Speak English and Mandarin fluently, plus basic Te reo.** Have a special interest in strategies for maintaining bilingualism in children where family members speak a second language in the home.
- **Qualified and experienced sports coach.** Three years' experience coaching water polo as an assistant coach for under 15s and Certified Dive Instructor. Member of NZ Water Polo

Association's new Coach Development Programme. Have also coached badminton and been a member of Badminton NZ's national initiative to introduce badminton to 5-10 year olds in schools throughout the country. Basic squash and tennis skills.

Other Relevant Skills and Experience

- **Initiated and integrated Retail Qualifications** as part of a staff development programme
- **Intermediate skills in using MS Office Word, Excel, Outlook, PowerPoint and Publisher** to create teaching materials, assessment sheets, formal presentations and for routine administrative tasks and business correspondence. Experience in using specialised software such as SPSS for statistics.
- **Leadership capabilities** demonstrated in work, in sports coaching and in my contributions to the peer mentoring programme while at university.
- **Experience on formal committees in key roles:** chair and secretary of the local chamber of commerce for two consecutive years.
- **Contributed as a volunteer to numerous fund-raising events for local schools,** community centres and sports clubs. Activities have included persuading local businesses to donate raffle prizes, securing venues and acting as MC at events.

Academic History, Teaching Practicums & Other Qualifications

2016 - present

Victoria University of Wellington

Grad Dip Teaching

2013 – 2016 BA Maths and English Literature - Achieved an A- average over 3 years

A full academic transcript is attached

Grad Dip Teaching study areas included:

- Understanding levels 7 -13 of 'Mathematics in the New Zealand Curriculum' including assessment for qualifications in the senior secondary school.
- Teaching English in secondary schools from Years 9–13.
- Science in the New Zealand Curriculum (1997) document for levels 1–5 and the role of partnership principles embedded in the Treaty of Waitangi.
- Understanding of literacy as defined by the Ministry of Education Literacy Taskforce.
- Second language acquisition theories and research supporting the learning of ESOL students, especially advanced learners.

A full academic transcript is available on request

Teaching placements

St Bernadine College (D2) (2 days)

St Paul's College (D1) (3 days)

Moana Street High School (D5) (6 weeks)

Lower Hutt College (D8) (4 weeks)

- **St Bede's College, Wellington** - A Bursary Maths, Statistics, Geography, Biology
- Current **St John's Ambulance** First Aid Certificate
- Open Water Diving Certificate, Professional Association of Dive Instructors
- Full NZ Drivers Licence, Advanced Drivers Licence and PSV Licence

Work History

April 2007 - Nov 2010

Australasian Retailers – **Jones Furnishing** and **Rembrandt Gifts** brands

Area Manager for Lower North Island

Key duties:

- Provided Head Office in Sydney, Australia with accurate and timely collection, analysis and dissemination of monthly sales reports for 12 stores in my territory
- Prepared executive summaries for monthly, quarterly and annual business meetings with store managers, regional managers for NZ and representatives from Australia
- Visited the 12 stores, their managers and 80 staff on a bi-monthly basis
- Ensured compliance with Health and Safety, Employment and other legislation
- Maintained competitor intelligence and liaised with marketing and communications team at Head Office as needed
- Managed the organisations assets in the region

Jan 2005 - March 2007**Australasian Retailers – Jones Furnishing
Store Manager****Key duties:**

- Managed day to day sales and business operations of the store
- Managed a team of 10 staff which included staff selection, training and development.
- Ensured store sales targets and those set by head office were achieved

Feb 2001 - Dec 2004**Scape Gallery, Wellington
Gallery Assistant (Acting Manager at weekends)****Key duties:**

- Displayed promoted and sold art pieces –paintings, drawings, etchings, sculptures
- Sourced pieces for the gallery and for individual patrons
- Answered queries in person, over the phone and via email

Prior to 2001 I travelled extensively in the UK and France and worked in a variety of temporary clerical and reception roles in the hospitality sector.

Extracurricular Interests

- Currently teaching myself to play the guitar and read music
- Visit the gym for a weekly work out as well as playing several sports

Referees**Dr. Milton Ham**

Senior Lecturer in Education Studies, Victoria University of Wellington
Phone: (+64 4) 463 0000, Email: milton.ham@vuw1.ac.nz

Robert Eastman

Teacher, Lower Hutt College
Phone: 000 0000, Email: rob.eastman@gmail.com

Peter Kind

Teacher, Moana Street High School
Phone: 000 0000, Email: enquiries@moanastreet.school.ac.nz

Jane Smith

Curriculum Leader Mathematics, St Bernadine College
Phone: 000 0000, Email: jane.smith@mvcollege.ac.nz

Lynne Cone

Teacher, St Paul's College
Phone: 000 0000, Email: lcone@gmail.com

(Note: This CV is only intended to provide you with practical examples of sections to include, layout and content. Please do not reproduce sections of this document and present it as your own.)

SAMPLE COVER LETTER 1

Candie Date

14 Kelburn Parade, Kelburn, Wellington 6140

candie.date@student.vuw.ac.nz ; Phone (04) 463 5393 or 021 463 5393

20 May 2016

Randall Mill-Smith
The Principal
Randwick North School
Williams St, Randwick North 7630

Dear Mr Mill-Smith,

Re: Fixed Term Scale 'A' Teacher Position, Year 1, Randwick North School

I would like to be considered for the above position as advertised in the May issue of the Education Gazette. Thank you for your valuable time on the phone yesterday. Although I had visited the school's website and read your recent ERO report it was important I believe to have the opportunity of a personal conversation with you to understand your expectations and to assess whether as a new teacher I would be in a position to meet them. *(Include a sentence or two here about why you wish to teach at this school or centre. What is it about the school or centre that fits with your philosophy, what is special about it?)*

I appreciate that good classroom management skills will be vital in this role. I have considered this and other points you made during our conversation, and have tried to address your concerns in my application.

I am including a full CV (and supporting documents) that I hope demonstrate the credentials I would bring to the position including:

- A strong teaching degree with specialisations in two core curriculum subjects – Maths and English. With regard to English my special interests are second language acquisition and literacy.
- Successful teaching experience in five schools. Four of the five practicum reports make particular mention of my exceptional classroom management skills.
- Coaching and mentoring experience. I have coached water-polo, badminton and tennis and at university tutored my peers in mathematics. I would be keen to contribute my skills to existing curricular activities as well as organise and facilitate extra-curricular classes or clubs if desired.

I trust that my CV and our earlier conversation will convince you that I am worthy of an interview. I am keen to discuss the position further and how I might be suited to working with students, staff, parents and the wider community in Randwick North. I have friends living locally and have spent weekends there so have some knowledge of the town's geography and facilities.

Thank you once again for your time and consideration and I look forward to hearing from you shortly.

Yours sincerely

Candie Date

Enclosures: CV plus Appendices 1. Teaching Philosophy Statement; 2. a Practicum Report; 3. Academic Transcript; 4. Two References

James Dean
Flat 2, 14 Kelburn Parade, Wellington 6140
Phone: (04) 463 5393 or 021 463 5393
Email: James.Dean@xtra.co.nz

February 22, 2016

Celia Warburton
Principal, Wellington Normal School
Karori Road
Karori, Wellington

Follow-up: Science Teacher (LTR) Years 7-10, January 2017

Dear Celia,

I appreciated the time you gave me at the Meet the Principals Day at Victoria University last Thursday and your comments onparticularly resonated with me. This letter relates to the Science Teacher position that was mentioned by you during the panel discussion that you chaired. It sounds like a great opportunity and also coincides with my availability. I will complete my M.Teach at the end of 2016, and will be available for employment for the beginning of the 2017/18 school year.

My teacher preparation program at Victoria University has included 10 weeks of classroom teaching of year 8 and 10 students. These valuable experiences have afforded me the opportunity to:

- Develop lesson plans on a wide range of topics and varying levels of academic ability
- Work with emotionally and physically challenged students in a total inclusion program
- Observe and participate in effective classroom management
- Assist with parent-teacher meetings
- Complete in-service sessions on diversity, math and reading skills

Other relevant experience prior to my Master's Degree includes work at an After-School Care Programmes in Wellington and work as a Supervisor on a city council Holiday Programme for two summers in succession. During these experiences I designed and implemented appropriate activities, had contact with parents and care-givers, supervised small and large group activities with children aged 5 to 12 on and off-site, helped with lunches and snacks, and supervised other team members.

I enthusiastically look forward to putting my knowledge and experience into practice in a full-time position. I trust that my application and our earlier conversation will supply you with sufficient information for consideration for an interview. Thank you very much for your consideration.

Yours sincerely,

James Dean